

ideas are used to display Agard's high register knowledge; "you mean when light an shadow/mix in de sky" - uses chiaroscuro in the image to describe his own identity. This figurative language aids the reader to try and imagine, by comparatives, what it would be like to be of the poets' identity.

In conclusion, the poems use ^{vivid} imagery in their use of language "your mother tongue would not" to show the strong feelings they hold about their identity, and the form of the poems make it easier for the reader to be enclosed in the conversation experience by visually imagining being in the poet's position, as both try to explain in their poems.



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Turn over ►

SECTION B: Anthology Poetry

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 2 ☒ Question 3 ☒

PLAN

SFMT

uncomfortable

↳ uncomfortable imagery
2 tongues

↳ uses different
language in middle of
poem like "pushes the
other tongue aside" to
illustrate point - structure ✓

↳ second person but
less confronting/aggressive

↳ still kind of accusatory

→ "What would you do
↳ suggests still some
confidence in identity ✓

↳ "ROT" → intense shame
intense feeling about identity

↳ feels mother tongue

both r alienated
bc of identity but
MC takes it in stride

IDENTITY

IDENTITY linked
to language

MC

Second person

↳ comfortable

→ speaking in "different
language" he is comfortable
in using

→ sarcastic tone - "Excuse
me" ✓

→ confident

↳ an accusatory tone

"Explain yourself" repeated
"What you mean" ✓

↳ beautiful imagery to
contrast idea of half-caste
being bad and rather crude
tone of poem

↳ the keen half etc
making fun of person line
doesn't make sense

↳ come back tomorrow with
whole of us etc

↳ "the other half of
story" → there is more
to him than just being
half-caste his identity is
more than that

↳ CONFIDENT IN IDENTITY

PTO →



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Turn over ►

Re-read SFMT and HC. Compare the ways the writers convey feelings about identity in SFMT and HC.

'In a nutshell'
view of whole position

The writers of "Search for my Tongue" and "Half-Caste" present their identities as heavily linked to language - however, the writer of "Half-Caste" gives the impression of being much more confident in his identity than the writer of "Search for my Tongue" through the use of language and structure. Although there is still a degree of confidence in both.

The writer of "Half-Caste" expresses himself through a "language" he is comfortable in, giving no concern to people who may dislike his choice; he uses a more phonetical way of speaking in his poem. He also uses a sarcastic, accusatory tone from the very beginning of the poem with the words "Excuse me, standing on one leg, I'm half-caste", sharing his confidence in his "half-caste" identity through mocking the people who address him as such. He then goes on to demand of the reader, "Explain yourself what you mean when you say half-caste" ~~repeatedly~~ ~~repeatedly~~ ~~repeatedly~~ further sharing his confidence as he can ~~use~~ make the use

immediate focus on Q

both poems

Poem 1



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links
points
on 1 to
2

of the phrase "half-caste" as having a foolish meaning.
The writer of "Search for My Tongue" ~~brings in~~
~~brings in~~ ^{her} ~~brings in~~ ^{also} uses a somewhat accusing tone in addressing the reader, however this time it is in response to being asked what she means by saying she has "lost her tongue" - she turns the question back on the questioner by asking them what they would do if they "had two tongues in your mouth" - this uncomfortable imagery suggests the discomfort she feels about her bilingual identity. ~~at the end of~~ She goes on to ~~very~~ distinguish the two tongues as the "mother tongue", which has been lost, and the "foreign tongue", adding further to the idea of her discomfort and alienation due to her identity by using the imagery of a lost ~~and~~ mother and thus suggesting a loss of security, ~~and~~ accompanied by a "foreign" tongue, ~~gives the sense of~~ conveys the writer's deep sense of ~~discomfort~~ discomfort.
The writer of "Search for My Tongue" ^{also} ~~also~~ uses ~~the~~ contrast to illustrate her discomfort in having a bilingual identity.

brings in
Poem 2

is clear
about
how
exactly
the poems
are similar -

adds
another
point
about
Poem 2



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Turn over ►

keeps a specificity to
analysis

she uses the contrast of her native language in the middle of her poem to show how she lives with the confusion of knowing two languages ~~as the~~ as the language says the same thing as the first stanza - this could suggest how the two "tongues" are fighting for dominance in her mouth. She adds to this idea in the last stanza, where she says her mother tongue which had previously "rotted" and "died" ~~can~~ until you had to "spit it out" - the harsh "t" and "d" sounds again suggest the discomfort she feels - has grown back, "a stump of a shoot grows longer..." ~~and it grows~~, "the bud opens in my mouth" it pushes the other tongue aside". The 'heavily plant-related' imagery ~~gives the~~ associated with the mother tongue suggests that it is the more "natural" of the two tongues, and that she has to struggle with ^{the} suppression of her "natural" mother tongue in a foreign country. The phrase "pushes the other tongue aside" ~~also~~ calls back to the contrast of using her native language in the second stanza, and so enforces the idea of the two tongues asserting their dominance over

ranging around the poem showing ability to consider it as a whole

again, linking different parts of the poem + their impact



each other in her mouth.

The writer of "Half-Caste" also uses contrast, however he uses it to further assert his confidence rather than his discomfort in his identity. In contrasting the rather crude language he uses ~~throughout~~ throughout the poem with more beautiful imagery such as "when picasso mix red and green is a half-caste canvas" or "when light and shadow mix in the sky" or "when a half-caste symphony", ~~he suggests~~ he emphasises how attributing "half-caste" as a derogatory term to these things is a foolish thing to do ~~as~~ - especially as he mentions famous artists such as picasso and ~~tchaikovsky~~ tchaikovsky, ~~the reader feels~~ that as people would not make light of their masterpieces just because they may be supposedly "half-caste." The use of this contrast ~~for~~ gives the impression that the writer is more proud of his half-caste identity as it can be a beautiful thing.

The writer of "Half-Caste" also uses a form of contrast in the last stanza in phrases such

links between techniques being highlighted

developing argument - adding additional points

linking techniques used in poems



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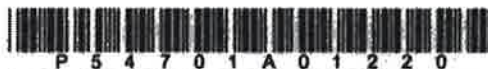
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Turn over ►

as "the leen half of mi h ear" and "tdon
I close half-a-eye" and "I dream half-a-dream"
further mocking the whole idea of "half-
caste" with a sarcastic tone, saying to
the listener "I'm sure you'll understand"
while describing these nonsensical things,
illustrating his ~~point~~ point that the idea of
being "half-caste" is indeed nonsensical. He
ends the poem with telling the listener to
"come back tomorrow wid de whole of yu eye"
and "I will tell yu de other half of my story",
asserting his dominance ~~and turning~~ with
the use of imperative and turning the
insult back on the listener, suggesting they are
the one "half-caste" for believing there is
only one side to him, and that he is not
a multifaceted individual.

In conclusion, the writers of "Search for My Tongue" and "Half-Caste"
both show how they have been alienated
in their identity by others, but whereas
the writer of "Half-Caste" takes it in his stride
to convey his confidence in his identity, ~~whereas~~
whereas the writer of "Search for My Tongue" shows
how she is more uncomfortable.

TOTAL FOR SECTION B = 30 MARKS



SECTION B: Anthology Poetry

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 2 ☒ Question 3 ☐

"Hide and Seek" and "Half-past Two" both convey personal experiences of children, who both learn something as a result of the experience. ~~The child~~ The child in "Hide and Seek" learns that the world is not always kind to you and that people will abandon and betray you. The boy in "Half-past two" learns that not all adults are perfect (as the teacher forgot to teach him how to read a clock) and that life doesn't need to revolve around schedules and times.

A difference however, between the poems is that the boy in ~~Hide and Seek~~ "Half-past two" realises that the teacher is not perfect. "Being cross, I'd forgotten she hadn't taught him Time" shows this. However in "Hide and seek" the child has not realised that their friends have abandoned them, thus showing they have not fully grasped the situation and message. The rhetorical question in the first line ("But where are those who sought you?") shows the confusion of the child as they have not grasped that they have been abandoned.

The portrayal of these experiences through children



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