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FEEDBACK TUTORIAL LETTER

1ST SEMESTER 2023

ASSIGNMENT 2

THEORY AND PRACTICE OF WORLD POETRY 2A

TPP611S

SECOND TUTORIAL FEEDBACK LETTER ON ASSIGNMENT 2 THEORY AND PRACTICE OF WORLD POETRY 2A

Dear students

Here is a short feedback letter on your second assignment. I am not going to speak about plagiarism and how to avoid it as I did so in depth in your first tutorial feedback letter as well as in the vacation school.

Students who committed plagiarism and who did not reference their sources of information IN TEXT as well as in the reference list were punished.(severely 😊)

AI (artificial intelligence app.)

Dear students

Please take note of the following warning. I am not going to repeat this again.

Plagiarism is not allowed as it is theft. You are stealing someone's work, pretending that it is your own and then not acknowledging the source IN TEXT and in the reference list. The Turnitin programme used at NUST detects "similarities" to other work and generates a similarity report. You are notified and the marker is also notified. I can see the plagiarism you have committed as it is highlighted and numbered. If I click on the number in the highlighted text I am shown where you have taken the reference from. If you have not used quotation marks and acknowledged this highlighted section of text IN TEXT, you have committed plagiarism and are punished. Turnitin also shows the % of text used from a source.

I allow up to 30% and don't penalise you as long as you have referenced the source correctly.

This year some students have become really devious and dishonest in an attempt to fool lecturers and get good marks in assignments and online work. They have discovered AI apps (Artificial Intelligence) and are misusing them.

These AI apps. generate answers for students from information they gather across the internet. Answers are then generated from this material and the students then use these answers for their work. A so called "model" answer is then given.

I will not comment on how these apps are good or bad in other subjects but will limit my comments to English studies. When you are asked to answer an essay type question in English Literature studies you are expected to show the lecturer a DEEP level of understanding of the

novel, play or poem studied. This has to be done in the CONTEXT of what you have been taught in class or online by materials generated by your lecturer. I have written the e-book online study guide for your COLL course and also created the material on Mynust. This means that I know what is available to you, in f2f classes as well as online and in the NUST study guides. These are the parameters within which you are expected to answer questions-and yes you may use sources to assist you, as long as they do not exceed 30%(as indicated by Turnitin) and are correctly referenced.

What happens with AI apps is that the app does not know what I have taught you and what I have placed in the e book and on Mynust. It also does not know you. I probably do! This means that I know if you are a weak, average or good student.

When you request information from the AI app it generates an answer that is better than you would be capable of writing – this means you are cheating. It is also obvious to me when I mark because I know your capabilities.

I hope this is clear now. Use your own words and ideas and use sources sparingly. Make sure the Turnitin programme does not show more than 30% similarity. AVOID AI apps. If you use them they may not show more than 30%. Make sure you paraphrase all work taken from sources or AI and show this material IN TEXT as well as your reference list.

Now to the questions:

QUESTION 1 (35 MARKS)

Analyse the following poem by answering the questions below.

- a) Identify the rhyme scheme and describe its effect. **(10 marks)**
- b) Describe the relationship between the speaker and the addressee and the role of sexuality in this relationship. **(10 marks)**
- c) Analyse how poetic techniques emphasise the message of the poem. **(15 marks)**

Thom Gunn: Carnal Knowledge

Even in bed I pose: desire may grow
More circumstantial and less circumspect

Each night, but an acute girl would suspect
My thoughts might not be, like my body, bare.
I wonder if you know, or, knowing care? 5

You know I know you know I know you know.
I am not what I seem, believe me, so
For the magnanimous pagan I pretend
Substitute a forked creature as your friend.
When darkness lies – without a roll or stir – 10

Flaccid, you want a competent poseur
Whose seeming is the only thing to know.

I prod you, you react. Thus to and fro
We turn, to see ourselves perform the same
Comical act inside the tragic game. 15
Or is it perhaps simpler: could it be
A mere tear-jerker void of honesty
In which there are no motives left to know?
Lie back. Within a minute I will stow
Your greedy mouth, but will not yet to grips. 20

‘There is a space between the breast and lips.’
Also a space between the thighs and head,
So great, we might as well not be in bed:
For we learn nothing here we did not know.
I hardly hoped for happy thoughts, although 25
In a most happy sleeping time I dreamt
We did not hold each other in contempt.
Then lifting from my lids night’s penny weights
I saw that lack of love contaminates.

You know I know you know I know you know. 30
Abandon me to stammering, and go;
If you have tears, prepare to cry elsewhere –
I know of no emotion we can share.
Your intellectual protests are a bore,
And even now I pose, so now go, for 35

I know you know.

Here is an answer by student generated by the AI app. It is actually quite funny because the student gives a 100% incorrect answer without realising it because she believes the AI app is faultless. She believes her cheating will be undetected and does not make the effort to check her answer to verify if she has actually answered what has been asked. If this is not what has happened then she has copied directly from an unreliable source without checking the answer. It is even possible that she has not read the poem. Whatever the scenario, she has produced a 100% rubbish answer and provided me with some good laughs. I have been warned by Turnitin which shows that she has 12 % similarity and 100% AI assistance.:

A)

“Thom Gunn: Carnal Knowledge” is a free verse poem, which means it does not follow a strict rhyme scheme. However, there are a few instances of slant rhyme, where the end sounds of certain words are similar but not exact matches, such as “cocaine” and “again,” and “woods” and “hands.” These slant rhymes serve to add a subtle musicality to the poem without detracting from its overall tone and subject matter. The lack of a strict rhyme scheme in this poem reflects its modernist style and reinforces its themes of personal exploration and liberation. The poem is about a speaker who reflects on his past experiences with drugs and sexual encounters, and the free verse structure allows for a more fluid and introspective exploration of these themes. The slant rhymes, meanwhile, provide a subtle sonic texture that enhances the poem’s emotional depth and creates a sense of intimacy between the speaker and the reader. Overall, the effect of the rhyme scheme, or lack thereof, is to reinforce the poem’s modernist aesthetic and to create a sense of personal reflection and exploration.

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Commented [BA2]: Where do we see this in the poem????

Commented [BA3]: ??????

Commented [BA4]: This is not your own!!!

B) "Thom Gunn: Carnal Knowledge" is a poem that explores the relationship between the speaker and the addressee, and the role of sexuality in this relationship. The poem is written by Thom Gunn, a British poet who often wrote about sexuality and the human body. The poem is addressed to an unnamed addressee, who is likely a lover or sexual partner of the speaker. The relationship between the speaker and the addressee is intimate and sexual, as evidenced by the repeated references to sexual acts and the physical sensations that accompany them. The speaker's tone is frank and unapologetic, suggesting a level of comfort and familiarity between the two parties. The role of sexuality in this relationship is central to the poem's themes. The speaker describes sex as a means of transcending the limitations of the self and achieving a deeper level of connection with the addressee. **In lines 5-6, the speaker says, "We seek beyond ourselves what we do not know / Until we fail: then consider it again."** Here, the speaker suggests that sex is a way of exploring the unknown, and that failure (perhaps in achieving orgasm or sexual satisfaction) is a necessary part of this exploration. Throughout the poem, the speaker uses vivid imagery to describe the physical sensations of sex, **from the "unbearable moment when your body opens like a flower" (line 11) to the "hot, bright knife" of orgasm (line 18).** These descriptions convey a sense of pleasure and ecstasy, but also a hint of danger or risk. The speaker suggests that the intensity of the sexual experience is worth the risk, however, because it allows the two parties to connect on a deeper level. Overall, "Thom Gunn: Carnal Knowledge" portrays a relationship that is defined by intimacy and sexual exploration. The speaker and addressee are engaged in a passionate, physical relationship that is both thrilling and challenging. Through their shared experiences, they are able to transcend their individual selves and achieve a deeper connection.

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Commented [BA6]: This is not in the poem

C) Thom Gunn's poem "Carnal Knowledge" is a powerful exploration of desire, intimacy, and the complexities of human relationships. The poem uses a variety of poetic techniques to emphasize its message and to create a vivid and memorable experience for the reader. One of the most striking features of the poem is its use of vivid imagery. **Gunn uses precise and evocative language to describe the physical sensations of desire, as well as the emotional intensity of the experience. For example, in the first stanza, he writes: *Flesh is heretic My body is a witch I will not let her go I am smitten, I am bitten, I am bewitched*** These lines use vivid and striking images to convey the speaker's overwhelming desire for his lover. The metaphor of the body as a witch suggests both the power and danger of desire, while the repetition of the "I am" construction emphasizes the speaker's intense emotions. Another important technique in the poem is the use of repetition. Throughout the poem, certain phrases and images are repeated, creating a sense of rhythm and building a cumulative effect. For example, the phrase "carnal knowledge" appears several times throughout the poem, emphasizing the physical and sexual nature of the speaker's desire. The repetition of the phrase "I will not let her go" also underscores the speaker's intense attachment to his lover. The poem also uses sound and rhythm to create a powerful effect. The poem's short lines and staccato rhythms create a sense of urgency and intensity, while the use of rhyme and alliteration creates a musical quality that enhances the poem's emotional impact. For example, the lines "And I would have her / And I would taste her" use alliteration to create a sense of longing and desire. Finally, the poem's structure is also significant. The poem is divided into three stanzas, each of which explores a different aspect of the speaker's desire. The first stanza emphasizes the physical nature of desire, while the second stanza focuses on the emotional and psychological aspects of the relationship. The final stanza brings these two threads together, emphasizing the speaker's intense attachment to his lover. Overall, "Carnal Knowledge" is a powerful and evocative poem that uses a variety of poetic techniques to emphasize its message. Through vivid imagery, repetition, sound and rhythm, and structure, the poem creates a complex and nuanced portrait of desire, intimacy, and human connection

Commented [BA7]: Where is this from????????????????????????????????/

After reading the quotes that are not from the poem I stop reading further. I award zero (0) marks for section B and C of this question.

AI has helped this student to fail!

Below is a similar scenario from a first-year student's work on Ndebele's "The Test"

You will remember that the test Thoba had to undergo was his run in the rain and the temptations he had to resist like accepting the jersey from his mother's friends at the bus stop and not accepting the lift from Mphiyake's father. This sadly misguided student misused AI and did not check the answer "generated" by the app, or she is really clueless! I have underlined the rubbish.

QUESTION 1

The title of a literary work can serve as a preview or a gateway to the themes, motifs, and symbolism that the reader should expect to encounter in the story. The title of Njabulo Ndebele's short story, "The Test", is no exception. The title is an intriguing one that suggests that a challenge, examination, or trial is about to take place. "The Test" is a poignant examination of the tensions and divisions that exist within South African society during apartheid. This essay will explore the relevance of the title "The Test" in Njabulo Ndebele's short story and how it reflects the story's central themes.

The story begins with a young black boy named Themba, who lives in a racially segregated South African township during the apartheid era. The opening paragraph sets the stage for the story's themes and its relevance to the title. It reads, "The township was full of rumours about the coming test. There was no doubt that the test was going to be something special. It had been advertised in the newspapers and on the radio".

The "test" mentioned in the opening paragraph refers to a scholarship examination that is going to be held for black students. The exam is an opportunity for Themba and other black children to escape the cycle of poverty and oppression that they are born into. The title "The Test" refers to the examination, but it also has a deeper meaning. The test is not just an academic challenge but a test of character, resilience, and hope in the face of adversity.

The story's relevance to the title is evident in how the characters approach the test. For Themba and his classmates, the test is not just an academic challenge; it is a lifeline. Themba's father, a labourer, cannot afford to pay for his son's education, and the scholarship is the only way for Themba to attend school. The test, therefore, represents a chance to break the cycle of poverty

and hopelessness that is their reality. Themba and his classmates' preparations for the test are symbolic of their resilience and determination. They are determined to succeed despite the odds stacked against them. The children study in the evenings by candlelight, and they make their own textbooks from scraps of paper. Their determination and resourcefulness are a testament to their strength of character and their desire to succeed.

The test is also a test of the oppressive apartheid system. The scholarship is only available to black children because the white government refuses to fund black education. The test is a way for the government to absolve itself of its responsibility to provide equal education opportunities for all South Africans. By making the scholarship available to black children, the government can claim that it is doing something to address the inequality in education. However, the test also exposes the systemic racism that is at the heart of the apartheid system. Additionally, the title "The Test" suggests that the story is about an examination of some kind, a challenge that the characters must face and overcome. In this case, the test is a political one, as the protagonist, Thoba, is forced to confront the realities of apartheid and decide whether he will take a stand against it or continue to go along with the status quo. The test is not only for Thoba but also for the other characters in the story, who are all faced with their own moral dilemmas and must decide where they stand on the issue of apartheid.

Alternatively, the title suggests that there is a right answer, a correct response that the characters must provide in order to pass the test. This idea is echoed throughout the story, as the characters struggle to figure out what the right thing to do is. Thoba's father, for example, believes that the right answer is to keep his head down and avoid getting involved in politics, while Thoba's friend Sbu believes that the right answer is to fight back against the government. Thoba himself is torn between these two perspectives and must ultimately decide for himself what the right course of action is.

The title also suggests that there will be consequences for failing the test. This idea is also explored throughout the story, as the characters face the very real possibility of imprisonment, torture, or even death if they are caught opposing the government. Thoba's decision to take a stand against apartheid is not only a test of his moral courage but also a test of his bravery and willingness to risk everything for what he believes in.

The relevance of the title is further demonstrated in the climax of the story. Themba is sick on the day of the test and cannot attend. His absence from the exam represents a failure, not just for him but for the entire black community. Themba's sickness is symbolic of the illnesses that afflict the black community under apartheid. The story suggests that the sickness is not just physical but also psychological, as the black community is constantly subjected to the stress and trauma of living under apartheid.

The story's denouement reflects the themes of hope and resilience that are central to the story. Themba's teacher visits him at home and gives him a letter from the scholarship committee. The letter informs Themba that he has been awarded the scholarship, despite his absence from the test. Themba's success represents a triumph over adversity and a testament to the power of hope and resilience.

In conclusion, the title "The Test" is significant in Njabulo Ndebele's short story because it reflects the central themes of the story and provides insight into the characters' struggles and motivations. The test is not only a political one but also a moral and personal one, as the characters must confront their own beliefs and values and decide where they stand on the issue of apartheid. The title suggests that there is a right answer, but also that there will be consequences for failing the test, making Thoba's decision to take a stand against apartheid all the more courageous and inspiring.

This is utter rubbish. None of this has anything to do with Ndebele's short story "The Test" which we have studied. The AI has generated a well written answer , in good English but the content is "cringe-worthy". The lazy student has made no effort to check the accuracy of the answer and has simply copied and pasted this nonsense believing in AI as if it were a god.

Here is a good answer to the questions on Gunn's poem. The student has used his own brain, has not made use of sources and has avoided the trap of using AI.

- a) In Thom Gunn's, "Carnal Knowledge" there is no set rhyme scheme as it is, (ABBC AADDEEA AFFGGAH HIIJJAACKLL AACCMMA) which does not follow a set pattern, but does make use of pair rhyme. In each stanza the rhyme is broken up by a line which does not meet the rest of the rhyme scheme while simultaneously having a melodic

rhythm to the poem. The poem makes use of iambic meter and repetition that produces a bouncy rhythm to the poem.

The rhyme and rhythm are both equally important in the literary meaning that they add to the poem. The rhyme's lack of set structure and the rhythms stressed and unstressed syllable create a sense of unpredictability, uncertainty, intimacy and complexity. The poem's rhyme is reminiscent of pair rhyme and this induces a rhythmic effect while also creating a sense of repetition that may emphasise the repetitive nature of conflict in relationships. Also, the undefined rhyme scheme creates the effect which implies that there is uncertainty to how the relationship may move forward, and it also conveys the ever changing nature of the speaker's relationship with the person they are speaking to, as well as, the rise and fall of tension between the romantic partners as they fulfil each other's sexual desires, only to once again question each other's honesty and become sceptical of each other's actions. The dishonesty or uncertainty is further emphasised through the figures of speech.

b) The speaker of the poem is clearly engaged in dialogue during the poem as they are directly addressing their partner throughout the poem when they say, "you", "your", "ourselves" and "we". The role of sexuality in the poem is important, as the couple have neglected communication and revolved their relationship around physical attraction for each other as conveyed by lines 1, 4, 6, 7, 8 and more where the speaker admits that he is "posing"(line 1) during the act as he tried to maintain an image as stated in line 11: "Flaccid, you want a competent poseur" which alludes to the expectation that is heavily related to human relationship and the act of performing to meet one's partner's needs instead of being able to practice an authentic connection with their partner. To continue, with that being said it is important to consider sexuality in the play as it is coupled with the complexed ideas of human attraction in a relationship and how it may be intertwined with deceit and manipulation, rather than being genuine. It focuses on the metaphor that it is a "tragic game" and they are both aware of it as the deceit continues. The poet supports this though when the speaker states: "For the magnanimous pagan I pretend" (l 8). This means that each time they engage in their acts, the speaker sees himself as a **magnanimous pagan** who could imply that he does not feel the genuine affection from the act and that he is merely playing his role in the "tragic game" they play.

c) Thom Gunn makes use of many poetic techniques, namely repetition and various figures of speech which further depict the lack of honesty and genuine emotion involved in the speaker's relationship.

Commented [BA8]: quote

Commented [BA9]: Explain this

He makes use of figures of speech to create imagery; such as “forked creature”(l 9) which emphasises the speaker’s insecurities and lack of certainty, and in line 28 when the speaker says: “Then lifting from my lids night’ penny weights “, and this could mean that the speaker feels discontent and upset with his relationship. To add, Gunn also writes, in line 21 that there is a space between breast and lips which untimely symbolises the distance that lies between the two characters on an emotional level.

Further, the poet makes use of enjambment in order to maintain the fluidity of the poem and create a melodic effect while also using repetition in the lines: 6, 30 and 36,

“You know I know you know I know you know”

In the poem, repetition is not only used to create the rhythmic effect, it also integrated into the poem to display the pattern of the relationship as it comes with complexity and inconsistency paired with the general unpredictable and uncertain pattern that is shared with the speaker and his partner.

So forth, irony is also another figure of speech that can be identified in the poem as the speaker calls himself a “magnanimous pagan” which could ultimately mean that he is a forgiving, yet unreligious person and to a degree one could argue that it is contradictory as pagans are often associated with savages which is the opposite of magnanimous, meaning forgiving. Additionally, it is ironic that he calls himself this as he is deceitful and continues putting on an act in order to satisfy his partner, and at the end both of them are playing the “game”.

Finally, the tone is heavily implied by the paradox, “Comical act inside the tragic game” (l 15) which is a contradictory statement due to the contrasting connotations of the words comical and tragic as comical would be a much more light-hearted word that may imply entertainment, but tragic is a much more depressing word with its negative connotation of something being upsetting. This emphasises the reality of their situation, and displays that their relationship will not be more than a game as it cannot go passed the sexual attraction the partners share, and solidifies that their relationship will always be an act.

In conclusion, the poem is a representation of the lust and deceit that comes along with relationships, and is a direct criticism to the idea that one must be reformed according to one’s partner’s needs instead of engaging in communication to build a more valuable relationship on an emotional level.

QUESTION 2 (35 MARKS)

Write a critical appreciation of the following poem, paying particular attention to form,

Commented [BA10]: delete

diction and figurative language.

Shall I Compare Thee to a Summer's Day ?

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often his gold complexion dimmed;
And every fair from fair sometime declines,
By chance or nature's changing course untrimmed:
But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wand'rest in his shade,
When in eternal lines to time thou grow'st;
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

William Shakespeare

Here follows a well written authentic piece of student work-no unreferenced sources, no AI help and no copying. The student has made use of the e-book/study guide and Mynust material and OWN BRAIN and words.

Sonnet 18 is a love poem written by Shakespeare, and is part of Shakespeare's "fair youth" poems where he addresses someone that he admires for their incomparable beauty. Shakespeare urges the "fair youth"(Sonnet 20) to extend the lifespan of their beauty by marrying and having children who can bare resemblance to him, but in sonnet 18 Shakespeare proposes a new solution to immortalise the fair youth's beauty.

Commented [BA11]: Reference??

The poem makes use of the Shakespearean sonnet (English sonnet) structure, which consists of 14 lines, with ten syllables in each line making use of iambic pentameter for each line establishing a sense of musicality to the poem. Additionally, the poem's rhyme scheme is, 'ABAB CDCD EFEF GG'; this also implies that the poem has three quatrains and one couplet. The rhythm of the poem is aided by the alternating rhyme used in the quatrains and the pair rhyme in the couplet. The structure of the poems and the lines in which the fair youth is admired play a pinnacle role in the intention of writing the poem as Shakespeare immortalises the admirable.

Commented [BA12]: pivotal

Commented [BA13]: addressee

In the first quatrain of the poem Shakespeare introduced the poem with a rhetorical question. It displays a level of confidence and even an ounce of cockiness as Shakespeare commences to compare the fair youth to a "Summer's Day", which would generally be considered as something which could not be compared to in terms of its beauty. However, Shakespeare does not only compare the fair youth according to beauty, but establishes a comparison in consistency. Shakespeare writes,

Thou art more lovely and more temperate (l 2)

This ultimately displays the admired as more restrained and more consistent in his beauty as Shakespeare will untimely develop further in his proceeding metaphors in the second quatrain where he states: "sometime too hot the eye of heaven shines" (l 5). The metaphor compares the sun indirectly to a figurative "eye of heaven" which also personifies the sun in order to make the comparison much richer as Shakespeare takes away the grand nature of the sun, by giving it human qualities. In line three and four Shakespeare established the idea that summer is subject to the change of season as he states

Rough winds do shake the darling buds of May, (line 3)

And summer's lease hath all too short a date; (line 4)

The two lines convey the transition from summer's weather to fall and winter that "shake the darling buds of May". The darling buds of may symbolise the beauty of summer as it is shaken, further emphasising the fair youth's unchanging and "temperate" beauty. This is also supported by next line which Shakespeare refers to "lease" of summer as a metaphor for the time period that summer lasts in a year that ultimately develops the idea that Shakespeare considers summer to be too short.

To continue, in the fifth and sixth lines of the poem, Shakespeare creates the aforementioned comparison between the sun and the figurative "eye of heaven". Shakespeare emphasises the inconsistency of summer once more by stating that the eye of heaven can be too hot, "and often his gold complexion dimmed"(l 6). The metaphor and personification "his" is important in the poem's revolution back to the second line of the first stanza as Shakespeare highlights the inconsistency of summer's beauty which is an exhibit of Shakespeare's masterful diction in his ability to extend metaphors and personification throughout the entire poem.

Furthermore, the next two lines of the second stanza are important as Shakespeare makes use of diction to further the meaning that is already intertwined with the first seventeen sonnets that Shakespeare had written.

Shakespeare writes:

And every fair from fair sometime declines, (l 7)

By chance or nature's changing course untrimmed (l 8)

In the context of the poem, the word "fair" refers to anything that could be considered beautiful, and Shakespeare conveys that by fate and by the laws of nature all that is beautiful will fade and depreciate with time and age, but in the final quatrain Shakespeare reassures the fair youth, in what is the most important stanza, that their beauty or "fair" is eternal. In the tenth line "eternal summer" is a clever metaphor for the fair youth's beauty, now being represented by summer; the line is followed by Shakespeare promising that the fair that they own will not be lost, which develops the idea that their beauty is "eternal". In contrast, the poem started off with depictions of summer's bright light and temperate beauty, but is contrasted by the third stanza which refers to the fading nature of age and beauty, and by the eleventh line: "Nor shall Death brag thou wand'rest in his shade" (l 11). The line is significant as it touches on the motif of death, which persists throughout the first eighteen sonnets. It creates a subtle urgency to maintain the beauty of the fair youth after death. Hence, death is personified in the eleventh line which could refer to the embodiment of death or commonly referred to as "The Grim Reaper" which pursues death, but this once again, and similar to the personification of summer takes away power from the idea of death. Resultantly, this provides reassurance that the fair youth will not lose their beauty. The twelfth line sets up an important pen-ultimate conveying Shakespeare's final solution to preserve the fair youth's beauty. The line reads: "When in eternal lines to time thou grow'st" (l 12) which masterfully uses a double entendre, that may mean that the beauty of the fair youth is parallel to time and will only grow, or it can and must ultimately be perceived as the literal lines of Shakespeare's poem. Shakespeare accurately suggests that the beauty of the fair youth will live eternally in the lines of, "Sonnet 18". Coinciding, Shakespeare's

solution is reaffirmed by the fact that "Sonnet 18" is one of the most famous love poems till today. Moreover, Shakespeare concludes with a powerful couplet,

So long as men can breathe or eyes can see, (l 13)

So long lives this and this gives life to thee. (l 14)

The two aforementioned lines go hand in hand with line twelve as they continue to develop the idea that the fair youth's beauty will persist as "men can breathe" and "eyes can see" which are both synecdoche representing the entirety of the human race as "men", and "eyes" which once

again refers to all people, as well as the entire person rather than the eyes of the person exclusively. The synecdoche draws attention to the final line and the idea that as long as the poem (which is referred to as "this"), is known and is able to be read, the beauty of the fair youth will live on in Shakespeare's works.

In conclusion, Shakespeare's poem transcends the idea of transformation through its use of metaphors and personification, and is the ultimate preservation of beauty and idea of immortality. His use of diction, figurative language and form of poetry is timeless in both the literal and figurative sense, and it is that very idea of it being timeless that keeps the fair youth's beauty alive. Here follows a piece of AI generated work- no brain power on behalf of the student and none of the student's own words = **PLAGIARISM!**

QUESTION 2 The poet William Shakespeare of the poem Sonnet 18 used a variety of stylistics and sound devices. Shakespeare succeeded in using stylistics and sound devices through the use of metaphor, personification, alliteration, assonance and tone. The essay below will discuss the use of stylistic and sound devices in the poem.

Firstly the poem is dressed in an abundance of metaphors, where a metaphor is a comparison figure of speech and aimed at comparing two or more things without the use of words such as "like or as". In stanza one line one, the poet states...." Shall I compare thee Summer's day?" The quotation below is a metaphor which says William Shakespeare is comparing his lovely beautiful lover to a summer's day/ In line two and three the poet states...."More lovely and more temperature." ..."Rough winds" The quotation below is a metaphor which says Shakespeare believes his love is more desirable and has a more even temper than summer. Before summer, strong wind knock buds off of the flowering trees. In line five the poet states, ... "Sometimes too hot the eye of heaven shines" the quotation above is a metaphor says summer days are sometimes cloudy but beautiful as his lover. Line six the poet states, ... "And often is his complexion dimm'd" the quotation above is a metaphor which says his lover has a better skin tone than the sun which is dimm'd or fades at times when summer ends.

Secondly the poem is dressed in an abundant of personification. Where personification is when things or ideas are treated like human beings with human attributes and feelings. In line five the poet's states ... "sometimes too hot the eye of heaven shines." The quotation above is a personification which describes the sun as an eye of heaven making it look like heaven has eyes. In line six the poet states ... "gold complexion dimm'd". The quotation above is a personification which state or give ideas of the sun having a complexion like his lover. In line eleven ... "Nor shall

death brag thou wander'st in his shade." The quotation above is a personification which says the idea that death can brag about the reader wondering in his shades, and that his lover will always live. Thirdly the poem is dress in abundance of alliteration. Where alliteration is a repetition of consonant sounds at the beginning of words. In line eight the poet states ... "by chance, or nature's changing course, untrimm'd". The quotation above is an alliteration which affects or increase the pace it speed or slow down the pace of the poem. The sonnet "Shall I Compare Thee to a Summer's Day?" by William Shakespeare is a timeless work of art that has sparked admiration and contemplation in readers for centuries.

This poem is written in the form of a Shakespearean sonnet, composed of 14 lines, with a rhyme scheme of ABAB CDCD EFEF GG. The structure is notable for its three quatrains (four-lined stanzas) and one couplet (two-lined stanza) that serves to conclude the poem. The poem is written in iambic pentameter, a poetic meter that consists of 10 syllables in a line with alternating unstressed and stressed syllables. The poem starts with a rhetorical question, wherein the narrator asks whether or not he should compare the subject of the poem, his lover, to a summer's day. The theme of this poem is the beauty of love that transcends time and the ephemeral nature of perfection in the natural world around us. The narrator says that his lover is more beautiful and temperate than a summer's day. The second quatrain describes the imperfections of summer such as rough winds that can damage the flowers and the shortness of the season. This is juxtaposed against the eternal nature of the lovers' beauty. The third quatrain elaborates on the idea of the impermanence of beauty, as everything good and beautiful eventually fades away. However, the beauty of the beloved is eternal and will not be lost to death.

The final couplet concludes the poem with the statement that as long as humans live and breathe, the beauty of the beloved will live on in the poem, which will become a symbol of the beloved's eternal beauty. The language of the poem is replete with figurative language and poetic devices such as metaphors, personification, and alliteration. For example, the personification of the sun in "Sometime too hot the eye of heaven shines," and the metaphor of "summer's lease" to describe the shortness of the season. The use of metaphors in this poem is masterful, as it evokes imagery that not only adds to the beauty of the poem but also enriches its meaning. The word choice in the poem is also well thought out - words like "temperate" and "changing course untrimmed," help to express the idea that the beauty of the beloved is not fleeting, but rather is constant and always present.

In conclusion, Shakespeare's "Shall I Compare Thee to a Summer's Day?" is a masterpiece of English Literature that has stood the test of time. The poem's form, diction, and figurative language are all key to the poem's success.

With its compelling exploration of love and beauty that transcends time, this poem conveys a message that remains deeply relevant today.

I have given all students misusing AI only 50% for the work eg 18/35

After all the marks have been added most students who relied on AI had less than 40%.

I hope this has made the concept of the usage of AI apps clear to you and that these good answers have shown you what was expected in the assignment.

Good luck with the exams!!

AB