



TA003357557

English Literature

Paper 2: Unseen Texts and Poetry Anthology

Thursday 24 May 2012 – Afternoon

Time: 1 hour 30 minutes

Paper Reference

KET0/02

4ET0/02

You must have:

Poetry Booklet - Section C of the Edexcel Anthology (enclosed)

Total Marks

40

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- You must answer **two** questions. Answer **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Quality of written communication will be taken into account in the marking of your responses. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling
- Copies of the Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature may **not** be brought into the examination.
- Dictionaries may **not** be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer EITHER Question 1 OR Question 2.

1 Read the following poem.

Blessing

The skin cracks like a pod. → simile
There never is enough water. → drought

Imagine the drip of it,
the small splash, echo
in a tin mug,
the voice of a kindly god. } desperation of the need
for water 5

→ elevates the importance of water

Sometimes, the sudden rush
of fortune. The municipal pipe bursts,
silver crashes to the ground
and the flow has found
a roar of tongues. From the huts,
a congregation: every man woman
child for streets around
butts in, with pots,
brass, copper, aluminium, } rise in climax 10
plastic buckets,
frantic hands, } evokes a spectrum
of colour 15

and naked children
screaming in the liquid sun,
their highlights polished to perfection,
flashing light, } enjambement
- irregular stanzaic form 20
as the blessing sings
over their small bones. → malnourished

Imtiaz Dharker

Consider this poem carefully. Write about it as fully as you can. In planning your writing you should consider the following:

- the poet's attitude to her subject
- the poet's descriptive skills
- the language used
- the poem's effect on you
- any other aspects you consider to be of importance.

(Total for Question 1 = 20 marks)



OR

2 Read the following extract from *The Life of Pi*

Pi (the narrator) is an Indian boy from Pondicherry. In this part of the novel he reminisces about his early childhood, growing up in relative luxury, in his father's zoo.

A portion of the grounds of the Pondicherry Botanical Garden was made available rent-free for an exciting business opportunity and – lo and behold – India had a brand new zoo, designed and run according to the most modern, biologically sound principles.

It was a huge zoo, spread over numberless acres, big enough to require a train to explore it, though it seemed to get smaller as I grew older, train included. Now it's so small it fits in my head. You must imagine a hot and humid place, bathed in sunshine and bright colours. The riot of flowers is incessant.

There are trees, shrubs and climbing plants in profusion – peepuls, gulmohurs, flames of the forest, red silk cottons, jacarandas, mangoes, jackfruits and many others that would remain unknown to you if they didn't have neat labels at their feet. There are benches. On these benches you see men sleeping, stretched out, or couples sitting, young couples, who steal glances at each other shyly and whose hands flutter in the air, happening to touch.

Suddenly, amidst the tall and slim trees up ahead, you notice two giraffes quietly observing you. The sight is not the last of your surprises. The next moment you are startled by a furious outburst coming from a great troupe of monkeys, only outdone in volume by the shrill cries of strange birds.

You come to a turnstile. You distractedly pay a small sum of money. You move on. You see a low wall. What can you expect beyond a low wall? Certainly not a shallow pit with two mighty Indian rhinoceros. But that is what you find. And when you turn your head you see the elephant that was there all along, so big you didn't realize those are hippopotamuses floating in the water. The more you look, the more you see.

You are in Zootown!

Explain how the writer uses language to explore the surroundings in this extract.

In your answer you should consider:

- the writer's descriptive skills
- the writer's choice of language
- the writer's use of structure and form

Support your answer with examples from the extract.

Peepuls	=	Sacred fig
Gulmohurs	=	Tree
Jacarandas	=	Purple flowers
Jackfruits	=	Tree which bears fruit

(Total for Question 2 = 20 marks)

Begin your answer on page 4.



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Indicate which question you are answering by marking a cross .
If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1

20 Sec A

Question 2

The 'Blessing' by Luriza Sharkey is a poem which celebrates the element of water and its importance to those less fortunate, who are strangled by famine and drought. The theme evoked is the blessing of water.

The poet presents the ~~need for water~~ ^{setting of drought} and famine through the vivid description of the people and its effect on them. "Naked children" with "small bones" and "every man woman/child" are presented as the victims of drought. ~~and~~ From this we know that they are suffering from malnutrition and the immense lack of water. "There is never enough water" directly tells us that these people are living through drought, evoking a great sense of sympathy within the reader. The poem is written in third person, in present tense to provide a sense of ^{immediacy}.

The second stanza vividly brings out the desperate need for water, ~~by making the reader drawing focus on the sounds~~ the attention of the reader to "imagine the drip of it." The singular form of "drip" shows that these people would ~~be~~ be fortunate enough to even ~~have~~ receive a drop of water. This ~~far~~ heightens



(Section A continued)

the sense of sympathy evoked by the reader. The importance of water is elevated to the level of "a kindly god", ~~showing~~ presenting ~~water~~ the idea of water being a heavenly treasure. This concept is further emphasised in the third stanza, when the poet describes the "silver" that bursts from the "municipal pipe." Alliteration is used to support this idea - "polished to perfection."

The fact that the only resource of water that ~~these people are exposed~~ is available to these people is the "municipal pipe" shows how the government is a contributor to the effect of drought, having the control ~~to~~ over water resources. The fact that these people are blessed with "the sudden rush of fortune" ^{only} when this pipe bursts ~~shows~~ makes it seem as though the municipal council are preventing these victims from getting what they need the most.

The poet's descriptive skills are greatly focused on throughout the ~~poem~~ poem. The use of a simile is brought out in the first line of the poem - "The skin cracks like a pod." The extreme effect of drought is brought out through the fact that these people are so deprived of water that their skin is so dry that it starts to crack. The ~~an~~ onomatopoeic word "crack" creates a sharp tone, ~~with~~ which ^{allows} ~~water~~ the



(Section A continued)

reader to ~~pr~~ visualize the skin cracking, and imagine the pain of it. The irregularity in structure reflects the fact that these people have no control ^{of} ~~of~~ ^{their situation.} over,

Onomatopoeia is used throughout the poem, to support the vivid description of the events depicted by the poet. "Drip", "small splash" and "echo" used in the second stanza evoke the gentle and ~~pr~~ delightful sound and texture of water when it flows ~~in~~ little by little. This makes the reader come to appreciate the impact of water, and draws the sense of gratitude from the reader. Enjambement is used to reflect the constant flow of water to set the background ^{scene.} of the poem.

In the third stanza, ~~the use of~~ description is used to create ^{an} ~~rise~~ to increased pace of action within the poem, which helps in building towards the climax. ~~The climax~~ "...the sudden rush of fortune" ~~creates~~ a speeds up the pace ~~from~~ which ~~it~~ lets the poem reach its climax at when "the municipal pipe bursts, / silver crashes to the ground..." The words, "bursts" and "crashes" create a dramatic effect and strong sense of action which highlight the drama of the event. Once again, the use of onomatopoeia greatly contributes to the vivid ~~descri~~ visualization of the situation. "A rav of tongues" is a metaphor used to compare the



(Section A continued)

strength and speed at which the people ~~then~~ receive the water ~~to~~ to the immense strength ^{and grandeur} of a lion, to elevate the effect of how this accident ~~became~~ ~~became~~ became a blessing to these victims.

"... brass, copper, aluminium, plastic buckets, frantic hands," The ~~def~~ use of ~~the~~ materials, especially the metals, bring out a spectrum of colour, perhaps to reflect the colours of a rainbow, which as we know, is created by water. This brings out the fact that water can ~~can~~ create beautiful spectacles in nature, and this highlights the importance of water, reinforcing the theme in a ~~stronger~~ its strongest impact. "Frantic hands" shows how ~~excited~~ excited ~~the~~ the people were, to so desperate to collect and preserve as much "silver" that spouted from a fortunate accident.

The extreme gratitude and appreciation of the people, are brought out in the last stanza. The children are brought into focus, their immense happiness ~~is~~ is highlighted through the ~~a~~ ~~quite~~ energy they ~~so~~ release. ~~This~~ This shows how even a single drop of water can rejuvenate ~~the~~ youth.

TOTAL FOR SECTION A = 20 MARKS

20



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Turn over ▶

SECTION B

Answer EITHER Question 3 OR Question 4.

- 3** Explore how the poets present their thoughts and feelings about relationships in *Sonnet 116* and *My Last Duchess*.

Support your answer with examples from the poems.

(Total for Question 3 = 20 marks)

OR

- 4** Show how the poets convey their thoughts and feelings about the relationship between a parent and child in *Poem at Thirty-Nine* and **one other** poem from the Anthology.

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

Begin your answer on page 9.



Indicate which question you are answering by marking a cross in the box ☒.
If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 3 ☒

Question 4 ☒

20 Sec B

The theme of parental love, or the love of a child ~~towards~~ for his/her parent is greatly brought out in Alice Walker's "Poem at Thirty-Nine" and Dylan Thomas' "Do Not Go Gentle into That Good Night." These two poems talk about the poets' love for their fathers, but the ~~attitude~~ way in which the theme is evoked is different in the poems.

In "Poem at Thirty-Nine", the poet pays a tribute to her father who has passed away. "How I miss my father." The very first line of the poem tells us that the father is the main subject matter of the poem, and the fact that he is missed ~~shows~~ evokes a great deal of love towards him. The poem is written in ~~both~~ first person and third person, to show the connection between the poet and her father. The poem is written in the present tense when the poet refers to herself, but is also written in past tense when the father is referred, showing that he is no longer alive. The father is presented as the poet's mentor and life coach, ~~telling us~~ and shows the reader how everything she knows is ~~to~~ what he taught her. "He taught me how."



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(Section B continued)

The poet's father is presented as a lively, fun-loving and ~~not~~ ~~entirely~~ culturally diverse man. "He cooked like a person / dancing / in a yoga meditation..." This creates a fun, energetic aspect of the father's personality, showing how ~~be~~ fully he lived his life. "Now I look and cook just like him" The poet expresses her gratitude for having resemblance with her father, and tells the reader how she is grateful that she has inherited some permanent ~~characteristic~~ characteristics that she will always have to remember him by.

In "Do Not Go Gentle into That Good Night" by Dylan Thomas on the other hand, ~~even~~ uses this poem as a way to urge his own father to fight death, insinuating the fact that ~~if~~ he is still alive. The poet urges his father to not give in to death and to keep fighting "against the dying of the light." This immense urgency in his efforts to support his father evokes the theme of ~~paternal love~~ ~~for~~ paternal love. To support his father, the poet brings out the different kinds of men that still fight despite ~~to~~ what they ^{may} have done in their pasts. ~~That~~ "wise men" who know that they have not done anything extreme ~~that~~ in their lifetimes that "had forked no lightning" still fight because they ~~still~~ want to continue living to



(Section B continued)

get the chance to do things that would make an impact on their lives. The poet also implies that even "grave men" who are blind still fight. Although they are blind, with eyes that "could blaze like meteors" ~~and be gay~~ they are still "gay" and happy with strength to "rage, rage against the dying of the light." No matter how much the father might "curse, bless" his son for his pain, the poet shows he is prepared to do anything in his efforts to convince his father to refuse to "go gentle into that good night."

Despite the strong sense of love ~~evoked~~ ~~for~~ evoked between a parent and a child that is brought out through these two poems, there are several aspects that set ~~apart~~ them apart as two unique ~~poems~~ masterpieces. "Poem at Thirty-nine" is written in freeverse, ~~which~~ with no regular stanzaic structure, which reflects the sprightly, rejuvenating personality of the poet's father, reinstating the immense love and respect she had towards him. "Do Not Go Gentle into That Good Night" however, consists of five tercets, ending with a quatrain, with an alternate ~~to~~ rhyming scheme, ~~to~~ perhaps to reinforce the strength of the poet's urgencies and pleas in his efforts to persuade his father. The ~~to~~ regularity creates ~~a~~ a strong sense of urgency, contributing to the poet's



(Section B continued)

stand in the matter to convince his father. Alliteration is used in both poems, "telling the truth" from "Poem at Thirty-nine" and "Do not go gentle into that good night" from "Do Not Go Gentle into That Good Night."

Alice Walker creates a tone of respect but also regret in her poem to show how much she misses her father. However, Dylan Thomas creates a strong, commanding tone with the use of imperatives - "Rage, rage against the dying of the light." to support his efforts towards his father, showing how much he loves him. So much, that he ~~is~~ will do anything to help him.

TOTAL FOR SECTION B = 20 MARKS **20**
TOTAL FOR PAPER = 40 MARKS

