



**CARIBBEAN
EXAMINATIONS
COUNCIL**

ENGLISH B



Subject Report with Exemplars

May/June 2023

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®]
EXAMINATION**

MAY/JUNE 2023

**ENGLISH B
GENERAL PROFICIENCY**

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INTRODUCTION

This guide has been compiled using candidates' responses to the 2023 May/June examination in CSEC English B. The English B examination consists of the following components.

- Paper 01
- Paper 02
- Paper 031 or Paper 032

Paper 01 consists of 60 compulsory multiple-choice items (20 items per genre). This paper contributes 29 per cent to the overall examination score.

Paper 02 consists of eight optional extended essay questions, arranged into three sections that correspond to the modes of writing and profiles assessed. Candidates are required to answer one question from each section.

The questions in Section One, Profile 1 (Drama), are set on specific texts. Candidates are required to answer one question from this section.

Section Two focuses on Profile 2 (Poetry). It consists of questions that require candidates to engage in the comparison of two out of the 20 poems that are specified in the syllabus. For one of the questions (Question 3), the poems to be used are specified by the examiner. However, for the second question (Question 4), candidates choose two appropriate poems from those that they have studied from the prescribed list. Candidates are required to answer one question from this section.

Section Three (Profile 3 — Prose Fiction) comprises four questions, two focus on novels and two on short stories. The prose section is structured similarly to the poetry section; one question specifies the stories to be used while the other allows candidates to select two appropriate stories from the prescribed list. Candidates are required to answer one question from this section.

Each question in Paper 02 is worth 35 marks. The paper is worth a total of 105 marks. It contributes 50 per cent of the overall examination score.

Paper 031, the School-Based Assessment (SBA), consists of a portfolio focused on an issue, topic, theme or event. Students are marked on the following components: Plan of Investigation, Oral Presentation, Reflection, Participation, Quality of Group Behaviour and a Written Report. This paper contributes 21 per cent to the overall examination score.

Paper 032, the Alternative to School-Based Assessment, is taken by private candidates and assesses the same skill set as Paper 031. The paper consists of a guided critique of three stimulus pieces related to a common theme which may include a newspaper article, a cartoon strip, song lyrics, a poem, a short story or a public speech. Candidates are required to answer three compulsory questions. For two questions, candidates are required to give short responses. For the third question, candidates are required to create

an imaginative piece in response to the theme selected. This paper contributes 21 per cent to the overall examination score.

In 2023, approximately 68 per cent of candidates achieved Grades I–III. In Profile 1, approximately 73 per cent of candidates obtained Grades A–C. For Profile 2 and Profile 3, approximately 62 per cent and 67 per cent of candidates obtained Grades A–C, respectively.

PAPER 01 — MULTIPLE CHOICE

Paper 01 assesses the following skills.

- Comprehension
- Awareness of the writer’s craft (that is, the ability to say how a writer or poet achieves a given effect)

Candidates are required to demonstrate the following.

- Analytical skills (the ability to break down a passage into its verbal constituents such as imagery, rhythm, tone or mood and sound, and to explain how effectively these elements function within the passage)
- Knowledge of dramatic devices such as stage directions and props
- Awareness of the relationship between action and motive
- Awareness of the interaction among characters

In 2023, the mean percentage on Paper 01 was 60.08, compared with 69.39 in 2022.

PAPER 02 — ESSAY QUESTIONS

The mean percentage was 34.55, compared with 33.05 in 2022.

Question 1

- 4 -

For EACH question in this paper 25 marks are allocated for content and 10 marks for structure, development and competence in the mechanics of writing.

SECTION A – DRAMA

Answer ONE question in this section.

(Suggested time: 40 minutes)

EITHER

TWELFTH NIGHT – William Shakespeare

1. “In *Twelfth Night* the audience is constantly reminded that how things appear are not always how they really are.”

Write an essay in which you describe TWO instances where appearance is different from reality. For ONE of these instances, you must discuss the reality of the situation. Finally, you must examine how Shakespeare uses ONE dramatic technique in the portrayal of appearance and reality.

Total 35 marks

OR

ANANSI – Alistaire Campbell

2. “The playwright uses the character Anansi to explore issues of power.”

Write an essay in which you describe TWO incidents in which Anansi interacts with someone who is considered powerful. For ONE of the incidents described, you must discuss how Anansi’s actions affect another character. Finally, you must examine how the playwright uses ONE dramatic technique in the presentation of power relationships.

Total 35 marks

Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

①

2

In William Shakespeare's play Twelfth Night, the audience is constantly reminded that how things appear are not always how they really are. This is brought about by the playwright through the element of disguise in which he employs to contribute to the rising action in both the plot and subplot. This is seen through the experiences that Viola endures as well as the situation in which Malvolio is placed in after reading the letter. In both instances, Shakespeare expertly reminds the audience that how things appear are not always how they really are through the manipulation of disguise as well as Dramatic Techniques such as Dramatic Irony.

Primarily, the audience is reminded about the difference of appearance and reality through the jocular situation that Viola finds herself in, after being hired to woo Orsino's love interest, Olivia; A love triangle arises that contributes to the rising action. Throughout the play the element of disguise causes instances where Viola finds herself on the receiving end of Olivia's love as seen in the lines "poor lady... love a dream" as well as conflicts where Viola is forced into a duel with Sir Andrew without any prior knowledge. In both scenes Viola's disguise works against her as her appearance of a man brings situations in which the playwright manipulates to introduce both comedy and accelerate the plot.

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No. ① 2

Contrastingly another instance in which appearance differs from the reality of the situation arises after Malvolio reads the letter and acts on its suggestions inevitably causing him to be thrown into a dark cell where he is psychologically tortured into thinking that he is insane by "Sir Topas the Curate" who in reality is none other than Feste in disguise. This scene extrapolates the comedic content of the play and is yet another reminder of appearance versus reality to the audience.

More Over, Although Viola's disguise places her in Olivia's interests, there is more that contributes to her disguise than the need for comedy, unlike the situation that Malvolio is in. Being a noble woman that has been shipwrecked in an unknown place, Viola initially thinks to disguise herself as a man for her own benefit, since in the Elizabethan period, the reality of the situation called for an escort for a noble woman of her rank. She does this for her own protection in order to reside and roam Illyria freely, something that she would not be able to do if she were not disguised. In Act I scene II she asks the sea captain to "conceal me what I am" which she then takes on the guise of a man to be presented as a eunuch to the duke, whom she plans to serve until she can rebuild her status. Primarily,

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No. ① 2

Viola did not purposely place herself in these situations but was taking the necessary precautions to ensure her future without her brother who was at that time, thought to be dead.

Pen-Ultimately, the theme of appearance versus reality is portrayed via disguise, as well as Shakespeare's expert use of the dramatic Technique of Dramatic Irony. In the play, he employs this Technique multiple times in both the plot and subplot to evidently bring the play to its resolution. As a Romantic Comedy, the playwright employs this technique in both sectors as seen ~~the~~ in the situations where Olivia proclaims her love to Viola, oblivious to the fact that she is a woman, a fact known to the audience as well as in the comedic element of the subplot where the trick to make Malvolio a laughing stock is known to the audience but is unaware of to him. Another instance of Dramatic Irony is also introduced where Sebastian enters the scene and is confused by everyone's actions and finds himself in a fight between Sir Andrew and Sir Toby who plan to "cutt him soundly". Therefore the dramatic Technique of Dramatic irony is employed expertly by the playwright to extend both the Romantic and comedic elements.

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

①

2

Ultimately, in both instances of the love triangle and the trick played on consequences of the trick played on Malvolio, the audience was reminded that how things appear or not how they really are in which Olivia falls for a woman and Malvolio is convinced he being convinced that he is ~~an~~ insincere. These instances of appearance versus reality with the use of Shakespeare's excellent execution of Dramatic Irony all add to the plot and once again reminds the audience that not everything is as it seems.

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Examiner's Comments

The candidate's response consisted of a well-articulated introduction and included a background statement and a specific thesis statement.

Question No.

①

2

In the play Twelfth Night by William Shakespeare, appearance versus reality is a major theme. This theme was portrayed using special characters and dramatic techniques. Two instances where appearance is different from reality are when Viola is presented to the Duke ~~Orsino~~ Orsino and Duchess Olivia as a male eunuch when she is actually a female causing a complicated love triangle, and the presentation of Feste as a fool to the characters in the play, when in reality he was smart and offered valuable information. Shakespeare uses dramatic irony to present the theme appearance versus reality.

In ~~is~~ instance one, ~~the female Viola is~~ "Cesario" appears to be a male eunuch, but is actually the female Viola being ^{disguised} ~~disguised~~. Viola is a woman who was shipwrecked in Illyria. Having nowhere to go and no connections there, she decided to ask the captain who had rescued her for help. He told her of the Duke Orsino who was courting the Duchess Olivia who was in mourning of her dead brother. Viola asks the captain to help her to enter Orsino's court under the disguise of a Eunuch ^{called Cesario} and he does. Orsino after only three days is fond of "Cesario" and ~~is~~ is drawn to his feminine features ^{like his "Madonna" red lips,} which leads him to send Cesario to woo Olivia, thinking she would find his appearance and youthfulness appealing. Olivia does in fact

Question No.

①

2

find Cesario appealing, and thinks his way of speaking to be eloquent. ^{we know this because she implores him to return and sends a ring after him,} His wooing of Olivia ~~Viola's~~ wooing of Olivia had worked, but not to Orsino's favour, because Olivia was now in love with Cesario. Not only that, but Viola had soon ~~express~~ expressed that ~~the reality of Viola~~ she was in love with the Duke, saying that she talking about how she would "love him if she were a woman."

The reality of Viola being disguised as a man is that she complicates the plot. Olivia reveals in a soliloquy that she is prepared to fall for Cesario. Cesario, having received the ring Olivia sent after him, states that he cannot love Olivia because she is a woman. All the while Orsino loves Orsino, but cannot reveal it because to Orsino she is a man. This creates a love triangle between the three. ~~because~~ The disguise that Cesario Viola wears ~~is~~ creates tension in the play as we anticipate how this love triangle will be solved. The reality is that, for the play to be resolved, Viola must drop her appearance (disguise) and reveal the reality that she is a woman.

~~Shakespeare uses dramatic~~ Another instance of this ~~is~~ when appearance versus reality is that Feste appears to be a foolish clown, but is actually smart. Feste is Olivia's

personal jester and his role in the play is to twist words and make jokes. The characters in the play see him as dumb and people like Malvolio even feel they are better than him because of this. In reality, Feste is one of the smartest characters in the play and gives valuable insight ^{about} ~~into~~ the events that unfold.

For example, his remarks like "better to be a witty fool than a foolish wit" and instances such as when he told Olivia that she is a fool for mourning her brother even though she believes he is in heaven. His ~~knotted~~ smartness also comes into play because as Viola noticed, he knows how to pay attention to people's moods and the situation at hand in order to determine when to make the right joke. Even his songs, like the one he played for Orsino about a lover being "killed" by a "fair cruel maid" reveals that he is knowledgeable about the events unfolding and mocks the characters for their folly. In that case, he was mocking Orsino for wallowing in pity over his unrequited love for Olivia. Feste's role as a jester allows him to say things others couldn't under the appearance of it being "foolishness".

One dramatic technique that Shakespeare uses to portray appearance versus reality is dramatic irony. Dramatic irony occurs when the audience is aware of things that the characters on

stage are not aware of. In these cases, the audience is aware of ~~the~~ ~~Cesario~~ that Cesario is actually a man wearing a disguise, and that Feste who is a joker, is actually smart. Using dramatic irony, things that are "reality" to the characters in the play, are known to be just "appearance" to the audience. The audience saw the situations of Viola deciding to put on the disguise unfold, and is also present for her aside about being in love with the duke, and her soliloquy after receiving the ring from Olivia, in which she ~~also~~ realizes that Olivia loves her and remarks that she cannot return the love. As such, the audience knows that her being Cesario is just appearance. As for Feste, the audience is witnessing the play from a third person point of view and so when Feste speaks, is able to recognize his sayings as truth because of a lack of bias, therefore, the audience knows the reality of his capabilities.

In conclusion, the play Twelfth Night focuses a lot on appearance versus reality through Viola's disguise as Cesario, and through Feste's ~~disguise~~ appearance as a fool when he is actually smart. This was done through dramatic irony, in which the audience was made aware of events that the characters were not made aware of.

Examiner's Comments

In the exemplar, the candidate included information on the reality of the situation and explained how it propels the plot. The candidate also included supporting details.

Question No.

①

2

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Question No.

①

2

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In conclusion, the play Twelfth Night focuses a lot on appearance versus reality through Viola's disguise as Cesario, and through Feste's ~~disguise~~ appearance as a fool when he is actually smart. This was done through dramatic irony, in which the audience was made aware of events that the characters were not made aware of.

Examiner's Comments

The candidate gave a perspective of Feste along with examples of how he is more insightful than other characters. The candidate also gave supporting details.

Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No. (1) 2

The play Twelfth Night, is a play depicting various themes, such which was written by the famous playwright, William Shakespeare. In this play, 'appearance versus reality' is prominent throughout the play. Appearance versus reality is seen where Feste is portrayed to be a fool but is wise in reality and Viola appears to be the eunuch, Cesario, in disguise but she is a woman instead. This leads to the portrayal of the technique dramatic irony.

Appearance ~~versus~~ is different from reality as is seen in the characters Feste, the fool and Viola, who is the eunuch Cesario in disguise. In the play, Feste is portrayed to be the fool and act like one. However, it is seen by the audience that he is a very wise fool indeed. This is seen where he ~~tel~~ calls uses his intelligence to keep his job in Act I. He calls Olivia a fool for mourning her brother who is in heaven. This action immediately allows Olivia to favour him, as she sees that he is right. Another instance of appearance versus reality is seen when Viola disguises herself as the eunuch, Cesario. A eunuch, is a man in past times who has castrated himself of his sexual organs. This assists Viola's disguise



Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

①

2

as she is indeed a woman in reality, but no one onstage knows of it. These instances prove that appearance is different from reality in the play.

In the play, Viola is portrayed as the eunuch Cesario in disguise but in reality, she is a woman. Viola, as a woman, cannot be employed by her gender due to gender role issues back then. As such, in order to be employed at Duke Orsino's court and keep her profile to a minimum, she had to deceive everyone and disguise herself as the eunuch, Cesario. However, she is not who she appears to be. ~~She~~ Cesario in fact is Viola, a woman in disguise. ~~She had to do this so she could~~ This shows that the appearance as we see it is different from the reality.

The literary technique, dramatic irony, is used by Shakespeare to convey the idea of appearance and reality. Dramatic irony is defined as when the audience is aware of a fact that is occurring onstage but the other characters are ignorant about it, and as such, they behave inappropriately. This technique is evident throughout the play and especially in the

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Your answer to the question you have chosen in **Section A – Drama** should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

①

2

953

two instances that were described previously. The characters onstage are unaware that Feste, who is portrayed as the fool, is really a wise man in reality. This for example, Sir Toby keeps on treating Feste as a fool and joker, thinking he only knows how to fool people. Ironically, Feste is smarter than the characters give him credit for. This of course, is realised by the audience. It is also expressed in when Viola disguises herself as Cesario which results in serious repercussions. Also: No one onstage is aware that Cesario, the eunuch, is a woman in disguise. As such the characters act inappropriately and treats him like a male. For example, Orsino tells Cesario, who is Viola, to marry a ~~woman~~ younger woman and not a spouse with similar age like him. Unfortunately, Orsino does not understand that Cesario, who is Viola, is hinting that she loves him. Of course, her disguise is what causes this unfortunate circumstance.

0017

Appearance is different from reality and is in Twelfth Night which is clearly seen in the

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

1

2

instances of Viola and Feste. They are not who they appear to be. In reality, ~~Viola~~ Cesario, the eunuch, is Viola, a woman in disguise. She does this in order to be employed ~~to~~ due to controversy in gender roles back then. This leads to the development of the technique, dramatic irony, as it is clear everyone onstage is unaware of who Feste and Cesario (Viola) ~~ex~~ really are except for the audience.

org 8

content 20

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Examiner's Comments

The candidate correctly identified dramatic irony as the technique used by the writer and he/she mentions its role in the Shakespearean comedy. In addition, the candidate discussed two examples of how the technique is used in the play.

Question 2

- 4 -

For EACH question in this paper 25 marks are allocated for content and 10 marks for structure, development and competence in the mechanics of writing.

SECTION A – DRAMA

Answer ONE question in this section.

(Suggested time: 40 minutes)

EITHER

TWELFTH NIGHT – William Shakespeare

1. “In *Twelfth Night* the audience is constantly reminded that how things appear are not always how they really are.”

Write an essay in which you describe TWO instances where appearance is different from reality. For ONE of these instances, you must discuss the reality of the situation. Finally, you must examine how Shakespeare uses ONE dramatic technique in the portrayal of appearance and reality.

Total 35 marks

OR

ANANSI – Alistaire Campbell

2. “The playwright uses the character Anansi to explore issues of power.”

Write an essay in which you describe TWO incidents in which Anansi interacts with someone who is considered powerful. For ONE of the incidents described, you must discuss how Anansi’s actions affect another character. Finally, you must examine how the playwright uses ONE dramatic technique in the presentation of power relationships.

Total 35 marks

Candidate's Response to Question 2 — Sample 1

- 6 -

Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

1

②

What does possessing power really mean? Can power be displayed by various characters in many forms? Power relationships. The theme of power is very prominent in the play "Anansi" by Alistair. The playwright uses the character Anansi to explore issues of power. Anansi interacts with 'more powerful' characters in the form of Tiger and Snake. ~~and this~~ These actions from Anansi humiliate Tiger and Campbell uses situational irony ~~to~~ in the presentation of power relationships. Anansi interacts with a ~~more~~ 'powerful' character in the form of Snake, in the first story in the 'Forest of Stories'. Anansi is ~~confronts~~ Snake with the aim of getting him tied up to a bamboo tree. This is because Tiger promised Anansi that if he could manage to ~~carry~~ ~~get~~ Snake to him, tied up to the bamboo tree, he would allow the stories of their adventures to be named after ~~the~~ Anansi ~~instead~~ instead of Tiger. Anansi uses his wits and firstly sets obvious traps that Snake can easily avoid by reaching out his long neck. When Anansi is discovered, he tells Snake that he is trying to save his reputation as the longest animal in the forest. He tells Snake that the deciding ~~council~~ council is going to give ~~it~~ ^{the title} to the bamboo tree. Due to Snake obviously in disagreement, ~~he~~ Anansi convinces Snake to extend his full length around the bamboo tree to show his true length in comparison to ~~it~~. ~~Due to this~~ ~~caused~~ causes Snake to be stuck to the tree, allowing Anansi to easily present

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

1

2

him to Tiger. Another instance ~~here~~ in which Anansi interacts with a powerful character is the interaction with Tiger on the hot day. It is a hot day ~~in~~ in the forest and Tiger wishes to cool down by going swimming. Anansi uses his words to convince Tiger to remove not only his fur ^{also} his fat before going into the water. This ~~causes~~ After this, Anansi promises to protect the fat with his life but instead ends up cooking it. He ~~convince~~ then manipulates Rabbat into singing a song about eating tiger fat. In this incident, Anansi once again uses his wit to outsmart a character that is supposedly 'more powerful' than he is.

second incident limited

Anansi's actions have a humiliating effect on Tiger after he steals his fat. As mentioned earlier, Anansi manages to trick Tiger into taking off his fat, cooks it and also manages to cast the blame on Rabbat. This has a humiliating effect on Tiger because once he comes out of the water, he seems like a meek ~~version~~ ~~of~~ his old dominant self. An animal that was supposed to be one of the strongest ~~of~~ most powerful was reduced to a skinny ~~the~~ figure. This even more humiliating as Tiger prides himself on his physical ~~power~~ ~~and~~ strength and size as those are his defining features, so once those were taken away, he lost his identity. Unlike Anansi, he is not defined by his intellectual strength as ~~in~~ ~~the~~ poem when Anansi insults him and he does not even realize. When Tiger hears Rabbat singing the song about eating his fat, and eventually realises

effect given very good

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 1 (2)

796

that it was Anansi who tricked him, Anansi simply denies that he is the powerful Tiger that all the animals knew. ^{Anansi} He even gives him the fur coat to put on, which clearly now does not fit. This further supports Anansi's public embarrassment of Tiger in questioning if he even really is Tiger. The humiliation is shown by the fact that Tiger was trying to intimidate Anansi, however, he lost all that was intimidating about him. Anansi truly truly causes him humiliation through his actions of eating his fat.

Situational irony is a dramatic technique used in the presentation of power relationships. Anansi's ~~entire~~ Situational irony is a situation in which the way things appear to be or the way it appears it should be is to actually reality. Anansi's whole character is an example of irony. While Anansi is a small ~~little~~ spider in a world of such a Snake, Tiger and Mancrow to name a few, he always somehow finds a way to be more powerful than them in the situation. The first example is when Snake finds Anansi trying to trap him, but in the end, Snake is the one who ends up trapped by Anansi. ^{Ironically} It is shown ^{through} Tiger who is the strongest in the forest, but Anansi ^{the small spider} manages to portray him as an imposter for the big strong spider. Lastly, Anansi shows is able to steal a feather from the mighty Mancrow after he is slain, without the brave warrior Soliday noticing, and Anansi reaches the King to collect the

technique given very good discussion

0004



Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 1

12

prize first. This is irony because the strong Soliday who can slay monsters is still ~~or~~ beaten by little old Anansi. All of these examples of irony are truly effective ^{in teaching a lesson} as they highlight Anansi's strength despite his size. Despite his ^{opponent} and their perceived power, Anansi is able to end ~~the sita~~ up as the one in the power position. This use of irony by Campbell truly helps ~~us~~ to ^{present} understand Anansi's part in power relationships.

In summation; the play shows us how Anansi is able to outsmart various ^{powerful} characters. He gets snake tied to a tree, and steals Tiger's fat, ~~and~~ this cause Tiger a great amount of humiliation when he challenges Tiger's true identity in front of the other animals. Finally, ~~irony~~ the use of situational irony perfectly allows for Anansi's true power to be explained to viewers, and it really does answer the question that power can be displayed in many different forms.

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Your answer to the question you have chosen in **Section A – Drama** should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 1 ②

Anansi, written by Alistair Campbell alludes to the slave trade within the middle passage. The drama speaks about a little girl who was taken from her mother, her country, and was comforted by a woman who told her Anansi stories as they journey to the Caribbean. The stories were used to give the girl strength and hope. As tiny as Anansi was, he used his cunning ways and wise thinking to get what he wants. In addition to this, Anansi, interacted there were many instances in which Anansi interacted with someone who is considered as powerful. Two of such is the 'Naming of stories' in which Anansi outsmarted ^{intro given} ~~ke~~ ^{good} and captured him on a pole, belittling his character. The second instance is when Anansi tricked Tiger and stole his ^{fat} skin. Finally, the poet used play, right used irony in the presentation of power relationships.

In the forest of stories 'Naming of the stories', Anansi interacted with Tiger who wanted the stories to be named after him, but Anansi disagreed. Tiger agreed that the stories could be named after Anansi if he captured Mr. Snake on a pole. No doubt Tiger thought that it ^{would have been} ~~was~~ an impossible task for Anansi as Snake was many times bigger and more powerful than Anansi. Even though he was small, Anansi was wise and knew how to get what he wanted. Hence, the cunning spider set up traps in order to catch Mr. Snake, well that's what

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

1

②

he wanted Mr. Snake to think. When Mr. Snake ~~so~~ easily avoided the traps, Anansi started his actual plan. With his smart ~~mouth~~ mouth, he was able to have Mr. Snake tied to a pole effortlessly. This first incident given good ~~many~~ ~~others~~ ~~may~~, it doesn't matter your size or the power one may have, with wisdom one can take down even the most powerful being an individual even twice their size. Additionally, this can be alluded to the story of David and Goliath. The giant was many times bigger than David but David had something he didn't, wisdom and faith. After Anansi captured Mr. Snake, he brought him back to Tiger who was as surprised as the readers.

The second incident in which Anansi interacted with someone considered as powerful is in the forest of stories, where Anansi tricked Tiger and cooked his ^{fat} skin. On a hot sunny day, anyone would be desperate to find a cool place to scime ~~in~~ Anansi. ~~second incident~~ ~~good~~ ^{into} to an area he considered as cool and nice, Anansi brought Tiger to a pool. Using his brain Anansi managed to get a hold of Tiger's fat in which he cooked, taking away an important part of him. Tiger losing his fat, ~~was~~ lost his ~~reput~~ reputation and the respect others had for him.

Anansi, cooking Tiger's fat caused him to lose his reputation and self image. Tiger's fat was what gave him body and made

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 1 ②

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him look big and losing that made everyone lost respect for him. They no longer look at him as a powerful being but as a subordinate. Tiger's skin represented his power and his backbone as it is what made him who he is. ^{Similarity Comparison} In contrast, Tiger's skin can be used to represent the hope of the slaves. Losing hope caused them to feel belittled and lose sight of who they really are.

The playwright uses irony to ~~represent~~ in the presentation of power relationships. As much as Tiger and even snake were bigger technique given very good discussion they are considered to have power over him, ironically this is not so. Even though he is small, Anansi had a power no one else had, his brain. He used his wise thinking and cunning ways to get what he desired. It is ironic how a little spider like Anansi ~~so~~ had the ability to capture ~~sp~~ Mr. Snake, who is many times bigger than him on a pole, belittling his character. It is also ironic that Anansi could destroy Tiger, ~~photo~~ who is considered the most powerful animal in the forest, reputation and self image.

0004

Power is a vibrant theme in the play as the slave ~~whites~~ displays power over the slaves and Tiger displays power over the conclusion in the forest. These individuals acquire power because they believe that they are better than the others, but little do they

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 1 ②

know they can be stripped of it. Anansi stripped Tiger of his power by just using his brain, so can the slaves. The slaves have lost all hope but if they could see the dim light shining through the crack in the ship, they could see hope. Hope which gives them power.

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Your answer to the question you have chosen in **Section A – Drama** should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

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2

There is not a man alive without a master of some kind. Alistair Campbell's Anansi explores the idea of power dynamics through the use of "The Forest of Stories". In the play Anansi, good introduction two powerful people, Tiger and Her, however his interaction with Her leads to Crab being punished. Campbell uses irony to explore these power structures.

The first powerful person Anansi interacts with is Tiger. Tiger is viewed as royalty in the forest, he is big and strong whereas Anansi is a big insect, so the physical power difference is evident. However, the mental power of Anansi is seen as he constantly jokes and insults Tiger without him noticing: "Thinking? I didn't know you did much of that" (Forest Story 1). Anansi justifies his strict style good discussion by claiming royals are so busy "stomping around" that they don't have time to think and Tiger accepts this explanation without seeing the blatant sarcasm behind the statement. If Anansi was to physically attack Tiger, Tiger's ~~own~~ power would allow him to crush Anansi in an instant, yet Tiger's mental powerlessness allows Anansi to mentally attack him without fighting back.

The other powerful person Anansi interacts with is Her. Her is a owner of child slaves who drinks the tears of said slaves which shows her sadism. Anansi does a job as being a worker

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Your answer to the question you have chosen in Section A – Drama should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

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2

for her but will not be paid unless we can guess her name. He uses his wit and physical image of looking a girl to manipulate Crab into giving up her name. Anansi then uses her name to disempower her: "Elizabeth, Bessie, Lizzy, Liz Liz" (~~has~~ ^{has} ~~stay~~ ^{stay} very good discussion). Her had physical power over Anansi as she owned him and could work him as her slave, yet Anansi overcame that and took half of everything she owned.

However, by manipulating Crab, Anansi subjected him to being punished by her. Her gathers all her children to find out who revealed her name to Anansi. When Crab admits that it was he, she shouts and throws her calabash at him. good discussion of impact to his shell. This shows that someone will always be punished when manipulation is involved; Crab will forever be seen as a traitor to her.

Additionally, the playwright uses irony in the presentation of the power relationships. Tiger is mighty and royal yet is constantly attacked and tricked by Anansi who is nothing but a small spider. ~~Tiger does not have~~ Tiger could easily squash Anansi as he is very good discussion of irony yet Anansi uses his wit to survive and even had power over Tiger. Similarly with Her who is a human, Anansi over takes ^{her with mental strength} ~~his slave~~ ~~more~~. The irony is presented that a spider with no physical strength somehow ~~over~~ over comes



Your answer to the question you have chosen in **Section A – Drama** should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

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People who are in power positions. Tiger being royalty and Her being a slave owner.

In conclusion, Anansi interacts with powerful people, Her and Tiger and disempowers them with his mental strength. However his conclusion given others who are punished, and the playwright explains these power relationships with irony.

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Question 3

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SECTION B – POETRY

Answer ONE question in this section.

(Suggested time: 40 minutes)

A WORLD OF POETRY FOR CSEC — Mark McWatt and Hazel Simmons-McDonald

EITHER

3. “‘South’ and ‘Sonnet Composed Upon Westminster Bridge’ portray speakers at places that are special to them.”

Write an essay in which you focus on places that are special to the speaker in these poems.

For EACH poem, describe the place that is **special** to the speaker. You **MUST** also discuss how **ONE** speaker is affected by **ONE** of the places. Finally, for EACH poem, you must examine **ONE** device EACH poet uses to explore special places.

Total 35 marks

OR

4. “Our experiences are shaped by significant events in our lives.”

Write an essay in which you focus on the impact of significant events.

Choose **TWO** poems from the prescribed list and for EACH poem, describe the significant event. For **ONE** of the poems, you **MUST** also discuss how the event described affected the speaker. Finally, for EACH poem, you **MUST** examine **ONE** device EACH poet uses to explore significant events.

Total 35 marks

Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

③

4

Places we visit or even have lived for many years can have a profound effect on our lives. In the poems 'South' and 'Sonnet Composed Upon Westminster Bridge' the personas portray places which are special to them. In Kamau Braithwaite's 'South' the persona reflects on the caribbean life he lived before migrating to the North, which is bleak in comparison to his homeland. In William Wordsworth poem the persona writes about the city which he sees before the sunrises and he reflects on its beauty in comparison to when the sun is directly overhead. This essay will describe comprehensively the place that is special to each speaker, discuss how one speaker is affected by this special place and finally examine how Braithwaite uses a simile to explore the South and how Wordsworth uses ~~an~~ hyperbole to ~~port~~ portray the city.

The ~~speaker in~~ 'South' Braithwaite presents a speaker describing life in the 'South'. The 'South' is describing the caribbean life, for some this means living close to the sea and this was the same for the

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Your answer to the question you have chosen in Section B – Poetry should be written here.

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Question No.

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persona. He said the waves 'breathed' and 'heaved' in him, it was as if the waves and the waters gave him life. The speaker also speaks about in the first stanza 'bright beaches', this place appears to have beautiful beaches and this makes the place special to the speaker. He also speaks about further speaks of 'fishermen waving' while at work, the people in this place appear to be quite kind and friendly. The speaker in Wordsworth poem seems to have a similar experience of other beauty but the only difference is, this place is a city. The persona speaks of 'the city wear the lig - the city doth like a garment', this proves that the 'lighting being' shone on the city fits it well and makes it seem more beautiful than in regular lighting. There is also a tranquil feeling, the speaker emphasizes this by saying 'the very houses seem asleep'. There are not cruise ships passing by at this time, there are not much cars or even traffic the city is at peace.

The persona in 'South' is deeply affected by

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Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

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the beauty of his homeland. He finds this beauty so extraordinary that he cannot find 'solace' in his new home, the North. The speaker left 'bright beaches' to live in 'sattless savannahs', he had the sea but the only ~~the~~ water he has now is described as 'tepid', meaning it is neither hot nor cold, very distasteful. The people in the North or where he lives now 'oppress' him they aren't friendly ~~he~~ like his countrymen and ~~the~~ for this reason he longs to go back to the south. The South brought so many amazing attributes and has many pull factors he cannot find a much better place to live.

The persona in 'South' uses a simile to exhort the love he has for his homeland. A simile is used one one wants to compare ^{like} to or more things or experiences and even actions, using words such as like and as. The speaker says "their flow runs like our longing", the 'their' refers to rivers which are the most common water sources found in the North, where the speaker now lives. ~~The~~ A river can run for miles and even ~~it~~ into the sea. A river never stops flowing and the

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Your answer to the question you have chosen in **Section B – Poetry** should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

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the same is with the speaker's love and longing to go back home. The speaker in ~~Sonnet~~ ~~Word~~

Wordsworth Speaker used ~~an~~ hyperbole to describe the city. ~~The speaker said~~ "E. An hyperbole is a phrase that is used to give greater meaning ~~to~~ ^{or to} ~~an event~~ exaggerate an object, event or action. The persona said, "Earth has not anything ~~more~~ ~~fa~~ to show more fair", this ~~exp~~ emphasizes the beauty the speaker was viewing that morning. It was as if it were the most beautiful thing in the world.

The personas in 'South' and 'Sonnet Composed Upon Westminster Bridge' proved that special places can have a great effect on ~~to~~ our hearts. Both speakers described places with ~~exes~~ amazing beauty. The persona in 'South' spoke extensively about the caribbean and its beautiful beaches while ~~to~~ Wordsworth speaks describes a city at sunrise. The beauty of the South could never be replaced by anywhere up North. Finally Brathwaite used a simile to show his affection for the South while Wordsworth used a hyperbole. Both poems show the beauty ~~th~~ we humans have on earth.

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Examiner's Comments

The candidate provided a meaningful discussion of the simile. He/she used appropriate quotes from the author (The rivers flow on like our longing), provided a definition for simile and explained its function, showing that the rivers in the north flowing on for miles to the sea and never stopping is an indication that the writer's longing to go home is never-ending.

Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No. ③ 4

The poems "South" and "Sonnet Composed Upon Westminister Bridge" both discuss the beauty of nature and explore how the speakers are impacted by their surroundings. This is done in "South" by the speaker describing the nostalgia he feels while reminiscing on his childhood in the Caribbean whereas in ~~South~~ "Sonnet Composed Upon Westminister Bridge", discusses the immaculate view experienced by the speaker in the morning while on the bridge (* and comparing it to living in the ~~city~~ ^{city} areas) the speaker then discusses the oppression of the ~~city~~ cities and the negative affects they have had on him, the admiration of the speakers to these places are explored by using Personification and metaphors respectively.

"South" and "Sonnet Composed Upon Westminister Bridge" both discuss places that bring ^{out} positive emotions ~~out~~ in the speaker. In "South", the speaker talks about his childhood home in the West Indies and reflects on the warmth and hospitality of the people and nature. This is done while simultaneously explaining why his new home

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Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

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in the "stony a'ies" does not compare due to the
"Saltless savannas" and rivers that ~~do not~~
compare to the ocean. He highlights that nowhere
can ~~be~~ compare to his home in the Caribbean and
that he longs to return because of how
connected he is to his island. However, in "Sonnet
Composed..." the speaker discusses how the
Bridge at Morning time is so beautiful due
to its serenity. The speaker discusses how the
city and nature blend so ~~beautifully~~ seamlessly
together, hence such strong emotions ~~causing~~
arising out of the speaker due to this. The speaker
also emphasizes on the lack of beats on the
river causing an "undisrupted flow". In both poems,
the beauty and welcoming aspect on nature ~~both~~
creates a sense of serenity and peace within the
speakers.

In "South", the speaker's past experience of
living in the Caribbean causes him to strongly
resent living in the city. The speaker continuously
~~repeatedly~~ compares his new/current home to the

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Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No. ③ 4

Caribbean community pointing out its short-comings.
The speaker wishes that he could return as
he feels that the city is oppressive and ~~in~~
he can never find contentment living there.
Moreover, the speaker discusses
how welcoming the Caribbean is along with using
the line "starfish lay in its pool" as a metaphor
of the relaxing culture adapted in the Caribbean,
which he likes. Overall, due to the speaker's
experience living in the Caribbean, the cities will
never be enough for him to feel at home and
content.

The poets in "South" and "Sonnet Composed
Upon Westminster Bridge" use devices such as
Metaphors and Personification to explore
what makes these places special. In "South"
the metaphor of a river flowing back to the Ocean
is used to mirror the journey of the speaker
back to his cherished home. The lines "And
today I join you river" show this. The speaker
can finally return home after longing and hoping for

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Your answer to the question you have chosen in Section B – Poetry should be written here.

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years to one day be reunited with his home. ✓
Furthermore, In "Sonnet Composed" Personification
is used to explain how the city compliments
the ~~new~~ nature. The ^{phrase} ~~lines~~ "garment of the city."
is used to describe how the sky compliment the
skyline of the city. ✓ The speaker ^{insinuates} ~~means~~ that
sky perfectly aligns and enhances the view of the
city and vice versa making the view even more
picturesque. ✓

In Conclusion, "Sonnet" and "Sonnet Composed"
both use devices such as Metaphors and Personification
Personification to convey the effect the environment
had on the speaker and why the environment was
considered special.

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Examiner's Comments

The candidate chose to respond to this section by using the devices of contrast and personification though not explicitly stated. The candidate cleverly and skillfully demonstrated his/her knowledge by supplying another device to discuss the poem. For example, the candidate compared the resentment that the speaker faces in the North with the ease that he experiences in the natural environment of the South, illustrating this ease by introducing the image of the starfish in the pool. This imagistic response shows that the candidate is aware of the evocative means by which the poet convinces the reader of his feelings towards the homes he had to navigate.

Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No. ③ 4

"South" written by Kanan Braithwaite and "Sonnet Composed Upon Westminster Bridge" penned by William Wordsworth are two poems that focus on admiration for a place that the speaker holds dear. ~~are~~ ~~It is~~ Both poems are almost idyllic, portraying sights that bring joy to the reader and as they are able to share the strong emotions of admiration that the poets present in the poems. "South" focuses on the strong longing of a Caribbean man to return to his place of birth, a place where there are many luscious beaches and "Sonnet Composed Upon Westminster Bridge" ~~for~~ captures the admiration a man has for the beauty of early morning in London city.

The poem "South" is a poem that many travellers can relate to. The persona is homesick, describing the many journeys he has made such as through the "stormiest cities" and "saltless savannas" however none come close to the beauty that is his homeland, in the south hemisphere. He describes the place in an ethereal manner, talking about the beautiful seas, the "sea urchins combing the sand" and the salt that reminds him of home. He calls himself a person of the sea, allowing the reader to understand that ~~he~~ the poet was born in an ~~island~~ island and most likely Policed in the beaches during his childhood. It is this beauty and uniqueness that the poet describes, juxtaposed to the odd unwelcoming description of the northern countries that

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Your answer to the question you have chosen in **Section B – Poetry** should be written here.

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Question No. ③ 4

creates a strong sense of nostalgia for the nature of his homeland.
"Sonnet Composed Upon Westminster Bridge" is a bit differently focused, as the subject of the poet's admiration is the beauty of the London buildings. This poem focuses on the beauty of cities whereas Keats' Braithwaite disliked the cities and buildings in "South." The persona in the poem "Sonnet Composed on Westminster Bridge" is awake early, before the hustle and bustle of ordinary London life and he cannot help but admire the sheer beauty before him, comparing it stating that if someone were to walk past the sight, unbothered, they would be devoid of soul. The words used by the poet constantly emphasize the beauty that the poet sees, creating a strong mood of admiration for the reader. He even goes as far as to compare the beauty to that of a "royal." He states that never before has the sunlight looked so beautiful reflecting off the London buildings, even comparing the morning beauty to a garment that the buildings wear.

The speaker in "Sonnet Composed Upon Westminster Bridge" is extremely stunned by the beauty of the city. He is deeply affected by the sight, exclaiming that "~~never before have I felt such a calm~~." The he has never before felt a calm so deep. This intense feeling of calm is also shared to the reader through the diction throughout the poem and the beautiful warm images portrayed by the poet. The sheer beauty that the ^{persona} poet witnessed

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Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No. ③ 4

is reflected through the poem and the reader is able to grasp the tranquility that the sight ^{persona} ~~fills him with~~ and the calmness ~~tranquility~~ ~~calmness he feels~~ that the sight ~~possesses~~ is filled with and the calmness that the persona in the poem feels.

Literary devices are at the core of ~~each poem~~ both poems, playing an essential role in the portrayal of the special place in each poem. In "South" by ~~Kenneth Brathwaite~~, one such literary device utilized is simile in the line "Those born of the sea can never seek solace in rivers, their winding flows on like our longing." ~~It~~ The poet compares the long, winding path of the rivers that eventually ~~lead~~ lead to the ocean to his longing. The device is especially effective as similar to the river leading to the ocean, the persona's longing ~~is~~ also lies to be ~~to~~ is also to be in the oceans of his homeland, ~~once more~~. ~~The device~~ ~~It~~ It emphasizes the strong desire of the speaker to return to the familiar Caribbean beaches while also highlighting his dissatisfaction with his current location and situation.

"Sonnet Composed Upon Westminster Bridge" ~~it~~ also utilizes a literary device, namely personification in the line "The river glideth at its own sweet will" as the river is given the human attribute of being able to feel emotion and choose to do nothing. The words "own sweet will" emphasizes the emptiness of the river as well as

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Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

3

4

Its purity as the river has no boats nor people to obstruct or
tamper with its flow. It is able to flow freely without interruption
This device emphasizes the beauty of the city as well as the purity that
the city embodies early in the morning. It is especially effective as it
leaves the reader with the whimsical thought that the city too is
admiring and enjoying its own peaceful atmosphere.

Both poems focus on locations special to the speaker, with
"South" focusing on the speaker's dislike for city life and longing to return
to his rustic Caribbean life, whereas "Sonnet Composed Upon
Westminster Bridge" highlights the speaker's admiration for the city buildings.
The tranquility portrayed in the latter poem ~~emphasizes~~ instills a
~~resound~~ strong sense of calm within both the reader and the person.
Lastly, both poems make use of literary devices such as simile and
personification to amplify the feelings of the person and to
explore the beauty of the special places described.

The candidate demonstrates superior organizing skills with excellent grammar, mechanics and fluency. The candidate also demonstrated superior knowledge of the text with superior synthesis and analysis.

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Examiner's Comments

The candidate used advanced grammar, spelling, vocabulary and expression. The essay was clear and well organized.

He/she included many appropriate illustrations and noted the human connection between the persona and readers. The candidate also mentioned that the persona speaks of the “stoniest cities”, “saltless savannas” and “sea urchins” while discussing his reminiscences of home.

The presentation of devices, namely simile and personification, are presented in focused discussion in South and Sonnet Composed Upon Westminster Bridge, respectively.

Question 4

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SECTION B – POETRY

Answer ONE question in this section.

(Suggested time: 40 minutes)

A WORLD OF POETRY FOR CSEC — Mark McWatt and Hazel Simmons-McDonald

EITHER

3. “‘South’ and ‘Sonnet Composed Upon Westminster Bridge’ portray speakers at places that are special to them.”

Write an essay in which you focus on places that are special to the speaker in these poems.

For EACH poem, describe the place that is **special** to the speaker. You **MUST** also discuss how ONE speaker is affected by ONE of the places. Finally, for EACH poem, you must examine ONE device EACH poet uses to explore special places.

Total 35 marks

OR

4. “Our experiences are shaped by significant events in our lives.”

Write an essay in which you focus on the impact of significant events.

Choose TWO poems from the prescribed list and for EACH poem, describe the significant event. For ONE of the poems, you **MUST** also discuss how the event described affected the speaker. Finally, for EACH poem, you **MUST** examine ONE device EACH poet uses to explore significant events.

Total 35 marks

Your answer to the question you have chosen in **Section B – Poetry** should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

3

(A)

James Beinf and Stephen Spender both took their readers on a thrilling ride by encapsulated the different ~~parts~~ yearnings of their personas wanting to be accepted. The poem "Dreaming Black Boy" by Stephen Spender shows a little boy who is sheltered by his parents from the uneducated children in their neighborhood who he only wants to make friends. "Dreaming Black Boy" by James Beinf entails a young black male who is alienated by society. The events encountered by both persona's are highlighted throughout each poem as well as who these events shape and affected their reality and additionally the excellent devices used by each poet to explore these events are shown.

"My Parents" is told from the point of view of an adult looking back on his childhood life. He remembers admiring a group of boys who he longed to befriend but his parents sheltered him from such a group. Spender never got the chance to go out and play with them but even if he had the opportunity he never seem to be accepted by them. It appeared as though the person came from a more affluent home from the boys as this line from the poem suggests "who wore down clothes". The persona seemed to be much smaller than the boys and had a speech impediment which

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Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 3 (4)

person stated he bullied him for "I fear more the tiger, their
muscles like iron" showing that he was weak and fragile compared
to them. "I feared the salt course pointing of those boys, behind
me on the road." Salt is considered to be rough and when they
bullied him not only physically but verbally it would hurt. ~~Perha~~
Perhaps this is why his parents tried their best to "protect" him.
Despite all the persona's attempts to ~~take~~ make friends the boys deemed
him unworthy.

The boy's admiration ultimately his yearning ~~great~~ great
even stronger for the boys despite how terribly he was treated.
One can only tolerate so much nastiness till they begin to
break or feel the effects of sadness. "The boy through mud
while I look the other way pretending to smile." Through
these lines it is seen that the persona still admiring the
boys he went through motions of fear because of how badly
he was treated but ~~he~~ instead he succumb to the pain and
heartbreak he feels he puts on ~~brave~~ brave face, pretending to be
~~unbothered~~ unbothered by the situation at hand maybe in
an attempt to stop them from bullying any further he
brushes it off not appearing weak but deep down the feels
inside are ones of pain, disappointment, sadness and

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Your answer to the question you have chosen in Section B – Poetry should be written here.

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Question No.

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dejection, the speaker is left with a lot of emotional hurt from the boys "who ~~are~~ throw words like stone".

The literary device used throughout this poem is irony. It is ironic how the boy longed to forgive them but the next smile this alludes to forgiveness of turning a cheek but the boys gave the person no reason to. It is also ironic how the persona of a higher social class admired boys of a class lower than his. Also irony dances through the fact that while the rough and uncultured children had the opportunity of being fearless and free while stripping by country streams and running on roads the persona of a much higher class can only dream of doing such activities.

There is a great deal of yearning for acceptance in "Dreaming Black Boy" but grossly different where the persona is clearly ignored by his teacher but one wishes it didn't happen, he wishes to receive a hug from his teacher when he "kicked a goal" like his other class mates but that never happens. Instead he is subjected to racism and discrimination. When all the person wants is "to be educated to the best of their ~~its~~" like a white serviced car or an instrument that has been tuned to

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Question No: 3 (4)

play melodious notes. He wishes doesn't have to "sink to lick boots" meaning he didn't have to resort to demeaning jobs just to get by. He has so many wishes but ^{life} "spends me out opposing" He is trapped in fighting ~~every~~ ^{against} discrimination and assault but he wishes life would through the basic ~~stages~~ ^{tenets} of life that he deserves because he is human. However society is stuck in their stubborn ways of ~~teaching~~ ^{teaching} the persona that is a "burden" to be black.

Despite his hopes and aspiration to be and feel normal his optimism disappoints. It is evident that he lives in a society where racial ~~prejudice~~ ^{prejudice} is the norm. This hard life that the persona endures leaves him feeling rejected and dejected with a lack of self-confidence. ~~As shown~~ ^{clear} in the line "I wish I myself didn't hold back when I kneel the ankle" he ~~feels~~ ^{feels} voiceless and trapped by the bounds of oppression and racism. He knows he's free and different from his ancestors but the echo of the silence from which he speaks says otherwise. He suffers a great deal throughout his life but he ~~wishes~~ ^{wishes} he wouldn't that the world would be more kind.

The use of repetition flows smoothly as the poem progresses. The phrase "I wish" ^{is} repeated 12 times. The repetition ~~shows~~ ^{shows} a yearning, a desperation even for the

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basic thing in life. The repetition gives a credence to the idea that the person belie~~ve~~ his wishes to be just that of dreams that will never come to life.

Both person's suffer a great deal of yearning, one wanting to be accepted by a group of boys who never reciprocate a smile and the other longing to be accepted by a backward society ~~but~~ flooded with reason. Ultimately ~~the~~ neither person's get what they want and end up facing a great deal of rejection, sadness and hurt.

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Examiner's Comments

Despite slight errors in grammar, the candidate made thoughtful comments which demonstrated that he/she gave a personal response.

The candidate also used evidence from the poem to support the response. For example, the deduction that the little boy is possibly small, weak or fragile in comparison to the bullies is based on the line "I feared more than tigers their muscles like iron". Also, citing a combination of emotions such as yearning, sadness, fear, pain and disappointment, the candidate observed that the boy experiences complex emotions towards his aggressors.

Your answer to the question you have chosen in Section B – Poetry should be written here.

CIRCLE the question number you have chosen to answer.

Question No.

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4

"The woman speaks to the man who has employed her son" by Lorna Goodison and "A Stone's Throw" by Elma Mitchell are both poems which describe significant events and how the prescribed event has affected the speaker. In this essay, I will describe the significant event in each poem, how the event affected the speaker and the literary devices used by each poet to explore said significant event.

To begin with, "The woman speaks to the man who has employed her son" by ~~Elma~~ Lorna Goodison is about a relationship between a woman and her son, and how the lack of a father figure has caused him to look for it elsewhere. The poem begins with the woman detailing the symptoms which made her aware of her pregnancy. She also carried ^{on} by saying that "she carried him like how the poor carry hope" and how "she carried him tight up under her heart" in order to describe her love for him. She set no limitations to what he could achieve, whether that maybe becoming a doctor or whatever profession he wanted to delve in. The woman also mentioned how the boy had no father and how

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Question No.

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(4)

"She raised him twice. Once as a mother and then as a father". The significant event in this poem is the boy looking for a father figure elsewhere and finding it in a criminal who "gave him his own submachine gun". The woman begins to prepare for her son's inevitable death by buying black cloth and a veiled hat, as she doesn't expect him to live very long after being indoctrinated in a life of crime and violence. The woman questions what father would give his son "hot and exploding death" as she continues to criticize this supposed father figure. She says Prayers for her son for his protection and Prayers for the man's demise. The poem ending by saying Abolom which can be interpreted as saying Amen signifying the end of something. This was a significant moment in the woman's life as she gave everything to her son, raising him twice, only for him to turn to a life of crime and violence. She did everything she could for him and set no limits to his potential in order to see him succeed, yet instead she is preparing for

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④

his death ^{because} ~~because~~ of a lack of father figure in his life.

On the other hand, the significant event in "A stone thrown" by Elma Mitchell is a group of men wanting to stone a woman for her supposed promiscuous deeds. The poem begins with a group of men chasing a woman with the intent to stone her. ~~then~~ when the group of men caught her, they proceeded to describe the punishment that they had in store for her. One of them said that "the bruises on her shuddering skin will be like love bites compared to the kisses of stone." This euphemism was used to mitigate/sugarcoat what the men intend to do to her and they justified it by saying that "this was not the first time she had felt men hands greedy over her body, but ours were virtuous of course." As the poem continued some sort of Guru appeared that began writing a message on the ~~the~~ ~~ground~~ ~~around~~ ~~the~~ ~~ground~~ around. He stooped down to her level showing that they were equals and ~~set~~ ~~his~~ ~~eyes~~ ~~on~~ ~~the~~ ~~men~~, along with



Your answer to the question you have chosen in **Section B – Poetry** should be written here.

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④

The woman who got the group of men to do some introspection. Eventually they left the woman alone but would still stone someone again "given the urge".

In "The woman speaks to the man who has employed her son" the event had a severe effect on the speaker. Her son finding a father figure in a criminal, devastated the woman as she had to prepare for his inevitable death. She went to the market to buy black cloth and a veiled hat, as this is the usual attire for a funeral. She went to "Kreecity" to pray for her son and said Psalms for both her son and the man who have employed him. In this case, she said psalms for her son's protection and the man's demise. She is severely disappointed as she managed to raise him as a single parent, and had high hopes for him, but instead he became a harbinger of death.

The device used to explore the significant event in "The woman speaks to the man who has employed her son" is the woman's prayer for her son and the man who employed him.

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"A Stone's Throw" employed ~~her son~~ is allusion, specifically biblical allusion. The poem is ~~a~~ biblical allusion to the story of Mary Magdalene in the bible. This is a story of a woman who ~~was~~ to be stoned by a group of men, because she was an adulteress. The men were not successful in their attempt to stone her as they were stopped by Jesus, which ~~is~~ is depicted by the 'Guru' in ~~the~~ poem. This device was effective in displaying ~~and~~ ^{and} misogyny ~~and~~ violence against women. It depicted the hypocrisy of societal norms, as men ~~wouldn't~~ ^{wouldn't} be punished for committing the acts the woman did.

On the other hand, the device used to display the significant event in ~~the story~~ ^{the poem} is ~~the~~ ^{the} woman speaks to the man who has employed her son is ~~son~~ ^{pry}. The man claims he loves the boy, yet he has given him "a whole submachine gun just for him" and "hot and exploding death". If you care for someone and is something of a father figure to them

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Question No. 4

then you wouldn't give them a weapon that could endanger them and the lives of others. Therefore, situational irony was used expertly to show ~~that~~ ~~what~~ ~~is~~ ~~expected~~ the opposite of what is expected.

All in all, both poems described significant events that happen in the persona's life. They also discussed how the speaker was affected by the event. ~~and~~ Elmg Mitchell used biblical allusion expertly to describe ~~it~~ and explore the event, while Lorna Goodison used 'situational irony' to depict the event. Both poems were successful in these aspects and were capable of conveying the message expertly to the audience.

Question 5 continued: one tyrannical leader for an even worse one.



Examiner's Comments

The candidate identified the event in question as the boy's search for a father figure. The candidate created the context around the situation by pointing out that the mother has had to raise the son on her own. The candidate highlighted that the boy's search is so dire and urgent that it eventually results in the mother anticipating his death because of the company in which he has found himself. It was evident that the candidate evidently had a good understanding of the poem.

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Your answer to the question you have chosen in Section B – Poetry should be written here.

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Question No. 3 (4)

receives a slap to the face by his father. This makes him angry and he wants to kill his father for he now sees him as a monster. He tries to make his father feel guilty for punishing him by crying loudly but doesn't work because he needs to be disciplined for his actions so that he knows to never do it again because his father knows what is best for him. The little boy will only understand this when he gets older.

Furthermore, the significant event in *The Woman Speaks To The Man Who Has Employed Her Son* has impacted his manner. At first, she gets angry and confronts the gang leader, scolding him for employing her son in such a business and giving him a gun. She tells him about being a benevolent father to her son. Then she accepts the fact that her son's decision will end him in a sure death so she goes to a cloth for her funeral clothing and a host. The fact that she prays and says psalms for him shows that she has not given up hope for her son for she loves him. This highlights the relationship between the mother and her son showcasing they are close which

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Your answer to the question you have chosen in Section B – Poetry should be written here.

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is why his decision has impacted her deeply for she played both roles of being a mother and a father to him.

Lastly, the device used to explore the significant event in The Woman Speaks To The Man Who Has Employed Her Son is foreshadowing. The foreshadowing being that her son was first made known to her by a sense of unease, which is how she now feels because of her son's decision impacted by him growing up without a father which is something children need to experience in life. Along with ~~her~~ sense of unease she felt morning sickness. This foreshadows the decision the son makes and how it will impact the mother. On the other hand, the device used to explore the significant event in Little Boy Crying is fairytale allusion. The fairytale allusion being Jack and the beanstalk. The boy sees his father as a monster and wishes to cut down the tree he is climbing because he is angry at his father for slapping him.

To conclude, "Our experiences are shaped by significant events in our lives" is seen throughout each

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poem, The Woman Speaks To The Man Who Has Employed Her Son and Little Boy Crying. The significant events has impacted the speaker deeply and literary devices are examined to show how they explored each event being both foreshadowing and fairytale allusion. Experiences make us who we are or they may impact our decisions later in life.

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Examiner's Comments

The candidate approached the analysis of literary devices with originality and insight. Foreshadowing is identified as the central device in *The Woman Speaks to the Man Who Has Employed Her Son*. The candidate noted that this device is present from the beginning of the poem, where the woman experiences a sense of “unease” and morning sickness. This discomfort signals, in advance, the son’s dangerous decision-making, which keep the mother in a sense of unease. The candidate further extended the interpretation of foreshadowing to the absence of the father in the boy’s life, suggesting that this absence is a key factor that will result in the boy’s life ending in disaster.

Question 5

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SECTION C – PROSE FICTION

Answer ONE question in this section.

(Suggested time: 40 minutes)

NOVEL

EITHER

ANIMAL FARM – George Orwell

5. “*Animal Farm* demonstrates that a simple-minded, trusting working class are as much a danger to themselves as their oppressors are to them.”

Describe TWO incidents from the novel that demonstrate that the working class are simple-minded and trusting. For ONE of the incidents described, you must discuss ONE impact of the simple-mindedness and trust of the working class. Finally, you must examine ONE technique the writer uses to portray the working class.

Total 35 marks

OR

FOR THE LIFE OF LAETTITIA – Merle Hodge

6. “The role of the grandmother in *For the Life of Laetitia* is important in the lives of her grandchildren.”

Write an essay in which you describe TWO incidents where the grandmother plays a significant role. For ONE of the incidents described, you must also discuss ONE impact of the grandmother on the grandchild’s life. Finally, you must examine ONE technique the writer uses to develop the grandmother’s character in the novel.

Total 35 marks

Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No. (5) 6 7 8

Intelligence is a gift ~~not~~ ^{not} granted to many and education is, unfortunately, a ^{privilege} ~~privilege~~ held by all. In the novel Animal Farm, George Orwell shows ^{us} ~~how~~ ^{with great efficacy} how an ~~uneducated~~ ^{uneducated} and naive populace can be have a hand in their own downfall, as we see how the animals willfully ~~accept~~ ^{accept} Squealer's narrative after Snowball's exile and how they ^{manipulative} ~~gradually~~ ^{accept} the pig's word in relation to the changing commandments. ~~We also~~ ^{acceptance of the} ~~importantly see how the animals' acceptance of Snowball's~~ ^{exile} ~~exile impacts their lives and, through the~~ ^{still} Orwell's masterful use of rhetoric, how the working class animals are portrayed as dull-minded and naive.

As previously mentioned, one such instance where the blind trust and simple-mindedness of the working class animals can be seen is in their acceptance of Snowball's exile. This event was particularly traumatic for the animals, leaving them "silent and terrified". Though some had wanted to voice their discontent at the ~~canceling of~~ ^{canceling of} ~~workings~~ ^{workings} ~~the~~ ^{the} ~~more~~ ^{more} of their dull minds could properly conjure up the "right argument" to display their disunity, which is a clear demonstration of their dangerous illiteracy. ~~Adding~~

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Question No. **5** 6 7 8

It is in fact, because of their inability to properly ~~debate~~ debate, that they easily accept Squealer's attempt to quell any ~~at~~ disagreement. "I trust that every animal here appreciates the ~~great~~ sacrifice that ~~our~~ Comrade Napoleon has made in taking this extra labour upon himself," he says, before claiming that leadership was no pleasure. If the animals were a bit sharper in mind, a few of them would have voiced concern over Napoleon's sudden self-~~organ~~ self-interest as leader and may have even gone a step further to call out Squealer's absurd claim that Napoleon taking up leadership was some sort of noble sacrifice. As it were, though, their own stupidity held their tongues and they were forced to accept Napoleon.

Moreover, another demonstration of the animal's dull-mindedness can be seen in how they are quick to accept Squealer's outrageous ~~explanations~~ explanations for the changing of commandments. In chapter six, after Napoleon announces that the farm would begin dealing with humans, a few of the animals recall that one of the commandments of Animalism stated that they were never to have business with the teachers and greedy humans. Once these concerns ~~reached~~ reached Squealer's ear, ~~he~~ he swiftly got to work in manipulating the animals. "Are you sure you have not dreamed this, comrades?" he asks, fully taking advantage of their stupidity. The animals, well aware of their

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Question No. 3 6 7 8

own dull-mindedness compared to the pigs, wholeheartedly accept ^{what} ~~what~~ Squealer says and turn their questioning gaze upon themselves. After all, the pigs had far superior intelligence, surely it was their ~~own~~ ^{own} minds which were fooling them. ^{Snowball's} Notably, the animals' easy acceptance of the ~~change of~~ ^{exile} ~~circumstances~~ not only ~~displays~~ ^{displays} their unfortunate ^{naivety} ~~stupidity~~ but also impacts them greatly down the line. As previously ^{Snowball's} ~~discussed~~, the animals' ^{exile} ~~acceptance of Napoleon's leadership~~ forced to live ~~with humans~~ under Napoleon, a decision that would prove extremely unfavourable. Though they are very clearly unhappy, they still follow the tyrannical pig with much misplaced loyalty and trust. Boxer, in particular, with his ^{convinced} ~~conviction~~ ^{mentality} ~~of~~ "Napoleon is always right" is the perfect ~~example~~ ^{example} of the animals' compliance and blatantly blind trust, as they continuously endure mistreatment and abuse simply because of their trust in the leader and the pigs' ~~will~~ ^{will}. Snowball's exile was a major turning point in the ~~story~~ ^{story}, one which ^{had a lasting} ~~had a~~ ^{lasting} ~~impact~~ ^{impact} on the animals solely because their single-mindedness left them unable to question the pigs' actions.

Finally, through Orwell's use of ~~repetition~~ ^{repetition}, the animals' lack of intelligence and naivety is put on display. From early on

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in the novella

Squealer's impressive command of the English language is displayed ^{pointed out as being} ~~not~~ out. He is, in fact, to "step side to side" when arguing a "difficult ~~is~~ point", which is an ^{accurate} ~~accurate~~ physical representation of how he "steps" also around a proper ~~or~~ response and instead confuses the animals with convoluted logic. Against Squealer's superior skill in ~~the~~ the twisting of words, the animals' own illiteracy is exemplified. When the animals ^{ask why the} ~~ask why the~~ pigs should be the ones to eat the apples and milk, Squealer is able to ~~convince~~ convince them easily that they do not do it for their own ~~selfish~~ "selfishness and privileges" but because their superior intelligence makes it so that they require more ~~nutritious~~ nutritious nutrition. The animals quickly accept this ~~side~~ ridiculous excuse, which again shows their blind trust in the pigs and their own simple minds. Through Orwell's use of rhetoric in the form of Squealer, the working class animals are routinely portrayed as ^{obedient} ~~obedient~~ on a naive group of dull-minded individuals waiting for their next order.

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Examiner's Comments

The candidate provided a detailed description of incidents from the story to highlight both the actions and inaction of the pigs. These descriptions were effectively connected to the demands of the question.

The candidate's identification of rhetoric as a technique met the requirements. Relevant examples were cited, and the candidate successfully linked the discussion and supporting evidence to the question.

Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Power, control, manipulation and ^{naivety} deception are some of the factors which hold back the progression and advancement of the working class. In George Orwell's *Animal Farm*, the working class is portrayed as a manipulated, deceived and miseducated group of animals on a farm in England. Through this portrayal, the working class is often presented as simple-minded and trusting. Through the use of allegory, Orwell explores their exploitation as well as depicting it through the animal's acceptance of the pigs as mindworkers and the propaganda about Snowball's betrayal which only causes them to stray further away from animalism and deeper into the manipulation of the pigs.

Two incidents in which the animals demonstrate their naivety is during their acceptance of the pigs as mindworkers and believing the propaganda about Snowball being a traitor. During Chapter 3, it is found that the pigs have reserved all the milk and apples for themselves. When the animal's question them on it, ^{Squealer} ~~the pig~~ tells them that it is mixed into the pigs' mash as 'Science' shows that it is important for all the brainwork they do. He also ^{claims} ~~says~~ that the pigs hate apple and milks and are only eating it for the animals' sake since they (the pigs) are mindworkers and require it more than the animals. The animals simply accept Squealer's explanation.

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No. (5) 6 7 8

without another question. They are trusting of Squealer and too simple-minded to realize the manipulation. If all animals are equal as the pigs' principles of Animalism claim, then they are no more important than the other animals and deserve no special food. A second incidence is when the animals believe the propaganda about Snowball. After Snowball was exiled from Animal Farm by Napoleon and his guard dogs, he and Squealer team up to spread false information about Snowball being a traitor and the cause of everything bad on the farm. The animals' acceptance of this is ~~seen~~^{observed} when they all begin to confess to crimes and seeing Snowball do things he never did. This takes place in Chapter 9 when a multitude of animals are killed at the order of Napoleon. Many of the animals' confessions included blaming Snowball for telling them to commit these 'crimes' when no such thing is true. The brainwash and manipulation of the pigs is evident through the animals' acceptance and trust that the pigs' word is truth and golden.

As a result of the animals' naivety, they continue to be manipulated and deceived. The pigs' takeover started as their assumption of the leadership role in the fight for animalism but as greed and power take over they become the animals' new oppressors. The animals trust the pigs too easily and their simple-mindedness ~~allows~~^{prevents} them for ever questioning the

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Question No. ⑤ 6 7 8

protection or talking or fighting back. This enables the pigs to continue to rise in power and as they rise, the excessiveness of their manipulation increases but so does the susceptibility of the animals. They take everything the pigs say and do and fail to see the corruption and ill-intent behind their every actions. This subsequently leads them to no longer be a unified force rebelling against the humans but a group of animals plagued by a complex of inferiority of inadvertent acceptance of a monarchy and classist rule.

Orwell uses allegory to further depict the naivety of the animals and the working class. Animal Farm is an allegory to the Russian Revolution. Napoleon represents Stalin, Squealer represents the media who spread propaganda and the animals represent the working class. Through his depiction of the animals' manipulation and enslavement at the hands of the pigs, Orwell shows us the docility of the working class during the revolution. The animals accepting Squealer's words and trusting him represent the working class and their susceptibility to Stalin's propagandist media which made them think everything was okay. Their simple-mindedness and lack of education prevented them from realizing the dystopia they were living in and subsequently, the

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strength they ~~had~~ had in numbers to fight back and oppose Stalin's oppressive system. Orwell's brilliant use of allegory enables the reader to learn about the Russian Revolution and pity the working class and the animals. They feel enraged by the oppression by the pigs and Stalin and would hope that one day they will see the dystopia for what it really is and end their manipulation. The reader may also be enlightened by the obvious depiction of the animal's naivety and realize the oppression that they themselves might be facing in life and, like the animals, are naive to it.

In totality, the manipulation of a naive working class is portrayed by Orwell in Animal Farm to offer education on the conditions of the Russian Revolution, as well as, highlight the oppressive nature of man once greed and power corrupt the mind.

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Examiner's Comments

The candidate provided appropriate details from the story to outline two incidents where the grandmother plays a significant role. This aspect of the response was well executed. The candidate demonstrated exemplary use of language and strong organizational skills throughout the response.

Additionally, the candidate's analysis of allegory as a literary technique was satisfactory. He/she offered a thoughtful personal reflection that enhanced the overall interpretation.

Question 6

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SECTION C – PROSE FICTION

Answer ONE question in this section.

(Suggested time: 40 minutes)

NOVEL

EITHER

ANIMAL FARM – George Orwell

5. “*Animal Farm* demonstrates that a simple-minded, trusting working class are as much a danger to themselves as their oppressors are to them.”

Describe TWO incidents from the novel that demonstrate that the working class are simple-minded and trusting. For ONE of the incidents described, you must discuss ONE impact of the simple-mindedness and trust of the working class. Finally, you must examine ONE technique the writer uses to portray the working class.

Total 35 marks

OR

FOR THE LIFE OF LAETTIA – Merle Hodge

6. “The role of the grandmother in *For the Life of Laetitia* is important in the lives of her grandchildren.”

Write an essay in which you describe TWO incidents where the grandmother plays a significant role. For ONE of the incidents described, you must also discuss ONE impact of the grandmother on the grandchild's life. Finally, you must examine ONE technique the writer uses to develop the grandmother's character in the novel.

Total 35 marks

Your answer to the question you have chosen in **Section C – Prose Fiction** should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 **6** 7 8

It is stated in proverbs that grey hairs are the crown of wisdom and righteousness. Meaning, that the older someone is, the wiser they must be. Which is the case for Laetitia's grandmother, Ma, known as Ma. Ma expresses her wisdom through the management of her family, often greatly impacting the lives of her grandchildren, especially Laetitia. As such, in this essay, I will explore the most significant incidents in which Ma played a role, that significantly impacted Laetitia's life and the expert artful usage of ^{dialogue} diction to develop Ma's character. Good introduction

To begin with, The first incident in which impacted Laetitia's life is when Ma had and the family discussed sending Laetitia by her father, Mr. Cephas. Ma is ¹¹ 1st incident fence concerning when considering to send Laetitia by that 'worthless man' as she doesn't trust him to handle Laetitia with care and compassion. However, if she doesn't send Laetitia, it will be difficult for Laetitia to survive in school. Yet, with the prompting of Pappy, Laetitia's grandfather, Ma consents to sending Laetitia by her father.

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The second incident, occurs when Laetitia is on ^{2nd incident- done well} Christmas vacation by her extended family during Christmas break. Laetitia, feeling isolated and tense at her father's house, asks Ma if she can stay in Sooklal Trace. Unfortunately, Ma is against it, stating asking Laetitia if she really wants to wake before dawn to travel on foot to school. Yet Laetitia is persistent asking her grandfather and uncle who all share the same sentiments. Ma, upon obtaining however, determined to secure Laetitia's success, persuades tells Laetitia about Ma Patsy and Uncle Leroy. Appealing to Laetitia's love for her family, Ma recounts how Ma Patsy longed to become a nurse and how Uncle Leroy dreamed of being an engineer. As such, Laetitia regained her determination to stay with Mr. Cephas, saying to herself: 'I have to make my mother proud.'

Sadly, for all her wisdom, Ma's impact on Laetitia in the second incident did not bear positive. ^{Impact linked to incident} When Laetitia went back to by Mr. Cephas, she found

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Your answer to the question you have chosen in **Section C – Prose Fiction** should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 ⑥ 7 8

little comfort waiting for her. Mr. Cephas was abras-
abrasive, and made no move to reconcile with Laetitia.
~~This. Additionally, he isolated her, trying to prevent~~
~~Laeti~~ This lead to Laetitia rebelling against him.
She purposely failed in tests; skipped classes and
broke school rules, just to aggravate Mr. Cephas in hopes
he would send her back to Ma. The once sim determined
and dilligent child had conformed to a delinquent at her
father's house. ^{depressed}

Moving away, from a Technique well done comes, through-
-out the novel; we, as readers are able to learn about
Ma, through dialogue. When Ma speaks we
For instance, when Ma speaks; we see the use
of creole, such as "Olamet" and "dougla".
showing that she was ^{learned} brought up in a using creole as
if it were her. Laetitia, also states ~~to~~ that Ma used
creole when talking to Ma Zelline; when she did not desire
for Laetitia to overhear their conversation. We can
intrepret; that in Trinidad; creole was as much as a
language as English. A way of speaking; in which only a
few words have only a few words have been passed down

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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to generations. As even Laetitia states, she can only understand a little of it. Additionally, through dialogue we see Ma's resilience, determination, quick tongue and love for her family.

In conclusion, grey hairs may mean that a person has gained wisdom; but it doesn't determine ~~that~~ if they will make the right decisions. In Ma's case; her grandchild (Laetitia) ended up in an a household and depressed. Yet, we, ~~st~~ readers, perceive her good intentions and love for Laetitia through her dialogue.

Conclusion good

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Examiner's Comments

The candidate responded very well to each part. He/she presented a strong examination of dialogue as a technique used to develop the grandmother's character. Additionally, the candidate's use of language and organization of the essay were excellent. As a result, the candidate was awarded 32 out of 35 marks.

Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No.

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A wise woman once said, ^{that if you} ~~A good foundation~~ ~~from~~ train a child in the way they should grow and they will never depart from it. This is shown in ~~the~~ ~~For the Life of Lactitia~~ by Merle Hodge as the role of the grandmother is important in the lives of her grandchildren. ~~For the Life of Lactitia~~ is a book based on Trinidad that explores the life of a poor but intelligent girl's journey through secondary school. Her grandmother not only plays the role of ~~to~~ one of her main parental figures but also as shown when she interrogates her father when he comes to ~~is~~ request taking Lacey to live with him but she is also a source of unrelenting support even when Lacey is not at her best as shown at the end of the book. This results in Lactitia being a respectable and confident young woman in society. ~~He~~ ~~is~~ Additionally, the technique of contrast ~~is~~ is used to develop ~~the~~ ~~the~~ the grandmother's character through the differences between her and ~~Her~~ ~~lephas~~ Mrs. Cephos and the way her household is run.

~~Lactitia~~ Orville Cephos has been an absent father in Lactitia's life and her mother is overseas working as a minimum wage job to support her ^{extended} family in Lowell, France. As a result Lactitia's grandmother is the main parental figure ✓ in her immediate life. This is shown when Lactitia's father, Orville

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Question-No. 5 6 7 8

timely approaches ~~ing~~ Ma, her grandmother and requests permission to take his own daughter to live with him. This demonstrates the way Orville has given up his right to his daughter after being absent so many years. ~~Ma~~ Ma ~~then~~ interrogates Orville with questions such as ~~What does~~ ~~his~~ ~~your~~ wife think of her coming there, ~~with~~ whether he will buy her books and next importantly whether he will ensure that she does not run wild like many teenage girls in the town. The second instance is Ma, Lactia's grandmother still claiming Lactia with open arms even after her trouble in school and ~~her~~ when she was unwell and bedridden. Unlike Mr. Ephraim her father who despises Lactia when she makes mistakes and he can no longer ~~her~~ boast about her achievement Ma truly loves her through it all. ~~Ma~~ Ma even takes up more responsibility in the house when Lactia returns and is overjoyed when ~~she~~ ^{she sees} Lacey walking and returning to good health. She does not even chastise her about all the trouble and mistake she made in the town.

As a result of Ma's love and patience and stature Lactia becomes a respectable, confident as well as clean and orderly young woman in society. This is shown ~~that~~ ~~when~~ when she was being taught

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No. 5 (6) 7 8

in school that her extended family is a 'broken home' she confidently draws her loving family in her book and refuses the ideology of her teacher that children that are in a nuclear family are unhappy.

Lastly, contrast is used to show the development of the grandmother's character. She is represented as a pillar of a woman and is respected by her husband and household unlike ~~Miss~~ Mrs Velma Cephas. Moreover, the contrast is represented in the difference in the way Ma runs her household from the Cephas'. In Ma's house there are no gender based responsibilities and the children are taught that regardless of being poor they should carry themselves with dignity and self respect. Ma also is also seen as the head of the household though she is a poor, uneducated and of a darker skin tone in comparison to Miss Velma. This contrast further showcases Ma's admirable and respectable qualities allowing the readers to view her with a sense of awe.

In conclusion, the grandmother played significant roles in Loretta's life which allowed her to be a respected young woman. Additionally, contrast was used to further develop her character.

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No. 5 6 7 8

character on the book. Grandma not only played
~~a signif~~ The role of the grandmother was indeed
significant in the lives of her grandchildren.

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Examiner's Comments

This is an excellent response in which the candidate thoroughly addressed all aspects of the question. The candidate presented a clear and detailed account of two incidents followed by a focused and insightful discussion of one.

Contrast is examined as a literary technique and suitable and well-analysed examples are included. The candidate also demonstrated good language skills and the essay was well-organized. As a result, the candidate was awarded 29 out of 35 marks.

Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 ⑥ 7 8

The concept of gender ideologies, double colonization, ^{toxic} hegemonic masculinity and the ~~patriarchy~~ are all present in the novel: "For the Life of Laetitia" by Merle Hodge. However the strong character of Wilhemina Johnson, also called Ma, ~~diminish~~ these themes as a ~~matriarchal~~ aspect reigns supreme in her presence throughout the novel. Not only is she ~~help~~ firstly, ~~Ma gets as plays~~ responsible for ^{her granddaughter} Laetitia Johnson ~~Grant~~, also called ^{Lacey} ~~Ma~~ but is also the authoritative figure in the Johnson's household. As such she is the role model of Lacey ^{who Lacey ensures she is} ~~upon which Lacey ensures she follows~~ ~~not to disobey~~ ~~she follows~~ ~~Ma obeys~~. In order to develop ~~the~~ Ma's character in the novel the ~~device~~ technique of contrast was used. Excellent introduction.

Firstly, in the Johnson's household Ma ensures that everyone has an equal and fair distribution of tasks. Incident 1 discussed well. she ensures that no one is burdened alone to complete ~~the~~ the houseworks ~~around the house~~. As such, she unknowingly breaks the stereotypical role of a woman to cook, clean and take care of the family members. ~~The~~ ~~Ma~~ In Addition, Ma is responsible for her grandchildren ^{and mainly} ~~namely~~ her granddaughter, Lacey, as Lacey's Mom (Mammy Patsy) is Incident 2 discussed. Ma as caretaker. work. She ensures that the basic needs of food, clothes and

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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shelter is provided to Lacey. She also sees to it that Lacey's secondary education is provided for by her father Orville Cephas. As a result of the distance and financial disadvantage present in the Johnson's household, Wilhemina makes the decision to send Lacey to live in La Puerta with Orville Cephas and his family. To her dislike, ~~the~~ Despite Lacey's dislike of the constant ~~or~~ awkward conversations and encounters with her father, she had to adapt to this change as the decision to go was made final by her grandmother ^{and mother.} This brings into the impact Ma has on Laetitia.

Normally, one would think that the relationship between a mother and her daughter is stronger than that of a grandmother and granddaughter. However, this is not the case as the strong bond between Laetitia and Ma is stronger than that of Mammy Patsy and Laetitia. ~~Though Lacey's mom migrated the communities to the~~ ^{Though in the} form of an epistolary, Hodge implemented letters ~~the~~ from Mammy ~~the~~ Patsy, which showed that communication is still present between mother and child, the character of Wilhemina impacts Laetitia ^{greatly} profoundly. This is seen where internal conflict ~~was~~ was faced by Lacey. That is, though

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she wanted to fail her tests ~~to~~ in order to hurt Mr. Cephas's tendencies to boast about her like a living ornament, she also wants to get good grades to show Ma back in Impact handled well. Trace, Balchier. This is so as Ma clearly states the importance of an education and as such Larey would want to obey her at all cost due to her positive yet authoritative impact. Finally, in essence of the role of Wilhemina Johnson, Hodge utilized the technique of ✔ contrast to develop her character. This is seen where Ma is ~~is~~ compared with Mrs. Velma Cephas (Orville Cephas's wife). Mrs. Velma ~~is~~ falls victim to the double colonization of the society under which the toxic masculinity of her husband reprimands her to only take on the role of a housewife. That is, she cooks, clean and takes care of the emotionally state of the family. Unlike Ma, Velma has no control over her child, Michael, and ✔ is ~~descrip~~ described as a lost dog waiting for its owner and like a plant in too much shade that cannot bloom. Mrs. Velma's character is a stark contrast to the matriarchal one of Ma. In Ma's household, whatever she says go B and as such all the children obeys B her. Unlike Velma, Ma does not fall victim to any ~~hemogenic~~ ^{of} the masculinity present in the household, neither does she ~~acts as the only~~

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Your answer to the question you have chosen in **Section C – Prose Fiction** should be written here.

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Question No. 5 **6** 7 8

takes on the pressure of the house work. Technique handled effectively.

In conclusion, Wilhemina Johnson plays a significant role in the novel as without her, the protagonist - Lacey will have ~~nothing~~ to no one to look up to ~~as~~ ^{are} Ma and she along with her relatives, ~~is~~ the only things she looks forward to as she goes to school in La Puerta. Therefore Ma is the epitome of her encouragement and ambition. Good conclusion.

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Examiner's Comments

The candidate's use of language and organizations skills were very good. He/she included the required linkages and displayed elegant style. While the descriptions of the two incidents were sufficient, the analysis of their impact stands out as particularly strong. The candidate also offered a thorough exploration of contrast as a literary technique and supported this position by using relevant examples and thoughtful personal insights. The candidate earned 32 out of 35 marks.

Question 7

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SHORT STORY

A WORLD OF PROSE FOR CSEC – David Williams and Hazel Simmons-McDonald

OR

7. “The black characters in ‘What Happened?’ and ‘Berry’ face significant challenges because of racial discrimination.”

Write an essay in which you focus on the challenges faced because of racial discrimination.

For EACH story, describe ONE situation where a black character faces racial discrimination. You MUST also discuss ONE challenge faced by ONE of the characters because of the experience of racial discrimination. Finally, for EACH story, you MUST examine ONE technique the writer uses to portray the theme of racial discrimination.

Total 35 marks

OR

8. From the prescribed list, choose TWO stories you have studied that focus on a protagonist who learns an important lesson.

For EACH story, describe the situation of the protagonist who has a significant learning experience. You must also discuss the lesson learnt by ONE of the protagonists. Finally, for EACH story, you must examine ONE technique the writer uses to explore the significant learning experience.

Total 35 marks

Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 7 8

Even in modern ~~societies~~ societies, every everyday experiences of black persons are plagued with discrimination and ~~the~~ ^{the} lack of privileges due to the pigmentation of their skin and the unjust stigmatization of their race. In "What Happened?" by Austin Clarke and "Berry" by Langston Hughes, both characters are limitlessly marginalized and overtly treated unfairly as a result of ~~was~~ racism. In ~~Berry~~ "What Happened?", this is explicated by the use of contrast between characters, just as in "Berry". good introduction

Hughes ~~paints a picture of an~~ Clarke portrays the a dichotomous marriage of an educated white woman, Agatha and a underprivileged West Indian, Henry. ~~the~~ Agatha and Henry ~~suffer~~ suffer an incalculable amount of disadvantages, due to the ethnocentric society in which they live. Agatha's parents "forgot they had a daughter named Agatha getting married", showing a brutal disapproval of the marriage. Furthermore, Henry and Agatha's reception was terribly ~~interrupted~~ ^{interrupted} by the police because it was located in a "shun district". This is an example of racial profiling, as "police are also always looking for criminals and drug addicts", solely because of the black persons who

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No.

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live. Hence, his ^{recently} marriage was destroyed by discrimination. In "Berry", Milberry Jones is an overworked and underpaid worker, exploited by his employer. He is challenged by racial profiling where he is blamed without evidence for a mid-p. at Dr. Renfield's Sum Home for Lippled Children. The ~~the~~ child who was harmed was clinging to him for comfort, but the discriminative nurses ~~re~~charged full blame, using slurs, such as "fod nigger". In their nefarious act, they terminated him and refused to compensate him equitably. Hence, he is disadvantaged due to their credence that he is of a suboptimal social class.

Henry's challenge while living as the "silent minority" is to maintain a passive disposition. He candidly condemns those who oppress him and resorts to retaliative ~~retaliations~~, such as painting a ~~swastika~~ sign on the white supremacist's door, designed to instill fear as revenge. He succumbs to a life of and frustration and his personality becomes abusive, miserable and intractable. Milberry's challenge with social injustice is to find an employer who is fair and ~~to~~ offers good working conditions. ~~Yes~~ He is initially met with reproach.

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No. 5 6 7 8

condemnation and the incredulous question of "where would he sleep?" This is as though it is inconceivable to have him among the ^{other} servants as their equal. Dr. Penfield instructs to "play the dorkie/ idiot" and the nurses begin to force their duties onto him. He is exploited and treated unfairly by the ~~de~~ nefarious society.

Clarke employs ~~e~~ and Hughes both utilize contrast to punctuate their accounts of racial discrimination. Firstly, Henry is contrasted with his wife, Agatha. He is aggressively resistant, defiant, interpretative and assertive. He harbours resentment and hate for his situation. He has an idealistic perspective. Agatha is seen as calm and passive. She is also naive ^{towards social segregation} and ~~is~~ optimistic in her disposition. She is of a ~~is~~ idealizes and has an idealistic approach to ~~his~~ his situation. This contrast gives depth to the characterization and profundity to the ~~his~~ marital relations. Secondly, Milberry Jones is ~~as~~ a overt contrast to the workers at the ~~to~~ nursing home. He encompasses ~~is~~ a sunny personality, which is sagacious, resilient, appreciative and docile. He ~~is~~ treats the children with love and uses them as motivation and joy. The nurses are plagued with deparanty, and are incredulous that he

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No. 5 6 ⑦ 8

turned out to be a negro". They are inevitable, lazy and exploitative. They showcase discriminative and judgemental qualities. This contrast evokes much sympathy from readers and accentuates the ending resolution where Perry is unfairly terminated.

In conclusion, racial discrimination is a undesirable component of a society and results in barbaric transgressions to those who cannot so are helpless to opposing its effects. In "What Happened?" by Austin Clarke and "Perry" by Langston Hughes, the Black characters are marginalized and experience ostracism, due to this ethnocentric ~~disc~~ criticism. Their experiences and challenges are portrayed by these writers and punctuated effectively by the use of contrast.

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Examiner's Comments

The candidate provided a clear and compelling introduction that effectively set the tone for the response.

Candidate's Response to Question 7 — Sample 2

Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 7 8

The black characters in "What Happened" and "Berry" face significant challenges because of racial discrimination. In "What Happened" Henry and Agatha ~~are unable~~ struggle to find proper housing due to his race. In "Berry", Berry is underpaid because ~~he is~~ he is black. Irony is used in "Berry" and "What Happened" while contrast is used in "Berry". fair introduction.

Firstly, the black characters of these stories experience situations rooted in racial discrimination. In "What Happened", the couple struggle to find a housing in Canada because of Henry's race. Time and time again they are turned down by the white sellers of the houses and apartments because Henry is black. Out of frustration Henry goes back to one of the homes and draws a Swastika. Discussed the situation in What happened. Could have a bit more detailed. is overwacked throughout the home because he is black, he gets paid less.

while his Scandinavian predecessor. Candidate shows great knowledge of the text

darkie's right. He is overwacked, being told to do work outside of his duties for pay. Good discussion of the situation in Berry.

In "Berry" Berry is told by the nurses to help them bring the children out to the beach to play. On the last visit to the beach Berry is pushing a child in a wheel chair who falls. The other white characters mainly doctor Dr. Benfield overdramatize the situation. Dr. Benfield fires him without giving him his pay for that week. This reaction was rooted in racial discrimination as Dr. Benfield was only angry at Berry and not the head nurse who was responsible for the children. Berry gets fired and receives

insults and slurs while the nurses keep their jobs. Mentions the unfair treatment/inequalities.

In "Berry" the writer uses irony to portray racial discrimination. It is ironic that after doing everyone's jobs in the home all day and not receiving nearly enough pay.

In "Berry" the writer uses contrast to portray the theme of racial discrimination. Berry is clearly separated from the rest of workers. The white cook received ten dollars while

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 ⑦ 8

Berry received eight dollars. The workers have their own bedrooms while Berry sleeps in the attic. The use of contrast shows the separation and alienation experienced by Berry. The children however treat Berry with love and admiration while the workers disrespect and take advantage of him. In "What Happened?" the writer uses irony. It is ironic that although Agatha is white and very educated, the couple still face challenges such as finding housing and having their wedding crashed by the police simply because her husband is black. This shows that the other white characters are transfixed on his fate. Good discussion on devices.

In conclusion, racial discrimination is prevalent in "What Happened?" and "Berry". In "What Happened?" Henry and his wife struggle to buy a house and in "Berry" Milberry is overworked and underpaid. In one instance Milberry is fired because a child he was carrying fell, and he did not receive his pay for that week. The writer of "Berry" uses contrast while the writer of "What Happened?" uses irony to portray the theme of racial discrimination.

Good discussion on devices.



Examiner's Comments

The candidate gave a succinct and effective conclusion in which the main ideas were clearly reinforced. The language throughout is clear and concise, contributing to a cohesive and well-structured essay.

Question 8

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SHORT STORY

A WORLD OF PROSE FOR CSEC – David Williams and Hazel Simmons-McDonald

OR

7. “The black characters in ‘What Happened?’ and ‘Berry’ face significant challenges because of racial discrimination.”

Write an essay in which you focus on the challenges faced because of racial discrimination.

For EACH story, describe ONE situation where a black character faces racial discrimination. You MUST also discuss ONE challenge faced by ONE of the characters because of the experience of racial discrimination. Finally, for EACH story, you MUST examine ONE technique the writer uses to portray the theme of racial discrimination.

Total 35 marks

OR

8. From the prescribed list, choose TWO stories you have studied that focus on a protagonist who learns an important lesson.

For EACH story, describe the situation of the protagonist who has a significant learning experience. You must also discuss the lesson learnt by ONE of the protagonists. Finally, for EACH story, you must examine ONE technique the writer uses to explore the significant learning experience.

Total 35 marks

Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 7 8

In the stories 'Blood Brothers' by John Galsworthy and 'Man of the House' by Frank O'Connor, the protagonists experienced different situations where each learned an important lesson. This will be further discussed:

In 'Blood Brothers' the protagonist is a little boy named Paul. Paul has a twin brother named Benjy. Paul, with all his might, hated Benjy for having, as he thought, a superiority complex and for not being afraid of anything. The situation where Paul realizes a lesson is when both Benjy asks Paul to go to Mac's Mac, a shoemaker, whose shop that the boys like hanging out around. Paul, after being asked by Benjy multiple times to play with him, reluctantly agrees. Benjy does his own thing whilst Paul ends up poking holes through leather with an awl. Benjy goes to touch Paul to get his attention and which makes Paul fly into a rage that Benjy had never seen causing him to be pushed into a wall. Paul about to literally kill Benjy, with awl in hand, comes to sudden realization, drops the awl and leaves. The situation here is that Paul almost killed Benjy.

In 'Man of the House', the protagonist is a little boy named Sullivan whose job or who had on that day,

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

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Question No. 5 6 7 ⑧

taken up the responsibility of taking care of his mother upon seeing how sick she was. After ^{the doctor's visit} getting the doctor, Sullivan was instructed to go to the dispensary to bring back medicine for his mother. ~~He~~ There, he met a little girl named Doolie who had persuaded him into ~~start~~ sharing the cough medicine with ~~her~~ and using his money, which was supposed to be given to the ~~the~~ Virgin Mary to pray for his mother's health, to buy candy. After this, Sullivan was left forced to return home in a bad state due to drinking the medicine, without the medicine and without praying for his mother.

Sullivan's lesson was one of much importance to him because in some way it helped him to forgive himself himself. At first Sullivan thought that he should not have trusted a stranger and ~~done~~ that he should've done what he was supposed to do but ~~was~~ after speaking with his mother, he realized, with her help, that he is just a child and these things happen. He took up a responsibility that was much too large for a child such as himself, to handle and it was because of this, that he shouldn't be too hard on himself. ~~It is he~~ He did not have to bear it alone.

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Your answer to the question you have chosen in **Section C – Prose Fiction** should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 7 ⑧

In *Clickham*, the author makes use of symbolism to develop the situation which caused Paul to learn his lesson. The cause of the trees were a symbol of fear to Paul as he had been afraid of them, whilst causing ~~that~~ walking in the night and noticing them while his brother, Benji, was unfazed. This grew into the hate in which he harboured for Benji, causing Paul to think that Benji thought him a coward and was only flexing his valiance to their father. That hate, the day at Mac's, had been triggered into a rage unbeknownst to them both and caused the entire situation to occur.

O'Connor uses irony to show how the situation ends up in a lesson being learned. The irony is that Sullivan, who was the child, had the responsibility to take care of the mother. In normalcy, it is the parents' job to take care of the children but due to this ironic situation, Sullivan ended up learning his lesson. If he had not taken the responsibility of taking care of his mother, he would have never ended up in that situation in the first place.

In conclusion, both protagonists in the stories had situations where they ended up learning a significant lesson. In *Blood Brothers*, Paul's situation was where he

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer:

Question No. 5 6 7 ⑧

had almost killed his brother, Benji, and in 'Man of the House',
Sullivan's situation was taking responsibility to get medicine for
his mother and returning with nothing instead.

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Examiner's Comments

The candidate provided a reasonable analysis of the literary techniques.

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Your answer to the question you have chosen in **Section C – Prose Fiction** should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 7 - **8**

until she remembered that through her responsibility of protecting him, he accompanied her when she trained. Meanwhile, in "Blood Brothers" the protagonist, Paul, suffered from an inferiority complex as he projected his insecurities onto Benny. Paul is a reserved boy who prefers to paint under trees and avoid scary ~~or about~~ things. Contrastingly, Benny was always playing and loved to adventure, which and was not scared of the things that Paul ~~was~~ was afraid of. As such, Paul felt growing resentment to Benny, and wished that he could see that Benny could also be scared. One day, when Benny was asking that Paul plays with him, his twin angrily lashed out at him, revealing to Paul that he too, experiences fear.

Secondly, the lesson learned by Squaky was to never underestimate her brother. Though Squaky held the responsibility to protect her brother, there were a lot of times where Raymond would find himself into difficult situations. Squaky

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 7 8

loves her brother and is very overprotective of him, but she is also proud that she is so fast when it comes to running as she always boasts about her talents. The lesson comes when the person she has to protect the most, turned out to be just as capable as she.

Lastly, the ^{technique} ~~style~~ employed for the learning experiences is ^{contrast} ~~characterisation~~. Benji is described as having a supremely complex life with his insane brother, who quickly realises that Benji can be vulnerable just as he is. On the other hand, Squeaky's characterisation showcases her as a bit egotistical and blunt, yet overprotective of her disabled brother. The contrast of each character in each story brings about the aforementioned learning experiences. The timid boy discovers the "devil-may-cry" boy can also be terrified, the fastest runner discovers that he brother who needs extra care, can be just as fast as her.

In essence, each story uses a character, that is

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Your answer to the question you have chosen in Section C – Prose Fiction should be written here.

CIRCLE the question number you have chosen to answer.

Question No. 5 6 7 ⑧

in direct contrast the the protagonist's personality traits to bring about the lessons that each may learn. Additionally, the effectiveness of each usage of contrast is ~~is~~ portrayed in the end of each story, allowing the reader time to digest the moral of the story.

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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Examiner's Comments

The candidate skillfully discussed the lesson learned by Squeaky in 'Raymond's Run'. The body paragraphs are well-structured, and transitional words and phrases are appropriately used to enhance the overall flow of the response.

Overall, the projects submitted by students ranged from good to excellent.

Common weaknesses across projects included the following.

- Lack of adherence to word limits
- Written reports that did not contain all necessary details
- Failure to identify relevant examples and highlight the effectiveness of techniques
- Not selecting an appropriate language strategy for each artefact in the reflection
- Failure to indicate how English language skills will be applied in the School-Based Assessment (SBA) within the Plan of Investigation
- Failure to state the types of artefacts and sources to be used in the Plan of Investigation

Teachers' marking could have been improved through closer consultation of, and adherence to, the established rubrics. In some instances, marks were awarded for criteria that were not present in the Reflection section.

The mean score for this paper was 68.07 per cent, a slight decrease from 70.19 per cent in 2022.

PAPER 032 — ALTERNATIVE TO THE SCHOOL-BASED ASSESSMENT (SBA)

Paper 032 is written by candidates as an alternative to the SBA. Candidates continue to show inadequate preparation for certain questions. In many cases candidates simply lifted chunks of information from the media without demonstrating a clear understanding or meaningful analysis of the content.

In 2023, candidates were presented with three texts which focused on obesity. The mean percentage was 52.62, compared with 50.92 in 2022.

Question 1

In Part (a), candidates were required to identify and outline the main idea or issue presented in each of three texts provided.

Candidate's Response to Part (a)

Text 1: In the article, the main issue is the high number of obese individuals within Caribbean countries, especially young children. This is a problem because it threatens their future, opening them to many other health issues. Organizations must therefore join.

Text 2: The general or main issue in the cartoon is the way many or most obese patients feed their condition, instead of attempting to reverse it. Because by looking at the image, it can be imagined that the boy accepts his situation and lives a lifestyle that supports his condition, as he is there with poor posture, on his computer, when he can be exercising and eating healthily.

Text 3: The poem's main issue is an individual who is comfortable being fat, has no problem with her weight and invites the reader to see her in her comfort.

Examiner's Comments

The candidate

- captured the main idea, giving supporting evidence
- recognized the connection between obesity in adults and lifestyle habits
- captured the idea that the person is comfortable despite others' views of her obesity.

Some candidates had difficulty determining the main idea of all three media. Even when the main idea was correctly identified, many candidates failed to earn full marks because they did not understand what information they were required to give when the verb *outline* is used. Such candidates provided no supporting statement that would outline the main idea.

From the cartoon, some candidates correctly identified that adult obesity can result from a sedentary lifestyle and poor eating habits. Others, however, misinterpreted the message and focused on body shaming as the central issue.

In the case of the poem, many candidates identified that the persona was comfortable in her own skin but failed to relate it to the celebration of the black woman's body. In many cases, candidates were unsure if the persona was male or female. This showed a clear misunderstanding of the poem.

In Part (b), candidates had to choose one of the three texts and assess the appropriateness of the text chosen for the purpose of communicating an idea or issue.

Candidate's Response to Part (b)

Text 1 — The text shows that obesity affects everyone, especially children. There are also statistics to show the rise and fall in each country when it comes to obesity. Therefore, I think newspaper articles are the best way to reach to a lot of people and spread awareness on obesity.

Text 2 — The cartoon is appropriate in communicating the issue because it provides a visual image of obesity along with humour where the man said, "It too looks like your computer may block cookies, but you don't." Immediately, the audience sees the message the illustration is trying to get across about eating a "lot of cookies" and the image of the fat man.

Text 3 — I chose Text 3 because speaking about obesity via poem it would capture the attention of the audience big or small due to the rhyming of words and the use of simile, so it would give the audience excitement and capture their attention.

Examiner's Comments

In the response, the candidate

- clearly established why the article is appropriate for conveying the message
- showed why the cartoon is appropriate for addressing the issue of obesity
- not only stated the poem's appropriateness but also why it can be deemed appropriate.

The term *appropriateness* posed a problem for some candidates. Such candidates simply repeated the main idea without stating whether the chosen text was appropriate for conveying the information. In cases where candidates understood the meaning of the question, the responses were comprehensive and explicit.

Some candidates produced generic answers, failing to provide examples of the point being made. For example, with reference to the article (Text 1), candidates wrote 'wide readership' or 'use of statistics' without any elaboration.

For Part (c), candidates were required to choose any two of the texts given and state one language technique used in each. They were then expected to explain the effectiveness of the technique.

Candidate's Response to Part (c)

Title of text: Invitation (poem)

Repetition is used. "Come and see me sometime" is used as repetition to tell the person to whom the writer is speaking that he/she is proud of how unbothered the writer is.

Title of text: Obesity in the Caribbean. Comparison is used.

The writer compares the Caribbean children's obesity/weight with the rest of the world, by saying it is "three times higher" than the rest of the world. He does this to show how serious the issue is.

Examiner's Comments

The candidate identified and commented clearly on the effectiveness of the techniques used.

While candidates could generally identify language techniques, most of them were unable to explain the effectiveness of these techniques. In addition, many candidates could not name any language techniques. Instead, they offered quotations from the texts. The topic of language techniques and the concept of effectiveness requires greater attention.

Question 2

For Part (a), candidates were required to explain three factors which a speaker must consider when making an oral presentation other than the composition of the audience.

Candidate's Response to Part (a)

- Factor 1 A speaker should consider eye contact. This creates a sense of connection between the speaker and their audience.
- Factor 2 Body language — when you are in front of an audience the way you move your body can make your presentation more effective.
- Factor 3 Tone of voice — the way you speak has a great impact on your audience. Voice modulation can make your presentation more effective.

Examiner's Comments

The candidate correctly identified three factors and explained their importance.

Most candidates were aware of considerations when making oral presentations. However, several candidates failed to provide an explanation for the factors which was the second part of the question.

For Part (b), candidates had to list three points they would discuss in an oral presentation on the main idea or issue outlined in the three texts.

Candidate's Response to Part (b)

- (1) The high levels of obesity in CARICOM countries compared to the rest of the world, especially among children.
- (2) The importance of blocking out unhealthy foods that could affect the body.
- (3) The importance of still loving yourself whether you are overweight and accepting who they are even if they want to change themselves or not.

Examiner's Comments

The candidate clearly identified three points for the oral presentation.

Most candidates listed three relevant points for an oral presentation based on the issues in the texts. Some candidates, however, included points that were too general and could be applied to issues other than obesity.

For Part (c), candidates were required to think of a group of people who may be interested in the issues outlined in Part (b). Then, they had to list three characteristics of the group to which the presentation would be made. Candidates also had to give three techniques that they would use to keep the group interested in the presentation.

Candidate's Response to Part (c)

Characteristics of the group

- Obese people, especially those who are looking for work
- Job owners or managers who supervise overweight people who work for them
- Lastly, parents, especially those of obese children

Techniques

- By providing visual aids such as pictures and video simulate the interest of the audience.
- The speaker can participate in a question-and-answer feedback segment so that the audience has a better sense of understanding.
- Role plays by picking on those that share their experiences based on the issue at hand.

Examiner's Comments

The candidate identified the characteristics of the group and correctly listed appropriate techniques.

There was some measure of misunderstanding regarding the question. Most candidates did not think of one discrete group (for example, children) and describe features of that group. Rather, they thought of a group and considered parents, students, government officials etc. to be features of that group.

Question 3

Candidates were required to use drama, poetry, song, prose or any other suitable genre to create an original response based on one of the ideas or issues listed in Question 1 (a).

Candidates were assessed for the following.

- Relevance of content
- Organization of ideas
- Effective use of language
- Vivid word choice
- Unique voice/style

This question was handled fairly well. Poetry seemed to be the genre of preference and under examination conditions, some candidates were able to produce some competent, entertaining and at times humorous poems on the issues presented. Even when the vernacular was used, candidates did so with a degree of comfort while using poetic language (similes, metaphors etc.), and rhyme and repetition. Many of the responses, whether prose, poetry or drama, reflected candidates' deep thought and awareness of the issues related to obesity.

In some cases, even candidates who performed poorly in Questions 1 and 2 were able to manipulate the elements of writing and composing sufficiently to produce good responses. The area in which candidates seemed deficient, however, was the organization and sequencing of ideas as some candidates hardly used paragraphs in their prose responses.

Candidate's Response to Question 3

Sample 1: Poem

Do Better

Obesity is a problem we must change, or we will see our final days

The numbers are increasing more and more everyday

I hope there is a change before it is too late.

Young people being the ones worst to suffer makes me sit and wonder why?

Parents of today must do better

Stop obesity before obesity stops you

Do better, do better, do better

Not only for you but for the people you love too

Diet and exercise is the key to a long and healthy life, so

Do better, do better, do better

Or you may die.

Examiner's Comments

The poem is simple but captures the essence of safeguarding one's health. The candidate presented the issue in a way that many people can identify with. The hallmark of this piece is the call to action. The candidate highlighted the fact that obesity can be controlled and defeated.

Sample 2: Prose

Ever since Little Leah could remember, she had shrieked with excitement at the mere mention of breakfast, lunch, dinner and especially dessert. Everyone in her family truly believed that she would run a 500-metre race or even a marathon, if the reward were an all-you-can-eat buffet stock full of pies, pastries and pizza.

When Little Leah started attending high school, she heard all the fat jokes and was given more unsettling nicknames than compliments. “Yo, Big Fatty Leah! How come ya ain’t buying any lunch today? You on a diet or something, man?”, a male classmate had jeered at her without rest. Little Leah would often laugh it off but she hid her true emotions behind a mask each and every day for the entire school year.

On days when she had no classes, the once bubbly girl would look at the spread of what used to be her most favourite desserts and just simply ignore it without any hesitation. She seldom craved any snacks and instead stared at the bathroom mirror with plain disgust in her maroon eyes.

One day, as she walked home after the self-defeating comments she was burdened with, her ears picked up on a familiar melody that she had forgotten years ago. “There is a hope waiting for you in the dark. You don’t have to change a thing, the world can change its heart. No scars to your beautiful..”. Leah whispered along underneath her breath. Tears began to trickle down her skin after her favourite childhood song’s hook. The realization had hit her that she should appreciate the vessel that she was given to live in on this planet Earth. At that very moment, she promised herself that she would begin her journey to self-love. Little Leah finally smiled ear to ear like an innocent child again. When she arrived home, she asked her mother for her favourite pie, instead of refusing to eat one bite. ‘Love yourself like you love others.’

Examiner’s Comments

In this short piece, the candidate demonstrated effective control of language, using concise and purposeful expression. As a writer, the candidate successfully established the attributes of the protagonist and used interactions with other characters to drive the narrative forward. The presentation allows the reader to empathize with the protagonist, who endures ridicule from her schoolmates.

The candidate is also able to give the reader a glimpse of the internal conflict that the protagonist endures and shows how the conflict leads to the decision of accepting who she is and realizing that self-love is important in a cruel world.

Recommendations

- Teachers need to put more emphasis on students' understanding of terms like *main idea*, *appropriateness*, *effectiveness* and *language techniques* in their teaching. For example, regarding the concept of a main idea, students should be taught that the main idea should be followed by the word that to avoid confusing it with the purpose of the passage which is usually followed by the word to. An example of a statement on the main idea is *the main idea in the newspaper article is that obesity in children and adolescents is becoming a major problem in the Caribbean.*
- For Question 2, Part (a), teachers must explain what is meant by “other than the composition of the audience” to students since many students are listing age/sex/race as factors to be considered when making an oral presentation. Students should also be informed that the factors required are those related to delivery and not the content of the presentation.
- For Question 2, Part (c), teachers should ensure that students understand that they must provide characteristics of the groups they identify, that is, what features of the mentioned group would make the members interested in the particular presentation.
- For Question 3, Part (a), candidates who wrote poems seemed to be at a greater advantage than those who wrote prose. Attempts at prose, especially short story and argument, would be enhanced by effective paragraphing. Teachers need to ensure that students are familiar with the basic elements of paragraph construction.
- Candidates are reminded that responses to Question 3 must be original.