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Surname

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**Pearson Edexcel
International GCSE**

Centre Number

3 4 7 3 5

Candidate Number

9 1 4 1

English Literature

Paper 1: Poetry and Modern Prose

Tuesday 22 May 2018 – Morning
Time: 2 hours

Paper Reference

4ET1/01

You must have:

Question Booklet and Booklet of poems from Part 3 of the Pearson Edexcel International GCSE English Anthology (enclosed)

Total Marks

86

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.
- Answer the question from Section A, **ONE** question from Section B and **ONE** question from Section C.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- Copies of the *Pearson Edexcel International GCSE English Anthology* may **not** be brought into the examination.
- Copies of the texts studied 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.
- Check your answers if you have time at the end.

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volta
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sest
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Turn over ►

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Pearson

Question 1

Purple Shoes is a poem on the surface about how the mother and child have conflicting ideas on buying purple shoes. However, on a deeper level, the poem hints that the poem moreover is that which shows and dictates how a child or one person will not be forced into giving in to either authority or their parents and perhaps a lesson on confrontation to carry out what we want and think about shoes. In terms of perspective, although there is no self note on the speaker, we can tell that this is in the viewpoint of a child given the references to 'mami' and the rather simplistic manner in which the poem is written, in rather basic sentences. Structurally, the poem is written in free verse, perhaps giving the impression of rebellion, thus not using a rhyme scheme, not conforming to her mother. The poem also uses enjambment, which adds a sense of relentlessness to the poem, as well as well. Furthermore there is use of short sentences to ~~state~~ show what the poem is focused on and indicate the importance of certain phrases like that of 'It was about the shoes' which details how preoccupied and important these shoes are.



The writer presents strong feelings with the heavy use of both sibilance and alliteration bringing about a number of different effects. The sibilance through 'soft suede, silver...' adds and emphasises the soft nature and material of the shoes, furthermore later in reference to 'not suitable for school' the sibilance creates a sort of menacing evil negative ~~by~~ tone to the phrase which shows Rawnsley's feelings towards the school. The use of alliteration through 'Mum and me' indicates a coupling of the words as if they are a team together. This is proven wrong however, making the fact that she cannot have the shoes seem ~~as~~ even more emphatic. This coupling is further important as it deceives the reader, in the sense that it shows how a mother and a child are like that of one unit, which is proven not to be the case, making the final deeper underlying message of the poem emphatic as those who seem to love us and be with us are sometimes our greatest enemy, or sometimes need overcoming. A sense of a clutchiness of nature is shown through the compound noun of 'how... Gran's'.

Rawnsley uses phrases with alliteration to show the



power and importance of the 'pair of purple' shoes. Whilst describing the buckle, it is mentioned on how they're silver. We can assume that this is not the case, and that perhaps this is referring to the colour alone, but ~~it~~ ultimately this shows the poet's strong feeling towards the shoe in the sense that silver is ~~kept~~ held in high worth, like that of the shoes and her. The poet further makes use of direct speech which makes the reader feel more ~~immers~~ immersed in the poem and feel more intense, especially making the term 'No' seem more emphatic as if she is saying no to more than just shoes. The poem further expresses ~~the~~ strong feelings through the ~~poet~~ repetition of 'row' which elucidates the nature of the ~~poet~~ poem and the fact that she does not want such.

Rainsley makes use of ~~poet~~ metaphor as the shoes make 'footsteps in ~~the~~ [her] my mind' which helps to elucidate the powerful nature and want of these shoes, in a way she has become obsessive which is shown through how ~~such~~ such shoes dominated her dreams, as well as the use of hyperbole ~~as~~ not having the shoes was ~~ruining~~ 'ruining [her] my life'. There is use of temporal marker throughout the poem: 'This morning'



'On Monday' which helps to give an idea of time of events. The final verse of the ~~is~~ four versed poem proves to be ~~emphatic~~ emphatic, this is down to the nature of the last 2 lines being short sentences themselves. 'But I do not care' shows and states the powerful message on how we should not give into conformity and perhaps ~~of~~ mediocrity, not being suitable in verse two perhaps referring to the nature of ~~not being the~~ that of not conforming to social standards or being similar or the same as anyone else. The final sentence is rightly emphatic which shows the definite idea of not giving into constraints, proving to be powerful and purposeful, the message of the poem. Not to give it!



Lined writing area for the answer to Question 1.

(Total for Question 1 = 20 marks) **20**

TOTAL FOR SECTION A = 20 MARKS



SECTION B: Anthology Poetry

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 2

Question 3

Piano and Hide and Seek.

mood
long mood
tone

Subject
perfect
structure.

Hide and seek details a man's reflection into his childhood through a game of hide and seek, ultimately elucidating the feeling and idea of how society and those around him grew up and left him in a sinister manner, in a way longing for the past. Like that of Hide and Seek, Piano ~~contrastingly~~ refers also refers to Lawrence's childhood, ~~seemingly~~ similar in the sense of having a loathing for the past, but this is more so than ~~the~~ Hide and Seek (HS). Piano is written in third person present tense ~~which~~ whereas hide and seek is that of present tense first person making the reader feel more immersed in the text. Structurally Piano details an AABB rhyme scheme which helps to bring the sense of musicality to the piece ~~as~~, ~~fit~~ with ~~fit~~ further use of enjambment which indicates the ~~his~~ relentlessness and urge of wanting to go back ~~to~~ and remain in the 'vista of years'. Contrastingly, compared to Piano's 3 quatrains, ~~Hide and~~ HD is written as one stanza which use of couplets



scarcely ~~but~~ present, initially giving a sense of excitement and joy in the child's part, but towards the end acting in a sort of mocking tone. Like piano, enjambment is also used as it brings a sense of awkwardness to the piece, however, contrastingly it also gives the sense of claustrophobia and unease.

Piano uses a sort of Melancholic deep sad tone with a longing for the past which is at juxtaposition with that of Hide out seek starting in excitement but having a deep sinister tone underlying it. Both poems make use of sibilance but for very different reasons. Initially Piano's use emphasises and creates a soft atmosphere 'Softly... duck... singing' whereas HS uses such in two ways: 'Smell... seaside... salty' emphasises the sound of the ocean, but also 'smell of sand' hints at a sinister feel which is fitting for this positioning in the piece. Further common to both is the use of assonance which is largely used in Piano to emphasise the light soft nature of the part that Lawrence now weeps for, ultimately being a poem about how he misses his mother after her death. 'Stinging of string' helps to give this light feel, whereas 'Clat... throat', especially especially with the harsh t at the end of each word emphasises the sinister feel of the poem. Both poems also use alliteration, as again similar to



The use of assonance and sibilance. Piano creates a positive image of the mother with 'piano pressing... poised' which ~~gives~~ is odd given the nature of the words being plosives. In contrast alliteration is used in HS to further create the a sinister feel: 'dark damp smell of sand'.

Both poems make sense to the sense, but in different ways. Piano has use of ~~an~~ ~~onomatopoeia~~ through boom, making us feel immersed in the experiences of the writer, which is further done through the mention of the 'clamour' of the 'great black piano appassionato' which shares the writers experience given the ambiguity of the ~~pass~~ world ~~passionato~~ as it could be referring to the strength of the memory or that of the piano itself. Through the use of ~~triple~~ ^{quadruple} structure, HS makes reference to disability and helplessness through the mention of the senses. 'Don't breathe. Don't move. Stay dumb. Hide in your blindness.' It is important to note the tone in which this comes across, in that Scannell uses imperatives sharing the importance of ~~the~~ the game ~~as does~~. Although Piano doesn't use such, an expression of its power ~~to~~ of music to provoke memory is shown for it is 'vain for the singer to burst into clamour' for the piano itself has already made Lawrence



explore and feel his emotions in a way he hasn't done before. However, this phrase could also indicate the loss of his memory, or how it is fading away elucidating the writer's personal experiences.

Both poems make use of personification of Pans. Pans how it has become a 'quilt' in leading the him, illustrating its power. However, the use of personification in HS only helps to draw attention to the sense of silence or isolation as the 'bushes hold their breath' making us immersed in the poem. ~~HS~~ HS further makes use of punctuation marks which help to reflect the intensity of the piece through exclamation marks which are used throughout. This poem proves to further be engaging ~~on the level of~~ by the part of the inclusion of the rhetorical question at the end, making us feel a sense of pathos for the innocent child. Pans creates a very 'cozy' atmosphere in the ~~2nd~~ second quatrain with the use of 'Sunday evenings' being soft and ultimately at juxtaposition to that of the metaphor: 'winter outside' which refers to althhood. This sort of experience of Laurence's childhood contrasts with that of HS in which the other children are portrayed in a zoomorphic manner, 'proating on ~~potholes~~ are further by referring to them as the pronoun



'Hay' which hints on how they are like that of a pack of wolves. HS further makes use of excessive punctuation with short sentences, semi-colons and commas showing the quick pace of the poem and being 'hated down'. Such use of punctuation and change of pace is not done in Piano. In finally, Piano ends in sadness and melancholy grief that Lawrence's memory has made his manuscript 'cast', carry him to weep, very powerful. This is somewhat similar to the end of HS in which a sense of sadness and regret is created, but ultimately a sense of pathos. This pathos is similar to both poems.



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Handwriting practice area with horizontal lines.

TOTAL FOR SECTION B = 30 MARKS **28**



SECTION C: Modern Prose

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 4 Question 5 Question 6 38SecC
 Question 7 Question 8 Question 9
 Question 10 Question 11 Question 12
 Question 13

Plan : Crooks : what he represents
 black oppressed ✓

'all the weak ones' → ~~Oppressed by nearly all, & leads to his~~
 → ~~American dream... swayed but ^{character} broken.~~
 → Idea of power... non-teleological world
 → Intelligent, contradicts the nature of negos.
 ✓ ⇒ Loneliness.

Crooks is one of the main characters in Steinbeck's 'Of Mice and Men' portraying many of the messages set out by the novella. He is the stable boy on the ranch and ultimately he epitomises the way in which those of a dark complexion were oppressed due to race and colour alone, an idea that Steinbeck is trying to ridicule through the presentation of Crooks. The character exposes the theme of discrimination, power, loneliness and the ~~its~~ impact of the American dream which he eventually gets ~~down~~



into due to the uncontrolled excitement of Lennie and Candy in section 4 of the text. Ultimately, however, Crook's purpose in the novella is to elucidate that much of the suffering we have is caused by ourselves, but is also heightened by the social standards, Crook's getting oppressed because [he] 'I'm black'.

As his name suggests, Crook experiences a lack of identity and is known by this name for his crooked back, or perhaps alternatively for the nature of being a crook solely based on being black. It is important to notice how he is not known by his real name, furthermore, the fact that often this name of Crook is overshadowed by terms like 'negro' and 'God damn nigger' ~~the~~ showing the lack of respect he gets. The only time in which he interacts with others on the ~~the~~ ranch is on Christmas, in which he is invited in to get beaten as a source of entertainment through violence, only elucidating the nature of isolation on the ranch even further. This lack of respect shown towards him ~~is~~ largely stems from his cultural identity, something of which he acknowledges: 'because I'm black' showing that he is not an ignorant character, but in fact quite the opposite aware of his own rights: 'you have no right coming down here'. Due to Crook's dark complexion, he is



generally viewed as an outcast to society, contextually being the lowest of the low, which is ultimately shown through of 'Mice and Men' given that he is forced into isolation in a 'long bunk house full of straw'.

Crooks explores the theme of loneliness through the novella which is consequently caused by through his prolonged isolation and the oppression he is ridiculed by. ~~When he begins to understand his chara~~
Though this was common in 1930s America, ranch men often being the 'loneliest guys in the world' the antithesis between Crooks and ~~the~~ characters like that of Whit and Carlson is that he is forced into loneliness due to social constraint rather than the latter, ultimately being their choice. He begins to understand the character of Crooks during section ~~4~~ four in which Lennie enters his room 'trying to make friends'. It is due to the layers of oppression that Crooks has endured, through that he has become wary of company, stiffening and scowling' at Lennie's entrance. Much of Crook's mention of loneliness is Crook's speaking from his own experience, and this scene ultimately ~~also~~ illuminates the loneliness Crook's experiences, 'a guy goes nuts... just somebody to talk to'. ~~He thought his loneliness however that~~
He also explores the theme of how the weak oppress the weaker, lashing out in anger to Lennie due to



years of accumulated oppression. However, it is important to note that he does not do this through his 'cruel and aloof nature' but as a result of the Society he has lived in, ~~ultimately~~ gaining a 'sort of victory' in doing so. This victory is that of causing hurt, but when he ~~can~~ swades Lennie into the idea that George ~~would~~ won't come back, temporarily Lennie now feels the same way that Crooks feels, both in despair and ~~to~~ experiencing loneliness which gives Crooks a private victory in the terms of community, not being the only one. Ultimately this is ~~still~~ why Crooks takes advantage of the naive childlike nature of Lennie, ~~because~~ who is too innocent to understand racism and prejudice. It is through this scene that Steinbeck explores the idea that much of the suffering we experience is that which is caused by ourselves, with Crooks driving people away in anger and cynicism. ~~rather than~~

Crooks explores discrimination as well as the American Dream. He suffers oppression through nearly all characters in the novella, referred to as 'God damn nigger' despite known as a 'nice fella' by Candy. It is important to note that Candy uses both phrases which shares the contextual idea of how such a derogatory term was so widely accepted in the 1930s. Once both



and Candy enter Crook's room, detailing their American Dreams, despite against the ~~other~~ commands of George, the fact that they mention it shows the excitement and purpose both characters attain from it. Crook reacts in cynicism ~~the~~ as seemingly 'everybody seem to have land in there head' in which 'no one gets to heaven, no one get no land', which contextually was somewhat true. By 1930, all unsettled land had been owned, ultimately making the American Dream as doomed as Lennie. Despite this, with the poor crop yield and overfarming leading to the dust bowl of the dirty thirties, multiple farms had collapsed giving the possibility of attaining land, showing insight into Crook's judgement, it's all too optimistic. However, his initial pessimism could be due to ~~his~~ ^{the} endless cycle of oppression he suffers. It is also important to note that Crook does not have an American Dream, the fact of which is due to the fact that all land that was once owned by black people were unlawfully taken by the white as well as the constant oppression breaking all morale. Despite this, Candy and Lennie immerse Crook into their American dream, and the fact that Crook is swayed by Jim & such conviction of belief, this shows the power of the American dream, giving meaning and purpose into ones life. Yet once



Curley's with threatens to 'hang' Crooks, with 'all the weak ones', being reminded of his social position, he is 'reduced to nothing' further shows he was 'in his hoodlum' to ~~save his~~ to maintain pride: 'proud' character.

The character of Crooks contradicts stereotypes, as in fact he is ~~the~~ one of the most intelligent characters on the ranch which is shown through his 'gold rimmed' spectacles. Steinbeck explores a message of power and further that of his belief in a ~~world~~ non-teleological world in which cause and effect are not related, but rather everything is based on chance. This is ultimately seen through Crooks, as well as George gives that their American dream, or Crooks' circumstances cannot be changed by him and was dictated by chance, unable to change the fact that he was born black. This ^{message} is further emitted through the fact the Curly has Crooks half had American dream and lives a life of luxury, despite being a 'red damn punk'.

To conclude, the character of Crooks explores the themes of discrimination, power, the American dream and the fact that life is dictated ultimately by chance. ~~The~~ Ultimately the



purpose of Crooks is that to share the message of equality, that such discrimination is wrong, shown through the respect shown towards him from the 'god-like' authority of Slim. It is important also to make reference to 'To a mouse' with Fisher ~~an~~ elucidates one of Steinbeck's key messages which is intertwined into the novella, that everything is based on chance, and the dream that Crooks once built up broke apart with no just reason like that of the mouse's nest.



Lined writing area for student responses.

TOTAL FOR SECTION C = 40 MARKS **38**
TOTAL FOR PAPER = 90 MARKS

