

Pearson Edexcel International GCSE

Tuesday 7 January 2020

Afternoon (Time: 2 hours)

Paper Reference **4ET1/01**

English Literature

Paper 1: Poetry and Modern Prose

Poetry Booklet – Part 3 of the Edexcel Anthology

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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 10
to me, sky to sing to me, birds and a white light
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 20
old men lecture me, bureaucrats hector me, mountains
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, 5
and could not really know the other,
the foreign tongue.
You could not use them both together
even if you thought that way.
And if you lived in a place you had to 10
speak a foreign tongue,
your mother tongue would rot,
rot and die in your mouth
until you had to spit it out.
I thought I spit it out 15
but overnight while I dream,

મને હતું કે આખી જીભ આખી ભાષા,

(munay hutoo kay aakhee jeebh aakhee bhasha)

મેં થૂંકી નાખી છે.

(may thoony 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
 With the great black piano appassionato. The glamour 10
 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	How I miss my father! He cooked like a person dancing in a yoga meditation and craved the voluptuous sharing of good food.	30
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	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
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	He would have grown to admire the woman I've become: cooking, writing, chopping wood, staring into the fire.	45
		<i>Alice Walker</i>	

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*. 5
 Belfast. Beirut. Phnom Penh. All flesh is grass.

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, 10
 to fields which don't explode beneath the feet
 of running children in a nightmare heat.

Something is happening. A stranger's features
 faintly start to twist before his eyes,
 a half-formed ghost. He remembers the cries 15
 of this man's wife, how he sought approval
 without words to do what someone must
 and how the blood stained into foreign dust.

A hundred agonies in black and white
 from which his editor will pick out five or six 20
 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.

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

an I will tell you
of the other half
of my story

John Agard

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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Tuesday 7 January 2020

Afternoon (Time: 2 hours)

Paper Reference **4ET1/01**

English Literature

Paper 1: Poetry and Modern Prose

Question 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.

	Page
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SECTION C: Modern Prose	
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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.

The Concerned Adolescent

Our planet spins around the sun
in its oval-shaped orbit
like a moth circling a bright, hot, golden-yellow
lightbulb.

Look at this beautiful, lovely 5
blue and green and white jewel
shining against the dark black sky.
It is doomed.

On another planet somewhere far away in the 10
galaxy
beings are discussing the problems of Earth.
'It is a wonderful world,' says their leader,
'It has roaring oceans filled with many kinds of
fishes,

It has green meadows bedecked with white and 15
yellow flowers,
Its trees have twisting roots and fruitful, abundant
branches.
But it is doomed.

'The problem with this lovely, beautiful world, you 20
see,
Is the inhabitants, known as HUMAN BEINGS.
Human beings will not live in peace and love
and care little for the helpless creatures who share
the planet with them. 25

They pollute the world, they kill and eat the
animals.
Everywhere there is blood and the stench of death.
Human beings make war and hate one another.
They do not understand their young, they reject 30
their ideals,
they make them come home early from the disco.
They are doomed.'

Soon a great explosion, a terrible cloud 35
will wipe out all the life on this planet,
including those people who do not see how
important my poem is.
They are certainly doomed.

Wendy Cope (1992)

1 Explore how the writer presents concerns for planet Earth 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 Do not go gentle into that good night*.**Compare** the ways the writers present people giving advice to others in *If – and Do not go gentle into that good night*.

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 *Remember*.**Compare** how the writers present sadness in *Remember* 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 relationship between Scout and Jem in the novel.

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

(Total for Question 4 = 40 marks)

OR

- 5** Explore the theme of justice in *To Kill a Mockingbird*.

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 prejudice significant in *Of Mice and Men*?

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

(Total for Question 6 = 40 marks)

OR

- 7** Discuss the role of Candy in the novel.

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

(Total for Question 7 = 40 marks)

The Whale Rider, Witi Ihimaera**EITHER**

8 'Koro Apirana is a cruel and heartless character in *The Whale Rider*.'

How far do you agree with this view?

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

(Total for Question 8 = 40 marks)

OR

9 Explore the significance of the legend of the whale rider in the novel.

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 Examine the theme of conflict in *The Joy Luck Club*.

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

(Total for Question 10 = 40 marks)

OR

11 'This novel is full of courageous characters who take risks and grasp opportunities.'

Explore **one** character who you consider to be courageous.

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

(Total for Question 11 = 40 marks)

Things Fall Apart, Chinua Achebe**EITHER**

12 'Ibo [Igbo] beliefs are lost with the arrival of Christianity.'

Explore the theme of beliefs in *Things Fall Apart*.

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

(Total for Question 12 = 40 marks)

OR

13 In what ways is Obierika an important character in this novel?

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 PAPER = 90 MARKS

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Tuesday 7 January 2020									
Afternoon (Time: 2 hours)					Paper Reference 4ET1/01				
English Literature									
Paper 1: Poetry and Modern Prose									
You must have: Question Booklet and Booklet of poems 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.*

Information

- The total mark for this paper 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 *Pearson Edexcel International GCSE English Anthology* may **not** be brought into the examination.
- 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.

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DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



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

Handwriting practice area with 25 horizontal dotted lines.



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DO NOT WRITE IN THIS AREA

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS



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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

Handwriting practice area with 25 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large empty area with horizontal dotted lines for writing.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with 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



SECTION C: Modern Prose

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

- Chosen question number:
- | | | |
|---|---|---|
| Question 4 <input type="checkbox"/> | Question 5 <input type="checkbox"/> | Question 6 <input type="checkbox"/> |
| Question 7 <input type="checkbox"/> | Question 8 <input type="checkbox"/> | Question 9 <input type="checkbox"/> |
| Question 10 <input type="checkbox"/> | Question 11 <input type="checkbox"/> | Question 12 <input type="checkbox"/> |
| Question 13 <input type="checkbox"/> | | |

Area for writing answers, consisting of multiple 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

Large empty area with horizontal dotted lines for writing.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large empty area with horizontal dotted lines for writing.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Blank writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with 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 PAPER = 90 MARKS

