

GCSE English Literature  
5ET2H/01

Unseen Poetry  
Higher 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](http://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

## **The Apple Raid**

Darkness came early, though not yet cold;  
Stars were strung on the telegraph wires;  
Street lamps spilled pools of liquid gold;  
The breeze was spiced with garden fires.

That smell of burnt leaves, the early dark,  
Can still excite me but not as it did  
So long ago when we met in the park –  
Myself, John Peters and David Kidd.

We moved out of town to the district where  
The lucky and wealthy had their homes  
With garages, gardens, and apples to spare  
Ripely clustered in the trees' green domes.

We chose the place we meant to plunder  
And climbed the wall and dropped down to  
The secret dark. Apples crunched under  
Our feet as we moved through the grass and dew.

The clusters on the lower boughs of the tree  
Were easy to reach. We stored the fruit  
In pockets and jerseys until all three  
Boys were heavy with their tasty loot.

Safe on the other side of the wall  
We moved back to town and munched as we went.  
I wonder if David remembers at all  
That little adventure, the apples' fresh scent.

Strange to think that he's fifty years old,  
That tough little boy with scabs on his knees;  
Stranger to think that John Peters lies cold  
In an orchard in France beneath apple trees.

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**Vernon Scannell**

## Section A – Unseen Poem – Higher Tier.

\*1 Explore how Vernon Scannell presents memories of his friends and stealing apples.

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

(Total for Question 1 = 20 marks)

### Script 1 response to Q1

#### Band 3 – 11 marks

Scannell presents his memories of his friends and stealing apples in a way where the reader can clearly imagine what is happening. It could also be seen as a story as he describes in detail what he done in his childhood. Each stanza explores a different part of the day that he is reminiscing.

The poem starts with, 'Darkness came early, though not yet cold;', this can suggest that it could be either early or late summer as it's not cold but the darkness has come early. It could also be seen as mysterious as they're going out as the night falls and as the street lamps begin to turn on. As the poem goes on, it says, '... Can still excite me... So long ago when we met in the park-...', this suggests to the reader that thinking about his childhood brings back vivid memories and that he can still remember doing these things

as if it only occurred yesterday as the memories are very strong in his mind. He also mentions his two friends John Peters and David Kidd, because he can remember the names it could suggest that he thinks about his childhood life quite regularly.

Scannell then goes on to explain to the reader how it all began (stealing the apples), he mentions that they moved out of town to 'where the lucky and the wealthy lived with their homes, gardens and apples to spare', where he talks about the apples, this could signify the beginning of when he and his friends began to steal apples as they were 'to spare', so they took them which could have triggered them to think they could take other peoples.

The poem can be presented as mysterious as Scannell says 'We chose the place...' which sounds as if they were planning an attack on something or someone.

He then says 'And climbed the wall and dropped down to/ The secret dark.', this is also quite mysterious as they've dropped themselves into the darkness where no one will be able to see them. So here Scannell presents his memories as a mysterious thing as he describes them dropping into the darkness which is the place that they chose. ~~so~~

His memories then become more of a happy and general thing as he now tells his memories as if he could re live them as he knows each detail. He says the clusters on the lower boughs of the tree were easy to reach which can suggest it wasn't that hard for them to take the apples from their 'homes'. He also uses the word 'jerseys' which could tell us that he's using old terms like he would if he was still a child as he wants to keep his memories as old as possible.

'Boys were heavy with their tasty'

loot.' This ~~conveys~~<sup>suggests</sup> to the reader that they have stolen the apples as they are referred to as 'loot' instead of apples. Scannell may have done this because at the time they ~~stole~~ were stealing them off of other people so he ~~referred~~ referred to them as loot because he wants to make his memories of his childhood ~~to~~ sound as if he was doing a worse thing compared to what it was.

The poem is now brought back to the present day as he reminisces, 'I wonder if David remembers at all / that little adventure... this now shows the reader that he presents his memories through speech and thoughts as he is ~~then~~ wondering if his childhood friend remembers at all. As the poem ends, he brings it back to reality and not being a memory as he says 'Stranger to think that John Peters lies cold / In ~~an~~ an orchard in France beneath apple trees.' This now ~~shows~~ shows the reader

(Section A continued)

That one of his childhood friends  
has now died and has been  
buried beneath apple trees which  
brings back his memories again  
because he used to collect apples  
with him when they were children!

**Examiner summary:**

*The candidate is aware of the development of the poem and how each stanza 'moves into the next one'. There is thorough understanding of the poet's ideas and of the fact that the boys are doing something exciting and mysterious. Thoughtful comments are supported by sustained textual reference. The understanding of the content and ideas and how the writer uses his language, structure and form puts it into Band 3.*

**Band this response achieves in the mark scheme:**

3	9-12	<ul style="list-style-type: none"><li>• Thorough understanding of the poem's content/ideas.</li><li>• Thorough explanation of how the writer uses language, structure and form to present the poem's content/ideas.</li><li>• Sustained relevant textual reference to support response.</li></ul> <p>*Appropriate organisation and sustained communication of ideas. Spelling, punctuation and grammar are almost always accurate, with occasional errors.</p>
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**To move up to the next band:** This response needs to show more assured understanding of the poem's content and the poet's use of language and structure. There also needs more pertinent textual reference to support the points

## Script 2 response to Q1

Band 5 - 20 marks

Vernon Scannel presents his feelings about the memories of his friends by using sensory words and triggers, for example 'The breeze was spiced with garden fires' which helps to make the reader feel as though they are in the situation too, experiencing the same things. Also, the sensory terms links to words associated with apples, for example 'spiced', 'crunched' and 'fresh scrub' which created the feeling that the apples were a sought after and worth while prize for the boys to take, as I believe it was not something they needed, but something they desired.

\* see page 4

I believe that Scannel would like the reader to feel that the children were having a good time, rather than doing something illegal, by saying 'with apples to spare', 'ripped chutered' and 'the lower boughs of the tree were easy to reach' which I think suggests, along with the word 'wealthy' that the boys see it that they have to much, or enough to share, as it is very easy for them to get lots of apples. This gives them a 'bunch of little lizes' appearance, rather than a group of troublemakers which helps the positive and nostalgic look upon the memories.

Alternatively, I feel Scannel could be trying to portray it as they would have seen it as boys, as a daring and rebellious thing to do, which is shown by the words like 'plunder', 'loot' and 'secret dance' which makes it sound as though the spencer saw it as

a risky and daring thing to do, despite the fact that now it would seem much less rebellious. This again helps to portray it in a very fun and nostalgic way, creating a positive opinion of the friends and their trip.

To convey the differences between the childhood and now, Scornell uses the last stanza to show both the sadness of the time passing and the death of a friend, but also the almost pleasant irony that he is now buried <sup>beneath</sup> amongst apple trees'. This shows, I think, that all of the boys saw stealing the apples as one of the best moments of their childhood, so much so that one of them is buried in an orchard, which reinforces the importance of the trip as a whole.

Conversely, Scornell could use the contrast between 'liquid gold', 'garden fires' and 'burnt leaves' with the line 'John Peter was cold' to show the sadness at the fact that everything used to seem bright and warm however that is no longer the way he feels his life is.

In conclusion, I feel that Scornell uses metaphors of 'liquid gold', 'stars were strung on telegraph wires' and the sensory terms to paint a delightfully warm, friendly image, and then creates a feeling of daring and risk in the middle stanza before presenting either a sad or nostalgic end stanza.

\* Also, Seannell uses the metaphors 'Stars were strung on the telegraph wires' and 'Streetlamps spilled pools of liquid gold' to show ~~the poet~~ how perfect the night was and to represent how his memory is that the night was so beautiful, almost showing that the raid was right and that it represented childhood, where everything seemed golden and that it had been set out just for them, like someone had placed stars on the telegraph wires just so that they could see them.

**Examiner summary:**

*This is a perceptive response. The candidate is very aware of the use of language for particular effects. There are some pertinent references to support the comments and ideas, and there is a strong personal response. Ideas are organised and communicated with perceptive comment and effective use of embedded quotations.*

**Band this response achieves in the mark scheme:**

5	17-20	<ul style="list-style-type: none"> <li>• Perceptive understanding of the poem's content/ideas.</li> <li>• Perceptive explanation of how the writer uses language, structure and form to present the poem's content/ideas.</li> <li>• Convincing relevant textual reference to support response.</li> </ul> <p style="margin-top: 10px;">*Convincing organisation and sophisticated communication of ideas. Spelling, punctuation and grammar are consistently accurate.</p>
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This response received full marks.