Pearson Edexcel

International Advanced Level

English Literature

Unit 1: Post-2000 Poetry and Prose

Exemplar Scripts and Commentaries

June 2023 Series

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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to International Advanced Level English Literature Unit 1: Post-2000 Poetry and Prose.
- The responses in this pack were taken from the June 2023 examination series. The question papers and mark schemes can be found of the Pearson website here.
- 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 our English subject advisor on teachingenglish@pearson.com

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Section A: Post-2000 Poetry

Section A requires a comparison between two poems, one named poem from the Anthology and one chosen by the learner. Learners are expected to use the appropriate terminology (AO1) to explore the poet's craft (AO2) and make meaningful connections between the poems in relation to the question (AO4).

Performance in June 2023 suggests that some learners find it challenging to move beyond the narrative of poems onto analysis of the writer's craft, thus failing to access the higher levels on AO2.

Question 1

In this question learners were asked to compare the ways poets explore work in From the Journal of a Disappointed Man by Andrew Motion and one other poem of their choice from Poems of the Decade.

Script 1, Question 1

Chosen question number: **Question 1** ☒ **Question 2** ☐

In nowadays world, work plays a crucial role in our lives. There are different types of work which different people see in a different way. For some, work is the best way to spend time, a hobby that turned into passion. For some, work is the most unnecessary part of the day, which should be canceled. No matter what the point of view of all of us, on the work is, two authors - Andrew Motion and Roderick Ford - of poems 'From the Journal of a Disappointed Man' and 'Guisseppe' present work in various ways.

To start with, Andrew Motion develops the theme of work as an unnecessary and tedious part of ~~living~~ life. The presentation of the persona, standing away from workers and observing their actions is a form of a metaphor that can indicate

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that the author is not interested with any form of a physical work. ~~What is more, the use of~~ This is achieved by Motion due to the use of phrases such as 'I watched them at least an hour'. The theme of work is developed differently by Ford. In his poem, the theme of work is presented as something full of a mystery and tragedy. Due to the ~~idea of~~ motif of death and ~~repeated pattern of~~ recurring ~~idea~~ connotations to unknown, primal ~~realms~~ job the author evokes the feelings of fear and disgust which ~~helps~~ is beneficial to the further exploration of the theme of work. 'Starvation forgives man many things' is an example of ~~a~~ phrases used by the author in order to evolve negative thoughts and feelings related to work.

The language and imagery used by both of the authors is crucial to the poems. Motion does not focus on wide range of literary devices in his poem. ~~In order~~ The use of irony and imagery is the most crucial ~~to the~~ in order to explore ~~the~~ and develop the ~~theme~~ idea of work. As the author repeatedly uses irony in his poem - 'no one spoke; no one said what they saw; though one fellow did spit' or 'the foreman; ~~the~~ and the most original thinker' - it allows to ~~the~~ present to the audience ~~how physical~~ authors' idea that physical work ~~is~~ cannot be compared to other forms of working as it is pointless, ~~and~~ ironic, and boring. The irony used by ~~Ford~~ is more implicit compaing to Motions' as it affects the metaphorical

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perspective on what is considered to be a 'good' or a 'bad' ~~job~~ work. The author presents the persona who describes to the audience his relative, a ~~doctor~~ solider. What is ironic is the fact that the plot of the poem presents two people

~~(say in more descriptive way)~~ whos job is to protect lifes - a ~~soldier~~ priest and a doctor - yet through the poem the ~~au~~ reader learns that their actions are mismatched. ~~and~~ The implicit use of metaphor can be found as 'doctor said (...) she was just a fish'. The use of implicit irony creates a ~~a~~ strong dramatic effect, on how people ~~p~~ differently percive what a 'good work' is.
The vivid use of imagery allows both authors to

develop the theme of work in their poems. In the first poem Motion focuses on imagery that appeals to the sense of sight. By descriptive observations of the ~~machines~~ workers - 'slow', 'massive' and 'powerful' - and ~~de~~ listing of machines used to conduct their work - 'ropes' and 'cranes' - the ~~au~~ persona ~~p~~ develops the authors' idea of presenting a vivid picture of a physical work. Due to the listing and imagery the ~~auth~~ readers are able to ~~see~~ percive the work as tendious and hard. Yet, ~~stronger~~ imagery is used by the author of the second poem. In his poem, Ford uses imagery in order to present the brutality of work. By the ~~use o~~ use of imagery and a vivid language that is very descriptive - 'her throat was cut' or 'screamed as a woman in terrible fear' - the author ~~e~~ enables

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the readers to see and hear the situation described, the damage that the work ~~of~~ brings. This creates a strong response of the readers as the imagery creates vivid, negative emotions due to the highly descriptive image.

Lastly, the idea of work ~~can be~~ is developed by the authors ~~due~~ by the structure of both poems. ~~Both of the poems have a similar structure~~ The structure of 'From the Journal of a disappointed man' represents the boredom that the persona ~~experien~~ explores while watching the physical work. ~~Be~~ The 11 stanzas are all equal to have four lines. No rhyme or rhythm can be found as it explores the idea of continuous job that is being done. Yet, the poem 'Guiseppe' consists of six stanzas of irregular pattern - from seven to two lines. This ~~the~~ unbalanced pattern represents the various feelings persona could feel while exploring the theme of work, its purpose and aim.

Both of the poets explore the theme of work differently. The first poem focuses on boredom and lack of purpose of the physical work. The second poem ~~questions~~ questions the idea of work, as it is brutal and subhuman. The second poem is stronger compairing to the first one as it consists of more developed ideas, more of the use of various language devices and emotive language that affects the audience.

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Examiner comment and mark

This response, while not always accurately expressed, develops a clear and straightforward response to the presentation of 'work' in both the named poem and the selected poem. A clear sense of the connections between the poems is established. There is some clear consideration of the methods the poets employ and of the effects achieved but points are often under-developed and, in the case of Motion's use of 'irony', a little confused.

The somewhat laboured introduction suggests that the learner has not shaped an argument in response to the question. Some time spent planning a structured comparison (AO4) between the poems in relation to the topic of 'work' would have been well spent. As it is, the learner tends to work through the poems ('To start with Andrew Motion develops the theme of work...') around a scaffold of poetic techniques (imagery, structure etc.) and while this shows some clear knowledge and understanding of the poets' crafting, it does not produce the discriminating and developed response required for Level 4 on this question. Too much time has been spent on straightforward description rather than on analysis ("'Starvation forgives many things' is an example of the phrases used by the author in order to evoke negative thoughts and feelings related to work'") and on discussing what techniques are not being used, e.g. '...no rhyme or rhythm can be found...'; 'Motion does not focus on a wide range of literary devices...'

The clarity and relevance of the response places it in Level 3, but the sometimes sweeping and general nature of the points made place it lower down in the level.

Level 3, 12 marks

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Script 2, Question 1

Chosen question number: **Question 1** X **Question 2** ~~X~~

~~A minor role by an Xanthrope exeptores conveys an analogy for life. The voice~~

In the Journal of a dissapointed man the writer Andrew motion expleres labours and the ~~work~~ industrial work life. Here the poet presents the field of work through listing of objects chains, pulley's, canes, ropes' which creates a semantic field of ~~co~~ constr-uction, ~~Meanwhile in the poem Effects~~ creat-ing a visual image of industrial work. Meanwhile in the poem 'Effects' by Alan Jenkins the poet introduces a different field of work : 'chopping, slicing, from knives that lay in wait In bowls of washing up' here the poet also creates uses listing of actions to ~~introduce domestic work / Both poets inte~~ similar to that of in 'The Journal of a dissa-pointed man' however ~~the~~ the poet lists actions instead of objects introducing the nature of domestic work.

~~The poem~~ In the poem 'Poom The Journal of

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a dissapointed man Andrew motion explores the ~~impact~~ effects of working ~~on those~~ in the industrial world. ~~"Her speech was not something to inhere~~ "Even the men very powerful men; very ruminative and silent men" ignoring me' - the vocabulary used 'ruminative' creates a sense of stoicism in the field, this implies the ~~,~~ but there lack of emotional motivation but motivation is rather driven by practical purposes such as money - here the writer represents ~~'work'~~ as industrial work as a way of survival ~~rather than where one works to~~ rather than something done through emotional motives through the illustration of stoicism.

Meanwhile in the poem 'Effects' ~~the Plath~~ ~~Jenkins mentions~~ emotional motives can be seen behind 'the work' ~~'giving love the only way she knew' - Work is presented~~ ~~to~~ Domestic work is presented as ~~an alternative~~ way of conveying love ~~to~~ other than conveying it in ~~an~~ a standard manner. - This is ~~emphasised~~ evident by the listing used; "At saucepan, frying pan, cup and plate and giving love the only way she knew."; ~~Work Poem~~ Unlike Industrial work as represented in the journal of a dissapointed man, ~~Poem~~ Domestic

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work is explored through an emotive perspective and is portrayed as a gesture rather than a job.

~~#~~ Following the Stoicism ~~represented~~ presented in the Journal of a dissapointed man the ~~poe~~ poet proceeds to illustrate the mundane life ~~of the working world~~ resulted by the working world; 'but then I realised, Indifferent and tired ~~#~~, so tired of the whole business' - the repetition of the world tired creates ~~a sense of a tone~~ a dull and mundane nature in this industrial setting.

~~#~~ In contrast to this ~~in~~ in the poem Effects the character's life tends to become more mundane when their is no work mentioned; 'Night after Night, stared at the unseen television, ~~Heaved forsaken~~ 'blinked and poured drink after drink and gulped and stared' - the piling of ~~mundane~~ ~~actio~~ mundane actions ~~when no work is associated with this individual~~ reflects the characters restlessness when their is no work - therefore in this poem work is illustrated as more of a lifestyle since

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it conveys that the character's lifestyle deteriorated when she was no longer required to work.

The structure of both poems also reflects the nature of work. In the poem 'The journal of a disappointed man' the poem consists of eleven stanzas where every stanza has four lines - this creates a tight and strict structure in the poem reflecting the strict routine of industrial work.

Meanwhile the poem Effects is written in free verse, the poem consists of multiple enjambments; 'dressing table drawer / with faded..' The lack of punctuation and, rhythm or and rhyme and stanzas reflects the nature of domestic work - where, it is more natural lifestyle rather than a strict routine lifestyle like the industrial working world.

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Examiner comment and mark

This response offers some discriminating ideas in relation to the idea of work. There is some discriminating connection of ideas. The opening of the response shows more confidence and control than script 1 as the learner quickly gets down to the business of comparing the two poems. They interestingly compare paid work in the named poem and domestic work in the selected poem.

The learner perhaps finds it challenging to make the argument about 'stoicism' but moves on to nicely differentiate between working for survival and the emotional motivation of the mother's work in *Effects* as a means of showing love.

The well-sustained comparison (AO4) of the poems is a real strength of this response. Where it falls down, however, is in its limited analysis of the writers' craft (AO2); there simply is not enough detailed reference to the poems themselves. The brief mentions of the poems' structures in the final two short paragraphs, for example, feel like something of an afterthought.

It was felt that the response does just enough to get into Level 4 on this section.

Level 4, 16 marks

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Question 2

In this question learners were asked to compare the ways in which poets make use of characters commenting on their own lives in *A Minor Role* by U A Fanthorpe and one other poem of their choice from *Poems of the Decade*.

Script 3, Question 2

Chosen question number: **Question 1** ☒ **Question 2** ☒

Self actualization being a typical theme exuded in poems, the poets U A Fanthorpe and Helen Dunmore as well utilize characters as making a semi-autobiographical commentary on their lives. While both poems emphasise on the fact that the narrators are unhappy with their current plight, and are harkening back to a time when life was more enjoyable, there are several dissimilarities between the texts as well, such as that only one poem brings forth the idea of acceptance of new situations, rather than attempting to change it by desperate measures. Thereby, it may be argued that both poets convey concentrated thoughts in the form of distinctive ideas in their poetry, which may be interpreted in diverse ways by various individuals.

To begin with, it is notable that the title itself - "A Minor role", immediately sets a semantic field of theatre, in a negative way. The short, abrupt nature of this title implies that a minor role would not be of importance at all, and it almost auditorily sounds like the poet is ashamed of the part. The monotonous stage imagery combined with listing in the phrase "I'm best observed on stage, propping a spear, or making endless exits and entraces" illustrates the character's part as boring and never ending, and since the poem is simultaneously narrated in first person point of view, with the avid use of

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personal pronouns such as 'I', the reader is put into their shoes, and gets to firsthand experience the discontent the poet is in. There is a flip in the script in the next paragraph, and a change in the setting or backdrop to a hospital, another location associated with maladies and misery. The

enjambment and further chaotic listing of 'the waiting room roles, driving to hospitals, parking at hospitals' all seem to be a bore, and the direct & short statement of 'Not the star part' further highlights the underlying regret ~~of~~ in the narrator. ~~at not playing a main character in life.~~ The juxtaposition of "pretend all's well, admit it's not" too shows the ~~the~~ 'internal battle the poet is waging with herself, ~~and~~ trying desperately not to succumb to the sad reality of her life. Similarly, in 'To my nine year old self' as well, the narrating character uses morose language and an apologetic tone to imbue her unhappiness in this life. The short sentences of "I have spoiled this body we once shared" and rhetorical questions of "Do you remember, how, ... we'd jump straight out of the ground floor window into the summer morning?" create the nostalgic feel of an individual looking back on their younger years, with the knowledge that they would never feel that exact happiness and carefree attitude again due to their sorrowful current situation. The emotive language of "God knows I have fears enough for us both" as well supports ~~this~~ the idea that the ~~a~~ character is longing for the days in which she was a child, ~~since~~ and was ignorant of all the calamities and painful aspects of the world. Thereby, it can be argued that although both the poems use characters commenting on their own lives to demonstrate their unhappiness in their current situation, only the poem "To my

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nine year old self" directly provides the reader with a visual aid to her previous reality of when she was a child, to create a comparison.

Additionally, by using characters commenting on their own lives, both poets convey the idea of how physical calamities could significantly impact a person's life. In the poem 'A Minor Role', it is subtlely inserted that the narrator has a physical problem, through the repetition of the hospital imagery - "checking dosages, dates, getting on terms with receptionists" and "yearning for a simpler illness, like a broken leg". It is explicated that this ~~physical~~ medical problem is what has led the narrator to missing out on the main roles, and thereby proves this point. Similarly, in "To my nine year old self", the poet repeatedly blames her current situation on the physical calamities that come with age. The constant use of active verbs in sentences such as "You would rather a run than walk, rather climb than run, rather leap from a height than anything" are used to show the adrenaline inducing activities the character partook in when they were young, and by setting the title almost like a salutation, or the greeting starts of a letter, the poet makes it seem like they are berating their younger self for conducting these activities as it has eventually led to spoiling her older self's body. The body imagery of "look at the scars, and watch the way I move, careful of a bad back or a bruised foot" clearly shows the physical degeneration of the narrator, and credits their unhappiness to these physical maladies.

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Nevertheless, a difference between the two texts is that in "A Minor Role", U A Fanthorpe illustrates the idea of acceptance of a bad situation, and ends the poem on a content note, while in "To my nine year old self", Helen Dunmore utilizes the character to keep droning on about her calamities, and there is not much resolve and a solution provided. The structure of the poem "A Minor Role" is such that it is made up of 7 stanzas and a single sentence line, is narrated in free verse and feels compartmentalized to provide descriptions of the different stages of acceptance. The fact that there is no rhyme scheme also may reflect how unpredictable life is, and the conversational tone may be used, especially at the very end, to tell the reader to take whatever comes as it is, and that life is worth living. In the first paragraph, the character blocks out the change in scenery and roles she has later moving to talk about the physical change she had to go through and how both these negatively affected her. Nevertheless, in the 4th stanza, the comforting, homely imagery of "contrive meals for a hunger striker, track down whimsical soft-centered happy all the way through novels, find the cat (mysteriously reassuring" to paint an idea of a content atmosphere, which makes it seem like the characters life isn't as bad as it was first made out to be. It is additionally important to note that although the narrator titles herself to only play the part of a minor role, by way of the poem being narrated from her point of view, this idea is distorted, as it is usually the main characters perspective that the audience

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views a story through, and by this character being the highlight and only individual we hear about, wouldn't that make her a main, major role? Disregarding this point even, the character is shown to be making the best of their situation, and finds peace in a minor role as well, as shown in the line "If I get these midget moments wrong, the monstrous fabric shrinks to unwanted sniggers". This equalizes a minor role to a major one, as even a small difference in action of a supporting character would change the entire plot of a play. The didactic, advisory tone employed in the exclamatory sentences of "Yet to my thinking this act was ill advised it would have been better to die. No it wouldn't! I am here to make you believe in life", along with this single sentence stanza drives the point home that there can still be light found in darkness. However, in stark contrast, the poem "To my Nine year old self", there is no acceptance, but instead grudging withdrawal, if anything. The 6 stanzas and free verse with no rhyme scheme in this poem, although similar to the structure of the other, is used for a different purpose, to show how the narrator pleads continuosly with her younger self to not do these activities that she will later regret. The lines "You must forgive me" and "I'd like to say that we could be friends but the truth is that we have nothing in common", also shows how regretful the character is. Eventually, she leaves her younger self, maybe in a way accepting that the situation cannot be changed, although this is done in a much more subtle, lowkey way in this poem compared to the other.

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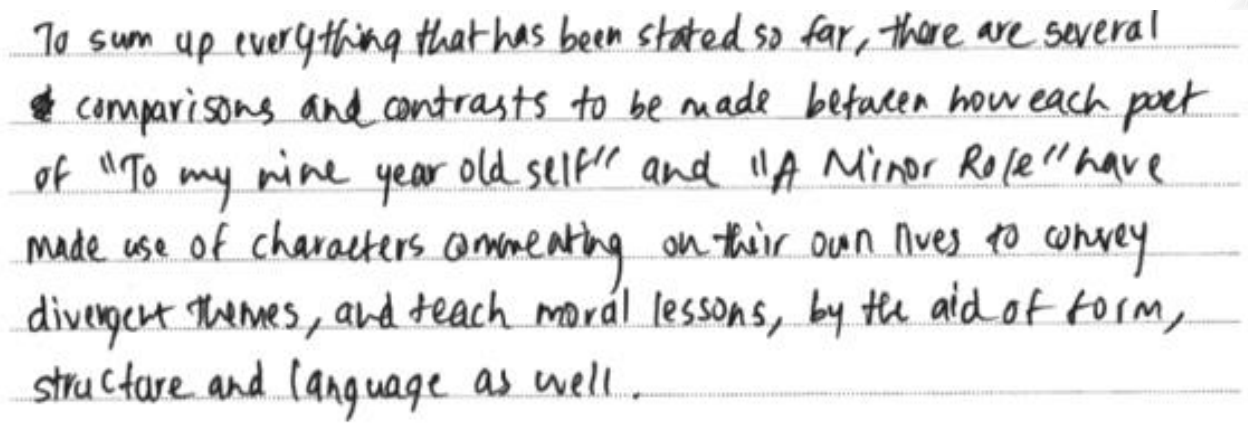
To sum up everything that has been stated so far, there are several comparisons and contrasts to be made between how each poet of "To my nine year old self" and "A Minor Role" have made use of characters commenting on their own lives to convey divergent themes, and teach moral lessons, by the aid of form, structure and language as well.

Examiner comment and mark

The learner's focus on the task is assured and effectively argued throughout. The response consistently refers back to the topic of the question and has clearly thought carefully about the idea of 'self-actualization', e.g. 'The juxtaposition of "pretend all's well, admit it's not" too shows the battle the poet is waging with herself...'

They make sophisticated observations in relation to both poems and to the characters' reflections on their own situations, drawing sophisticated connections between them. There is some very effective consideration of the structural effects of the poems. The learner here goes beyond simply describing the structures to explore how these choices reflect the poet's overall purpose, e.g. 'The structure of the poem "A minor Role" is such that it is made up of 7 stanzas and a single sentence line, is narrated in free verse and feels compartmentalized to provide descriptions of different stages of acceptance.' There is critical evaluation of the writers' craft, e.g. '...although this is done in a much more subtle, low-key way...'

A strength of this response is that it pays equal attention to both the named poem and the chosen one. Some learners approach this question seeming only to want to write about their preferred text. In this case the learner achieves the kind of balance that allows access to the highest level in terms of AO4.

While it is recognised that expression here is not always fully controlled, many Level 5 criteria have been met.

Level 5, 23 marks

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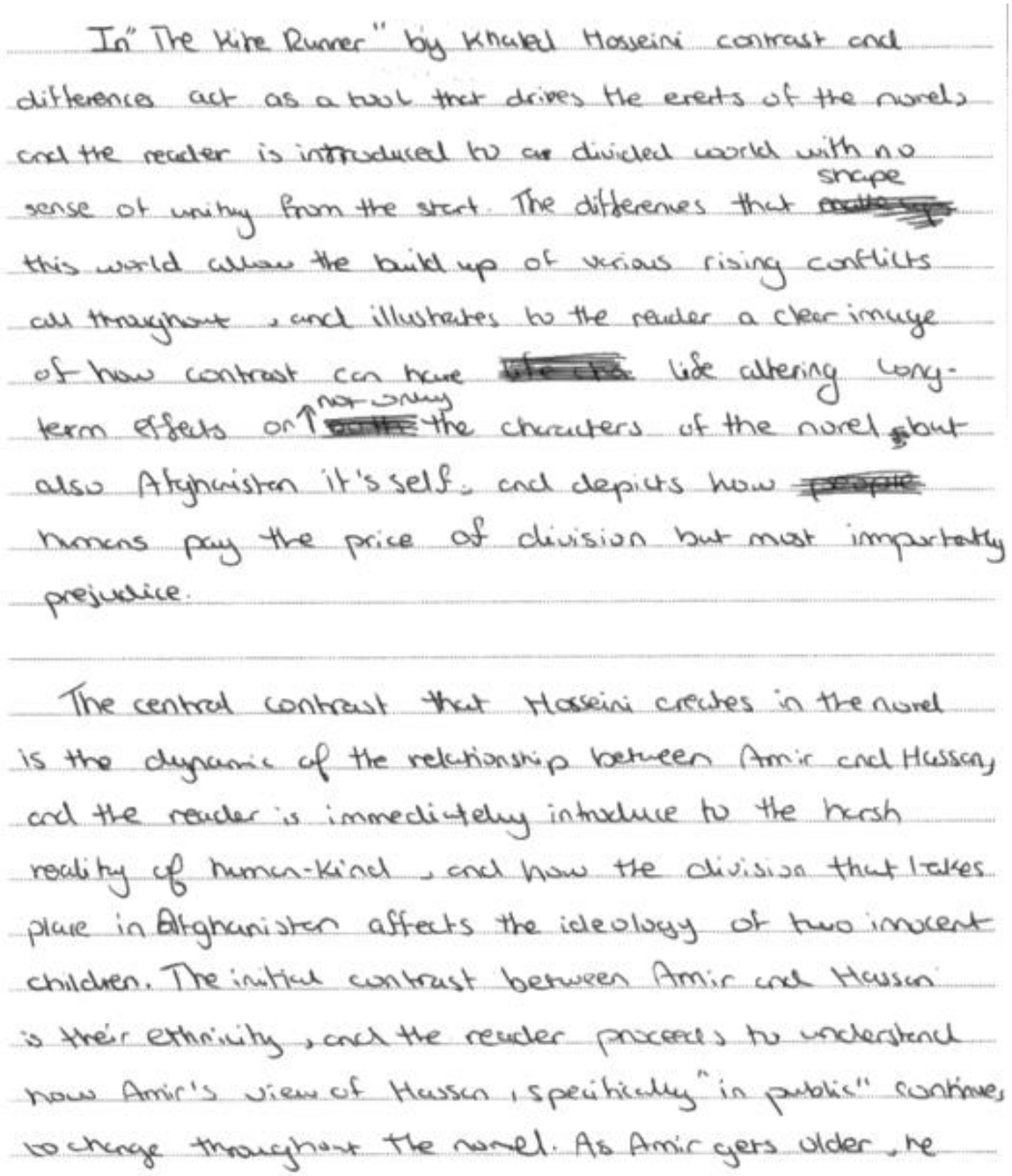
Section B: Post-2000 Prose

Question 4

In this question learners were asked to explore Hosseini's use of contrasts in *The Kite Runner* in the light of the statement: 'Hosseini's novel presents readers with a world divided'.

Script 1, Question 4



In "The Kite Runner" by Khaled Hosseini contrast and differences act as a tool that drives the events of the novel, and the reader is introduced to our divided world with no sense of unity from the start. The differences that shape this world allow the build up of various rising conflicts all throughout, and illustrates to the reader a clear image of how contrast can have life altering long-term effects on not only the characters of the novel but also Afghanistan it's self, and depicts how humans pay the price of division but most importantly prejudice.

The central contrast that Hosseini creates in the novel is the dynamic of the relationship between Amir and Hassan, and the reader is immediately introduce to the harsh reality of human-kind, and how the division that takes place in Afghanistan affects the ideology of two innocent children. The initial contrast between Amir and Hassan is their ethnicity, and the reader proceeds to understand how Amir's view of Hassan, specifically "in public" continues to change throughout the novel. As Amir gets older, he

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starts to view Hassan as less of a friend, and more as a servant. Since he is constantly faced with the underlying prejudice of Afghans, and a constant reminder that "Afghanistan is the land of Pashtuns. It always has been, always will be." ~~The reader is also constantly~~ ~~Such phrases~~ Hosseini utilises such phrases to foreshadow and create irony, later on in the novel, Afghanistan ~~that~~ ~~is~~ no longer ~~belongs~~ acts as the land of Pashtuns, but instead a war-zone ~~for the~~ and a land for the Russian troops.

The ethnic contrast between characters in the novel is the pivotal element that drives the act of betrayal to occur ~~on~~ various times in the novel. Amir's betrayal to Hassan is ~~the turning point in the~~ does not solely occur due to Amir's cowardice, but mainly occurs because of their ~~ethnic~~ ethnicity. One of the most gut wrenching moments in the novel is when the reader is introduced to the horrendous long-term effect of prejudices, ~~after~~ Amir states "In the end, I won." the reader is shaked by how he tries to lessen his guilt towards his betrayal ~~thought~~ by stating that "Maybe Hassan was the price [he] had to pay, the lamb [he] had to slay, to win Baba:... He was just a Hazara, wasn't he?" Hosseini's utilisation of words such as "pay" ~~and slay~~ depict ~~Hassan as~~ the objectification of Hassan, and the reference to the biblical symbolism of the "lamb" that he has to "slay" only ~~makes~~ effect on the reader more significant

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later on [redacted] in the novel [redacted] Hosseini introduces yet another unexpected betrayal from Baba. History repeats it's self and Amir find out from Rahim Khan that Baba had also betrayed his longest time friend and companion Ali. And even though the reader [redacted] sees how both Baba and Amir view Ali and Hassan more as servants and less as their "friends", Baba's betrayal to Ali still shocks not only the reader but also Amir himself. And Amir's vision towards Baba drastically changes after he is faced with the truth, the man that constantly followed his own "moral code" and stated that "theft" is the biggest "sin" one could make, did what he despised most. As a result, the teme of redemption is also explored throughout the novel, and the reader understands that one of the main aspects that caused Baba to rise as a successful business man and massively contribute to charity is only a way to redeem himself for committing adultery, and betraying his long life 'companion' Ali. And Amir redeems himself by saving Sohrab from [redacted] Assef.

[redacted] Hosseini does not only use contrast to depict different dynamics between characters in the novel, but also to depict what Afghanistan tends to become after the interior divisions that have been created in

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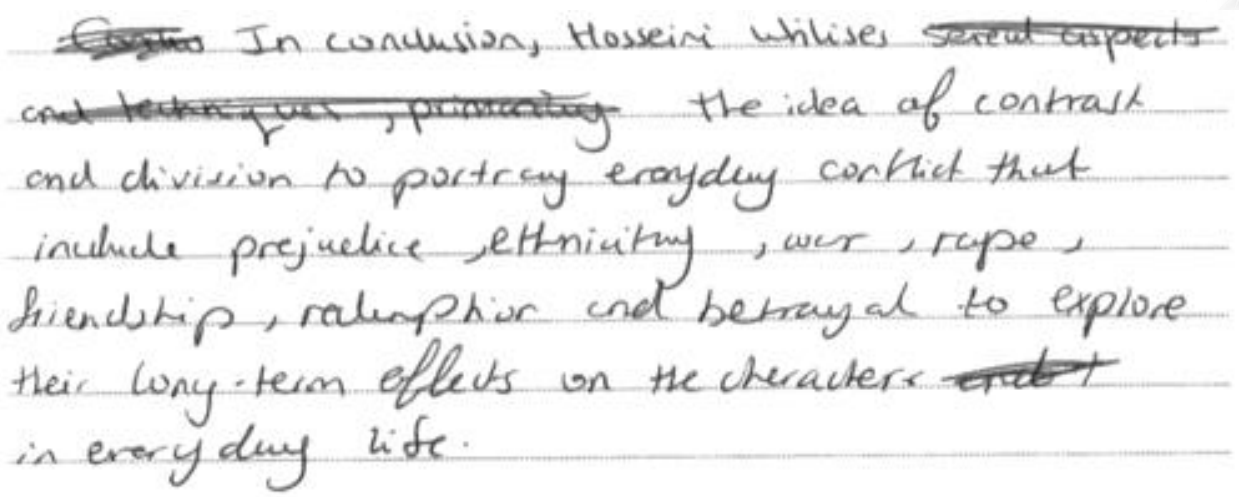

Examiner comment and mark

This response is clear and fully relevant. The learner is very much aware of the writer at work and points to Hosseini's use of foreshadowing, irony and so on. There is evidence in part of detailed and discriminating analysis of the writer's craft and how effects are achieved:

'One of the most gut-wrenching moments in the novel is when the reader is introduced to the horrendous long-term effect of prejudice after Amir states, "In the end, I ran". The reader is shocked by how he tries to lessen his guilt towards his betrayal by stating that, "Maybe Hassan was the price [he] had to pay, the lamb [he] had to slay, to win Baba... He was just a Hazara, wasn't he?" Hosseini's utilisation of words such as "pay" depict the objectification of Hassan, and the reference to the biblical symbolism of the "lamb" that he has to "slay" only makes the effect on the reader more significant.'

However, the learner appears to have run out of time on this question (often the case with Section B responses) and, despite the suggestion in the penultimate paragraph that the learner intended to broaden and develop the response – 'Hosseini does not only use contrast to depict different dynamics between characters in the novel, but also to depict what Afghanistan tends to become after the interior divisions that have been created...' – a weakness in the response is its failure to address context (AO3) in any developed detail.

Overall, it was felt that the response certainly meets all Level 3 criteria and there is some evidence of discrimination at AO1 and AO2. It just manages therefore to achieve the very bottom mark on Level 4.

Level 4, 16 marks

Question 9

In this question learners were asked to explore Tóibín's use of social difference in Brooklyn in the light of the statement: 'Tóibín is alive to the differences in people's social experiences and opportunities'.

Script 2, Question 9

Everyone is different. From the outlook, race, origin to the perspective on the world and ideas that represent people. Colm Bé Tóibín, the author of the novel 'Brooklyn' presents various differences of people in his book. Social differences play ~~the~~ crucial role to the book and its plot which will be discussed futher in this essay.

Importantly, the author presents social differences as unequal experiences of woman. The role of woman is paramount to the novel as the main character is a girl that ~~faces~~ everyday has to face the needs of the society regarding her role, that are not equal to men roles in society. Contextually, the setting takes place in the 1950s, during the post-war times, were the role of woman was minimised by the society. Women had to settle with a man as soon as possible and be a subordinate, good wife without opinons and ~~he~~ wants. The idea of societal needs for subordinate woman is represented by the author by ~~setting~~ setting the ~~first~~ very first setting of the novel in Ireland and describing ~~the~~ Eilis - the main character - as a girl that is unsure about herself, lacks confidence and is led by her sister and mother. The characterisation of Eilis ~~is~~ in ~~Heart~~ Ireland - 'silent' and 'tired' is a metaphor which author used in order to be able to show the differences of the way that society affects women, future in the novel. As women in Ireland experienced unequal treatment comparing to men.

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high expectations for perfectionism and instructions to be subordinate, the audience learns ~~it~~ about that from ~~the~~ Eilis and her experiences in her hometown. These experiences - such as ~~unequal treatment~~ inhuman treatment in Miss Kelly's shop ~~were~~ where Eilis was supposed to 'work for bread' or being sent to the US by the family members without her will - allow the readers to explore the theme of inequality ~~by seeing the~~ more deeply. The use of contrast ~~which~~ was presented by the author by showing ~~the~~ difference in ~~women~~ treatment of ~~women~~ Eilis in the USA - allows for seeing ~~the~~ ~~way of~~ unequal and different treatment based on the country and its culture. In the USA, the author presents Eilis as more mature, being able to make all the decisions by herself without the worry of being judged - the perfect example can be the relationship of Eilis and Tony, where Eilis was confident enough to say 'no' when she did not feel comfortable with something (the moment when Tony wanted to kiss Eilis but she needed her space). The change of the characteristics of the main character are the ~~ee~~ metaphorical contrasts to how women were treated themselves and treated by others, in different countries.

Secondly, the social differences were presented by the author by showing the opportunities different people could have in their homecountries and the USA. The migration of Eilis pushes the plot of the novel forwards, as the character experienced various ~~ob~~ opportunities for changing her life into her dream life. The ability to study in a good ~~school~~ acquiring school, ability to work in ~~a~~ ~~g~~ Miss and Misters Barrocci's clothes shop for a good pay and

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being able to fall in love with Tony based on emotions to him - not social status - are all examples that prove ~~that~~ to the audience that if Eilis would not migrate, she wouldn't be able to have a good - comparing to her previous life in Ireland - being. In Ireland, all Eilis could do, was to stay at home and listen to the instructions of what to wear, eat and with who she should spend her time with. The freedom of choice, given by Eilis' migration is a contrast ~~between~~ that shows how different the people can be in different situations.

Yet, the novel covers the ~~theme of an~~ idea of the difference between people in a ~~primal way~~ more explicit way, as well. By putting praise on Tony - a character with Italian origin, with "dark family" - ~~explores~~ the author is able to explore the social differences as harsh and brutal. Racism plays a crucial role in the book. By ~~multiple mentionings of Tony,~~ creating Tonys character as poor, with ~~his~~ low social status, low education level and being the only person who financially supports his family, the author shows that not all of the migrations to the USA became an 'American dream'. As Tony ~~did not~~ was not American but Italian he faced racism in his everyday life - when his brother got beaten ~~by~~ due to his skin colour, for example. The character of Tony shows to the audience ~~a~~ that the primal differences of people in the society are not always positive, but can be very damaging and reflect on the whole life of a person and their struggles.

Lastly, the idea of social differences are presented

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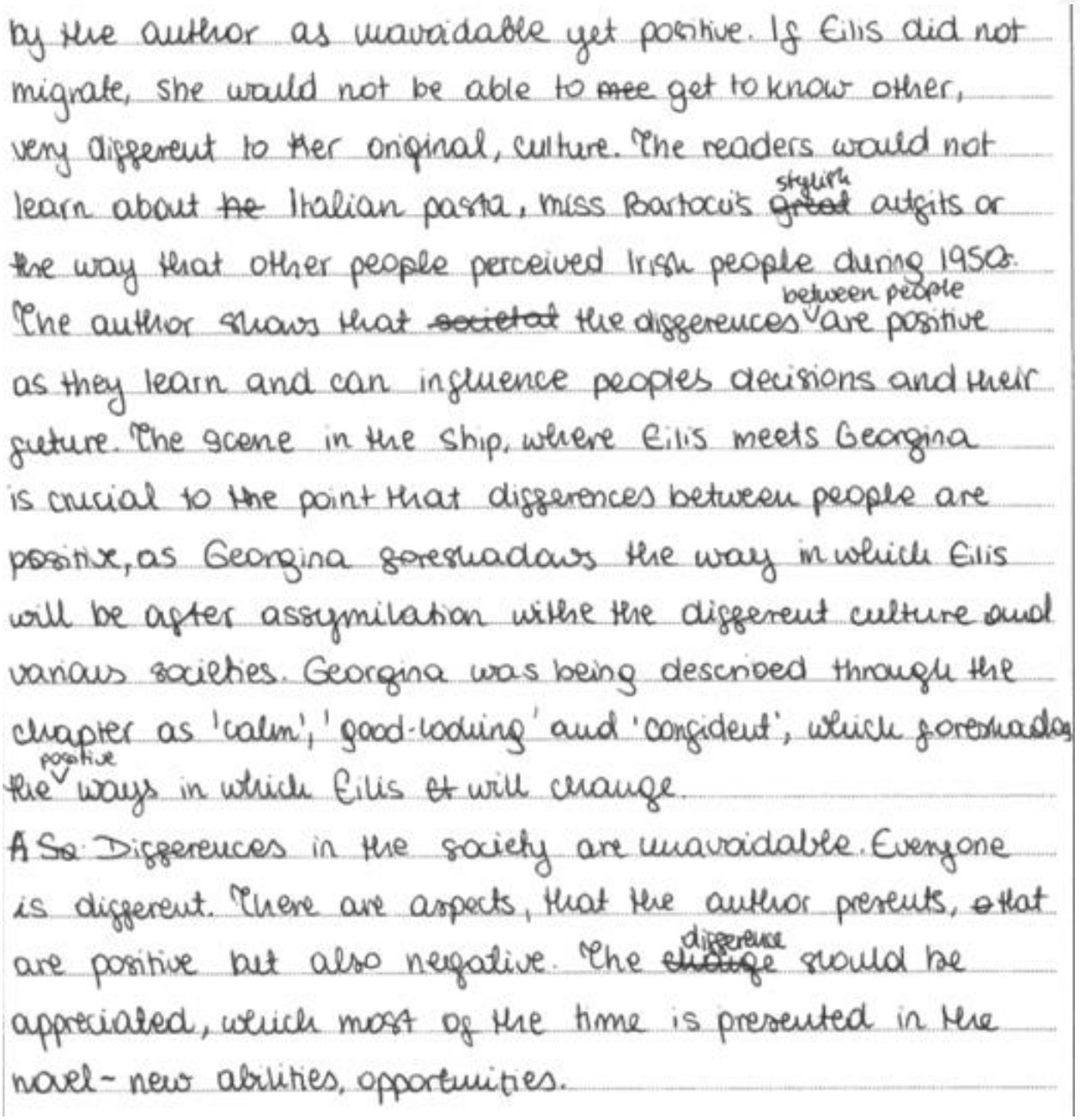

by the author as unavoidable yet positive. If Eilis did not migrate, she would not be able to ~~mee~~ get to know other, very different to her original, culture. The readers would not learn about ~~the~~ Italian pasta, Miss Barlocci's ~~great~~ stylish outfits or the way that other people perceived Irish people during 1950s. The author shows that ~~societal~~ the differences between people are positive as they learn and can influence peoples decisions and their future. The scene in the ship, where Eilis meets Georgina is crucial to the point that differences between people are positive, as Georgina foreshadows the way in which Eilis will be after assymilation with the different culture and various societies. Georgina was being described through the chapter as 'calm', 'good-looking' and 'confident', which foreshadows the positive ways in which Eilis ~~it~~ will change.

A So Differences in the society are unavoidable. Everyone is different. There are aspects, that the author presents, ~~that~~ are positive but also negative. The ~~change~~ difference should be appreciated, which most of the time is presented in the novel - new abilities, opportunities.

Examiner comment and mark

This is a clear and straightforward response to the idea of social differences in the novel. The learner draws on a reasonable selection of contexts and uses these as part of arguments which are clearly formulated and exemplified throughout.

The response has been organised into clear sections: women, USA versus home countries and the positive effects of social differences. Overall, however, there is limited discriminating comment on the text as a literary construct. In terms of AO2, there is a good deal of description at the expense of analysis. Where there are attempts to consider the writer's craft, these tend to be laboured and a little repetitive, e.g. the lengthy section on page 2 of the script above on the writer's use of contrast.

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The learner is clearly aware of context but reference to it tends to be rather 'chatty' and discursive – too far from the creation and reception of the text itself, e.g. 'The freedom of choice, given by Eilis' migration is a contrast that shows how different the people can be in different situations'. An exception to this is the consideration given to Tóibín's use of the character of Tony:

'By creating Tony's character as poor, with low social status, low education level and being the only person who financially supports his family, the author shows that not all migrations to the USA became in "American dream".'

Overall, this is a clear and relevant response that is a little under-developed. It fulfils many of the Level 3 criteria.

Level 3, 13 marks

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Question 19

In this question candidates were asked to explore Adichie's presentation of emotion in *Purple Hibiscus* in the light of the statement: 'This is a novel that highlights the power of emotion'.

Script 3, Question 19

Purple Hibiscus by Chimamanda Adichie is a bildungroman that follows the journey of a 15-year old girl Kambili that faces the struggles of oppression through religion, freedom and under military rule in Nigeria. The power of emotion is highlighted through the theme of silence and freedom, the presentation of emotion in Nsukka and Enugu and finally how emotion gives Kambili and Jaja the power to break free.

Adichie highlights the power of emotion through the exploration of silence and freedom. "The silence was broken only by the whir of the ceiling fan as it sliced through the still air. Although our spacious dining room gave way to an even wider living room, I felt suffocated." The personification used to portray the intensity of the silence in the room presents the strong hold it has over Kambili. The emotive language and the verb "Suffocated" connotes how Papa's oppression suffocates Kambili, it traps her feelings and words to the point where it affects her physically. The narrative voice allows the reader to experience Kambili's emotion and puts the reader in Kambili's position. Her strong fear and horror from Papa's actions shows how his force drives Kambili to suffocation. This also alludes to Nigerian

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expectations in families where women cannot speak up or talk back to the men in the house, especially 'heads of the house' like Papa. Adichie portrays this by showing Kambili's inability to let her words out. In addition, Papa's oppression and exceeding expectations has a strong hold on Kambilis' emotions. She says after disappointing Papa with coming second in her class "I was stained by failure". The metaphor portrays how the feeling of failure and disappointing Papa impacts Kambili. It leaves a permanent mark on her, a powerful feeling of failure that she cannot get rid of. The short sentences further conveys the immense power of emotion to the reader.

Adichie explores the power of love that is shared rarely between Papa Eugene and his family, and how its rare occurence makes it a powerful emotion. "I knew that when the tea burned my tongue it burned Papa's love into me." The metaphor describes the way which Kambili recieves love from Papa, the only way she recieves love from him is also by feeling pain. It 'burned' his love into her, even when she is loved by him she is also feeling hurt at the same time. This exemplifies Eugene's abusive nature and even during the better moments, his abuse and pain that he inflicts on his children will never leave them. This pushes the reader to feel love and sorrow for Kambili, as she is seen feeling loved by Papa but at the same time it hurts her

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That she cannot always feel the feeling of love, it must come with pain. Adichie highlights how abusive relationships effect the abused. She also highlights that Papas love is always shown physically and not by his words or emotionally. "Papa crushed Ifeji and me into his body". After abusing them he does not apologize, he hugs them to show remorse. The strong verb "crushed" illustrates the pain that Kambili feels even when Papa shows her an act of care and remorse. This could exemplify how in Nigerian families, abusive fathers would be seen as weak if they apologised for their actions. Kambili and Jaja would not expect to hear apologies from their father.

The power of emotion is presented in Nsukka and the difference of expression presented in Enugu. In Nsukka, while Kambili was eating at the table with Aunty Ifeoma and her Cousins she says "where the air was free for you to breathe as you wished." Adichie contrasts the air in Nsukka with the suffocating air in Papa's house. This portrays how the expression of freedom and speech allows Kambili to simply breathe and freely express her emotions. It presents to the reader the difference in both houses by the suffocating silence in Papa's house and free nature in Aunty Ifeoma's house.

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The power of Silence and Speech is expressed under a military government in Nigeria. "Ade Coker had said "Imagine the Standard was quiet" This presents how if the Standard was silent again the corrupt government of nigeria then a "renewed democracy" cannot be possible. Peju advocates for freedom of speech against the military goverment and explains that the Standard could never be quiet. This is ironic as Peju is completely different in his own household and does not encourage speech at all. This shows the reader the hypocrisy of Peju as well as showing how freedom is a powerful emotion that can lead to a better life, and more democracy. In Nigeria, military governments were corrupt and oppressed Nigerians. Acting against the government could result in severe punishment and death.

Kambili portrays happiness and freedom in the end of the novel after Papas death. "Nsukka could free something deep inside your belly that would rise up to your throat and come out as a freedom song. As laughter." This similie presents the powerful emotion of happiness and laughter that Kambili finally gets to experience. It lets the reader feel proud of Kambili and feel the strong emotion of relief that she has finally escaped the nightmare of Silence.

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Examiner comment and mark

This response demonstrates discrimination in its exploration of emotion. The learner is able to embed contexts in argument and approaches a range of interesting ways in which emotions are displayed and understood. There is sustained discrimination and thoughtful discussion of the ways in which meanings are shaped in the novel.

A weakness perhaps lies in the expression of ideas (AO1) particularly in terms of transitions – each section feels unconnected to the ones preceding and following. Time spent planning the essay would be well spent.

Analysis of the writer's craft (AO2), while not sophisticated (and is sometimes expressed in a rather laboured way) is discriminating and detailed:

'Adichie explores the power of love that is shared rarely between Papa Eugene and his family, and how it's rare occurrence makes it a powerful emotion, " I knew that when the tea burned my tongue, it burned Papa's love into me". The metaphor describes the way which Kambili receives love from Papa. The only way she receives love from him is also by feeling pain. It 'burned' his love into her. Even when she is loved by him, she is also feeling hurt at the same time. This exemplifies Eugene's abusive nature and even during the better moments. His abuse and pain that he inflicts on his children will never leave them. This pushes the reader to feel love and sorrow for Kambili as she is seen feeling loved by Papa, but the same time it hurts her that she can always feel the feeling of love it must come with pain.'

In terms of contexts (AO3) there is some effective linking of the text, its contexts and the topic of the question. For example:

'Ade Coker had said, "Imagine the standard was quiet." This presents how if the standard was silent against the corrupt government of Nigeria, then a 'renewed democracy' cannot be possible. Papa advocates for freedom of speech against the military government and explains that the standard could never be quiet. This is ironic as Papa is completely different in his own household and does not encourage speech at all. This shows the reader the hypocrisy of Papa, as well as showing how freedom is a powerful emotion that can lead to a better life and more democracy. In Nigeria military governments were corrupt and oppressed Nigerians. Acting against the government could result in severe punishment and death.'

It was felt that many of Level 4 criteria had been met on this response.

Level 4, 19 marks

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