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n n v u u Rohan Kamdar.  
u v u v u u u (15)

per 1.  
ext 2:

This extract is a speech taken from a lecture 'The Decorative Arts, their relation to Modern Life and progress', in London, 1877. The speech was given by William Morris an English textile designer, artist and writer. His audience were artisans and skilled workers who were looking to improve their current skills and education.

William Morris is an advocate for the Arts, <sup>yes, show with the evidence</sup> ~~and~~ as his main purpose of his speech was to persuade <sup>illegible</sup> his audience to pursue the arts rather than the sciences. He does this through juxtaposing the arts with the sciences. <sup>to what effect and purpose?</sup> He creates an apprehensive mood when he refers to the sciences, however he creates a contrasting, more optimistic mood <sup>show relationship for coherence</sup> when referring to the arts.

Morris is a highly qualified to give such a speech due to his profession as a designer, artist and writer, which makes him an individual very dedicated to the arts. This creates ethos <sup>supply</sup> as his credibility as a speaker adds to his trustworthiness. The concerns Morris raises in his speech are relevant and important to his audience, as his audience are looking to improve on their current skill level and education, thus have a choice on whether to pursue the arts or the sciences. <sup>general comments</sup> ~~waste of time!~~

Morris begins his speech with the plural pronoun "we", he immediately establishes a connection with his audience as it makes himself ~~part of~~ a part of him, just like them, a device called plain-folk. As such this creates pathos, as the audience with this connection will trigger an emotional response from the audience as such making them agree with his ~~view~~ viewpoint.



once he is part of them and thus thinks like them too.

Morris humanizes the science by referring it to "her". As the ~~text is his~~ speech was given ~~to~~ in 1877, the audience would have most probably be men, as women during that time ~~were generally~~ ~~did~~ were not given equal opportunities as men in work. As such by referring to the sciences as "her", Morris ~~of~~ the audience would have perceived ~~the~~ the science as being weak and a possible area for future downfall. Morris ~~then in his~~ <sup>uses a hypophora in his</sup> first lines by posing a question to the reader and answering. By doing so, Morris ~~asserts his ideological~~ it provides Morris with a good platform to assert his ideological viewpoint ~~at~~ upon his audience forcing them to agree with it without questioning him. <sup>Explains the further effort</sup> His ideological viewpoint is that the sciences have been used for the selfish needs of the government and the rich but ~~not~~ has done nothing for society, "the present". ~~She~~ <sup>accentuates</sup> accentuates this idea through ~~the~~ diction such as "nothing", which has a negative connotation and implies that the science ~~has~~ is not helping the masses. He further emphasizes his viewpoint ~~by~~ <sup>through the use of</sup> ~~by~~ using figurative speech, as he paints an image of 'pollution' which science is too busy to help solve. The ~~tone~~ <sup>hopeless</sup> tone is ~~emphasized~~ brought about through words such as "smoke" and "superfuous" black dye" which suggest the harsh impact of the pollution. ~~The~~ Morris juxtaposes this serious situation with ~~a more~~ ~~more~~ a much less serious matter of personal greed which the science is instead in busy with. The science has been used to help ~~the~~ businesses produce "heaviest beef

Change is the law of life. And those who look only to the past or present are certain to miss the future. 99

- John F. Kennedy

appeal? morality?



heavy black ~~st~~ silks" and for the government "useless guns". & The use of the diction "useless" suggest the opposite of pollution which the science is foregoing in order to help the government. "Biggest" and "heaviest" suggest the amount of effort the sciences have put into these underestimating items, thus ~~the~~ ~~is~~ emphasizing the message that science is not doing its duty.

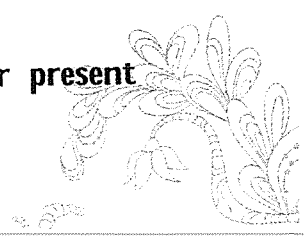
Morris follows this argument with a rhetorical question suggesting that the uselessness of the sciences has ~~an~~ a negative impact on the arts too. This rhetorical question serves as an invitation to the readers to join the central ideological position of the writer and support the arts instead of the sciences, as not only does the ~~sciences~~ ~~art~~ have a negative effect on the ~~society~~ progress of the arts it also ~~has~~ is unable to help society progress. This is due to the <sup>selfish intentions</sup> of businesses and the government who control the sciences. effect? Analyse further

In lines 16 and 17, Morris mentions that <sup>the</sup> Arts are the key to establish equality ~~and~~ He mentions the current situation, the disparity between the wealthy and the poor the "man" and the "beast". He says that equality can ~~not~~ be obtained when something is done "to give all men some pleasure of the eyes and the rest of the mind". By doing so he advocates that the arts ~~are~~ are key to a better future. rhetoric! comment further

He follows this argument by addressing ~~the~~ his audience as "sirs" giving them a certain respect which due to their social position they do not currently <sup>appeal?</sup>

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Thus in conclusion Morris uses rhetoric to a great effect to persuade his audience  
praise the arts rather than the sciences just as how he has.

Barker 'ideological' (a key buzzword),  
'appeal' needs to be mentioned more

A: Understanding - 4

S: symbolic features - 3 (effects not fully explored)

C:  $\text{O}_2 + \text{Dev} - 4$

D: Language - 4 (watch out for spelling errors)

**“Change is the law of life. And those who look only to the past or present are certain to miss the future.”**

- John F. Kennedy







# Anglo-Chinese School (Independent)



## English Language and Literature Department

### ENGLISH A: LANGUAGE AND LITERATURE (STANDARD LEVEL)

#### PAPER 2 ESSAY

INDEX NO: \_\_\_\_\_

MARKS /25

A: Knowledge and Understanding How much knowledge and understanding of the part 3 works and their context has the student demonstrated in relation to the question answered?	Achievement Level 0 The work does not reach a standard described by the descriptors.	Achievement Level 1 Little knowledge of the works is demonstrated. <ul style="list-style-type: none"><li>Little knowledge of the works is demonstrated.</li></ul>	Achievement Level 2 Some knowledge and limited understanding of the works <ul style="list-style-type: none"><li>Some knowledge of the works and their context is demonstrated.</li><li>Understanding is limited.</li></ul>	Achievement Level 3 Adequate knowledge and a general understanding of the works <ul style="list-style-type: none"><li>Knowledge of the works and the way in which context affects their meaning is adequately demonstrated.</li><li>Shows a general understanding.</li></ul>	Achievement Level 4 Good knowledge and understanding of the works <ul style="list-style-type: none"><li>Knowledge of the works and the way in which context affects their meaning is substantially demonstrated.</li><li>Shows good understanding.</li></ul>	Achievement Level 5 Very good knowledge and understanding of the works <ul style="list-style-type: none"><li>Knowledge of the works and the way in which context affects their meaning is thoroughly demonstrated.</li><li>Shows very good understanding.</li></ul>
A: Teacher's Comments						
B: Response to the Question To what extent is an understanding of the main expectations of the question shown?	Achievement Level 0 The work does not reach a standard described by the descriptors.	Achievement Level 1 Little awareness of the main expectations of the question <ul style="list-style-type: none"><li>Little awareness of the main expectations of the question.</li></ul>	Achievement Level 2 Some awareness of the main expectations of the question <ul style="list-style-type: none"><li>Some awareness of the main expectations of the question.</li><li>Response is mainly unsubstantiated generalization.</li></ul>	Achievement Level 3 Adequate awareness of the main expectations of the question <ul style="list-style-type: none"><li>Adequate awareness of the main expectations of the question.</li><li>Generally relevant response.</li></ul>	Achievement Level 4 Good understanding and awareness of the main expectations of the question <ul style="list-style-type: none"><li>Good understanding and awareness of the main expectations of the question.</li><li>Mostly relevant response.</li></ul>	Achievement Level 5 Very good understanding and awareness of the main expectations of the question <ul style="list-style-type: none"><li>Very good understanding and awareness of the main expectations of the question.</li><li>A consistently relevant response.</li></ul>

<b>B: Teacher's Comments</b>						
<b>C: Understanding of the Use and Effects of Stylistic Features</b> To what extent does the essay show awareness of how the writer's choices of stylistic features in the text (e.g., narrative point of view, setting, characterization, structure, style and techniques) are used to construct meaning?  To what extent does the essay show understanding of the effects of stylistic features?	<b>Achievement Level 0</b>  The work does not reach a standard described by the descriptors.	<b>Achievement Level 1</b>  <u>Little awareness of the use of stylistic features</u>  • Little awareness or illustration of the use of stylistic features.	<b>Achievement Level 2</b>  <u>Some awareness of the use of stylistic features</u>  • Some awareness and illustration of stylistic features.	<b>Achievement Level 3</b>  <u>Adequate awareness of the use of stylistic features</u>  • Adequate awareness and illustration of stylistic features. • Some understanding of their effects.	<b>Achievement Level 4</b>  <u>Good awareness of the use of stylistic features</u>  • Good awareness and illustration of stylistic features. • Adequate understanding of their effects.	<b>Achievement Level 5</b>  <u>Very good awareness of the use of stylistic features</u>  • Very good awareness and illustration of stylistic features. • Good understanding of their effects.
<b>C: Teacher's Comments</b>						
<b>D: Organisation and Development</b> How coherent and effective is the argument of the essay?  How effective is the formal structure of the essay?	<b>Achievement Level 0</b>  The work does not reach a standard described by the descriptors	<b>Achievement Level 1</b>  <u>Little organization</u>  • Little focus, structure and development.	<b>Achievement Level 2</b>  <u>Some organization</u>  • Some focus, structure and development.	<b>Achievement Level 3</b>  <u>Adequately organized</u>  • Adequate focus, structure and development.	<b>Achievement Level 4</b>  <u>Well organized</u>  • Good focus, structure and development.	<b>Achievement Level 5</b>  <u>Effectively organized</u>  • Very good focus, structure and development.
<b>D: Teacher's Comments</b>						

<u>E: Language</u>	<u>Achievement Level 0</u>	<u>Achievement Level 1</u>	<u>Achievement Level 2</u>	<u>Achievement Level 3</u>	<u>Achievement Level 4</u>	<u>Achievement Level 5</u>
How clear, varied and accurate is the language?  How appropriate is the choice of register, style and terminology? (‘Register’ refers to use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)	The work does not reach a standard described by the descriptors	<u>Language is rarely clear</u> <ul style="list-style-type: none"><li>• Language is rarely clear and appropriate.</li><li>• Many errors in grammar, vocabulary and sentence construction.</li><li>• Little sense of register and style.</li></ul>	<u>Language is sometimes clear / Fairly accurate grammar</u> <ul style="list-style-type: none"><li>• Language is sometimes clear and carefully chosen.</li><li>• Grammar, vocabulary and sentence construction are fairly accurate.</li><li>• Register and style are to some extent appropriate.</li></ul>	<u>Language is clear / Adequate degree of accuracy in grammar</u> <ul style="list-style-type: none"><li>• Language is clear and carefully chosen.</li><li>• Adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses.</li><li>• Register and style are mostly appropriate.</li></ul>	<u>Language is clear / Good degree of accuracy in grammar</u> <ul style="list-style-type: none"><li>• Language is clear and carefully chosen.</li><li>• Good degree of accuracy in grammar, vocabulary and sentence construction.</li><li>• Register and style are consistently appropriate.</li></ul>	<u>Language is very clear / High degree of accuracy in grammar</u> <ul style="list-style-type: none"><li>• Language is very clear, effective, carefully chosen and precise.</li><li>• High degree of accuracy in grammar, vocabulary and sentence construction.</li><li>• Register and style are effective and appropriate.</li></ul>
<u>E: Teacher's Comments</u>						

MARKING SYMBOLS

<u>Symbol</u>	<u>Meaning</u>	<u>Symbol</u>	<u>Meaning</u>
Sp	Misspelled Word	WW	Wrong use of word (vocab)
P	Incorrect Punctuation	WF	Wrong Word Form (Parts of Speech)
T	Tense error	FW	Write the full word
Agr	Agreement Error	R	Repetition / Redundant word
SS	Sentence structure error	//	Start new paragraph
A	Wrong Article	^	Missing word/ phrase
Exp	Inaccurate Expression		

Grade Boundaries

Grade 7 –

Grade 6 –

Grade 5 –

Grade 4 –

Grade 3 –

Grade 2 –

Grade 1 –

General Comments :

The question ~~is~~ novels

"A new way" suggests that ~~writers~~ written in a different culture or language from that of reader's can cause readers to perceive the ~~ext~~ world they live in diff

Texts written in a different culture or language than that of readers have a strong impact on readers as the context <sup>(social, cultural, historical)</sup> the book is written in is different from the ~~context~~ current context ~~the~~ readers live in. As such due to this difference, reader's are forced to see the world in a different way. ~~I~~ I will be discussing this statement with reference to

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