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A-Course Summary Notes
English CE

The English Common Entrance exams are divided into two separate papers.

Paper 1
You will have 1 hour 15 minutes for Paper I.

Prose Comprehension

- You will only have 37.5 minutes for this paper so be aware of time.
- You must read ALL information on the exam paper before you start to answer the questions.
- Ensure you read the passage through carefully, highlighting any key information, poetic devices or unusual vocabulary as you go.
- Only start answering the questions once you have read the passage through.
- Use the mark scheme as a guide for how much you should be writing; one mark is worth 4%.
- Remember to QUOTE, especially in the high mark questions.
- You must then go on to explain what your quotes show.
- If your quote features a poetic device then you must mention what that device is. For example: “This simile shows...” rather than “This quote shows...”
- Read the question carefully so that you are clear exactly what it is asking.
- Remember most poetic devices can still apply to prose passages, so mention them wherever you spot them.
- Remember in a prose comprehension you should mention the writer or author, not the poet!
- Leave a line after each answer.
- By the time you have finished your comprehension, your answers should be about 1½ - 2 sides of A4 and no less – if you have not written that much, it is likely you have not answered in sufficient detail.
Writing Task

- You will only have 37.5 minutes for this paper so be aware of time.
- This paper will offer you a number of different writing options.
- Read ALL of them before you decide which one to do.
- There will always be at least 2 essay writing options; I cannot tell you which questions to do but I would always advise the book/essay question where possible because it is the one that is easiest for us to prepare for.
- When you are writing your essay, make sure you have an introduction and conclusion.
- You MUST write in paragraphs.
- Remember to state the novel and author you will be using in your introduction.
- Use one example from the book per paragraph and explain it in good detail.
- Always remember to link your examples back to the question. This sentence will generally start with “This shows...”
- Read the question carefully and make sure you are clear exactly what it is asking so that your examples are entirely relevant.
- Your essay should be about 1½ - 2 sides of A4 and no less.

Paper 2

You will have 1 hour 15 minutes for Paper 2. It will be divided into two sections.

Poetry Comprehension

- You will only have 37.5 minutes for this paper so be aware of time.
- You must read ALL information on the exam paper before you start to answer the questions.
- Ensure you read the poem through carefully, highlighting all poetic devices or unusual language as you go.
- Only start answering the questions once you have read the poem through.
- Use the mark scheme as a guide for how much you should be writing; one mark is worth 4%.
- Remember to QUOTE, especially in the high mark questions.
- You must then go on to explain what your quote shows.
- If your quote features a poetic device then you must mention what that device is. For example: “This simile shows...” rather than “This quote shows...”
- Read the question carefully so that you are clear exactly what it is asking.
- Remember in a poetry comprehension you should mention the poet or the writer, not the author.
- Leave a line after each answer.
- By the time you have finished your comprehension, your answers should be about 1½ - 2 sides of A4 and no less – if you have not written that much, it is likely you have not answered in sufficient detail.
- LEARN YOUR POETIC DEVICES – you must be able to spot them, and comment on them, in your answers.

Creative Writing

- You will only have 37.5 minutes for this paper so be aware of time.
- This paper will offer you a number of different story writing options.
- Read ALL of them before you decide which to do.
- When you are writing your story, make sure you have a clear beginning, middle and ending.
- Remember the opening paragraph is the most important because it hooks the reader (examiner) in and makes them want to read on.
- Include lots of description in your story; the more vivid and unusual, the better.
- Wherever possible, include poetic devices in your story as these are worth valuable marks.
- Avoid too much speech; it does not get you many marks so only use it if it is essential to your story.
- You MUST write in paragraphs.
- Your story should be about 1½ - 2 sides of A4 and no less.
# Story Mark Scheme

<table>
<thead>
<tr>
<th>Name of Pupil</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>Originality of ideas</td>
<td>3</td>
</tr>
<tr>
<td>Descriptive detail</td>
<td>5</td>
</tr>
<tr>
<td>Poetic devices</td>
<td>5</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
</tr>
<tr>
<td>Opening and Ending</td>
<td>3</td>
</tr>
<tr>
<td>Plot structure</td>
<td>2</td>
</tr>
<tr>
<td>Presentation</td>
<td>1</td>
</tr>
<tr>
<td>Setting out of paragraphs</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>25</strong></td>
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<td><strong>%</strong></td>
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<tr>
<td><strong>Technical</strong></td>
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<tr>
<td>Syntax</td>
<td>3</td>
</tr>
<tr>
<td>Tense</td>
<td>2</td>
</tr>
<tr>
<td>Spelling</td>
<td>3</td>
</tr>
</tbody>
</table>
Comprehension Tips

- Always write in full sentences. If a question asks to give two reasons, write it in words, not numbers. For example: My first reason is... NOT 1.

- Always use the mark scheme as a guide. If a question is worth 6 marks, we need to have written at least 6 sentences. For a 6 mark question we should be aiming for 3 separate quotes and each of them explained individually.

- You must remember you should quote AND go on to explain exactly what your quote shows.

- When you are quoting, you must use speech marks to show that it is a quote.

- When we are explaining what our quote shows, if our quote has a poetic device in it then say what the device is. For example: “as silly as a sausage”. This simile tells us that the character is immature and messes around because she is described as silly.

- If a question has more than one part to it, make sure you answer all parts. For example, if a question asks for the advantages and disadvantages of being friends with Sally, make sure you write about both of them.

- When we answer ANY comprehension question, think about answering using the following:
  WHAT? What is the answer?
  HOW? How do we know what the answer is? (Quote)
  WHY? Why does the quote tell us this? (Explain quote)
Key Poetry Terms

ALLITERATION

Repetition of consonant sounds, especially at the beginning of words placed near each other, to draw attention to a particular sound or to intensify meaning.

Example:
Jamie read a book by the babbling brook.
The teacher took the troublemakers’ toys.

ANTHROPOMORPHISM

Giving human characteristics to an animal such as talking, kneeling, sighing etc. Macavity the Mystery Cat, The Lion, the Witch and the Wardrobe, Alice in Wonderland and Beatrix Potter are all examples.

Example:
You’ll be sure to find him resting, or a-licking of his thumb; Or engaged in doing complicated long division sums.
The eagle clasped the rock in his crooked hands.
Beaver was tired; he leaned his head on his hand and sighed.

ASSONANCE

When vowel sounds are repeated in the middle of words.

Example:
Down and around the sound drowned out.
The few who truly knew.
The fleas that tease in the High Pyrenees.
BALLAD

A poem or song that tells a story.

Example:
The Second Coming by W.B. Yeats.
The Highwayman by Alfred Noyes.

CAESURA

A pause in a line of poetry or a sentence to create dramatic pause. It is usually signaled with punctuation.

Example:
Cynthia was the first; Cynthia will be the last.
England - how I long for thee!

CLICHE

A phrase or expression that may once have been original and very effective but has become so over-used that it has lost its meaning.

Example:
Don’t make a mountain out of a molehill.
At the end of the day...
And they all lived happily ever after.

COLLOQUIALISM

A word or phrase used in informal writing which is appropriate for speech but NOT for your work!

Example:
I needed someone to give me a hand.
It really gets up my nose.
Sometimes I could just totally freak out.

**CONSONANCE**

Repetition of the same consonant sound.

**Example:**
Pitter, patter.
Blank, think.
Strong, string.

**ELLIPSIS**

A pause or break in the flow of a line or sentence shown by using three dots in a row (…) Sometimes used to create tension.

**Example:**
Emelia thought and thought… and then thought some more.
So… what happened?

**ENJAMBMENT**

When the idea of one line is continued onto the next and there is no punctuation at the end of the line.

**Example:**
I ran out in the morning, when the air was clean and new
And all the grass was glittering and grey with Autumn dew.

Something told the wild geese
It was time to go.
EUPHEMISM

A word or expression used instead of saying something which might be unpleasant, awkward, rude or embarrassing to say. It’s often used as a polite way of saying things.

Example:
She has passed on (she died).
He is rather large for one so young (he’s very fat for a boy his age).
You do look a little under the weather (you look ill).

EXTENDED METAPHOR

When a single metaphor is used at length or at various different points throughout a poem.

Example:
Macavity the Mystery Cat refers to Macavity being compared with a criminal throughout the whole poem.

FOREBODING

A sense that something bad is going to happen.

Example:
War clouds began to gather.
I patiently wait, terrified, to embrace the shadowy cloud of my fate.

FREE VERSE

Poetry with no set rhyme or rhythm. It sounds less like a poem and more natural, as if the poet is speaking directly to you.

Example:
Birmingham by Lawrence Smith
HALF-RHYME

A type of rhyme formed by words that sounds similar but not identical.

Example:
Blood, good.
Babe, drab.

HYPERBOLE

Obvious and intentional exaggeration for effect. It is not intended to be taken literally.

Example:
I can smell cheese from a mile away.
A thousand thank yous.
These shoes are killing me.

IAMBIC PENTAMETER

A line of poetry consisting of ten syllables, where an unstressed syllable is followed by a stressed one - daDUM, daDUM, daDUM, daDUM, daDUM.

Example:
If music be the food of love, play on.
Two households, both alike in dignity.

IMAGERY

Visually descriptive language that helps build an image or picture in your head by using poetic devices, however it can also appeal to the other senses too.
Example:
The strawberries were blood-red with ripeness and almost scraped the ground on a long line of wild bushes.
The branches spiked like daggers.

IRONY

Using words to convey a meaning which is the opposite of its literal meaning.

Example:
I am a stickler for spelling, punctuation and grammar. I am glad that your learning correctly from me.

LITOTES

A figure of speech where understatement is used to emphasize a point by using a double negative.

Example:
It’s not too bad (it’s very good).

METAPHOR

Comparing two things using ‘is’ or ‘was’.

Example:
The road was a ribbon of moonlight.
Love is a rose.
The teacher is an angry lion.
October is marigold.

ONOMATOPOEIA

A word that sounds like its meaning.
Example:
Buzz.
Crunch.
Pop.

**OXYMORON**

A phrase combining two terms that seem to be opposite.

Example:
A small fortune.
A well-known secret.

**PARODY**

Work created to imitate, make fun of or comment on the original, usually for comic effect.

Example:
Harry Potter and the Chamber of Cheesecakes (parody of Harry Potter and the Chamber of Secrets).

**PATHETIC FALLACY**

When human characteristics are given to the weather or nature. Often in literature the weather will mirror a character’s mood or emotions.

Example:
The sombre clouds darkened our mood.
Violent blasts of rain had accompanied these rages of wind.

**PERSONIFICATION**

When human characteristics are given to objects.
Example:
My bicycle stumbled towards me.
The wilted flower begged for water.
The desk yawned open.

PUN

A play on words or joke, usually allowing the writer to communicate more than one meaning to the reader.

Example:
I wondered why the baseball was getting bigger, then it hit me.
I’m reading a book about anti-gravity; it’s impossible to put down.
Show me a piano falling down a mine-shaft and I’ll show you A-flat minor.

REPETITION

The repetition of a word, phrase or line to create emphasis.

Example:
Because I do not hope to turn again...
Because I do not hope...
Because I do not hope to...

I looked upon the rotting sea,
And drew my eyes away;
I looked upon the rotting deck,
And there the dead men lay.

RHETORICAL QUESTION

A question that does not require an answer; it is used to make a point.

Example:
What defence do the homeless have if the government don’t protect them?
The butler did it...or did he?

**RHYME**

Rhyming words are words that sound the same when spoken but don’t necessarily have to be spelt the same.

**Example:**
Balloon, moon.
Blue, true
Bean, machine.

**RHYME SCHEME**

The pattern of rhymes at the end of each line of a poem. It is usually referred to by using letters to indicate which lines rhyme; lines with the same letter all rhyme with each other.

**Example:**
Roses are red, A
Violets are blue, B
Sugar is sweet, C
And so are you. B

**RHYMING COUPLETS**

The last two words on a pair of lines next to each other rhyme. The lines MUST be immediately next to each other.

**Example:**
Lightning, thunder, all around,
Soon the rain falls on the ground.
RULE OF THREE

Writing that includes listing, repeating or describing something three times for effect.

Example:
Friends, Romans, Countrymen.
Blood, sweat and tears.
Education, education, education.

SIBILANCE

A specific type of alliteration where the ‘S’ sound is repeated to create a hissing noise.

Example:
Sing a song a sixpence.
She sells sea shells on the sea shore.
I must go down to the seas again, to the lonely sea and sky,
And all I ask is a tall ship and a star to steer her by.

SIMILE

Comparing two different things using ‘like’ or ‘as’.

Example:
The truth was like a bad taste on his tongue.
She hung her head like a dying flower.
Love is like a rose.
The teacher was like an angry lion.
Her hair was as soft as a spider’s web.

SONNET
A form of poetry which usually takes the form of one stanza with fourteen lines.

**Example:**
Shakespeare’s Sonnet 18

**STANZA**

Paragraphs / verses in poetry.

**ZOOMORPHISM**

Giving animal characteristics to a human (the opposite of anthropomorphism).

**Example:**
It ruffled her feathers when she didn’t win her race on sports day.
Story Writing Tips

When we are writing stories, it is really important that we use our imagination to bring our description to life. In order to do this, we can include poetic devices in our stories which will make the description more vivid for our readers. Some important things to remember to include in our stories are:

- Poetic devices
- Write in paragraphs
- Avoid too much speech (speech does not get you many marks so only use it if it is essential for your story)
- Lots of description and scene-setting
- A clear beginning, middle and end

When we are planning our story we need to consider the following:

- WHERE? Where does our story take place - use description that is relevant / appropriate for the place.
- WHEN? When is it set? Past, present or future? Is it set in one time? Or does it change?
- WHO? Who are you writing for? Who is the audience? Keep writing appropriate.
- WHO? Who are the characters in your story? Describe them but remember not to have too many characters.
- WHY? Why are you writing - think about audience again. If we are writing a story we are writing to entertain.
- WHY? Why has each character done the things they have done? Explain and be specific.
- HOW? How are you going to present your story? 1st person (I did this, I went to this place) or 3rd person (He did this, she did that)

When describing, especially when we are setting the scene at the beginning of our story, we can use the FIVE SENSES to help us.
→ SIGHT  What does it look like?  What can you see?
→ SOUND  What sounds can you hear?  What does it sound like?
→ TOUCH  What does it feel like?
→ SMELL  What can you smell?  What does it smell like? (Could be pleasant or unpleasant)
→ TASTE  What does it taste like?
**Theme Essay Template**

**Paragraph One: Introduction**

In paragraph one, we will be writing an introduction to our essay. In the introduction we need to show an understanding of the question or statement we are being asked to discuss.

We should include the following:

- An answer to the question (whether we agree or disagree with the statement).
- An understanding of terms / themes used in the question (often this will be a definition).
- Which book you will be using, who it is by and which character you will be focussing on.

**Paragraph Two, Three and Four:**

Paragraphs two, three and four will form the main body of our essay. We will be using these paragraphs to answer the question and prove why we agree or disagree with the statement / question. We will be using specific examples from the book to help, and explaining what these examples show by linking them back to the question each time. Paragraphs 2, 3 and 4 all follow the same format:

P - point

E - evidence

E - explain
Point - Make your point.

Evidence - Use evidence (examples from the book) to support your point.

Explain - Explain how this example relates back to the question and what it shows.

HINT:

1. You must keep referring back to the question throughout your essay to continually reinforce the point you are trying to make. It may seem that you are repeating yourself but it will help you to stay on track.

2. **DO NOT** re-tell the story. Only use examples that help support the point you are trying to make.

Paragraph Five: Conclusion

Your conclusion should draw together the views you have given, the points you have made and the examples or evidence you have included in your essay. You are summarising and concluding the essay. You should answer the question again, briefly summarise the points you have made and offer your own opinion on the matter.

HINT:

Your conclusion should always start with "In conclusion" or "To conclude" to signal to the examiner that this is your concluding paragraph.

An essay should be 1½ - 2 sides of A4 and no less.
B- Model questions
Please complete Autumn 2016 Ce 13+ Papers 1 and 2 level 2 over the holiday.
C- Activities
Identifying Poetic Devices, Practice 1

1. ‘My bicycle stumbled towards me’ is an example of which poetic device?

2. What is an oxymoron?

3. What is a pun?

4. What is a colloquialism? Or colloquial language?

5. What is the tone of a poem?

6. What is enjambment?

7. ‘October is marigold’ is an example of which poetic device?

8. What is it called when the last two words of a pair of lines next to each other rhyme?

9. What do we call paragraphs in poetry?

10. What is anthropomorphism?

11. What is a simile?

12. What is a word called that sounds like its meaning?

13. What is a ballad?

14. What is hyperbole?
Identifying Poetic Devices, Practice 2

1. What is it called when we give human characteristics to non-human objects?

2. "Buzz", "Crunch", and "Pop" are examples of which poetic device?

3. What is it called when more than one word starts with the same letter?

4. Which poetic device compares two things using "like" or "as"?

5. What is it called when vowel sounds are repeated in the middle of words?

6. "The wilted flower begged for water" is an example of which poetic device?

7. "The baby's skin is as smooth as silk" is an example of which poetic device?

8. What do we call it when we use obvious and intentional exaggeration for effect?

9. Giving human characteristics to animals is called what?

10. What is enjambment?
D- Marksheets and Model answers
Identifying Poetic devices, Practice 1

1. ‘My bicycle stumbled towards me’ is an example of which poetic device? Personification

2. What is an oxymoron? A phrase combining two terms that seem to be opposite.

3. What is a pun? A play on words or joke.

4. What is a colloquialism? Or colloquial language? Informal language, not appropriate for written work.

5. What is the tone of a poem? The mood of the poem. Not what is being said but how it is being said.

6. What is enjambment? When the idea of one line is continued onto the next and there is no punctuation at the end of the line.

7. ‘October is marigold’ is an example of which poetic device? Metaphor.

8. What is it called when the last two words of a pair of lines next to each other rhyme? Rhyming couplets.


10. What is anthropomorphism? Giving human characteristics to an animal such as talking, kneeling, sighing etc.

11. What is a simile? Comparing two different things using ‘like’ or ‘as’.

12. What is a word called that sounds like its meaning? Onomatopoeia.

13. What is a ballad? A poem or song that tells a story.

14. What is hyperbole? Obvious and intentional exaggeration for effect. It is not intended to be taken literally.
Identifying Poetic devices, Practice 2

1. What is it called when we give human characteristics to non-human objects? Personification
2. "Buzz", "Crunch", and "Pop" are examples of which poetic device? Onomatopoeia
3. What is it called when more than one word starts with the same letter? Alliteration
4. Which poetic device compares two things using "like" or "as"? Simile
5. What is it called when vowel sounds are repeated in the middle of words? Assonance
6. "The wilted flower begged for water" is an example of which poetic device? Personification
7. "The baby's skin is as smooth as silk" is an example of which poetic device? Simile
8. What do we call it when we use obvious and intentional exaggeration for effect? Hyperbole
9. Giving human characteristics to animals is called what? Anthropomorphism
10. What is enjambment? When an idea carries on from one line of a poem to the next without any punctuation.
<table>
<thead>
<tr>
<th>Q.</th>
<th>Answer</th>
<th>Mark</th>
<th>Additional Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>he is sheltered by the trees, which absorb the wind</td>
<td>2</td>
<td></td>
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</tbody>
</table>
| 2. | possible answers include:  
‘down here it’s dry and cushioned’  
‘down here’ reminds us that it is sheltered from the wind  
‘cushioned’ suggests the ground is soft and comfortable  
‘thick mattress of spongy, brown needles’  
‘mattress’ suggests the ground is as soft and comfortable as a bed  
‘spongy’ also suggests the ground is soft and forgiving  
‘twilight gathers under the canopy’  
‘twilight’ is a pleasant, gentle time of day  
‘canopy’ suggests shelter  
‘a cloistered stillness’  
‘cloistered’ suggests shelter from the weather, but also a religious quiet  
‘stillness’ also suggests quiet, peacefulness | 2 1 4 | 1 mark for each quotation, plus up to 2 marks for each explanation reward other appropriate choices |
<table>
<thead>
<tr>
<th>Q.</th>
<th>Answer</th>
<th>Mark</th>
<th>Additional Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>there are no more trees</td>
<td>5</td>
<td>1 mark for each point up to a maximum of 5 marks</td>
</tr>
<tr>
<td></td>
<td>the landscape opens out</td>
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<tr>
<td></td>
<td>it is more exposed to the wind</td>
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<td></td>
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<tr>
<td></td>
<td>it feels vast and empty</td>
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<td></td>
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<tr>
<td></td>
<td>his mood changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>he feels the walk is worth doing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>he no longer wants to give up</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>he feels that the world is busier, more alive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><em>chunnering</em>: onomatopoeic sound: like mumbling, grumbling, indistinct, in a low voice</td>
<td>2</td>
<td>candidates must refer to sound qualities to gain 2 marks</td>
</tr>
<tr>
<td></td>
<td>suggests he is talking to himself, grumbling or complaining, perhaps in a mumbling, determined way, trying to keep himself going</td>
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<td></td>
<td><em>zithering</em>: snappy sound, a combination of ‘zip’ and ‘slither’, noise like a musical instrument</td>
<td>2</td>
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<td></td>
<td>suggests the grass is moving quickly, flapping about, whipping this way and that</td>
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</tbody>
</table>
5. **6–8 marks: complex ideas well expressed, which might include:**

   although the conditions are very demanding and hostile, the challenge is exciting, thrilling; there is an energy and vitality about the experience which feels liberating, invigorating, life-enhancing; being so closely in touch with nature is a contrast to his ordinary existence; nature is savage but beautiful; pain and pleasure are not easy to separate

   **3–5 marks: appropriate ideas, reasonably well expressed: candidates should appreciate generally the attractions of such conditions, and understand one or two of the above points in more detail**

   **1–2 marks: very basic ideas: candidates may have only a very simplistic grasp of how the writer feels**
# AUTUMN 2016 PAPER 2

## SECTION A: POETRY

### LEVEL 2

<table>
<thead>
<tr>
<th>Q.</th>
<th>Answer</th>
<th>Mark</th>
<th>Additional Guidance</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>whistle</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
| 2. (a) | wait patiently  
put your ear against the door  
say ‘How are you then?’  
don’t listen for an answer  
go down the stairs | 4 | 1 mark per point up to a maximum of 4 marks  
deduct up to 2 marks for answers which contain irrelevant material, or are unnecessarily prolix |
| 2. (b) | the flat is quiet, and noise makes it feel less empty, more welcoming  
a dark cavern feels sinister, so noise makes the fear go away  
conversation is awkward, so noise covers this up | 2 | any two ideas, or one idea explained in greater depth |
| 3. (a) | ‘glide’ – movements are slow, smooth, quiet; almost unearthly, like a ghost  
‘white’ – pale (because of living underground, perhaps); possibly ill  
‘white moon’ – suggests again something unearthly, floating, mysterious | 3 | |
| 3. (b) | ‘murky’ – the light is cloudy, difficult to see what is there  
therefore sinister, menacing  
‘lost century’ – unusual simile; suggests that the world below the stairs is very old, has been forgotten, is not known about, has been left behind  
therefore mysterious, sinister, perhaps intriguing, like going back in time | 3 | candidates must explore the implications fully to gain 3 marks |
<table>
<thead>
<tr>
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<th>Answer</th>
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</table>

4. *sinister:* she has never been or done anything has led a strange existence down there; what has she been up to?

‘be on your guard’ – the speaker knows something which we do not

‘siren’ – she is out to catch people and lure them to destruction

‘weighs five stone’ – nevertheless a threat like a witch, her frailty makes her power all the more disturbing

‘some illness’ – vagueness about this is disturbing

‘hair is thin and lank’, ‘finger crooked’ – again, witch-like

‘capering’ – this might be seen as odd, disturbing behaviour from an old woman

*a amusing:* ‘never having been or done anything’ – perhaps amusing to consider what an old person like her must do all day?

‘weighs five stone’ – laughable to think that someone that tiny could be threatening

hair like a ‘washing-up rag’ – amusing, incongruous image, diminishes her

‘crooked finger’ is only to keep her ring on – amusing to think she goes around like this all the time; idiosyncratic

‘capering’ – incongruous behaviour

‘dive under the bed’ – amusing to imagine this old woman doing such a thing

her idea that the bombs would ‘bounce’ off the bed is childish, innocent, amusing

6 candidates should explore both possibilities for 6 marks
<table>
<thead>
<tr>
<th>Q.</th>
<th>Answer</th>
<th>Mark</th>
<th>Additional Guidance</th>
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<tbody>
<tr>
<td>5.</td>
<td><em>answers might include:</em> he is polite and affectionate, even though kissing Aunt Em is not a ‘lovely’ experience, and the food has not been good he is heading back into the ‘real’ world, resuming normal life after this hiatus in Aunt Em’s ‘cavern’ he promises to visit again – probably out of a sense of duty rather than pleasure</td>
<td>6</td>
<td>5–6 marks: the best answers should pick up on the ambivalence in the last two stanzas 3–4 marks: fewer points made, and/or less developed 1–2 marks: one point made, with limited development</td>
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<td>Total</td>
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