

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 1** **Question 2**

My father, with his Arthritic hands, her feelings about her father, from the "Father picks up his violin" shows how ~~for~~ proud and happy she is for him because he has Arthritic hands (disease causing painful joints). It shows that even though you have disease or ~~problems~~ problems, you can still carry on doing what you love. She is amazed to what her father can still do these days after the best parts through. It's like her writing is ~~the~~ something really special what he is doing, a really good experience and one of the most ~~big~~ biggest things in her image life.



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~~The writer ~~can~~ expresses her~~

In the poem "My Father, with ~~his~~ His Arthritic Hands", Rami Turton expresses the feelings for her father through the structure of the poem and its figurative language and the poet descriptive skills.

The poet conveys her feelings through the poem's form and structure. The poem consists of four stanzas, each with different number of lines and different ~~rhyming~~ rhyming ~~schemes~~ schemes. This makes the poem flows quite freely as the structure isn't too rigid, thus ~~of~~ suggesting that Turton's ^{thoughts} ~~emotions~~ when writing this poem ^{were} ~~is~~ quite unorganized, showing how her emotions ~~are~~ ~~is~~ ~~overflow~~ overflowing when ~~is~~ remembering about her father.

~~Using~~ The poet describes her father playing the violin quite beautifully. Rami Turton portrays the actions that ~~the~~ speaker's father does in a very simplistic way, almost makes the poem very straight forward. In the poem, the speaker's father seems to be old as ~~she~~ he has "dim" eyes and "his hearing is faulty", not to mention he ~~go~~ has arthritis, which makes his hands hurt when playing the violin. All of the things mentioned above should show that the father ~~get~~ ~~it~~ would definitely get ~~it~~ some difficulties when playing the violin. However, the poet hasn't shown any image of him expressing his pain. "He opens up another world / far from stress and pain" These two lines show that the father of the speaker ignores his physical pain in order to ~~gain something~~ play beautiful notes. It can also means that the father



(Section A continued) by playing the violin, escapes from his suffering. No matter what reason it is, the violin act of playing violin is proven to be ~~of~~ important for the father as the poet repeats "my father plays the violin" multiple times. Perhaps Rani Turton respects her father for still continue playing the violin despite having a disease that prevents from doing so.



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Throughout her poem "My Father, with His Arthritic Hands", Rani Turtan conveys her feelings about her father through the use of imagery and ~~and~~ repetitions, specific language to describe him and a special structure in ~~the~~ reference to him.

Firstly, the poet uses imagery and repetitions to show how well she remembers her father. The word "Father" is repeated seven times in the whole poem showing the father is the central subject of this text. It also denounces how attached to him she was since the poem begins with this word "father" and the last ~~the~~ verse ~~the~~ starts with it. It gives the reader the feeling that her father is present ~~the~~ since the beginning of ~~the~~ her life and will stay in her mind until the end. Visual imagery is created in the first four lines with the use of action verbs like "picks up" (line 2); "Tucks" (line 3) or "Tones" (line 4). This visual imagery shows that she has a clear image of her father in her mind and emphasizes the fact that him playing the "violin" was a regular action. Lastly,



(Section A continued) this imagery in the first lines sets the scene for the readers or listeners.

The poet uses specific language to describe in detail her father which shows the close relationship they had. All throughout the poem the diction of music is implied to describe how he plays the "violin", she sees the "notes" and takes the "bow". This specific language emphasizes the fact that music was her father's passion and how important it was to her and her father. The diction of body parts is laid out through this poem. The poet describes his "eyes", his "hands" and his "chin". This highlights the fact that she knows very well her father physically and mentally and that she has a clear image of him in her mind.

Lastly, the poem is laid out on the page like lyrics of a song. All the stanzas resemble each other and she repeats like a refrain the phrase "My father plays the violin". This shows the connection she has with him and the great influence he has on her since he was a musician and she writes a poem



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(Section A continued) in the form of a song. It also highlights the passion her father has for music and how important it is to both of them because of their close bond.

In conclusion, Rani Turton explores the close relationship she has with her father and how important he was in her life. Her poem reflects her father's musical influence which highlights the close connection she had with him.



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The writer conveys her feelings about her father in this poem by describing her father and his love for violins.

The poet shows her admiration towards her father through the use of repetition of the word "father" throughout the poem. He must be an important person in her life and that she constantly remembers him. ~~The comparison of her father's play piano playing to~~ The alliteration of "best bands" further highlights her admiration for him. ~~At~~ She truly believes that her father has an extraordinary talent despite the challenge that he is ~~ca~~ faced with.

The words "Arthritic" and "violin" ~~is~~ is used by the poet to act as somewhat of a paradox as ~~to~~ people with Arthritic usually ~~ca~~ are not able to do anything ~~to~~ extensive with their hands. This ^{makes} ~~lets~~ the readers feel ~~to~~ inspired and motivated to do things that they think they cannot do and thus, proves that ~~to~~ the poet ~~ca~~ looks up to him and thinks of



(Section A continued) him as a role model.

Turton emphasises the effects of her father's illness and old age through the use of word "dim". This connotes to darkness which suggests that his eyesight ~~are~~ ^{is} bad ~~and~~ ~~it could also mean that~~ "dim" also contrasts with "clear" on the same line which shows that despite his disability he is still able to be good at something. ~~Readers would evoke the feeling of pity and sadness~~ Repetition of her father's disabilities could suggest that Turton is actually sad that her father has become like that and is showing signs of old age and finally death which evokes a feeling of pity from the readers.

The poem is written without ~~stopping each~~ ^{the use} ~~time~~ of full-stop except for the last line of each stanza. Enjambment is used by the poet to mimick the ~~tone~~ sound of violins that is free flowing and smooth. The constant use of rhymes such as "bow" and "low" also adds to this effect. This gives a sense of joy throughout the poem as the readers get into the rhythm. ~~the through this to~~ Through



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(Section A continued) this, the writer is able to show appreciation towards her father and his violin playing skills.

The poet sets the tone of the poem by showing the readers the power that her father's violin playing could do. "I became a child again" this gives a tone of nostalgia that is extremely strong which highlights how her father's passion for violins

Turton feels that is her father's number one supporter and she loves him with all of her heart. However, the poet's constant reminder of her father's disabilities due to old age could suggest that she is just trying to show respect to him and cherish him before he dies.



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Rani Turton convey her feelings about her father, his strong soul and the gradual loss of her father mentally.

Initially, she portrays her father still having strength for his passion, This is connoted through the irregular rhyme scheme throughout the poem. Implying that he is still fighting for life. Also the use of repetition of 'my father plays the violin' in each stanza depicts an everyday cycle, this can further emphasis that her father desires to improve his skills but also his health, in hopes that his life is lengthened.

secondly, the poet portrays her fathers determination and that his physical disability is ^{not a burden to} balanced ~~with~~ his talent. This explored through contrasting words 'his eyes dim' ^{with} ~~and~~ "notes clear." The poet also uses personification of the songs "pouring out" of him. Thus suggesting that his emotions ~~and~~ are uncontrollable that he himself is the ~~must~~ violin. ^{However the} The poets use of enjambment could also imply that his disease is constant and endless, it will be bonded to him forever and that it is hopeless to fight against it.

Thirdly, the poet conveys the nostalgic memories of her past that her father manages to conjure up. There is evident tension in her father creating music to either



(Section A continued) forget or remember. Poet uses a metaphor of her father opening "another world" ~~as if~~ to suggest the power of his music. Through enjambment the poet emphasises her longing to be free from "stress and pain" when she was a "child", ~~before~~ at time before her fathers disease, a time before her fathers consistent depressing melodies, a time before the suffering.

However, the poet suggests her admiration towards her father but also there is an undercurrent of depression and hopelessness. This is reflected through caesura that violin is "tuned real low" which could suggest the violin is out of tune, this is contrasted to the poets previous claim that her father can compete with the world's "best bands" through alliteration. Therefore not only implying that ~~her~~ ~~she~~ her father cannot play well at all and only through a daughters love can you hear the melodies.

Moreover, continuing with the futility in her ~~her~~ father. The poet suggests that her father is hearing death. This is conveyed through her choice of language of "low" which could not only reflect her fathers low life expectancy but also that he will soon be buried low in the ground.

Then, the poet depicts that the disease is getting worse and worse. This can be suggested through the



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(Section A continued) use of "magnifying glass" and "clear blue ~~skies~~ ~~the~~ skies". This paradox emphasises her father's ~~the~~ blurred ~~vision~~ vision, how something as unpleasant can happen the it is connoted to be a good day. The poet continues her father's disease worsening through use of brackets of "Luckily my sisters..." and his use of diction "needing to talk instead of wanting to talk could imply his loneliness and that the disease is not only a burden to him but to his children as well. This could also imply her father requesting help.

Thus ~~Finally~~, the poet almost subtly denote the end of her father's journey. This is mirrored in the poets structure that the last stanza is is considerably larger which indicates the importance of his death. The poets use of pathetic fallacy of her father entering "dusk" symbolises the darkness that is death and the use of eiyambent implies the calm and passive flow of life into death. Therefore the poet ends the poem with an end stop line "Father picks up his violin." ~~the~~ which not only connote his final act but also notice that this refrain is repeated throughout but in the last stanza she removes the words "my" and replaces the word "play" with "pick". Therefore suggesting that her father is gone, he lost his senses and is unable



(Section A continued) to ^{play} ~~leave~~ and only manages to pick up his violin and ultimately leave.

Finally, it is clear that the poet feels strongly about her father. Her love for him will forever be within her. The poet does this to ~~show that~~ tell us to appreciate your loved ones with until the very last breath.



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This extract from 'The Book Thief' shows the use of music ~~that~~ from the violin that the father plays.

The first ~~up~~ use of music from Liesel's father to her is like a bedtime story or a lullaby. His music really excites her, whenever she hears her father's music she'd "sit up and hum", filled with excitement. The author describe Liesel's father's eyes as "soft metal" which is very contractive. Metals are hard but ^{the metal in} his eyes are soft. This suggest that Liesel's father is strict, but also very like a father teaching his child, but also very soft when he plays music from the accordion.

The speaker's father plays his music through breakfast. He plays even when he has not finished his breakfast and it's just "half



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The extract from The Book Thief shows the effect of music on the daughter and how the father plays the instrument. The father plays an accordion to comfort his daughter from nightmares.

The music instrument is played by squeezing the sides together and pressing the keys. The girl enjoys listening to her father. She always want her father to play longer, even at breakfast. The author uses metaphor and details description of the father playing the accordion. He describes the keys on the ~~essee~~ accordion as "tooth-coloured keys". The author describes the daughter's feeling when he was ~~deseriy~~ describing the father. "Papa made the accordion live"; the author uses simple language and childish ~~word~~ word like "Papa". The extract is realistic and childish. The accordion is described like a human. To check a human is alive we check if ~~they're~~ ^{he or she is} breathing or not. There is no way to ~~&~~ check if the accordion is alive or not. Listen to its sound, it creates safety. The accordion reminds



(Section A continued) the daughter of his her brother. We don't know where he is but the daughter glad she is awake. She is glad because she has her father playing the accordion for her.

The music of the accordion creates a strong relationship between a father and his daughter. The music creates safety, breaks the sad memories and reminds the daughter that her father is always with her.



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~~In this extract, we can see that the author is conveying the effect of music through many different ~~ways~~ techniques.~~

In this extract, a young girl called Liesel seems to be comforted by music. But how does the author convey the effect of music in this extract?

To start off, we can see that music is seen as a very powerful force. We seem to understand that when Liesel is having nightmares, she would be comforted by the sound of the accordion. This shows that the accordion is at the same time gentle, and makes her feel safe.

To continue, we can see that the author is contrasting "her cold toes", "clenched with excitement". This again shows the power of the music as even though she is cold and scared, she would do anything to hear the sound of music.

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(Section A continued)

Thirdly, we can see that in the first stanza, music is described as very gentle and calm. But this creates a contrast with the mother who then screams "STOP THAT NOISE". This shows that music can be at once enjoyed by many people, but unenjoyed by the rest of them. This also may show that if ~~we~~ someone wants to like music, it has to understand it.

Furthermore, we can see that ~~the~~ music has been personified by ~~the~~ ~~author~~ the author as he says "music would lookiesel in the face". Again, this shows ~~music~~ the music's power as it is described as a human, who acts just like Liesel and the rest of the family. In addition, we can see that the author adds his personal opinion "I know it sounds strange, but that how it felt for her". This emphasizes furthermore that Liesel wants to prove to the reader this face that music has on her, and which we do not seem to understand.

To continue on, we ~~can~~ can see that music helps Liesel to feel safe, and to think about Daylight. As she hears the sound of music,



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(Section A continued)

she directly feels better and stronger.

To finish off, we can see that the structure is quite strong. Some paragraphs are small and others are big. I would personally think that the bigger stanzas are used to describe positive aspects of music, while the small ones the negative aspects for it as example:

"STOP THAT NOISE" which is a one-sentence stanza.

In conclusion, we can see that the author uses many descriptions, contrast or personification to show the power of music.



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'The Book Thief' written by Markus Zusak has presented the theme of music vividly in this extract. He ~~uses~~ ^{his} command of ~~the~~ each word in this extract makes not only ~~his~~ ^{Liesel} but the readers feel the effect of the musical harmony played by the author.

Music is a universal enjoyment, ^{and} can be played by various instruments. Here Liesel's 'Papa' plays an 'accordion' which 'comforts her' whenever she is having 'terrible nightmares.' Zusak describes her participation when her father would play the instrument, ~~by~~ ^{she} would 'sit up and hum.' ^{this shows} ~~Liesel's~~ ^{Liesel's} eagerness ~~shows~~ ^{and} engrossment in this activity between father and daughter. ~~'sit up'~~ ^{she} This engrossment shows the effect ~~a~~ that her father's music had on her, as 'her toes clenched with excitement.' The author excellently shows ~~her~~ ^{Liesel's} happiness through simple ^{descriptions} ~~of~~ ^{of} her behavior. *

Music can be used to portray and bring out different emotions. Sadness, happiness and even annoyance. Zusak shows the effect that music had on people ~~were~~ ^{was} different for each person. For instance Liesel's mother did not appreciate the 'noise' that ^{her father} played. It also shows the ~~goofy~~ ^{goofiness} of her father whenever ~~she~~ ^{Liesel's} mother 'swore' at him 'from the kitchen.' He 'kept playing a little longer' and



(Section A continued) - even 'play it through breakfast.'

Music is given a loving personality. It is personified and moulded in the image of her father. ^{Liesel} ~~Liesel~~ ^{The music} seems to 'look at Liesel in the face,' from across the breakfast table. Zusak even seems to, ^{slightly} ~~personify~~ the accordion as 'Papa strokes the tooth-coloured keys.' The 'tooth' colour gives an impression that the keys of the instrument are not just inanimate, they seem to have, ^a ~~subtle~~ ^{hint} of mystery, saying that the tooth is part of a human anatomy, but not of a object's. Relating to the term of a 'loving personality,' Liesel's father obviously loves her dearly, as ~~she~~ ^{he} plays for her to prevent the 'nightmares.' But to Liesel, it isn't just her father, it's the music too.

Music and the accordion is personified further when Liesel describes the manner in which the instrument is played. It seems to be ³ 'inhaling and exhaling, or 'breathing' everytime her father 'squeezed the dusty bellows.' Markus Zusak strengthens this personification by eg exaggerating (slightly) the process of ventilation as the accordion is said to 'suck in the air and throw it back out.' 'Throwing it back out,' the 'it' in this sentence here is not air but the music that is played. In my opinion, the author compared the accordion to breathing because he wanted to emphasize that music gave Liesel life, as when we breathe, we breathe ^{in oxygen} ~~in air~~ which gives life to human beings. After all, 'Papa made the accordion live.' Here, Markus Zusak shows how important music was to Liesel (and her father) by comparing it to a breath of life.



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(Section A continued) The writer's choice of language in this extract is especially comforting and perhaps gleeful. He chooses to talk about how Liesel's Papa played the nightmares away. The author presents ~~these~~ the themes of 'happiness, ^{emotion} love, music, and safety, and awe,' in his extract. Music ~~was~~ brought 'the announcement of safety' when ^(missing) grieving her brother. It made her 'glad to be awake' when she heard the sound of the accordion.

Markus Zusak presents the extract in a form of easy flow. He emphasises speech 'STOP THAT NOISE!' by making all the words capitalised and in another line. He creates wonder by asking rhetorical questions. 'How do you tell if something's alive?' and then provides the simple, yet musical answer by 'checking for breathing.' The structure of this extract is strong ~~due~~, yet comforting using simple yet part-making words like describing the 'shiny black exterior' and then stating that Liesel liked the sound that 'C major' made.

Markus Zusak has ~~definitely~~ excellently displayed the effect that music has by using a variety of descriptive ^{words} ~~so~~ and language to convey each feeling of and thought of music. He really makes the readers feel engrossed and in the text by visualizing each image with the help of his use of structure and ~~in music~~ harmonious tone.



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"The Book Thief" is a novel written by Markus Zusak revolving ^{around} a little German girl, Liesel, and her childhood during the days of wartime and danger in a Nazi Germany. Through uses of unique descriptive language and narrations, Zusak manages to portray the struggles ^{all} children go through ~~for~~ in the ~~irrational~~ adult's irrational and ironically childish game of war, ~~as~~ regardless of which side they were born into. In the extract given, small moments of joy between Liesel and her adoptive ~~family~~ foster family can be seen - a small spark of hope in a time of haunting darkness, ~~in this~~ that lights up in the little girl's soul whenever her Papa plays ~~the~~ his accordion. In this essay, Markus Zusak's conveying of the musical effects within this scene will be discussed.

First of all, much like the rest of the book, the structure and form that the given extract was written in may be considered quite different from the usual ~~&~~ norm of most story-telling novels and may even be considered quite absurd. ~~This~~ (it is an ~~extra~~ unpredictable, somewhat impulsive and messy combination of chronological narration,



(Section A continued) ~~interruptions of dialogues~~, descriptive ~~for~~ imagery, but also ~~interrupting~~ appearances of a brief line of dialogue, and thoughts ~~of it~~ from the ~~young protagonist~~ ^{narrator as an outsider} in the first. In the text given, ~~the~~ Zusak did not in fact include ~~the~~ any descriptions regarding the actual noise of the ~~selected~~ music produced by ~~Kees~~ Papa's accordion at all. It was through the actions ~~of Papa~~ and attitudes of Papa and Liesel did the reader feel such musical effects. Even without having read the book, a reader may easily perceive Papa as a man who genuinely cares for Liesel and her emotional wellbeing, and would go as far as mildly annoying Mama (whose "swearing arrived from the kitchen" when he started playing) to ensure Liesel's recovery from her traumatising nightmares. He ~~even~~ ~~brings~~ ~~the~~ can also be seen as a man of humor when he brings the accordion to the breakfast table to "purely incense Mama" further. Through this and the ~~the~~ ^{elaborating} descriptions ~~of~~ that follow, readers can see a cozy breakfast and somewhat esemical setting of a family breakfast, with the father figure playing his bulky accordion above his half-eaten plate of bread and jam, the child watching him in awe and the mother figure looking teased and unamused. As ~~Kees~~ it is later said in the extract that "the accordion



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(Section A continued) was, in actual fact, [also] the announcement of safety" and through his clever narrations and descriptions, the author ~~has~~ ~~is~~ has managed to associate the warmth and safety of being in a caring family, with the reader's perception interpretations of the accordion music.

Furthermore, through Liesel's ~~own~~ child-like reactions to her Papa's accordion music, the reader may also perceive ~~the~~ its sound as as pure and happy as Liesel was to hear it. Zusak has added descriptions of the little girl's actions instead of her direct feelings, such as "Liesel would sit up and hum, her cold toes clenched with excitement", or, "She would grin herself stupid" to remind readers of ~~their~~ ~~anger~~ the very specific feelings that ~~would~~ could be felt, when one was so intuged. With ~~her~~ the ~~eyes~~ observant eyes of a child, Liesel also pays attention to the source of this happiness, "She especially loved to ^{see} him hit the silver, sparkled one—the C major," which only further adds the child-like purity to the reader's perception of the music.

Lastly, before the extract ends, the narrator's commentary on the functioning of the accordion ~~and~~ is ~~be~~ made, followed by his comparison of i remarks regarding the similarities between an accordion ~~and~~



(Section A continued) ~~ideas~~ which air is "breathed" into, and ~~a~~ ~~her~~ and a living human, both of whom need air to create ^{the} masterpieces they were ~~born~~ created to make. The narrator says, "Papa made the accordion live," which adds to the idea that his support, ~~and~~ especially through the playing of music in this case, is what fuels the life in Liesel and her will to live in ~~an~~ otherwise scary world. This is also quite an ironic comment to be made if the reader knows the context that it is Death himself who was ~~a~~ the narrator. However, this only brings more liveliness to the music and the concept of it being played to comfort ~~these~~ a child. It is so beautiful that even Death had to admit something ~~that~~ he should be opposed to.

Overall, through the extract given, Markus Zusak successfully conveys the sound of an instrument to readers without having to even provide any direct descriptions of it, but rather, through ~~the~~ ~~the~~ ~~the~~ ~~the~~ the clever portrayal of the concept of a child being loved and cared for by ~~her~~ those she considers her family, which is sculpted by descriptions of actions, imagery, ~~language~~ uses of language, and the expected brilliant narration of a good novelist and writer.



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SECTION B

Answer EITHER Question 3 OR Question 4.

- 3 How do the poets convey strong feelings in *If –* and *Do not go gentle into that good night*?

Support your answer with examples from the poems.

(Total for Question 3 = 20 marks)

OR

- 4 Show how the poets present their thoughts about grief in *Remember* and **one other** poem from the Anthology.

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

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Chosen question number: Question 3 Question 4

Question: How do the poets convey strong feeling in *If –* and *Do not go gentle into that good night*?

Both poem *If* and *Do not go gentle into that good night* (*Do not go gentle*) conveys the theme of strong feelings to its readers through various ways.

If by Rudyard Kipling convey the strong feeling in the words and the father lecture ~~is~~ to his son. ~~The~~ As the lecture of the father to his son, the tone must be loud and strong. Repetition of "if" in three lines in each stanza, because ~~of~~ that, the writer emphasizes the word "if", its tone is strong and loud. Creating a sense of serious to the reader and to the son. The word "if" reads loudly.

The poem is about life lecturing ~~of how~~ of how his son should be and how life treat and ~~the~~ affect upon ~~the~~ him.



(Section B continued) "Are losing theirs and blaming it on you", "if you can trust yourself when all men doubt you,". These lines are close reference to real life make the reader feel the same, therefore creating a strong feeling because ~~its~~ portrays real life

~~"If you can wait~~

The seriousness of lines "If you can wait and not be tired of ~~waiting~~ ^{waiting}", "If you can ~~meet with~~ ~~It~~ bear to hear the truth you've spoken." Here, these line show how ~~he~~ should his son should do to the



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In the poems "If" and "Do not go gentle into that good night" both authors give advice to someone close to them about life and death. Yet this advice can be generalized.

First, in IF we see that this is a father to son talk about adulthood and how to live a good life. This is a serious subject. In the poem, Kipling expresses his paternal love to his son by giving him advice. The poem features a lot of repetition of "If" that gives a condition and that implies that the son doesn't need to follow it. In the poem the father lists all the qualities a man should have.

In the poem "Do not go gentle into that good



(Section B continued) night" the author gives advice to men that are about to die. The poem is written with an ABABBA rhyme scheme. In each stanza he lists a different type of person and their behavior. He first talks about wise men, then good men, then wild men, and finally grave men with a pun of grave as they are serious while nearing death. And he tells all these people to live their lives to the fullest. Then, like in IF, the author gives advice to one close to him. In "do not go gentle into that good night" there is a repetition of "Rage, rage against the dying of the light" at the end of each stanza to tell them to live their lives to the fullest. In the poem we also see at the last stanza religious imagery which corresponds to the image of kings in "IF". In both poems the author tells someone to do what they have not done before and to improve themselves.

We therefore see that in IF and Do not go gentle into that good night the poets convey strong feelings of Love and achievement and give their thoughts about life and death to their loved ones. Yet this advice can be useful to anyone that is reading it.



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Chosen question number: Question 3 Question 4

At some point in our life, we will have to say good bye to our family members eventhough we don't want to. "If" written by Rudyard Kipling is a poem about the father trying to tell his son to stay strong and keep his head up. Rudyard Kipling when went through bad and terrible things but the one that hurt him the most is his son dies in a war and he wrote this poem for his son and for any one that read it. Another poem is also talks about lost is "Do not go gentle into that good night" by written by Dylan Thomas. The poet ~~created it~~ who wrote it for his father, while his father is suffering from pain and going to die. Both two poems is about the poets strong feeling about the lost of their family member and the ways they convey it through form, structure, metaphor and meaning.

One way the poets present their feeling is through the form of the poems. Both of the poems is using dramatic monologue.



(Section B continued) By using this, the poets can show about their sadness and all the points they have. ~~see~~ Dramatic monologue form is really affect the audience when they are reading the poem so by this way, Rudyard Kipling and Dylan Thomas can makes the readers understand about how they feel and connected.

Other way that poets show their strong feeling is through the structure. In "Ij", Rudyard ~~Kipling~~ Kipling using the structure ABAB CDCD ABABCDED. The poet used this structure maybe because the first three stanzas is about the problem and solution but the last stanza is about the victory that the son will get when he went through all the problems in life and all the ~~stare~~ mistake that he makes he will become a man like his father always wants he to be. Different from "Ij", "Do not go gentle into that good night" using the structure ABA CDCC. By using this structure, the Dylan Thomas can talk about the three men that all different, but the last stanza is about his father the most special one that in his heart.

Also, two of the poet used repetition in their poem to stand out their feeling and though about their the speaker. "Do not go gentle into that good night" and "rage, rage against the dying of the light" is two biggest repetition the poem. This two repetition that Dylan Thomas used is to express his the speaker feeling to his father the one that suffering from pain. He knows how much his father have to suffer but he doesn't wants him to die, fight back the pain and all the tears to stay alive. In poem "Ij", Rudyard ~~Kipling~~ Kipling the words "Ij you can" is the big repetition. ~~Be~~ The speaker keep repeating that words to remind his son that if he can again stay strong, keep your head up, do not fear then, he will become a man.



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Turn over ▶

(Section B continued) "If you can" also show about the poet loss, because when he wrote this poem his son is dead so now he never going to do any of it so the poet using "If you can".

The poet

So, the two poems "If" and "Do not go gentle into that good night" is all about the speaker feeling of their loss and sadness through out the poems by using form, structure and repetition. The two poems is not only talks about their son and father, they also talk to us. The poets showing us all the the reader that no matter what, we have to keep our head up, keep fighting and be proud.



SECTION B

Answer EITHER Question 3 OR Question 4.

- 3 How do the poets convey strong feelings in *If* – and *Do not go gentle into that good night*?

Support your answer with examples from the poems.

(Total for Question 3 = 20 marks)

OR

- 4 Show how the poets present their thoughts about grief in *Remember* and **one other** poem from the Anthology.

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

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 3 Question 4

Loss is always hurtful for all of us. For each person expresses his/her feelings in their own ways. For poets, they choose to give express feelings through the st poems. In "If" by Rudyard Kipling and "Do not go gentle into that good night" by Dylan Thomas, ~~be~~ both poets have shown their strong feelings through the structure and the figurative language in each poem.

Firstly, both Rudyard Kipling and Dylan Thomas show their strong feelings through to the structures of the two poems "If" and "Do not go gentle into that good night". In "If", Rudyard Kipling ~~is~~ uses the form of a dramatic ~~meto~~ monologue. This form can make the poem even stronger, more powerful. The rhyme ~~schem~~ scheme is repeated ^{with} rhymes "If you can wait



(Section B continued) and not be tired by waiting", / 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". This rhyming contributes to the strong feeling of the poem, the poet, which even further creates the powerful affect on the audience. While Kipling writes this poem after his son he lost his son in World War II. The strong feeling of Kipling has creates a very powerful feeling to of the poem. In the poem, the speaker is ~~show~~ teaching wisdom to his son: "And - which is more - you'll be a Man, my son". In "Do not go gentle into that good night", Dylan Thomas is talking to his dying father at old age. He uses the form of Villanelle to express this combines with dramatic monologue to create the strong feeling to his father. This form is usually used to express strong feelings because the rhyming scheme is easy to remember. In "Do not gentle into that good night", the rhyme scheme is ABA, which is considered very easy to remember. Both poems is about around the theme of death, one is from a father to his ^{dying} son and the other one is from a son to his dying father. So Rudyard Kipling and Dylan Thomas have ~~shown~~ ^{conveyed} their strong feelings through the structure of the poems, creates an impact on the audiences.



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(Section B continued) The Another way that both poets choose to ~~ex~~ show their strong feelings ~~th~~ is through the figurative ~~a~~ language of "If" and "Do not go gentle into that good night." In "If", Rudyard Kipling uses repetition ~~of~~ the phrase ~~of~~ "If you can". This creates an impact on the poem, further emphasizing the feeling of ~~a~~ loss and the motivational effect on the ~~re~~ readers: "If you can dream - and not make dreams your master, / If you can think - and not make thoughts your aim;" Kipling ~~at~~ also uses metaphor ~~to~~ ~~talk~~ to his ~~son~~ and imagery to talk to his son. Like "Triumph and Disaster", line 11, ~~it~~ stands for the struggles that the son may ~~die~~ experience ~~to~~ getting older. ~~at~~ line 26, "Or walk with Kings - nor lose ~~th~~ the common touch," Kipling refers to ~~at~~ even when you live in wealth and fame, always ~~the~~ remember the point that you started on ~~"the first page"~~. Rudyard Kipling ~~&~~ ~~te~~ teaches his son life lessons through the ~~re~~ repetition and the metaphor, and imagery. On the ~~oth~~ other hand, in "Do not go gentle into that good night", Dylan Thomas is also expressing ~~strong~~ ~~&~~ feeling for the poem through the ~~re~~ repetition and the imagery and metaphor. "Old age should burn and rave at close of day;" line 2, the use of the image "burn and ~~rap~~ rave" creates a very powerful impact on the poem. ~~here~~, Thomas suggests that even if ~~w~~ we are



(Section B continued) At old age, we should still love life for the fullest. The repetition of the phrase: "Do not go gentle ~~in to~~ into that good night" is used by Thom Dylan Thomas to encourage his father not to give up of life, which contributes to the strong feeling of the poem. The image of "Rage, rage against the dying of the light" has a very significant emotion to it, describes the image of fight till the end of life. Dylan Thomas further conveys the strong feeling to his father. In both poems, the powerful feelings of the ~~po~~ parts through the poem is shown by the figurative language of each poem. "If" and "Do not go gentle ~~in to~~ into that good night."

So, In the two poems "Do not go gentle ~~in to~~ into that good night" by ~~Rudyard Kipling~~ Dylan Thomas and "If" by ~~Rudyard~~ Rudyard Kipling, the strong feelings are ~~can~~ conveyed through the structure and the figurative language of the poems. The effect that the poems ~~has~~ have on ^{the} audience are is very powerful. We can't help but question ~~ourselves~~ ourselves ~~the~~ about how we treat ~~our~~ so the people that are close to us.



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Turn over ▶

SECTION B

Answer EITHER Question 3 OR Question 4.

- 3 How do the poets convey strong feelings in *If – and Do not go gentle into that good night*?

Support your answer with examples from the poems.

(Total for Question 3 = 20 marks)

OR

- 4 Show how the poets present their thoughts about grief in *Remember* and **one other** poem from the Anthology.

Support your answer with examples from the poems.

(Total for Question 4 = 20 marks)

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 3 Question 4

"Remember ~~and Do Not~~ by Christina Rossetti and Do not go gentle into that good night by Dylan Thomas are both poems written to express a great sense of pity and grievance towards losing a loved one. Despite having ~~such~~ ^{that for} a similarity the two poems are different in various ways, Whereas Rossetti's poem a lot of which lies within context. Whereas Rossetti was a woman preparing for her death and is in a situation of being the one who leaves^{her fiancé}, Dylan Thomas was a ~~son~~ who had ~~man~~ who stayed ~~but~~ and had to see his father's departure – something he explicitly would not allow. The two poet's similarities and differences in expressing their grievance will be discussed in this essay.

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SECTION B

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Chosen question number: Question 3 Question 4

Many poets express their thoughts about grief through their poems. "Poem at Thirty-Nine" by Alice Walker and "Remember" by Christina Rossetti are two examples of them. With the same theme of grief, but the two poets present it through different uses of structure and figurative language.

First, Christina Rossetti and Walker convey their thoughts about grief by using different structure. Walker chooses the free verse form, which has no rhyme nor rhythm for her poem. Each line is not a sentence with no capital letter at the beginning and full stop at the end. The poet does this effectively, showing her freely flow of memories with her father. Rossetti applies the sonnet



(Section B continued) ~~free~~ form with ~~for~~ fourteen lines in one stanza. She chooses it because this form express the theme of love very well since this poem is addressed to her fiance, Rossetti thought she was dying when she wrote the poem therefore never married. Through the use of different structures, both poets show clearly the whole idea of their poems.

Furthermore, Rossetti and A Walker make masterful use figurative language. When Rossetti wrote the poem, she was experiencing the time that she ~~believe~~ believed she would die. For that reason death is one for the themes of "Remember". Despite the theme, she never ~~us~~ mentions the word "death" in her sonnet. Instead she employs a metaphor for it "Gone far away into the silent land" to reduce the scary and painful feelings of death. The readers also ~~have~~ feel that Rossetti is brave for ~~to~~ facing and taking death not as a very unpleasant thing but just going into a land of silent at the age nineteen. The mood of the whole poem is sorrowful and the poet is obsessed with the idea of being remembered but at the end there is a big change ~~from~~ heart of Rossetti. She accepts being forgotten as long as her lover remains happy. This conveys how much the speaker loves this man and it leaves a great imprint on the hearts of readers. In "Poem at Thirty-Nine", readers



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(Section B continued) notice that there are many repetitions. The line "How I miss my father." always stands alone to emphasize how the significant, powerful love of the speaker to his ~~her~~^{her} father. The phrase "He taught me" is also repeated many times, shows that Walker looked up to her father and even though he ~~was~~^{was} busy and tired, he still had time for his daughter. Walker's father was a less educated farmer and he knew that education was the only way to overcome poverty so he took care of his eight children education very well. ~~Her~~ Rossetti and Walker give readers a clearer, closer look on their ~~thought~~ thoughts of grief through the use of metaphor and repetitions.

In conclusion, Christina Rossetti and Alice Walker have succeeded in creating beautiful poems with meaningful messages through different use of structure and figurative language.



SECTION B

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Chosen question number: Question 3 Question 4

'Remember' by Christina Rossetti talks about death in which she thinks that people should ~~be~~^{not} be grieved whereas 'A Mother in a Refugee camp' by Chinua Achebe is the opposite where a mother grieves about the death of her baby.

Rossetti uses the metaphor of "silent land" to symbolise the grave that she is going to be in. "Silent" is used to highlight the stillness of death and that she would not be able to do anything. She reminds the person ~~she is talking to~~ ~~she is talking to~~ to



(Section B continued) "remember" her when she is gone at the beginning of the poem. She ~~believes that~~ ^{wants to grieve}

In contrast to that, Achebe from "A Mother in a Refugee Camp" ~~talks about death the death of her son as being a lost but she is~~ ^{a lost but she is} ~~understand~~ is forced to "forget" her son's death. ~~Then~~ She compares herself to a "Madonna" which is religious figure and thinks that her love for her son is greater and that she could never forget her son in which, she still grieves for him.

The structure of "Remember" is free verse ~~is~~ and free flowing which shows that she is talking to someone perhaps a lover about her coming death and this could be her last message. The poem also holds a serious tone which evokes a sense of panick ~~of~~ because of her death. ~~the~~ ~~It is directed to someone~~

Similarly, "A Mother in a Refugee Camp" also has a free verse ~~and~~ but only has one ^{long} stanza which could highlight her grief for her son and ~~she feels her~~ ~~that~~ refusal of letting him go. She is trying to drag her acceptance.



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Turn over ▶

(Section B continued) Rosetti ~~changes~~ again reminds her lover of her death by the alliteration of "day by day". Time and day ~~is~~ does not exist and that she would be ~~stuck~~ stuck in darkness. The constant reminder ~~highly~~ emphasises her need to ^{want to be} remembered. The contrast of "remember" and "forget" shows that she ~~is undecisive she~~ although she wants to be remembered, it is better for others to forget her so that they do not grieve for her and feel sad.

However, in "A Mother in a Refugee Camp" Achebe uses the metaphor "ghost smile" to show her sadness. She is putting on a fake smile. It also could connote to death in which a part of her died when her son died ~~by~~ suggesting that she is openly grieving about her son and that she thinks it is fine to do that.

Both poets from "Remember" and "A Mother in a Refugee Camp" presents their thoughts on grief by telling their audience the situation that they are in ~~both poems that~~ want but in ~~the~~ Rosetti mentions



(Section B continued) that she does not want to
grieved but actually does so that
she is not forgotten.



SECTION B

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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 3 Question 4

Grief and death is always presence in our minds. It is a natural human emotion but some lets it control our thoughts. In Christina Rossetti's well-known poem, "Remember", and Dylan Thomas' "Do not go gentle into that good night", the theme of grief and death is shown through structure, imagery and language.

One way the two poets express grief is by structure and language. In "Do not go gentle into that good night", Dylan Thomas shows this by using triplets with the rhyming scheme of ABA in each stanza. This keeps the beat of poem flowing and gives off a vibe which makes the poem feel like a encouraging chant. In context, the poet wrote this poem when his father was dying in the loft above due to old age. In addition, the iambic pentameter makes the poem express Dylan Thomas'

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(Section B continued) feelings and love towards his father. It is clear that the main theme of the poem ~~and~~ is about death and bravery. The strong and fierce tone leads us to the chant Thomas has made for the dying father. Alike Rossetti's "Remember", Thomas also uses 10 syllables per line. "Remember" is an Italian sonnet, meaning it has 14 lines and has a tight, single ~~st~~ stanza. It is divided into two sections: the first eight lines and the last six lines. The two parts clothes each other since in the first eight lines, the ~~poet~~ speaker tells their lover to remember them. Whereas, the last six lines, the speaker advises the lover to forget and move on with life. This is seen clearly in the last two lines of the poem: "Better by far you should forget and smile / Than that you should remember and be sad" (lines 13 - 14). Albeit, Rossetti does not use a ~~st~~ strong tone like "Do not go gentle into that good night", she can still express the feeling of grief and sorrow through a soft, calming tone. The iambic pentameter glides the readers through the poem, expressing the voice's love. Rossetti wrote this poem when she was 19 and thought she was dying. This explains the negative way of thinking in her poem. In both poems, the poets exploits the idea of grief, dying love to a loved one by using structure.

Both of the poems uses rich imagery and literary devices to convey the idea of grief. Thomas' "Do not go gentle into that good night" uses a number of repetition of the poem's title. It is repeated in 4 stanzas: stanza 1, 2,



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(Section B continued) 4 and 6. Along with "Rage, rage against the dying of the light" repeated in the last line of stanzas 1, 3, 5 and 6, it emphasizes the strength and bravery the father must show in order to fight his illness. Also, it makes the poem have a strong, successful and powerful voice to encourage the father. Thomas also uses different kinds of "men" to highlight the motif of the poem. In line 4, he says "wise man", "good men" (line 7), "wild men" (line 10) and "grave men" (line 13). Thomas plays on words by "grave men". "Grave" means to be serious but also employs the dead and buried underground. There is an irony in line 14: "Blind eyes could blaze like meteors and be gay." How could blind eyes shine? This line is specifically talking about the father since he suffered from illness that turned him blind. Also, it chants how positivity can help people get pass hard times and "be gay" (be happy). However, human nature: "Old age should burn and rage rave at the close of day" exploits how we cannot control when we die but we must fight. In "Remember", Rossetti, too, uses repetition of the title. This used most frequently in the first eight lines which highlights how the lover should always be reminded of the speaker. She applies repetition of "gone away", "forget". In the 2nd and 3rd line, she describes the speaker's destination: "the silent land". This is a metaphor for heaven but it also shows how in this place, there is no such thing as love anymore: "When you can no more hold me by the hand". Yet, & the



(Section B continued) Speaker still hesitates. "Nor I half to go yet turning stay". This implies how their love is the only thing that is gripping them back. In line 6, it is an important detail: "our future that you planned". The word "you", not "we" suggests how their significant other and them had different views and they would have trouble to unite. In the last six lines, the poet strongly states how remembering them is not appropriate and should forget. The poet uses personification of "darkness and corruption" (lines 11), which highlights the two states of desperation. The two poets both express the grief and sorrow through rich imagery and literary devices.

All things considered, the two poems: "Remember" (Rossetti) and "Do not go gentle into that good night" (Thomas) expresses how grief is conveyed in an individual's mind. The readers can sympathise and give the love to things we take for granted. It is also makes us think if we had loved people correctly.



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SECTION B

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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 3 Question 4

Christina Rossetti's 'Remember' and Chinua Achebe's 'Mother in the Refugee Camp' present grief and sadness. Both the poems create an ~~atmos~~ a ~~so~~ depressing sad and depressing atmosphere. Both the poems talk about grief, sadness and utter desolation.

⇒ Chinua Achebe's 'Mother in the Refugee Camp' strongly represents sadness at a higher level. The poet ^{succeeds} ~~makes to create~~ in creating a powerful impact through the eloquence of his language. First he uses a biblical reference, 'No Madonna and child' ~~and~~ ~~compar~~ which serves as a universal symbol of love and peace. That holds the scripture of



(Section B continued) Mother Mary holding her son, Jesus. ~~He compares~~ He tells that ~~'No Mado~~ ^{reputable} no great and Scriptures of Madonna and child could be compared to the love and affection of the mother. The poem is "She ~~would~~ soon would have to forget..." The usage of this line ~~is vital~~ has a vital impact on the reader. The reader might ask questions like ~~what would she might~~ "What has to be forgotten?" ^{with the} The usage of ellipses Achebe ~~or~~ ^{causes} leaves intends to provoke the readers to ~~tr~~ apprehend ~~what's~~ ~~com~~ what is coming next. It is continuation of unspoken words. The reader eventually realises that she would soon have to forget her son as he is dying and continue to live without him.

Achebe uses the settings of the Refugee ~~for~~ Camp to showcase the unhygienic and ~~de~~ atmosphere and devastating effects of wars and natural calamities. This ~~too~~ adds ~~more~~ to the ~~grief~~ ~~matter~~ sad element of the poem -

Moreover, ~~z~~ he uses phrases like, 'the air was heavy with the ~~or~~ odour of diarrhoea' which indicates the ~~s~~ unhygienic and disease-stricken atmosphere there. This, once again adds



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(Section B continued) to the intensity of the situation.

~~The re. The re~~ Achebe makes the reader sympathize the people living there through the usage of 'unwashed' against 'washed out ribs.'

Unwashed in ~~the sense~~ indicates the scarcity of water & leading the sanitation problems. Using a negative and positive word together he heightens the intensity of the situation.

~~to~~ He eloquently makes use of 'washed out ribs' to indicate that the children have no flesh they just have a layer of skin over the bones.

The 'blown - empty bellies' are not in this condition because of over-eating but because of fluid collecting ^{body} tissues due to starvation.

The Achebe describes the mother of 'holding a ghost smile between her teeth'. This effectively shows she forcefully smiling as she does not want to bade goodbye to her dying ~~son~~ son with grief. ~~The i~~ In this way Achebe intensifies mother's ~~stiff~~ suffering. ~~The~~ One is obliged to sympathize the mother who despite of severe financial crisis along with the extreme internal suffering grabs the final moment to caress for her child by combing his hair which menily means nothing to anyone at present times but she does with the finality and this is



(Section B continued) Proven when the ~~poet~~ ^{poet} uses this strong simile 'like putting flowers on a tiny grave'. The 'rust coloured hair left on skull' creates a powerful and emotional imagery of the child decomposing like the rusting of iron. This indicates the child might suffer from kwashiorkor. Achebe adds to the grief element of the poem through the usage of 'humming in her eyes'. The burning vibration of a tears of mother who has to face the struggle to bade her child goodbye. This is therefore serves as the emotional centre of the poem.

However, the poem 'Remember' equally has a dynamic impact on the readers once again through the usage of cogent and simple language. Rossetti succeeds in portraying the melancholic reality of life in just few lines. The first line itself is thought provoking, 'Remember me when I am gone away,' Questions ~~are~~ like, "Where is she going away?" "Is she going for a trip or journey?" are most likely to arise. ~~From~~ Rossetti efficiently uses this phrase, 'Gone far away' which not only demonstrates the departure but also determines the distance. The distance



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(Section B continued) which is most likely to be that of 'death'. Death is inevitable but here she does not want to leave her beloved but has no other option either. The usage of the metaphor, 'silent land' therefore indicates refers to the grave which would mark the end of the existence of life. It is a lovers plea to get not remembered and immortalized in the ~~lovers~~ beloved's head. It is therefore very sad to see her ~~seeing~~ requesting so desperately. ~~She~~ This shows that she is filled with insecurities. She ~~reminds~~ ^{makes} him ^{realize} ~~of~~ that there will be ~~end~~ to their ~~phy~~ separation both physically and mentally. 'A vestige of thought' clearly indicates the memories she had if she consoles him saying to forget her if ~~the~~ her memories hurt him or cause him any grief.

Rossetti ~~was~~ is able to convey the griefness of the situation by using the sonnet format where ~~there~~ ^{sudden} the change of idea is introduced from the octet to sestet.

The titles of both the poem indicate what it is all about. For example 'The Mother in the Refugee Camp' readily



(Section B continued) indicates the settings and 'Remember' shows the urge of being immortalized in someone's memory.

The Mother in the Refugee Camp is a heart wrenching poem which easily causes the readers to tears of the readers to spring out since the intensity of the mother's suffering is effectively portrayed. The love of the mother is something that can never be expressed in words. ~~It is~~ It is immeasurable. This poem shows the suffering one has to go through when a beloved person passes away. In this case it is the mother. In these ^{modern} times people readily give up on life or the will to stay but this mother and the suffering of the child shows the will power to live on. Robert Rossetti's 'Remember' is all about ~~the~~ her insecurities. What can one ~~see~~ conclude from ~~the~~ her desperate pleas? If ~~there~~ their love is true, there is no need to show concern of being remembered. It is very sad and melancholic for me at least to see her pleading to be remembered to a person whom she assumes to be her beloved.

TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS



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