Presents from my Aunts in Pakistan

They sent me a salwar kameez	
peacock-blue,	
and another	
glistening like an orange split open,	
embossed slippers, gold and black	5
points curling.	
Candy-striped glass bangles	
snapped, drew blood.	
Like at school, fashions changed	
in Pakistan –	10
the salwar bottoms were broad and stiff,	
then narrow.	
My aunts chose an apple-green sari,	
silver-bordered	
for my teens.	15
I tried each satin-silken top –	
was alien in the sitting-room.	
I could never be as lovely	
as those clothes –	
l longed	20
for denim and corduroy.	
My costume clung to me	
and I was aflame,	
I couldn't rise up out of its fire,	
half-English,	25
unlike Aunt Jamila.	
I wanted my parents' camel-skin lamp –	
switching it on in my bedroom,	
to consider the cruelty	
and the transformation	30
from camel to shade,	
marvel at the colours	
like stained glass.	
_	
My mother cherished her jewellery –	
Indian gold, dangling, filigree.	35
But it was stolen from our car.	
The presents were radiant in my wardrobe.	
My aunts requested cardigans	
from Marks and Spencers.	
My salwar kameez	40
didn't impress the schoolfriend	
who sat on my bed, asked to see	
my weekend clothes.	

But often I admired the mirror-work, 45 tried to glimpse myself in the miniature glass circles, recall the story how the three of us sailed to England. Prickly heat had me screaming on the way. 50 I ended up in a cot in my English grandmother's dining-room, found myself alone, playing with a tin boat. I pictured my birthplace 55 from fifties' photographs. When I was older there was conflict, a fractured land throbbing through newsprint. Sometimes I saw Lahore -60 my aunts in shaded rooms, screened from male visitors, sorting presents, wrapping them in tissue. Or there were beggars, sweeper-girls 65 and I was there of no fixed nationality, staring through fretwork at the Shalimar Gardens. Moniza Alvi (2000)

10 Re-read *Presents from my Aunts in Pakistan*. Choose **one** other poem from the *Time and Place* anthology.

Compare how different senses are used in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- the influence of the contexts in which the poems were written.

(Total for Question 10 = 20 marks)

The poems you have studied are:

To Autumn – John Keats

Composed upon Westminster Bridge, September 3, 1802 – William Wordsworth

London – William Blake

I started Early – Took my Dog – Emily Dickinson

Where the Picnic was – Thomas Hardy

Adlestrop – Edward Thomas

Home Thoughts from Abroad – Robert Browning

First Flight – U.A. Fanthorpe

Stewart Island – Fleur Adcock

Presents from my Aunts in Pakistan – Moniza Alvi

Hurricane Hits England – Grace Nichols

Nothing's Changed – Tatamkhulu Afrika

Postcard from a Travel Snob – Sophie Hannah

In Romney Marsh – John Davidson

Absence – Elizabeth Jennings

I started Early – Took my Dog

I started Early – Took my Dog – And visited the Sea – The Mermaids in the Basement Came out to look at me –

And Frigates – in the Upper Floor Extended Hempen Hands – Presuming Me to be a Mouse – Aground – upon the Sands –

5

But no Man moved Me – till the Tide
Went past my simple Shoe – 10
And past my Apron – and my Belt
And past my Bodice – too –

And made as He would eat me up –
As wholly as a Dew
Upon a Dandelion's Sleeve –
15
And then – I started – too –

And He – He followed – close behind – I felt his Silver Heel Upon my Ankle – Then my Shoes Would overflow with Pearl –

Until We met the Solid Town – No One He seemed to know – And bowing – with a Mighty look – At me – The Sea withdrew –

Emily Dickinson (1862)

10 Re-read *I started Early – Took my Dog.* Choose **one** other poem from the *Time and Place* anthology.

Compare how a journey is presented in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- influence of the contexts in which the poems were written.

(Total for Question 10 = 20 marks)

The poems you have studied are:

Absence – Elizabeth Jennings

To Autumn – John Keats
Composed upon Westminster Bridge, September 3, 1802 – William Wordsworth
London – William Blake
I started Early – Took my Dog – Emily Dickinson
Where the Picnic was – Thomas Hardy
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Home Thoughts from Abroad – Robert Browning
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Stewart Island – Fleur Adcock
Presents from my Aunts in Pakistan – Moniza Alvi
Hurricane Hits England – Grace Nichols
Nothing's Changed – Tatamkhulu Afrika
Postcard from a Travel Snob – Sophie Hannah
In Romney Marsh – John Davidson

Composed upon Westminster Bridge, September 3, 1802

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty;
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

5

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William Wordsworth (1802)

10 Re-read *Composed upon Westminster Bridge, September 3, 1802.* Choose **one** other poem from the *Time and Place* anthology.

Compare how feelings about a place are presented in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- influence of the contexts in which the poems were written.

(Total for Question 10 = 20 marks)

The poems you have studied are:

To Autumn – John Keats

Composed upon Westminster Bridge, September 3, 1802 – William Wordsworth

London - William Blake

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Nothing's Changed - Tatamkhulu Afrika

Postcard from a Travel Snob – Sophie Hannah

In Romney Marsh – John Davidson

Absence – Elizabeth Jennings

In Romney Marsh

As I went down to Dymchurch Wall, I heard the South sing o'er the land I saw the yellow sunlight fall On knolls where Norman churches stand.

And ringing shrilly, taut and lithe, Within the wind a core of sound, The wire from Romney town to Hythe Along its airy journey wound.

A veil of purple vapour flowed And trailed its fringe along the Straits; The upper air like sapphire glowed: And roses filled Heaven's central gates.

Masts in the offing wagged their tops;
The swinging waves pealed on the shore;
The saffron beach, all diamond drops

15
And beads of surge, prolonged the roar.

As I came up from Dymchurch Wall,
I saw above the Downs' low crest
The crimson brands of sunset fall,
Flicker and fade from out the West.

Night sank: like flakes of silver fire The stars in one great shower came down; Shrill blew the wind; and shrill the wire Rang out from Hythe to Romney town.

The darkly shining salt sea drops Streamed as the waves clashed on the shore; The beach, with all its organ stops Pealing again, prolonged the roar.

John Davidson (published 1920)

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22

10 Re-read *In Romney Marsh*. Choose **one** other poem from the *Time and Place* anthology.

Compare how personal experiences are presented in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- influence of the contexts in which the poems were written.

(Total for Question 10 = 20 marks)

BEGIN YOUR ANSWER ON PAGE 10 OF THE ANSWER BOOKLET.

The poems you have studied are:

To Autumn – John Keats

Composed upon Westminster Bridge, September 3, 1802 – William Wordsworth

London – William Blake

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Where the Picnic was – Thomas Hardy

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Home Thoughts from Abroad – Robert Browning

First Flight – U.A. Fanthorpe

Stewart Island – Fleur Adcock

Presents from my Aunts in Pakistan – Moniza Alvi

Hurricane Hits England – Grace Nichols

Nothing's Changed – Tatamkhulu Afrika

Postcard from a Travel Snob – Sophie Hannah

In Romney Marsh – John Davidson *Absence* – Elizabeth Jennings

Nothing's Changed

Small round hard stones click under my heels, seeding grasses thrust bearded seeds into trouser cuffs, cans, 5 trodden on, crunch in tall, purple-flowering, amiable weeds.

District Six.

No board says it is: 10

But my feet know,
And my hands,
And the skin about my bones,
And the soft labouring of my lungs,
and the hot, white, inwards turning 15
anger of my eyes.

Brash with glass,
name flaring like a flag,
it squats
in the grass and weeds,
incipient Port Jackson trees:
new, up-market, haute cuisine,
guard at the gatepost,
whites only inn.

No sign says it is: 25 but we know where we belong.

I press my nose
to the clear panes, know,
before I see them, there will be
crushed ice white glass,
linen falls,
the single rose.

Down the road,
working man's cafe sells
bunny chows. 35
Take it with you, eat
it at a plastic table's top,
wipe your fingers on your jeans,
spit a little on the floor:
it's in the bone. 40

I back from the glass, boy again, leaving small mean O of small mean mouth. Hands burn for a stone, a bomb, to shiver down the glass. Nothing's changed.

45

Tatamkhulu Afrika (1994)

3 Re-read *Nothing's Changed*. Choose **one** other poem from the *Time and Place* anthology.

Compare how a specific place is presented in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- influence of the contexts in which the poems were written.

(Total for Question 3 = 20 marks)

The poems you have studied are:

To Autumn – John Keats

Composed upon Westminster Bridge, September 3, 1802 – William Wordsworth

London – William Blake

I started Early – Took my Dog – Emily Dickinson

Where the Picnic was – Thomas Hardy

Adlestrop – Edward Thomas

Home Thoughts from Abroad – Robert Browning

First Flight – U.A. Fanthorpe

Stewart Island – Fleur Adcock

Presents from my Aunts in Pakistan – Moniza Alvi

Hurricane Hits England – Grace Nichols

Nothing's Changed - Tatamkhulu Afrika

Postcard from a Travel Snob – Sophie Hannah

In Romney Marsh – John Davidson

Absence – Elizabeth Jennings

Stewart Island

'But look at all this beauty' said the hotel manager's wife when asked how she could bear to live there. True: there was a fine bay, all hills and atmosphere; white 5 sand, and bush down to the sea's edge; oyster-boats, too, and Maori fishermen with Scottish names (she ran off with one that autumn). As for me, I walked on the beach; 10 it was too cold to swim. My seven-year-old collected shells and was bitten by sandflies; my four-year-old paddled, until a mad seagull jetted down 15 to jab its claws and beak into his head. I had already decided to leave the country.

Fleur Adcock (1971)

8 P73799A

3 Re-read *Stewart Island*. Choose **one** other poem from the *Time and Place* anthology.

Compare how personal experiences are presented in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- influence of the contexts in which the poems were written.

(Total for Question 3 = 20 marks)

The poems you have studied are:

To Autumn – John Keats

Composed upon Westminster Bridge, September 3, 1802 – William Wordsworth

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I started Early – Took my Dog – Emily Dickinson

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In Romney Marsh – John Davidson

Absence – Elizabeth Jennings

P73799A

Hurricane Hits England

It took a hurricane, to bring her closer To the landscape. Half the night she lay awake, The howling ship of the wind, Its gathering rage, 5 Like some dark ancestral spectre. Fearful and reassuring. Talk to me Huracan Talk to me Oya Talk to me Shango 10 And Hattie, My sweeping, back-home cousin. Tell me why you visit An English coast? What is the meaning 15 Of old tongues Reaping havoc In new places? The blinding illumination, Even as you short-20 Circuit us Into further darkness? What is the meaning of trees Falling heavy as whales Their crusted roots 25 Their cratered graves? O why is my heart unchained? Tropical Oya of the Weather, I am aligning myself to you, I am following the movement of your winds, 30 I am riding the mystery of your storm. Ah, sweet mystery, Come to break the frozen lake in me, Shaking the foundations of the very trees within me, Come to let me know 35

That the earth is the earth is the earth.

Grace Nichols (1996)

22 P72892A



10 Re-read *Hurricane Hits England*. Choose **one** other poem from the *Time and Place* anthology.

Compare how an event is presented in the two poems.

In your answer, you should consider the:

- poets' use of language, form and structure
- influence of the contexts in which the poems were written.

(Total for Question 10 = 20 marks)

BEGIN YOUR ANSWER ON PAGE 10 OF THE ANSWER BOOKLET.

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