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1) From lines 6 - 8, select two words or phrases that describe the woman and what she does. (2 marks)

- 1) The woman 'bore a stern expression'.
- 2) 'She looked me up and down'.

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2) Look again at lines 36 - 43.

In your own words, describe the walk to the bus station. (4 marks)

The writer's grandmother accompanied Xiaolu and her parents to the bus station and they all walked at a slow pace because her grandmother could not walk so quickly. The walk was along an uneven pathway and the people in the village spoke to the writer's grandmother as they passed them. Xiaolu's grandmother proudly introduced her son and explained why he was in Shitang along this walk. However the writer notices that her grandmother does not introduce her mother. It seems that the walk took a very long time. In addition to the grandmother speaking to the locals, the father seemed pleased to see the people that he used to know from this village, as he grew up there.

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3) From lines 52 - 64, explain how the writer feels about leaving her life in Shitang. You may support your points with brief quotations. (5 marks)

The writer feels very sad and miserable about leaving her life behind in Shitang. We learn that even though her childhood was unhappy, her 'heart felt so heavy' at the thought of leaving the village. The alliteration of 'heart' and 'heavy' reflects the deep melancholy the writer felt about leaving her life in Shitang. We as readers feel a strong sense of pathos and sympathy as we can see Xiaolu feels overwhelmed at the prospect of leaving her life in Shitang behind. The writer's sense of sadness is compounded by her grandmother's reaction as she is distressed at her departure. She speaks in 'her trembling voice' to Xiaolu and this shows that the writer feels a sense of sadness when hearing her grandmother. We can see the writer shared a bond with her grandmother which she is uncertain her parents will fill. Thus she seems unhappy and apprehensive at the notion of leaving her life in Shitang behind.

Moreover, the writer further shows that Xiaolu is overcome by her emotions as we sense her feelings of grief and sorrow at leaving her life in Shitang. She states that 'it felt like the end of the world' and this simile suggests how the writer feels like everything is breaking down before her. Indeed life in Shitang is all she knows hence leaving her small world behind is a drastic and dramatic change that we sense she is not ready to embrace. To be sure, she is not excited about the journey as she felt like the bus was 'moving like a coffin.' The bus' departure gave her 'an overwhelming sense of hopelessness,' showing that the writer feels like this departure is the death of her old life. The reference to a 'coffin' shows she feels like she is departing the land that she was familiar with in Shitang and going into the terrifying, unfamiliar underworld of the city. There is a heavy, solemn atmosphere as we sense that the writer is grieving the loss of her life in Shitang. We as readers feel a strong sense of empathy towards her as we sense her vivid feeling of despair and dread as she has never experienced any other life other than growing up in Shitang.

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4) How does the writer use language and structure in Text Two to present her relationships with her family and other people?

You should support your answer with close reference to the extract, including brief quotations. (12 marks)

The writer effectively uses language and structure in 'Chinese Cinderella' to present how distant the narrator feels in her relationships with her family and other people. This is shown when she left her boarding school to go home but she questions 'where are we?' The use of dialogue shows the disconnect between her and family as they did not inform Adeline that they had moved house a 'few months ago.' This implies to the readers that there is a sense of distance between Adeline and her family. This shows Adeline's sense of isolation and alienation as she is uncertain about her whereabouts. She is treated as an outsider as her family does not bother to even inform her of their new home before she leaves school. This leads the readers to sympathise with Adeline as it shows that her family is dysfunctional and uncaring towards her. Their distant relationship is further shown as she feels like she was running 'as in a nightmare... who has died this time.' The simile of her running 'as in a nightmare' shows the trauma and panic Adeline feels as we can see that the only time that she comes home is when someone dies. This shows that she rarely sees her family unless a death occurs, which reflects their lack of closeness. This depicts the family to us as readers in a negative light and we feel a sense of sympathy towards Adeline.

Secondly, Adeline uses language and structure in 'Chinese Cinderella' to present her strained relationship with her family as her relatives constantly undermine her abilities and thoughts. This is shown through her father who is portrayed like a God as she visits him in 'the holy of holies.' This hyperbole signifies how her father is viewed as a God-like figure, which emphasises his sense of power and superiority due to his wealth and status. However this imagery of him contradicts the flawed way he treats his daughter. Unlike a God who is usually benevolent, he is unkind to Adeline. He belittles her abilities and we can see this in his undermining tone when he 'scoffed... you are going to starve!' This exclamatory sentence reflects his lack of confidence and faith in her. The verb 'scoffed' reflects his sudden shock of her wanting to be a writer, showing he underestimates her abilities as well as her dream occupation. This creates within readers sympathy towards Adeline as she is being suppressed. We have a negative image of her father's office - whilst Adeline refers to it as a holy place, there is a sense of irony as his office appears to be a place where he exerts control over others in a malicious way. We can see he has a weak connection with Adeline as he does not know what she truly wants, nor does he have any faith in her abilities.

Thirdly, Adeline uses language and structure in 'Chinese Cinderella' to present just how terribly she is treated by her family as well as all the people who work for them. We can see she is treated like an outcast as even the chauffeur is extremely unkind to her. He asks, 'don't you know anything?' Adeline describes how he 'replied rudely' to any of her questions, showing how condescending he is. The use of dialogue and direct address shows the lack of respect the chauffeur has towards Adeline and the alliteration of 'r' in 'replies rudely' showing his lack of compassion towards her. He does not show courtesy or care, illustrating Adeline does not have any relationships with people connected to her family. The chauffeur sees her on the same level as him in their social hierarchy, illustrating that he believes she is an outsider in her family. This captures our interest as readers as we are astonished by the

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chauffeur's harsh and disrespectful nature towards Adeline, despite her being his boss' child. Also readers would be shocked by the lack of communication between her family as well as how their workers do not care to explain anything to Adeline, showing her relationship with the family is non-existent as she is treated like a curse.

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5) Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including brief quotations. (22 marks)

Both writers effectively present their ideas and perspectives about their childhood experiences. We can see that a key similarity that both the narrator of Text One and Adeline Yen Mah experience is they feel a great disconnect and distance with their families. Both appear estranged from their parents and view reuniting with them with some degree of dread. Yet we can see there is a glaring difference between Xiaolu in Text One and Adeline Yen Mah in Text Two as both have completely different social backgrounds. Xiaolu's ideas and perspectives during childhood are influenced by her modest upbringing, whilst Adeline's childhood experiences are shaped by her affluent background. That being said, another similarity they both share is they feel a huge sense of helplessness. It appears their futures are controlled by the same families they feel disconnected to and they seem sad and helpless when reflecting on this during their childhood.

Firstly, both writers present their similar ideas and perspectives about having a distant relationship with their families during their childhood - especially their parents who they seem estranged from. In Text One, the writer shows the sense of confusion she felt as she 'was mute' when she first met her 'father.' Xiaolu was unable to say 'these strange words, mother, father.' The simple sentence 'I was mute' shows the sudden shock and astonishment the writer felt when meeting her parents for the first time during her childhood. The adjective 'strange' illustrates the sense of the unfamiliar - the words 'mother' and 'father' are unfamiliar to her. This connotes how distant the writer and her parents were as Xiaolu was unable to utter those words as they were unusual to her. Similarly, in Text Two, the writer shows her distant relationship with her family through the use of dialogue when she asks, 'where are we?' This inquisitive question implies that her parents did not tell her that they had moved house, which shows the sense of distance between Adeline and her family during her childhood. The idea that she 'had never been invited' to their new home as she was instead left in boarding school further emphasises the distant relationship she has with her parents. Additionally, the verb 'invited' emphasises how she has never been into her father's office to meet him, so the writer shows her sense of shock and confusion on why she was now suddenly asked to see her father. Similarly, in Text One, Xiaolu's disconnect with her parents is shown as we learn she has never met them before so she views them as 'strangers.' This shows the distance in their relationship as she was brought up by her grandparents. We sense her parents' lack of empathy or compassion towards her as they never came to visit her and the writer never knew them until she encountered them when they decided to take her back to the city. Comparably, in Text Two, Adeline shows that she was part of a dysfunctional family as they lacked care and empathy towards her. They excluded her in their actions by leaving her in a boarding school, away from other family members. It further shows that the writer had never been to her new family home and that no one ever came to meet her or visit her. Thus both writers present their similar ideas and perspectives about having a distant relationship with their family members and we as readers feel a sense of sympathy towards them. We see that both Xiaolu and Adeline feel alienated from their parents, hence they are shocked when they directly encounter their fathers.

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On the other hand, both writers present their different ideas and perspectives about their standard of living during their childhoods. We can see that there is a vast gap between the childhood Xiaolu experienced in the countryside, living with her grandparents in a more impoverished environment, as opposed to Adeline who came from one of Hong Kong's wealthy families and she went to a boarding school which we can assume was relatively affluent. In Text One, the writer shows her modest upbringing during her childhood as she 'didn't have much' and her grandmother who she lived with was uneducated. We see this when her grandmother states the 'neighbours will read' Xiaolu's letters to her. However, in Text Two, the writer shows the wealth and privilege she experienced in childhood as she had a 'chauffeur' and a 'swimming pool.' Furthermore, we learn her father was a 'prominent... businessman.' Unlike Xiaolu's grandmother, Adeline's father was well-accomplished and highly educated meaning their childhoods were vastly different. To be sure, in Text One, the writer's use of the determiner 'much' shows the lack of possessions that Xiaolu and her grandmother had in her childhood, which shows their lack of wealth. Furthermore, the idea that the grandmother would not be able to read Xiaolu's letters shows that their poverty may have prevented her grandmother from getting an education when she was young. However, in Text Two, the writer shows their lavish lifestyle as we can see the different things they have. This is shown through the noun 'chauffeur' as we can see that she has a driver who drives the family members around. Moreover, the noun 'swimming pool' emphasises their wealth as this is a possession solely for the rich. Furthermore, Adeline's father being a 'prominent' businessman emphasises his importance in Hong Kong society, further showing he was highly educated. This illustrates that in contrast to Xiaolu, Adeline had a better standard of living during her childhood. The writer in Text One had a poorer standard of living and it appears she recognises that this made her experiences during childhood much harder. Hence, both writers show their different ideas and perspectives about their standard of living during childhood and we can see that this vast gap led them to experience highly different lifestyles as children.

Moreover, both writers show their similar ideas and perspectives about how they had no control over what happened to them as both texts show how much their childhoods were shaped by the decision of their parents. In Text One, Xiaolu is 'dragged from the only life I had ever known' and in Text Two Adeline's father will not allow her to choose her university course as he states, 'you will go to medical school.' We can see that both writers feel a sense of hopelessness, conveying to us that their childhoods involved some trauma as they felt completely helpless in shaping their destinies and futures. To be sure, in Text One, the powerful verb 'dragged' emphasises the dominance Xiaolu's parents had upon her. This hyperbole 'the only life' further conveys how dramatic and overwhelming the experience of leaving the village was for Xiaolu. The adverb 'only' illustrates how narrow and limited her childhood was as she had only experienced life as a villager. This further shows the parents' sense of control and dominance over her as they are about to dramatically change her life by forcing her to move to the city with them. This makes readers feel a sense of sympathy at the lack of freedom the writer had in her childhood. Similarly, in Text Two, the writer shows the lack of freedom she had in making her own choices as her father states that she 'will go to medical school.' This declarative sentence conveys the sense of control and power Adeline's father has over her decisions. We can see that she lacks any control of her own life as her father rejects her choices, her talents and her desires to set out a plan for her life. Just like Xiaolu, we can see that Adeline's life is about to be shaped and transformed by her domineering and controlling father. He prevents Adeline from pursuing her dreams of being

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an author, hence we see that her father's domineering behaviour may have led her childhood to feel somewhat traumatic. Thus both writers show their similar ideas and perspectives on how they lacked any control over what happened to them in their childhood. Both writers of Text One and Text Two have dominant fathers who decide what they want for their children - against both of their wills - however Xiaolu and Adeline have no choice but to follow their wishes, showing how helpless their childhoods feel.

To conclude, both writers show their ideas and perspectives about their childhood experiences. Whilst both Adeline and Xiaolu share some similarities in their childhood - indeed we can see they both have distant relationships with their family members and they also feel they lack control and autonomy over their futures as their fathers dictate what they must do. However we can also see there are marked differences between the writers of both texts. Adeline and Xiaolu have different experiences primarily because the writer of Text One comes from a more impoverished background where her grandmother was uneducated, whilst the writer of Text Two comes from a very affluent background where her father was well-educated and well-connected as a businessman. Hence whilst the gap in wealth led Adeline to live a life of comfort whilst Xiaolu lived a more modest life, we still sense that they both had difficult childhood experiences. Both writers lacked a feeling of freedom as they felt constantly controlled and restricted during their childhood which was somewhat traumatic for them.

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6) 'Nowadays there should be no differences in the ways that boys and girls are raised and educated.'

You have been asked to deliver a speech to parents / carers and teachers in which you express your views on this statement. Your speech may include:

- **how girls and boys are treated by parents / carers**
- **the ways in which boys and girls are educated**
- **any other points you wish to make.**

(45 marks)

Good morning ladies and gentlemen,

Just the other day, I was watching a football match between a group of friends in the park. It seemed fairly innocuous. Yet I noticed one thing: the girls wore pink t-shirts and the boys wore blue tops. This troubled me. It made me realise that boys and girls have been constantly conditioned to see themselves as different. I think that there should be no differences in the ways boys and girls are raised and educated. We should not have one set of colours, standards and ideas that are taught to girls as opposed to a different range of standards for boys. We live in the modern age. The way boys and girls are raised at home and spoken to at school should be the same. We are all equals. No gender is superior to the other and as parents, carers and teachers, I wish to implore you to constantly remember the fact there cannot be any differences in the ways that boys and girls are raised and educated. As parents and carers, I look to you to raise and treat your children fairly. Allow them to discover and do what pleases them based on their personalities, not their gender.

Whilst I strongly believe there should be no differences in the ways boys and girls are treated, I feel like there are sadly too many parents, carers and teachers who still stereotype young children based on their gender. Society moulds us all from an early age to see boys and girls as different, which is wrong. From the day we were born, we are moulded into what society expects from us. Think of the colours we see in babies' advertisements. Young girls dressed in pink, playing with Barbie dolls. Young boys, dressed in blue, playing hot wheels with cars zooming around a large highway. Yet this follows into adulthood. Dyson Hoover advert shows a woman hoovering at home. Mac computer advert features a man sitting with glasses in an office. There should be no differences in the ways boys and girls are treated. Yet there are and this is a devastating problem. There is a huge gulf between boys and girls from the day we are born. Yet does this have to persist? Today, there should be no differences in the ways boys and girls are raised and educated and it is your responsibility as parents, carers and teachers to stop this unfair treatment. We are all the same.

Furthermore, girls and boys should be raised and educated in the same way. This means they will both reach their full potential. Let's consider the area of sport. I have noticed that there are some sports that are labelled as more 'feminine' whilst other sports are stereotyped as 'masculine.' Girls are encouraged to play netball and tennis, whilst they are discouraged from playing rugby and football. Indeed many sports are seen as not 'ladylike' meaning teachers, parents and carers often forbid girls from pursuing them. Yet what if your daughter is a gifted sprinter - the next Jennifer Ennis-Hill? The differences in the way society treats boys and

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girls means both never reach their full potential. To be sure, if we look at Politics, we see it is dominated by men, showing how gender stereotypes mean only men access power. Yet there are some notable women that show gender does not determine how far girls or boys can rise in society. Consider women like Indira Gandhi who was the first female prime minister in India and Kamala Harris, the current Vice President of the United States of America. They succeeded and conquered male dominated workplaces. These incredible women have broken all the boundaries and stereotypes about girls not being able to achieve the impossible. They showed that women are able to achieve their dreams and desires as well as do the same jobs that men do. As parents, teachers and carers, please do not force girls to work harder in what you may stereotype as a 'male' role. Conversely, do not prevent young boys from pursuing what you may class as more 'feminine.'

There are some people who may argue that it is impossible to ignore the differences between boys and girls. Genetically speaking, boys and girls are different. Boys tend to have more testosterone, whilst girls can grow into women who can have children. Some parents, teachers and carers would argue that it is important to treat boys and girls somewhat differently. For instance, they see no issue with telling young girls to consider having families in the future. Indeed, girls and women play a central role in bearing children and keeping families together. Hence this also means, boys can be encouraged to work hard and get good jobs, to support girls who will become their future wives. However I still disagree with this. Having a family is not an instinctive feeling for all girls. Not all boys want to go out and work. Some boys prefer to cook, clean and do domestic chores at home. There is a damaging stereotype that is ingrained in boys and girls from a young age that having a family should be their ultimate aim and desire. I believe this is wrong. Just like how young boys are encouraged to be adventurous, outspoken and outgoing, young girls should have the same traits taught to them. Society today looks down on girls who do not want to have families. Young girls who want to get a job as a technician, scientist or politician sometimes get chided by their family and teachers. This follows them into adulthood. Indeed there is great shame around a woman who does not desire to build a family and nurture as well as look after their children. I believe that both young girls and young boys who enjoy adventure should be encouraged to think out of the box. If they grow into men and women who desire independence and having their own career, society should not shame them for this. If a woman or man does not marry or have children by 40, this should not be an area of shame. Society has created narrow stereotypes which I believe are damaging. This stems from how girls and boys are treated differently as children. This must change. There must be no differences in the ways boys and girls are raised or educated.

I strongly agree that boys and girls should not be educated or raised differently. I believe it is your job as parents, carers and teachers to treat boys and girls in a similar manner. Times have changed. Girls can shoot for the stars. Boys can express their emotions, take on role that many thought were only for girls and they too should have the freedom to explore these options. Society will be a much better and happier place once we treat each other with respect and equality. It all starts with treating as well as educating young boys and girls in the same way.

Thank you for your time and attention. I hope you have learned something new from my talk this morning.