

2002 English and Communication

Intermediate 2

Textual Analysis

Finalised Marking Instructions

English and Communication

Intermediate 2

"RAT"

- 1** *In the opening lines (1 – 4) the poet describes his discovery of the rat.*
- (a) *Which of his senses is most clearly involved at the moment of discovery?* **1**
- Touch (1)
- (b) *Choose one of the metaphors in these lines which deals with this sense and say how effective the metaphor is in highlighting the sense of horror.* **3**
- scrap of doormat (with claws)
scrubbing brush (with teeth)
- Explanation of image (ie the feel of rough fur like the roughness of a doormat or the teeth adding to the sudden realisation that it is not a doormat, therefore horrible).
- 1 mark for identification of metaphor
Up to 2 marks for the quality of the explanation of its effectiveness.
- (c) *What does the description of the place where he found it add to your feelings about the experience? How does it do so?* **3**
- the leaves/old sacks (1) gives impression of rubbish/unpleasant litter (1)
which makes the discovery even more disgusting (1)
worlds most unlit outhouse (1) reference to the darkness (1) adding to the unknown and therefore more terrifying (1)
or outhouse (1) – idea of remote, forsaken, isolated (1) and thus leaving the feeling of being unsupported, afraid...(1)
- 2** *Read lines 5 – 8*
- (a) *What is his physical reaction to the rat?* **1**
- He gasps, gulps air...(1)
- (b) *Choose **two** examples of word-choice **or** imagery and explain how the poet makes this reaction clear to you.* **4**
- Imagery
bellows/like a hunting thing/breath rushes into me
Word-choice
bellow/sucks/rushes/hunting (thing)/scared
(1) for reference (1) for comment in each of two examples.
- 3** *The appearance of the dead rat has not changed much – it still looks outwardly like a rat. What, however, has changed? (lines 9 – 10).* **1**
- It is hard/mummified (1)

- 4** *What is unusual about the use of the word "alive" in line 12?* **2**
- Pebble is inanimate (1) therefore cannot ever have been alive (1)
- 5** *Read lines 15 – 17*
- (a) *What is the question which the poet imagines asking the rat? Answer in your own words.* **1**
- Were you taken by surprise? (1)
- (b) *Why do you think the poet describes the rat as "old enemy"?* **1**
- Suggests they have been part of an endless battle – humans against vermin (1)
Suggests close relationship between them (1)
The phrase suggests a subconscious echo of "old friend" (1)
- 6** *How does the poet's use of the phrase "pick... up" in line 13 differ from his use of it in line 18?* **3**
- line 13 – literal (1)
line 18 – use of different meaning/pun/metaphorical (1) and explanation (1)
- 7** *Read lines 19 – 21.*
- (a) *What causes the poet to stop?* **1**
- The sight of the rat's eye socket, empty eye, eye (1)
- (b) *Explain how one of the techniques the poet uses in these lines helps to make the moment dramatic.* **3**
- repetition – eyeless/eye/fullstop/stops/mid-life/mid thought (1)
enjambement – fullstop – stop (1)
punctuation – dashes (1)
alliteration – mid-life/mid-thought/riddle...reminds (1)
imagery – riddle (1)
- Explanation of how it makes moment dramatic – up to 2, depending on the quality of the answer
- 8** *How does line 24 reinforce the poet's depth of feeling as he throws the rat away?* **2**
- Uses repetition "out (of my mind's) out (of sight)" to signify the completeness of the rejection (2)
or
Odd use of possessive in "mind's" – showing the mind's desire to forget ...? (2)
or
Hyphenation of "out-of-sight" to create a new concept – a place where the rat could be thrown (2)
or
Reversal of cliché 'out of sight out of mind.' (2)
If no specific technique is mentioned there could still be 1 mark for a sensible generalised comment.

- 9 *By referring to ideas **and** word-choice, explain fully what the poet conveys to you in the final three lines.*

4

Ideas:

Any answer that comes up with the inevitability of death or the fact that man and rat are equally mortal would gain 2 marks.

Word choice:

grinning – rat has last laugh (2)

like to like – equality in the face of death (2)

delicate (skeleton) – transformation of the ugliness/toughness of the body in the opening of the poem to the beauty/fragility of the skeleton. (2)

fragility – not strong enough to keep death at bay (2)

Total 30

[END OF MARKING INSTRUCTIONS]