

Candidate Marks Report

Series : M13 2013

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

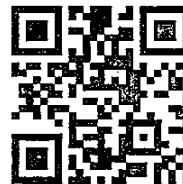
Centre No :	Assessment Code :	ENGLISH A LAL HL PAPER TWO in ENGLISH
Candidate No :	Component Code :	P2(ENG)TZ0
Candidate Name :		

In the table below 'Total Mark' records the mark scored by this candidate.
'Max Mark' records the Maximum Mark available for the question.

Examiner:	
Paper:	M13ayengHP2E0XXXX
Paper Total:	20 / 25
Question	Total Mark / Max Mark
Criterion A	5 / 5
Criterion B	2 / 5
Criterion C	4 / 5
Criterion D	4 / 5
Criterion E	5 / 5



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Diploma Programme answer cover sheet

<p>ENGLISH A: Lang and Literature</p> <p>HL</p> <p>PAPER TWO</p> <p>03 May 2013 (afternoon)</p>
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Invigilator only: Candidate absent (insert ✖ if applicable)

Candidate	
Section or option	Question
	1

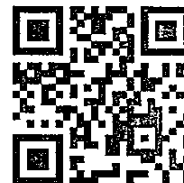
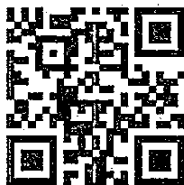
Instructions to the candidate:

- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- Complete the candidate box (on the left) with the section(s)/option(s) and question(s) answered. If all questions have been answered, state ALL.
- In the boxes below, write down the number of answer booklets and sheets of graph paper attached to this cover sheet.
- Using the string tag provided, attach this cover sheet to the front of your work, with any graph paper attached at the back.
- Do not write on or shade in any QR code on this cover sheet.

Number of answer booklets attached

Number of sheets of graph paper attached

E 0



2



4



8 PAGES / PÁGINAS

Candidate session number / Numéro de session du candidat /
Número de convocatoria del alumno

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- Leave at least one line space between each part of an answer.
- At the end of the examination, attach any additional booklets/graph paper at the end of your script.


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- Sautez au moins une ligne entre chaque partie d'une réponse.
- À la fin de l'examen, veuillez joindre tout livret/papier millimétré supplémentaire à la fin de votre copie.

INSTRUCCIONES PARA LOS ALUMNOS

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- Deje una línea en blanco entre cada apartado de una respuesta.
- Al final del examen, coloque todas las hojas de papel milimetrado o del cuadernillo de respuestas que se hayan utilizado detrás de su examen.

0 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 1 0

If you make a mistake / Si vous faites une erreur / Si comete un error 

In the next boxes, write the question number again, for example: /
Dans les cases suivantes, veuillez réécrire le numéro de la question,
par exemple : / En las siguientes casillas, escriba nuevamente el
número de la pregunta, por ejemplo: 



□ 1 Throughout history, it has become evident that works of literature can teach us something that may not have been originally intended.

✓ 'The Crucible', by American playwright Arthur Miller, depicts the mass hysteria that was a result of the Salem witchcraft trials in 1692 whilst also being an allegory for McCarthyism in the 1950s in the USA.

✓ '1984' written by George Orwell in 1948 portrays a totalitarian state, illustrating a dystopic society. It is evident that whilst both works of literature were written for different purposes, they teach both the reader and the audience about historical events subsequently teaching us about how the wrongs of history should not be lived again. Though the two works may not have intended to serve this exact purpose, it is apparent that they have both taught us about the wrongs of history that should not be lived again.

Weak argument

✓ Written in post-war Europe '1984' portrays the perils of totalitarianism, using examples of dictatorships such as Hitler and Mussolini from the period of World War Two. Orwell demonstrates how the desire for absolute power creates an oppressed society in which the individual cannot be ~~just~~ an individual. Orwell's essay 'The Prevention of Literature' states that: "Daring to stand alone is ideologically criminal as well as practically dangerous." It is clear



that through Orwell's portrayal of totalitarianism, '1984' teaches the reader of the perils of totalitarianism that should not be lived again.

✓ 'The Crucible' serves as both an allegory for McCarthyism in the USA, in which anyone accused of being a communist sympathiser was put to trial, and also shows the Salem witchcraft trials, demonstrating how the manipulation of power is a dangerous thing. Set in a theocracy, 'The Crucible' demonstrates how the corrupt nature of such societies should not be relived. Orwell claimed that a "totalitarian state is in effect a theocracy."¹ This highlights how both totalitarianism and theocratic states bring about 'unjust' justice and use their manipulative nature to oppress the individual. It is evident that both Orwell and Miller use their portrayal of totalitarianism and theocracy to ~~show~~ teach us ~~how~~ how these wrongs need not be lived again.

✓ '1984's' portrayal of Big Brother ~~shows~~ conveys the wrongs of history that should not be experienced again. Through the use of the fear provoking phrase "Big Brother is watching you." Orwell depicts the scrutiny under which people must live in a totalitarian state, effectively taking away any type of individuality. '1984's' use of aggressive language explicitly shows the oppressive nature of a totalitarian state, effectively



proving to the reader that the ~~these~~ experiences from the past are not something that people should either want or have to live through again;

✓ 'If you want a picture of the future, imagine a ~~boot~~ boot stamping on a human face - for ever.'

Weak generalisation
Use of explicit imagery such as this, although perhaps not intentional, teaches the reader of the ruthless and oppressive nature of a totalitarian society that sprouts from the desire for absolute power. ~~The~~ '1984' portrays totalitarianism in such a way that it teaches the reader ~~about~~ about both the wrongs of historical events and also the wrongs that should not be repeated in the future.

The meocratic setting of 'The Crucible' highlights the biased and unjust nature of such power.

Miller ~~conveys~~ conveys the ~~wrong~~ wrongs of a ~~totalitarian~~ totalitarian

✓ ~~meocratic~~ ~~soe~~ meocracy in bringing about justice. The manipulative nature of

the courts clearly highlights ~~how~~ how one cannot win in a meocracy, regardless of the

✓ problem or situation that one is in. In 'The Crucible' Danforth ~~explicitly states~~ perfectly conveys the nature of a meocracy:

"You are either with this court or you must be counted against it."

One must either choose to agree with the court or they will be accused of being in the wrong, even if they are merely



being accused. ~~This is because~~ in this sense Miller is demonstrating how one must choose between staying faithful to themselves or agree with what the court is saying. In 'The Crucible' one must either confess to witchcraft or they will be hanged, thus they must choose between life or death. This shows theocracy as an unfair system that does not allow for the truth to be revealed as it may go against the beliefs of a theocratic society.

- ✓ 20th Century literature was said to be an 'age of ideology' in which writers wrote about conflicting ideologies and the effect that it had upon the individual. Both '1984' and 'The Crucible' use their respective ideologies in a way that effects the individual. The novel and
- ✓ the play both represent alienated characters to demonstrate the effect of either totalitarianism or theocracy on the individual. '1984' represents the effect of totalitarianism on the individual through the portrayal of the alienated protagonist Winston Smith. The novel shows Winston trying to rebel against society and trying to find the truth. Totalitarianism completely oppresses the idea of individuality and independent thinking, ~~presenting~~ and Orwell uses Winston to show how this effects the individual. Totalitarianism does not condone anything that may go against the beliefs of what



~~that~~ the state believes and forces upon you:

"You will be hollow. We shall squeeze you empty and then we shall fill you with ourselves."

Although Orwell takes the totalitarian concepts to an extreme, the idea ~~that~~ that individuality is forbidden is conveyed in such a way that

teaches one of the dangers of history and what happened before. The alienation of Winston shows how any attempt to go against the beliefs

✓ of the state can be 'ideologically criminal as well as practically dangerous. Winston inquires how the mindless nature of totalitarian rule kills any sense of individuality:

"To ~~act~~ hating them; that was freedom."

Under totalitarian rule, one is unable to win over the party and the only freedom ~~only~~ one finds is in hating them. Hating to the grave hatred for them. However Winston shows how

✓ totalitarianism will eventually beat you

"He had won the victory over himself; he loved Big Brother."

At the end of the novel when Winston is defeated, the idea of totalitarianism represented in '1984' teaches us how ~~it is~~ important

individuality is and how it will be stolen by such power. In this way, '1984' teaches the reader of ~~what~~ ~~history~~ historical events that should not be revived.

Yes, but obviously intentionally.



"The Crucible" presents the effect of meocracy on the individual through the portrayal of the tragic hero John Proctor. Arthur Miller creates a tragic hero that the audience is able to sympathise with. Whose in effect emphasises the message that history should not be relived. Whilst John Proctor's hamartia of having committed lechery is still a fault in his past, it is presented in such a way that shows meocracy to be in the wrong. Having been falsely accused of siding with the devil, Proctor highlights how unjust the court is in a meocracy:

"You are pulling down heaven and raising up a whore."

This clearly emphasises the flaws of meocracy is choosing to believe such accusations because of ~~the~~ the "devil". Proctor claims that ~~the~~ the accusations are a "whore's vengeance" as Abigail is choosing to accuse him and his wife of witchcraft ~~for~~ in revenge for ~~him~~ Proctor choosing Elizabeth over her. Though Proctor's clear hamartia of committing lechery leads to his ultimate downfall Miller states that:

"A tragic hero's fatal flaw is not necessarily a flaw."

This holds true for Proctor because although he committed a sin, he ~~is~~ is the perfect representation of redemption and taking responsibility for the actions and choices one makes.



"I have given you my soul; leave me my name!"

Proctor chooses his pride ~~over~~ ^{and} loyalty to both himself and his family over siding with the court which is a clear representation of going against theocracy and the effects of it on the individual. John Proctor highlights and teaches the ~~rest~~ audience that one cannot find true justice in a theocracy and that one ~~also~~ should not and must not have to live through this again.

The idea of having complete control over a society is represented in '1984' to show that one is unable to have true knowledge of anything as it is all being controlled by society:

✓ "Who controls the past controls the present. Who controls the present controls the future."

This highlights the absolute control of the party and a totalitarian state and shows that ~~no~~ nobody is able to experience freedom in a society where they are controlled by the state. Although it is evident ~~that~~ in today's society that the media can be controlled, the idea of freedom of speech is completely disregarded as is the concern for humanity. '1984' conveys how a totalitarian society disregards any concern that there should be for humanity and instead ~~shows~~ tries to prove that absolute power is the



**ANSWER BOOKLET
LIVRET DE RÉPONSES
CUADERNILLO DE RESPUESTAS**



4 PAGES / PÁGINAS

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número de la pregunta, por ejemplo:

0 2



04AB01

0 | right thing for the world. With this George Orwell
 Doubtful assertion. | unconsciously teaches the reader of how
 the regimes of extreme ideologies such as
 totalitarianism should not be lived through
 again.

However unintentional, Miller clearly shows the
 contrast between the past and present through
 portrayal of Hale and Danforth, two characters
 who can be considered as a foil; Danforth
 representing the past and ~~the~~ the evil and
 Hale representing the present and the good.

The contrast between these two characters
 teaches the reader of how the historical
 events of theocracy prove it to be unfair and
 unjustly where as in today's society justice
 should be given which is represented in Hale
 as he tries to find the actual truth:

"Theology, sir, is like a fortress. No crack may
 be accounted small."

~~This simile~~ Use of a simile here to compare
 theology to a fortress ~~as~~ can be interpreted
 as showing the weakness of a theocracy and
 how anything ~~that~~ that happens ~~there~~
 could potentially ruin it. Whilst Hale tries
 to uncover the truth and find justice for the
 accused. Danforth simply ~~is~~ believes the

accusations for fear of theocracy being undermined.
 However the audience is aware that the
 accusations really are 'a whole vengeance'



through the portrayal of Abigail:

"You loved me John Proctor and whatever sin it is you love me yet!"

The court, although Proctor admits to lechery, chooses to believe Abigail as they have already believed everybody else who accused him of witchcraft. This clearly highlights the corrupt nature of theocracy, teaching the audience that theocracy is indeed a corrupt and unjust way of living, further emphasising the idea that history should not be relived. In this way, Miller is very courageous in his ~~very~~ critical representation of theocracy as it is indeed a very controversial topic to ~~be~~ convey.

It is clear evident that works of literature can teach us something that they may not have initially intended to have done. '1984' and 'The Crucible' through their opposite choice of setting, both teach us about the wrongs of history and how they should not be lived again. Whilst the two works may not have intended to teach the reader or audience of history and its wrongs, the opposite choice of setting crystallises the ~~idea~~ subconscious message of teaching us about the perils of totalitarianism and theocracy that should not be relived.

Weak assertion.

Criterion A The candidate really focuses successfully on context - and relates understanding to the contexts identified. Gives plenty of detail related to both context and the

Criterion B: A good essay in many ways, but doesn't really answer the question. Although generally we need to accept what the student is doing in terms of constructing an argument, this script goes a step too far in arguing that two writers who had a very clear sense of the purposes of their texts did what they did in those texts unintentionally.



