

Unseen Poetry
Foundation Tier

The purpose of this pack is to provide centres with the question paper, mark scheme and a set of exemplar materials with commentaries.

The individual documents can be found on our website at www.edexcel.com

Included in this pack:

- Question and extract from Summer 2012 Paper
- Marked scripts with the mark and band
- Examiner commentary and mark scheme

SECTION A: UNSEEN POEM

Read the following poem and answer Question 1:

Tich Miller

Tich Miller wore glasses
with elastoplast-pink frames
and had one foot three sizes larger than the other.

When they picked teams for outdoor games
she and I were always the last two
left standing by the wire-mesh fence.

We avoided one another's eyes,
stooping, perhaps, to re-tie a shoelace,
or affecting interest in the flight

of some unfortunate bird, and pretended
not to hear the urgent conference:
'Have Tubby!' 'No, no, have Tich!'

Usually they chose me, the lesser dud,
and she lolloped, unselected,
to the back of the other team.

At eleven we went to different schools.
In time I learned to get my own back,
sneering at hockey-players who couldn't spell.

Tich died when she was twelve.

Wendy Cope

Section A – Unseen Poem – Foundation Tier.

*1 Explain how Wendy Cope presents her thoughts and feelings about Tich Miller.

Write about:

- what happens in the poem
- how the writer has organised the poem
- how the writer uses language for effect.

Use **evidence** from the poem to support your answer.

(Total for Question 1 = 20 marks)

Script 1 response to Q1

Band 2 – 6 marks

The poem is about two girls getting bullied because they were different than the others, at the end the disabled one died.

The writer has structured out the poem in short paragraph ~~to~~ so that the reader does not think its too much to handle and Wendy also uses ~~enjument~~ enjument to structure out her poem to creat a fluent message to the reader so they dont have to pause alot.

Wendy also uses language features to show the feeling of Tich. She uses repetition ~~per~~ repetition, this is a quote from the poem to show that Wendy uses repetition "No, no, have Tich!" meaning no one wants Tich on their team and the effect of that on the reader will make them show sympathy for Tich.

Examiner summary:

The candidate uses the three bullet points to structure the response. The three paragraphs of comment show limited understanding of the poem and give limited explanation of the poet's use of language and structure. Some language and structural features are identified. There is limited textual reference to support the response.

Band this response achieves in the mark scheme:

2	5-8	<ul style="list-style-type: none"> Limited understanding of the poem's content/ideas. Limited explanation of how the writer uses language, structure and form to present the poem's content/ideas. Limited relevant textual reference to support response. <p>*Material has limited organisation and limited communication of ideas. Limited accuracy in spelling, punctuation and grammar may hinder meaning.</p>
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To move up to the next band: This response needs to show more understanding of the poem's content and more detailed comments on Wendy Cope's use of language and structure; the points made need to be supported with reference to the poem.

Script 2 response to Q1

Band 3 - 11 marks

In the poem Tich Miller The writer tells us how she and Tich were always chosen last for teams in outdoor games.

Tich She and Tich usually acted like they weren't bothered but they were and wanted to get there own back on all the people who wouldn't choose them.

When they were both eleven they went to different schools and in time ~~the~~ Tubby (the writer's character) learned to get her own back, but sadly Tich died when she was 12.

I think the writer has organized the poem well and has gone from describing Tich, to telling us what happened how they felt about it to finally finishing with a good end for Tubby but a bad end for Tich as she died.

^{writer}
The ^{writer} has used good language as she ~~has~~ has used sophisticated words such as: lolloped, lesser and, sneering, elastopast pink frames. I think that Quote "Pretended not to hear the urgent conference, Have Tubby!, No No have Tich" made them feel like they didn't belong there and made them feel

upset and that they cant play outdoor games because of the way they look. These words in the Poem (Sophisticated Words) are also good describing words (adjectives).

Examiner summary:

The candidate shows some understanding of the poem, with some explanation of how the poet uses language and structure. There are some relevant detailed references to the poem to support the points in the response.

Band this response achieves in the mark scheme:

3	9-12	<ul style="list-style-type: none"> • Some understanding of the poem's content/ideas. • Some explanation of how the writer uses language, structure and form to present the poem's content/ideas. • Some relevant textual reference to support response. <p>*Some control in organising and communicating ideas. Spelling, punctuation and grammar sometimes accurate, with meaning hindered on occasion.</p>
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To move up to the next band: This response needs to show better understanding of the poem and show how Wendy Cope uses language and structure to convey her ideas. It also needs to use relevant textual evidence to support that understanding.

Script 3 response to Q1

Band 4 - 16 marks

In the poem "Tich Miller" Wendy Cope writes about how her and Tich Miller were obviously not very popular and were always used as a bad example as she was calling herself "Tubby" this shows that she had a hard time at school but Tich was worse as she had "one foot three sizes larger than the other" This could mean that Tich had very bad balanced or would have had a lot of bad nicknames. Wendy Cope also wrote that her and Tich were always the last picked in games but they never really got on anyway as they always avoided each other eye contact this shows that maybe they were embarrassed that they were the last pick and didn't want to show it so they avoided eye contact. ¶

The Language she uses is very detailed as she wrote "standing by the wire-mesh fence." This quote shows that Wendy Cope remembers this time very well and when people remember the little details like Wendy is normally because it is

a bad thought and still it haunts her and upsets her ~~when she is older~~ even though she is older.

"At eleven we went to different schools." As ~~this~~ ^{this} is at the beginning of a new ~~para~~ stanza it could mean that ~~as~~ moving schools will be a fresh start and let her forget about it. The next line is this paragraph "In time I learned to get my own back" shows that since Cope moved schools she had more confidence and could leave all the bad ^{memories} ~~stuff~~ behind her and get on with the rest of her life and not look back.

"Tich died when she was twelve." This final line is on its own at the end of the poem which shows that it's something bad. It could ~~at~~ been that the school Tich went to had the people that were bullying her as well and Tich ~~didn't~~ couldn't get away from the nicknames, bullying so ~~the~~ ~~best~~ placement of the line means that when Cope had started a fresh and had gained confidence in herself, Tich still had to put up with the bullying and to stop it. ~~Tich~~ Tich might have committed suicide or had been killed as Tich might ~~at~~ tried to fight back but had not

said something clever or did something to aggravate the people bullying her.

Each stanza in the poem is only three lines long. This could be because Cope is targeting a younger audience so they are able to concentrate ~~per~~ easier or Cope did this because each paragraph is about a different part of the story Cope might be telling. In the first stanza Cope uses enjambment as ~~the~~ the stanza is only one sentence with no other punctuation. This also is in the second stanza.

Examiner summary:

The response shows a generally sound understanding of the poem's content, with some sound explanation of how the poet uses language and structures the poem in order to present her ideas. The textual support is generally sound.

Band this response achieves in the mark scheme:

4	13-16	<ul style="list-style-type: none">• Generally sound understanding of the poem's content/ideas.• Generally sound explanation of how the writer uses language, structure and form to present the poem's content/ideas.• Generally sound relevant textual reference to support response. <p>*Generally sound organisation and communication of ideas. Spelling, punctuation and grammar are mostly accurate; any errors do not hinder meaning.</p>
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To move up to the next band: This response needs to show a better understanding of the content of the poem, with some more detailed explanation of how Cope uses language and structure in her poem to present her ideas.

Script 4 response to Q1

Band 5 - 20 marks

Wendy Cope presents her thought and feelings about Tich Miller is a very mixed way.

The poem starts off by describing Tich Miller. Wendy uses imagery to paint ~~the~~ the picture of her. She describes her very vaguely and only seemed to ~~focus~~ focus on the negative things about her "Tich Miller wore glasses, with elastoplast pink frames, and had one foot three sizes larger than the other" the way Wendy describes her is in a very spiteful way. She paints a picture of a outcast who was 'wierd'.

In the second stanzas Wendy goes onto talk about how her and Tich were always the last two to get picked for sports, this paints a picture of two girls seen as unpopular being left out all the time. Wendy goes on to say "left standing by the wire-mesh fence" again using imagery of the fence and how they are ~~alone~~ ~~left~~ "left standing" as if to say everyone ~~abandoned~~ ~~abandoned~~ ditched them and there are just left there wondering what's going on and why it's them left there alone and not someone else.

Wendy says ~~the~~ "She and I were always the

last two" this tells us they were always left out, it also tells us that they look negatively on outdoor games as they were always excluded from the group.

Wendy goes on to say ~~that they~~ "we avoided one another's eyes. Stopping, perhaps, to re-tie a ~~shoe~~ shoelace, or affecting interest in the flight" She then uses enjambment to split this sentence from "of some unfortunate bird" this causes a pause to make the reader stop and think, it could also symbolise the Author Sighing in frustration at how this was a daily routine and how annoying and embarrassing it was for ~~them~~ her and Tich Miller. The line

"We avoided one another's eyes" could symbolise how they both felt embarrassed and ashamed at how it ~~was~~ always happened to them. It could also symbolise sympathy towards one another at how they knew only ~~one~~ one of them would be picked and the other merely forced to join the other team, and how humiliating it will be as the other team are lumbered with the unwanted player.

The next stanzas goes on to describe how they pretend not to hear the team discuss which

'Loser' to pick to join their team. "Have Tobby!" No, no, have Tich!" Wendy uses this to show the kind of things the team members would say while the two of them stood there in deep humiliation, As if they didn't care.

Wendy goes on to say "Usually they chose me, the lesser dud" not out of spite but in the kind of tone to suggest that she was still a last resort but she still felt sorry for Tich too.

Wendy goes on to ~~xxxx~~ ~~xxxx~~ describe how at ~~the~~ eleven years old they went to different schools and how ~~she~~ ~~lear~~ Wendy learnt to get her own back for all the humiliation, how she would sneer at hockey-players that couldn't spell. The use of onomatopoeia in the line "Sneering at hockey-players" gives us the sense of the ~~xxxx~~ way she would make fun of hockey-players

Wendy ends the poem very sudden and out of the blue with the line "Tich died when she was twelve". We don't get told how or why she died but the poem paints a picture of a quiet ~~the~~ girl who was treated like an outcast and bullied at school for her appearance, how she seemed to be a loner as Wendy never mentioned her with friends.

Wendy's ~~the~~ thoughts and feelings seem to change as soon as you read the last sentence.

You see that ~~the~~ Wendy didn't really understand and that she feels bad now looking back at how Tich didn't have anyone to help her or stand up for her or even be her friend.

Wendy organised the poem ~~the~~ to create suspense and you get a mixed view on her feelings towards Tich, but the last sentence changes the entire poem, it changes the way you read it and the way you thought she viewed Tich. It makes you think and it causes ~~you to feel sympathetic towards Tich and Wendy.~~ you to ~~feel~~ feel sympathetic Tich and Wendy.

Examiner summary:

The candidate shows sound understanding of the poem with sound explanation of how the writer uses language and structure to present the poem's content and ideas. The points made are developed with sound organisation and communication of ideas.

Band this response achieves in the mark scheme:

5	17-20	<ul style="list-style-type: none">• Sound understanding of the poem's content/ideas.• Sound explanation of how the writer uses language, structure and form to present the poem's content/ideas.• Sound relevant textual reference to support response. <p>*Sound organisation and communication of ideas. Spelling, punctuation and grammar are mostly accurate, with some errors.</p>
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This response receives full marks.