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English Literature

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Boxer’s Farewell

Liberty... Freedom... Those words mean nothing to me now. I can’t seem to recall the life I had with those sensations. Ever since we animals from Manor Farm agreed with the pigs to rebel against the humans, all we had received was sufferings. That wasn’t what the pigs promised us. Our so called leaders assured us that the success of the rebellion would grant us a much more comfortable life. However, that is not what I have noticed at all.

 I still remember the events that took place during the beginning of the rebellion. The Battle of the Cowshed and the writing of the Seven Commandments, those were surely nice moments. No animal had to suffer or was overworked. Everyone was happy. However things are completely different now. The pigs have somehow twisted the Seven Commandments and act as though they haven’t broken any law. I don’t see the point in following those commandments anymore. They are not bringing delight to the farm. All I see are animals in pain. They are suffering and some may not be able to take it any longer, like my good friend Boxer.

 Boxer is the hardest working stallion I’ve ever seen in my life. I consider him to be the hardest working animal on this entire farm. I am sure the other animals, except for the pigs, would also agree. My friend Boxer has this personal motto “I will work harder!” That always kept him motivated and spirited to do his work. He would wake up early in the morning or stay longer on the field than any other animal to work more. Boxer had certainly contributed a lot with his strong muscles. However, just like me, nobody stays young forever.

 I have noticed that Boxer isn’t working like he used to. He isn’t fast and strong like he once was. He is getting weaker, especially after that second battle in which Boxer injured his hoof. That horse refused to take a single day off work. Clover and I have constantly kept trying to tell him to work less hard. As Clover would say “A horse’s lungs do not last forever.” (114) What Clover said to him was correct, his lungs would never last forever especially when his twelfth birthday was coming soon. But that Boxer had to be so stubborn and kept working until reaching his limits. I just hope he is going to end up—

 “Benjamin!” Clover yelled as she galloped towards me.

 “What is it?” I replied.

 “It’s Boxer! The pigeons said that he has fallen!”

 I wish I could have galloped as fast as Clover. By the time I got to Boxer, almost all the animals from the farm were surrounding him. Boxer was laying down on the grass. He clearly overworked himself. I overheard some animals saying that he went to drag a load of stones to the windmill. He must have reached his limit and fell over in exhaustion. Poor Boxer.

 “Benjamin...” Clover said softly.

 “How is he doing?” I replied.

 “He is still weak. It was his lung that was hurting him. Poor Boxer worked too hard and his body couldn’t handle it anymore,” Clover explained.

 “I see, we shouldn’t have let him overdo himself like this. The other animals have called the pigs. They should know what’s best,” I replied uneasily.

 “Yes I hope so,” Clover replied.

 The animals and I waited for some minutes until Squealer came. He announced that Napoleon was also saddened due to the misfortune and was currently making arrangements to treat Boxer in a hospital at Willingdon. The other animals were relieved when hearing this, however I had just the slightest feeling something was wrong.

 After half an hour, Boxer managed to get up and walk back to his stall. Clover and I had already prepared a bed of straw for him. Both of us tried our very best to take care of him. “The pigs had sent out a large bottle of pink medicine which they had found in the medicine chest in the bathroom, and Clover administered it to Boxer twice a day after meals.” (122) I would also accompany him from time to time and made sure that no flies were swarming around him. The problem was that Clover and I were only able to be with Boxer after working hours and it was during work when the van came to take him away. There was no way I could resume working after spotting the van. I abandoned work and galloped towards the van.

 “Quick! Come here! They are taking Boxer away!” I shouted to the animals as I galloped.

 I saw how surprised the animals were after I shouted, they have never seen me this excited. “Without waiting for orders from the pig, the animals broke off work and raced back to the farm buildings.” (123) As we reached the building, I got to see the van drawn by two horses with lettering on its side. Sitting on the driver’s seat was a devious looking man.

 “Good bye Boxer! Goodbye!” the animals shouted as they crowded the van.

 That was when I noticed something was awfully wrong. The letters on the van did not spell Willingdon Hospital.

 “Fools! Fools!” I shouted while I pranced around them. “Fools! Do you not see what is written on the side of the van?”(123)

 The animals turned silent. They were shocked. Muriel then began to spell out the letters from the words. I couldn’t wait for Muriel, so I pushed her aside and spelled out the words for them.

 “ ‘Alfred Simmonds, Horse Slaughterer and Glue Boiler, Willingdon. Dealer in Hides and Bone-Meal. Kennels Supplied.’ Do you not understand what that means? They are taking Boxer to the knacker’s!” (123)

 The moment I finished, cries of horror burst out from the animals. At that very moment, the driver whipped the horses and the van began to move. The animals moved alongside while crying out for Boxer. I saw Clover forcing herself to the front and continuously crying out Boxer’s name. She and some of the other animals raced off trying to match the increasing speed of the van. However, the van passed the iron gate and they could no longer follow. I saw Clover and the other animals walking back slowly. She was devastated. We were all devastated.

 That was the last time I saw Boxer.

Criterion A: Content

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| Level | Descriptor | Indicators |
| 0 | The student does not reach a standard described by any of the descriptors given below. | * Assignment is not completed
 |
| 1-2 | The student demonstrates very limited understanding of the topic or theme. The work lacks detail, development and support. Creative pieces do not reflect imagination and sensitivity. The student’s response to literature demonstrates little or no awareness of the author’s intention or techniques.  | * Ideas expressed demonstrate almost no understanding of events in the story, from the chosen character’s viewpoint
* Ideas are not supported by evidence
 |
| 3-4 | The student demonstrates a limited understanding of the relevant aspects of the topic or theme. The work displays insufficient detail, development, and support. Creative pieces reflect limited imagination and sensitivity. The student’s response to literature sometimes demonstrates an awareness of the author’s intention and techniques.  | * Ideas expressed demonstrate little understanding of events in the story, from the chosen character’s viewpoint
* Ideas are supported by evidence

 (at least 1) |
| 5-6 | The student demonstrates a sufficient understanding of the relevant aspects of the topic or theme. The work displays adequate detail, development and support. Creativity pieces reflect a degree of imagination and sensitivity. The student’s response to literature demonstrates an awareness of the author’s intention and techniques.  | * Ideas expressed demonstrate a some understanding of events in the story, from the chosen character’s viewpoint
* Ideas are supported by evidence

 (at least 2) |
| 7-8 | The student demonstrates a good understanding of the relevant aspects of the topic or theme. His work displays substantial detail, development and support. Creative pieces reflect substantial imagination and sensitivity. The student’s response to literature demonstrates a good appreciation of the author’s intention and technique. | * Ideas expressed demonstrate a good understanding of events in the story, from the chosen character’s viewpoint
* Ideas are supported by evidence

 (at least 3) |
| **9**-10 | The student demonstrates a perceptive understanding of the relevant aspects of the topic or theme. The work consistently displays illustrative detail, development, and support. Creative pieces reflect a high degree of imagination and sensitivity. The student’s response to literature demonstrates a sophisticated analysis of the author’s intention and techniques.  | * Ideas expressed demonstrate a thorough understanding of events in the story, from the chosen character’s viewpoint
* Ideas are supported by evidence

 (at least 4) |

Criterion C: Style and Language Use

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| Level | Descriptor | Indicators |
| 0 | The student does not reach a standard described by any of the descriptors given below. | * Assignment is not completed
 |
| 1-2 | The student’s use of vocabulary is often inappropriate and limited. Very frequent errors in spelling, pronunciation, punctuation and syntax persistently hinder communication. Little attempt has been made to use a register suitable to the intention and audience. | * Frequent spelling or grammar errors which hinder understanding
* Ideas are often confusing, and sentence structures are simplistic
 |
| 3-4 | The student’s use of vocabulary is sometimes inappropriate and somewhat varied. Regular errors in spelling, pronunciation, punctuation and syntax hinder communication. The student attempts to use a register suitable to intention and audience. | * Regular spelling or grammar errors which hinder understanding
* Ideas are sometimes clearly expressed, though sentence structures are simplistic
 |
| 5-6 | The student’s use of vocabulary is usually appropriate and generally varied. Some errors in spelling, pronunciation, punctuation and syntax sometimes hinder communication. The student often uses a register suitable to intention and audience.  | * Some spelling or grammar errors which sometimes hinder understanding
* Ideas are sometimes clearly expressed, with some varied sentence structures
 |
| 7-8 | The student’s use of vocabulary is appropriate and varied. Occasional errors in spelling, pronunciation and syntax rarely hinder communication. The student consistently uses a register suitable to intention and audience.  | * Occasional spelling or grammar errors which do not hinder understanding
* Ideas are usually clearly expressed, using varied sentence structures
 |
| **9**-10 | The student’s use of vocabulary is always appropriate and greatly varied with very infrequent errors in spelling, pronunciation, punctuation and syntax. The student has mastered the use of a register suitable to intention and audience. | * Very few, if any, spelling or grammar errors
* Ideas are clearly expressed, using varied sentence structures
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Aditya – You did a good job of explaining your character’s thoughts and feelings throughout this event. However, some of your quotes were either unnecessary or not properly used. If you change any wording within a quote, the changed words need to be in [brackets]. There were just a few grammar errors, but they did not interfere with understanding.