

SECTION A: UNSEEN POEM

You must answer Question 1 in the space below.

I think "What has happened to Lulu?" is ^{spoken from} ~~about~~ a young child's ^{& perspective} ~~perspective~~ ^{perspective} of where his or her sister has disappeared ~~gone~~ as she appears to have disappeared. The young speaker is very curious, yet her ~~and~~ questions are answered by dismissive, nonchalant answers from her mother who obviously does not want to tell her child the truth of where Lulu has been taken. The child picks up on this reluctance, so pursues her questions, ~~but~~ which shows she is suspicious and also very anxious.

~~Explain~~
 Charles Causley uses ^{literal} ~~the~~ ^{descriptive} language ~~image~~, such as "only a circle on the dusty shelf". The literal description of what the child can see emphasises her innocence, but also her alert ~~and~~ feelings, as if she/he knows something is amiss as she is taking in all her surroundings. "Dusty" implies time passing and nothing changing, which could foreshadow the consequence of ^{how long} ~~how long~~ Lulu will be away; I think "dusty" implies Lulu will not be coming back and the ~~the~~ mother cannot and does not want to believe and accept ^{so will leave her things as} ~~this~~ ^{! The child has} they always were. ~~That~~ By describing the shelf as "dusty" the reader could interpret this as the child realising ~~that~~ ^{her} ~~her~~ sister will not be returning.

Causley also uses sensory

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description to describe the child's thoughts and feelings. For instance, "I ~~don't~~ heard somebody cry, Mother, / In anger or in pain." This sensory description could show how vivid the memory is to the child, which implies it feels very significant to her, as though hearing "somebody cry" is evidence to her that ^{some} Lulu has been taken away mysteriously and that something is amiss. By ~~down~~ specifying the cause of the crying by saying "in anger or in pain", the reader could interpret this as the perceptive nature of this child and her sensitivity towards what has happened. By bringing up the subject of hearing someone upset and distressed, the child appears anxious and worried about the person, who she suspects is her ~~own~~ mother, because she asks "why, mother you say it was a gust of rain." I think the child realises ^{her mother} ~~she~~ wants to protect her from the truth, she wants to know the reality of what has happened.

Repetitive questions are used, for example, "What has happened to Lulu mother?" This repetition could connote the child's determination to find out the truth, the ^{insistence} ~~insistence~~ is defiant which could show how close she/he must have been to Lulu since they want to find out so strongly. Another reader could interpret the questions as the child's naivety of the ~~why~~ what has happened; the questions are infinite and repetitive despite the ^{distressed} mother is

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Dismissive answers - perhaps the child's insecurity and anxiety is being represented by their repetitive questions. They could also reflect the child's innocence, the questions are repetitive as if they were in a nursery rhyme; this child could be approaching the disappearance of her sister as nothing more sinister ~~as~~ than a ~~game~~ ^{game}, however the questions grow more insistent as they realise something is wrong.

~~the~~ Caedney uses ^a rhyme

Structure of ABCB, which creates a ~~the~~ rhythm and the feeling of a beat. This beat could represent the heart beat of the speaker as they ask where Lulu is, which could imply their anxiety and growing panic of where she has gone. ^{beat caused by the rhyme} The 'beat' also sounds ~~a~~ slightly threatening, which implicitly implies that Lulu has been taken ~~out~~ by violence and force. The rhyme also reflects the child's innocent nature, ~~and~~ naivety ~~of the~~ and ignorance of where Lulu has gone.

The poem is divided into six quatrain stanzas, which ~~appears~~ gives the impression of ~~order~~ ~~control~~ everything being in ^{control} ~~control~~, which of course contrasts with the ambiguous context of the poem. This creates a sinister, macabre effect, which ^{reflects what} ~~perhaps~~ the child can feel and this is what has alerted him/her to questioning the disappearance of their sister, Lulu so insistently. The quatrain

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stanzas could also represent the mother's attempt at reassuring her child that Lulu has not been violently kidnapped or taken by force, however this cannot ~~decide~~ deceive the child who persists in questioning her mother. The equal division of lines in stanzas could represent the speaker's wishful desire for ~~enough~~ life to return to normality, where everything really was neat, tidy and seemed equal.

"What happened to Lulu" leaves the reader feeling empathy not just for the child who is speaking and is confused and is to where their sister, Lulu has gone, but also for the mother who is clearly trying to act as if nothing unusual or sinister has happened. Is she in denial of where her daughter Lulu has gone or trying to protect her other child? The reader does not know ^{as} it is left ambiguously, however either way, her maternal instincts are well represented through the child's anxious ^{yet determined} feelings throughout the poem, which also shows how defiant and determined the child is to find ~~her~~ his/her sister, Lulu.

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