QUESTION 3: PRESCRIBED POETRY – CONTEXTUAL QUESTION

A HARD FROST – Cecil Day Lewis

1 A frost came in the night and stole my world
2 And left this changeling for it – a precocious
3 Image of spring, too brilliant to be true:
4 White lilac on the windowpane, each grass-blade
5 Furred like a catkin, maydrift loading the hedge.
6 The elms behind the house are elms no longer
7 But blossomers in crystal, stems of the mist
8 That hangs yet in the valley below, amorphous
9 As the blind tissue whence creation formed.
10 The sun looks out, and the fields blaze with diamonds.
11 Mockery spring, to lend this bridal gear
12 For a few hours to a raw country maid,
13 Then leave her all disconsolate with old fairings
14 Of aconite and snowdrop! No, not here
15 Amid this flounce and filigree of death
16 Is the real transformation scene in progress
17 But deep below where frost
18 Worrying the stiff clods unclenches their
19 Grip on the seed and lets our future breathe.

3.1 Why does the speaker refer to the frost as 'precocious' in line 2? (2)

3.2 How is the brilliance of that Winter morning captured in lines 7–10? (2)

3.3 Critically discuss the effect of the image in lines 11–14. Refer to the tone in your response. (3)

3.4 'Real transformation' (line 16) is extraordinary. Critically comment on how this is shown in the poem. (3)

[10]

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QUESTION 4: PRESCRIBED POETRY – CONTEXTUAL QUESTION

AN AFRICAN THUNDERSTORM – David Rubadiri

1 From the west
2 Clouds come hurrying with the wind
3 Turning
4 Sharply
5 Here and there
6 Like a plague of locusts
7 Whirling
8 Tossing up things on its tail
9 Like a madman chasing nothing.
10 Pregnant clouds
11 Ride stately on its back
12 Gathering to perch on hills
13 Like dark sinister wings;
14 The Wind whistles by
15 And trees bend to let it pass.
16 In the village
17 Screams of delighted children
18 Toss and turn
19 In the din of the whirling wind,
20 Women –
21 Babies clinging on their backs –
22 Dart about
23 In and out
24 Madly
25 The Wind whistles by
26 Whilst trees bend to let it pass.
27 Clothes wave like tattered flags
28 Flying off
29 To expose dangling breasts
30 As jagged blinding flashes
31 Rumble, tremble, and crack
32 Amidst the smell of fired smoke
33 and the pelting march of the storm.

4.1 How does the simile in line 6 contribute to your understanding of the poem? (2)

4.2 Explain the use of the capital letter in the following line:
'The <u>Wind</u> whistles by' (lines 14 and 25). (2)

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4.3 Critically discuss how the use of the short lines convey the effect of the wind. (3)

4.4 The approaching thunderstorm with the promise of rain should be considered a blessing in African society. Critically comment on how this idea is subverted in the poem. Refer to the tone in your response. (3)
[10]

UNSEEN POETRY: The following question is compulsory.

QUESTION 5: UNSEEN POETRY – CONTEXTUAL QUESTION

a teaching fantasy – Margaret Hatcher

I teach.
Ideas and words are my business.
I toss them into the air
and watch them float
softly
as autumn leaves
(though with much less color
and grace)

They float around your heads.
drift in piles on your desk tops.
glide along your sleeves
and whisper – dance
around your ears.

Someday
one may catch your attention
and inspire you with its colour –
at least for a season

5.1 Explain the comparison used in the stanza 1. (2)

5.2 Suggest how the structure of the poem is appropriate to the season of autumn. (2)

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5.3 Refer to stanza 2. Explain critically how the diction reveals the speaker's attitude. (3)

5.4 Refer to the last line of the poem and comment on its appropriateness in the context of the poem. Consider the tone in your response. (3)

[10]

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