

Pearson Edexcel International GCSE (9–1)

Monday 12 May 2025

Morning (Time: 2 hours)

Paper
reference

4WET1/01

English Literature (Modular)

UNIT 1: Poetry and Modern Prose

Question Booklet

Do not return this Booklet with your Answer Booklet.

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Answer THREE questions:

**Answer the question in Section A,
ONE question from Section B
and ONE question from Section C.**

The poems for use with Section B are included with this paper.

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SECTION A

Unseen Poetry

Answer the question in this section.

You should spend 35 minutes on this question.

Read the following poem.

Vocation

When the gong sounds ten in the morning and I walk to school by our lane.

Every day I meet the hawker* crying, 'Bangles*, crystal bangles!'

There is nothing to hurry him on, there is no road he must take, no place he must go to, no time when he must come home. 5

I wish I were a hawker, spending my day in the road, crying, 'Bangles, crystal bangles!'

When at four in the afternoon I come back from the school, I can see through the gate of that house the gardener digging the ground. 10

He does what he likes with his spade, he soils his clothes with dust, nobody takes him to task if he gets baked in the sun or gets wet.

I wish I were a gardener digging away at the garden with nobody to stop me from digging. 15

Just as it gets dark in the evening and my mother sends me to bed,

I can see through my open window the watchman walking up and down. 20

The lane is dark and lonely, and the street-lamp stands like a giant with one red eye in its head.

The watchman swings his lantern and walks with his shadow at his side, and never once goes to bed in his life.

I wish I were a watchman walking the streets all night, chasing the shadows with my lantern. 25

Rabindranath Tagore (1909)

**hawker* – a person selling items in the street

**Bangles* – bracelets



1 Explore how the writer presents the wishes of a child in this poem.

In your answer, you should consider the writer's:

- descriptive skills
- choice of language
- use of form and structure.

Support your answer with examples from the poem.

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

SECTION B

Anthology Poetry

Answer ONE question from this section.

You should spend 40 minutes on your chosen question.

EITHER

- 2 Re-read *If – and Piano*.

Compare the ways the writers present being a man in *If – and Piano*.

You should make reference to language, form and structure.

Support your answer with examples from the poems.

(Total for Question 2 = 30 marks)

OR

- 3 Re-read *Blessing*.

Compare the ways the writers present reactions to an event in *Blessing* and **one other** poem from the anthology.

You should make reference to language, form and structure.

Support your answer with examples from the poems.

(Total for Question 3 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS

SECTION C

Modern Prose

Answer ONE question on ONE text from this section.

You should spend 45 minutes on this section.

***To Kill a Mockingbird*, Harper Lee**

EITHER

- 4** Discuss the theme of punishment in *To Kill a Mockingbird*.

You must consider the context of the novel in your answer.

(Total for Question 4 = 40 marks)

OR

- 5** Explore Atticus' relationship with his children, Jem and Scout, in the novel.

You must consider the context of the novel in your answer.

(Total for Question 5 = 40 marks)

***Of Mice and Men*, John Steinbeck**

EITHER

- 6** In what ways is Slim a significant character in the novel?

You must consider the context of the novel in your answer.

(Total for Question 6 = 40 marks)

OR

- 7** Examine the theme of loneliness in *Of Mice and Men*.

You must consider the context of the novel in your answer.

(Total for Question 7 = 40 marks)

The Whale Rider, Witi Ihimaera

EITHER

8 In what ways is power demonstrated in *The Whale Rider*?

You must consider the context of the novel in your answer.

(Total for Question 8 = 40 marks)

OR

9 'The whales are the most important characters in the novel.'

How far do you agree with this view?

You must consider the context of the novel in your answer.

(Total for Question 9 = 40 marks)

The Joy Luck Club, Amy Tan

EITHER

10 How is Rose Hsu Jordan significant in the novel?

You must consider the context of the novel in your answer.

(Total for Question 10 = 40 marks)

OR

11 'It's just so embarrassing.' [Waverly Jong]

'Embarrass you be my daughter?' [Lindo Jong]

Discuss this and other examples of embarrassment in *The Joy Luck Club*.

You must consider the context of the novel in your answer.

(Total for Question 11 = 40 marks)

***Things Fall Apart*, Chinua Achebe**

EITHER

12 Examine the introduction of Christian faith and its effects in the novel.

You must consider the context of the novel in your answer.

(Total for Question 12 = 40 marks)

OR

13 How is Ikemefuna significant in *Things Fall Apart*?

You must consider the context of the novel in your answer.

(Total for Question 13 = 40 marks)

TOTAL FOR SECTION C = 40 MARKS
TOTAL FOR UNIT = 90 MARKS

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Acknowledgement:

Vocation by Rabindranath Tagore

<https://www.poemhunter.com/poem/vocation/>



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Poetry Booklet – Part 3 of the Edexcel Anthology

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If –

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting, 5
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream – and not make dreams your master;
If you can think – and not make thoughts your aim; 10
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken, 15
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss; 20
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue, 25
Or walk with Kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run, 30
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

Rudyard Kipling



Prayer Before Birth

I am not yet born; O hear me.

Let not the bloodsucking bat or the rat or the stoat or the
club-footed ghoul come near me.

I am not yet born, console me.

I fear that the human race may with tall walls wall me, 5
with strong drugs dope me, with wise lies lure me,
on black racks rack me, in blood-baths roll me.

I am not yet born; provide me

With water to dandle me, grass to grow for me, trees to talk
to me, sky to sing to me, birds and a white light 10
in the back of my mind to guide me.

I am not yet born; forgive me

For the sins that in me the world shall commit, my words
when they speak me, my thoughts when they think me,
my treason engendered by traitors beyond me, 15
my life when they murder by means of my
hands, my death when they live me.

I am not yet born; rehearse me

In the parts I must play and the cues I must take when
old men lecture me, bureaucrats hector me, mountains 20
frown at me, lovers laugh at me, the white
waves call me to folly and the desert calls
me to doom and the beggar refuses
my gift and my children curse me.

I am not yet born; O hear me, 25

Let not the man who is beast or who thinks he is God
come near me.

I am not yet born; O fill me

With strength against those who would freeze my
humanity, would dragoon me into a lethal automaton, 30
would make me a cog in a machine, a thing with
one face, a thing, and against all those
who would dissipate my entirety, would
blow me like thistledown hither and
thither or hither and thither 35
like water held in the
hands would spill me.

Let them not make me a stone and let them not spill me.
Otherwise kill me.

Louis MacNeice

Blessing

The skin cracks like a pod.
There never is enough water.

Imagine the drip of it,
the small splash, echo
in a tin mug, 5
the voice of a kindly god.

Sometimes, the sudden rush
of fortune. The municipal pipe bursts,
silver crashes to the ground
and the flow has found 10
a roar of tongues. From the huts,
a congregation: every man woman
child for streets around
butts in, with pots,
brass, copper, aluminium, 15
plastic buckets,
frantic hands,

and naked children
screaming in the liquid sun,
their highlights polished to perfection, 20
flashing light,
as the blessing sings
over their small bones.

Imtiaz Dharker



Search For My Tongue

You ask me what I mean
by saying I have lost my tongue.

I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one, the mother tongue,
and could not really know the other,
the foreign tongue.

5

You could not use them both together
even if you thought that way.

And if you lived in a place you had to
speak a foreign tongue,
your mother tongue would rot,
rot and die in your mouth
until you had to spit it out.

10

I thought I spit it out
but overnight while I dream,

15

મને હતું કે આખ્ખી જીભ આખ્ખી ભાષા,

(munay hutoo kay aakhee jeebh aakhee bhasha)

મેં થૂંકી નાખી છે.

(may thoonky nakhi chay)

20

પરંતુ રાત્રે સ્વપ્નામાં મારી ભાષા પાછી આવે છે.

(parantoo rattray svupnama mari bhasha pachi aavay chay)

ફૂલની જેમ મારી ભાષા મારી જીભ

(foolnee jaim mari bhasha mari jeebh)

મોઢામાં ખીલે છે.

(modhama kheelay chay)

25

ફૂલની જેમ મારી ભાષા મારી જીભ

(fulllnee jaim mari bhasha mari jeebh)

મોઢામાં પાકે છે.

(modhama pakay chay)

30

it grows back, a stump of a shoot
grows longer, grows moist, grows strong veins,
it ties the other tongue in knots,
the bud opens, the bud opens in my mouth,
it pushes the other tongue aside.

35

Everytime I think I've forgotten,
I think I've lost the mother tongue,
it blossoms out of my mouth.

Sujata Bhatt

Half-past Two

Once upon a schooltime
He did Something Very Wrong
(I forget what it was).

And She said he'd done
Something Very Wrong, and must 5
Stay in the school-room till half-past two.

(Being cross, she'd forgotten
She hadn't taught him Time.
He was too scared of being wicked to remind her.)

He knew a lot of time: he knew 10
Gettinguptime, timeyouwereofftime,
Timetogohomenowtime, TVtime,

Timeformykisstime (that was Grantime).
All the important times he knew,
But not half-past two. 15

He knew the clockface, the little eyes
And two long legs for walking,
But he couldn't click its language,

So he waited, beyond onceupona,
Out of reach of all the timefors, 20
And knew he'd escaped for ever

Into the smell of old chrysanthemums on Her desk,
Into the silent noise his hangnail made,
Into the air outside the window, into ever.

And then, *My goodness*, she said, 25
Scuttling in, *I forgot all about you.*
Run along or you'll be late.

So she slotted him back into schooltime,
And he got home in time for teatime,
Nexttime, notimeforthatnowtime, 30

But he never forgot how once by not knowing time,
He escaped into the clockless land of ever,
Where time hides tick-less waiting to be born.

U A Fanthorpe

Piano

Softly, in the dusk, a woman is singing to me;
Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the tingling strings
And pressing the small, poised feet of a mother who smiles as she sings.

In spite of myself, the insidious mastery of song 5
Betrays me back, till the heart of me weeps to belong
To the old Sunday evenings at home, with winter outside
And hymns in the cosy parlour, the tinkling piano our guide.

So now it is vain for the singer to burst into clamour 10
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

D H Lawrence

Hide and Seek

Call out. Call loud: 'I'm ready! Come and find me!'
The sacks in the toolshed smell like the seaside.
They'll never find you in this salty dark,
But be careful that your feet aren't sticking out.
Wiser not to risk another shout. 5
The floor is cold. They'll probably be searching
The bushes near the swing. Whatever happens
You mustn't sneeze when they come prowling in.
And here they are, whispering at the door;
You've never heard them sound so hushed before. 10
Don't breathe. Don't move. Stay dumb. Hide in your blindness.
They're moving closer, someone stumbles, mutters;
Their words and laughter scuffle, and they're gone.
But don't come out just yet; they'll try the lane
And then the greenhouse and back here again. 15
They must be thinking that you're very clever,
Getting more puzzled as they search all over.
It seems a long time since they went away.
Your legs are stiff, the cold bites through your coat;
The dark damp smell of sand moves in your throat. 20
It's time to let them know that you're the winner.
Push off the sacks. Uncurl and stretch. That's better!
Out of the shed and call to them: 'I've won!
Here I am! Come and own up I've caught you!'
The darkening garden watches. Nothing stirs. 25
The bushes hold their breath; the sun is gone.
Yes, here you are. But where are they who sought you?

Vernon Scannell

Sonnet 116 'Let me not to the marriage...'

Let me not to the marriage of true minds
Admit impediments; love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.
O no, it is an ever-fixèd mark 5
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks 10
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.

William Shakespeare



La Belle Dame sans Merci. A Ballad

I
O what can ail thee, knight-at-arms,
Alone and palely loitering?
The sedge has withered from the lake,
And no birds sing.

II
O what can ail thee, knight-at-arms, 5
So haggard and so woe-begone?
The squirrel's granary is full,
And the harvest's done.

III
I see a lily on thy brow,
With anguish moist and fever-dew, 10
And on thy cheeks a fading rose
Fast withereth too.

IV
I met a Lady in the meads,
Full beautiful – a faery's child,
Her hair was long, her foot was light, 15
And her eyes were wild.

V
I made a garland for her head,
And bracelets too, and fragrant zone;
She looked at me as she did love,
And made sweet moan. 20

VI
I set her on my pacing steed,
And nothing else saw all day long,
For sidelong would she bend, and sing
A faery's song.

VII
She found me roots of relish sweet, 25
And honey wild, and manna*-dew,
And sure in language strange she said –
'I love thee true'.

VIII
She took me to her elfin grot,
And there she wept and sighed full sore, 30
And there I shut her wild wild eyes
With kisses four.

IX
And there she lullèd me asleep
And there I dreamed – Ah! woe betide! –
The latest dream I ever dreamt 35
On the cold hill side.

X
I saw pale kings, and princes too,
Pale warriors, death-pale were they all;
They cried – 'La Belle Dame sans Merci
Thee hath in thrall!' 40

XI
I saw their starved lips in the gloam,
With horrid warning gapèd wide,
And I awoke and found me here,
On the cold hill's side.

XII
And this is why I sojourn here 45
Alone and palely loitering,
Though the sedge is withered from the lake,
And no birds sing.

John Keats

**manna* – Food from heaven

Poem at Thirty-Nine

How I miss my father.
I wish he had not been
so tired
when I was
born.

5

Writing deposit slips and checks
I think of him.
He taught me how.
This is the form,
he must have said:
the way it is done.
I learned to see
bits of paper
as a way
to escape
the life he knew
and even in high school
had a savings
account.

10

15

He taught me
that telling the truth
did not always mean
a beating;
though many of my truths
must have grieved him
before the end.

20

25

How I miss my father!
He cooked like a person
dancing
in a yoga meditation
and craved the voluptuous
sharing
of good food.

30

Now I look and cook just like him:
my brain light;
tossing this and that
into the pot;
seasoning none of my life
the same way twice; happy to feed
whoever strays my way.

35

40

He would have grown
to admire
the woman I've become:
cooking, writing, chopping wood,
staring into the fire.

45

Alice Walker

War Photographer

In his darkroom he is finally alone
with spools of suffering set out in ordered rows.
The only light is red and softly glows,
as though this were a church and he
a priest preparing to intone a Mass*.
Belfast. Beirut. Phnom Penh. All flesh is grass.

5

He has a job to do. Solutions slop in trays
beneath his hands, which did not tremble then
though seem to now. Rural England. Home again
to ordinary pain which simple weather can dispel,
to fields which don't explode beneath the feet
of running children in a nightmare heat.

10

Something is happening. A stranger's features
faintly start to twist before his eyes,
a half-formed ghost. He remembers the cries
of this man's wife, how he sought approval
without words to do what someone must
and how the blood stained into foreign dust.

15

A hundred agonies in black and white
from which his editor will pick out five or six
for Sunday's supplement**. The reader's eyeballs prick
with tears between the bath and pre-lunch beers.
From the aeroplane he stares impassively at where
he earns his living and they do not care.

20

Carol Ann Duffy

*Mass – A religious service

**Sunday's supplement – A regular additional section placed in a Sunday newspaper

The Tyger

Tyger, Tyger, burning bright,
In the forests of the night:
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies 5
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart? 10
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp 15
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?* 20

Tyger, Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

William Blake

**Did he who made the Lamb make thee – God*



My Last Duchess

Ferrara

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now: Frà Pandolf's hands
Worked busily a day, and there she stands.
Will't please you sit and look at her? I said 5
'Frà Pandolf' by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I) 10
And seemed as they would ask me, if they durst,
How such a glance came there; so, not the first
Are you to turn and ask thus. Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek: perhaps 15
Frà Pandolf chanced to say, 'Her mantle laps
Over my lady's wrist too much,' or 'Paint
Must never hope to reproduce the faint
Half-flush that dies along her throat': such stuff
Was courtesy, she thought, and cause enough 20
For calling up that spot of joy. She had
A heart – how shall I say? – too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast, 25
The dropping of the daylight in the West,
The bough of cherries some officious fool
Broke in the orchard for her, the white mule
She rode with round the terrace – all and each
Would draw from her alike the approving speech, 30
Or blush, at least. She thanked men, – good! but thanked
Somehow – I know not how – as if she ranked
My gift of a nine-hundred-years-old name
With anybody's gift. Who'd stoop to blame
This sort of trifling? Even had you skill 35
In speech – (which I have not) – to make your will
Quite clear to such an one, and say, 'Just this
Or that in you disgusts me; here you miss,
Or there exceed the mark' – and if she let
Herself be lessoned so, nor plainly set 40
Her wits to yours, forsooth, and made excuse,
– E'en then would be some stooping; and I choose
Never to stoop. Oh sir, she smiled, no doubt,
Whene'er I passed her; but who passed without
Much the same smile? This grew; I gave commands; 45
Then all smiles stopped together. There she stands
As if alive. Will't please you rise? We'll meet
The company below, then. I repeat,
The Count your master's known munificence
Is ample warrant that no just pretence 50
Of mine for dowry will be disallowed;
Though his fair daughter's self, as I avowed
At starting, is my object. Nay, we'll go
Together down, sir. Notice Neptune, though,
Taming a sea-horse, thought a rarity, 55
Which Claus of Innsbruck cast in bronze for me!

Robert Browning

Do not go gentle into that good night

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they 5
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight, 10
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light. 15

And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

Dylan Thomas

Remember

Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day 5
You tell me of our future that you planned:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve: 10
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.

Christina Rossetti

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Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	

Pearson Edexcel International GCSE (9–1)

Monday 12 May 2025

Morning (Time: 2 hours)

Paper reference **4WET1/01**

English Literature (Modular)

UNIT 1: Poetry and Modern Prose

Answer Booklet

You must have:
Question Booklet and Poetry Booklet from Part 3 of the Pearson Edexcel International GCSE English Anthology (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the question from Section A, **ONE** question from Section B and **ONE** question from Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Plan your answers in the lined spaces provided. Plans will not be marked unless no other response is provided.

Information

- The total mark for this unit is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Copies of the texts studied may **not** be brought into the examination.
- Dictionaries may **not** be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Unseen Poetry

Question 1

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 24 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION B = 30 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 24 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION C = 40 MARKS
TOTAL FOR UNIT = 90 MARKS

