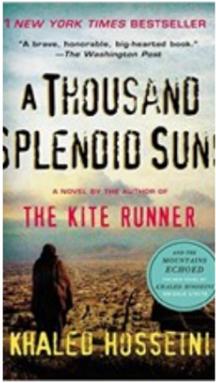




A Thousand Splendid Suns Khaled Hosseini (2007)



Assessment: Paper 2 Prose

Two prose texts from the chosen theme of Women and Society. One comparative essay worth 40 marks. The examination is one hour and fifteen minutes long.



AOs

- AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
- AO2 Analyse ways in which meanings are shaped in literary texts
- AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
- AO4 Explore connections across literary texts

Terminology

- Allegory**—a symbolic representation, or expression by means of symbolic fictional figures and actions, of truths or generalizations about human existence.
- Anagnorisis** - the startling discovery that produces a change from ignorance to knowledge
- Antagonist**—the main character in a work of fiction who comes into conflict with the protagonist .
- Convention**— a traditional or common style often used in literature, theatre, or art to create a particular effect.
- Connotations**—the associations that words have
- Denouement**—the final resolution or clarification of the plot-the events following the climax of the action
- Diction**— the choice of words, especially with regard to correctness, clearness, or effectiveness, in a literary work. Writers will use words to reveal character, imply certain attitudes, convey action, demonstrate themes, and indicate values.
- Dramatic irony**—The audience possesses more information than some of the characters have
- Flashback**—when a relevant past event is brought up in the current time of the story. Flashbacks create complications within the chronology of the plot to help enrich the experience of time.
- Flat characters** are two-dimensional in that they are relatively uncomplicated and do not change throughout the course of a work. By contrast,
- Round characters** are complex and undergo development, sometimes sufficiently to surprise the reader.
- Foil**—a character who clearly contrasts with another
- Hamartia** -tragic flaw or error of judgement
- Hyperbole**—exaggeration
- Metaphor/simile**—comparison between two things where one thing is said to be another/ comparison using like or as
- Motif**—recurring image or idea
- Pathos**—a deep feeling of sympathy or pity for a character
- Peripeteia**—a character’s tragic reversal of fortune
- Symbol**- something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance, especially a visible sign of something invisible; an object or act representing something in the unconscious mind that has been repressed. Example: Birds are often used as symbols of freedom.
- Syntax**: the way in which linguistic elements (as words) are put together to form constituents (such as phrases or clauses) in a sentence or line of verse or dialogue.

Characters (vocabulary)

Mariam	Laila
Impatient Subaltern Accepts society’s mores Lowest social class Challenges society in killing Rasheed Sacrificial – Christ like – her life for Laila’s new one.	Represents the women of Afghanistan who struggle to overcome discrimination Provides sanctuary for Mariam Educated Strategist and schemer Sense of purpose
Rasheed	Jalil
Remote Resentful Patriarchal terrorist Brutish Violently angry Trying to replace his lost son Ignorant	Presents Afghanistan with a history and culture Social identity Patriarchal power Weak Represents a wealthy culture
Babi	Tariq
Continues the historic Afghanistan perspective Refuge for Laila Ambitious for Laila Kind Intelligent Patient	Kind Modern Afghan Man Sacrifices his lifestyle to return to Kabul with Laila Intelligent True love

Useful Vocabulary and ideas

- The narrative of Mariam and Laila merges with that of the rebuilding of Kabul and Afghanistan itself – at the end Mariam is everywhere.
- Novel ends in 2003 just before large parts of Afghanistan erupted again in insurgency
- Poverty
- Power
- Education
- Family
- Women and Femininity
- War
- Love
- Female oppression and marginalisation.
- Ascertaining masculine authority
- Subaltern
- Violence ironically creates harmony between the women
- A façade of female resistance against oppression and loss of identity
- The women of Afghanistan are the ‘thousand splendid suns’ of the poem

Wider Reading/Further Study

https://youtu.be/S4kyaITT_wY Hosseini being interviewed about the novel.

There are some critical essays on the s drive

<https://youtu.be/3i9UVZedP0A> revision Guide and support

<https://youtu.be/WP6ibZEZdZM> Hosseini delivering a speech on the novel.



Context

Khaled Hosseini was born in Kabul, Afghanistan in 1965. His mother was a high school Farsi and history teacher and his father was a diplomat in the Afghan Foreign Ministry. His family moved to Paris in 1976 and wanted to move back to Kabul. Afghanistan was in a time of political turmoil and the Hosseini's fled to the United States. Hosseini graduated high school in San Jose, California in 1984 and attended Santa Clara University and the University of California: San Diego School of Medicine. He was an intern at the Cedars-Sinai medical centre from 1996-2004. Hosseini wrote his first book, *The Kite Runner*, in March 2001 and published it in 2003. It became a classic and he wrote *A Thousand Splendid Suns* in May 2007.

This book is set in Afghanistan over the course of 39 years (1964-2003). The book skips around through time, but covers many important events. During this time, there is a lot of political turmoil and many violent changes in power. These changes are present in the setting of the book because the amount of freedom that the characters get differs depending on Afghanistan's leader.

In 1964, the leader of Afghanistan was king Zahir Shah. He introduced the "New Democracy" which included concepts such as a constitution, free elections, and freedom of the press. This setting sets the stage for the book. With this government, the Afghans had many choices to what they want to happen.

The book then fast forwards to 1974. In 1974, the leader of Afghanistan was president Daud. Daud took power from king Zahir Shah in a coup. Daud then declared himself president and declared Afghanistan a Republic. In 1974, there was much turmoil in Afghanistan. From 1974-1977, Daud removed conservative cabinet members, dismissed many government members, and was accused by Pakistan to be training Pashtuns for an uprising against the government of Pakistan. Around this time, the USSR aided the PDPA (People's Democratic Party of Afghanistan) in plans to oust president Daud. In 1978, Daud saw the PDPA as a threat and had leading members arrested. These leaders were still able to have visitors. A rebellion began when Hafizullah Amin, a leader of the PDPA, instructed his teenage son to carry out a coup. The coup began on April 27 of 1978 when militants attacked the Presidential palace. At 7:05 PM, Colonel Qader declared that the power was now in the hands in the people. The PDPA had succeeded in overthrowing the president.

The book then fast-forwards again to 1987. Between 1978 and 1987, Afghanistan went to war against the Soviets. The leader of Afghanistan (Babrak Karmal) asked for the Soviet's help in putting down rebellion. The United States supported the rebel groups and gave them weapons and money. Later in the war, the Soviets put Najibullah, the head of the secret police, in charge of Afghanistan. In 1987, the Afghan rebels were slowly winning the war and pushing the Soviets out of Afghanistan. In 1988, the Soviets started to pull their troops out of Afghanistan. By 1989, the communist regime was weakening after the Mujahideen (Islamic Extremists) took over many major communist cities. In 1991, the communist government fell. The next year, an interim government established in Pakistan.

This interim government did not last very long. In 1993, Burhanuddin Rabbani became president of Afghanistan. Rabbani was not a very strong leader and a civil war began in Kabul as various leaders fought for power. The following year, Afghanistan became feudal when renegade generals and warlords fought each other for power to control the land in the areas that they ruled. This was a time of great chaos in Afghanistan. This chaos ended when another group took power in Afghanistan: The Taliban.

In 1995, the Taliban attacked the Rabbani government and caused it to fall. The Taliban then instituted strict Islamic law and closed schools for women. Bin Laden, head of the terrorist group Al-Qaeda, aided the Taliban. He provided financial aid to the Taliban and helped them gain control of Afghanistan. By 1997, the Taliban had control over 95% of Afghanistan. In 2000, Pakistan helped train Taliban soldiers and gave Bin Laden the intelligence to fight other countries. On September 11, 2001, the World Trade Center and Pentagon had planes flown into them, causing massive casualties and damage. Al-Qaeda carried out this attack.

After 9/11, the United States government declared war on Afghanistan. The United States wanted Afghanistan to give up important Al-Qaeda leaders, but Afghanistan refused. The United States focused on Taliban and Al-Qaeda strongholds in an attempt to find the terrorists who carried out 9/11. The same year, Kabul fell peacefully and a Taliban stronghold fell. After this, Hamid Karzai became chairman of an interim government. In 2002, Karzai took on the role as head of state for the official government. In 2003, the government issued a new currency and presented a draft constitution for ratification.

Past Paper Questions

SAMS

Compare the ways in which the writers of your two chosen texts make use of different voices. You must relate your discussion to relevant contextual factors.

OR

Compare the ways in which the writers of your two chosen texts portray women's relationships with men. You must relate your discussion to relevant contextual factors

2017

Compare the ways in which the writers of your two chosen texts present loss. You must relate your discussion to relevant contextual factors.

OR

Compare the ways in which the writers of your two chosen texts present women's attempts to find happiness. You must relate your discussion to relevant contextual factors.

2018

Compare the ways in which the writers of your two chosen texts make use of journeys. You must relate your discussion to relevant contextual factors.

OR

Compare the ways in which the writers of your two chosen texts present power. You must relate your discussion to relevant contextual factors.

2019

Compare the ways in which the writers of your two chosen texts present inequality. You must relate your discussion to relevant contextual factors.

OR

Compare the ways in which the writers of your two chosen texts make use of narrative voice. You must relate your discussion to relevant contextual factors.

2020

Compare the ways in which the writers of your two chosen texts explore social status. You must relate your discussion to relevant contextual factors.

Or

Compare the ways in which the writers of your two chosen texts present the experience of characters who acquire knowledge. You must relate your discussion to relevant contextual factors.