

Annual Examinations for Secondary Schools SPECIMEN PAPER

YEAR 10 ENGLISH LITERATURE (Level 1-2) TIME: 1 HR 30 mins

Name: _____ Class: _____

Section A: Poetry	Section B: Drama	Section C: Prose	TOTAL
/ 40	/ 30	/ 30	/100

*Candidates are reminded that AC 12.2a: I can use language with reasonable accuracy; applies to all sections of this exam paper. **You are advised to spend about 30 minutes on each section.***

SECTION A: POETRY

40 MARKS

Answer both Part 1 and Part 2.

Part 1: Read the poem and answer the questions below.

22 marks

Sally

She was a dog-rose kind of girl:
Elusive, scattery as petals;
Scratchy sometimes, tripping you like briars.
She teased the boys
5 Turning this way and that, not to be tamed
Or taught any more than the wind.
Even in school the word 'ought' had no meaning
For Sally. On dull days
She'd sit quiet as a mole at her desk
10 Delving in thought.
But when the sun called
She was gone, running the blue day down
Till the warm hedgerows prickled the dusk
And moths flickered out.
15 Her mother scolded;
Dad gave her the hazel switch,
Said her head was stuffed with feathers
And a starling tongue.
20 But they couldn't take the shine out of her,
Even when it rained
You felt the sun saved under her skin.
She'd a way of escape
Laughing at you from the bright end of a tunnel,
25 Leaving you in the dark.

Glossary

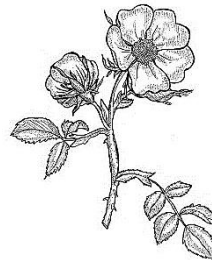
Dog-rose:	<i>a wild rose with white or pink flowers and a pleasant smell</i>
Elusive:	<i>difficult to find</i>
Briars:	<i>prickly woody plant</i>
Delving:	<i>exploring</i>
Hedgerows:	<i>a rough fence made of bushes</i>
Hazel-switch:	<i>a stick made from hazel wood</i>
Starling:	<i>a songbird</i>

Phoebe Hesketh

Underline the best answer for each of the following questions.

1. The poem 1 mark []
a. narrates a story about Sally
b. describes a girl called Sally
c. gives us advice not to be like Sally
d. praises Sally for being naughty
2. The poem is called 'Sally' because it is 1 mark []
a. childish just like her
b. famous just like her
c. the name of the flower
d. complicated just like her
3. The poem has (no / a regular / an irregular) rhyme scheme and
(no / a regular / an irregular) rhythm. 1 mark []
4. This type of rhyme and rhythm reflect Sally's 1 mark []
a. broken heart and anger
b. fight with society
c. energetic and wild side
d. different talents
5. "She was a dog-rose kind of girl" (line 1). What figure of speech is this? 1 mark []
a. Simile
b. Metaphor
c. Personification
d. Alliteration

6. Look at the picture of a dog-rose. Sally is compared to this flower because the flower is 1 mark []
a. elegant and bright
b. old but full of life
c. beautiful but cold
d. pretty but wild



7. Complete the following sentences. 4 marks []

In the first six lines of the poem, Sally is not only compared to a dog-rose but to **other natural things**. Mention **TWO** other things she is compared to and explain the effect of this comparison.

- a. Sally is compared to _____ and this shows

- b. Sally is also compared to _____ and this shows

8. How does Sally's behaviour change between "dull days" and "when the sun" is out? Complete the sentences. 2 marks []

On "dull days", Sally _____

On the other hand, "when the sun" is out, Sally _____

9. Are the following statements about Sally TRUE or FALSE? Tick (✓) the correct answer. 3 marks []

	TRUE	FALSE
a. She is difficult to control.		
b. She makes fun of boys.		
c. She is obedient.		
d. Her parents appreciate their daughter's lively character.		
e. Nature seems to be on Sally's side.		
f. The poet thinks she's a lovely creature.		

10. a. From the lines below, quote an example of alliteration. 1 mark []

On dull days

She'd sit quiet as a mole at her desk

Delving in thought.

But when the sun called

She was gone, running the blue day down

- b. This example of alliteration is used to create 1 mark []
- the fast movement of a creepy object
 - a harsh and hard sound
 - a soft and soothing sound
 - a hissing and frightful sound

11. Quote ONE line from the second stanza which shows that although she is naughty, Sally is a warm person. 1 mark []

12. Look at the last three lines of the poem and in your own words, explain them. 4 marks []

Slow Reader

He can make a sculpture
and fabulous machines, invent games, tell jokes,
give solemn, adult advice-
but he is slow to read.

When I take him on my knee
with his Ladybird book
he gazes into the air,
sighing and shaking his head
like an old man
who knows the mountains
are impassable.

He toys with words,
letting them go cold
as gristly meat,
until I relent
and let him wriggle free:
a fish returning
to its element,
or a white-eyed colt-shying
from the bit – who sees
that if he takes it
in his mouth
he'll never run
quite free again.

Vicki Feaver

13. Read the statements about both poems and underline the TWO correct ones.
2 marks []

Both poems:

- reflect the frustrations of people who are different
 - present a contrast midway through the poem
 - describe the negative aspects only of a child
 - are written in the first person
 - are about nature
 - have a cheerful and playful tone
 - are written in free verse
14. In both poems, the poets make use of animal imagery to give us a clearer description of the children and their feelings. Complete the following.
6 marks []

Sally	Slow Reader
In this poem, the poet compares Sally to different animals such as a (1) _____ and a (2) _____ . 1 mark []	In this poem, the poet compares the Slow Reader to different animals such as a (1) _____ and a (2) _____ . 1 marks []
The poet makes the above comparisons to show that Sally is (1)	The poet makes the above comparisons to show that the Slow Reader is (1)
(2)	(2)
2 marks []	2 marks []

15. Consider the relationships the children in the TWO poems have with their family and learning.

a. Relationship with family: How are the two poems similar and different in this regard?
4 marks []

b. Relationship with learning: How are the two poems similar and different in this regard?
4 marks []

16. Would you prefer Sally or the Slow Reader as a friend? Why? 2 marks []

SECTION B: DRAMA**30 MARKS**

Choose the text that you have studied at school. Answer all the questions about this text in (Part A, Part B and Part C).

Wild Girl, Wild Boy by David Almond

Elaine Grew is treated differently by her family and neighbours. Write about her relationship with her father, their neighbour, Mr McNamara and mother.

Part A – Describe Elaine’s relationship with her father.

8 marks

Part B – Describe Elaine’s relationship with her family’s neighbour Mr McNamara.

8 marks

Part C – Describe Elaine’s relationship with her mother.

11 marks

	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C: Knowledge of text	11 - 10	9 - 7	6 - 5	4 - 3	2 - 0	/11
Clarity and Cohesion	3	2	1	½	0	/3
						/30

OR

The Merchant of Venice by William Shakespeare

Shylock is an important character in the play and a lot of the action revolves around him. Write about Shylock's character.

Part A – Why is Shylock an outsider in Venice?

8 marks

Part B – Why does he hate Antonio in particular?

8 marks

Part C – Describe the agreement made between Shylock and Antonio.

11 marks

	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C: Knowledge of text	11 - 10	9 - 7	6 - 5	4 - 3	2 - 0	/11
Clarity and Cohesion	3	2	1	½	0	/3
						/30

OR

Macbeth by William Shakespeare

At the start of the play, Duncan is King of Scotland. Write about Duncan and what happens to him.

Part A – Describe Duncan’s character.

8 marks

Part B – Why does Macbeth decide to kill Duncan?

8 marks

Part C – Describe what Macbeth and Lady Macbeth do to commit the murder and cover up their guilt.

11 marks

	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C: Knowledge of text	11 - 10	9 - 7	6 - 5	4 - 3	2 - 0	/11
Clarity and Cohesion	3	2	1	½	0	/3
						/30

OR

A View from the Bridge by Arthur Miller

Act 1: In the 1950s, most women had limited working opportunities outside their households. Write about Beatrice and Catherine's different experiences and how Eddie reacts to them both.

Part A – What is Beatrice's role in the family?

Part B – What job opportunities does Catherine have?

Part C – What are Eddie's views about the roles of Beatrice and Catherine?

	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C: Knowledge of text	11 - 10	9 - 7	6 - 5	4 - 3	2 - 0	/11
Clarity and Cohesion	3	2	1	½	0	/3
						/30

SECTION C: PROSE**30 MARKS**

Choose the text that you have studied at school. Answer all the questions about this text in (Part A, Part B and Part C).

*EITHER***The Breadwinner** by Deborah Ellis

Parvana is proud of being Afghan and adores Afghan history. She is particularly fond of the historical figure Malali, who led Afghan troops to victory during the war with the British. But other female figures influenced Parvana too. Describe these three other women, what they had to go through and how they influenced Parvana.

Part A — Describe Mrs. Weera particularly when she comes to help Mother. 8 marks

Part B — Describe Shauzia and her new ideas.

8 marks

Part C — Describe Mother when she begins writing again.

11 marks

	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C: Knowledge of text	11 - 10	9 - 7	6 - 5	4 - 3	2 - 0	/11
Clarity and Cohesion	3	2	1	½	0	/3
						/30

OR

The Boy in the Striped Pyjamas by John Boyne

“When he first saw their new house Bruno’s eyes opened wide, his mouth made the shape of an O and his arms stretched out at his sides once again.” Describe the similarities and differences between the house in Berlin and the one in Auschwitz and their surroundings, and comment on the effect they had on Bruno’s life.

Part A – What are the similarities between the house in Berlin and the one in Auschwitz? 8 marks

Part B - What are the differences between the house in Berlin and the one in Auschwitz? 8 marks

Part C - How does the move from Berlin to Auschwitz affect Bruno’s childhood? 11 marks

	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C: Knowledge of text	11 -10	9 - 7	6 -5	4 - 3	2 - 0	/11
Clarity and Cohesion	3	2	1	½	0	/3
						/30

OR

Animal Farm by George Orwell

Farmer Jones, Boxer and Squealer are three important characters in the novel through which Orwell explores the theme of control. Describe each character and their respective role on the farm and write about how each of these three characters either exerts control or is controlled by others.

Part A – Describe Farmer Jones’s character.

8 marks

Part B – Describe Boxer’s character.

8 marks

Part C – Describe Squealer’s character.

11 marks

	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B: Knowledge of text	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C: Knowledge of text	11 - 10	9 - 7	6 - 5	4 - 3	2 - 0	/11
Clarity and Cohesion	3	2	1	½	0	/3
						/30

END OF EXAMINATION PAPER

Annual Examinations for Secondary Schools SPECIMEN PAPER

YEAR 10 ENGLISH LITERATURE (Level 1-2) MARKING SCHEME

SECTION A: POETRY

40 MARKS

Answer both Part 1 and Part 2.

Part 1: Read the poem and answer the questions below.

22 marks

Underline the best answer for each of the following questions.

1. The poem 1 X 1 mark = 1 mark
 - a. narrates a story about Sally
 - b. describes a girl called Sally**
 - c. gives us advice not to be like Sally
 - d. praises Sally for being naughty

2. The poem is called 'Sally' because it is 1 X 1 mark = 1 mark
 - a. childish just like her**
 - b. famous just like her
 - c. the name of the flower
 - d. complicated just like her

3. The poem has (**no** / a regular / an irregular) rhyme scheme and (no / a regular / **an irregular**) rhythm. 1 mark []

4. This type of rhyme and rhythm reflect Sally's 1 X 1 mark = 1 mark
 - a. broken heart and anger
 - b. fight with society
 - c. energetic and wild side**
 - d. different talents

5. "She was a dog-rose kind of girl" (ln 1). What figure of speech is this? 1 X 1 mark = 1 mark
 - a. Simile
 - b. Metaphor**
 - c. Personification
 - d. Alliteration

6. Look at the picture of a dog-rose. Sally is compared to this flower because the flower is 1 X 1 mark = 1 mark
 - a. elegant and bright
 - b. old but full of life
 - c. beautiful but cold
 - d. pretty but wild**

7. Complete the following sentences. 2 X 2 marks = 4 marks

In the first six lines of the poem, Sally is not only compared to a dog-rose but to **other natural things**. Mention **TWO** other things she is compared to and explain the effect of this comparison.

Accept ANY TWO of the following or similar:

- a. Sally is compared to **petals (1 mark)** and this shows that she is delicate but unpredictable and hard to control **(1 mark)**
- b. Sally is compared to **briars (1 mark)** and this shows that she can be tricky and can have thorns and so, she can be hurtful. You also get caught up with her **(1 mark)**
- c. Sally is also compared to **the wind (1 mark)** and this shows that she is unmanageable, unruly and does not follow rules. It is a useless task to try to teach Sally as she will do as she pleases **(1 mark)**

8. How does Sally's behaviour change between "dull days" and "when the sun" is out? Complete the sentences. 2 X 1 mark = 2 marks

Accept the following or similar:

On "dull days", Sally **would be quiet but actively thinking about her next adventure.**

On the other hand, "when the sun" is out, Sally **would be running about till the sun is down.**

9. Are the following statements about Sally TRUE or FALSE? Tick (✓) the correct answer. 6 X ½ mark = 3 marks

	TRUE	FALSE
a. She is difficult to control.	✓	
b. She makes fun of boys.	✓	
c. She is obedient.		✓
d. Her parents appreciate their daughter's lively character.		✓
e. Nature seems to be on Sally's side.	✓	
f. The poet thinks she's a lovely creature.	✓	

10. a. Quote TWO words from the lines below which are an example of alliteration. 1 X 1 mark = 1 mark

On dull days
 She'd sit quiet as a mole at her desk
 Delving in thought.
 But when the sun called
 She was gone, running the blue day down

Accept any ONE of the following:

"dull days" / "day down"

- b. This example of alliteration is used to create 1 X 1 mark = 1 mark
- a. the fast movement of a creepy object
 - b. a harsh and hard sound**
 - c. a soft and soothing sound
 - d. a hissing and frightful sound

11. Quote ONE line from the second stanza which shows that although she is naughty, Sally is a warm person. 1 X 1 mark = 1 mark

“You felt the sun saved under her skin. ”

12. Look at the last three lines of the poem and in your own words, explain them. 3 X 1 mark = 3 marks + 1 mark for paraphrasing = 4 marks

Reward any valid interpretations. Answers might, however, include some of the following:

- **(Line 1): No matter how hard people try, Sally will find the means to be free, be herself. (1 mark)**
- **(Line 2): Sally is a symbol of hope to all those who wish to be different, to be free and will laugh at those who remain enchained to society’s rules and restrictions, trying to please others without being their true selves. (1 mark)**
- **(Line 3): Sally would have found the light, her freedom while others are still in the dark, in a state of ignorance. (1 mark)**

Award a mark for paraphrasing.

Part 2: Compare **Sally** by Phoebe Hesketh and **Slow Reader** by Vicki Feaver. 18 marks

13. Read the statements about both poems and underline the TWO correct ones. 2 X 1 mark = 2 marks

Both poems:

- **reflect the frustrations of people who are different**
- present a contrast midway through the poem
- describe only the negative aspects of a child
- are written in the first person
- are about nature
- have a cheerful and playful tone
- **are written in free verse**

14. In both poems, the poets make use of animal imagery to give us a clearer description of the children and their feelings. 6 marks

Sally	Slow Reader
In this poem, the poet compares Sally to different animals such as a (1) <u>mole</u> and a (2) <u>starling</u> . 2 X ½ mark = 1 mark	In this poem, the poet compares the Slow Reader to different animals such as a (1) <u>fish</u> and a (2) <u>colt</u> . 2 X ½ mark = 1 mark
This poet makes these comparisons to show that Sally is	This poet makes these comparisons to show that the Slow Reader is
(1) Like a mole because she is quiet and not necessarily defiant or deliberately disobedient.	(1) Like a fish because he wants to be free in surroundings that make him feel comfortable.
(2) Like a starling because she gabbles on and can be very noisy and sociable (her father thinks).	(2) Like a colt because reading is compared to being reigned in which isn't good for him.
4 X ½ mark = 2 marks	4 X ½ mark = 2 marks

15. Consider the relationships the children in the TWO poems have with their family and learning.

- a. Relationship with family: How are the two poems similar and different in this regard? 4 marks []

Reward any valid interpretations. Answers might, however, include some of the following:

- In *Sally*, the parents are angry at Sally. Her mother tells her off and her father canes her (severe punishment). Her father also accuses her of being stupid and very talkative.
- In *Slow Reader*, the family member lovingly sits the child on the lap and acknowledges his multiple talents.
- Both children have parents who seem to want their children to learn (i.e., through reading, through telling her off for not doing well at school)
- Both children want to be free

- b. Relationship with learning: How are the two poems similar and different in this regard? 4 marks []

Reward any valid interpretations. Answers might, however, include some of the following:

- Both children face struggles with learning (e.g., reading and concentrating)
- Both children are intelligent in their own ways
- The learning difficulties are different: Sally does not seem interested in school while the *Slow Reader* has difficulties with reading.

	Level 2	Level 1
	1	½ – 0
Knowledge and Understanding of Content (1 mark)	• <i>demonstrate understanding and knowledge of each text</i>	• <i>demonstrate limited / very limited knowledge and understanding of each text</i>
Task Achievement and Relevance (1 mark)	• <i>include 2 or more points mentioned above for both poems</i>	• <i>includes 1 or no points mentioned above for both poems</i>
Relationship between texts (1 mark)	• <i>Show understanding of the relationships between texts</i>	• <i>little to no understanding of the relationships between texts</i>
Clarity and Cohesion (1 mark)	• <i>use a limited range of vocabulary and sentence structures with generally accurate spelling and punctuation</i>	• <i>use a very limited range of vocabulary and poor sentence structures with very weak spelling and punctuation</i>

16. Would you prefer Sally or the *Slow Reader* as a friend? Why? 2 marks

- 1 mark for the preference mentioned and
- 1 mark awarded if a suitable and plausible reason which tallies with the preference is given.

REFER TO THE RUBRIC ON PAGE 12

Wild Girl, Wild Boy by David Almond

Elaine Grew is treated differently by her family and neighbours. Write about her relationship with her father, mother and their neighbour, Mr McNamara.

Part A – Describe Elaine’s relationship with her father.

Part B – Describe Elaine’s relationship with the family neighbour Mr McNamara.

Part C – Describe Elaine’s relationship with her mother.

Indicative content

Teachers are to reward alternative valid answers. Responses may include the following key points:

Part A	<ul style="list-style-type: none"> • How happy she was and how much fun she had with her father in the allotment • How similar their (wild) imagination is • How caring her father was and how he helped her to improve her reading and writing • How she tries to cope with her father’s loss <p style="text-align: right;">8 marks</p>
Part B	<ul style="list-style-type: none"> • Reasons Elaine hates Mr Mc Namara and how they had nothing in common • How badly Mr McNamara treated her father • How badly Mr McNamara treats Elaine and how strict he is with her • How and why he wants her to stop going to her father’s allotment and to forget her father <p style="text-align: right;">8 marks</p>
Part C	<ul style="list-style-type: none"> • Elaine’s mother worries about her daughter and how she tries to help her move on after her father’s death • Elaine is stuck in her imagination while her mum tries to keep her grounded • Their relationship becomes difficult after her dad’s death • Elaine tries in vain to make her mother see Wild Boy • At the end her mother starts believing Elaine and their relationship improves <p style="text-align: right;">11 marks</p>

The Merchant of Venice by William Shakespeare

Shylock is an important character in the play and a lot of the action revolves around him. Write about Shylock’s character.

Part A – Why is Shylock an outsider in Venice?

Part B – Why does he hate Antonio in particular?

Part C – Describe the agreement made between Shylock and Antonio.

Indicative content

Teachers are to reward alternative valid answers. Responses may include the following key points:

Part A	<ul style="list-style-type: none">• His religion sets him apart from the Christians who are a majority• He lends out money at a high interest• How greedy for money he is• How all this makes a lot of people hate him including his daughter <p style="text-align: right;">8 marks</p>
Part B	<ul style="list-style-type: none">• Antonio is a Christian and he hates Jews• He lends out money without interest• Antonio spits at him when he sees him <p style="text-align: right;">8 marks</p>
Part C	<ul style="list-style-type: none">• Shylock takes long to decide if he should lend money to Antonio• He lends him 3000 ducats for three months• How the bond includes taking a pound of flesh from Antonio’s body if Antonio does not return the money on time• How he pretends to be kind when in reality he is not <p style="text-align: right;">11 marks</p>

Macbeth by William Shakespeare

At the start of the play, Duncan is King of Scotland. Write about Duncan and what happens to him.

Part A – Describe Duncan’s character.

Part B – Describe what Macbeth and Lady Macbeth do to commit the murder and cover up their guilt.

Part C – Why does Macbeth decide to kill Duncan?

Indicative content

Teachers are to reward alternative valid answers. Responses may include the following key points:

Part A	<ul style="list-style-type: none">• A gentle and appreciative ruler• Described as a good man with several virtues• Too trusting• A poor judge of character <p style="text-align: right;">8 marks</p>
Part B	<ul style="list-style-type: none">• How Macbeth has already thought about becoming king• His ambition leads him to do so• How the witches’ words reinforce his secret ambition• How Lady Macbeth encourages him to murder the king and questions Macbeth’s manhood if he doesn’t commit the murder. <p style="text-align: right;">8 marks</p>
Part C	<ul style="list-style-type: none">• Lady Macbeth drugs Duncan’s servants while Macbeth waits for her signal• Macbeth murders Duncan while he slept• How Lady Macbeth forces him to change and wash his hands She takes the blood-stained dagger back to the room and places them in the chamberlains’ hands. <p style="text-align: right;">11 marks</p>

A View from the Bridge by Arthur Miller

Act 1: In the 1950s, most women had limited working opportunities outside their households. Write about Beatrice and Catherine’s different experiences and how Eddie reacts to them both.

Part A – What is Beatrice’s role in the family?

Part B – What job opportunities does Catherine have?

Part C – What are Eddie’s views about the roles of Beatrice and Catherine?

Indicative content

Teachers are to reward alternative valid answers. Responses may include the following key points:

Part A	<ul style="list-style-type: none">• how Beatrice fulfils her role of devoted wife and mother by raising Catherine• how she has always worked inside the home and is houseproud although being working class• how she encourages Catherine to be an independent woman and accept her job offer• how she prepares the house for Marco and Rodolfo’s arrival <p style="text-align: right;">8 marks</p>
Part B	<ul style="list-style-type: none">• how Catherine’s academic achievements lead to her job offer• how Catherine is offered a good job as a stenographer• how the job can lead to her being a secretary• how she can have financial independence <p style="text-align: right;">8 marks</p>
Part C	<ul style="list-style-type: none">• how Eddie feels that he should be the sole provider of the family• how he unfairly tells Beatrice that she has never worked• how he tells Catherine that a woman working in a low-class male-dominated job is risky• how he tries to keep Catherine financially dependent on him <p style="text-align: right;">11 marks</p>

REFER TO THE RUBRIC ON PAGE 12

The Breadwinner by Deborah Ellis

Parvana is proud of being Afghan and adores Afghan history. She is particularly fond of the historical figure Malali, who led Afghan troops to victory during the war with the British. But other female figures influenced Parvana too. Describe these three other women, what they had to go through and how they influenced Parvana.

Part A — Describe Mrs. Weera particularly when she comes to help Mother

Part B — Describe Shauzia and her new ideas.

Part C — Describe Mother when she begins writing again.

Indicative content

Teachers are to reward alternative valid answers. Responses may include the following key points:

Part A	<ul style="list-style-type: none"> • a tall, athletic woman who used to be a gym teacher and a runner • courageous and not afraid of the Taliban. • forms part of a secret women’s group to resist the Taliban. • plans to start a school. • the only one who ever jokes in this novel. • kind and helpful: helps Parvana's family after Father disappears; inspires Mother to work on a magazine with her; is ready to take Homa, the teenager Parvana rescued, with her to a refugee camp in Pakistan. <p style="text-align: right;">8 marks</p>
Part B	<ul style="list-style-type: none"> • She wants to live independently • Thinks of a plan to save money and run away to Paris to avoid being forced to marry a man against her will • A good friend to Parvana, especially when working as tea boys in the market. <p style="text-align: right;">8 marks</p>
Part C	<ul style="list-style-type: none"> • Her pride makes her refuse to go out accompanied by a male • Strict with Parvana and doesn’t want her to dig up bones in the graveyard • Has a good relationship with father and is worried sick when he is arrested by the Taliban, even though they used to argue a lot. • Every time she gets knocked down, she pulls herself back up again despite losing everything (a son, her career, her house, and even—for a while—her husband). • With Mrs. Weera’s help Mother begins writing again to produce a magazine telling Afghan women’s stories, giving Mother a sense of purpose and a feeling that she can resist the Taliban in her own way. <p style="text-align: right;">11 marks</p>

The Boy in the Striped Pyjamas by John Boyne

“When he first saw their new house Bruno’s eyes opened wide, his mouth made the shape of an O and his arms stretched out at his sides once again.” Describe the similarities and differences between the house in Berlin and the one in Auschwitz and their surroundings, and comment on the effect they had on Bruno’s life.

Part A- What are the similarities between the house in Berlin and the one in Auschwitz?

Part B – What are the differences between the house in Berlin and the one in Auschwitz?

Part C – How does the move from Berlin to Auschwitz affect Bruno’s childhood?

Indicative content

Teachers are to award alternative valid answers. Responses may include the following key points:

Part A	<ul style="list-style-type: none">• Father remains an elusive figure who spends most of the time at home in the office away from the rest of the family• There are servants who take care of the family’s needs• Gretel remains unkind and is still a ‘Hopeless Case’• Gretel took her “civilization of dolls” with her from Berlin to the new house• In both places Bruno is left alone and has to entertain himself <p style="text-align: right;">8 marks</p>
Part B	<ul style="list-style-type: none">• The house in Berlin is surrounded by busy city life but the new one is “in the middle of nowhere”• The new house is smaller and without bannisters• The views from the windows are different• How the staff is different• There is a great presence of soldiers• The grandparents live far away from the new house <p style="text-align: right;">8 marks</p>
Part C	<ul style="list-style-type: none">• Bruno misses his friends in Berlin - felt abandoned and isolated• He is separated from the grandparents he loves• Senses there is something wrong about the new house, fence etc.• Becomes determined to overcome his fear and confront his father in the office <p style="text-align: right;">11 marks</p>

Animal Farm by George Orwell

Farmer Jones, Boxer and Squealer are three important characters in the novel through which Orwell explores the theme of control. Describe each character and their respective role on the farm and write about how each of these three characters either exerts control or is controlled by others.

Part A – Describe Farmer Jones’s character.

Part B – Describe Boxer’s character.

Part C – Describe Squealer’s character.

Indicative content

Teachers are to reward alternative valid answers.

Responses may include the following key points:

Part A	<ul style="list-style-type: none">• He is the drunk human owner of Manor Farm• Described as a brutal farmer who neglects and mistreats his animals• How his failure to feed his animals leads to them revolting• Becomes a threat used by Napoleon and Squealer <p style="text-align: right;">8 marks</p>
Part B	<ul style="list-style-type: none">• He is hard-working and very strong• How he is loyal but not very intelligent• He never questions the pigs’ leadership• How he is exploited till the end of his life <p style="text-align: right;">8 marks</p>
Part C	<ul style="list-style-type: none">• He is an impressive talker who works for Napoleon• How he represents the power of propaganda• How he always ensures that the animals only get Napoleon’s version of the truth• How he rewrites the Seven Commandments <p style="text-align: right;">11 marks</p>

RUBRIC TO BE USED FOR ALL DRAMA AND PROSE SECTIONS

Knowledge of text	Excellent	Very Good	Good	Fair	Poor	TOTAL
Part A	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part B	8	7 - 6	5 - 4	3 - 2	1 - 0	/8
Part C	11 -10	9 - 7	6 -5	4 - 3	2 - 0	/11
	Thoughtful, developed response to task Apt references integrated into interpretation(s)	Very clear response to task Very effective use of references to support explanation	Clear response to task Some use of references to support explanation	Adequate response to task Limited use of references to support a range of relevant comments	Simple response to task Little / no reference to relevant details	
Clarity and Cohesion	3	2	1	½	0	/3
	spell and punctuate with consistent accuracy consistently use vocabulary and sentence structures to achieve effective control of meaning	spell and punctuate with considerable accuracy use of considerable range of vocabulary and sentence structures to achieve general control of meaning	spell and punctuate with reasonable accuracy use a reasonable range of vocabulary and sentence structures to achieve adequate control of meaning	spell and punctuate with little accuracy use a limited range of vocabulary and sentence structures to achieve a limited control of meaning	spell and punctuate with no accuracy use a very limited range of vocabulary and sentence structures with little / no control of meaning	
						/30