This is a Class 3 exam

Lebanon Evangelical School
for Boys and Girls
Loueizeh - Baabda

SE01 Exam

10NOV2025

Do NOT write in this box. Your MARK will be placed here.

Subject :	English Literature : IGCSE Paper 1
Class :	10A
Teacher :	Miss Jovana
Duration :	1 hour

You need a clean copy of Anthology of Poems.

You are to answer the questions to this exam on : Lined paper

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

Anthology Poetry

Re-read *If –* and *Do not go gentle into that good night.*

Compare the ways the writers present people giving advice to others in *If –* and *Do not go gentle into that good night.*

You should make reference to language, form and structure. Support your answer with examples from the poems.

(Total for Question = 30 marks)

SE01 Answer Key

Level	Mark	AO2 Analyse the language, form and structure used by a writer to create meanings and effects. (15 marks) AO3 Explore links and connections between texts. (15 marks)
	0	No rewardable material.
Level 1	1-6	• The response is simple and the identification of language, form and structure used by the writer is minimal. • There is little or no comparison of the two poems. • Limited use of relevant examples to support the response.
Level 2	7-12	• The response is largely descriptive, with some comment on the language, form and structure used by the writer. • There are some underdeveloped comparisons and contrasts presented, with obvious similarities and/or differences between the poems. • Some use of relevant examples to support the response. **NB: the mark awarded cannot progress beyond the top of Level 2 if only ONE poem has been considered.**
Level 3	13-18	• The response shows an understanding of the range of language, form and structure used by the writer and links these to their effect on the reader. • The response compares and contrasts a range of points and considers some similarities and/or differences between the poems. • Use of clearly relevant examples to support the response.
Level 4	19-24	• The response is focused and detailed, and the analysis of the language, form and structure used by the writer and their effect on the reader is sustained. • The response compares and contrasts the poems effectively, considering a wide range of similarities and/or differences between the poems. • Use of fully relevant examples to support the response.
Level 5	25-30	• The response is a cohesive evaluation of the interrelationship of the language, form and structure used by the writer and their effect on the reader. • The response compares and contrasts the poems perceptively with a varied and comprehensive range of similarities and/or differences between the poems. • Discriminating use of relevant examples to support the response.

- the adjective 'gentle' is used to describe how he does not want his father to accept death but rather to fight against it
- the refrain-like repetition throughout the poem of 'Rage, rage against the dying of the light' further emphasises how important he feels it is not to give in to death and demonstrates the love the son has for his father
- he feels that it is a characteristic of men of different characters ('wise men', 'Good men', 'Wild men', 'Grave men') to fight against their own deaths and uses these parallels to strengthen his views
- other men's final hours are used to convey the advice and to exemplify how death has been scorned and to show how some men have had regrets in their final hours. Reasons why death has been resisted are given
- in the final stanza, the writer is almost pleading with his father not to die without a fight; he advises his father to curse or bless him, anything, providing he does not give in
- the writer uses repetition, lists of examples and the extended metaphor of sunset to convey his advice
- the son's love for his father is demonstrated through the use of powerful emotions. The use of paradox ('Curse, bless') and contrasts emphasise his views: 'gentle' and 'rage', 'night' and 'day', 'light' and 'dark', 'blind' and 'sight'
- the writer uses a pun when referring to 'Grave men', suggesting both the seriousness of the men and where the dead are buried
- the form of the poem has a very formal, set structure of a villanelle. A villanelle would often have a happy tone but here it is used for more serious reflections. The villanelle's structure lends itself to somewhat obsessive, relentless treatment of its subject. The use of this formal structure reinforces the intensity of the son's plea and demonstrates the depth of love he has for his father.

Both poems

Both poems have particular merits and features and therefore there are a number of points of comparison which students will make. Examiners might consider the following areas of comparison where applicable: treatment of subject matter and theme, tone, voice, attitude, character, diction, imagery including figurative language, poetic form/structure including rhythm, line length, enjambement.

All points of comparison should be developed and supported by close reference and evaluation of specific examples.

(AO3) Responses may include:

- both poems present people giving advice to others. One considers future life and the other faces death. One is from the point of view of the father to his son and the other is the son to his father
- both poems are personal and emotional. *If-* is stoical and optimistic, whereas *Do not go gentle into that good night* is persuasive and intense
- both poems are written with a regular rhythm and rhyme. Both poets use repetition
- both writers use contrasts. Kipling refers to trust and doubt, triumph and disaster and Thomas refers to light and dark, life and death.

These examples are suggestions only. Accept any valid responses.

Question Number	Indicative content
2	**Examiners should be alert to a variety of responses and should reward points that are clearly based on comparison of the two poems. Evidence of a degree of personal response must be given. It is not sufficient to summarise or paraphrase, nor is it sufficient simply to list literary devices.** ***If–*** **(AO2) Responses may include:** • this inspirational and motivational poem gives encouragement and advice to a young person on how to live their life. The poem is a dramatic monologue addressed to the writer's son, John, although it can be read as being relevant to young people in general. The poem presents the speaker's stoical views about life and offers guidance and advice from an older to a younger man (a father to his son) through conditional clauses throughout • much of the poem works with a series of contrasts to convey feelings: trust and doubt, triumph and disaster, kings and common touch; hopes and fears are important, but Kipling warns against placing too much importance on either and advises striving for a balanced approach to life • the poem has very regular rhyme and rhythm that work together with the repeated pattern of 'If', 'And', and 'Or' at the beginnings of lines to present future possibilities • there is, however, some variation in the rhyming words, which are sometimes single-syllable words ('lies' and 'wise'), and sometimes two or more ('waiting' and 'hating'). Kipling repeats 'you' and 'you' as the first rhyme, stressing the didactic nature of the poem and mirroring the narrator's hopes and fears for the future when giving his advice • 'Triumph' and 'Disaster' are personified as if to indicate that they can take a human form but nonetheless are 'impostors' and therefore should not be given too much importance; the third stanza develops the way to treat Triumph and, especially, Disaster. The abstract nouns are written with a capital letter: 'Triumph', 'Disaster', 'Will' • the poem, which consists of one sentence, builds up to its climax of the last two lines, with emotions emphasised by the exclamation mark that shows the fulfilment of hopes for the future and views about life • the capitalisation of 'Man' adds to its significance as an aspiration • 'my son' adds a personal touch at the end, but it could be argued that the advice in the poem is for every young man, as well as his own son. ***Do not go gentle into that good night*** **(AO2) Responses may include:** • the writer gives advice to his father. He is desperately pleading with him to fight against imminent death • Thomas observes his own father growing weaker and weaker and urges him to resist and fight death. The reference to 'blinding sight' could directly refer to his father, who was blind