



Province of the
EASTERN CAPE
EDUCATION

Steve Vukile Tshwete Education Complex • Zone 6 Zwelitsha 5608 • Private Bag X0032 • Bhisho 5605
REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

**GRADE 12 LEARNER SUPPORT
PROGRAMME**

**REVISION AND REMEDIAL TEACHING
INSTRUMENT:
ANSWERS**

SUBJECT: ENGLISH HOME LANGUAGE – SECOND PAPER

June 2009

This document consists of 25 pages.

Strictly not for test/examination purposes

NOTE:

- Candidates are to answer FIVE QUESTIONS in all: THREE in Section A, ONE in Section B and ONE in Section C.

Section A: PRESCRIBED POETRY

TWO questions.

Section A: UNSEEN POETRY

ONE question.

Section B and Section C:

ONE question from each section; ONE must be an essay question and ONE must be a contextual question.

- This memorandum is merely a guide. Give credit for valid answers and mark according to the rubric for the poetry essay and the essay questions in Section B and Section C.

QUESTION 1 – Prescribed Poem: Essay

Write an essay of 250 to 300 words in which you comment on the title, contrasting imagery and the diction used in “Ozymandias” to convey the short-lived human endeavours and the downfall of an arrogant tyrant.

- Title is unusual – grand, emphasises old, antiquated culture. This is underlined by the opening lines: “traveller”, “antique”. Establishes a time frame that already suggests distance from the object.
- Animation suggested by “frown”, “wrinkled”, “mocked”, “passions” is sharply contrasted by “trunkless”, “stone”, “desert”, “decay”, “wreck”. So poet effectively juxtaposes contradictory images to emphasise futility of human’s folly, conceitedness; nothing remains of the arrogant tyrant.
- Using Ozymandias’s direct words in lines 10 – 11 adds a poignant reminder that even uttering his words does not bring him back. Rather, these words mock the scattered bits that remain of his enormous statue; his arrogance is reduced to nothing.
- Subtle use of alliteration in the last line highlights the desolation of the vast desert and the fact that there is virtually no evidence of the mighty ruler left.
- This is merely a guide. Give credit for valid discussion and use of quotations and mark according to the rubric provided.

[10]

AND/OR

QUESTION 2 – Prescribed Poem: Contextual

2.1 *This poem is a form of a praise poem. Explain how the structure highlights this.*

- Repetition of “My country ...” at start of each stanza provides lyrical quality
- and the content is positive – ‘love’, ‘peace’, ‘joy’, etc.
- “so says”, “see”, “feel” also proved a rhythmical effect.

(3)

2.2 *How does the speaker emphasise the idea of peace in the second stanza?*

- Through the description of reptiles – “caress” and moving “elegantly” and “glittering”
- i.e. something usually not liked is at peace.

(2)

- 2.3 2.3.1 *Explain the double meaning of “the golden voice”. (line 27)*
- beautiful singing voice and
 - digging for gold
- (2)
- 2.3.2 *How does this double meaning emphasise the richness of the country?*
- People love the country and work hard in the country
 - Also literally wealthy through gold.
- (2)
- 2.4 *The poem concludes with the statement “we shall celebrate”. Comment on whether this is convincing or not in the light of the content of the poem.*
- Yes: has given many positive aspects on the country and people have “hope in their eyes”.
- (1)

[10]**AND/OR****QUESTION 3 – Prescribed Poem: Contextual**

- 3.1 *The tone established in stanza 1 is one of humility and pride. Explain how each of these is established through:*
- 3.1.1 *the content*
- Humility: starts by thanking God and focuses on the infiniteness of the creation
 - Pride: focuses on the positive aspects of nature – the greenness, the blue sky
- (2)
- 3.1.2 *the word order/choice and/or the punctuation.*
- Humility: small “i”; capital “Y” and “G”
 - Pride: moves “most” to emphasise it. Ends with “yes” which is affirming.
- any 1 point for each. (2)
- 3.2 *Comment on the use of brackets in the poem.*
- Brackets are an aside.
 - Here the content in the brackets refers to his rebirth: “I am alive again”, “my ears awake”.
 - Placing this in brackets shows his realisation of his insignificance in the light of God’s creation.
- (3)
- 3.3 *Refer to the third stanza.*
- 3.3.1 *What is the main idea expressed in this stanza?*
How should any person doubt God?
- (1)
- 3.3.2 *How does Cummings emphasise this idea in this stanza?*
- By inserting into the statement the words which refer to being alive – “tasting touching hearing seeing breathing”
 - By placing between dashes the fact that man is created out of nothing “no of all nothing”
- (2)

[10]**AND/OR**

QUESTION 4 – Prescribed Poem: Contextual**4.1 Refer to “Prelude I”**

4.1.1 Explain the metaphor used in line 4, and describe the atmosphere it creates.

- Compares end of day to burnt-out cigarette –
- It is smelly, tired and unhealthy.
- It strongly suggests the dreary, soulless existence of people in the city. (3)

4.1.2 Discuss how this atmosphere is developed further in *Prelude I*. Refer to two aspects in your answer.

- Through imagery such as “leaves being withered” – dead.
- Through diction such as “grimy”, “broken”.
- Through the symbolic description of the cab being “lonely”.
- Any two of the above. (2)

4.2 In *Prelude IV* the focus changes from the city to the existence of man in the city.

4.2.1 Discuss the image “His soul stretched tight across the skies/ That fade behind a city block,” explaining what point the speaker is making about the man.

- Conjures up the idea of a torture-rack.
- In this case his soul/spirit is being tortured by his existence in the city.
- The city blocks out all that is natural as the skies “fade behind a city block”. (3)

4.2.2 Consider the last two lines of the poem. Comment on whether they are a fitting conclusion to the poem or not, taking into consideration *Prelude I*.

- They are fitting: *Prelude I* sets the scene of bleak city life, sordid vacant lots, etc.
- *Prelude IV* has discussed the effect of such on man’s soul. These lines state one will never escape such a miserable existence. (2)

[10]

AND

QUESTION 5 – Unseen Poem: Essay

Write an essay in which you consider the poet's use of the sonnet form, diction and imagery as effective techniques to convey an understanding of the speaker's relationship with his mother.

- **Sonnet form** allows poet to use **octave** to establish vivid picture of the mother. The opening line sets the tone with the repetition of “most” – the speaker's relationship is one of strong emotions for larger-than-life (“huge as Asia” / “She is a procession”) mother. In the **sestet** the poet focuses on the mother's inner strength (“She will not...condescend”) and his plea that she will eventually stop mourning. These are all clear characteristics of an Italian sonnet that the poet uses effectively.
- **Diction:** “Rabelais”, “Asia”, and “Irish” all indicate that his mother's presence is not that of a simple woman, but that she is worthy of comparisons beyond her Irish roots. Repetition of “most” (line 1, 5) convey her contradictory nature: although she is “huge”, she “dear”, “loved”, “tender” – these words conjure up the qualities that the speaker admires most in his mother. The pun used in the last line cleverly shows the speaker's wish to console his grieving mother.
- **Imagery:** Mother's earthy nature (“huge”, “laughter”, “Gin and chicken”) indicates that she is a realist, and that she does not give in to conventional fears like a bomber's presence. She is compared to the spectacle/fun/joy of a brass band. Thus the poet cleverly creates an image of a strong, invincible mother which is sadly dispelled in the last two lines. The speaker's admiration for his mother changes when he tries to console her – “O all my faith and all my love...”. [10]

OR

QUESTION 6 – Contextual Question

6.1 *The poem is a sonnet. Identify how the content of the octave and the sestet comply with the characteristics of an Italian sonnet. You may quote in support of your answer.*

- Octave: Describes the mother and her qualities.
- Sestet: Contemplative – speaker expresses his feelings about his mother; not merely a description.

(2)

6.2 *Explain the metaphor in line 3.*

- The mother's body moves in its entirety when she laughs.

(1)

6.3 Refer to lines 1 – 8.

6.3.1 Comment on the effectiveness of the comparison the speaker makes between his mother and a brass band (lines 7 – 8). Consider the rest of the octave in your answer.

- Effective.
 - Brass band is noisy, full of sound and colour, just like his mother is like Rabelais's writing.
 - She is larger than life ("huge as Asia"), and the contrast between the small dog and a brass band underlines this.
 - Must refer to the rest of the octave for full marks.
 - Must comment on HOW comparison is effective.
- (3)

6.3.2 Quote a word that contradicts the image created in lines 7 – 8.

- Tender
- (1)

6.4 Refer to lines 9 – 14.

6.4.1 Line 9 suggests a reason why the speaker's mother might be 'mourning'. Explain.

- The word "bomber" suggests that it is war.
- (1)

6.4.2 Re-read line 13. Explain how the diction reveals the speaker's feelings about his mother.

- "O" / repetition of "all" show intense emotion; speaker is anxious to confess his love and care for his mother while she is suffering.
- Must have at least ONE example of diction.

OR

Explain the pun in the last line and how it sums up the speaker's wish for his mother.

- Pun = mourning – morning (must identify pun)
- Mother will end her mourning and enjoy an emotional rebirth – "morning".

(2)
[10]

AND

SECTION B: NOVEL**QUESTION 7 – Essay Question: *Animal Farm* – George Orwell**

“Power tends to corrupt and absolute power corrupts absolutely.”

-Lord Acton-

In an essay of between 400 and 450 words, discuss how the pigs’ rule of the farm develops into a corrupt rule, designed increasingly for the benefit of only an elite few.

Introduction: Pigs’ initial plan for rebellion admirable, logical. Most, if not all animals, wanted change from Jones’s ill-treatment.

- Although pigs start rebellion, they do not allow others to share in power. BUT – others seem happy that they are the rulers, and do not challenge their positions. This enables the pigs to continue their rule almost unchecked.
- Gradually, with Squealer’s propaganda, the animals are swayed to believe that the pigs are right.
- Pigs surround themselves with dangerous dogs as a show of power, and use them to threaten and intimidate the animals.
- Difficult conditions on the farm allow the animals little opportunity to pursue ideals – they simply do not have the time to consider other possibilities.
- Against this background, it is relatively easy for the pigs to strengthen their power base, and to enforce their ideas on a gullible, unsuspecting working class.

Conclusion: The pigs’ drinking session with the humans, further isolates them from the animals who remain onlookers, and do not share with the pigs whatever benefits the farm might yield. The dream of all animals being equal remains just that – a dream. The corruption is absolute and complete, and the animals are worse off, because they have been betrayed by their own.

Mark according to rubric.

[25]

OR

QUESTION 8 – Contextual Questions: *Animal Farm* – George Orwell**REFER TO EXTRACT A**

8.1 *Place this extract in context.*

- Just after the attack by Jones and his men, a.k.a. The Battle of the Cowshed. (1)

8.2 8.2.1 *Boxer is distraught at what he has done. What does this reveal about his nature?*

- He is gentle, not cruel. He is not a beast, but shows compassion, kindness. (1)

8.2.2 *Snowball, however, accuses him of sentimentality (line 1). Explain whether Snowball's accusation is true or not.*

- Not true. He is truly kind and upset because he hurt someone, even if it were in self-defence.
- But Snowball twists this truth to suit his fundamentalist, intolerant ideology. (2)

8.2.3 *Snowball calls Boxer comrade (line 1). How does this term prove to be ironic as the novel develops?*

- A comrade is an equal partner.
- This is something the pigs systematically dispel as they increase their stronghold on Animal Farm. (2)

8.3 8.3.1 *How does Mollie's attitude generally differ from that of the other animals?*

- Unlike the other animals, she is dissatisfied with the changes on Animal Farm, and is only interested in herself and her appearance. (1)

8.3.2 *Orwell introduces her character in an attempt to reveal the behaviour of a certain social class. Identify the class and describe how Mollie's behaviour reflects this class.*

- The upper classes/nobility.
- It is a privileged, wealthy, minority group, focusing on an easy and frivolous life.
- It is a class that is unconcerned about the plight of the many poor and downtrodden.
- It prefers to ignore them, like Mollie, who runs away when the fighting starts. (4)

- 8.4 8.4.1 *Discuss the significance of the flag hoisting and the singing of 'Beasts of England'.*
- These are symbols that represent the new dispensation.
 - The animals spontaneously refer to them to show solidarity and pride.
 - They are unified in their sense of belonging. (3)
- 8.4.2 *The celebration was impromptu and immediate(ly) (lines 13 – 14), suggesting a spontaneous response from the animals. Explain how, later on, this type of behaviour is not tolerated.*
- Later, the pigs' tyranny allows very little opportunity for the animals to celebrate and display solidarity – Napoleon gradually banned the singing of 'Beasts of England', until it was not allowed at all.
 - Conditions on the farm became harsher, and there was no time or reason for joy or celebration. (2)

REFER TO EXTRACT B

- 8.5 8.5.1 *Identify two characteristics of a propagandist that Squealer reveals here.*
- He speaks on behalf of Napoleon, who seldom appears in public.
 - He disseminates half-truths or lies to convince the animals of Napoleon's point of view, and not necessarily the truth. (2)
- 8.5.2 *Is he successful? Quote in support of your answer.*
- Yes. "If Comrade Napoleon says it, it must be right." (1)
- 8.6 8.6.1 *Compare the awarding of Napoleon's medals mentioned here to the awards made in Passage A. What does this reveal about the state of Animal Farm?*
- The first awards were made in recognition of the animals' bravery.
 - Here it is awarded by the leader without any merit, except to add to his stature.
 - The award has therefore lost its worth/value. (3)
- 8.6.2 *Relate your answer for QUESTION 8.6.1 to one of the main themes from the novel.*
- Corrupting effect of power.
 - The pigs rule absolutely, and randomly award and reward themselves to show off their power.
 - The integrity of the leaders is dubious, lacking. (3)

[25]**OR**

QUESTION 9 – Essay Question: *The Great Gatsby* – F. Scott Fitzgerald

There is nothing admirable in the novel, The Great Gatsby. The main characters are either involved in deception or delude themselves about reality.

By examining Gatsby, Tom, Daisy and Myrtle, discuss the truth of this statement, assessing whether or not there is ultimately anything admirable in the novel. Your answer must be in the form of a literary essay of between 400 and 450 words.

GATSBY

- ❖ He is deluded about reality: he believes Daisy will leave Tom for him whereas she has a life and history with Tom, a daughter, and a comfortable existence.
- ❖ He also deludes himself about Daisy in terms of who she is. He sees her as a perfect creature who is worthy of worship yet she has empty “cotton-wool” dreams and is incapable of being morally responsible in the end – hardly someone admirable.
- ❖ He also recreates himself into someone who portrays a successful image of great wealth. Yet he has made his wealth through illegal means, through deception.
- ❖ He rides on with Daisy after running over Myrtle – hardly admirable.

TOM

- ❖ Tom is certainly not admirable.
- ❖ He is aggressive – breaks Myrtle’s nose.
- ❖ He is unfaithful to Daisy and has been so right from the start of their marriage. In fact he lives a life of double standards – quite happy to have a woman on the side, but horrified when Daisy seems to be getting involved with Gatsby.
- ❖ He lies to Myrtle about his reasons for not divorcing Daisy (says she is a Catholic which she is not).
- ❖ He is careless with people’s lives: he strings George along – makes him think he will help him with a car whereas he is actually conducting an affair with Myrtle.
- ❖ He does not allow Daisy to take responsibility for the accident. Leaves town with her.

DAISY

- ❖ Daisy is also hardly admirable. She is in love with Gatsby, the soldier, yet marries Tom out of impatience. On the eve of her wedding she gets drunk because she does not really want to marry Tom, yet she goes ahead and does so.
- ❖ She overlooks Tom’s indiscretions which is a form of delusion.
- ❖ She then gets involved with Gatsby which makes her unfaithful to Tom.
- ❖ She leads Gatsby to believe that she will leave Tom and that Gatsby is the only one she loves, yet this is not true.
- ❖ She does not have the courage to take responsibility for killing Myrtle. She retreats into her wealth with disastrous consequences for Gatsby and the poor George.

MYRTLE

- ❖ Myrtle is also guilty of self-deception: she imagines Tom will leave his wife if Daisy relents on the Catholic divorce issue.
- ❖ She deceives her husband, George, by being 'Tom's girl'.
- ❖ When George discovers her deception, the results are disastrous – he is distraught, Myrtle eventually runs into the road and is killed and George kills both Gatsby and himself.

CONCLUSION

- ❖ What is admirable about the lives of any of the above? Perhaps the admirable element is Nick, the narrator, who is left with a dislike for the East and the lives of the rich who simply smash things and retreat.

MARK ACCORDING TO GRID

[25]

OR

QUESTION 10 – Contextual Question: *The Great Gatsby* – F. Scott Fitzgerald

- 10.1 10.1.1 *Account for Tom's agitation at this stage.*
- He has just realised that Daisy has feelings for Gatsby.
 - He also realises something is going on between them.
- (2)
- 10.1.2 *Discuss to what extent Tom's actions here are typical of his character.*
- He is struggling to control his temper – he is always aggressive and controlling of others.
 - He is possessive of Daisy and sees her slipping away thus he battles with controlling himself.
- (2)
- 10.2 *Why does Gatsby struggle to speak? (line 16)*
- He does not know what to say to Tom.
 - Tom is of no interest to him.
- (2)
- 10.3 *Comment on what the word "savagely" reveals of Tom when he says "I don't see the idea of going to town".*
- It shows he is really angry about whatever is happening between Gatsby and Daisy.
 - It shows he is of an aggressive nature.
- (2)
- 10.4 *Consider Nick and Gatsby's comments on Daisy's voice in lines 28 – 32. Write a paragraph in which you discuss what it is about Daisy as revealed in these lines that so captivates Gatsby.*
- Her voice is "full of money" which shows he is attracted to her wealth, her superior social class.
 - It is "charming" which shows it promises him a better life.
 - It being the voice of someone "high in a white palace" shows that he sees her as pure, superior and something valuable.
 - Being the voice of the "golden girl" means she is the ultimate prize.
- (4)

- 10.5 *Discuss why the suggestion to take Tom's coupé would be distasteful to Gatsby.*
- Gatsby is focused on Daisy and showing off to Daisy.
 - He would want her to be with him in his car which has been bought to impress her.
 - Anything to do with Tom would be an irritation to him.
- (3)
- 10.6 *Explain the innuendo in Tom's comment "You can buy anything at a drug – store nowadays."*
- He is alluding to the rumours of Gatsby being a bootlegger.
 - Bootleggers were known to sell liquor at drugstores.
- (2)
- 10.7 *Discuss the importance of the travel arrangement in terms of later events in the novel.*
- Myrtle sees Tom in Gatsby's car.
 - When it travels back she rushes out to stop the car thinking Tom is driving.
 - When Tom stops he tells George that Gatsby was driving the car.
 - This results in George killing Gatsby.
- (4)
- 10.8 *"You think I'm pretty dumb, don't you?" he suggested (line 60). What does Nick think of Tom at this stage? Justify your answer with two pieces of evidence from the novel.*
- He thinks Tom is pretty dumb which was shown earlier when he was discussing.
 - More importantly he has no respect for Tom because of Tom's relationship with Myrtle and his flaunting it in front of Daisy by taking calls from her at home.

(2 marks each) (4)

[25]

OR

QUESTION 11 – Essay Question: *Pride and Prejudice* – Jane Austen

Pride and Prejudice is a surprising choice for the South African syllabus in 2009. In a literary essay of between 400 and 450 words, show to what extent you believe it to be suitable or not. You must refer to characters and themes in the novel.

- Appears to be a silly romantic novel dealing with the importance of eligibility for marriage – finding a partner who is attractive and wealthy.
- So, is it relevant in an age where marriage is not considered important?
- However, society today is excessively materialistic and increasingly obsessed with wealthy Hollywood stars and celebrities – Austen forces us to question our obsession with status and wealth.
- Shows the unhappy results of marriage at all costs in Mr and Mrs Bennet and in Charlotte Lucas's desperate plan to avoid certain spinsterhood by luring the awfully pompous and boring Mr Collins into marriage.
- Because of feminism and the real independence women have today in comparison with the early 1800s, reading a novel about women desperately needing to be married in order to have a reasonable status in society would be a waste of time.
- Certainly Mrs Bennet, Lydia and Kitty, are frivolous, silly and as worthy of our contempt and ridicule as they were in Austen's day.
- However, both Jane and Elizabeth are shown to be sensible, intelligent, educated and well-balanced young women who would choose to marry for love and happiness or not at all.
- Jane Austen also gently satirizes accepted customs of the time, i.e. the importance of being presented at court, the nuances of correct introduction, the importance of a lady being truly accomplished, a young girl being unable to come out after her older sisters are married, and makes us in turn question some of our rituals and traditions.
- Certainly British custom of the 1800s is a far cry from any South Africa tribal customs and could be seen as irrelevant in this respect. Furthermore, this novel, because of its romantic flavour, does not always appeal to young men who find it silly and ridiculous.
- However, in terms of what we learn about the dangers of pride and prejudice as demonstrated by Darcy, Elizabeth, Lady Catherine, Mrs Bennet, Mr Collins, the novel's appeal is universal.
- Austen shows with accuracy the hurt, disappointment, miscommunication and errors resulting from both. She also demonstrates the power and danger of deceit in the characters of Wickham and the easily duped Lydia.
- Furthermore, she shows the problems associated with being too idealistic with both Jane and Bingley.
- Finally, the theme of appearance and reality, as demonstrated by Wickham and the Bingley sisters, operates in the novel as it does today.

Conclusion: Thus in spite of its perceived superficiality, this novel successfully directs our attention to flaws and weaknesses in our own social lives. Certainly, both pride and prejudice remain entirely relevant in the social and political arena of the second millennium.

MARK ACCORDING TO GRID

OR

QUESTION 12 – Contextual Question: *Pride and Prejudice* – Jane Austen

- 12.1 *How does this extract link with the opening lines of the novel?*
- Every man with a fortune is in want of a wife.
 - Here Darcy, a man of great fortune, appears to want a wife and is proposing to Elizabeth.
- (2)
- 12.2 12.2.1 *Explain Elizabeth's astonishment in paragraph 2.*
- Proposal comes out of the blue.
 - No real relationship – she disliked him, had never really encouraged him in any way from the moment he had slighted her at the Lucas's ball.
- (2)
- 12.2.2 *Quote the clause which suggests that Darcy is confident that Elizabeth will accept his offer.*
- "but his countenance expressed real security"
- (1)
- 12.3 *By referring to specific members of Elizabeth's family, explain to what Darcy is alluding when he mentions the inferiority of her connections.*
- Mr Bennet: cynical and passive as a father; his rudeness in dealing with Mary when she played the piano at the Netherfield ball.
 - Mrs Bennet: silly, opinionated, rude, loud, ambitious for her daughters; too dim-witted to realize how embarrassing she is.
 - Lydia and Kitty: frivolous, exuberant, childish, and inappropriately behaved in company.
 - Mary: self-absorbed.
- (4)
- 12.4 *Elizabeth's dislike of Darcy is described as "deep-rooted". Give the two main reasons why this is so.*
- Darcy is instrumental in persuading Mr Bingley that Jane does not return his affections and thus separating them. He also kept the news that Jane was in London from Bingley.
 - She believed Wickham's story that Darcy had gone against his own father's wishes and given the church living Wickham was meant to have to another man when the vacancy arose.
- (4)
- 12.5 *In terms of their personal circumstances, why is Darcy surprised by Elizabeth's response?*
- He is extremely eligible – good-looking, fabulously wealthy, an excellent match for any woman.
 - Although Elizabeth is the daughter of a gentleman, she has no dowry and therefore has no financial attraction.
 - She would need a man to fall in love with **her** and not what she is able to bring into the marriage.
- (3)

12.6 *How do Darcy and Elizabeth's characters relate to the title of the novel at this point in the story?*

- Pride – Darcy: Sense of superiority and arrogance, especially with regard to Elizabeth's family and connections.
- He assumes that anyone he proposes to will accept him because of his wealth and status.
- Prejudice – Elizabeth: Her mistaken belief in his malicious meddling with Jane's and Wickham's futures.
- Her fixed and limited perception that he is haughty, unjust, proud and unfeeling.

(4)

12.7 12.7.1 *Darcy writes Elizabeth a letter in response to the allegations she makes while rejecting his proposal. What information does he give her which begins the change that takes place in her feelings towards him?*

- He acknowledges separating Bingley and Jane, but mainly because he believes Jane not to return Bingley's feelings.
- He reveals the truth of Wickham's refusal to be a clergyman, of the £3 000 he squandered.
- He also tells of Wickham's trying to persuade Georgiana to elope with him in order to get his hands on her considerable fortune.

(3)

12.7.2 *How is this episode also a turning point for Darcy?*

- Begins a process of self-evaluation.
- Recognises his pride and sees the truth in Elizabeth's accusations.

(2)

[25]**TOTAL SECTION B: 25****AND**

QUESTION 13 – Essay Question: *The Crucible* – Arthur Miller

John Proctor is essentially refined as silver is in a crucible during the course of the play.

Discuss the role Abigail Williams, Elizabeth Proctor and the witch trials played in setting up this refining process of John Proctor.

- ❖ John is essentially a good man who gives in to temptations of the flesh by sleeping with Abigail Williams.
- ❖ He is also judged as a “sinner” because he does not attend church regularly nor has he had his youngest baptised.
- ❖ He is thus in need of “refining” and to find goodness and truth.
- ❖ Abigail’s role is firstly that she is the temptress who causes him to fall from grace. She seeks him out and continues to do so after he has put her out from their home and employ.
- ❖ Abigail is the one who takes the girls to the woods so that Tituba can conjure up a spell on Elizabeth.
- ❖ Abigail has designs on being the next Mrs Proctor.
- ❖ It is because of her that the witch trials are sparked. She leads the girls into hysterical behaviour and accusations in court.
- ❖ She is the first one to cast aspersions on Elizabeth Proctor.
- ❖ The accusation against Elizabeth affects John deeply. He sees it for what it is: a spurned woman seeking revenge on his wife. He is led into much personal agony over her accusation and this leads him to tell the court of his affair with Abigail. He does it to save his wife.
- ❖ However, this does not absolve Elizabeth but leads him to be accused of being with the devil, too. When Elizabeth fails to support his confession of adultery he is placed further into the fire, so to speak.
- ❖ The witch trials lead John into much soul-searching. He questions the validity of the accusations. He sees through the hypocrisy of people such as Parris and Danforth and is willing to speak out at this. This is part of the refining process.
- ❖ When the stage is reached that he is condemned to die should he not confess to being with the devil, a confession that would be a lie, he is confronted with his biggest test: does he give in and sell-out by confessing to something that is not true or does he stand by the truth, in the process losing his life, but emerging as someone honourable and of great strength of character.

NOTE: The next two points occur in Act 4 and show how the final refinement comes about. It is not necessary to refer to these points as the question is based on Acts 1 to 3. However, candidates may refer to them.

- ❖ Elizabeth again steps in and plays a role in helping him to reach this difficult decision. She helps by showing her belief in his goodness and leading him to an understanding that she is not judging him and ultimately he must make the decision.
- ❖ John Proctor’s refinement is complete when he tears up his false confession and is willing to die an honourable man, a man who stands for the truth.

MARK ACCORDING TO GRID

[25]

OR

QUESTION 14 – Contextual Question: *The Crucible* – Arthur Miller

- 14.1 *Explain fully the reasons Elizabeth would say Abigail wants her dead. (line 1)*
- Abigail had an affair with John and wants to be his wife.
 - Elizabeth had suspicions of the affair and fired Abigail.
 - This has tarnished Abigail's reputation.
- (3)
- 14.2 *Comment on Elizabeth's responding to John "with sarcasm" in line 4.*
- John says "we must be wise" but he was hardly "wise" in having an affair.
 - Not much wisdom being shown by people involved in the witch trials as a whole.
- (2)
- 14.3 14.3.1 *Consider the fact that John is battling with anger in this scene. Discuss fully what this shows of John's character and state of mind.*
- Character: generally an upright man who knows right from wrong so he is angry that he strayed through the affair.
 - Honourable character: he is upset about what Elizabeth is going through.
 - State of mind: angry because of guilt and feels responsible for the consequences his affair has on Elizabeth.
- (3)
- 14.3.2 *Provide a quotation from further in this passage which supports your discussion of his character and state of mind.*
- "Were I stone I would have cracked for shame this seven month."
- (1)
- 14.4 *Elizabeth states: "There be a certain danger in calling such a name." Taking into consideration the events of the play which follow this scene, assess whether or not she is accurate in her statement. Explain fully.*
- Yes. Community is happy to condemn people such as Goody Good and Osburn because they are outcasts, but hesitant to condemn obviously good people.
 - More 'good people' such as Goody Nurse condemned which starts to make people question the trials.
 - Reverend Hale realises the madness – pleads with Danforth; even Parris tries to stop hangings.
 - Leads to Parris being voted from office eventually.
- (4)
- 14.5 *Discuss the dramatic effect of this scene from lines 31 to 50. In your discussion explain how the emotional tension is built up. Refer to both dialogue and stage directions.*
- The emphasis John places on "seven month".
 - Elizabeth's repetition of "break it".
 - John's speaking between his teeth.
 - He is holding his rifle.
 - The imagery – "curse her hotter than the oldest cinder in hell"/ "stallion gives a mare".
 - Elizabeth's crying out
- (should have at least 2 references of each of dialogue and directions)
- (5)

- 14.6 *John Proctor states: "Because it speaks deceit, and I am honest!" (line 45). Do you believe John is "honest"? Explain your viewpoint with justification from the play in general.*
- Honest about his feelings towards the hypocrisy of Parris.
 - He won't be a hypocrite and baptise his child.
 - He finally remains true to his principles at the end. (3)
- 14.7 14.7.1 *Why has Mr Hale come there?*
- To determine for himself the character/honesty of the Proctors (1)
- 14.7.2 *Why is there a "quality of deference, even of guilt, about his manner now? (line 53)*
- Hale is not feeling comfortable about what he has to talk to the Proctors about, almost as if he knows the accusations are wrong (2)
- 14.8 *What happens immediately after this scene?*
- Cheever arrives with a warrant for the arrest of Elizabeth. (1)
- [25]

OR

QUESTION 15 – Essay Question: *Othello* – William Shakespeare

Iago is one of Shakespeare's most successful portrayals of unadulterated, motiveless evil. Theatre-goers and students of Shakespeare continue to grapple with the question of why Iago does what he does.

In a carefully considered essay, discuss the reasons provided by the play for Iago's actions and give your opinion of his motives. Your essay must be between 400 and 450 words in length.

Obvious reasons given by the play:

1. He was passed over for the position of First Lieutenant (second in command) by Othello who gave the position to Cassio.
2. His jealousy of Cassio's appointment.
3. His humiliation in the light of his suspicions that his wife, Emilia, has slept with Othello.
4. His jealousy of Othello as he himself finds Desdemona sexually attractive.
5. His jealousy of Othello being held in high esteem while his own talents appear to be unrecognised.

Somehow these reasons seem too superficial to have led to his deeply destructive and diabolical plan.

Other possible reasons:

1. His disgusting racism expressed in dreadful imagery – "thick lips", "sooty breast", etc. – suggests his deep-seated dislike of Othello, the Moor.
2. His distorted sexuality makes him either envy or mock the innocence and purity of Othello and Desdemona's love. All the sexual imagery he uses is bestial and he views women as objects for men's pleasure.
3. His own unhappy marriage. He treats Emilia disrespectfully in public and uses her for his own gain by nagging her to steal the handkerchief.

Add to this:

1. His natural ability to appear honest and pull the wool over everyone's eyes – "honest Iago".
2. His keen understanding of human nature which allows him to use both people's weaknesses (Roderigo's gullibility and stupidity, Othello's lack of self-confidence as a result of his age, colour etc.) and people's strengths (Desdemona's loyalty, Cassio and Othello's trust in him)

Perhaps, then, a combination of all the above might be enough to understand Iago's actions, yet somehow it just does not seem to add up. We continue to read or watch in horrified awe as his diabolical plan unfolds and ultimately we are left as dissatisfied as the character of the play after Iago's final words, "Demand me nothing. What you know you know".

MARK ACCORDING TO GRID

[25]

OR

QUESTION 16 – Contextual Question: *Othello* – William Shakespeare

- 16.1 *This fellow's of exceeding honesty,
And knows all qualities, with a learned spirit,
Of human dealings.* (lines 1 – 3)

Othello is both accurate and inaccurate in this statement. Explain.

- Inaccurate: Iago is actually dishonest.
- Accurate: Iago has an exceptional understanding of human nature. (2)

- 16.2 *If I do prove her haggard,
Though that her jesses were my dear heart-strings,
I'd whistle her off and let her down the wind* (lines 3 – 5)

Explain the extended metaphor and show what it indicates about Othello's state of mind at this point of the play.

- Desdemona is compared to a wild, untameable hawk, "haggard", kept in captivity by short straps on her legs, "jesses".
- If she proves unfaithful, although tied or bound to Othello's heart, he would get rid of her.
- This suggests that he is beginning to believe in the possibility of Desdemona's infidelity/that Iago's insinuations are starting to take root in his mind. (3)

- 16.3 16.3.1 *All Shakespeare's great tragic figures are great men who have a fundamental flaw in their characters. Othello's flaw is evident in this passage. Explain the flaw.*

- Most obviously his irrational jealousy based on insinuations and hearsay, with flimsy proof (handkerchief) of infidelity.
- This results in a diabolical solution of death/ingenuous trust in a friend/an appalling lack of personal self-confidence. (2)

16.3.2 *In what way is Othello a great character?*

- He is an expert general who inspires confidence and love in his men (Cassio's horror at letting him down and his desperation to be reinstated).
- He is a trustworthy man of authority (Brabantio's hospitality) and a good leader who is given the problem of Cyprus to deal with by the Venetian authorities. (2)

- 16.4 *What reasons does Othello give for Desdemona's alleged unfaithfulness?*

- Age
- Colour
- Lack of gentility/sophistication/understanding of Venetian norms. (3)

- 16.5 *Show how Othello's thinking has changed from line 3 to lines 10 and 11.*

- Line 3: "if" – he recognises the POSSIBILITY of Desdemona's unfaithfulness.
- Lines 10 – 11: "I AM abused" is a statement. He believes she has deceived or cuckolded him and he makes a decision to steel himself against her. (2)

- 16.6 *I had rather be a toad,
And live upon the vapour of a dungeon,
Than keep a corner in the thing I love
For others' uses. (lines 13 – 16)*

How do these lines express the horror Othello feels at the situation in which he finds himself?

- A toad symbolises anything hateful or loathsome and the dungeon gives an impression of deep, dark imprisonment.
- Othello would rather be a toad in a dungeon with all the above implications than share Desdemona, “keep a corner”, with other men according to Iago’s suggestions about Venetian custom.
- This image suggests his appalling despair.

(3)

- 16.7 *Refer to lines 22 – 26*

If you were directing this play what suggestions would you make to your actors playing Othello and Desdemona about TONE and GESTURES to be used in these lines. Give sound reasons for your ideas.

- Othello
 - tone: tortured, suffering, despairing.
 - gesture: stands aloof and stiff/ unable to smile – a grimace perhaps.
 - reason: he is in awe of her beauty and cannot comprehend the possibility of her deceit because of her loveliness and his love for her.
- Desdemona
 - tone: warm, loving, concerned.
 - gesture: moves towards him with open arms and a smile.
 - reason: she is unaware of his dark suspicions and is still basking in the joy of their love and marriage.

(6)

- 16.8 *Refer to Emilia’s speech. Comment on the importance of the handkerchief in the plot.*

- It will be Othello’s “proof” of his wife’s supposed infidelity.
- It shows the spiteful character of Iago.

(2)

[25]**TOTAL SECTION C: 25****GRAND TOTAL: 80**

HOME LANGUAGES

RUBRIC FOR MARKING THE POETRY ESSAY

RUBRIC FOR MARKING THE POETRY ESSAY HOME LANGUAGE 10 MARKS	LANGUAGE Structure, logical flow and presentation. Language, tone and style used in the essay.							Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not achieved
	- Coherent structure. - Excellent introduction and conclusion. - Arguments well structured and clearly developed. - Language, tone and style mature, impressive, correct.	- Essay well structured. - Good introduction & conclusion. - Arguments and line of thought easy to follow. - Language, tone & style correct and suited to purpose. - Good presentation.	- Clear structure & logical flow of argument. - Introduction & conclusion & other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone & style largely correct.	- Some evidence of structure. - Essay lacks a well-structured flow of logic and coherence. - Language errors minor, tone & style mostly appropriate. - Paragraphing mostly correct.	- Structure shows faulty planning. - Arguments not logically arranged. - Language errors evident. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty.	- Poor presentation and lack of planned structure impedes flow of argument. - Language errors and incorrect style make this a largely unsuccessful piece of writing. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty.	- Difficult to determine if topic has been addressed. - No evidence of planned structure or logic. - Poor language. - Incorrect style & tone. - No paragraphing or coherence							
CONTENT Interpretation of topic. Depth of argument, justification and grasp of poem.	7 80 – 100%	6 70 – 79%	5 60 – 69%	4 50 – 59%	3 40 – 49%	2 30 – 39%	1 0 – 29%							
Outstanding In-depth interpretation of topic, all aspects fully explored. Outstanding response: 90%+. Excellent response: 80 – 89%. Range of striking arguments extensively supported from poem. Excellent understanding of genre and poem.	7 80 – 100%	7 – 7 1/2	7 – 8											

<ul style="list-style-type: none"> - Meritorious Above average interpretation of topic, all aspects adequately explored. - Detailed response. - Range of sound arguments given, well supported from poem. - Very good understanding of genre and Substantial 	6 70 – 79%	7 ½ – 8 ½	7 – 8	6 ½ – 7 ½	6 ½ – 7 ½	6 – 7		
<ul style="list-style-type: none"> - Shows understanding and has interpreted topic well. - Fairly detailed response. - Some sound arguments given, but not all of them as well motivated as they could be. - Understanding of genre and poem evident. 	5 60 – 69%	7 – 8	6 ½ – 7 ½	6 – 7	5 ½ – 6 ½	5 – 6		
<ul style="list-style-type: none"> - Adequate Fair interpretation of topic, not all aspects explored in detail. - Some good points in support of topic. - Most arguments supported but evidence is not always convincing. - Basic understanding of genre and poem. 	4 50 – 59%		6 – 7	5 ½ – 6 ½	5 – 6	4 ½ – 5 ½	4 – 5	
<ul style="list-style-type: none"> - Moderate Very ordinary, mediocre attempt to answer the question. - Very little depth of understanding in response to topic. - Arguments not convincing and very little justification from poem. - Learner has not fully come to grips with genre or poem. 	3 40 – 49%			5 – 6	4 ½ – 5 ½	4 – 5	3 ½ – 4 ½	3 – 4
<ul style="list-style-type: none"> - Elementary Poor grasp of topic. - Response repetitive and sometimes off the point. - No depth of argument, faulty interpretation/ Arguments not supported from poem. - Very poor grasp of genre and poem. 	2 30 – 39%				4 – 5	3 ½ – 4 ½	3 – 4	1 – 3 ½

<div><div><div>-</div><div>Not achieved</div></div><div><div>Response bears some relation to the topic but argument difficult to follow or largely irrelevant.</div><div>-</div><div>Poor attempt at answering the question. The few relevant points have no justification from the poem.</div><div>-</div><div>Very poor grasp of genre and poem.</div></div></div>	0 – 29% 1					3 – 4	1 – 3½	0 – 3
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RUBRIC FOR MARKING THE ESSAY QUESTION FOR NOVEL AND DRAMA

Note the difference in marks awarded for content versus structure and language

CODES AND MARK ALLOCATION		CONTENT [15] Interpretation of topic. Depth of argument, justification and grasp of text.		STRUCTURE AND LANGUAGE [10] Structure, logical flow and presentation. Language, tone and style used in the essay
Code 7 80 -100%	Outstanding 12 – 15 marks	<ul style="list-style-type: none"> - In-depth interpretation of topic, all aspects fully explored. - Outstanding response: 90%+. Excellent response: 80 – 89%. - Range of striking arguments extensively supported from text. - Excellent understanding of genre and text. 	Outstanding 8 – 10 marks	<ul style="list-style-type: none"> - Coherent structure. - Excellent introduction and conclusion. - Arguments well structured and clearly developed. - Language, tone and style mature, impressive, correct.
Code 6 70 - 79%	Meritorious 10½ – 11½ marks	<ul style="list-style-type: none"> - Above average interpretation of topic, all aspects adequately explored. - Detailed response. - Range of sound arguments given, well supported from text. - Very good understanding of genre and text. 	Meritorious 7 – 7½ marks	<ul style="list-style-type: none"> - Essay well structured. - Good introduction & conclusion. - Arguments and line of thought easy to follow. - Language, tone & style correct and suited to purpose. - Good presentation.
Code 5 60 – 69%	Substantial 9 – 10 marks	<ul style="list-style-type: none"> - Shows understanding and has interpreted topic well. - Fairly detailed response. - Some sound arguments given, but not all of them as well motivated as they could be. - Understanding of genre and text evident. 	Substantial 6 – 6½ marks	<ul style="list-style-type: none"> - Clear structure & logical flow of argument. - Introduction & conclusion & other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone & style largely correct.
Code 4 50 – 59%	Adequate 7½ – 8½ marks	<ul style="list-style-type: none"> - Fair interpretation of topic, not all aspects explored in detail. - Some good points in support of topic. - Most arguments supported but evidence is not always convincing. - Basic understanding of genre and text. 	Adequate 5 – 5½ marks	<ul style="list-style-type: none"> - Some evidence of structure. - Essay lacks a well- structured flow of logic and coherence. - Language errors minor, tone & style mostly appropriate. Paragraphing mostly correct.
Code 3 40 – 49%	Moderate 6 – 7 marks	<ul style="list-style-type: none"> - Very ordinary, mediocre attempt to answer the question. - Very little depth of understanding in response to topic. - Arguments not convincing and very little justification from text. - Learner has not fully come to grips with genre or text. 	Moderate 4 – 4½ marks	<ul style="list-style-type: none"> - Structure shows faulty planning. - Arguments not logically arranged. - Language errors evident. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty.
Code 2 30 – 39%	Elementary 4½ – 5½ marks	<ul style="list-style-type: none"> - Poor grasp of topic. - Response repetitive and sometimes off the point. - No depth of argument, faulty interpretation/ Arguments not supported from text. - Very poor grasp of genre and text. 	Elementary 3 – 3½ marks	<ul style="list-style-type: none"> - Poor presentation and lack of planned structure impedes flow of argument. - Language errors and incorrect style make this a largely unsuccessful piece of writing. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty.
Code 1 0 – 29%	Not achieved 0 – 4 marks	<ul style="list-style-type: none"> - Response bears some relation to the topic but argument difficult to follow or largely irrelevant. - Poor attempt at answering the question. The few relevant points have no justification from the text. - Very poor grasp of genre and text. 	Not achieved 0 – 2½ marks	<ul style="list-style-type: none"> - Difficult to determine if topic has been addressed. - No evidence of planned structure or logic. - Poor language. Incorrect style & tone. - No paragraphing or coherence.