ENGLISH LITERATURE EXAM BREAKDOWN

For your English Literature GCSE, you will sit two exam papers. It is important to know what you need to revise for each and how important each component is.

**Literature Paper 1**
Total Time: 1 Hour 45
Texts: *Romeo and Juliet*
*Animal Farm*

**Romeo and Juliet**
Two-part question:
3a) Extract analysis of L+F+S (20 marks)
3b) Essay exploring what Shakespeare suggests about a theme throughout the play and how this links to his context (20 marks)

**Animal Farm**
One essay question:
15/16) Exploring how Orwell presents a character, theme, idea/object or setting through the novel, and how it links to context. (40 marks)

**Literature Paper 2**
Total Time: 2 Hours 15
Texts: *A Christmas Carol*
*Poetry*

**A Christmas Carol**
Two-part question:
4a) Extract analysis of L+F+S (20 marks)
4b) Essay exploring what Dickens suggests about a character, theme or setting throughout the novel (20 marks)

**Poetry**
Two questions:
10) Compare one poem from the anthology to another based on ideas, L+F+S, and context (20 marks)
11) Compare two unseen poems to each other based on ideas and L+F+S (20 marks)

As you can see, *Animal Farm* is worth **50% of your marks on Paper 1**, and 25% of your Lit GCSE overall, so it's an important question for us to focus on, and for you to get right! You will have the choice between two questions. You must only attempt one.

**Timings**
If you’ve looked at the *Romeo and Juliet* Revision guide, you will have assumed to spend an hour on those questions. (30 minutes on 3a and 30 minutes on 3b) Therefore, you would have 45 minutes to complete the *Animal Farm* question.

**Assessment Objectives**
You are being assessed on your ability to write a critical essay using **knowledge of the whole text** and the way it links to the social, political and biographical context of the author. But you are also assessed on your use of spelling, punctuation, grammar, and vocab.
As we’ve said, you will be given a **CHOICE OF TWO QUESTIONS**, but **YOU MUST ONLY CHOOSE ONE**. Whichever question you choose, it’s important to break the question down to make sure you know what it’s asking, like we have done below:

- **EITHER**

15. A bed merely means a place to sleep in… The rule was against sheets, which are a human invention.

Explore the **significance of propaganda in Animal Farm**.

You must refer to the context of the novel in your answer.

(Total for Question 15 = 40 marks
includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)

OR

16. Within a few weeks Snowball’s plans for the windmill were fully worked out.

In what ways is the windmill important in the novel?

You must refer to the context of the novel in your answer.

(Total for Question 16 = 40 marks
includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation)
| **Allegory**/**Allegorical**: A story that can be interpreted to reveal a hidden meaning that is usually a political or moral one. |
| **Analogy**: A literary device that helps to establish a relationship based on similarities between two concepts or ideas. |
| **Apathy**: To have a lack of interest or concern. |
| **Authoritarian**: Enforcing strict obedience to one leader with no freedom. |
| **Autocracy**: A society governed by one person with absolute power. |
| **Bourgeoisie**: The upper or middle classes, who are perceived as having materialistic values and conventional attitudes. |
| **Bureaucracy**: A government system where the important decisions are made by the state officers rather than those who were elected. |
| **Capitalism**: An economic and political system in which a country's trade and industry are controlled by private owners for profit. |
| **Collectivism**: The ownership of land and the means of production by the people or the state, as a political principle or system. |
| **Communism**: A political and economic system that seeks to create a classless society in which everything is owned and controlled by the public. This means that wealth is divided equally. |
| **Corruption**: Dishonesty and fraud in a high political position. Normally for selfish reasons. |
| **Dissent**: In opposition to a majority or official opinion. |
| **Dictatorship**: A government which has one leader who is very authoritative and is usually obtained by force. |
| **Fable**: A short tale to teach a moral lesson often with animals or inanimate objects. |
| **Imperialism**: An ideology which allows the authority of a country to extend its political and economic power over other countries. |
| **Industrialisation**: The development of industries in a country or region on a wide scale. |
| **Malevolent**: Having or showing a wish to do evil to others. |
| **Novella**: A tale or short story which is longer in length but not as long as a novel. |
| **Oppression**: Prolonged cruel or unjust treatment of an authority. |
| **Opportunist**: A person who takes advantage of opportunities as and when they arise, regardless of planning or principle. |
| **Propaganda**: Information, especially of a biased or misleading nature, used to promote a political cause or point of view. |
| **Proletariat**: Working-class people regarded collectively. |
| **Provisional Government**: An emergency governmental authority set up to manage a political transition generally in the cases of new nations or following the collapse of the previous governing administration. |
| **Rebellion**: The action or process of resisting authority, control, or convention. |
| **Repress**: To suppress someone with force. |
| **Republic**: A form of government that is ruled by the people and their elected officials. |
| **Regime**: Is the form of government or set of rules that regulate the interactions with society. |
| **Satire**: The use of humour, irony, exaggeration, or ridicule to expose or criticise people's stupidity, particularly in the context of politics. |
| **Socialism**: Is an economic and political system. It is an economic theory of social organization. It believes that the means of making, moving, and trading wealth should be owned or controlled by the workers. |
| **Scapegoating**: A person or group made to bear the blame for others or to suffer in their place. |
| **Totalitarianism**: Form of government that theoretically permits no individual freedom and that seeks to subordinate all aspects of individual life to the authority of the state. |
| **Tyrant**: A cruel and oppressive ruler. |
While the key words on the previous page might help you tick the context box, the more you know the better you do. We’ll start with some info about the author of Animal Farm, George Orwell. This is because as his experiences and political opinions are pivotal in understanding the message of the text. Use this info to create either a mind-map or a set of flashcards on quizlet.

Childhood and Education

Eric Blair (George Orwell) was born in India in 1903 when it was part of the British Empire. His parents were not of a middle-class background, but they made sure that Orwell received an upper middle-class education. At the age of 8 he received a scholarship to Eton Boys Grammar School. His experience in education led to his detest of intellectuals as he felt he did not belong. This led to him turning against the values and spirit of the English school system, so he decided not to go into higher education instead he worked in Burma as part of the police force. This experience helped him understand the injustices of an imperialism.

Socialism

A socialist believes that all people in any society are of equal worth and value because we are all human beings. Everyone should be given equal opportunity and society have a duty and responsibility to make sure that all its members have reasonable standards of care and help.

In 1928, Orwell realised that he had been sheltered from the experiences of 'ordinary life' as he was not exposed to people of a lower class than him. Therefore, he decided to start doing menial jobs to learn about the injustices and conditions ordinary people withstood. He travelled around France and England taking on numerous jobs including mining and cooking. He lived much like a tramp and got to experience poverty and hunger which evolved his socialist ideals. To find out more about his experience read his book ‘Down and Out in Paris and London’ It will bring into perspective his need for society to be responsible for one another.

Political Activist

In 1936, the Spanish Civil War broke out and changed Orwell’s life drastically as he went to fight in the war believing that he was fighting against fascists. However, he became aware of the corruption and deceit the Communist Party Stalin controlled. Stalin did not want Spanish socialists to see that his regime was not communism but totalitarianism.

George Orwell is a democratic socialist who actively wrote to encourage people to become more aware of the rise of totalitarianism and the need to behave better. His experience when fighting in the Spanish Civil War shaped his writing in the last decade. Orwell was wounded in the war and returned to England with a neck injury, he took the recovery time to write Animal Farm.

The writer

In an essay titled ‘Why I write,’ George Orwell gave insight into what drew him to this career path. It was the fact that he wanted to ‘expose some fact to which (he) wanted to draw attention to’ This began with understanding the perceptive of beggars, tramps and prostitutes and later he used literature to expose the political agendas in a hope to change the world for the better.

When taking on the task of writing Animal Farm Orwell was aiming to access mass popularity so needed to choose a form that would be popular so chose a ‘fairy tale’ or rather a cautionary tale that is disguised as an ordinary book not specifically targeted at a niche market. With Italy, Russia, Spain and Germany all suffering under revolutionary changes turning into fascist and totalitarian regimes he wanted to anchor deep thinking in the dangers of corruption in politics.

Animal Farm

Animal Farm is a political tract about how revolutions fall prey to counter revolutions and turn their backs on their original ideals. It maps out the French, European and Russian Revolution as well as effectively warns us of future revolutions. He used the fable to warn us that the sins of revolutionaries are not limited to the people involved in the actual revolution, but it is a permanent human possibility to believe that you are guided by ideals and then go on to betray your own ideals.

The moral of the fable is that human beings should behave better.

George Orwell was asked where he got the idea for Animal Farm. He replied: "...the actual details of the story did not come to me for some time until one day (I was then living in a small village) I saw a little boy, perhaps ten years old, driving a huge cart horse along a narrow path, whipping it whenever it tried to turn. It struck me that if only such animals became aware of their strength we should have no power over them, and that men exploit animals in much the same way as the rich exploit the proletariat."
In your exercise books you should have detailed notes about each of the ten chapters. It is important that you are aware of the key events in the novella and able to recall them. Go over your notes and summarise each chapter into bullet points making sure that you can answer the questions below.

You will notice that each chapter has been given a title, think about using the same title or one of your own that can help recall the focus of that chapter. E.g. ‘Milk and Apples’ is an ok title, but ‘The Establishment of Animalism’ might be better.

**CHAPTER 1: THE DREAM**
1. What was Old Major’s dream about?
2. What is the speech about?
3. What does Old Major inspire the animals to do?
4. What do we learn about the way Mr Jones treats the animals?
5. What is the song ‘beast of England’?

**CHAPTER 2: THE REVOLUTION**
1. What is Animalism?
2. Why do the animal’s rebel and chase Mr Jones off the farm?
3. What have the pigs done to prepare for the rebellion?
4. What are the seven commandments?
5. How do things change once the farm is renamed ‘Animal Farm’?

**CHAPTER 3: MILK AND APPLES**
1. What happens when the animals prepare for the harvest?
2. How are different attitudes to the new system on the farm shown?
3. What is the slogan that the principles of Animalism?
4. What happens with the milk and apples?
5. How is it explained?

**CHAPTER 4: THE BATTLE OF COWSHEED**
1. What gossip and rumours are being spread by the animals and the humans?
2. What do the farmers decide to do?
3. Who leads the animals to victory?
4. Identify key details about the battle
5. How do the animals celebrate this day?

**CHAPTER 5: SNOWBALL IS EXILED**
1. What happens to Mollie?
2. How do Napoleon and Snowball differ in ideas about workload changes?
3. How does Napoleon chase Snowball off the farm?
4. What decisions does Napoleon make once he is in charge?
5. What do you know about the windmill?

**CHAPTER 6: THE RULES CHANGE**
1. How are the animals finding working under Napoleon’s regime?
2. Who is the animal that works the hardest?
3. Who does Napoleon start trading with?
4. What destroys the windmill?
5. Who does Napoleon blame?

**CHAPTER 7: THE HENS REBEL**
1. Why has Mr Whymper come to the farm?
2. What are the hens told to do?
3. Nine hens end up dying but how do the hen’s rebel?
4. What is Snowball accused of?
5. Who is executed and why?

**CHAPTER 8: THE WINDMILL**
1. What does Squealer tell the animals about production?
2. How does Napoleon try to cheat Mr Fredrick?
3. How does Mr Fredrick retaliate?
4. What do we learn from Benjamin about corruption?
5. What do the pigs find and what do they do with?

**CHAPTER 9: BOXER DIES**
1. How does the weather change and affect the living conditions?
2. The farm is declared a republic so what role is Napoleon elected for?
3. Why does Boxer collapse?
4. What happens to him?
5. What are the animals told about the treatment of Boxer?

**CHAPTER 10: ANIMALISM IS OVER**
1. What happens with the windmill?
2. How have the animal’s lives changed?
3. What change has Clover noticed on the barn wall?
4. What do the animals notice when looking into the farmhouse window?
5. How have the pigs become more human?
As you are aware, the majority of the characters and events in *Animal Farm* are linked to what happened before, during, and after the Russian Revolution.

As a Communist turned Socialist, and as a journalist too, Orwell had followed these events closely, wanted to attack and highlight the history, rhetoric and excesses of Soviet Communism whose leaders abused their power using this political ideal.

Below are the main links between ideas and characters to the context. Create flashcards to help you remember this.

### Characters and their historical counterparts

<table>
<thead>
<tr>
<th>Character</th>
<th>Historical Counterpart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Major</td>
<td>Marx/Lenin</td>
</tr>
<tr>
<td>Mr Frederick</td>
<td>Hitler</td>
</tr>
<tr>
<td>Clover</td>
<td>Working class</td>
</tr>
<tr>
<td>Napoleon</td>
<td>Stalin</td>
</tr>
<tr>
<td>Mr Pilkington</td>
<td>Churchill/Roosevelt</td>
</tr>
<tr>
<td>Mollie</td>
<td>Bourgeois</td>
</tr>
<tr>
<td>Snowball</td>
<td>Trotsky</td>
</tr>
<tr>
<td>The dogs</td>
<td>Cheka/Secret Police</td>
</tr>
<tr>
<td>Moses</td>
<td>Rasputin</td>
</tr>
<tr>
<td>Squealer</td>
<td>Molotov/Russian Media</td>
</tr>
<tr>
<td>Mr Jones</td>
<td>Tsar Nicholas II</td>
</tr>
<tr>
<td>Boxer</td>
<td>Alexey Stakhanov</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Academics</td>
</tr>
</tbody>
</table>

### Main events and their historical counterparts

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Event Description</th>
<th>Historical Counterpart</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH1</td>
<td>Old Major gives a speech criticising Jones and encouraging rebellion</td>
<td>Sim. to Lenin giving speeches criticising the Tsar and encouraging revolution</td>
</tr>
<tr>
<td>CH2</td>
<td>The animals rebel and chase Jones off the farm</td>
<td>Sim. to the Russian Revolutions where the working classes overthrew the Tsar</td>
</tr>
<tr>
<td>CH3</td>
<td>The farm’s re-named and the principles of Animalism are established</td>
<td>Sim. to how Russia became the USSR and declared itself Communist</td>
</tr>
<tr>
<td>CH4</td>
<td>Jones and his men try to re-take the farm but are defeated by Snowball’s army</td>
<td>Sim. to the way the White Army were defeated by the Red Army, led by Trotsky</td>
</tr>
<tr>
<td>CH5</td>
<td>Napoleon chases Snowball off the farm as Snowball’s become too popular</td>
<td>Sim. to Stalin using his secret police to chase Trotsky out of Russia</td>
</tr>
<tr>
<td>CH6</td>
<td>Napoleon takes credit for Snowball’s windmill idea and work on it begins</td>
<td>Sim. to Stalin taking the credit for Trotsky’s five-year plan to industrialise Russia</td>
</tr>
<tr>
<td>CH7</td>
<td>To silence his enemies, Napoleon stages public trials and executions</td>
<td>Sim. to Stalin, who did exactly this with the Moscow Trials and public executions</td>
</tr>
<tr>
<td>CH8</td>
<td>To raise money, Napoleon does a deal with Fredrick that backfires</td>
<td>Sim. to Stalin signing the Nazi-Soviet pact, which Hitler broke with Op. Barbarossa</td>
</tr>
<tr>
<td>CH9</td>
<td>To re-build the windmill Fredrick destroyed, Boxer works himself to death</td>
<td>Sim. to the way workers like Stakhanov were worked to death in Russia/in Gulags</td>
</tr>
<tr>
<td>CH10</td>
<td>Having lost Fredrick’s support, Napoleon does a deal with Pilkington instead</td>
<td>Sim. to the way Stalin signed a deal with Churchill/Roosevelt at the Tehran Conference</td>
</tr>
</tbody>
</table>
The more detailed your understanding of the context is the better your marks will be. With that in mind, the next three pages cover more detailed links between the ideas and events with the Russian Revolution and the novella, which were outlined in your lessons. Highlight the key bits and then write them up on mind-maps or on flashcards either by hand or on quizlet.

**CONTEXT: RUSSIAN HISTORY (Chapter 1)**

**Publication of The Communist Manifesto**
- Written by Karl Marx and Friedrich Engels, it was published in 1848.
- It focussed largely on what it saw as the problem: the class struggle between the bourgeoisie and the proletariat in industrialised nations.
- It called, in its closing paragraph, for ‘the forcible overthrow of all existing social conditions.

**Communist Meetings**
- As discontent with the Tsarist system grew, many people started to meet, often in secret, to expound the principles of Communism (or Marxism).
- Some of these, including Vladimir Lenin, were punished for this. He was exiled for three years on charges of sedition, starting in 1897.

**Blood Sunday**
- On 22nd January 1905, working class Russians gathered to protest for better working conditions, wages, and a reduction to eight hours of work a day.
- They were unarmed when they marched to the Winter Palace, where the Tsar and his family were living.
- The army fired on the protesters, killing an estimated 1,000 people.

**CONTEXT: RUSSIAN HISTORY (Chapter 2)**

**The Rule of Tsar Nicholas II**
- His military leadership was seen as the reason why Russia suffered huge casualties in the 1904 war with Japan.
- After widespread strikes in 1905, Tsar Nicholas had to cede some of his powers to the government (Duma).
- Many of the Russian people worried about the influence of Rasputin, a religious leader, over the Tsar.

**The February Revolution (1917)**
- It took place in Petrograd, and is widely acknowledged to have started with protests against food rationing.
- It appeared to be a largely spontaneous event, without much forward planning and/or leadership.
- Revolutionary activity, including protests and violent clashes, lasted eight days.
- Many disaffected soldiers decided to switch sides, fighting on the side of the revolutionaries.
- Roughly 1,300 people were thought to be killed in the clashes.
- On 27th February, Tsar Nicholas II abdicated, ending Romanov dynastic rule. The family was imprisoned by the Bolsheviks, after being refused asylum by the UK and France.

**CONTEXT: RUSSIAN HISTORY (Chapter 3)**

**The Aftermath of the Revolution**
- A Provisional Government formed, but this went through several adjustments in its 8 months of leadership.
- Kerensky, the leader of the Provisional Government, moved into the Winter Palace and was seen by the Russian people as often drunk and debauched.
- Communism grew as communist thinkers returned from exile.

**Education**
- The Soviet education system was revered the world over for its eradication of illiteracy and creation of a highly educated population.
- The Communist Government used schools and universities to teach the population about Communist ideals.
- They also abolished any form of religious education.

**The October Revolution (1917)**
- On 25th October, the Bolshevik party, led by Lenin, led an insurrection to seize control of the levers of power.
- Trotsky also had a leadership role in the revolution, having been put in charge of the revolutionary military committee that organised the coup.
- This was a bloodless battle, with no reported casualties.

**CONTEXT: RUSSIAN HISTORY (Chapter 4)**

**The Red Army**
- During the civil war, Leon Trotsky led the Red Army. It could be argued that he won the Bolsheviks the war.
- Trotsky ruled with strict discipline: deserters were shot, and retreating units were decimated.
- By 1920, the Red Army was over five million strong thanks to propaganda and conscription.

**Russian Civil War**
- Between 1918-1921 a civil war broke out in Russia.
- The three sides were the Reds (the Bolsheviks), the Whites (the monarchists) and the Greens (armed peasants and anarchists).
- The Reds were the ultimate victors because, to name a few things:
  - They controlled central Russia
  - They controlled most industry
  - They won the most supporters
  - They made and broke alliances

**The Communist Leadership**
- Trotsky led the army, and encouraged good political education and literacy.
- Lenin continued to provide the vital driving leadership and direction of the Soviet people.

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REVISITING THE CONTEXT IN DETAIL

Remember: you should be doing something active with this information to revise it, so make sure you’re highlighting key bits, and then make sure you either write these out again as mind-maps OR create flashcards OR use look-cover-write-check to learn it!

### CONTEXT: RUSSIAN HISTORY (Chapter 5)

#### The Cheka
- The Cheka was set up in 1917 to arrest opposition and prevent protest against the Bolshevik government.
- Its methods included executing people regarded as enemies of the revolution – usually with a bullet to the back of the head, but later they ran the Gulag.
- Initially middle-class people, priests and nobles were all Cheka targets.

#### Replacing Lenin
- After several strokes, Lenin was so ill by 1923 that a new leader was needed
- Before he died, Lenin wrote a ‘testament’ which criticised all other communist leaders – but most of all Stalin.
- He said of Stalin that he ‘is too rude’, is incapable of ‘using authority with sufficient caution’, and recommended ‘removing Stalin’ from leadership.
- Others thought Stalin seemed patriotic, moderate but rather boring.
- He said of Trotsky that he was ‘perhaps the most capable man’, but he ‘displayed excessive self-assurance’ and ‘preoccupation with the purely administrative side of work’.
- Others recognised Trotsky as a brilliant speaker, close to Lenin and a great leader, if arrogant and potentially less patriotic.

#### Stalin’s Rise
- Stalin pointed out the problem’s with Trotskyism: Trotsky’s ideas for rapid industrialisation, want of Permanent Revolution, and his poorly timed criticism of the lack of democracy.
- He was then sent to exile in Turkey, France and Norway from 1939. In 1940 he was murdered with a pickaxe by a Soviet Agent.

### CONTEXT: RUSSIAN HISTORY (Chapter 6)

#### Industrialisation & The Five-Year Plan(s)
- From 1928, Stalin and the Communist Party set out to industrialise the USSR to increase the output of the coal, iron steel and other ‘heavy industries’.
- Because of this, unemployment vanished, and many worked with great enthusiasm.
- New industrial cities were built all over Russia.

#### Trade
- Throughout the late 1920s the USSR reopened trade with lots of European states, including Germany and the UK.
- Although the rise of Nazism in 1933 initially hurt trade relations, by 1934 the Communist party were in trade talks with the Nazis.
- The USSR used propaganda to hide the extent of famine from trade partners.

#### The Failures of Industrialisation
- Quantity was stressed over quality, and many of the goods caused further problems.
- Standards of living for the workers in Russia were increasingly poor, and health and safety in particular was terrible.
- There were terrible shortages of consumer goods.

### CONTEXT: RUSSIAN HISTORY (Chapter 7)

#### Collectivisation
- To pay for industrialisation, Stalin had to sell grain to other countries. To fund this, he set up collectivised farms which merged small, family owned farms into large, state-run ones.
- This meant that the state had ultimate control over the produce of farms.
- Those who refused were denounced as ‘kulaks’, arrested and ‘liquidated’

#### The Purges and The Moscow Trials
- In 1936, Stalin started to purge Communist Party officials in show trials, where they often made full confessions before being killed.
- By 1937, he had started to make mass arrests using the Cheka and the Gulags.
- By 1939 at least seven million people are imprisoned in labour camps.

#### Scapegoating
- Throughout the 30s and 40s, the famines and other problems were said to be caused by deliberate wrecking of ‘the enemies of the people’.
- As a result, the work of these ‘enemies’ were banned and written out of the history taught at schools, including the entire works of Trotsky.
- To be caught reading Trotsky was a purgeable offence.

### CONTEXT: RUSSIAN HISTORY (Chapter 8)

#### The Cult of Personality
- Far from focussing on equality, by the 1930s Soviets were made to worship Stalin, referring to him as ‘Leader, Teacher and Friend’ to all, among other things.
- This was accompanied by poems, posters, plays and literature written in praise of Stalin and his accomplishments.

#### The Nazi-Soviet Pact
- In 1939, Nazi Germany and the USSR signed a pact of neutrality, guaranteeing they wouldn’t take military action against each other.
- It also secretly agreed which states each party was allowed to try to influence politically, including Poland, which was annexed and shared by both powers.

#### Operation Barbarossa
- On 22nd June 1941, the Nazis broke the Nazi-Soviet pact and invaded, in the hope of repopulating the Western Soviet Union with Germans.
- In doing so, the Nazi’s captured up to five million Soviet soldiers, most of which never returned back from war.
- This inflicted serious damage on the Soviet morale, but ultimately the Nazis were unsuccessful in invading.
One you’ve spent some time actually trying to get the context into your heads, complete the activity on the right-hand side of this page.

You need to match the context information on the left hand-column and match it with the correct event that happened in Animal Farm which is in the column on the right.

### CONTEXT: RUSSIAN HISTORY (Chapter 9)

**Famine**
- As a result of failed attempts at collectivisation and poor harvests, there was widespread famine.
- In the Ukraine, then a part of the USSR, this was so bad that it killed 3.3 million people, and led some to cannibalism. This was mostly caused because so much grain was taken to be sold abroad.
- The Stakhanovite Movement
  - Named after a worker who mined 102 tonnes of coal in six hours – 14 times his quota!
  - Stakhanov was toured around the country and given some of the Soviet Union’s top honours, including two Orders of Lenin.
  - The Stakhanovites were used in propaganda to promote working harder for the communist cause.

**The Gulags**
- By 1941, there were 8 million people in Gulags, the Russian labour camps.
- These included peasants, workers, government officials, leaders of ethnic groups or people arrested to fill quotas.
- Hundreds of these camps were in the wildest and most inhospitable areas of the Soviet unions, often cut off completely by snow in the winter.

### CONTEXT: RUSSIAN HISTORY (Chapter 10)

**The Tehran Conference**
- In November 1943, Roosevelt, Churchill and Stalin met to discuss a strategy to end World War II.
- Churchill presented Stalin with a specially commissioned ceremonial sword as a gift from King George VI to the citizens of Stalingrad and the Soviet people.
- During this meeting, they also discussed the division of Germany which, after the war was divided into the communist east and the capitalist west.
- At this time, George Orwell was contributing to the war effort working as an anti-propagandist for the BBC, attempting to combat German propaganda which was being targeted at India.

### Events in the Russian Revolution

1. The Communist Party under the leadership of Lenin rose and took power, seizing control of the empire and executing the Romanovs (the Tsar’s family)
2. Communism was strongly influenced by the idea that life could be explained in economic and social terms. It is based on the belief that the rich capitalist class exploited the proletariat and this situation could only be reversed by the revolution.
3. After the Revolution, Trotsky and Lenin established a Communist society in the Soviet Union (as it was then called). All property, wealth and work was meant to be divided equally between all individuals.
4. Forcibly loyal to the Tsar, helped by countries abroad (who did not want Communism to spread throughout Europe) invaded Russia. Trotsky’s brilliant command of the Red Army meant that the Bolsheviks stayed in power.
5. After Lenin’s death, a struggle for power took place between Trotsky and Stalin. Trotsky, although favoured by Lenin, was beaten by Stalin who then tried to eliminate all trace of him. Trotsky was forced to leave the Soviet Union. He was sentenced to permanent exile in 1929.
6. Stalin insisted that all farms should be collectivised (come under state control). These large collective farms had to give their produce to the government, which was opposed by the peasants. He also tried to modernise Soviet industry through his Five-Year-Plans – the success of which he then exaggerated.
7. The Soviet Union endured several famines as the result of Stalin’s economic policies. It is thought that 5 million people starved to death between 1932 and 1934.
8. Stalin’s power increased so that he had complete control over the Soviet Union. Stalin created a ‘cult of personality’ around him. Russians were told that he was the wisest man in the world. Pictures of him were displayed in schools and factories. He used propaganda to convince the Russian people that only he could protect them.
9. Stalin used the murder of a potential rival, Kirov, in 1934 as an excuse to eliminate anyone who he thought was a threat to him. Between 1934 and 1938, 7 million people disappeared, many of them ordinary Russians. Most were executed or sent to gulags (slave labour camps). The most important victims were given ‘show trials’ and made to confess publicly to non-existent crimes, often to save their families from punishment.
10. In an effort to protect the Soviet Union from attack, Stalin negotiated with both Britain and Hitler’s Germany. His treaty with Germany was seen as worthless when Germany invaded the Soviet Union in 1941. The Germans were later defeated at the Battle of Stalingrad, but not before Russia suffered heavy casualties.
11. At the Tehran Conference in 1944, the Soviet Union, Britain and the United States of America claimed to be allies. A few years later, the Cold War began, which placed the Soviet Union against the wartime allies.

### Events on Animal Farm

A. Napoleon instructs the hens to sell their eggs, but they smash them rather than let him sell them, in the same way that the peasants opposed collectivism. The animals work hard to build a windmill on the farm. Napoleon shows Whyperm the apparently full grain stores (which are mainly filled with sand).
B. Jones and his men attempt to recapture the farm in the Battle of the Cowshed. Snowball’s clever tactics mean that the animals win.
C. Napoleon uses Snowball’s alleged destruction of the windmill to get rid of the four porkers who protested against the abolition of the Sunday debates and the hens who led the egg rebellion. They confess publicly to ridiculous crimes before being slaughtered. Even Boxer, having defended himself against one of the dogs, is later eliminated — once he has served his purpose.
D. Under the leadership of Major, the animals revolt against Jones and drive him from the farm.
E. Napoleon and Snowball disagree on virtually every issue. At a meeting in the barn, Napoleon declares Snowball from the farm. Napoleon and Squealer later tells the animals that Snowball is an enemy of Animalism. Napoleon claims Snowball’s idea for the windmill as his own and Snowball’s actions during the Battle of the Cowshed are completely distorted.
F. Animalism is founded on Major’s ideas in chapter 1. These ideas echo many of Marx’s theories.
G. The pigs and farmers have dinner together but their friendship is destroyed when both sides are discovered to have cheated at cards.
H. Napoleon uses a combination of terror and propaganda to become a dictator. Squealer is crucial in convincing the animals that Napoleon has only their best interests at heart. A portrait of Napoleon is painted on the barn wall. Songs, poems and speeches praising life on the farm are written.
I. The pigs attempt to create Major’s ideal society and change the farm’s name from Manor Farm to Animal Farm to reflect this new beginning.
J. Napoleon has dealings with both Frederick and Pilkington over selling the timber and is finally tricked by Frederick who pays in forged notes. The animals defeat Frederick’s men in the Battle of the Windmill but it is a hard and painful struggle.
K. The animals suffer increasingly from hunger after Napoleon comes to power, while the pigs are well fed.
Basic Response (Grade 3 or 4)

One of the reasons propaganda is important in the novel is because it’s used to inspire people and set them free. In Chapter 1 for example, Orwell shows us Old Major, whose speech gets all the animals singing Beasts of England by the end, which shows his propaganda has inspired them. This is similar to the way that Lenin gave speeches to the Russian people criticising the Tsar and telling them to rise up and overthrow him, which eventually they did. As a result, perhaps Orwell was saying that propaganda wasn’t always a bad thing, and that sometimes it could be good.

Solid Response (Grade 5 or 6)

One of the reasons propaganda is important in the novel is because it’s used to inspire people and set them free. In Chapter 1 for example, Orwell shows us Old Major, giving a speech, during which he criticises Mr Jones, reminding them about how he ‘steals’ their eggs and ‘kills’ their young. He also talks about a dream he has of ‘Rebellion!’ and calls them ‘Comrades’ as though they’re all united in their desire for freedom. As a result, by the time his speech is done, the animals have joined him in singing ‘Beasts of England’ four times until Jones hears and shoots out of the window. But Old Major has so inspired them that, in the next chapter, they overthrow Jones and destroy the ‘whips’ and ‘chains’. As a result, Orwell shows how propaganda can inspire and liberate. However, this fictional situation is actually meant to represent the way in which Vladimir Lenin gave speeches to the Russian people criticising Tsar Nicholas II and telling them about Communism, and how life would be better if they all rose up to overthrow him, which they eventually did in the February and October revolutions of 1917. In the same way that Old Major in the novel was inspired by a dream, Lenin was inspired by reading Karl Marx’s Communist Manifesto, and by sharing this with the Russian people he inspired them to rebel. As a result, by making us feel happy about the animals’ achieving their freedom, Orwell also makes us feel happy about the Russian people achieving their freedom, and so perhaps Orwell was saying that propaganda wasn’t always a bad thing, and that sometimes it could actually be good.
One of the reasons propaganda is important in the novel is because it allows the villains to gain power, when they really shouldn’t. One of the characters we see using propaganda in this way – although it’s not perhaps that obvious at first – is Mr Jones, who, after he is expelled from the farm in chapter 2, ‘complains to anyone who would listen of the monstrous injustice he had suffered in being turned out of his property by a pack of good-for-nothing animals’. The reader is almost certainly meant to infer that he is using the tactic of selecting, just like a propagandist would, to use facts that suit his narrative as a victim, and to dislike him as a result. We like him even less as he goes on to make this assertion more believable by repeating that the ‘good-for-nothing’ animals took advantage, meaning that the listeners would walk away remembering Mr Jones’ view of the animals rather than having their own opinion. Again, this is exactly what propagandists do: speaking so quickly and emotively that other people believe what they are saying so that they will start spreading it themselves, which is exactly what the other farmers start to do. It’s also what the Tsar’s friends and family did, in the sense that they tried to rally support for a White Army to defeat the Red Communist one, by describing the Communists as monsters. To think of a group of humans resorting to this, when they could probably take back the farm so easily, makes them seem almost pathetic. It is as if Orwell wants them to see propaganda as a tool for the weak, and to look down on those who use it. To readers at the time, who had signed up to fight in WW2, or seen others sign up to fight based on propaganda that had made the Germans seem ‘monstrous’, this might have made for uncomfortable reading, as they realised the lies that they’d been told. But for Orwell, who had seen the same kinds of propaganda used to recruit in WW1 as well, and in the Russian Revolution, and in the Spanish Civil War – during which he’d not only been a victim of anti-POUM propaganda, but also nearly lost his life – this must have seemed quite unforgivable. And so, perhaps by writing this, he hoped that, moving forward, his readers would recognise propaganda for what it was and fight against it, because, if they didn’t, these lies would multiply, with tragic consequences.

Of course, the only way you’ll be able to produce three paragraphs of this standard in 45 minutes is by (a) revising the content, and (b) planning and writing lots of essays to practise!
**LIT PAPER 1: ANIMAL FARM EXAM PRACTICE**

Hopefully you’ll remember from the start of this booklet that you’ll be given a choice of two questions in your exam. Usually, at least one of the two questions focuses on a **character**, so the next few pages are designed to help you plan for that. We will begin with **Old Major** and the planning prompts below.

**Why is Old Major an important character?**

**How does Old Major contrast with Napoleon?**

**What were Orwell’s intentions in introducing this character at the beginning and then including his death so early in the novella?**

**Key Quotes: Chapter 1**

‘Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished forever.’

‘This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep—and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition?’

‘The miserable lives we lead are not allowed to reach their natural span. For myself I do not grumble, for I am one of the lucky ones. I am twelve years old and have had over four hundred children. Such is the natural life of a pig. But no animal escapes the cruel knife in the end.’

‘Beasts of England, beasts of Ireland, Beasts of every land and clime, Hearken well and spread my tidings Of the golden future time’

**Explanation:** Try to explain what Old Major is encouraging

**Audience Reaction:** What is the reader lead to question or think about?

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**Remember**

George Orwell was a democratic socialist so had respect for the German political economist Karl Marx and the Russian revolutionary leader Vladimir Lenin. He introduces the Marxist ideology, so we can see how it became corrupted by other leaders. Therefore, the portrayal of Old Major is largely positive however, there are some irony used in his complaints about how animals are treated by human beings to encourage the pig’s motives.

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**Exam Practice**

Now that you have worked through planning a response, use this information to practice writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. Explore the significance of the character Old Major.

You must refer to the context in your response. (40 marks)
Exam Practice

Now that you have worked through planning a response, use this information to practise writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. Explore the significance of the character Napoleon.

You must refer to the context in your response. (40 marks)
Exam Practice

Now that you have worked through planning a response, use this information to practise writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. Explore the significance of the character Snowball.

You must refer to the context in your response.  

(40 marks)
**Lit Paper 1: Animal Farm Exam Practice**

Now let's think about **Squealer** using the planning prompts below.

<table>
<thead>
<tr>
<th>Why is Squealer an important character?</th>
<th>How does Squealer manipulate the animals? Make a list of the main lies he tells.</th>
</tr>
</thead>
</table>

**Key words to describe Squealer**

What were Orwell's intentions in revealing Squealer's lies?

<table>
<thead>
<tr>
<th>Key Quotes</th>
<th>Explanation</th>
<th>Audience Reaction: What is the reader lead to question or think about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>'He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.' <strong>Chapter 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Comrades!&quot; he cried. &quot;You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organization of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples.&quot; <strong>Chapter 3</strong></td>
<td></td>
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</tr>
<tr>
<td>'In his speeches, Squealer would talk with the tears rolling down his cheeks of Napoleon's wisdom, the goodness of his heart, and the deep love he bore to all animals everywhere' <strong>Chapter 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'All orders were issued through Squealer' <strong>Chapter 8</strong></td>
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<td></td>
</tr>
</tbody>
</table>

**Exam Practice**

Now that you have worked through planning a response, use this information to practise writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. **Explore the significance of the character Squealer.**

You must refer to the context in your response.

(40 marks)
Now let's look at **Boxer** using the planning prompts below:

<table>
<thead>
<tr>
<th>Why is Boxer an important character?</th>
<th>Why do we feel most sympathetic for Boxer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were Orwell’s intentions in presenting Boxer as a victim in the end?</td>
<td></td>
</tr>
</tbody>
</table>

**Key words to describe Boxer**

- Boxer

**What contextual information could we use?**

**remember**

The name Boxer is cleverly used by Orwell as a metaphor for the Boxer Rebellion in China. It was this rebellion which signalled the beginning of communism in red China which is based on a distorted view of socialism.

It is important to remember that the proletariat or unskilled labour class, which Boxer represents, in Russian society contrast drastically to the lazy pigs to show the gullibility of people in society who are blind to the corruption of dictators.

**Exam Practice**

Now that you have worked through planning a response, use this information to practise writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. Explore the significance of the character Boxer.

You must refer to the context in your response. (40 marks)

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**Key Quotes**

- 'Boxer was an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together. A white stripe down his nose gave him a somewhat stupid appearance, and in fact he was not of first-rate intelligence, but he was universally respected for his steadiness of character and tremendous powers of work.' **Chapter 1**

- "'He is dead," said Boxer sorrowfully. "I had no intention of doing that. I forgot that I was wearing iron shoes. ... 'I have no wish to take life, not even human life," repeated Boxer, and his eyes were full of tears.' **Chapter 4**

- 'If Comrade Napoleon says it, it must be right." And from then on he adopted the maxim, "Napoleon is always right," in addition to his private motto of 'I will work harder.'" **Chapter 5**

- 'To see him toiling up the slope inch by inch, his breath coming fast, the tips of his hooves clawing at the ground, and his great sides matted with sweat, filled everyone with admiration.' **Chapter 6**

**Explanation**

**Audience Reaction:** What is the reader lead to question or think about?
Although you’re quite likely to get a character question, you should also prepare for a theme question too, which the next few pages should help with.

We’ll start with the theme of **propaganda** using the quotes and planning prompts below:

### Propaganda Key Quotes

- “It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades, cried Squealer.” *Chapter 3*

- “Every day Snowball and Napoleon sent out flights of pigeons whose instructions were to mingle with the animals on neighbouring farms, tell them the story of the Rebellion, and teach them the tune of Beasts of England.” *Chapter 4*

- “Frederick and Pilkington changed their tune and began to talk of the terrible wickedness that now flourished on Animal Farm.” *Chapter 4*

- “Squealer explained privately to the other animals that Napoleon had never in reality been opposed to the windmill” it was “a manoeuvre to get rid of Snowball, who was a dangerous character and a bad influence.” *Chapter 4*

- “A bed merely means a place to sleep in…. The rule was against sheets, which are a human invention.” *Chapter 4*

- “Do you know the enemy who has come in the night and overthrown our windmill? SNOWBALL!” he suddenly roared in a voice of thunder.” *Chapter 5*

- “Napoleon was well aware of the bad results that might follow if the real facts of the food situation were known, and he decided to make use of Mr. Whymper to spread a contrary impression… sheep, were instructed to remark casually in his hearing that rations had been increased.” *Chapter 5*

- “In addition, Napoleon ordered the almost empty bins in the store—shed to be filled nearly to the brim with sand and Mr Whymper was deceived, and continued to report to the outside world that there was no food shortage on Animal Farm” *Chapter 5*

- “Do you know what the real reason was? Snowball was in league with Jones from the very start! He was Jones’s secret agent all the time.” *Chapter 7*

- “Muriel read the Commandment for her. It ran: “No animal shall kill any other animal without cause.” *Chapter 8*

- “On Sunday mornings Squealer, holding down a long strip of paper with his trotter, would read out to them lists of figures proving that the production of every class of foodstuff had increased by two hundred per cent, three hundred per cent, or five hundred per cent, as the case might be. The animals saw no reason to disbelieve him” *Chapter 8*

- “Squealer would talk with the tears rolling down his cheeks of Napoleon’s wisdom the goodness of his heart, and the deep love he bore to all animals everywhere, even and especially the unhappy animals who still lived in ignorance and slavery on other farms.” *Chapter 8*

- “We will build another windmill. We will build six windmills if we feel like it. You do not appreciate, comrade, the mighty thing that we have done. The enemy was in occupation of this very ground that we stand upon. And now—thanks to the leadership of Comrade Napoleon—we have won every inch of it back again!” *Chapter 8*

- “No animal shall drink alcohol,” but there were two words that they had forgotten. Actually the Commandment read: “No animal shall drink alcohol to excess.” *Chapter 8*

### Exam Practice

Now that you have worked through planning a response, use this information to practise writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. **Explore the significance of propaganda in Animal Farm.**

You must refer to the context in your response.  

(40 marks)
Now let’s look at the theme of **power** using the quotes and planning prompts below:

<table>
<thead>
<tr>
<th>Power Key Quotes</th>
<th>1. Who are the main characters that have power at different points throughout the novel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Mr. Jones, of the Manor Farm, had locked the hen-houses for the night, but was too drunk to remember to shut the pop-holes.’ <strong>Chapter 1</strong></td>
<td>2. How is power gained in <em>Animal Farm</em>?</td>
</tr>
<tr>
<td>‘The pigs did not actually work but directed and supervised the others. With their superior knowledge it was natural that they should assume the leadership.’ <strong>Chapter 3</strong></td>
<td>3. How is power used for good?</td>
</tr>
<tr>
<td>‘At the Meetings Snowball often won over the majority by his brilliant speeches, but Napoleon was better at canvassing support for himself in between times. He was especially successful with the sheep. Of late the sheep had taken to bleating “Four legs good, two legs bad” both in and out of season, and they often interrupted the Meeting with this’ <strong>Chapter 5</strong></td>
<td>4. How is power used corruptly?</td>
</tr>
<tr>
<td>‘Several of them would have protested if they could have found the right arguments’ <strong>Chapter 5</strong></td>
<td>5. How does this link to the historical context?</td>
</tr>
<tr>
<td>‘Napoleon stood up and, casting a peculiar sidelong look at Snowball, uttered a high-pitched whimper of a kind no one had ever heard him utter before. At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn’ <strong>Chapter 5</strong></td>
<td>6. What three things do you think Orwell’s trying to teach us about power and why?</td>
</tr>
<tr>
<td>‘Throughout the spring and summer they worked a sixty-hour week, and in August Napoleon announced that there would be work on Sunday afternoons as well. This work was strictly voluntary, but any animal who absented himself from it would have his rations reduced by half.’ <strong>Chapter 6</strong></td>
<td></td>
</tr>
<tr>
<td>‘It was about this time that the pigs suddenly moved into the farmhouse and took up their residence there...It was absolutely necessary, he said, that the pigs, who were the brains of the farm, should have a quiet place to work in. It was also more suited to the dignity of the Leader (for of late he had taken to speaking of Napoleon under the title of “Leader”) to live in a house than in a mere sty.’ <strong>Chapter 6</strong></td>
<td></td>
</tr>
<tr>
<td>‘They had come to a time when no one dared speak his mind, when fierce, growling dogs roamed everywhere, and when you had to watch your comrades torn to pieces after confessing to shocking crimes’ <strong>Chapter 6</strong></td>
<td></td>
</tr>
<tr>
<td>‘In April, Animal Farm was proclaimed a Republic, and it became necessary to elect a President. There was only one candidate, Napoleon, who was elected unanimously.’ <strong>Chapter 9</strong></td>
<td></td>
</tr>
<tr>
<td>‘Twelve voices were shouting in anger, and they were all alike. No question, now, what had happened to the faces of the pigs. The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.’ <strong>Chapter 10</strong></td>
<td></td>
</tr>
<tr>
<td>‘All animals are equal, but some animals are more equal than others.’ <strong>Chapter 10</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Exam Practice**

Now that you have worked through planning a response, use this information to practise writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. **Explore the significance of power in *Animal Farm***.
   
   You must refer to the context in your response. (40 marks)
Now let's look at the theme of **fear** using the quotes and planning prompts below:

**Fear Quotes**

“The uproar awoke Mr. Jones, who sprang out of bed. He seized the gun and let fly a charge of number 6 shot...The birds jumped on to their perches, the animals settled down in the straw, and the whole farm was asleep in a moment.”  Chapter 1

“Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back!”  Chapter 3

“Napoleon stood up and, casting a peculiar sidelong look at Snowball, uttered a high-pitched whimper of a kind no one had ever heard him utter before. At this there was a terrible baying sound outside, and nine enormous dogs wearing brass-studded collars came bounding into the barn.”  Chapter 5

“They dashed straight for Snowball, who only sprang from his place just in time to escape their snapping jaws. In a moment he was out of the door and they were after him. Too amazed and frightened to speak, all the animals crowded through the door to watch the chase.”  Chapter 5

“Suddenly the dogs sitting round Napoleon let out deep, menacing growls, and the pigs fell silent and sat down again.”  Chapter 5

“The animals were thoroughly frightened. It seemed to them as though Snowball were some kind of invisible influence, pervading the air about them and menacing them with all kinds of dangers.”  Chapter 7

“When they had finished their confession, the dogs promptly tore their throats out, and in a terrible voice Napoleon demanded whether any other animal had anything to confess.”  Chapter 7

“They were all slain on the spot. And so the tale of confessions and executions went on, until there was a pile of corpses lying before Napoleon’s feet and the air was heavy with the smell of blood, which had been unknown there since the expulsion of Jones.”  Chapter 7

“In the old days there had often been scenes of bloodshed equally terrible, but it seemed to all of them that it was far worse now that it was happening among themselves.”  Chapter 7

“Clearly this song has no longer any purpose.” Frightened though they were, some of the animals might possibly have protested, but at this moment the sheep set up their usual bleating of “Four legs good, two legs bad,” which went on for several minutes and put an end to the discussion.”  Chapter 7

“Frederick, whom they both feared and hated. As the summer wore on, and the windmill neared completion, the rumours of an impending treacherous attack grew stronger and stronger. Frederick, it was said, intended to bring against them twenty men all armed with guns, and he had already bribed the magistrates and police, so that if he could once get hold of the title-deeds of Animal Farm they would ask no questions.”  Chapter 8

1. Who are the characters who create fear?

2. How do they create fear?

3. Why do they create fear?

4. What does fear prevent some of the characters from doing?

5. How does the things above link to the historical context of the novel?

6. What three things do you think Orwell’s trying to teach us about fear?

**Exam Practice**

Now that you have worked through planning a response, use this information to practise writing in exam conditions. Remember the goal is 3 top-quality paragraphs in 45 minutes, but you can take up to an hour as you practice.

15. **Explore the significance of fear in Animal Farm.**

You must refer to the context in your response.  

(40 marks)
1. The birds did not understand Snowball’s long words, but they accepted his explanation, and all the humbler animals set to work to learn the new maxim by heart.
   In what ways is education significant in Animal Farm?

2. The next moment he and his four men were in the store-shed with whips in their hands, lashing out in all directions.
   Explore the significance of control in Animal Farm.

3. “Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later.”
   In what ways are dreams significant in Animal Farm?

4. Napoleon, Snowball, and Squealer had elaborated old Major’s teachings into a complete system of thought to which they gave the name of Animalism.
   In what ways is Animalism significant in Animal Farm?

5. Within a few weeks Snowball’s plans for the windmill were fully worked out.
   In what ways is the windmill important in the novel?

6. All animals are equal, but some animals are more equal than others.
   Explore the significance of the Seven Commandments in Animal Farm.

7. But no animal escapes the cruel knife in the end. You young porkers who are sitting in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come—cows, pigs, hens, sheep, everyone. Even the horses and the dogs have no better fate.
   In what ways is violence significant in Animal Farm?

8. In April, Animal Farm was proclaimed a Republic, and it became necessary to elect a President. There was only one candidate, Napoleon, who was elected unanimously.
   In what ways is leadership significant in Animal Farm?

9. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white.
   Explore the significance of lies and deception in Animal Farm?