

# **International GCSE English Literature (9-1)**

**Component 1: Poetry and  
Modern Prose**

**Exemplar Scripts and  
Commentaries**

**Summer 2019 Series**



## Introduction

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- The purpose of this pack is to provide teachers and students with some examples of responses to International GCSE English Literature Component 1: Poetry and Modern Prose (4ET1/01).
- The responses in this pack were taken from the Summer 2019 examination series. The question papers and mark schemes can be found on the Pearson website.
- In this pack, you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact the English subject advisor team on [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)



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# 4ET1/01



## S1

### Question 1

The title of this poem itself creates a trepid intrigue. The ambiguity of 'A Cottage in the Lane' creates a semantic feel of loneliness, and lack of identity. This disregard is continued through the lexical choice of 'Whatever' which insinuates a ~~lack~~ lack of care - it's not their problem. It was simply the house where 'she lived out her life alone'. Thus, the sense of isolation is encapsulated. The ~~non~~ non-specific pronoun 'she' again accentuates a lack of identity, and that this is a brief story, which can occur to any other person. The lack rhyme scheme ~~emphasises~~ emphasises the unusual situation as it lacks structure, and uniformity. Such was her individuality, that even before her death, she was essentially a 'ghost-in-waiting'. The silent, and slow nature of her life ~~meant~~ very few meant she was already likened to the dead. She was 'waiting' for it come. There was nothing to distract her. This creates a pathos as through the image of the inhabitant of this cottage, dying & dying apparently all alone. The fundamental message of this poem in terms of her loneliness, is ~~not that~~ that although she is alone in the conventional way, she is not in terms of the rapid assortment of nature that surrounded her until her last days.



\* Also Thus the inhabitants are ~~also~~ presented as numbers, and profit.

Breaking up the depiction of human lordliness, were the colonies of animals that the lady shared her home with. The asyndetic listing of the types of animals who found their home here, such as 'the squirrels', 'the mice', 'the birds', accentuates their large numbers, and hence how the house was essentially theirs. The ~~reformation~~ of the Whitst this creates 'thought the place was theirs' at the beginning, this is seen to further progress ~~as~~ the until they 'knew' it belonged to her. Thus, an idea of their confidence, and ~~and~~ power within this house is revealed. When the woman dies, she simply has 'evaporated' and becomes no more. It is at this point that the power seems to ~~lose~~ lose. Despite their number, ~~and~~ she let her ~~was~~ what allowed them to make this place ~~her~~ her. The ~~beaten~~ ~~close~~ <sup>domestic</sup> <sup>history</sup> of 'dynasty' of toads that 'held court' insinuates the strength and advanced nature of these animals. This line is highlighted by the fact it ends in a rhyming couplet. Whereas the rest of the poem has been without ~~an~~ ~~can~~ ~~exists~~ a continuous scheme, this last couplet emphasises the ~~is~~ ~~an~~ ~~uniformity~~ of nature's influence, and its strength.

Fundamentally, the cottage and its inhabitants are depicted as ~~being~~ ~~is~~ ~~is~~ a victim of human influence. The ~~sonic~~ ~~auditory~~ ~~image~~ of birds singing or 'sore as pure as the rain-washed air' insinuates the pleasing, and



simple beauty that nature performs. Once again the determinist verb 'knew the house was theirs', digresses into 'thought', once human influence takes over. ~~Over time~~ The passing of the owner leads to a 'fling of surrender' being 'nailed against the cottage wall'. Since it is not the animals that put up his sign, it is linked to the animals being forced to give up. The metaphor signifies the end of an era. The caesura that follows is followed by the animals' deep foreboded future, further accentuates that the past circumstances is over with; this is because of the outside world's refusal to leave the house to nature. The insidious mentioning of a 'pest-controller' den demonstrates how the animals have been degraded from free being to instead just 'pests'. The enjambement creates a flow which suggests these events were bound to happen & human reacher is predictable.

Furthermore, to Patten has depicted the room residents, both as lonely, but nervous in different ways. Nonetheless, many animals who 'thought' it their home are forced to move on or die. Despite his power, and under the influence of ~~humans~~ humans on the cottage and its inhabitants is



too great.





# S2

Brian Patten presents this cottage as lifeless, as it seems to be neglected by outsiders. The woman in this poem lived 'alone', ~~because~~ because 'no one ~~is~~ knew, or cared' this shows neglect because the emphasise on 'no one' makes the reader realise it's in an isolated area or people don't necessarily think it's a friendly atmosphere to live in.

Patten portrays to the reader how  
the ~~to report~~ of the animals  
inhabits are selfish. It's almost as if the  
Squirrels, mice, birds! were human they would  
just ~~exist~~ co-exist along with the woman  
but not actually communicate. The 'dullness  
of ~~this~~ the cottage ~~saw~~ at the start 'one  
small room', 'An electric fire, a lamp' ~~opens~~



Brennans her death later on 'Has finally  
evaporated into the air, this thinks back  
to how lifeless the cottage already was.



## S3

### Question 1

The ~~writer~~<sup>poet</sup> presents the old woman in the poem as enjoying solitude, trying to live out her life in peace. The use of "finally" indicates to the reader that the old woman has been looking forward to this moment. The title: "A Cottage in the Lane" indicates straight away to the reader that this poem is likely to be peaceful as the word "cottage" has connotations of retirement and tranquility. The fact that the woman seems to be very respectful of nature: she lets animals live in her house, ~~and~~ <sup>she</sup> further enhances the tranquility of this secluded place. In fact, although she owns the house, she confines herself to one room and the animals seem to be in charge of the rest of the cottage.

The ~~writer~~<sup>poet</sup> also presents the cottage and its inhabitants as being ruined by the new owner. The new owner gets the "pest-controller" to try and exterminate the remaining animals and we learn that: "change is in the air" ~~and~~, the animals will no longer be allowed to roam free. The wildlife inhabitants "thought the place was theirs" but ~~as the new owner~~ juxtaposing with before, the humans enter their habitat and "prowl through the undergrowth". ~~They~~ We are told that many generations of toads have lived here but this is all shattered when the new owners invade their habitat.

The poet also uses language very effectively to give a detailed presentation of the cottage and the animals inside. The birds that nested in the roof were only described <sup>with the simile: "as pure as the rain-washed air"</sup> ~~as~~ song / A song as pure as the rain-washed air". Even though all they do is ~~and~~ sing sweetly, the new owner wants them to be



removed from the house and this gives the reader the impression that the new inhabitants are uncaring and cruel. The fact that they are "Rats" also emphasises this point: they only care about their own happiness and wealth. Perhaps this is why the poet describes the "For Sale board" as "A flag of surrender": The ~~woman~~ <sup>could no longer hold on</sup> old lady who protected this community of animals ~~was gone~~, and the animals have to move on.



## S4

### Question 1

The writer presents the cottage as a welcoming place to nature through the multitude of animals in ~~any~~ comfort: 'squirrels nesting', 'mice in the cellar', 'birds'. <sup>They</sup> ~~It~~ also describes the cottage as very ~~passive~~ and everlasting, everything else moves, ~~and~~ changes and are ~~impermanent~~ whereas, the cottage has a permanence. This is portrayed through the ~~multitude~~ variables, enjambement and asyndetic listing, 'How full her mind was, or how blank, How rich she was or how poor'. However, the writer portrays the animals in the house to be in control and apart from the owner, 'for all they knew was the house was this'. However, the poem has a sad, ~~curse~~ tone behind it through the contrast between the plural, 'they' and the singular, 'she' person. This idea is further accentuated by, 'one small room', 'quietly', which ~~represents and sounds to~~ ~~conveys~~ and alludes to feelings of isolation and loneliness for the writer.

The writer presents the cottage and its inhabitants through the choice of language to be a haven for animals, 'each spring' 'long' 'long as pure as the air-washed air', this ~~evokes~~ creates an image of total innocence and a feeling of nature that permeates the ~~the~~ cottage and its surroundings. However, through all this beauty, ~~it does not~~ the author addressed the woman differently as not a proper inhabitant <sup>in a way that she</sup> ~~and does not have~~ ownership of the house, 'ghost-in-waiting', 'evaporated'. This





importance to her being and lack of presence <sup>is</sup> ~~paraphrased~~ conveyed through the lexical choice, 'evaporated'. However, without the women life for the animals must come to an abrupt close, 'flag of surrender', ~~highlight~~ creates an image of loss for the animals and creates a more tone. Moreover, the animalistic and aggressive nature of the, 'pest-controller's voice', further ~~highlight~~ alludes to an image of an end to their happiness, and an inevitability of their defeat. 'green-wellied weechers' <sup>or</sup> 'prowl' has a devil and sneaky tone which opposes the earlier, ~~has~~ more joyful feeling. ~~Dynast~~ This use is finally solidified by the rhyming couplet, 'dynasty of roads hold court', 'the place will soon be brought', this gives the poem a cyclical ~~the~~ tone and highlights the perpetuating nature of life.



## SECTION A: UNSEEN POETRY

### Question 1

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S1     | The candidate begins with confidence and even within the first few lines refers to 'trepid intrigue', 'ambiguity', 'semantic feel' and 'lexical choice', instantly providing an assured interpretation of the poem. The candidate goes on to consider the 'sense of isolation', the use of the 'non-specific pronoun', the creation of pathos, points about nature, asyndetic listing, rhyming couplets and much more. The confident tone coupled with the maturity of expression presents a response that is assured and perceptive. Even though some areas of the poem have not been considered in depth (such as the 'Rich, green-wellied weekenders'), we cannot expect more in the suggested 35 minutes time allocation.   | Level 5<br>20 marks |
| S2     | The candidate makes some valid points about the poem, although not always clearly conveyed. There is comment about the cottage being 'lifeless' but in reality, nature has taken over the cottage following the old lady's death and is full of life. There is some recognition of how dull or sparse the interior of the cottage is.   | Level 2<br>6 marks  |
| S3     | The response begins with a comment in relation to the old woman 'enjoying solitude' and 'living out her life in peace'. There is recognition that the cottage has connotations of peacefulness, 'retirement and tranquillity' due to its setting and that the old lady is 'respectful of nature'. This is a sensitive response and is a thorough understanding of the poem demonstrated. Comment is made about how the new owners will ruin the cottage by getting a 'pest-controller'. Some comment is made in relation to structure when the candidate considers the contrast of the past and present. There are references to juxtaposition and the use of similes, but close analysis of language, structure and form is not sustained. However, the maturity of analysis and a personal engagement make this a borderline example and therefore a mark just in Level 4 is awarded. | Level 4<br>13 marks |
| S4     | The candidate considers how the cottage is welcoming to nature and how the property is 'permanent' but nature and the people who live there are 'impermanent'. There is reference to: enjambement, asyndetic listing, morose tone, contrasts, the use of singular and plural pronouns, simile, lexical choices and the use of a rhyming couplet. There is a   | Level 4<br>16 marks |



|  |   |  |
|--|---|--|
|  | <p>thorough understanding of the poem and a range of points have been made and supported with relevant evidence. Often, the candidate supports ideas with selective quotations. The comments in relation to tone are handled in a confident manner. To qualify for a mark in Level 5, more coverage would have benefited this response.</p> |  |
|--|---|--|





## S5

Chosen question number: Question 2 ☒ Question 3 ☒

In 'Prayer before birth' and 'Half-Caste' there are many techniques used and messages portrayed. One technique that they have both used to help portray their messages is use of repetition. In 'Prayer before birth' the repetition that is used is always I or me which ~~show~~ shows a ~~small~~ semantic field of individuality because it is only about one person and their prayer. However, in 'Half-Caste' the repetition used is always 'you' showing the contrast of the two poems. They are both based on being prejudiced 'bureaucrats hector me, mountains frown at me', shown in 'Prayer before birth' and 'X<sup>u</sup> mean when light and shadow mix in the sky' also 'and I will tell you <sup>the</sup> other half of my story'. This shows how people don't completely understand others when they don't know the full story. The prejudice described in 'Prayer before birth' is ~~not~~ possibly described ~~in the future and so~~ as past experience and ~~the~~ the poet is praying for their children not to end up <sup>like</sup> they did.

These two poems differ quite a bit in their structure. In 'Half-Caste' there are a lot of lines that are very short, implying that they are meaningful and could be considered half-lines maybe. The half-lines have the relevant information to his poem which



Could correspond to the fact that some people only think ~~the~~ the poet is half important or only like half of him, due to him being prejudiced against ~~the~~ because he is given the term 'half-caste'. However, 'Prayer before birth' is written like an actual prayer. It starts off slowly and the tempo speeds up towards the end with only a few words a line such as 'hands would spill me'. In half-caste the poet talks about 'come back tomorrow ~~with~~ with the whole of my ear' 'whole of my ear' etc. 'And I will tell you ~~the~~ the other half of my story'.

This shows how he wants everyone to not just view him from one perspective but from his side too. ~~that~~ This is somewhat shown in 'Prayer before birth' 'let them not spill ~~me~~ me, otherwise kill me'.



## S6

Chosen question number: Question 2 ☒ Question 3 ☒

In 'Prayer before birth' and 'Half Caste' both the writers present concerns about society, but they express different concerns. 'Prayer Before Birth' expresses concerns for an unborn child as it is about to enter a harsh society, whereas 'Half-Caste' tries to challenge society in its depiction of what 'Half caste' is.

The main difference between these two poems is that 'Prayer Before Birth' is expressing concerns about a child and the things they are yet to face, whereas in 'Half-Caste', it is from the perspective of an adult who is concerned about racism in society. Both poems use anaphoric repetition ~~by~~ and repeated refrains such as "I am not yet born, & hear me" and "Explain yuself, wha yu mean" to demonstrate a sense of ~~dest~~ desperation and urgency that society needs to change. In 'Prayer Before Birth' the writer repeats the word "me" to contrast the overriding theme of society ~~make~~ taking away people's individuality to turn ~~&~~ everyone into "a ~~de~~ cog in a machine." However in "Half-Caste"



the word "you" is repeated throughout in order to challenge the reader and challenge society directly, in order to get his point across.

"Prayer Before Birth" has a very fixed rhyme structure throughout to reflect the writer's concern that society is rigid and unopen to change, while "Half-Caste" is written in free verse with lots of enjambement to highlight that society needs to change. The overall tone in "Prayer before birth" is also much more pessimistic - saying "let them not spill me. Otherwise kill me." The tone in 'Half-Caste', however, is more positive, as he uses humour, saying "England weather nearly always half-caste", which emphasises the stupidity of society by mocking the way people use this term which degrades him as a human. "Prayer Before Birth" also expresses concerns about being degraded by saying society will "freeze my humanity", and "dragoon me into lethal automation". The use of <sup>the</sup> military jargon "dragoon" ~~is~~ is a ~~reference~~ reference to World War II and this highlights the ~~the~~ fear that society is like war. Both poems also use metaphors to express concerns about society. In prayer before birth, the writer says "hands would spill me" as ~~a~~ a metaphor for blood, and in Half-Caste, he uses many metaphors to reflect his 'half-caste'



identity, ~~the~~ and present it in a ~~poetry~~ positive way, saying "mix a black key wid a white key is a half-caste symphony", which is ~~the~~ challenging the term "half-caste" and the way society acts towards mixed-race people.

Overall, ~~the~~ both poems express clear concerns about society, though "Prayer Before Birth" has a more fearful tone about what is to come, while 'Half-caste' has a more confrontational tone, addressing the reader directly and demanding society to explain itself. Their structures differ in ~~the~~ terms of rhyme scheme and format, though they both have repeated refrains to express concern.





## S7

Chosen question number: Question 2 ☒ Question 3 ☒

I ~~shall~~ be writing the comparison of the two poems: 'Blessing' and 'Half-past two'.

Both writers, Imtiaz Dharker ~~and~~ and Fartherpe, write a poem about a moment in time. However the context ~~of~~ both poems is ~~is~~ extremely different due to the fact that 'Blessing' is more of a formal, non-fiction and real poem showing and raising awareness to society and all humans the reality of how a category of people live in some parts of the world, this is a more emotional poem and a realistic poem to ~~the~~ the poem written by Fartherpe (Half-past two). Whereas Half-past two, a poem written about the experiences of a child in primary school, we can clearly see this is a less important poem. However reading in detail, knowledge is there even in this poem, even though it's written about a child staying in detention for longer than he should be.

I'd first like to write about the tone as in Half-past two it has short stanzas



which tells us that it should be read in a unique tone. Also though, in addition to I mentioning its upbeat tone, the words used ~~are~~ are not official original words, however they are words used by little children to describe a specific event taking place in their lives, ~~for~~ for example, 'gettinguptime' and 'Timetogohowntime', this gives the reader an informal, childish view of the poem. Opposing to this, the poem 'Blessing' is much more emotional and tells us about the unfortunate of the world.



**S8**





Chosen question number: Question 2

Question 3

Both "Blessing" and "Do not go gentle into that good night" are used ~~the~~ to represent a defining moment in time whether it be a moment of great joy ~~are~~ or a moment a pain before death. These moments are represented through the intricate use of language, the literary techniques within both poems and the form and structure uses throughout.

The language throughout Imtiaz Dharker's "Blessing" is used to create a harsh juxtaposition between the pain and suffering felt in the initial lines of the poem to the joy felt as the "municipal pipe bursts." ~~then said that~~ The lexical choice of "skin cracks" highlights the ~~so~~ complete lack of moisture along with the word "cracks" which links this sensation to great amounts of pain. This is then reinforced on the next line by the statement that "there never is enough water" with "never" alluding to the permanence of the situation. This rather negative language however develops into surreal imagery used towards the end in phrases such as "liquid sun" with "sun" representing the beauty



as their situation, nature itself and the joy felt by them as a new light is introduced into their life. When this is linked with "liquid" giving the phrase an edge, it adds connotations as the "sudden rush" as water. The value of water in this poem is also portrayed through the language when the phrase "silver crashes" not only alludes to the value of materials such as "silver" but uses "crashes" to juxtapose the sparseness in the lack of water causing the skin to crack.

John Agard uses similar techniques to that of "Blessing" through the use of strong descriptive language to heighten the tragedy of the death that might occur. The use of pathetic fallacy inducing lexical choices such as "lightning" and "meteors" accentuates the danger of that moment with both words leading towards the theme of death. John Agard ~~decides~~ however decides to introduce some dark humour to the situation so as to relieve some tension from the grief he is clearly feeling in that moment in the phrase "grave men". The use of the word "grave" not only alludes to the seriousness of that situation but acts as a play on words hinting to the death bed that all men eventually lie in. This all adds up to create a sense of impending doom in that moment as he attempts to "rage against the



"dying light" unlike the emotions of joy portrayed through the lexical choice of blessing.

Interesting literary techniques are also used throughout "Blessing" so as to heighten the senses at that moment. The frequent use of listing such as the "brass, copper, aluminium" and the "drip of it, small splash, echo in a tin mug," represents the unbridled joy that is felt along with the asyndetic nature of these lists speeding up the pace to represent the fast flowing water. This is reinforced by the alliterative and plosive "polished to perfection" which stresses the "perfection" of their now glorious situation along with the juxtaposition that "polished" makes a against the "cracks" in their skin at the beginning. Alliteration is also used in the phrase "small splash" to accentuate what this ~~se~~ drop could lead to along with adding tension to this moment.

John Agard however makes use of oxymorons such as "curse, bless me" which exaggerates the uncertainty of what is to come along with the "curse" alluding to some supernatural powers that could be at play here. Repetition is another key linguistic technique used throughout to highlight the universality of death along with the struggle felt in this moment. As ~~shown by the~~ This is most obvious within the





phrase "rage, rage" showing pure anger in this situation along with the repetition of "Do not go gentle" acting as a force to drive home this emphatic message. However the word "light" is also repeated often at the end of stanzas to remind the reader of what is often described as a silver lining in these "dark moments of death" and grief.

The structure within both poems also helps to accentuate the strong emotions felt throughout. Both poems use enjambement to show the overflowing of emotions, whether it be that of struggle and pain or that of joy and relief. The enjambement within "Blessing" also helps to represent the unstoppable flow of water from the "municipal pipe". The structure of both poems vary however as "Blessing" is written in free verse to represent the lack of constraints for the "water" and the "flow" of the poem to emotions whereas "Do not go gentle into that good night" follows a villanelle with six stanzas as an ABA rhyme scheme and the last stanza having an extra line as is to conclude this moment of tragedy and representing the "dying light". Overall both poems use similar techniques and lexical choices to represent two very



different moments in time with intense emotions about  
they're on opposite ends of the spectrum.



## S9

Chosen question number; Question 2 ☒ Question 3 ☒

In the poem Blessing by Imtiaz Dharker  
~~the use of literary techniques~~ is written  
in a quatrain. Using ~~the~~ rhythm, metaphors  
and similes to present a moment in time.

The first verse is short only two lines  
the first verse uses a simile  
'Skin cracks like a pod' which emphasises  
the fact that there isn't enough water  
or that in that time period they are  
going through a drought.

In the second verse the poet uses  
persuasive language which almost makes  
the reader feel bad. The poet uses  
blasphemy 'the voice of a kindly god'  
to show the importance of water  
during that period of time.

The third verse of blessing is the longest  
which gives the reader a feeling that  
something ~~is going to happen~~



destructive is going to happen. ~~The~~  
Intidz uses a metaphor 'a roar  
of tongues' which emphasises the  
~~need~~ dire need for water. The



## SECTION B: ANTHOLOGY POETRY

### Question 2

The question asks candidates to consider how the writers present concerns about society in *Prayer Before Birth* and *Half-caste*.

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S5     | In this response, the candidate considers: the use of repetition, the 'semantic field of individuality' and contrasts. There is some attempt to explore the use of half lines and some points need further development. The candidate compares the poems, but close analysis is not sustained. More examples and coverage would have benefited this response.   | Level 3<br>14 marks |
| S6     | In this comparative response, the candidate demonstrates an assured understanding of both poems and the response is cohesive. The opening paragraph introduces the two poems and summarises how both show concerns about society. The candidate considers how the poems are from different perspectives and how both poems use 'anaphoric repetition and repeated refrains'. There is further comment in relation to the use of language, structure and form and points are supported with relevant examples from the poems. The candidate makes concise points and frequently makes reference to the task. Very good points are made in relation to tone. Some points could have been developed a little more, such as the use of the metaphor in <i>Prayer Before Birth</i> , but a mark of Level 5 is appropriate. | Level 5<br>26 marks |

### Question 3

The question asks candidates to consider how the writers present a moment in time in *Blessing* and one other poem of their choice.

| Script | Commentaries  | Mark               |
|--------|---|--------------------|
| S7     | The candidate compares <i>Blessing</i> with <i>Half-past Two</i> , but there are few points made in relation to the language, structure and form and some points are a little vague. For example, the candidate does not explicitly say what the 'moment in time' actually is in either poem. There is an attempt to comment on language and structure, but only some understanding of the poems is demonstrated. There | Level 2<br>9 marks |





|    |  |                                |
|----|--|--------------------------------|
|    | are no examples for <i>Blessing</i> and just the two examples from <i>Half-past Two</i> .  |                                |
| S8 | <p>The candidate compares <i>Blessing</i> with <i>Do not go gentle into that good night</i>.</p> <p>This response is beginning to demonstrate an assured understanding of the two poems. The candidate considers a range of language points, including alliteration, plosives, oxymoron and repetition. Structural points include the use of juxtaposition, the asyndetic list, enjambement and the villanelle. Some points could have been developed a little further, but this qualifies for a mark in Level 5. The candidate does refer to John Agard rather than Dylan Thomas, but this one negative point does not negate other positive comments made.</p> | <p>Level 5</p> <p>25 marks</p> |
| S9 | <p>This is included as an example of a rubric infringement. The candidate has only written briefly about the named poem, <i>Blessing</i>, and has not considered a second poem. The mark scheme clearly states that the maximum mark for a candidate writing about one poem is 12 marks; however, this would be reserved for detailed coverage of the one poem. In this brief response, there are some inaccuracies, such as the use of 'blasphemy' and the poem being a quatrain. The response is simple and there is little development.</p>   | <p>Level 1</p> <p>4 marks</p>  |



## S10

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

Tom Robinson is a mockingbird character in the novel 'To Kill a Mockingbird' - his death is seen as the primary injustice. His character ~~and~~ case relates heavily to the segregation present in the South at the time as well as the trials and convictions of the Scottsboro Boys.

Tom is essentially a kind, peaceful black man living within the town of Maycomb. He is presented as very innocent, and thus his trial is seen as unfair. Harper Lee first presents him in-person within the novel as 'strong', but with 'manners as good as Atticus', which highlights the innocent and upstanding nature that he has. This is furthered when he recounts telling Mayella, his prosecutor, 'there ain't no charge, ma'am'. His politeness and his willingness to help her in this instance clearly portrays Tom as essentially good and innocent character within the novel. Tom is significant in the novel as ~~he is a symbol for the black community~~ he provides a clear contrast against the Ewells who are described as 'white trash' and who are presented



as guilty. ~~Despite~~ <sup>despite</sup> Harper Lee uses the character of Tom to highlight the illogical nature of segregation within southern America in the 1930s, where the novel was set. Black men such as Tom were separated from white men such as Mr Ewell, using separate facilities and living 'five hundred or so yards' away. Thus, white women were not permitted to have relations with black men, which is what Mayella attempted to do. By using the persecution of Tom, Harper Lee presents the policy of segregation in a negative light, as not 'all negroes are evil' - Tom is fully kind, gentle and innocent.

Furthermore, Tom Robinson's guilty conviction and subsequent death is the primary case of injustice within the novel, as it is <sup>so</sup> heavily based on prejudice. Atticus states that 'a court is only as sound as its jury... as the men that make it up' - because of the prejudice present within the all-male all-white jury (as standard at the time), Tom is convicted despite there being 'not one iota of medical evidence' that he raped Mayella Ewell, <sup>which is unjust and unfair.</sup> Within the trial, Tom also faces prejudice and verbal abuse from Mr Ewell, who calls him a 'nigger' who 'ruttled' on ~~the~~ [his] Mayella'. The use of the verb 'ruttling' compares Tom to an animal, <sup>and wronging</sup> dehumanising him. Due to his dear innocence, his conviction comes as a shock to other characters such as Jem, Dill, who describes the trial as 'sick, plain sick'. However, the



true extent of prejudice and injustice is delivered by the news of Tom's death, with 'seventeen bullet holes in him'. The sheer brutality of ~~the~~ his death, as contrasted to the innocent man who had 'shut his eyes tight' as he had been convicted creates a strong, overwhelming sense of injustice and outrage, which is furthered by the fact that 'Maycomb was interested by news of Tom's death for perhaps two days'. The reduction of Tom to a 'typical nigger' by the Maycomb community emphasises the prejudice that is portrayed throughout the novel. Tom's case is <sup>majorly</sup> important in doing this as it has parallels to the case of the Scottsboro boys, who were 9 black boys ~~un~~ falsely convicted of rape. The case is largely cited as a miscarriage of justice in the USA today.

The character of Tom Robinson is critical in portraying the place of the black community in everyday life. He aids the reader to understand the societal position of the black community at that time. Through Tom, the reader can infer that the black community are generally poor as he 'couldn't pay the fine' so he had to serve a short sentence. The physical location of the black people's settlement, 'by the dump', indicates ~~that~~ the extent of their poverty and their lower place in society due to the segregation and the Jim Crow Laws - it also emphasises the rigid





structure of the community in the deep south. ~~Finally~~, When Tom is first introduced, he is presented as just 'a negro', emphasising the predominance of race in society. ~~First~~ Moreover, 'nobody liked his answer' when he said he felt 'right sorry for her', which indicates the ~~strong~~ and importance of societal structure and the people's contrary attitudes to breaking it. Overall, Tom is very important as a link to the black community ~~on~~ separate from the domestic role of Calpurnia.

In conclusion, Tom Robinson is ~~the~~ a critical character in the novel to portray prejudice and injustice, and evoke strong emotions because of this. ~~He~~ He provides an insight into the lives, and the challenges, of being black in Alabama in the 1930s.



## S11

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒

Question 7 ☒ Question 8 ☒ Question 9 ☒

Question 10 ☒ Question 11 ☒ Question 12 ☒

Question 13 ☒

→ Atticus<sup>r</sup> and Mrs Dubose → Scout + Jem learning a lesson

→ Scout prevents the lynching due to friendship with Walter Cunningham Jr

→ Boo Radley - saves Scout + Jem

~~At the~~ Friendship plays a very vital role in the story line of to kill a Mockingbird, and forms a lot of major parts of the story.

~~At the~~ Whilst Tom Robinson is spending a night in jail ~~as he has been~~ a mob lead by Walter Cunningham ~~scout~~ is going to lynch him as they all believe Bob Ewell. This is all stopped by Scout going and talking to Mr Cunningham about his son 'I go school with your Walter, say hi to him for me'. In the deep south in the 1930s it would have been





Unlikely for something like this to happen especially as Emmet Till was lynched by a mob just for whistling at a white girl. This means it is extraordinary that Scout's friendship with Walter Cunningham Jr was able to call off a mob due to her innocence whilst talking to Mr Cunningham.

Atticus' friendship with Mrs Dubose is also very important in Scout's learning one of the lessons which are present in the book. This is because Atticus makes Tom and Scout go read to her for one month as Tom pulled up all her azelins although Atticus may have just sent them anyway, as later in the book to book we find out it was to help her get off her morphine addiction before she died. The significance of this was to teach them a lesson about ~~the~~ what real courage is 'I didn't want you getting the idea courage is a man with a gun in his hand. Courage is when you know you're licked before you begin but you begin anyway and see it through no matter what.' This is one very important point in the book which is only shown through Atticus' friendship with Mrs Dubose. It shows Tom and Scout a



Very useful lesson.

Scout's friendship with Boo Radley is also very important in teaching Scout a lesson. Atticus had been trying to teach her for a while, "You can't judge people until you see things from their point of view, until you ~~see~~ climb into their skin and walk around in it." Scout learns this lesson because she previously thought Boo Radley was a monster who ate cats and squirrels but when he saves her it shows he's a person as well who had just been misinterpreted by the town and was being punished for it. This showed Scout that she shouldn't have judged him based on rumors she heard from the town, when she realises it it shows how far she has grown throughout the book. <sup>This part may have been based on Harper Lee's mother who may have been a recluse and maybe her mother was mis-interpreted as lots of the book is similar to her own childhood</sup>

Atticus also goes against a lot of his friendships when he ~~goes against~~ defends Tom Robinson properly as many people may have not expected that but this is because Atticus firmly believes that people are equal. "I try to love everybody" but he also sees the injustices that white <sup>mean</sup> ~~mean~~



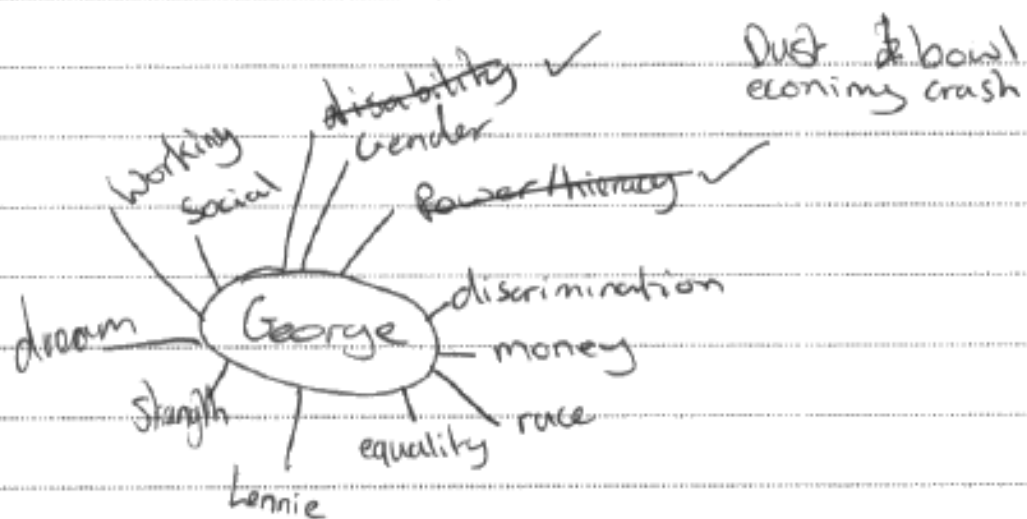
Cause black men 'You will see white men cheat black men' everyday of your life 'that white man is trash' this may also show context to Harper Lee's childhood as her father defended a black person and lost which could reflect on how she felt about it on Scout. ~~Att~~ People expect Atticus to throw the trial because he was defending a black person but he didn't and is punished for that by people who he thought were friends.

Friendships play a hugely vital role in to kill a Mockingbird because they teach Scout ~~lots~~ lots of the moral lessons which are central to the book and also even help to show some of the racial injustices in Maycomb County. This shows how ~~the~~ important friendship is to the plot of ~~&~~ To Kill a Mockingbird.



## S12

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒



~~George Small in of mice and men is presented to be one of the two main characters. George and the other protagonist Lennie are traveling america seeking any job they can because at the time of the ~~play~~ novel being set there had been a major economy crash in America so everyone was seeking jobs. However George has a mental disability so he travels around with Lennie. Lennie basically cares for George because~~





of this. When they reach the ranch they go to speak to the boss who is quick to judge them he thinks Lennie is trying to take George's money because of his disability and because it was rare to see 2 people traveling together because no one could be trusted because of the dust bowl and coming crash.

However because of his disability everyone can talk over him even by a woman and a black man because at that time women and blacks had no rights. However he is the tallest one there on the ranch but constantly made to look small and weak for example when Curly starts hitting George, George does nothing and keeps getting hit.

Also Lennie is basically George's Boss as George can't do anything unless Lennie says so.

George has a dream that dream is to own a farm and breed the rabbits but that dream is cut short when George breaks Curly's hand and kills Curly's wife.



This is also John Steinbeck's way of saying that the American dream doesn't exist.

George in the play is presented to be a guide and a look out for Lennie because Lennie is the only one that can control George. George is also a peace keeper amongst the ranch he keeps Lennie out of trouble and keeps the dream of him and Lennie's a secret. Until they meet Candy who they invite into their secret because Candy has money and they trust him. But trust was rare at that time because everyone used each other for money.

George is the reason why they are working and heading for this dream. So he makes sure to stay out of trouble especially from Curley and Curley's wife. That's why when <sup>George</sup> Lennie kills <sup>Lennie</sup> George it's to keep him out of trouble and he focuses on the dream.





George is very liked. Socially isn't very strong but has the power to take control for example when Lennie is fighting Curly George tells Lennie to hit him back and then have the power and control over Curly because he uses Lennie as a weapon in a way George is brains and Lennie is muscle.

George is very cautious on what he does for example when they first meet the boss he makes sure he isn't using Lennie for money because he has a disability.

George is also very caring he wants Lennie and him to achieve this dream and make Lennie happy this is why he buys him a puppy to pet instead of killing mice.

However in this novella the hierarchy is unusual for example the female in the play is higher up than George who is male because at that time women didn't really have rights.



George is treated like every worker at that period of time on a very low wage and with a dream that is always gonna get broken.

~~but~~ in the novel we also ~~get~~ feel a bit of sympathy for George because he wouldn't be in half the mess he is in if it wasn't for Lennie.

George at the end of the novel has a sense of hopelessness as the dream is destroyed because of the one thing he cared about.



## S13

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

The character of George in His novel is probably one of the key main characters in the entire novel. First of all he is a father like figure to his best pal Lennie who is a big and strong man on the outside but on the inside he is just a little boy. George if he was alone you could argue he would be better off without the animalistic like child he had to care for but if he didn't put that responsibility onto himself he would probably not achieve what every American wanted to achieve after the stock market crash. He wanted to settle down somewhere get a little place with a bit of land and a nice stove. This is what every worker on the ranch would dream of but did they ever achieve it? George and Lennie seemed to get so close but as I mentioned before Lennie has a <sup>wild</sup> ~~not~~ animalistic like personality. If you get onto the wrong side of him, he was so big and so strong he could seriously hurt someone, but it seemed no matter what Lennie did George forgave him and that's what a <sup>true</sup> ~~not~~ friend does.



At the end of the novel he even took the responsibility to shoot Lennie himself, because he felt he had done wrong by him. This starts to create a theme, Lennie would screw up just as George was about to get some success, he gets set back. In a way this also shows great determination from George not to just give up and spend all his money at a "out-house" and buy loads of booze and get drunk every night. Eventually working away like every other ranch worker. George also had his level of control ~~off~~ on Lennie which again links to his animalistic behaviour when you tell a dog to sit or follow they will <sup>listen</sup> ~~listen~~ and when Curley starts to attack and <sup>threaten</sup> ~~threaten~~ Lennie, George tells him to fight back its like Lennie was waiting to be commanded. George also has a level of power and thats not just over Lennie its over Curley and all of the other ranch workers it always seems to be George Herding up the Joads or <sup>even</sup> He plans for a future "we're going to have a little house and a couple of acres" and even at the end of it all, George is the one that tells Lennie to go and sit in ~~the~~ the brush and wait for him to come and for once Lennie remembered and Lennie's last happy memory was him and his best friend, his family. George after <sup>having</sup> ~~having~~ to kill his best friend his life partner, was distraught and had to keep working who knows if he ever achieved the American dream? but he sure had the potential but in that situation its a loose loose, if he was with Lennie he wouldn't

Paragraph  
at the  
line



have any responsibilities nothing to dream of or believe in,  
but then to take his dream out to come so close and  
have it ~~snatched~~ away just causes even more hurt for him.  
Snatched





## S14

Chosen question number: **Question 4** ☒      **Question 5** ☒      **Question 6** ☒  
**Question 7** ☒      **Question 8** ☒      **Question 9** ☒  
**Question 10** ☒      **Question 11** ☒      **Question 12** ☒  
**Question 13** ☒

In the novel 'Of Mice and Men' the characters plans for the future definitely play a very important part.

Firstly, you will notice how George repeatedly talks to Lennie about what their future will be like. This is impactful because in that time period was when the unfortunate events like the dust bowl occurred, this had left many without jobs or becoming itinerant workers like we see in the novel. As a result of this, it meant talking about their future to own a piece of land together gave them hope.

Moreover, it wasn't just George and Lennie with this great hope of the 'American dream', within the novel, Candy finds out about their hopeful plans together but that they don't have enough money to achieve it anytime soon, so as a result of this Candy offered to help out with the money as long as he could





join them. George and Lennie eagerly agreed to his offer as it brought them the confidence that it may actually happen.

Another point to make is how Candy is treated very differently compared to the other men working on the ranch, this is because of how much older he is and can't help as much due to being disabled. We know he gets treated differently as Carlson shot his only friend (his dog) and Candy later had said how, 'I ought to have shot that dog myself'. This suggests how sad he is being completely lonely on the ranch. The importance of Candy's character is because it shows how willing he was to help towards the dream as it finally gives him a purpose of life.

Next, the character of Curley's wife also played an important part towards the importance of plans for the future. This is because she used to want to be a hollywood star, however she gave it all up to live on the ranch with her husband 'Curley'. Her character also experiences inequality throughout the novel as it was also a key factor during this time period. For example at one point she explains how she didn't actually like Curley and suggests that she may have only married him as she thought



that was what was expected of her. Continuing on with inequality... Curley's wife also flirts with many of the men on the ranch, possibly as a result of loneliness and isolation since she isn't seen in the same place as Curley once during the novel.

In addition to this, George's character certainly helps us see what the itinerant workers like himself would have to go through in order to even get close to their dream. At one point, George is described as having, 'restless eyes' which could represent how long his working days are and how stressful it is having to move from different job areas due to Lennie's behaviour. Furthermore, Lennie constantly describes how he wants to 'tend the rabbits' despite his aggressive touch. As Lennie wants to tend the rabbits in his future this also makes him feel like it is really going to happen which is why he relies on George to repeat the story in order to comfort him.



## S15

Chosen question number: **Question 4** ☒ **Question 5** ☒ **Question 6** ☒  
**Question 7** ☒ **Question 8** ☒ **Question 9** ☒  
**Question 10** ☒ **Question 11** ☒ **Question 12** ☒  
**Question 13** ☒

Of mice and men is a novella. The importance of plans are presented throughout the novella and it links to one of the most central themes of dreams and aspirations. Future plans can be seen through many of the key characters in the novella and has a large effect on how each character ~~is~~ are portrayed and how Steinbeck wants them to be perceived.

Firstly, the novella has a circular structure as the setting starts and ends the same, by the Salinas river. In every chapter the dream of George and Lennie comes up and becomes much bigger as the story goes on. 'We're gonna get the jack together and we're gonna have a house and a couple of acres -'. This ~~dream~~ plan helps George and Lennie get through the hard times we see them experience. ~~How~~ Their plans are striking to the other characters as 'not many guys travel around together.' However, their plan requires both of



them to make it work. Lennie looks up devotedly to George, 'Immediately Lennie got up and did the same with his bed' and he depends on George because of his mental limitations 'don't let 'um sock me George'. Even though George comes across as self-sacrificing, 'If I was alone I could live so easy', he depends on Lennie for physical security because Lennie is 'strong as a bull'. This use of simile helps give the reader a better picture of Lennie's physical strength. These plans help ~~express~~ signify the friendship between George and Lennie and how they depend on each other in order to carry out their plans for the future.

Not long after they arrive on a dramatic event occurs, the killing of Candy's dog. ~~This~~ He was killed because he was old and not needed for anything which foreshadows what will happen to Candy ~~which~~ when he's too old and his physical handicap makes him unable to work. He recognises this and asks to join George and Lennie in supporting their future plans. Candy is lonely ~~and~~ ~~to~~ because he's 'got no relatives, nor nothing' and acts so desperate he offers to pay the down payment





for George and Lennie's farm. 'I got fifty saved up right in the bank. That's three hundred'. His desperation to help emphasises the importance and how much the dream means to him.

However, Crooks ~~expressed~~ expresses how likely it is for ranch hands during the time the <sup>novella</sup> ~~play~~ was set to be successful with a ~~the~~ plan like that. When Lennie brings it up he says 'you're nuts' like it would even be stupid to imagine because of how unlikely it is. He even goes on to say 'a whore house. That's where your moneys going' ~~this~~ Although his attitude changes when he says 'if you... ~~if~~ ~~you~~ ever need a man to work for nothing just his keep why I'd come ~~and~~ lend a hand.' This shows that he is holding on to that tiny grain of hope. Crooks was 'more permanent ~~than~~ than the other men' and is lonely and frustrated. He blames others because of his racial prejudice 'They say I stink. Well, I tell you, all of you stink to me.' His story of ~~been~~ being injured and black fully expresses how people that were black or different were treated harshly back then. 'They play cards in there but I can't play because I'm black'. He



also shows how other people even people who live close or work with him treated black people. 'No man don't ever come into a coloured man's room very much.' He also expresses this by how he reacted when Lennie came into his room. 'Well, what do you want?' He was surprised and expected Lennie to have a reason for walking into his room. This racism that is shown helps emphasise the importance of having plans in the future with other people.

Curley's wife is another character that has a dream but because she's a female, in that century, women shouldn't have dreams. Women then either worked or were seen as sexual temptresses and Curley's wife fits the stereotype well at the start as she acted very flirty. 'She leaned ~~of~~ against the door frame so that her body was thrown forward.' However later on in the final chapter she opens up about her plans of being a Hollywood actress implying that Steinbeck wants her to be perceived sympathetically instead of the foolish character she first appears ~~to~~ to be. She is originally described 'she had full rouged lips,





wide-spaced eyes heavily made up. Her fingernails were red. Her hair hung in little rolled clusters like sausages.' Here Steinbeck used ~~similes~~ a simile to help create a clearer image. The way she acts and looks becomes clear to the reader that it could be the way she felt she needed to look and act in order to pursue her dream. When describing her dream it 'tumbled out in a passion of communication' expressing how important these plans were to her and shows the great meaning they have to her. She implies she still has hope when she says 'I coulda made something of myself. ~~Any~~ Maybe I will yet'. Before she says this Steinbeck uses light imagery to foreshadow what will happen to her in the near future. 'A rectangle of sunlight in the doorway was cut off' as she enters. Interestingly, she is a key character but doesn't have a name. She is only ever referred to as Curley's wife suggesting that women were treated ~~as~~ as possessions giving a contrast <sup>between</sup> ~~of~~ the view of men having ~~a~~ future plans and the women.

The time the play was set has a huge impact on the idea of future plans and



dreams. The novella was ~~to~~ set during the time of the great depression and the idea of the American dream. This was a time in the future where ~~the~~ everyone ~~was~~ would be valued and dreams and hopes would be ~~fulf~~ fulfilled. This helps the characters and the people of that century to get through the poverty and rationing and other major hard times. Steinbeck was able to write about this so well because he was a ranch hand ~~so~~ during a similar time so could put that in his writing and had a good level of ~~an~~ understanding. This expresses the importance of dreams because it shows how much they gripped on to that little bit of hope left to help them get through the difficult times.

In conclusion, plans for the future was a major part in *Of mice and men* and effected how each of the characters ~~and~~ acted and how the tragic events led up to the dramatic climax. Most of the characters shared a dream but ~~as~~ every one of them had something socially in that century that was stopping them from pursuing it.



## S16

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

In ~~the~~ The Whale Rider by Witi Ihimaera the whales are very important characters to a certain extent. This essay will explore how important they are.

As characters, the whales are very important, to a certain ~~end~~ extent, especially the bull whale. Without him, the ancestor of Kahu's tribe Paika would not have come with the spears of blessing for land and sea. As a result of this the whale are seen by the Maoris of Whangara as a source of blessing. If the whales die the tribe will be doomed; it will lose that connection to the past that the whales symbolize, as Koro Apirana the <sup>chief</sup> states when the Bull whale ~~can~~ comes to be die on Whangara Beach.

Furthermore,

^ The thread of the whale herd's story throughout the novel <sup>furthur develops</sup> ~~enhances~~ the theme of <sup>helps to develop</sup>



Man's relationship with nature. The Bull whale's close bond with the tribe's ancestor Paikaea symbolizes this theme that is very major in the Maori's worldview. The separation of the Bull whale from Paikaea shows that man and nature are out of touch and ~~that~~ the Bull whale's longing for reunion with Paikaea stresses the need for man to reunite with nature and until <sup>that happens</sup> then all will go downhill. Towards the end of the novel, ~~when~~ Haku climbs on the Bull whale's back <sup>when he is</sup> and commands him to return to the sea and live, an symbolic act which is symbolic of Man's reunion with nature. Without the whales this important aspect could not be explored much in depth.

Another way the whales are important is in the link between Koro Apirana, ~~and his wife~~ <sup>and their tribe</sup> Rani Flowers, and the Bull whale ~~and his wife~~ <sup>and their whale herd</sup> the old Mother whale. Koro Apirana and the Bull whale are 'stranded in the present,' looking ever looking back, ground into tradition. In the same way, Rani Flowers and the Mother whale coax their husbands to embrace new ways and ideas; for Koro the allowance for a female to succeed him, and for the Bull whale, that he should, instead of mourning the ~~so~~ past move forward into the future. However, ~~he~~ <sup>beaching himself</sup>





the Bull whale and his wife are only illustrative of their ~~own~~ human counterparts, as their <sup>stories</sup> ~~story~~ <sup>are</sup> mostly separate, but at the end ~~the~~ of the novel the ~~we~~ whales' story and the humans' story converge and link them together, as Kahu hears the whales through a 'backwash of time'

Therefore, in conclusion, the whale characters ~~has~~ are very ~~also~~ important, especially in symbolic roles, ~~to~~ in relation to certain themes. However, as characters that we can relate to, they are only really illustrative of the Maori tribe and its chieftain chieftain Koro Apirana and his wife.





## S17

Chosen question number: **Question 4** ☒      **Question 5** ☒      **Question 6** ☒  
**Question 7** ☒      **Question 8** ☒      **Question 9** ☒  
**Question 10** ☒      **Question 11** ☒      **Question 12** ☒  
**Question 13** ☒

In the novel 'Whale Rider', the theme of love is explored in numerous different ways including the relationship between Nanny Flowers and Kahu, Koro Apirana's relationship with Kahu, Koro and Nanny Flowers and finally, Kahu's power of love towards her tribe and Maori culture.

Firstly, Nanny Flowers and Kahu share one of the strongest relationships presented in the ~~play~~ novel as Nanny has unconditional love for Kahu. "no matter where you may go, you will always return". Nanny Flowers is talking to Kahu when burying her birthright at the beginning. She is describing how Kahu will always have a place in Nanny's heart even if she decides to fulfill her later life. This portrays Nanny Flowers' supportive and compassionate side to her as we see later on in the novel, Kahu is seen dangerously out at sea and it is too much for Nanny to handle. "tears were streaming down her face". This emphasises Nanny's love and care



for Kahu.

In addition, Kahu and Koro Apirana's relationship is explored through the novel as a lot more one-sided on Kahu's part. In the Maori culture, it is traditional to have a male leader and Koro has never been accepting of Kahu's leadership skills and traits. However, all she ever wanted was to be accepted by him and she will always love him unconditionally. "it's not paka's fault, that i'm a girl", Kahu is showing that she still has love for him and just wants his blessing. These two characters are very juxtaposing in the novel as Koro says, "she is of no use to me". This contrast of love is later reconciled as Koro realises just how strong Kahu is and how unfair he was being. "I love you" is a quote taken from Koro at the end which links perfectly to the theme of love.

Also, Koro Apirana's and Nanny Flowers marriage is explored throughout the novel as Nanny A had tended to feel as if she wasn't loved anymore by Koro and his love for the Maori tribe and his negative ideologies of women had taken over. "I'm really going to divorce him". Nanny had finally had enough when Koro was refusing to



accept any girl into being a leader in his tribe. However, the unconditional love nanny will always have for Koro is also explored as she never told him about Kahu finding his stone in the water as he was already too upset and she couldn't upset him more. This emphasises the ongoing, everlasting love.

In addition, love is explored through 'Whale Rider' as Kahu expressed her love for the Maori tribe and culture and how much she desired to save it and become a leader. Towards the end of the poem, Kahu decided to go out to sea to ride the bull whale as a way of sacrificing herself to save her culture and the whales she had unconditional love for. "She was a small figure in a white dress". This quote emphasises Kahu's vulnerability at sea and just how dangerous she was being. This proved to Koro and made him realise just how much Kahu cares and how women are capable of becoming a leader. Kahu was gifted with her leadership when she was born.

Finally, Nanny Flowers also expresses her love for the Maori culture and tribe as she emphasises her opinions on how women are just as powerful as men as she had been led by a woman in the past. "She was



the greatest chief of all time". She is referring to her old heritage and now her love for the future is ever-lasting.

In conclusion, 'The Whale Rider' is a novel that explores the theme of love through numerous ways and also how the Bull ancient whale represents Koro apiiana and the female whale is nanny as the guide of Koro and the guardian of Kahu; the whale rider.



## S18

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

The theme of fate is a strong and powerful <sup>theme</sup> ~~fate~~ in the novel, which is used well by Tan in many of the short stories.

The theme of fate is present in the weeks following Suyuan Woo's death. On her last Chinese New Year alive, Suyuan gave her daughter June her jade pendant called Life's Importance, just as her daughter was feeling inadequate and disappointed with life following an argument with Waverly Jong. This felt like fate as Suyuan died suddenly a few months later, but fate made it so she could give <sup>the necklace</sup> ~~it~~ to her daughter before she died.

Ying-Ying St. Clair believed she could see the future and believed in fate. She knew in herself it was her fate to marry a bad family friend and, so, when a family friend made advances to her, at her youngest aunt's wedding, she knew it was her fate to marry him. After they were married, she grew to love him in a strange way and she still believed it was fate <sup>that it happened, even</sup> after he abandoned her. She aborted the baby.





She was pregnant with and left to live with poorer relatives far away from her marital and family life. She later started working in a shop where she met Clifford St. Clair. She knew it was fate that they met and ~~both~~ knew she was destined to marry him, despite the language barrier. Ying-Ying waited until she received ~~the news~~ news of her first husband's death before agreeing to marry Clifford, and leaving for the <sup>United States</sup> ~~US~~ with him, where he was from.

The theme of fate is also present when Ying-Ying <sup>and her husband Harold</sup> goes to visit her daughter Lena <sup>in their</sup> new home. Lena was feeling strains in her marriage to Harold as they split everything money-wise in half, despite the fact he made more than double what she made. It was fate that Ying-Ying came to visit when she did, as she discovered the couple's ways by a list on the fridge and later <sup>made</sup> ~~making~~ a point of mentioning it when Harold <sup>ought</sup> ~~bring~~ out ice-cream, which in itself was fate as in a previous story we discovered that Lena hated ice cream after eating a large tub of it and puking it ~~up~~ out a few minutes later. Ying-Ying's intervention was fate as it ~~made~~ caused Lena to finally speak up for herself.

It was fate that Waverly Jong's brother Vincent received a second-hand chess set for Christmas from the Chinese



baptist church that the family attended. Vincent's revival of the game and consequential growth of boredom with it led his younger sister Waverly to the discovery of her "Invisible Strength" which, with some guidance from a few men in her local park led Waverly to her success as a chess champion. It was also fate that ~~the~~ Vincent revived the chess game as Waverly learnt an important lesson from it. She caused a scene in the middle of the street following an argument with her mother, ~~over~~ <sup>over</sup> Linda, <sup>over</sup> Linda's constant talking and bragging about her <sup>daughters</sup> chess success. Waverly doesn't see that Linda is simply bragging <sup>and talking about it</sup> for her as she wants her daughter to have "Chinese humility and American circumstances" and one of the most important Chinese customs is humility. Following her outburst Waverly stops playing chess, but a week later decides she's ready to start playing again. However, just as her mother warns her, ~~the~~ Waverly is unable to get back to the standard she used to play at and consequently learns an important lesson about her "Invisible Strength" and how not to <sup>abuse</sup> ~~misuse~~ its power.

Tan creates fate in her novel and makes it a key <sup>element</sup> ~~theme~~ in many of the stories making up the novel.



## S19

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

Things Fall Apart represents a period of Nigeria's history where 'change' completely altered its previous assumptions in ~~less~~ terms of its future.

Change is most apparent in the main character Okonkwo. A man of great prominence in Umuofia, his fame "rested on his personal achievements" including the traditional rituals of wrestling. Okonkwo believed that men who did not display traits of masculinity were not men even going so far as to scold another member of his tribe stating "This meeting is for men". Immediately, the ~~witnesses~~ witnesses were alarmed at his words revealing Okonkwo's devotion to the past was far deeper than anyone else in his clan. Ultimately ~~Okonkwo~~ Okonkwo's resistance to change lead to his life 'falling apart' and his death. As the clan were more flexible and compliant, they prospered for the longer term.

Colonialism overturned Igbo culture, mentioned in ~~the W B Yeats' epigraph~~ the poem 'Mango Seedling'



by Achebe's friend where a mango seedling struggles to survive against a modern concrete building. Here, Okonkwo and the colonists are allegorical to the seedling and the building respectively. He struggles to acknowledge the shift in perspective of his clan, even "mourning for the war-like men of Umuofia". In his view, his ideals and history have died and he is left alone in this new world.

Okonkwo's family also undergoes significant change as his son Nwoye converts to Christianity. Nwoye had always been a problem for Okonkwo due to his "incipient laziness". ~~Indeed~~ Indeed, Ikemefuna seemed to have replaced Nwoye from ~~Okonkwo's~~ Okonkwo's side as he describes his adopted son as a "yam tendril, full of the sap of life". By likening Ikemefuna as a yam "the king of crops", Achebe again instils Okonkwo's deep-rooted beliefs of masculinity. Nwoye's eventual departure from the family mimics W. B Yeats' epigraph where the "falcon~~s~~ cannot hear the falconer". This relationship of master and servant is completely destroyed although it was <sup>clearly</sup> a strained relationship from the start. Ikemefuna's death is ~~likened~~ akin to the "snapping of a tightened bow" as Nwoye and (inwardly) ~~Okonkwo~~ Okonkwo's support crumbles and their course of life changes.





Okonkwo is not alone in his fear of change. The elders display disgust at the fact that Unwofia's "own sons" and "own men" have turned their back on their culture. Indeed, Enoch's unmasking of the Egonwunso couple ~~debunks the clan's view~~ wipes away the magical illusion of the religious rituals and leaves the witnesses demoralised and shocked. The fact that Enoch was once a member of the clan, highlights the extent of the tear that the converts left in Igbo culture. Achebe's own parents were converts and he even changed his name to Albert before reverting back to Chinua, perhaps an act of defiance and pride in recognising his birth culture and that of his ancestors. Despite having said this, Achebe grew up "at the crossroads" of Christian and Igbo culture and so gives a balanced account of both extremes; ~~the~~ the purpose behind the novel was to ~~take a stand against~~ <sup>take a stand against</sup> ~~align~~ with Edward Said's Orientalism where colonial powers viewed foreign territories (especially Africa) as a "primal void"; Achebe confronts this view by indicating the clan's emotional complexity as their families began to turn on their history and the toll this took on the clan.

Change is significant in *Things Fall Apart* as it shows the dangers of both allowing it to happen (culture/history uprooted) but also not allowing it to happen,





(Okonkwo's suicide despite his masculine ideals where suicide is considered womanly). Change can be good but only if you resist aggressiveness or ignorance, otherwise, things may 'fall apart'.



## S20

Chosen question number: **Question 4** ☒ **Question 5** ☒ **Question 6** ☒  
**Question 7** ☒ **Question 8** ☒ **Question 9** ☒  
**Question 10** ☒ **Question 11** ☒ **Question 12** ☒  
**Question 13** ☒

The relationship between Ikemefuma and Nwoye was a very solid one that of brotherly love, care and support. Ikemefuma was Nwoye's rock, his beam of light guiding him to a successful future.

From the beginning of the book we see that Nwoye was a cause of stress and worry to his father. Okonkwo's main goal in life was to be a successful, wealthy, physically and mentally strong warrior, someone who was feared throughout Umuofia. He despised laziness or idleness as he instantly attributed it with the traits of his father who he aspired to be the complete opposite of. Therefore, Okonkwo was hard on Nwoye as he saw familiar traits in him to that of his own father, Unoka. For that reason, from an early age there was an essence of resentment in Nwoye towards his father. He carried his resentment with him throughout his life which could have been



Something that contributed to joining the missionaries when they arrived.

When Ikemefuma was taken <sup>from his tribe</sup> as a sacrifice and was moved in with Okonkwo and his family, he immediately caused a shift in the atmosphere of Okonkwo's living compound. Okonkwo immediately adopted him as a son because in Ikemefuma he saw traits that were beloved to him. He saw a hardworker, a physically strong young boy with great potential. The arrival of Ikemefuma directed Okonkwo's attention away from Nwoye.

As time passed by, Ikemefuma became a magnificent role model for Nwoye. Nwoye saw his father's admiration and love for Ikemefuma and began to aspire to be like him, perhaps in the hopes of attaining ~~that~~ the same love and mutual respect from his father. Ikemefuma immediately became a big brother figure to Nwoye. He taught him many attributes required to become the perfect son. Therefore, he was Nwoye's mentor, his guidance, and watched over him like a farmer watches over his flock. He was also the ~~strong~~ source of Nwoye's happiness as Nwoye received beatings from Okonkwo less frequently in Ikemefuma's presence.



Another thing Ikemefuna did was to teach Nwoye the power of storytelling. He taught <sup>that</sup> ~~that~~ the stories you choose to believe in shape ~~you~~ who you are and determined ~~the type of person~~ you. What morals you will hold to be correct. Nwoye preferred to listen to his mother's stories as they best suited his personality. However, Ikemefuna encouraged him to listen to ~~his~~ ~~father~~ Okonkwo's tales instead, tales of strong minded, powerful ~~in~~ warriors of old. It pleased Okonkwo immensely to ~~to~~ see the change ~~for~~ <sup>that</sup> Ikemefuna had stirred in Nwoye.

When it was ~~to~~ Ikemefuna's death was decided upon, Nwoye, although he was naïve, instantly knew that something was wrong. He knew because of his strong connection with his ~~brother~~ Ikemefuna. ~~His~~ ~~to~~ Their bond encompassed all bonds allowing him to feel the loss of his supporter and role model in his bones.

Even when dead, Ikemefuna continued to teach Nwoye to embrace and follow his moral compass. His death marked the final straw for Nwoye. It manifested to Nwoye that the rules and regulations of Umuofia were morally



incorrect and unjust' and served virtually no purpose. It encouraged him to follow his heart and love for story telling and join the missionaries in their call to peace and love for all.





## S21

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

### Plan

P<sub>1</sub> = Context - fought in war?

- not part of Amy Tan's life?

- not discriminated against in China

P<sub>2</sub> = Surround the female characters - on sideline

~~Only important for story through~~

P<sub>3</sub> = Men don't always have to be part of  
main picture

Within the novel 'The Joy Luck Club' (TJLC) the author, Amy Tan, mainly focused on the female characters in the story, however without the male characters it could be argued that the story plot wouldn't move along.

At the very front of the book Tan dedicated the book 'To [her] ~~new~~ mother and the memory of her mother' which does not include any father ~~figure~~ figure. This can influence the reader to believe that



she didn't have many father figures present in her life and wanted to highlight the importance of female characters without the mention of the male ones.

In the book we are ~~shown~~ presented to Lindo Jong's story, when she has been told who to marry at ~~a~~ the age of two. She had no choice but to agree with the matchmaker and later became wife to Tyan-<sup>Yu</sup>~~Yu~~ who treated her like a servant. This story greatly represents the discrimination ~~at~~ against females in China in the ~~22~~ 20<sup>th</sup> century and how they render powerless in front of males.

This idea may have been a catalyst for Amy Tan who's novel greatly focuses on the mother-daughter bond without many mentions towards the males.

Rose Hsu Jordan was married to Ted Jordan and she claims she 'was victim to his hero' which shows how he has left her powerless within their marriage. ~~there~~ However Rose quickly gains her voice back and manages to have a proper conversation with Ted and divorce him which mirrors the events of her mother's, An-Mei, experience when she gained her voice and ~~soul~~ soul after her mother's



she then became feared by her mother's husband

suicide. 'she would rather kill her own weak soul to give me a stronger one'. This shows how the female characters in the book were able to stand up to the male characters by themselves and what little role they played in the lives of the female characters.

Although it could be argued that without the male characters the story wouldn't have evolved. Without the presence of Jing-Mei's piano teacher she would have never learned about her mother's real intentions of making her a child prodigy. Another example could be the old man that taught Waverly how to play chess, she ~~would~~ wouldn't have been so critiqued by her mother.

In conclusion Amy Tan didn't center her stories on the male characters at all however she did use <sup>their faults</sup> ~~faults~~ in order to highlight the strength of the female characters.



## SECTION C: MODERN PROSE

### Question 4

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S10    | This is an assured and perceptive response. The candidate fully engages with the question and the response is focused throughout. Some excellent points include the news about Tom's death lasting two days and the comments about Tom's brutal murder. The points about Tom being 'dehumanised' and being compared with an animal are perceptive. Context is integrated. | Level 5<br>40 marks |

### Question 5

| Script | Commentaries   | Mark                |
|--------|--|---------------------|
| S11    | This is a lengthy and unusual response. The candidate does not consider the most obvious friendships between the children in the novel; however, some good comment is made about Scout's friendship with Walter Cunningham. The candidate also considers the friendships between Atticus and Mrs Dubose and Scout and Boo. There is some narrative and not all ideas have been developed. There is a sound awareness of context and a range of examples. | Level 3<br>24 marks |

### Question 6

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S12    | The candidate makes some reasonable points about the character of George, but there is some confusion and some points are unclear. The candidate has replaced the original response (please do refer to specific marking guidance in the mark scheme). There is some understanding of the character and there is an attempt to include some contextual comment. | Level 2<br>14 marks |



|     |  |                     |
|-----|--|---------------------|
| S13 | In this personal response, the candidate engages with the question and demonstrates a sound understanding of the character. The point about George having ‘a level of power’ requires further clarification, but there are other good points about George having to take responsibility for Lennie and how George is a father figure. There is reference to context and some close reference to the novel. | Level 3<br>22 marks |
|-----|--|---------------------|

## Question 7

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S14    | In this response, the candidate provides a range of ideas and each paragraph has some reference to context. There are points about George and Lennie owning a piece of land, Candy’s offer of money, how the dream gives Candy a purpose in life, Curley’s wife’s dream and other points about George and Lennie. The candidate meets all of the criteria for Level 3 and this just slips into Level 4, as the response offers some thoughtful comment.                   | Level 4<br>25 marks |
| S15    | The candidate demonstrates an assured knowledge and understanding of the novel and uses an impressive range of quotations to support the points made (especially as this is a closed book examination). On occasion, a sharp focus on the question is lost but is then regained towards the end of the paragraph. Contextual points are made, but could have been developed a little further. The section about Crooks could have been expressed a little more concisely. | Level 5<br>34 marks |

## Question 8

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S16    | After a tentative start (‘to a certain extent’) the response improves, particularly with the points about man’s relationship with nature and references to Maori culture. There are contextual points, such as the comments about the whales being grounded in tradition and the reference to Maori views. The response is not sustained and more coverage of the novel would have benefited this response. | Level 3<br>24 marks |





## Question 9

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S17    | This is a structured response that considers the love shared between Nanny (Nani) Flowers and Kahu, Kahu and Koro, Koro and Nanny, Kahu's love for the Maori tribe and Nanny's love for Maori culture. Points are valid and a wide range of well-remembered quotations have been included. Contextual points are made, but often these are very brief. This is a sustained and thoughtful response. | Level 4<br>30 marks |

## Question 10

| Script | Commentaries   | Mark                |
|--------|--|---------------------|
| S18    | The candidate demonstrates a sound understanding, but not all examples illustrate fate in the novel. Some relevant examples are given, such as the pendant, Ying-ying's marriage to Clifford, Ying-ying's intervention resulting in Lena speaking up for herself and fate that led Waverley into learning to play chess. There is some narrative and very little consideration of context. Some ideas require further development. | Level 3<br>20 marks |

## Question 11

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S21    | The candidate demonstrates a thorough understanding of the novel in this response. There is a focus on the question and there are some maturely expressed ideas. The candidate comments that although the novel mainly focuses on the women, it can be argued that male characters move the plot along. A thoughtful and interesting approach to the question is taken and there is personal engagement. Some contextual points are made. | Level 4<br>27 marks |



## Question 12

| Script | Commentaries   | Mark                 |
|--------|--|----------------------|
| S19    | The candidate has demonstrated an assured and perceptive understanding of the novel. A wide range of points have been made and ideas are supported with integrated selective quotations and contextual comments. This response is above and beyond expectations at this level and is more Advanced Level, particularly when referring to critics. Ideas are maturely expressed and the final concluding sentence concludes the essay very effectively. | Level 4<br>40+ marks |

## Question 13

| Script | Commentaries   | Mark                |
|--------|--|---------------------|
| S20    | This response explores the relationship between Ikemefuna and Nwoye. The candidate begins by commenting on the 'brotherly love' and how 'Ikemefuna was Nwoye's rock', but at times the response reads like a character study of each rather than exploring the relationship. Contextual comments are made throughout the response, but are often brief. There is some narrative and at times, the response appears to lose focus on the question; however, there are some relevant points and the answer is sustained. | Level 4<br>26 marks |



# 4ET1/01R



## S22

### Question 1

In the poem "My Box" the poet uses language, form, and structure to represent 'the box' as and its contents as the love the poet and her 'lover' had for each other.

The poet uses rhyme within the first stanza of the poem. The ending of line 2 "me" rhymes with the ending of the fourth line "key" which can represent how they were made to love each other as her significant other acts as a key but this can also represent how her significant other is overly protective of their relationship adding security measures to the box which contains their love. The poet also uses strong descriptive language in line 6 "saw," "sanded and oiled and plained". This could represent the effort that they have gone through to build their relationship and making it the best out of it though to contrast this view as 'the box' was a gift to the poet from her significant other this can demonstrate that her significant other was putting so much effort into the relationship while she herself didn't go as far.

The structure of the poem could also represent ~~the elegant simplicity~~ how quickly time goes by when she the poet is with her significant other. ~~the poem is split up~~ In the second stanza the poet the second stanza is one sentence yet has a flow / rhythm to it which can demonstrate the idea ~~showed~~ previously mentioned or it as the stanza talks about what the poet has done to



contribute to this book of memories, it could represent how little time the poet has spent contributing to their relationship. The title "My Box" can indicate how the poet is taking it for herself and thus only accepting the benefits of their relationship rather than contributing a lot towards it.

This is however contrasted by the fact she "leaves it there for you to read" (the 'you' being her significant other in this context).

The poem is a dramatic monologue and only shows the poet's relationship from her view. To her her relationship is valuable which can also be seen or inferred ~~with~~ by the descriptive language she uses. "Golden oak", "bright tree", "A golden tree" the use of the word 'gold' portrays that the box and her relationship are both valuable to her.





## S23

### Question 1

The writer present "my box" poem by structured it same amount of length in each stanzas like a box. This poem presented the theme of mysterious and also explored euphemism in the poem.

In the poem "My box" present the writer presents the descriptive skills as the poem is describing and telling what's in the box which in each stanzas conveys different item and that is described by using range of techniques such as alliterations, repetition of "my box" and Imagery which emphasize ~~the description~~ how descriptive and effective it is.



## S24

### Question 1

The writer passes, the box is something of antique and high value that their lover had gifted towards them. The poet perhaps uses the box to describe her and her lover's memories together and she is reminiscing about all the good times she had, "how we have sanded, oil and planned, planted a garden, built a wall." This implies that they have gone through ~~dark times together~~ the best of times together but also the worst of time together.

On the last stanza she said, "I leave it for you to read, or them, when we are dead, how everything is slowly ~~over~~." This implies that no matter life or death, she wish to further remember the moments they share as love could metaphorically be the box her lover has for her. Making sure that the love he gave her was safe as she said, "He fitted hinges and lock of brass and a bright key", her lover also made sure it's filled with beautiful memories - "found the wild heartease, drilled a wall" - With beauty comes with pain, with good times comes with bad, the prejudice of love she could be implying. ~~perhaps she~~

Perhaps she choose to write it in 3 ~~stanz~~ simple stanzas to imply her feelings are at ease, ~~not me~~ no rules or overthinking as the 'box' / love she recieved was all she ever wanted.



## S25

### Question 1

Plan

Intro

P1 - language, ~~from start to~~ box as holy/sacred.

P2 - ~~example~~ form: ~~the~~ three stanzas 8 lines

P3 - Structure: making the box, content of box, what of it.

P4 - interrelationship

Conc.

My Box by Gillian Clarke

'My box' is a poem describing a box that is sacred to a lover. ~~Then~~ ~~the~~ Gillian Clarke describes the box in great detail and signifies holiness and a sacred view of it. This is done using a multitude of language devices and is ~~exp~~ reflected in the form and structure of the poem.

The title, "My Box", is an instant indication of what the poem is about. Boxes typically carry contents inside them and, <sup>causes</sup> ~~renders~~ the reader to understand that there must be something of significance about the box. The poem conveys this idea of importance by describing ~~the~~ it (the box) as "made of golden oak". The use of the word golden suggests high value ~~of~~ and great significance to the reader about the box. The greatness and sacredity of the box is also highlighted when Clarke



writes "he made it out of winter nights". This ~~star~~ line ~~and~~ suggests that the box was made through struggle and hardship, as it is indicated by the phrase "winter nights" — winter ~~and~~ indicates a time of struggle and infertility and night highlights the long hours slaved away at making the box. To some extent, it could be argued that the box is symbolic of Clarke's ~~relationship~~ relationship with ~~their~~ <sup>her</sup> lover. That being, a difficult one but with great efforts, a happy relationship. It is also indicated that their relationship ~~was~~ had grown and that the couple possibly grew old together. This is shown in stanza two, where Clarke describes "how [they] have sanded, oiled and planed... planted a golden tree". This presents the contents of the box as ~~is~~ important as it holds information on a plethora of ideas.

The form of the poem is also a significant aspect to tying in the ideas of the box. A box is a rigid, formed object which is shown in the three stanzas and eight lines that ~~the~~ Clarke writes in. It is key to recognise that each line begins with the box being mentioned. The first line literally begins with "my box" ~~and~~ which effectively highlights the importance of it to the reader. The tenth line, first line of the second stanza,





begins with "In my box" which is indicative of the ideas of the second stanza being about ~~the~~ why the box is important. ~~Firstly~~ The seventeenth line, the first line of the third stanza, alludes to the purpose the box serves as it shows where Clarke keeps the box. Finally, a crucial ~~these~~ symbol in the poem is the importance of the golden tree. Each line ends ~~in~~ with "golden tree" which shows that ~~the~~ Clarke feels great sentiment towards ~~the~~ tree.

Another vital part of the poem is its structure: ~~the~~ the means of in which the ideas are conveyed. The first stanza begins with how the box is made and its physical description. It had "hinges, and a lock of brass" which ~~of~~ connotes ideas of value in physical means — as brass is a strong metal. ~~the~~

To conclude, the box is presented as a sacred and ~~a~~ borderline holy object by Clarke. It is evident through the use of multiple literary techniques and structural ~~through~~ devices such as the rigidity of the poem and the reflection of that in the form of the poem.





## S26

### Question 1

The poem, 'My Box' the poet used a series of writing techniques such as personification and also imagery, which has helped to present the box and its contents.

The use of a free verse structure and also regular stanzas and the simplicity of the title also help to present the box.

The title of the poem 'My Box' is significant as the use of the possessive word 'my' suggests that the box is special to the woman and was crafted especially for her. The word 'Box' is very vague and leaves the reader speculating as to what could be in it.

The poem is written in three octaves and is written in free verse. The set length of the stanzas may be used to represent the three steps her lover did when making the box; "sanded, oiled and planed". The length of each stanza possibly suggests that her lover put in a lot of time and effort to craft the box during every step he did. The <sup>use of</sup> free verse juxtaposes the structure which suggests that the contents of the box are wild and do not have any set meaning.

The box is made out of "golden oak". Oak is a hardwood material which takes many years to grow.



Therefore From this we can infer that the speaker's lover put in took a lot of time and perseverance to make craft the box. In addition, the adjective "golden" gives the box luxurious connotations which suggests that her lover treated her like royalty.

In addition, her lover engraved a "golden tree" on the inside of the lid. This can cause the reader to wonder what the significance of the "golden tree" is. It also demonstrates the level of detail that her lover added to the box when making it. This can make the box seem more sentimental and special to the woman.

In stanza two, the phrase "twelve black books" is used to convey the contents of the box. The plosive 'b' sound can suggest that the books are exploding with memories of the woman's life with her lover. The simplicity of the books gives them a resemblance to bibles. This suggests that the books are sacred to the woman.

The use of commas to separate and list out what has been written down in the books help to create a long list like effect. The woman and her lover did tasks such as to "plant"



a garden, built a wall." The repeated use of commas demonstrates all the memories which they've created together and could possibly show how they spent a lot of their lives together. \*

Lastly, ~~then~~ it is evident that the woman wants to share the contents of the box in the phrase "Its key ~~is~~ is in the lock." The use of monosyllabic words suggests that there are no barriers to getting into the contents of the box and she is willing to share them freely. This. The reader can also infer that within the books in the box, there are very happy memories.

Overall, in the poem 'My Box' the poet uses language techniques to convey the hardships of making the box and also the contents of the box.

\* ~~The~~ The use of commas also creates a nostalgic tone as the woman thinks back to all the memories that she has created with her lover when she looks within the contents of the box.



## SECTION A: UNSEEN POETRY

### Question 1

| Script | Commentaries   | Mark                |
|--------|--|---------------------|
| S22    | In this first example, the candidate demonstrates a sound understanding of the poem, although some interpretations are different. There is comment on the rhyme and structure and exploration of how the 'significant other' is the speaker's 'key'. The candidate comments on how the couple could have gone through much in their relationship and this is mirrored in the making of the box. There is a suggestion that the relationship is one-sided, with the 'significant other putting so much effort into the relationship'. The candidate appreciates that the relationship is valuable. This is an unusual response, but some valid points have been made. The candidate comments on some of the language in the poem.   | Level 3<br>10 marks |
| S23    | This is a very brief response and very little is actually said. The language points are not supported with evidence from the poem and ideas are vague. The response is simple and there is limited use of evidence.  | Level 1<br>3 marks  |
| S24    | The candidate demonstrates some understanding of the poem and suggests that the couple have gone through good and bad times in their relationship. There is recognition of how memories are important in the poem and there are some brief comments in relation to language and structure. The final point, 'the box/love she received was all she ever wanted' is valid. More close analysis of language and structure, and more examples would have benefited this response, but there is some here.   | Level 2<br>7 marks  |
| S25    | This is a sustained response. The candidate structures the essay and provides a focused and developed response. Ideas are supported with relevant evidence and a range of points have been made, such as the significance of the contents of the box, its high value, the struggles and hardships and how the couple have grown old together. Particularly good points include the exploration of winter nights and how the box is 'rigid' and solid, just like the relationship. In the introduction and conclusion, the candidate refers to the 'multiple literary techniques' used, but does not explore these. Other points could have been developed further, such as the 'plethora of ideas'; however, a thorough understanding is demonstrated and some thoughtful comment offered. | Level 4<br>15 marks |



|     |  |                     |
|-----|--|---------------------|
| S26 | <p>In this final Question 1 exemplar, the candidate demonstrates an assured understanding of the poem. Some very good points are made, such as: the sentimentality of the box; 'resemblance' to the Bible; the 'keys in lock', so that you can explore the contents of the box should you wish to, and the references to 'perseverance', 'crafted' and 'exploding with memories'. The candidate gains confidence, but there are some repeated ideas and more could be included. The point about the 'contents of the box are wild' could have been explored in a little more detail.</p> | Level 5<br>18 marks |
|-----|--|---------------------|





## S27

Chosen question number: Question 2 ☒ Question 3 ☒

The poem 'search for my tongue' refers to the memories of the writer's native tongue, Punjabi, and how it had been lost in favour to the foreign language when she studied abroad. The poem was written in free verse and has no proper rhyme scheme, which could suggest how the writer is unfamiliar with foreign language. The writer presents the loss of her memory on her native tongue as it could 'rot and die' in her mouth, and compares the revival of her memory of her native tongue to a plant where it could 'grow back' and 'blossom' out of her mouth.

The poem 'Poem at Thirty-Nine', however, is about the memorial of the writer's father. The poem refers to how the writer misses her father as an adult, and also during her childhood. It refers to how she regrets because her father works hard as a manual labourer, teaches her everything including; how to manage a savings account, the fact that telling the truth doesn't always result in her being beaten, teach her how to cook, etc. The ~~poet~~ writer wishes that her father could live with her for longer.

Both poems <sup>were</sup> ~~was~~ written in free ~~form~~ verse with no proper rhyme scheme, which could suggest innocence and memories during childhood. The poem 'search for my tongue' was written more passively while ~~the~~ 'poem at Thirty-Nine' ~~was~~ implies more negative emotions.



## S28

Chosen question number: **Question 2** ☒

**Question 3** ☒

P1) Intro.

P2) Memory of past

P3) How they feel now.

P4) Conc.

Both poem "Search For My Tongue" and "Poem at Thirty-Nine" describes about the poets' memory <sup>by dramatic monologue structure</sup>. However, ~~See~~ from "Search for my tongue", Sujata displays about losing memory of her first language and get confuse with her identity. On the other hand In "Poem at thirty-nine", Alice describes the memory of childhood and her father.

The poem "Search for my tongue" ~~is~~ structure is free verse and also write her first language : Gujarathi in the middle of the poem to show her identity of indian. she is using repetition of "you" to talk directly to reader. This can also suggest that she is addressing who are only interest in learning new language. She also used metaphor: ~~the~~ "your mother tongue would rot" to illustrates if the "mother tongue" has been rot, you are unable to use again and useless. "rot and die" ~~conveys~~ conveys negative feeling that Sujata is ~~not~~ regretting about she didn't realize about the importance of Gujarathi.

However, in "Poem at thirty-nine", is also the free-verse



structured poem. She is <sup>extremely</sup> ~~missing~~ <sup>her</sup> ~~his~~ dad. When she was young her dad taught her about the financial information. "the form" illustrates that there was no freedom to her and she didn't have choice. Nevertheless, she didn't know the importance of money by describing money as "bits of paper". She thought money is unimportant, and to teach her the importance her father uses violence to her. ~~the~~ The structure of stanza two shows her father is using ~~the~~ violence by ~~random~~ reducing the length of sentence. ~~He also makes her feel~~. By the way, "before the end" demonstrates her father has ~~dead~~ <sup>has</sup> and <sup>his</sup> teaching has been also finished.

In "Search for my tongue", Suratta indicates her re-learning and developing herself of ~~Suratti~~ ability of Gujarati. She uses metaphor of plants which can ~~highlight~~ describe as even ~~as~~ now she forgot her "mother tongue" she can grow further and become stronger. She displays learning <sup>and speaking</sup> ~~Suratti~~ ~~and~~ Gujarati as the plant blooming. "by" "opens in my mouth, it pushes the other tongue aside". The "tongue" that newly grew up and come out from her mouth is same as how plant "blossoms out".

On the other hand, Alice used "!" (exclamation mark) in the end of the sentence: "How I miss my father" emphasizes ~~that~~ after her dad dead, she is missing him too much. The exclamation mark shows her exaggerating mind of missing him. ~~##~~ This strong memory remains to her and messed up her life. But, it also conveys strong emotion and memory to let Alice doesn't forget about.



father. She is able to maintain her childhood memory. Therefore, she can <sup>spend her</sup> ~~use~~ money in right way.

Both poem displays about their negative memory from the foreign country, and ~~during~~ <sup>during</sup> the childhood. However, as time passes, they find their own way to reduce the bad ~~feelings~~ feelings. For example, Sujata thinks that she can do it as plant grows and ~~the~~ <sup>has</sup> positive behaviour. Also, Alice ~~try~~ <sup>tries</sup> to think positively that she can keep memory of her father for long term.





## S29

Chosen question number: Question 2 ☒ Question 3 ☒

P1 → SFMT: extended metaphor, PA39: reminiscing

P2 → no structure for both + no form

P3 → significance of the parental role.

Both poems talk about memories and how the emotions that are attached to the memory affects the speaker. In 'Search For My Tongue (SFMT)', Bhatt uses an extended metaphor of a flower growing to represent the memory of her speaking and understanding Gujarati, her native language (mother tongue). ~~she uses the word "blossom"~~ She says "the bud opens in my mouth." The use of imagery here ~~shows that the reader must~~ paints the image of a strong memory as the plosive 'b' sound and the harsh 'd' constant creates the image of a strong and impatient memory. However, in 'Poem at 39 (PA39)', creates a tone of reminiscence as she states that she's "staring into the fire." By using this, Walker implies that she's meditating on the thoughts of her father, and by using the imagery of the Elda 'fire' creates the <sup>idea</sup> image of a strong and important memory as fire is essential to all life on ~~earth~~ Earth, ~~thus implying~~





Both poems do not follow any sort of ~~form~~<sup>form</sup> or structure. ~~but~~ <sup>is</sup> In 'Search For My Tongue', Bhatt writes the poem as one long stanza, this creates the idea that the poem is a train of thought as she also includes the use of enjambement. By doing so, Bhatt alludes to the notion that the memory of her speaking / understanding Gujarati is a long chain of thought that is forever ingrained into her brain. This is similar to 'Poem At 39' as Walker also uses enjambement to represent the chain of thought that helped bring about the memories of her father. But, Walker's poem is split into stanzas, the first 3 have undertones of regret and the last 3 have undertones of acceptance. The first 3 stanzas uses ~~words~~<sup>phrases</sup> that have negative implications like "How I missed my father" or "Escaped the life he knew." And in the last three stanza, Walker uses phrases with positive implications like ".... look and come just like him." or ".... would've grown to admire." This ~~contrast~~<sup>is</sup> also similar to 'Search For My Tongue' as Bhatt has regretful undertones in the 'stanza' before the phonetic pronunciation of Gujarati as she uses confrontational language "that You ask me what I mean." The use of 1<sup>st</sup> ~~person~~ person and 2<sup>nd</sup> person pronouns highlights the idea of her being regretful of the idea of losing the ability to speak ~~to~~



Cujurati. That does change as in the 'stanza'  
after the phonetic pronunciation of cujurati as  
there are undertones of triumph ~~as~~ due to the  
fact that she remembers how to speak Cujurati  
"It blossoms out of my mouth." The use of 'blossom'  
creates a positive imagery of her remembering Cujurati  
as how she ~~felt~~ feels triumphant. Both Bhatt and  
Walker use the lack of structure and form to  
express their emotions about their memory<sup>of</sup> returning.  
~~Both Bhatt and Walker use the lack of structure  
and form to create~~

~~With the first stanza~~  
Bhatt and Walker present memories as free flowing  
with undertones of regret, triumph and ~~her~~ acceptance  
as it is important to them as it links back  
to important things in their life; Bhatt to her  
language and Walker to her ~~her~~ father.



## S30

Chosen question number: Question 2 ☒

Question 3 ☒

PLANNING:

SLIME!

Sonnet 116

Remember

~~Paragraph 1:~~

~~Paragraph 1:~~

Personal thought: love is

personal thought: love is

real  $\Rightarrow$  remember this

real  $\Rightarrow$  remember this/me!!

$\hookrightarrow$  not desperate  
tone

$\hookrightarrow$  desperate  
tone

Love is strong/reliable

Love is not reliable/can change

Love doesn't change with  
time

Love does change with time

void

$\hookrightarrow$  change in mood

Iambic pentameter

Regular rhyme scheme

Sonnet



'Sonnet 116' by William Shakespeare ~~is~~ shows his personal feelings about love to the reader and encourages them to also find love to experience its magic and truth. ~~is~~ 'Remember' by Christina Rossetti also presents her feelings about love, however, in her sonnet, Christina ~~is~~ not trying to convince the reader to find love. She is trying to encourage her lover to remember her after her death.

However, ~~Christina~~ Rossetti does not want her lover to have to go through such a hard experience so, after the word 'yet' her poem changes moods through the use of a volta and the sestet ~~emphasises~~ employs her lover that it is better to 'forget' her and 'not grieve' than they 'should remember and be sad.' These contrasting ideas connote the ~~the~~ battle which is occurring in Rossetti's mind as she is desperate not ~~to~~ to be forgotten, as shown through the repetition of 'remember', but also ~~she~~ wishes her lover happiness after her passing.

Though 'Sonnet 116' doesn't have a volta, it shares ~~is~~ its Sonnet form, regular rhyme scheme, and beat with 'Remember.' Shakespeare's use of the regular rhyme scheme and ~~the~~ iambic pentameter suggest the consistency of love and how 'it is an ever-fixed mark.' The use of natural imagery in this quotation connote that love is like a lighthouse which guides and remains strong even in the



worst of "storms." Furthermore, Shakespeare says 'Love's not Time's fool' which uses personification to suggest that love doesn't change with the passing of time and remains constant.

In 'Remember' however, Rossetti doesn't feel the same as time can take her away from her loved one and bring her to the 'silent land'. ~~The~~ This example of euphemism suggests she may die very soon and wishes her lover to not think her dead but rather <sup>imagine her</sup> ~~as~~ on a journey from which she will return <sup>from in order to</sup> to prevent him from mourning and grieving at her death. On the other hand, Shakespeare believes love will remain and follow him even after death as shown through the quotation 'It bears out even on the edge of doom.' Shakespeare also uses euphemism in this quotation but he does so because ~~as~~ he doesn't want to think of death but only wants to think about the true love he knows now, and encourages the reader to do the same.





## S31

Chosen question number: Question 2

Question 3

Sonnet 116

- unrequited view of love

La Belle Dame Sans Merci

- one sided love

thoughts:

- love is everything

"If this be error and  
upon me proved"

"even-fixed mark"

"a never-shake"

- love will fail you

"cold hill's side"

"no birds sing"

Alone"

Intro:

2: 116: talks about love → love is everything

→ form

3: CBDSM: how love fails the knight

→ love is bad

1: Similarity - talks about → love is everything

→ 1BDSM - @ beginning

end: compare both → similarity + difference

about personal thoughts of love



In 'Sonnet 116', William Shakespeare presented his personal thoughts about love as it "it is everything, ~~showing~~ indicating of the thoughts and beliefs of an unrequited love. However, in 'La Belle Dame Sans Merci', John Keats ~~rep~~ presented love as a pathway to failure and isolation.

To start of, ~~both poems~~ in the beginning of both poems, Love is seen as a beautiful thing. In Sonnet 116, Shakespeare presented love as a thing that could never be affected and change, where it would always stay pure; "ever-fixed mark". In addition, the poem 'La Belle Dame Sans Merci', Keats also presented love like a supernatural thing that couldn't be ~~identify~~ identify; "faery".

However, in 'La Belle Dame Sans Merci' the thought of love changed after the knight met the "lady" and was fooled by her. The ~~use~~ word "alone" and "palely" at the start of the poem foreshadows of the failure <sup>of the</sup> knight at the end of the poem as it is also repeated in the last stanza, ~~an~~ showing that love failed him. Moreover, the word such as "I shut her wild eyes", "asleep", "cold" and "horrid" also foreshadows the same event. These words link to death as if the knight has ~~fallen~~ met death and fell into despair after he "made love" with her. The use of euphemism suggests that the knight knew that he was doing ~~the~~ things that is wrong but still forcefully do it, which result in him failing in love, only having a one sided love. Furthermore, the poem is made out of four regular lines, quatrains which



may also suggested that one sided love was normal at that time and often happens. Which this shows that the idea of love wasn't a thing at that period of time.

On the other hand, William Shakespeare presented love in 'Sonnet 116' as ~~everything~~ everything, an unrequited love. In the poem, Shakespeare described his personal thoughts of love as something that could not be separated. ~~as the~~ "love is not love which alters when it alteration finds", this suggested that the view of love that Shakespeare has could never be changed; "never shaken". He also show that love will never change even death parts them away from each other or ~~time~~ as time goes by, "Love's not Time's fool", "even to the edge of doom". Moreover, in this poem, Shakespeare also dare people who think ~~that~~ he is wrong in the last two line, where he said that if he is wrong then no one ~~is~~ in the world would ever love. This ~~indicates~~ <sup>suggests</sup> ~~that~~ that his personal thoughts about love is very strong and will never change if it ~~is~~ really is true love. Sonnet 116' consist of one long stanzas and ~~every~~ every line ended with a rhyme which ~~each~~ <sup>suggests</sup> ~~energy~~ that Shakespeare is trying to show that his view of love is correct and that no-one should object with his thoughts.

To conclude, both poems convey about the thoughts of love in different ways, where in 'La Belle Dame sans Merci', John Keats shows that his thought of love is that love ~~is~~ is bad and will fail you. But in 'Sonnet 116'



William Shakespeare ~~describes~~ <sup>indicate</sup> ~~that~~ <sup>about</sup> his thoughts of love as a thing that would always go on and will never change, or unrequited love. Which this shows the difference in the personal thoughts about love for each poet.



## S32

Chosen question number: Question 2 ☒ Question 3 ☒

Sonnet 116 and La belle Dame sans Merci, both convey personal thoughts on love, however Keats in La belle Dame ends with a man being lonely fooled by love whilst Shakespeare ends with stating how love is the most powerful thing on earth.

Sonnet 116 starts by explaining how love is not love which alters when it alteration finds," The use of polyptoton with "alters" and "alteration" gives the <sup>opinion</sup> ~~effect~~ of ~~what~~ how love cannot be real if it can be changed, emphasising that love can never be changed no matter what and you will love the person you do until you die. This is further emphasised by the another polyptoton in the next line. Shakespeare believes that love cannot bend "with remover to remove," The verb "remove" tells us how Shakespeare feels love under no circumstances can be faded away and taken out of your life, that with the passion you have will stay with you. He explains it to be an "ever-fixed mark," to be "ever-fixed," <sup>time</sup> ~~word~~





phrase "ever" suggests infinity and how the writer thinks till the end of time ~~time~~ you will love no matter what. On the other hand, Keats starts off with "a knight out of luck with love as he ~~is~~ <sup>was</sup> "A lone and palely loitering," Keats perhaps opened with the knight being ~~by~~ alone to show, with the absence of love, you feel ~~unsatisfied~~ unsatisfied. The adjective "palely" emphasises how sick he is of being alone and how his face is washed out with tiredness and sadness. To be ~~a~~ "pale" ~~symbol~~ is a symbol of feeling dull and under the weather. The setting of sadness is ~~a~~ continued with the description of "no birds sing," this gives a sense of silence emphasising ~~the~~ how lonely the knight was at that point, ~~alone~~ ~~around~~ to "sing" is a positive, cheerful ~~verb~~ therefore the negative "no" to be a part of the phrase makes the setting seem more depressing and lonely. Keats uses this to show how being by yourself, with no companion, makes ~~an~~ an atmosphere of dismay and sorrow.

However not long after, <sup>a</sup> ~~the~~ lady comes by and captivates the knight. She ~~is~~ was explained ~~to~~ <sup>to</sup> "make ~~some~~ sweet



moon" the synaesthesia of the taste "Sweet" and the sound imagery of "moon" tells us how she so in love, the knight finds the noise she makes to be alluring and enchanting. Her ~~feels~~ <sup>happiness</sup> being so in love with this lady the knight even ~~allow~~ "sets her on (his) pacing steed," ~~the~~ For a knight to allow his ~~maiden~~ to sit on his steed is seen to make the ~~or~~ woman seen powerful as ~~a~~ <sup>was</sup> a steed ~~is~~ a symbol for power and to ride one made you important. For the knight to allow the lady to sit on it puts her on a metaphorical pedestal emphasising how ~~tried~~ love here, appears to make a man vulnerable. ~~Like Keats Shakespeare too shows love to be something that is~~ ~~captivating and alluring.~~ Keats shows how love ~~can't~~ be shaken ~~here~~ as the knight doesn't mind ~~a~~ losing his pride of ~~placing~~ <sup>placing</sup> his ~~lover~~ <sup>lover</sup> on the steed and making her look more powerful than him as he is ~~so~~ in love with her. Similarly, Shakespeare describes love to be "never shaken" the ~~not~~ negative ~~not~~ infinite ~~time~~ <sup>the</sup> adjective "never" shows how Shakespeare is certain love ~~contributes~~ is too stable and powerful for anything to



not only destroy it but to ~~destroy it~~ even  
"shake" it. The verb "shake" ~~is~~ emphasises  
the strength of ~~the person~~ <sup>the</sup> personification  
of love as ~~to shaking~~ is it won't even  
waver ~~the~~ ~~are~~ slightly ~~there~~ more.

Shakespeare refers to love as being a star too,  
the ~~person~~ metaphor symbolism of it being  
a star tells us how it's something beautiful  
and bright, something unshakable. The noun  
"star" ~~also~~ also could link to navigation  
and how star constellations hold meaning  
and help ~~boats~~ people navigate themselves  
in life. This love being referred to  
as a star may ~~be~~ have been made  
to describe love as something that guides  
you/ the stars and hold a significant  
meaning between you and your lover.  
Shakespeare perhaps feels without love you  
wouldn't be able to cope in life and  
would be lost.



## SECTION B: ANTHOLOGY POETRY

### Question 2

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S27    | In this response, the candidate makes some brief comments about both poems. There are some comments, such as 'she studied abroad' and Walker's father working as a 'manual labourer' that are more contextual and other points that are not explored in enough detail or are questionable: <i>Poem at Thirty-Nine</i> is not about childhood innocence and the emotions are positive rather than negative. There is a potential language point when the candidate refers to the 'revival of her memory' in <i>Search For My Tongue</i> but ideas are not developed. There is some here. | Level 2<br>10 marks |
| S28    | This response demonstrates a sound understanding of the poems despite some weakness of expression. Some fair points are made and the candidate recognises the use of the metaphor in <i>Search For My Tongue</i> . There is a good point made about the use of the exclamation mark in <i>Poem at Thirty-Nine</i> . Comparisons are made and the candidate refers to the question.  | Level 3<br>14 marks |
| S29    | The candidate presents a focused and detailed response to the question. There are good points about the use of plosives and some thoughtful and interesting comment about Walker 'staring into the fire' and how she is 'meditating', linking with her father who cooked, 'dancing' in 'yoga meditation'. Points are made about structure and the use of 'phonetic pronunciation of Gujarati' in <i>Search For My Tongue</i> . The concluding point about the 'lack of structure' contradicts earlier comments; however, the response compares the two poems effectively.               | Level 4<br>23 marks |



### Question 3

| Script | Commentaries   | Mark                           |
|--------|--|--------------------------------|
| S30    | <p>The candidate has chosen <i>Remember</i> to compare the named poem with.</p> <p>This is a sound response but ideas are not always developed and although there are a number of examples, there is not a great deal of coverage of the two poems. A variety of different terminology is used throughout the response and there is a range of evidence used to support the points made. The point in relation to <i>Remember</i> and how she is 'on a journey from which she will return' is incorrect; however, there is sufficient to place this in Level 3.</p>  | <p>Level 3</p> <p>15 marks</p> |
| S31    | <p>The candidate has chosen <i>La Belle Dame sans Merci</i> as a second poem.</p> <p>In this sustained and condensed response, the candidate makes some thoughtful comment and demonstrates a thorough understanding of the two poems. A range of evidence is used to support the points made and the candidate often uses selective quotations. The candidate maintains focus on the question and a very good point is made in relation to <i>Sonnet 116</i> and how Shakespeare's 'personal thoughts about love is very strong and will never change'. The point about 'unrequited love' in the poems, is debatable, but can be argued as a valid point.</p> | <p>Level 4</p> <p>22 marks</p> |
| S32    | <p>This response begins with a focused introduction and continues to explore both poems in detail. There is an impressive range of terminology that is used accurately, for example the use of polyptoton (the repetition of the same root word). Ideas are supported with examples from the poems and the candidate often uses selective quotations. An assured understanding of both poems is demonstrated and all points are fully developed. Although not all areas of the poems are explored, we cannot expect more in the time suggested for this Section (40 minutes).</p>  | <p>Level 5</p> <p>30 marks</p> |





## S33

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

To Kill a Mockingbird, Harper Lee

Explore the significance of racism in this novel

Harper Lee's "To Kill a Mockingbird" is set in the 1930s, in Maycomb, Alabama. Racism was very common at this time and Harper Lee presents it as a key theme in her novel. The characters that this theme applies to are; Atticus Finch, Mrs Dubose and Tom Robinson, ~~from~~ town of Maycomb. It is no secret that racism is the root of the problems in this novel.

Atticus Finch is a defense lawyer in Maycomb, who chooses to defend Tom Robinson - a black man - ~~when~~ in court when he is accused of rape. Atticus is against racism of any kind, he teaches his children, Jem and Scout, to think the same way. Racism is described as "the usual disease" in Maycomb by Scout, who Lee uses to tell her truths as a child. The way that Lee has described



the racism in the town suggests that is everywhere, ~~everyone can be racist~~ and that anyone can be racist. Also, the use of the noun "disease" presents the reader with Lee's hatred towards racism and how it is infectious and has a negative impact on society. Lee uses Atticus as her main mouthpiece to tell everyone her ideas and morals surrounding racism. ~~Atticus~~ Atticus is the single parent to his children, Jem and Scout, and when Scout uses the word "nigger", which is a racist slur, he tells her, "Don't say nigger Scout, it's common." By ~~calling~~ branding the word as "common", it suggests how ~~that race may be~~ racism links to social class in the town. In Maycomb, it is made clear that there is social hierarchy, with ~~the~~ the black community ~~being~~ at the bottom of it. Racism is factored into every aspect of life in Maycomb.

Mrs. Henry Lafayette Dubose is an extremely important character when talking about racism in the novel. She constantly speaks badly of Atticus and his work with Tom Robinson. In part 1 of the novel, Mrs. Dubose gives the children verbal abuse about their father Atticus. She says to them, "Your father is no better than the niggers and trash he works for," this angers Jem and causes



him to impulsively destroy her garden of camellias with a batten. Mrs Dubose's Camellias are a symbol of the hatred and racism in the town, and Jem ~~breaks~~ hits the heads off of the flowers in a rush of anger and a response to her racial comments. After the destruction of the camellias, there is a bed of greenery and "buds". The word "buds" is important to analyse the symbolism of the camellias, Jem has cut off the heads of all the plants so that new ideas and morals can grow over the top of the racism in the town.

Bob Ewell?

Tom Robinson is the character that the town's racism is directed at. When he is accused of raping Mayella Ewell, the town instantly turns against him and racism is thrown his way. Tom's trial and his death are the main focus of the ~~book~~ novel and in the town of Maycomb. Mayella Ewell's father, Bob Ewell holds a strong racial hatred towards the black community. Because, linking back to social hierarchy in the town, ~~there is~~ the Ewells are what Miss Maudie Atkinson describes as 'white trash'. After the abolition of slavery in America, there is no clear difference between



the black community and the 'white trash' of the town. So, the lower white class families share a strong hatred for the black community so that they feel superior. When Atticus takes Tom's case, it becomes the main focus of gossip in the town and is used against Atticus ~~also~~ to insult him or share racist comments about Tom and his situation. During Tom's first night in jail, a lynch mob plans to kill Tom in his cell and potentially kill Atticus or put him in danger. All of ~~these~~ the members of the mob ~~is~~ coming from different levels of social class. So, even though social class is important to the people of Maycomb, they can come together to take part in a hateful, racist crime in order to punish someone.

In conclusion, racism is shown to be a significant theme in this novel, as Harper Lee factors it into many events in the novel, such as Tom's trial, the lynch mob, Calpurnia taking care of the children. Harper Lee uses the characters of her novel to share a message and her feelings towards racism and what it can result in. Racism in Maycomb affects society as a whole as it is found everywhere and is described as the town's "usual disease".



## S34

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

In the modern prose 'To kill a Mockingbird' written by Harper Lee, ~~the theme of~~ the main theme of this prose, racism, <sup>mainly</sup> is explored through the unfair trial. The story mainly flows with the main theme 'racism'. ~~At first the story~~ Since the ~~at~~ narrator of the story is Scout, who is a six year old girl, ~~readers~~ ~~there is~~ ~~and~~ readers see what ~~the story is about~~ ~~what is actually~~ actually happens in the story, without a <sup>prejudice</sup> ~~prejudice~~. There are various things that shows the significance of racism, which I am going to present further.

Viewing <sup>the main character,</sup> Scout, ~~at first~~ Racism helped Scout develop her maturity. At first she ~~sees~~ black people with racism and the prejudice she learned from the ~~the~~ society. But she grows up, after seeing the unfair trial, into having her own thoughts about ~~some~~ people. She <sup>isn't</sup> ~~wasn't~~ affected by rumors and the evidence of it is shown by her attitude towards Boo Radley, who she feared at first by ~~her~~ rumors of him.





## S35

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

In the novel "To Kill A Mockingbird", Harper Lee presents the growth of two main characters, the children Jem & Scout - through the bildungsroman style of the novel. The children learn through the novel many aspects of racism, prejudice and courage, with the main teacher being their Father Atticus, certain other characters teach the children specific lessons - with Mrs. Dubose being ~~an~~ a person put forward so that the children could learn.

The first impression of Mrs. Dubose isn't very positive. It brings out a negative picture to the reader. ~~the~~ Lee may have done this to try and mirror the experience that the children face.

Mrs. Dubose immediately nags and starts insulting Atticus as the children walk home with him after greeting him. This may foreshadow the interaction that the children would have with her later in the novel.

Mrs. Dubose earns a negative impression by throwing racist remarks as a greeting to the



children. Scout demonstrates that ~~she~~ Mrs. Dubose does this all the time. However, the first lesson that the children learn is indirectly from Mrs. Dubose. Atticus' words of advice of keeping your "head tight" is first presented through the first meeting of Mrs. Dubose. The words ~~you like like a~~ "you look like" a "picture" ~~may~~ brings the first incident of courage.

Further, she adds as one of the people insulting Atticus for defending Tom Robinson. The term "nigger love" is a term that is commonly thrown at the children addressed at Atticus. The fact that everyone from Scout's cousin to a Mrs. Dubose throwing racist comments may signify how racial prejudice had overtaken the minds of all ages ~~the~~ from young to old ~~a~~ in the 1930s. Following the abolishment of black slavery, the aftermaths of the rule had still spread all over America, Maycomb being a symbol - and Mrs. Dubose a representative of the racist people.

Mrs. Dubose, also, proves to be an obstacle and struggle for Jem. Her racist comments helps the reader identify Jem's personality because, as a result, he goes on to tear up her "camileas" and destroy her flowers. Atticus' punishment ~~at~~ for the deed helps Atticus to ~~to~~ instill patience onto the children as well. By making Scout, and



especially Tom, read to her. Atticus is able to try and make Tom be a more patient person. By reading to an ~~up~~ unpleasant and person like Mrs. Dubose, Atticus is able to try and prepare Tom and Scout for the challenges to come. Mrs. Dubose being an ~~old person~~ elderly person, Atticus is also able to be teach the children to cope ~~th~~ with the racist and extremely ~~pre~~ prejudiced majority of the 1930s adults.

Mrs. Dubose, moreover, is ~~a~~ more highly recognized in the novel as Lee's epitome of courage in the novel. Harper Lee employs the character of Mrs. Dubose to ~~p~~ present, practically, one of the prominent messages of the novel, "courage" is not a "man with a gun in his hand." After the message received of Mrs. Dubose's death, Atticus ~~e~~ uses this as an opportunity to teach "courage" to the children. Beating her ~~a~~ morphine addict, Atticus states that she died "as free as the mountain air" - implying that she overcame her addiction. Following the shaming of Tim Johnson by Atticus, Lee is able to successfully convey to the children and readers - that courage is more than being materialistic.

Further, since Mrs. Dubose's ~~the~~ first impression was that of a negative one, Lee is, also, able to elucidate the message of prejudice. The novel



tackles many forms of prejudice - being racial, gender, age and the general stereotypes of people. By using an unlikely character like ~~and~~ Mrs. Dubose to teach the lesson of courage to the children - Lee is also able to slightly tackle the prejudice held by the readers that she is a bad person.

Mrs. Dubose is, quite clearly ~~being~~ presented as a person likely to earn hate. But because of her age - and the fact that she is still a person - Atticus is able to convey that she still needs to be treated with respect. Respect is one of the <sup>smaller</sup> ~~smaller~~ things, along with prejudice that Atticus says goes in between "law" and "reason". People of Maycomb, and people of the 1930s, lack respect in many ways. Because of the Jim Crow Law, respect for blacks was eliminated in the educational system - because of poverty and the classism extant, people like ~~the~~ the "Ewells" didn't have any "credibility". Atticus may be implying through respecting a person like Mrs. Dubose - that respect may be able to remove some prejudice ~~in~~ in people - since Atticus is able to shut down Mrs. Dubose's insults with one respectful compliment.

~~All in all, Mrs. Dubose - just like~~  
~~Mrs. Dubose, additionally confor~~





## S36

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

Lennie is used to present many themes in the novel. One of these themes is that of friendship isolation. Many people in America during that time worked as migrant workers, and they had to be alone, as seen by George saying 'guys like us are the loneliest guys in the world', but he also adds, "but not us". George and Lennie differ from the other migrant worker as they travel together as companions or friends.

Another theme presented through Lennie is dreams. Lennie has the dream of simply wanting to have a bunch of rabbits to take care of. He has said throughout the novel many times, "I want to tend the rabbits". He also has the dreams of being together with George on a little ranch. George says to Lennie when reciting his dreams that "we're gonna get a little place". The pronoun that George uses, "we", represents a collective, in this case, of him and Lennie. This shows that both of them want to stay in this "little place" together.

Lennie is also central to the plot of the novel. It is his action that leads to his death in the end. This is foreshadowed in the beginning where he accidentally kills mice that he picks up along the way. As he wants to take care of these little creatures, it could be said that it's one of his wishes. The way he has crushed mice could symbolize how he is going to crush his dreams, accidentally killing Curley's wife.





Lennie could also represent children in the microcosm of America at the time, the ranch. He is seen to follow George's order, just like a child would follow their parent's order. This can be seen during the fight with Curley, where he follows George's command to 'get her' and this leads to Lennie crushing Curley's fist. He also rebels against George at one point in the play, like a teenager rebelling against their parents. Lennie is seen talking to Curley's wife after ~~she~~ he stumbles across Lennie in the barn, even though George tells Lennie to 'stay away from her' earlier.

Lennie also shows the reader one concept, how the American Dream doesn't really work, this ~~then~~ idea that you ~~will~~ will achieve anything if you work hard, is not always true. Lennie is seen to be working hard, Slim commenting on how he's really impressive. But after migrating all over the place to find work, they still don't have what it takes to buy a little plot of land for ~~them~~ themselves. George only got excited when Candy said that ~~he~~ he could offer the 300 dollars he got for disability to ~~give~~ George for their 600 dollar plot of land.



## S37

Chosen question number: **Question 4** ☒      **Question 5** ☒      **Question 6** ☒  
**Question 7** ☒      **Question 8** ☒      **Question 9** ☒  
**Question 10** ☒      **Question 11** ☒      **Question 12** ☒  
**Question 13** ☒

Lennie, in the novel, is created by John Steinbeck in such a way that the reader will feel both pity and anger towards him. The complexity of this character was not made to be just a character in the novel, but also a representation of mentally disabled people in 1930s America.

In many parts of the novel, Steinbeck uses words such as "bleated" and "big paws" to describe Lennie. Normally these words would be associated with animals, however, Steinbeck uses these words with Lennie to show his animalistic ways. By comparing Lennie to an animal the reader gets the idea that Lennie is mentally inferior to the other characters in the novel. For example, Steinbeck chooses to compare Slim to royalty: "prince of the ranch", but compares Lennie to animals. There is a big difference between royalty and animals in the social hierarchy, leading audiences to believe that Lennie is inferior mentally. When it comes to physical strength, Lennie is much stronger than everyone else. The word "paw" would normally be associated with bears, who have immense physical power. This shows that Lennie also has great strength and is further supported by when he kills



Curley's wife and crushes Curley's hand causing them to "flop like a fish". The metaphor of Lennie being like a bear is further continued in this quote as bears like to eat 'fish'.

Lennie is not only presented in that way, we also see his compassionate side whenever he is with George. At the beginning of the book, the two are camping out before heading to the ranch and Lennie complains about ~~not~~ wanting ketchup. When George begins complaining Lennie mentions that "I'd leave it all for you" referring to the ketchup crisis. This is intentionally done by Steinbeck to show the audience that even though Lennie can easily kill people, he wants to take care of those who's been taking care of him. Unfortunately, this compassionate side of him is also what leads ~~to~~ George to ~~become~~ <sup>become</sup> very commanding over him. This allows George to take advantage of Lennie very easily, which George had admittedly done so: "he'd do any damn thing I tell him."

Lennie listens and obeys George much like how a dog would to its owner, hence the animal comparison. In the microcosm that Steinbeck has created, using Lennie to represent the mentally disabled, shows that Steinbeck thinks they are more complex than they seem - they are able to do things ruthlessly but can still show compassion to those they love.

On the outside Lennie seems like a big, strong man, but he's actually just a "big baby". He looks to George for help and reassurance many times. For example, when Curley was beating him up, he turned to George and said "Don't let him





Sock me George." This shows that Lennie is also vulnerable like the other characters. He's still a "baby" that looks to George for help. His attachment to George can be considered both positive and negative. As, in the 1930s, the central part of America (the Dust Bowl) was suffering from severe droughts causing many farmers to become migrant farmers. Most of these farmers often travelled alone, unlike George and Lennie who had each other as company. This allows both of them to understand what companionship and brotherhood is like, whereas ~~at~~ the other characters don't understand. For Lennie, being with George teaches him that he needs to 'play by the rules', and not causing any trouble. However, this has also caused Lennie much anxiety and possibly even ~~paranoid~~ paranoia. When he kills Curley's Wife, instead of thinking about the bigger issue, such as going to jail, he thinks: "George'll be mad." He's unable to understand the bigger picture of the situation due to George always scolding him about doing ~~the~~ something wrong. Furthermore, at the end of the novel, Lennie has hallucinations of a giant rabbit calling him "You crazy bastard". Normally this is what George calls him. Steinbeck does this to show the negative impact George has on Lennie, he causes Lennie to constantly beat himself up and worry about George being mad at him.

Another way Lennie's character can be interpreted is innocent, he doesn't fully understand certain concepts. This idea is first introduced to the reader when other characters



repeatedly calls him a "baby." It is further supported when he kills one of the pups Slim gives him as he says "I didn't bounce you hard", he doesn't understand that he's not suppose to bounce / throw puppies in the first place. Although his actions can be seen as extremely vulgar, he didn't know any better. This ~~is also se~~ Innocence is also seen when he encounters Crooks. He steps into Crooks' room without much care as he doesn't understand the concept of segregation. In 1920s, America, many black people / people of colour were not given the same rights as white people. This discrimination is due to the fact that blacks used to be slaves. ~~before~~ Lennie's incompetence, luckily, didn't annoy Crooks much as "he [Crooks] had difficulty concealing his pleasure with anger." If it weren't for Lennie Crooks may not have had any social interaction. However, Lennie's Innocence has also lead to Crooks taking advantage of him and causing him anxiety. Crooks gives Lennie circumstances in which George wouldn't return back, causing him major stress and anxiety. On Crooks' part ~~he was~~ "his face lighted with pleasure in his torture" as he finally gets to see someone feel pained & similarly to how he feels lonely all the time. ~~He~~ Lennie's

Lennie's innocence has got him into trouble more than once. His child-like tendency to touch soft things paired with his bear-like strength is what causes the death of Curley's wife. When Lennie kept touching her hair, even when she told him to stop, she began to scream. In the heat of the





moment, Lennie didn't know what to do, ~~especially~~. He wasn't able to control himself to the point where he killed her. This moment is slightly foreshadowed when Lennie's ~~"hurtled"~~ picked up the pup "anger suddenly rose &... I picked up the pup and hurled it". He's unable to ~~comprehend~~ control himself when he is angry, inevitably leading to his death.

Lennie's death is foreshadowed by the death of Candy's dog. As Candy and his dog had a somewhat similar relationship to George and Lennie they can be seen as a representation of what would happen between George and Lennie. Candy says to George "I ought to have shot that dog myself" foreshadows the fact that George will be the one to kill Lennie. This is also a further comparison to Lennie and animals: Candy's dog.

In conclusion, Lennie's character is created to represent the complexity that is within a ~~disa~~ mentally disabled person. They are able to show compassion and still be hot-headed and ~~an~~ uncontrollable. Lennie's character and his actions are also significant to the plot of the novel that Steinbeck ~~used to create~~ wrote to create a representation of power in 1930s America.



## S38

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

There are many ways in which Steinbeck presents the theme of authority in ~~the~~ "Of mice and men". Steinbeck also uses the ranch in the novel as a microcosm so the ideas of authority presented in the novel represented authority as a whole in America during the Great Depression in the 1930's.

The first time we see authority being displayed is between Lennie and George. George has authority over ~~less~~ Lennie and is able to manipulate him into doing the things he wants him to do. This ~~can~~ is displayed in the quote "~~Now when we~~ "There was one time I told him to jump into the river, him being himself he jumped in. Nearly damn well drowned" demonstrating that George has authority over Lennie. This wasn't a common occurrence during the Great Depression as after the crash of Wall Street in 1929 people families split up and people trusted in each other less. By allowing George to command him, Lennie trusts that George will do the right thing and ensure his safety.

Another example is within the character of Crooks. Crooks is of African American origin and during the time the book is set



Segregation ~~was~~ laws were imposed in America and as such racism was very common. In the novel Crooks is depicted as a person who has very little authority which is common for African Americans at the time. This is depicted when Curley's wife comes into the stable and says "Listen here nigger, I could get you lynched so fast it ain't even funny." This portrays that Crooks doesn't have / has very little authority even when posed against a woman (at the time). In the 1930's women had ~~was~~ less rights than they do now, many ~~people~~ women didn't work and men usually had the authority. In this part of the novel however Curley's ~~wife~~ wife is shown to have much higher authority than Crooks as she can "get him lynched." In contrast to this Steinbeck does still show that Crooks does have some ~~and~~ authority. When Lennie enters the stable and comments about Crooks' lamp, Crooks is quick to defend himself saying "Well I have a right to have a lamp" and this is an accurate representation of black people's rights at the time, while they had very little authority they still had some, ~~for~~ ~~the~~ segregation for example, while segregation meant that black people had to use different installations to white people in some states they did still have the power to vote. In all Crooks is used as a representation on how ~~black~~ black people had very little ~~authority~~ authority at the time.

Another character who represents authority is the character of Slim. Slim is a jerkline skinner which, on the ranch, is a very still intensive and respectable position to be in. Slim ~~doesn't~~ isn't





ranked extremely high up, he isn't the boss's son but through being a good person and building trust he has gained authority on the ranch demonstrated in the quote "Slim's word was law".

His authority can be seen when George talks to him about what Lennie did back in Jukeburg. Before ~~talking to~~ telling

Slim what Lennie did he questions whether or not Slim would tell anyone and by himself, without any persuasion comes to the conclusion ~~"You wouldn't tell nobody."~~ "Nah you wouldn't tell nobody." This

contrast massively to people's mindsets during the Great Depression, people ~~was~~ were cautious about what they did, what they said and who they trusted. Thus if you were trusted during the time of the great depression, you ~~had~~ would have a lot of authority over people.

To Conclude Steinbeck uses the ranch as a microcosm to display what authority was like and who had authority at the time of the Great Depression and through to tough times of segregation for African Americans. The authority of women is also portrayed through the character of Curley's wife.



## S39

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

Ihimaera shows the relationship between Kahu and the whales as a strong and powerful connection. Ihimaera wrote this novel at a time of change in the 1980s where the Moari language was coming back into the world. He wrote this novel for his two daughters because he wanted a female tribal leader instead of a male leader.

Kahu is presented as the "Whale Rider" in this novel. She is shown to be the lover for all of these whales. Despite this all, Koro Apirana, her grandfather did not believe in this, he thought that Kahu was a disgrace to the Whangara tribe. However Kahu finally shows him that she is the "whale rider" by riding the whales when they beached themselves. This is when Koro Apirana said "She is the Whale Rider".

One part of the novel, Rawiri took Kahu to the cinema to watch a movie on whales. During the





~~The~~ movie, whales were killed and this is where Kahui made "mewing sounds" with her throat to show that she is the "Whale Rider." Kahui also shouted "Paka no" to show that she really cares about the whales because people ~~were~~ were killing them. ~~Her~~ <sup>"mewing sounds"</sup> suggests that Kahui was made to be the whale rider as she copied the sounds of the whales. This creates a relationship between Kahui and the whales. This is where Ihimaera wanted to have a female tribal leader instead of a male tribal leader, to break the Moari tradition and start a new one.

When Rehua named Kahui after their ancestor Koro Ipirana was disgusted. "Kahutia Te Rangi ~~a~~ a mans ~~name~~ name," this suggests that Kahui was named after the ancestor of the Whangara tribe was because Rehua knew that Kahui was going to be the "Whale Rider." When Kahutia Te Rangi threw the spear 1000 years into the future, "let this spear be planted into future where it is best needed". This could show that the spear could be Kahui. This was where there was a time of change in the Moari ~~culture~~ culture.



## S40

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

In the novel *Whale Rider*<sup>by Witi Ihimaera</sup>, the importance of learning is explored throughout in Rawiri's trip to Papua New Guinea as well as at home in Whangara.

~~A blank~~ An obvious example of learning in the novel is that of Koro Apirana as he learns the importance of cultural liberation. The introduction<sup>of</sup> Koro to the reader doesn't portray him in a modern forward thinking light as 'she has broken the male line of descent in our tribe' showing to the reader a deep rooted misogynistic aspect of <sup>Koro Apirana's</sup> his character. This is fairly common in the Maori culture where gender roles have been defined in such a way through generations. The ~~imagery~~<sup>imagery</sup> of 'broken' strikes a chord with the reader as this cannot be a trade trad trady tradgedy which cannot be altered or fixed. Furthermore as the reader moves through the book they see



Koro testing 'three boys from two noble blood lines whom he wished to pass his mantle of knowledge' which further hyperbolises the misogynistic traits of Koro with through Ihimearas use of 'boys' who Koro only wishes to pass the knowledge of the ages to. Additionally at the time of testing for the prospective chief tests the list of attributes required 'remembering long lines of genealogy: tests of dexterity, wisdom, physical and ~~plus~~ psychological strength' all of which the reader knows Kahu bestows due to the events of previous chapters which are still unknown to Koro. Alternatively this inability for Koro to learn and alter the age old rules and form a new modern liberal culture portrays Koro as a tragic hero with his fatal flaw being his inability to alter the culture so it can thrive in a globalised globalising, mechanising modern era. Therefore the importance of learning can be seen through the character and teachings of Koro Apirana to the next generation of leaders.

Furthermore the importance of learning has been portrayed through the development of Kahu and her relationships with those around her. The opening of the book the reader is aware of 'the love which Kahu received from Koro



was ~~that~~ the sob that dropped of the edge of the Gable like breadcrumbs' conveying Koro's disdain for Kahu being matched with Kahu's unrequited love from him as she battles to gain approval <sup>whilst being defined by her gender</sup>. The use of the metaphor of 'breadcrumbs' shows Koro's blatant disregard for Kahu like she is simply an animal who needs to be fed. Continuously we see Kahu displaying her ~~love~~ <sup>no</sup> love with ~~no~~ return however at the cultural show we see Kahu emotionally willing 'her voiced sounded drained and defeated' ~~st~~ 'It's not Paki's fault Dani' she said 'that I'm a girl' and this is the first time <sup>as a reader</sup> we see Kahu being emotionally broken by Koro's actions as the enthusiastic, joyous child becomes 'drained and defeated' by the ignorance of her grandfather. Finally Kahu learns the way to <sup>claim her grandfather's approval</sup> ~~reclaim her~~ love is through ultimate sacrifice so she can ~~learn to laugh~~ 'be carefully taught' so she could claim her place for her people in the world 'the whale herd sing' <sup>the whale herd sing</sup> displaying to the reader that Kahu will learn of her lineage and responsibilities through the ancient whales thus her rights to chieftancy shall ~~not~~ <sup>as her connection to Paki and the whales is unquestionable</sup> longer be questioned in the Maori paradigm from a feminist perspective this would be seen as a massive triumph.





and movement forward for women's rights <sup>in the Asian culture</sup>  
Therefore the learning of Kahu's self worth and lineage conveys the immense importance of learning in Witi Ihimaera's *Whale Rider*.

Finally the exploits and injections of Rawiri play a key role in conveying the significance of learning <sup>in *Whale Rider*</sup> Rawiri part way through the novel decides to leave Whangara in order to explore the world ~~down~~. During his time in Australia he stumbles across some people who used to live in Whangara saying 'no matter what changes they made to themselves or their lives, a cousin is a cousin' which ~~is~~ is an example of Rawiri learning of the albatross which people undergo when starting a <sup>allowing Rawiri to undergo a new metaphorical coming of age</sup> 'No matter what changes they made' brings in the topic of hybridity with a modernising world and the intermingling of cultures new subsection form which combine the new and the old to allow a culture to thrive <sup>as his loyalties are not confirmed to be based</sup> Furthermore Rawiri learns of issues concerning nationalism and racism on his trips to Papua New Guinea, as Jeff's mother screams 'just leave him it's just a native' which results in Rawiri learning becoming that racism is not just the domain





of ceaziest ~~by~~ but also the common <sup>the use of the noun 'native' shows an immense divide between the western man and natives</sup>

Consequently at the time this novel was written there was a massive push for a single national identity in Papua New Guinea a country which wasn't unified in language or culture only borders which caused Witi Ihimera to draw parallels between Papua New Guinea and New Zealand and has communicated this through the character of Ruru. Additionally Ruru is used to foreshadow future events and ~~test~~ ~~broken~~ pass on knowledge which he holds after the events to the reader such as 'she was moving closer to the right place at the right time with the right understand to accomplish the task which she had been assigned' <sup>thus</sup> conveying to the reader that a lesson shall be learnt and this shall alter the course of the story. <sup>much like his trip altered him.</sup> Therefore Ruru's exploits teach him aspects about the wider world whilst he also gives philosophical interjections from the present to imply changes in teaching and way of the Moori people.

Therefore Ihimera has displayed many different types of learning through the use of characters and repeated themes.



## S41

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

Okonkwo's attempts to be different from his father Unoka, is what essentially forms the foundation of his personality, all his other traits stem from his desire to be less like his father.

At the start of the novel we get introduced to Okonkwo and we gain some backstory into Unoka. Unoka died owing a lot of *currency* (money) to people, i.e. he died heavily in debt. Because of this Okonkwo started out with very little. Unlike his peers, who inherited farms and land from their fathers, Okonkwo had nothing. So he had to be committed and determined in order to work his way to success. This drive to succeed, to be the best, stems from the fact that his own father left him with nothing. His success comes from the fact that he forced himself to be different than his father.

Okonkwo is a very traditionally masculine character. He is aggressive, violent, doesn't show his emotions. He firmly believes that not having those traits makes a person weak and unrespected, like his father. Unoka could be described as good-natured but lazy. Okonkwo attributes these qualities to Unoka's failure and



does his best to ensure that he doesn't display those traits. Okonkwo will go to any extreme to ensure no one views him like his father. The best example of this is the murder of Ikemefuna. Ikemefuna was like a son to Okonkwo, he was as good as family. Yet Okonkwo killed him for ~~the~~ <sup>one</sup> reason, that he didn't want to seem weak, like his father.

It's not just that Okonkwo will go to extreme measures to distance himself from Unoka. He also ~~try~~ tries to ensure that his own family is nothing like them. One of Okonkwo's biggest regrets is that he believes his son to be a failure, because he is too much like his father. After Ikemefuna's death, when Nwaeke figures out the truth, ~~Okonkwo~~ he bursts into tears. Okonkwo beats him as punishment. Even though he's a child whose best friend and almost brother has been murdered, Okonkwo still won't let him show emotion.

The sad truth of this story is, Okonkwo's life is almost pointless. He spends his whole life trying to make sure he doesn't end up like his father, a disgrace, but that's exactly what ends up happening. Because he killed himself he was viewed as a disgrace thanks to his suicide. All his efforts gone to waste.



## S42

Chosen question number: Question 4 ☒ Question 5 ☒ Question 6 ☒  
Question 7 ☒ Question 8 ☒ Question 9 ☒  
Question 10 ☒ Question 11 ☒ Question 12 ☒  
Question 13 ☒

In the novel 'Things Fall Apart' written in the 1950's and set in the 1800s, Chinua Achebe has explored the theme of punishment not only through his portrayal of the differences in judgement set after the colonialists arrival, but also through his presentation of its effect on certain characters like Okonkwo and even how it may have led to the downfall of Okonkwo, and perhaps even the entire society.

Initially, <sup>Okonkwo is</sup> ~~he~~ ~~one~~ introduced to <sup>the audience</sup> ~~Okonkwo~~ as a character that is dominated by the fear of being perceived as weak. As a result, it comes as no shock to the audience that he complies with the Oracle's order of killing Ikemefuna as a form of punishment for the killing of one of Umuofia's daughters. Furthermore, although Okonkwo's lifelong friend warned him not to bear a





hand in the young boy's death as he 'calls [him] father', the fact that he does end up killing him allows us to view a different side of Okonkwo's fear. It could be argued that Okonkwo complies with the Oracle's orders <sup>regarding punishment</sup> because of the high status the Gods and important figures played in Nigerian culture. However, it is actually that he is fearful of possessing qualities like gentleness that his father once possessed. Moreover, Chinua Achebe may have chosen to include such a plot in order to demonstrate to the world that Africa was actually a very complex continent and was not the 'Dark Continent' that many believed it was. Additionally, he may have decided to include some of the negative aspects of the culture in order to present Nigeria in 'all its grandeur and weakness' as he once stated.

Furthermore, another aspect of punishment demonstrated in the play is the aspect of the change in adjudication and punishment methods before the colonisers' arrival and after. Moreover, it is clear that when Okonkwo accidentally kills Maduka in





the marketplace while at his father's ~~gathering~~ funeral, he commits a 'female crime' and is sent off for 7 years of exile. On the other hand, once the white men 'settled on every tree branches' like locusts and ~~"broke"~~ 'mighty tree branches broke' <sup>foreshadowing</sup> ~~the~~ their traditions ~~was~~ ~~were~~ ~~changed~~ changing, a different form of punishment is introduced. This is clearly illustrated when Okonkwo kills a messenger in the market place as he is ~~there~~ immediately ordered to be killed. Consequently, it could be interpreted that the ways of punishment in Umuofia have changed as a result of the power of the colonisers which they imposed on the Igbo people. However, it could also be interpreted that the change is a consequence of the introduction of a brand new culture which strongly juxtaposes with Nigerian culture and as a result, leads to conflict.

Additionally, the concept of punishment could also be used to justify certain character's actions such as Okonkwo's. As Okonkwo decides to punish the colonisers by gathering his tribe and planning a war, he ~~may~~ may



conclude that this is a result of ~~the~~<sup>his</sup> fear of the downfall of <sup>his</sup> society, which of course, he expresses inwardly as no emotion is worth expressing other than anger in his opinion. Furthermore, the fact that the white men 'have put a knife on the things that have held [them] together' and that they 'have fallen apart' suggests that Okonkwo refuses to live through the experience of his tribe's downfall. It could be argued that Okonkwo reacts this way because the colonisers' culture did not match his culture's ways of eating, drinking and other things such as marriage. However, it is also arguable that he reacts this way and decides to plot for punishment because he cannot bear the fact that some of his family members such as Nwoye, and even tribe members have abandoned their tradition. Additionally, the portrayal of all of this has been done by Chinua Achebe in order to prove that Africans were not 'savages' and 'primitives' as they were portrayed in books such as 'Heart of Darkness' written by Joseph Conrad and even books like 'The Pacification of the Primitive tribes of Lower



'Niger' written by the Direct Commissioner himself.

Overall, this piece of post-colonial literature, written by Chinua Achebe ~~that~~ portrays the series of <sup>events</sup> ~~effects~~ that unfold as a result of colonisation of Nigeria. Furthermore, through the illustration on its lasting impact for the Umufians themselves, a message about the dangers of 2 cultures colliding has been presented to the audience.



## SECTION C: MODERN PROSE

### Question 4

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S33    | In this first prose exemplar, the candidate has written a sustained response that demonstrates a thorough knowledge of the novel. This is a detailed response that includes a range of examples, such as Atticus taking Tom's case, Mrs Dubose and Tom Robinson. There is mention of Calpurnia in the conclusion, but she has not been mentioned elsewhere in the response. There is little context, but a range of points have been made. Although language is not assessed in this section, the candidate does make some valid points to support ideas. | Level 4<br>28 marks |
| S34    | This is a limited response to the novel. Comment is rather vague and some ideas are repeated. There is a suggestion that ideas will be 'presented further', but they are not. The second paragraph tends to consider rumours and the candidate loses focus on the question.   | Level 1<br>7 marks  |

### Question 5

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S35    | The candidate presents a detailed response that demonstrates an assured understanding of the novel. Some interesting points are made, such as how the reader can be prejudiced against Mrs Dubose and, later, the comments in relation to courage. A focus on Mrs Dubose is maintained throughout the response and contextual points are made. Although expression is not sophisticated, all points relate to the importance of Mrs Dubose via the key themes in the novel. The candidate addresses all areas of the assessment criteria. | Level 5<br>40 marks |



## Question 6

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S36    | In this response, the candidate presents a sound understanding of the character of Lennie. There are points about friendship, dreams, isolation, Lennie being rebellious, context, foreshadowing and the American Dream. The point about representing 'children in the microcosm of America' is not correct, but the point about Lennie following George 'just like children would' is valid. This is a sound response with personal engagement.  | Level 3<br>22 marks |
| S37    | This detailed response considers a wide range of points, such as: Lennie's strength and how he is described with animal features; his interactions with George; how he is 'mentally disabled'; his vulnerability; the giant rabbit at the end of the novel; 'bouncing' the puppy and Lennie's lack of understanding; Crooks causing him 'anxiety' and more. Contextual points are made throughout the response. This is assured and some perceptive points are made. Initially, a mark mid-Level 5 was discussed, but the candidate does cover all the assessment criteria and it would be hard to explain why full marks would not be awarded. | Level 5<br>40 marks |

## Question 7

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S38    | This question focuses on authority in the novel and in this response the candidate presents a thorough understanding of the theme. The candidate begins with contextual points and goes on to consider: George's authority over Lennie; Crooks and his lack of authority and then exerting some when Lennie visits his room; Curley's wife and Slim's authority. There is much context throughout the response and, at time, this seems to dominate the response and more examples from the novel would have benefited this answer. The point about the Great Depression is repeated. | Level 4<br>28 marks |





## Question 8

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S39    | This is a sound response exploring the relationship between Kahu and the whales. The response begins with some contextual comment and goes on to consider how Kahu becomes the 'Whale Rider', the episode when Rawiri takes Kahu to the cinema and Kahutia Te Rangi throwing the spear, which 'could be Kahu'. There are some implicit contextual points with reference to Maori culture, but there is little development of ideas. | Level 3<br>21 marks |

## Question 9

| Script | Commentaries   | Mark                |
|--------|--|---------------------|
| S40    | This is a detailed response that is both assured and perceptive. The importance of learning is explored through: Koro appreciating the need for 'cultural iteration'; Koro testing the boys; having to adapt to 'new modern liberal culture'; the development of Kahu; Rawiri and much more. Many examples of learning are provided and contextual points are made throughout the essay. This is an in-depth and sophisticated response. | Level 5<br>40 marks |

## Question 12

| Script | Commentaries  | Mark                |
|--------|---|---------------------|
| S41    | The candidate demonstrates a sound understanding of the novel, but the response is not sustained and there is a lack of explicit contextual points. The reference at the end of the response could have a link to Igbo culture. There is a clear understanding of the novel and an appreciation of how Okonkwo wishes to be the polar opposite of his father, Unoka, but all of his efforts have 'gone to waste'. | Level 3<br>20 marks |



## Question 13

| Script | Commentaries   | Mark                |
|--------|--|---------------------|
| S42    | The theme of punishment is explored in some detail and a range of examples has been provided. At times, the candidate does tend to lose focus on the question and weak links to punishment are made. The point about Okonkwo wanting to punish the colonisers is more revenge or retribution. There are some very good contextual points, such as the reference to <i>Heart of Darkness</i> . There is a thorough understanding of the novel demonstrated, but there is no comment about punishment in the conclusion. Although several valid points are made, the response does not qualify for a mark in Level 5, because focus is not maintained. | Level 4<br>32 marks |