



Delegate Booklet

GCSE English Literature: How to Apply the Mark Scheme

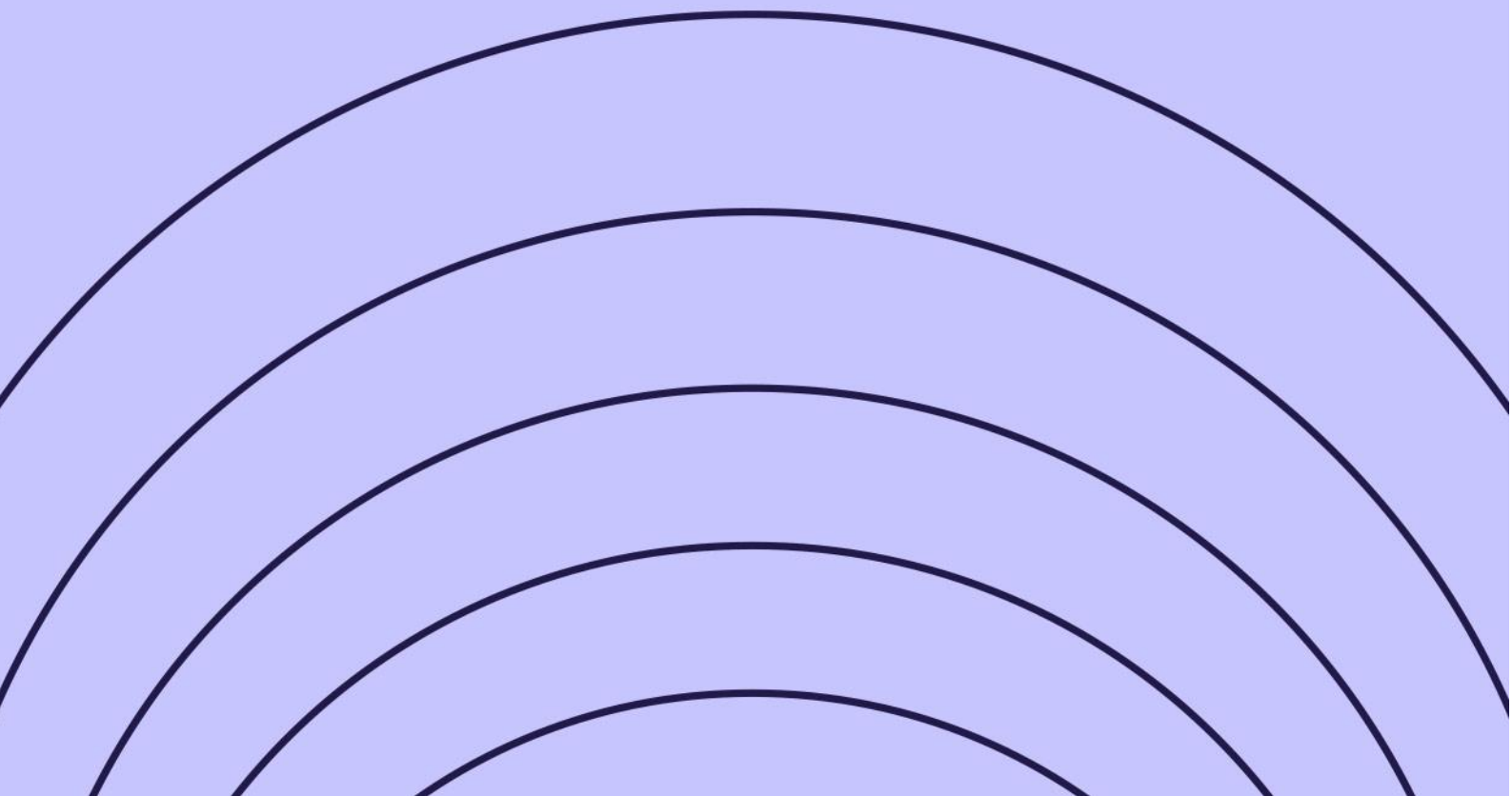


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Scripts

Marking Exercise 1

Script 1 – Paper 1: Question 1(a)

Chosen question number: **Question 1** ☒ **Question 2** ☒ **Question 3** ☒
Question 4 ☒ **Question 5** ☒ **Question 6** ☒

In the extract Shakespeare presents the witches as evil when they say, "Killing Swine" this tells us that the witches ~~are~~ like to kill and are often associated with death. The word, 'Swine' tells us that they have ~~as~~ no care or thought about people and that they may look down on them.

Shakespeare also presents the witches as an image for supernaturalness as when they say together, "The weird sisters" this tells us that they the witches are aware that they are not normal and the use of the word 'weird' could suggest that they may be from elsewhere and may not be ^{earthly} earthly.

The witches are also presented as omniscient in the extract as when they say "Macbeth shall come" it shows us that the witches are able to predict everything as they show some kind of unholy power.

(Section A continued) -ge unlike anyone else on earth.

This supports their supernatural image in the extract and how they possess ~~heavy~~ ~~or~~ ~~deep~~ a magical essence of knowledge.

In the extract, Shakespeare uses the sound of thunder is used to show the evil nature of the witches as ~~the~~ thunder is often seen as a sign of evil and tormentful nature. This evidently echoes the witches and further shows their disdain for the world and how ~~the~~ the thunder is a reminder to mankind that these witches are no joke.

Script 2 – Paper 1: Question 1(a)

Chosen question number:

Question 1



Question 2



Question 3



Question 4



Question 5



Question 6



a)

In this extract Shakespeare develops the characters of the three witches. In the extract, Shakespeare presents the witches as very violent and merciless ~~beings~~ beings. This is done through the ~~use of~~ violent manner of the conversation that they are having whilst having a calm, denier, almost as if it's a normal occurrence. An ~~ex~~ example of this would be when witch 1 ~~also~~ asks witch 2 where she had ~~been~~ been and she casually replies "killing ~~the~~ swine" as if it's something she always does. The ~~idea~~ idea that ~~see~~ she sees "killing" as a normal pass-time gives the reader an idea of the cruel, violent nature of ~~her~~ her character. The writer includes this in order to show the sheer darkness that these witches possess. At the time this play was released it would have been shocking to a Jacobean audience but ~~to~~ modern audiences it would be even more shocking to them.

(Section A continued) Another way in which Shakespeare presents them as evil is

Another way Shakespeare presents ~~the~~ ^{the} witches in this extract is evil. He does this later in the extract while ~~with~~ witch 1 tells the others of what she had done. "here I have a pilot's thumb, wrecked, as homeward he did come." This quote shows she is evil as it refers to the idea that she caused harm on someone while they were ~~just~~ just trying to return to their home. This ~~the~~ sense of innocence created around the pilot returning home amplifies the evil nature of the witches and contrasts the 2 types of characters. The adjective "wrecked" shows the extent of the damage she had ~~caused~~ caused. The writer does this in order to show how evil the witches are, ~~and~~ this would make the ~~reader~~ ^{audience} fear the character and what it is capable of.

A social way the ~~not~~ ~~intake~~ Shakespeare presents
the witches is magical ~~as a group~~ ^{loss of strong part.}
~~magical as a group~~ spiritual
This is done to at the end of the extract
when they talk as a group together.

(Section A continued)

chanting out together. "The weird sisters
hand in hand..." This group chanting shows
their spiritual behaviour and shows the togetherness
of the three witches. The idea of them
being "weird sisters" shows the strong bond
they have with one another whilst they
are "hand in hand" also shows the how
close ~~they~~^{they} are ~~to~~^{with} one another. The writer includes
this in order to show the togetherness
the audience the bond these sisters have, making
the audience wonder what they could do
together. This makes the audience fearful
of what is to come later in the play.

Marking Exercise 2

Script 3 – Paper 1: Question 3(b)

b) In ~~Romeo~~ Shakespeare's *Romeo and Juliet*, ^{the importance of} revenge is depicted shown through many characters. The reasoning for the revenge felt by many is due to an "ancient grudge" where "civil blood [made] civil hands unclean". The grudge has effected so many to the point where even the servants want revenge and feel anger towards the other house.

We are first met with the servants, Sampson and Gregory. ~~The first~~ During the first scene they feel anger towards the ~~to~~ opposite house as they begin to sexualise the ~~or~~ maids of the other house by saying "they would 'thrust' them against a wall". The talk about rape ~~or~~ and sexual assault was common in the Elizabethan era as women were seen to be of lower class in the great chain of being compared to men ^{as}.

(Section A continued) Men had control of the patriarchal society, they were able to have such conversations of abuse. Their hate and revenge is further seen when ~~one~~ one of the servants says he will "bite [his] thumb at them". This act would ~~be~~ ^{act} have been seen as a very disrespectful thing towards the other house. ~~We are~~ Shakespeare however deliberately does this in order to portray the idea that even the lower class servants feel the need to serve and honour the family name. Honour was a big aspect of the patriarchal society as honouring your family name was seen as a great act of respect for the family. Therefore even though the servants do disrespect the other house, they are in reality, subjects of the society they live in and feel the urge to defend their house for revenge against the "grudge". Shakespeare characterises them in this way to show that aggression and revenge was spread throughout the ~~the~~ social ranks, making its way down to the servants - highlighting to the audience that this was the norm in Elizabethan England.

However, revenge isn't just depicted by lower social class men, but also higher social class men, seen through Shakespeare's characterisation.

(Section A continued) of Lord Capulet. As Juliet denies the offer of marrying Paris the "valiant Paris" by ~~or~~ saying that she "It is an honour that [she] dream not of", Lord Capulet her father, he proceeds to call her a "wretch" and a "green sickness carion" as well as a "young baggage". Lord Capulet here is presented to express his anger and revenge through verbal abuse towards Juliet. The dehumanisation and aggressive tone all show how just one disapproval from a daughter, ~~eg~~ ignites a spark of anger and revenge in the father. The audience of today would have expected him to show convey his parental love for her, however he does ~~a~~ not and ~~instead~~ instead embodies hatred towards her denial. In the patriarchal society of Elizabethan England this was considered to be normal as the ~~no~~ father in the house was expected to have full control over the daughter, as shown here by the character of Lord Capulet. His revenge and anger plays an important role in the play as Shakespeare depicts Lord Capulet in this way to emphasise that in the patriarchal society many women in the house experienced feelings of no self control due to the control of the father's decisions. Lord Capulet wants to marry Juliet and Paris for selfish reasons such as wealth, status and to be able to have an heir, all of which

(Section A continued) were normal desires seen at the time, Lord Capulet's outburst of rage here depicts the portrayal how many men of the time were unable to achieve their desires were forced to act aggressively towards others.

(Section A continued)

3B

Shakespeare presents revenge after Mercutio's death, and Romeo as after killing Mercutio Tybalt runs and Romeo swears to get revenge for his best friend's death, "thou snake Tybalt" calling Tybalt a coward for his action, after what he did to Mercutio when Romeo and Tybalt are face to face, Romeo says "I will put thy rapier inside you" Romeo saying ~~the~~ informing Tybalt of his own death, threatening him of his doom.

Another way revenge is presented by Romeo being exiled. After Romeo kills Tybalt he goes into hiding in the friar's cell and the Prince is looking for him and Romeo is informed of his exile. Fear to Romeo, "thou Prince has exiled you from the city" This is considered as revenge Romeo killed a Capulet so as revenge to the Capulets Prince has exiled him from the city since Romeo is a higher class he got saved from not being killed as the Prince said before any more killing in my city will lead the Montague and Capulets

(Section A continued)

death.

Marking Exercise 3

Script 5 – Paper 1: Question 7

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

Chosen question number: Question 7 ☒ Question 8 ☐ Question 9 ☐
Question 10 ☐ Question 11 ☐ Question 12 ☐
Question 13 ☐ Question 14 ☐ Question 15 ☐
Question 16 ☐ Question 17 ☐ Question 18 ☐
Question 19 ☐ Question 20 ☐ Question 21 ☐
Question 22 ☐ Question 23 ☐ Question 24 ☐
Question 25 ☐ Question 26 ☐ Question 27 ☐
Question 28 ☐ Question 29 ☐ Question 30 ☐

~~A~~ ~~help~~ In J.B. Priestley's Inspector calls class and hierarchy are two important themes. The Birling's who are an upper working class family can be seen ~~as~~ to not respect the lower working class. This can be seen by both Mr and Mrs Birling, who both seem to not ~~care~~ care for the working class, this can be seen ~~how~~ by the way Mr Birling has a sense of disregard, towards the ~~news~~ news of the death of a ~~former~~ former employee Eva Smith ~~who~~ who committed suicide by drinking bleach. This shows the lack of responsibility Mr Birling takes over the ~~matter~~ matter even though Mr Birling firing Eva was the start to the chain of ~~events~~ events that lead to the death of Eva Smith. This links to the time the play was set. ~~which was this~~ which was this 1912 ~~which~~ was the ~~Edwardian~~ Edwardian time, a period of time when there was a lack of ~~care~~ care for the poor especially the girls of

(Section B continued) that class' which is said by Mrs Birling. ~~also~~

~~Another~~ person Sheila Birling can be seen to feel remorse towards Eric after finding ^{out} ~~that~~ she got her fired from her job at Milken's. After this she ~~shows~~ ^{seems to have} a true sense of maturity as she takes a big responsibility in ^{the} ~~course~~ ^{of} Eric's death.

She tries to get the rest of the family to take ownership by saying 'your building a wall has going to ~~the~~ ^{keep} breaking down'. This shows Sheila trying to get the others to own up to their mistakes as the Inspector will carry on to break down their wall of lies as he knows their every move. Priestly could be showing Sheila's maturity here at the same time showing Mr and Mrs Birling's lack of maturity. This could be backed up by Eric saying 'your not a father a boy could come too', which then reinforces Mr Birling's lack of maturity towards the issue.

The Inspector could be seen as someone to voice the Socialist opinions of J.B. Priestly as ~~as~~ Priestly is known for being a Socialist which is the complete opposite of Mr Birling who is a Capitalist who profits of cheap labour like Eric. ~~This all changed after world war 1 and 2 when this book was wrote 1945.~~ ^{*} The dislike for rich Capitalist Men like Mr Birling can be shown when the Inspector gives him the cold shoulder saying 'I don't play golf'. ^{*} ~~This gives the feeling of~~ Priestly reinforces this by setting the play in Brumley a ^{town} made up town. ^{*} ~~So~~ the audience don't think was just talking about ^{one} town.

(Section B continued) City, but all privileged upper class men profiting off the lower class in Britain. Because by setting the play in a real city the audience may gain the idea that Priestley is talking about the privileged upper class in ^{that} one town or city, ~~where~~ Inspector calls was a message to all privileged upper class families. At the end of the play a phone rings and an Inspector is coming, similar to what happened towards the start, this could show the audience a loop signifying the Birling family have not yet understood the need for equality and this will continue to happen until every member of the family understands Priestley's message shown through the Inspector.

* as laws were put in place to stop the mistreatment of people.

* as this ~~shows~~ shows Mr Birling that the Inspector is not a fan of his.

* this is so.

In Conclusion Priestley uses the younger generations such as Sheila and Eric to show the immaturity of the adults in society in 1945. He also shows the lack of responsibility, care and selflessness ~~in~~ from most privileged upper class men and women, such as Mr and Mrs Birling who throughout the play show their true colours of pure evil.

(Section B continued) towards people lower than them ~~made~~ in
the hierarchy, which was made by people such as
Mr and Mrs Birling.

Script 6 – Paper 1: Question 29

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	Question 10 <input checked="" type="checkbox"/>	Question 11 <input checked="" type="checkbox"/>	Question 12 <input checked="" type="checkbox"/>
	Question 13 <input checked="" type="checkbox"/>	Question 14 <input checked="" type="checkbox"/>	Question 15 <input checked="" type="checkbox"/>
	Question 16 <input checked="" type="checkbox"/>	Question 17 <input checked="" type="checkbox"/>	Question 18 <input checked="" type="checkbox"/>
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	Question 25 <input checked="" type="checkbox"/>	Question 26 <input checked="" type="checkbox"/>	Question 27 <input checked="" type="checkbox"/>
	Question 28 <input checked="" type="checkbox"/>	Question 29 <input checked="" type="checkbox"/>	Question 30 <input checked="" type="checkbox"/>

~~The importance~~ In this coming of age novel, women are the catalyst that triggers maturity, growth and demonstrative changes in to the lives of Adam, Dante and Tyler. This allows for ~~more~~ acceptance of what ~~he~~ has changed in the Bridgeman family.

Undoubtedly, Aunt Jackie is one of the most significant female characters in the novel, as she ~~helps~~ is a source of emotional stability and reassurance to Dante and Adam. This is evident through the quote "Crying isn't a bad thing. It just makes you human." This form of reassurance is what helps Dante realise that bottling up ~~then~~ your feelings only makes situations worse, leading to a decline in mental health, which is what is seen in modern society, as toxic masculinity encourages undemonstrative attitudes.

(Section B continued) ~~Furthermore, her~~ Aunt Jackie's ~~importance~~ importance of emotional reassurance is further expressed through the quote "You're doing your best Dante. That's more than enough." She ~~acts as~~ fills the gap that Dante and Adam's mother, Jenny, left, and knowing that Aunt Jackie wasn't able to have her own children due to not being able to have a successful pregnancy, leading to her divorce, she finds it a great pleasure in being the mother figure that the boys so badly needed in their lives. She is important in allowing the boys to express their feelings, and she makes them feel heard.

Aunt Jackie is further proved to be important in helping Dante accept his new role of being a father, due to her optimism, it ~~also~~ helps Dante change the way he sees fatherhood. This is shown through the quote "Being a father doesn't end anything. This is just the beginning." The effect of Aunt Jackie's optimism helps Dante to accept his new role, and to embrace it, as it is an exciting experience ~~because~~ which society thinks different about, as they see teenage parenthood as a negative element, as it shows immaturity and irresponsibility, and being "too keen and eager". Aunt Jackie proves to Dante that having a child is a blessing, ~~and that~~ ~~because~~ linking to her inability to have children.

~~Gemma is an important character in the~~ Gemma is arguably the most important female in the novel, as she is the catalyst of what made the Bridgeman family

(Section B continued) reconnect and work together, which indirectly rebuilt their relationships, making their home ~~and~~ a happier place.

Emma helps with Dante's maturity, as the moment Dante saw Emma for the first time he referred to her as "it" and asked Melanie "are you sure it's mine?" This is a sign of great immaturity and lack of respect for others. ~~However~~ ~~as the novel progresses, Dante's came for~~ However, not soon after, when he had Tyler build the cot for Emma in Dante's room, ~~But~~ Dante asked Tyler to "take my Beyonce poster down please" as he knows it wasn't appropriate for the situation he was now in. This is a ~~sign~~ symbol of growth in maturity. ~~All~~

Furthermore, the importance of Emma is shown when her first birthday came around, and Tyler brought out his camera which "he hadn't picked up since Jenny died". This small act of using the camera again shows that Tyler is healing from Jenny's ~~dear~~ passing, moving ~~on~~ from mourning over his wife, to the loving of his ~~granddaughter~~ ~~granddaughter~~ granddaughter.

~~Emma helps Adam~~ After the attack on Adam from Josh, he got severely depressed, and despised the way he now looked, however when Emma saw Adam, she "stroked ~~he~~ his face

(Section B continued) so gently" and whispered "hurt ugly", in which she then hugged him. This helped Adam get over himself and accepted his situation, which is a symbol for growth, in which Emma was the catalyst of it. 2

~~Settles plays a major~~ Veronica plays a major role in the novel, as her name means "she who brings victory". She is ~~the~~ a social worker who represents the welfare state, although they face very negative stereotypes where they want to split families apart, their actual goal ~~is~~ the complete opposite, to help build family relationships, making them stronger. She helps Dante greatly by advising him to sign Emma up for the doctor, using the red book which was given to him by Melanie, and once he put his name as the father, he could claim benefits, which would help Dante greatly, however the social stigma of claiming benefits ~~shows~~ ~~the~~ indicates to other people that you are "stealing their tax money" which is what the lady in the shop said to Dante, which is very discriminating, ~~as~~ as she assumed it due to Dante being so young being a parent. The negative view society has on teenage parenting is shown through the incident with the ~~lady~~ lady in the shop.

In conclusion, women are ~~very~~ ~~to~~ ~~be~~ incredibly important in the novel "Boys Don't Cry", as Blackman proves it helps build relationships.

Marking Exercise 4

Script 7 – Paper 2: Question 4(a)

a)

Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Within this extract where Marley's ghost informs Scrooge of the future he is condemned to if he does not change his ways, Dickens presents Scrooge and Marley's ghost as desperate, distressed and remorseful.

At the beginning of the extract, Scrooge is conveyed as incredibly desperate to know why Marley has come to him. Dickens uses the short declaratives in Scrooge's dialogue - "I do" and "I must". This use of imperative verbs ^{illustrates} ~~shows~~ Scrooge's strong desire to know what brings Marley to him. This shows the audience his immediate and selfish response as he considers only how his actions will lead to him ~~be~~ suffering. Furthermore when Marley responds he uses alliteration of the letter "w" - "doomed to wander through

the world oh, woe is me! - and witness what". This ~~star~~ creates a strong juxtaposition between the two characters, showing Marley as the antithesis to Scrooge as he is distressed and weeping, not at his own misfortune but due to his desperate desire to help others. Using Marley's ghost as a foil to Scrooge demonstrates that Scrooge's bitter and cold characterisation holds potential to change.

In the middle of the extract, Marley's ghost is portrayed as forceful as he attempts to show Scrooge the future that ~~that~~ he will meet if he continues his greed. Marley's ghost uses ~~the~~ metaphor of chains, saying, "I made it link by link, and yard by ~~to~~ yard". This creates powerful imagery of how Scrooge's actions will eventually harm him. Furthermore the repetition of the nouns "link" and "yard" emphasise to Scrooge the relentlessness and hopelessness of

his future if he continues in such a way, showing to the reader how deeply Marley's ghost wants to save Scrooge's spirit. Dickens then uses the additional clause "but he could see nothing" this not only has clear denotations that Scrooge is still alive so can not yet see the consequences of his actions but it also is a metaphor to Scrooge's ignorance to the plight of the poor.

At the end of the extract Marley's ghost is presented as remorseful to his actions in life and Scrooge as sympathetic. Dickens uses anaphora in Marley's dialogue as he says "I cannot rest, I cannot stay, I cannot linger anywhere" This illustrates the accumulation of Marley's ghost's despair and how he regrets not making kinder choices in life. Furthermore the use of the personal pronoun "I" within this repetition ~~shows~~ to both Scrooge and the reader demonstrates that Scrooge still has time to change and reform.

into a better man. At the end of the extract Marley's ghost uses the metaphor "Incessant torture of remorse". This conveys to the ~~audience~~^{reader} the pain and suffering that has been put on him due to his own greed, and how he hopes Scrooge can change before he ~~is~~ is pushed into this "torture".

4b.

In the novel 'A Christmas Carol', Ebenezer Scrooge is presented as being selfish and changing his life for good. This links to the theme of redemption and that anyone can change.

At the beginning of the novel Scrooge is presented as being lonely. This is through the simile "As solitary as an oyster." The word oyster displays Scrooge as being at the rock bottom, as oysters live their lives at the bottom of the ocean. When Dickens uses this phrase he tries to tell to send a message to the audience about being inconsiderate to others and how this can lead to regret and loneliness.

In the middle of the novel Scrooge's regret is shown through the use of seeing two children being shown by the ghost of Christmas past. These "This girl is ignorance and this girl is want." The children being such devilish and ungrateful beings represent that the adults in society are looked up to or seen as people who are special. This idea allows Scrooge to reconsider

his actions and change into a caring man.

At the end of the novel Scrooge sends a message of redemption and regret when he says "I will honour Christmas in the Past, the present and the future" The use of repetition makes it clear of the severe nature of Scrooge's wanting of redemption. This is seen as being an act of kindness towards his family as they believe he can not be changed and will always be ~~scrooge~~ a moody, horrible man. The audience will feel privileged to see how someone can change and regret their past by becoming a better human being.

At the end of the novel Scrooge is shown as being a changed man. This is signified when Scrooge says "I will make idle people merry" ~~the~~ This Portrayal of redemption makes Scrooge seem like a ^{caring} ~~scrooge~~ man and the word will displays his sheer desperation of wanting to become a better person which represents he regrets not always being caring. The Victorian

Audience will feel joy as lots of
People suffer from poverty and Scrooge is
helping^{to} solve this unfortunate scene.

Marking Exercise 5

Script 9 – Paper 2: Question 9

Chosen question number: Question 8 ☒ Question 9 ☒ Question 10 ☒

Question 11 ☒

The poem "Catrin" written by Clarke is about a Mother and a daughter's relationship and how the daughter wants to be more independent but the Mother's heart breaks as she misses her daughter when young.

~~the poet~~ The poem "Catrin" the Conflict in relationship is present through the relationship between Mother and daughter as she mentions "Red rope of love". This metaphorical language represents the umbilical cord of a new born baby which is her daughter. This implies how connected they were at the beginning of the daughter's life but it slowly drifts away. ~~this~~ The colour imagery "red rope of love" suggests how it is fresh and new. ~~the~~ However at the last paragraph it states "old rope" which creates the idea that is worn off and their connection.

is broken. This Juxtaposition Symbolises their on and off love and anger relationship that they have as they the daughter grows up and ~~wants~~ wants her independence.

In Contrast the poem Poppies Written by Weir suggests is about a Mother and Son relationship. The Son Wants to go to War but his Mother tries to talk him out of it as she didn't want to lose him but later accepts his choices.

The title "poppies" represents War and blood. This foreshadows this poem does not have a happy ending. The son later on dies but the Mother accepts his fate and choices as he wanted to do this. This poem reflects on a Mother's love for child even when the child is ~~where~~ wants to do dangerous things that would not end well the Mother accepts his choices.

the poem "Catrin" states "Separate"
the Verb Used here is to describe
the relationship between the Mother
and the daughter. The Mother gets
clingy towards her daughter whereas
the daughter wants her own space
as she is now grown. ~~older~~

Above this quote the poet mentions
a "I wrote all over the walls"
the fact that the mother did this
instead of a child suggests she
misses her child and the daily work
she had to do to take care of one.

~~She~~ The roles here are switched around.
The mother is acting like the child and
getting clingy. However the daughter
wants to go out and grow up.
This The mother juxtaposes her daughter
This shows her deeper motherly love
towards her. This motherly love
was mentioned, "Red Rope of love"
from the day she gave ~~her~~ birth
she instantly connected with her
daughter.

Script 10 – Paper 2: Question 9

Chosen question number: Question 8 ☒

Question 9 ☒

Question 10 ☒

Question 11 ☒

~~Both poems show the relationship between two~~

Both Cabin and Cousin Kate show the relationship between family members.

~~Cabin shows the~~

Cabin is written by a mother to her daughter, showing the conflict she's been through to give birth to her daughter but also the conflict she's being put through to let her go and grow up. Gillian Clarke writes about 'their first fierce confrontation' and uses the metaphor 'red rope of love' which we both fought over'. The red rope of love ~~is shown~~ is used to connote the umbilical cord. The first stanza shows the conflict and pain ~~a~~ mother is put through to give birth so the 'red rope' symbolises the love Gillian has for her daughter but also the fact that it's

like ~~playing~~ going through a war,
~~almost~~ ~~re~~ passionately referring to a tug of
war. The second stanza is a contrast,
shows the mother reminiscing from when
Cabin was younger. This ~~is~~ stanza shows
the pain felt when ^{mothers children grow} ~~your children grows~~ up
and the conflict mothers put themselves
in to not ~~wa~~ stop them from leaving

However the poem of Cousin Kate is
written to her cousin who had betrayed
her and married the lord who left
the speaker pregnant, not knowing
whether she should feel shameful
for or proud. Shameful because it
was frowned upon to have a
child out of wedlock, but proud
because she has a child of her
own. Cousin is written with in
dramatic monologue, with an unknown
speaker, but directly addressing the
reader.

Marking Exercise 6

Script 11 – Paper 2: Question 12

Question 12

Poem 1 'After the fireworks' and Poem 2 'Fireworks' both portray fireworks in a variety of ways. Poem 2 has a ~~more~~ ~~romantic~~ theme of romanticism, and is filled with imagery to describe the wonder of the fireworks. Meanwhile, Poem 1 also uses imagery to present the sight of the fireworks, however, it uses a more realistic tone, and talks about the atmosphere around the fireworks as well.

Both poems present fireworks as a wonder. Poem 1 states that "sparklers spray" and rockets "swish". This sibilance immediately creates an image of chaos and wonder, as it implies a flurry of fireworks are in the air through the verbs "spray" and "swish", both of which describe the movement of the ~~fire~~ "sparklers" and "rockets". It describes the flames as "lavish" which is an adjective ~~that~~ that has connotations of elegance but also of expensive, which is stated towards the end through the simple declaration "fireworks are not cheap". The repetition of "children" associates them with the fireworks, which

presents them as loud and active, just like the children. The writer even personifies the rocket, as it is described as the "last brave rocket burst and fade" the adjective of brave personifies the fireworks but also holds connotations of romanticism. This allows the ~~writer~~ poet to present the fireworks as a wonder as romantic language is used to describe it. Poem 2 also presents fireworks as a wonder. The use of alliteration, specifically fricatives in "so like sudden fiery flowers", which is also a simile, presents fireworks as random but also powerful through the adjective "fiery" which holds connotations of power and explosiveness. However it is also an oxymoron, as "fiery" juxtaposes with "flowers" which are quiet and peaceful. This is done because fireworks look like flowers, but are much more explosive and powerful, so the poet wants to contrast the ideas of power with the idea of beauty, which combine to form a fireworks. ~~It states~~ The poet uses the metaphor of a flower to present the fireworks as a wonder when they are described as "magic trees their petals shake". The adjective "magic" holds a deeper meaning of mysticism again reinforcing romantic ideas ~~off~~ to describe the fireworks which are viewed

with a "gazing eye". The verb ~~is~~ "gazing" ~~reiterates~~ reiterates the idea of fireworks being a wonder, as when someone is "gazing" it means they are looking at something deeply or with intrigue. This shows how both poems present fireworks as a wonder.

Poem 2 only shows the positives of fireworks while Poem 1 ~~it~~ presents both positives and negatives about fireworks. Poem 1 tells us how how children "search grey ground". The colour "grey" is often used to describe something dirty or unclean, which shows that although fireworks "dazzles" the sky, it comes at a cost. There is also a lot of litter produced which are "scattered carelessly" with the ~~adverb~~ ~~verb~~ verb "scattered" telling how the debris is left randomly on the ground and without care for cleanliness. It also states that fireworks "dim and die". This alliteration has a reference to death and how fireworks are not long lasting, ~~it~~ painting an image of another negative of fireworks. Meanwhile poem 2 only talks about the positives of fireworks while poem 1 talks about their aftermath in a negative light as they "dim and die" poem 2 states

that they "fall to earth in burning showers". The verb "fall" is used in a graceful context as they fall like "showers". The poet also uses more vibrant colours like "crimson" and "blue" in contrast to the "grey from" poem 1 which is much more dull. When the cathodic flames are used in poem 1, they are described as "charred hubs" with ~~showers~~ the adjective "charred" implying them to be burnt and ruined. However, in poem 1 they are ~~the~~ "like whirling marigolds". This simile again glorifies the cathodic wheel, as "marigold" is a golden colour which has connotations of perfection and elegance, which contrasts with the "charred hubs" from earlier. This highlights how poem 1 shows the positive/celebratory side of fireworks while in poem 2 only a glorifying view of fireworks is presented.

Both poems present fireworks using a variety of form and structural techniques. Both use enjambement, which lets the poet present their ideas on fireworks freely, but could also symbolise how fireworks ~~on paper~~ are not restricted by anything. Poem 2 uses a list in "crimson, blue and white" to emphasise the sheer amount of colour the flames bring. It also has an AAB rhyme

scheme, ~~although~~ which makes it have a more enthusiastic tone as the poem has a regular and upbeat rhythm filled with rhyming couplets. Poem 1 is one big stanza only, unlike poem 2 which is 3 quatrains and also has no rhyme scheme or regular rhythm. This is done to show the irregularity and uniqueness of fireworks, which ~~cannot be~~ ~~stop~~ have their own path to the sky which cannot be controlled.

In conclusion, both poem 1 and poem 2 present positive ideas on fireworks through the use of imagery. However, poem 1 is more balanced as it shows negative side as well unlike poem 2 which only glorifies them.