



Province of the  
**EASTERN CAPE**  
EDUCATION

# **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2010**

**ENGLISH HOME LANGUAGE – SECOND PAPER  
MEMORANDUM**

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This memorandum consists of 26 pages.

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## NOTE TO MARKERS

- This marking memorandum is intended as a guide for markers.
- Candidates' responses must be considered on their merits.

## MARKING GUIDELINES

- Wherever a candidate has answered more than the required number of questions, mark only the first answer/response. (The candidate may not answer the essay and the contextual question on the same genre.)
- In SECTION A, if a candidate has answered all four questions on seen poems, mark only the first two.
- In SECTIONS B and C, if a candidate has answered two contextual or two essay questions, mark the first one and ignore the second. If a candidate has answered all four questions, mark only the first answer in each section, provided that one contextual and one essay has been answered.
- If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the next.
- If answers are incorrectly numbered, mark according to the memo.
- If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- *Essay question:* If the essay is shorter than the required word count, do not penalise because the candidate has already penalised him/herself. If the essay is too long, consider and assess a maximum of 50 words beyond the required word count and **ignore the rest of the essay**.
- *Contextual questions:* If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- Answers to contextual questions must be assessed holistically. Part marks should be awarded in proportion to the fullness of the response to each question.

**SECTION A: POETRY****QUESTION 1 – Prescribed Poetry: Essay Question**

***Refugee mother and child:*** Chinua Achebe

Use the following, amongst others, as a guide to marking this question. Responses might differ, depending on the candidate's sensitivity to and understanding of the poem, and the poet's intention.

*This is a powerful poem on the plight of refugees. It leaves the reader shocked and deeply saddened.*

Discuss how the state of the refugees and the feeling of intense pathos is conveyed to the reader.

In your answer you could consider some or all of the following aspects:

- The central image of the Madonna and child
- The comparison between this mother and the other mothers there
- Diction
- Imagery
  
- Image of Madonna and child: ultimate love of a mother for her child – this mother shows this tender, God-like love.
- The Christ child also contrasts with this refugee child who is suffering from malnutrition.
- The suffering of Christ and the Madonna's loss also highlights the suffering of this mother and indicates that the child will die. (The Pieta comes to mind.)
  
- Other mothers seem to be uncaring: they had "long ceased to care".
- This mother keeps trying hard not to give up even though it is difficult: "ghost smile".
  
- Pathos is created through descriptions of the child's malnutrition: "diarrhoea", "blown bellies", "rust-coloured hair".
- Also, words such as "ghost", "skull", "grave", indicate his death is not far off.
  
- The reference to breakfast and school makes one realise what he will never have.
- The image of the flowers on the grave is emotive and leaves the reader with a feeling of deep sadness.

**[10]**

**QUESTION 2 – Prescribed Poetry: Contextual Question**

**Sonnet 104: *To me, fair friend, you never can be old*: William Shakespeare**

- 2.1 *Identify the tone of the first three lines and explain how this tone is conveyed.*

It is a very confident and complimentary tone. The use of “never” makes his statement emphatic. He is complimentary because he focuses on his beauty by using “fair” and “beauty still”.

(3)

- 2.2 *Account for the speaker’s use of imagery of the seasons in lines 3 – 6.*

Imagery of the seasons brings in the theme of the passing of time and the destructive effect it has on youth and beauty. It also emphasizes that it has been three years since their meeting.

(2)

- 2.3 *Refer to line 8.  
How do we know that to the speaker his friend has remained unchanged with the passing of time?*

He compares him to a plant that is “fresh” and still is “green”. This shows that his beauty is untouched by age.

(2)

- 2.4 *There is a change in tone at the end of the octet. Comment on how this change emphasises a major theme of the poem.*

He loses confidence in line 9 and admits that time must affect beauty (“steal”) and that he may be mistaken (“deceived”) by believing the opposite. In the couplet, however, he is again confident as he states “hear this” which underlines the theme that his friend is the most beautiful of all. He is still flattering his friend.

(3)

**[10]**

**QUESTION 3 – Prescribed Poetry: Contextual Question****Sunstrike:** Douglas Livingstone

- 3.1 *Show how the impression given of the prospector in stanza one is created by the use of diction.*

The image is of someone who is on his own (“solitary”) who appears to have been affected by the heat (“molten”) both physically and mentally. He is “staggering” and appears delirious because he is “locked in a vision”.

(3)

- 3.2 *Account for the use of so many words relating to water in the second and fifth stanzas.*

Second stanza: emphasising what he does not have, that is water and to alert the reader to a reason for his delirium, i.e. sunstroke.

Fifth stanza: “swimming”, “drinking” and “splashing” here all relate to his succumbing to the heat and so to show to what his desire for riches has led him.

(3)

- 3.3 *Comment on the inherent irony in stanza four.*

It is ironic that he finds precious stones when he has no need for them and when he desperately needs water. This leads one to realise that riches are not as important as one’s life.

(2)

- 3.4 *The image of the choir of assembled carrion crows ends the poem on a chilling note. Discuss why this is an effective ending.*

The crows are black, are assembled waiting, just like choir boys. This makes one think of funerals. “Carrion” leads one to think of death. This conveys the theme that greed can lead to death and that wealth has no meaning in comparison to life.

(2)

**[10]**

**QUESTION 4 – Prescribed Poetry: Contextual Question**

***you cannot know the fears i have:*** Shabbir Banoobhai

- 4.1 *Discuss the effect created by writing the poem in free verse with virtually no punctuation.*

The effect created is one of continuity; the speaker writes down thoughts as they come to him. This perhaps enables the reader to trust the speaker as being sincere in his thoughts. His thoughts are emphasised by showing they constantly occupy his mind.

(3)

- 4.2 *Explain what is meant by “the music of other worlds” (line 8).*

This refers to what other cultures and countries have to offer that is uplifting or enriching.

(2)

- 4.3 *Comment on what the poet implies when he writes “some insensitive thing/crushes your butterfly spirit” (lines 13 – 14).*

“Insensitive thing” would be all things, people or restrictive laws that could hurt or harm either emotionally or physically. The butterfly spirit also shows how he regards his daughter as delicate, gentle and easily hurt. “Crushes” conveys that the world could totally destroy her as a person.

(3)

- 4.4 *Comment on the contrast between the final stanza, that conveys a feeling of hope, compared to the opening lines of the poem.*

He is no longer fearful of what might happen to the child in an oppressive society. Finding a name for the child is important as the name gives the child its identity./He also states emphatically that “the name shall bring light”.

(2)

**[10]**

**UNSEEN POETRY**

***I feel a poem ...:*** Don Materra

**QUESTION 5 – Essay Question**

Use the following, amongst others, as a guide to marking this question. Responses might differ, depending on the candidate’s sensitivity to and understanding of the poem, and the poet’s intention.

- The title “I feel a poem...” immediately introduces the emotional idea of poetic creation. You must experience the poem on an emotional level.
- The developing poem has been personified as a growing foetus which indicates the poem develops from one’s inner being.
- It is a struggle to write the poem; one has to battle with it just as the baby beats its fists and cries, wanting to be born.
- The repetition of “deep” again shows how the creative voice is inside one.
- The repetition of “thumping” suggests the life of the poem – it is something which is coming to life.

- Alliteration of “beating against my being” gives the poem rhythm just like the beating heart.
- The image of the “navel cord” shows how the poem is intimately connected with his creation and the birth of the poem is dependent on the speaker for life.
- The layout almost reflects a curled up foetus but also gives the idea of movement and life.

**[10]****QUESTION 6 – Contextual Question**

- 6.1 *Consider the title “I feel a poem ...”. What is implied by the title about the process of writing poetry?*

Poetry starts on an emotional level. It is not simply a cerebral process but comes from your inner being.

**(2)**

- 6.2 *Justify the use of personification in lines 3 and 4.*

The beginning of the poem is compared to a developing foetus inside the membrane of one’s soul thus extending the idea of creating a poem gaining life from one’s inner being.

**(2)**

- 6.3 *The poet chooses to repeat certain words and phrases. Suggest what this adds to the poem as a whole.*

“Deep” is repeated several times to emphasize that the thoughts for the poem are coming from the inner depths; repetition of “beating” shows the sense of desperation to get the poem written; repetition of “crying” adds to this.

**(3)**

- 6.4 *The theme of the poem concerns growth and change. Account for why the poet chooses to end the poem on an inconclusive note by using ellipsis.*

The ending is inconclusive because just as one does not know what the baby will be like when it is born – or even if it will survive birth – so one does not know what poem will emerge – what will it be about? Will it ever be completed?

**(3)****[10]****TOTAL SECTION A: 30**

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

*Animalism is seen as a solution to the tyrannical leadership on Manor Farm of Mr Jones. However, it is an ideal which fails in reality.*

Discuss what gives rise to Animalism. Your discussion should include an evaluation of what causes Animalism to fail in its initial ideals and concepts.

You may consider some or all of the following aspects:

- Old Major's dream
- The rules of Animalism
- The battle between Snowball and Napoleon
- The ending of the novel

Here is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.

- Old Major's dream promises the animals a better life.
- Currently their lives are miserable and they are slaughtered as soon as their usefulness is at an end. They are exploited by humans.
- The answer to this is animalism. Man must be banished and the 'Beasts of England' must be free.
- The rules of animalism are set out in seven commandments and focus on the fact that humans are the enemy, all human activities are to be avoided, and all animals are to be free and equal.
- Although this works initially, a battle for leadership emerges with Napoleon's goals different from Snowball's. He wants to assume power and disagrees with Snowball's committees, building of the windmill, etc.
- Napoleon slowly prepares to be rid of Snowball. He trains the puppies to become his loyal 'security force' and undermines Snowball's plans for the windmill by getting the sheep to bleat and urinating on his plans. He eventually chases Snowball off the farm with the help of his dogs.
- Napoleon is then leader and assumes an authoritarian style.
- He no longer allows debate and stops the meetings.
- He uses Squealer to spread the propaganda justifying his actions.
- Napoleon's leadership of the animals by making the pigs superior ('more equal') and affording them special privileges certainly goes against the principles of animalism.
- Napoleon becomes obsessed with his own importance and does such things as naming the mill after himself, having the gun fired on his birthday and living apart from the others.
- The ending of the novel underlines the reality that animalism is simply an ideal which does not work as the inherent desire for power in some ensures this. Although the farm is prosperous, the lives of the animals, apart from the pigs, are miserable.
- The pigs assume human characteristics such as walking on two legs and even begin to look like humans. This underlines the fact that animalism is simply an ideal that cannot work in reality as there will always be those that are ruthless and greedy and given to corruption.



**QUESTION 8 – Contextual Questions: *Animal Farm***

Read the extracts below and then answer the questions that follow:

- 8.1 *Explain what has prompted Old Major to deliver this speech.*

He had a dream about animals being free from tyranny of humans and he felt the sense of urgency to tell them as he was getting old. (2)

- 8.2 *Show how Old Major plays on the emotions of the animals in lines 1 – 6 (“Almost ... your lives!”).*

He promises them a better life, that they will be rich and free.  
He reminds them of the enemy – the human race.  
He emphasises the importance of the goal of overthrowing humans by saying life is short but they must keep their eyes fixed on the goal. (3)

- 8.3 *Old Major repeatedly calls the animals “comrades”. What is he suggesting?*

“Comrades” makes them feel part of a team. As a team they will achieve their goal. (2)

- 8.4 *“Man serves the interests of no creature except himself.” (lines 10 – 11). Taking into account the novel as a whole, show how these words of Old Major will prove to be ironic.*

He is saying this to convey that the animals will serve the interests of each other BUT Napoleon and the pigs start to give themselves special privileges. (2)

- 8.5 *Consider the incident involving the rats and the subsequent vote (lines 13 – 22). Discuss how this incident is ominous and anticipates what is to come.*

The dogs chasing the rats and subsequently voting against them is ominous as it is the first sign that Old Major’s words are more idealistic than potential reality. It also foreshadows Napoleon’s dogs and how he uses the natural aggressive instinct to keep the animals under his control. (3)

- 8.6 *Discuss the importance of the Battle of the Cowshed in the strengthening of Animalism, as well as the leadership of the animals. Support your discussion with references/quotes from this passage.*

It is a victory which brings people together in the “wildest excitement”.  
The singing of the song gives a sense of unity.  
The solemn funeral stresses the need to die for animalism if necessary.  
The medals also recognise bravery.  
Snowball gives a speech; gets a medal – it appears he is developing as the leader. (5)

- 8.7 *In this extract we clearly see a move away from the original ideal of animalism. Explain how this move is developed here, justifying your answer with close reference to the text.*

Napoleon – not them - has decided to trade with humans which shows he is becoming authoritarian.

He has made all the decisions but expects the animals (such as the hens) to make the sacrifices.

There is reference to Napoleon's having abolished the meetings.

The objections of the animals are silenced by the dogs.

(4)

- 8.8 *Squealer has come to play an ever-increasingly important part in the running of Animal Farm. By referring to his speech in this extract, comment on his role in the system.*

He is the one who spreads propaganda. Here we see him making the animals doubt their memories. He then rewrites history for them. He also continues to make Snowball the scapegoat and enemy by saying he has circulated lies. He brainwashes the animals into accepting what he says by making them question their memories.

(4)

[25]

### QUESTION 9 – Essay Question: Pride and Prejudice

*“It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife.”*

*“A single man of large fortune; four or five thousand. What a fine thing for our girls!”*

*As these two quotations suggest, the novel highlights the society of the times' stress on the importance of marriage – but marriage, if possible, for wealth. Taking into account the above, discuss the success – or otherwise – of THREE marriages portrayed in the novel.*

*In your answer you could consider some or all of the following aspects:*

- *Marriage for*
  - *convenience*
  - *love*
  - *status and security*
  - *wealth and status*

Here is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.

- Mr Collins needs a wife because Lady Catherine demands it. He tries for one of the Bennet girls because this way he can ensure they benefit financially from the entailment of their father's estate. He is thus pushing for a marriage of convenience.
- Elizabeth Bennet rejects him because she believes him to be a silly man and contrary to what most ladies feel, she does not see a need to marry for financial security.
- Charlotte Lucas, however, accepts Collins because she recognises that spinsterhood is looming for her and she needs to ensure she is financially provided for. His "wealth" thus secured him a wife and although the love was not there initially, a satisfactory existence and marriage ensued.
- Mrs Bennet is determined to marry her daughters to men of social standing and means, hence her excitement when Mr Bennet informs her that Netherfield Park is let to a single man of large fortune, Mr Bingley. She further shows her determination in trying to secure a meeting and trying to interest Mr Bingley in her daughters.
- Jane and Bingley have a marriage of love although the marriage almost did not happen as a result of Darcy's feeling that Jane was not of sufficient social standing to deserve Bingley.
- Elizabeth marries Darcy, a man of great fortune, not because of his money but because of a genuine attraction to and love for him. The wealth to her was not of the greatest import. If financial security had been what she wanted, she would have accepted Mr Collins's proposal. Once she and Darcy are honest with one another, the love and respect for one another is able to deepen and mature.
- Lydia elopes with Wickham not on grounds of wealth but because of physical attraction, good looks and youthful impulsiveness. Money then plays a role to have Wickham marry her – he does so only once a financial settlement has been received. Thereafter they are forever in want of money and their marriage is not particularly successful. In fact Wickham spends time away from her as much as possible.
- Mr and Mrs Bennet's marriage is not particularly successful as it was largely a marriage of convenience. Mrs Bennet seems to annoy Mr Bennet greatly.
- Must discuss three marriages, the reasons for the marriage and its success or lack thereof.

[25]

### QUESTION 10 – Contextual Question: Pride and Prejudice

- 10.1 *Mrs Bennet reveals much about herself and her attitude to marriage in her comments here. Show the truth of this statement.*

She misunderstands Elizabeth's saying people change which provides for new observations. This makes her appear to be a rather stupid woman. She also wants to please Mr Bingley showing herself to be concerned about status. She also wants Lizzy to "behave" again showing herself as wanting to impress those she feels are of a suitable social standing.

(3)

- 10.2 *Account for Elizabeth's "blushing for her mother" (line 24).*

Elizabeth is embarrassed by her mother's comments to Darcy. They make her mother appear rather silly and to be avoided. This could spoil Jane's chances with Bingley if the Bennets appear to be 'country bumpkins'.

(3)

- 10.3 *Would you agree with Darcy's opinions expressed here? Justify your opinion.*

Yes, as he is sophisticated and understands differences between city and country. He understands that there are far more people in the city and that country people tend not to be able to broaden their minds as they interact with the same people all the time.

(2)

- 10.4 *Read the first paragraph and discuss to what extent Mr Bennet's first impressions of Mr Collins are correct.*

He sees Mr Collins as being conscientious and polite – which he is. Collins tries to ensure he does everything correctly whether it is for Lady Catherine or out of a sense of duty ("make amends" for the entailment). He also believes Collins to be subservient to Lady Catherine – he uses an almost ironic tone when he speculates on Lady Catherine letting him come again.

(4)

- 10.5 *Refer to lines 21- 23.*

- 10.5.1 *On what was "the ill will" Mrs Bennet felt towards Mr Collins based?*

The entailment: he, and not Bennet girls, would inherit Mr Bennet's property.

(2)

- 10.5.2 *Account for why Mr Collins's letter has "done away with much of the ill will" (line 22).*

Mr Collins has said he means to make the Bennet daughters every possible amend. Mrs Bennet has realized it is an opportunity to marry off one of her daughters.

(2)

- 10.6 *Account for Elizabeth's face colouring in response to Mrs Reynolds's question in line 3.*

Elizabeth knows Darcy more than a "little". She has turned him down as a marriage partner and judged him harshly.

(2)

- 10.7 *Suggest a reason why Elizabeth should be surprised to find a portrait of Wickham amongst the miniatures (line 10).*

Darcy disliked Wickham. This was Darcy's home so it is surprising to have a picture of Wickham without there being another reason.

(1)

10.8 Refer to lines 25 – 32.

10.8.1 *Discuss why Elizabeth listens with ‘increasing astonishment’. Consider in your answer her impression of and feelings towards Darcy, as well as what she believes him to have done.*

Elizabeth’s initial impression of Darcy is that he is aloof and arrogant and certainly she did not believe that he is so deserving of such high regard as Mrs Reynolds says. However, she had found out his reasons for having come between Bingley and Jane (to have prevented Bingley from making an “unsuitable match”) and had established how he had had reason for having treated Wickham as he did. Her astonishment is thus related to further realization of how wrong she had been and thus to further embarrassment and shame.

(4)

10.8.2 *Comment on how this relates to Elizabeth’s misconceived sense of pride and prejudice.*

Elizabeth’s opinions were prejudiced by what Wickham said he had done. Now she is hearing a different view of him and is going to have to set aside her pride if she is to overcome her prejudice.

(2)

[25]

### QUESTION 11 – Essay Question: *The Great Gatsby*

*“The moral conflict in the novel is resolved into a conflict between East and West – the ancient and corrupt East and the raw but virtuous West. Nick Carraway attributes his moral attitude to his Middle Western background.” – James E. Miller Jnr*

*Critically discuss the conflict between East and West in the novel and the validity of Nick’s conclusion when he returns West that he wanted the world to be “in uniform and at a sort of moral attention forever”.*

*In your answer you could consider some or all of the following aspects:*

- *Values of the West*
- *Corruption of the East*
- *Clash of values*
- *Nick’s final position*

Here is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.
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- Nick and Gatsby are both Mid-Westerners in pursuit of their American Dream. Gatsby originally came East in pursuit of material success which became an essential after having met the wealthy Daisy.
- Daisy becomes enmeshed in Gatsby's dream. Winning Daisy requires being accepted by the established wealthy class of the East so he must make material wealth.
- Nick's dream is to succeed in the financial world on his own and not merely settle into the secure life of the family hardware business in the Mid-West.
- The Mid-West values are old-fashioned and conserve their integrity. The values include honesty and trust and innocence.
- The East is where the Buchanans live (originally mid-westerners but part of the established wealth and of the carelessness with the lives of others).
- The Buchanans clearly show that the belief that money can buy you happiness which the American Dream had now come to represent is not true. The dishonesty, easy money, pleasure and faithlessness which epitomizes the Buchanans and the lives of many Easterners have twisted the dream.
- Tom is unfaithful to Daisy: there are many references to his infidelity over the years and there is the definite evidence of his affair with Myrtle.
- The way Tom toys with Myrtle is also not something to aspire to and leads Nick to be disgusted by Tom, especially after Tom's callous post-accident treatment of George Wilson – again a clash in values.
- Tom's relationship with Daisy is also one of twisted morality. On a level he does love her, but it does not stop him from living an immoral life. His rushing off with Daisy after the accident again shows the lack of moral fibre which Nick has come to associate with the wealthy Easterners.
- Daisy also shows a level of corruption. She is aware of Tom's extra-marital activities but condones these with her silence. She herself conducts a relationship with Gatsby while remaining with Tom. She tries to have them both simply because to leave Tom would disrupt her easy life.
- Daisy is also weak and retreats into the protection of Tom and money after having killed Myrtle.
- Gatsby's death and the lack of friends at his funeral underscores for Nick that the East is not a place to which one should aspire to seek one's fortune. Ultimately, good solid values which involve treating people with decency and respect count for far more than the superficial relationships he has encountered in the East (his relationship with Jordan included). It is for this reason that he returns to the West where he can escape from those who lack responsibility and any form of decency. The West thus overcomes the East and morality wins over success at all costs.

**[25]**

**QUESTION 12 – Contextual Question: *The Great Gatsby***

Read the extracts below and answer the questions that follow:

- 12.1 *Why do you think Daisy feels “pretty cynical about everything” (lines 1 – 2)? Justify your answer.*

She has suffered heartache: she lost her great love, Gatsby, and is married to a violent man who has been unfaithful repeatedly. She is thus disillusioned about life and people.

(2)

- 12.2 *“I’m glad it’s a girl. And I hope she will be a fool – that’s the best thing a girl can be in this world, a beautiful little fool.” (lines 12 – 13) What does this statement tell of Daisy’s attitude?*

Women are, to a large extent, at the mercy of men. For example, she is married to the arrogant Tom and it makes it worse to understand this, know about his infidelity and yet not leave him. If one were a fool, one would secure a man, be oblivious of his wrongdoing and so be happy.

(3)

- 12.3 *In the final sentence of this extract we read that Daisy laughed “with thrilling scorn”, looking at Nick with a “smirk”, almost “as if she had asserted her membership in a rather distinguished secret society to which she and Tom belonged”. Analyse the importance of this in terms of the clash between East and West.*

She is trying to cover up an inner hurt. It appears she wants a reaction from Nick – sympathy or empathy. She wants some sort of “contributory emotion” but he does not respond. She then appears to lose courage and retreats into her world. This is important in terms of the clash between the East and West as it shows how the monied Easterners rely on their wealth for protection. At the end of the novel she retreats into her wealth by allowing Gatsby to take the blame for Myrtle’s death.

(4)

- 12.4 *Show how this extract develops the vision of Gatsby’s dream.*

The theme is that of Gatsby’s dream – to be acceptable to the wealthy, beautiful Daisy. We learn of Gatsby’s obsession with Daisy: he buys the house to be close to Daisy. It is important that she sees it because it is so he can win her over. He reads papers over the years for a glimpse of Daisy’s name. He also hints that his dream may be unattainable – has to put up with the “casual moths” of party-goers, needs to “come over” to a stranger’s garden – almost seems if he is more assertive he might fail in his quest.

(3)

- 12.5 *From reading this extract, what impression do you gain of Gatsby? Justify your response.*

It seems he is very shy or retiring as he does not approach Daisy directly. This could be out of insecurity. He was not good enough for her once before and he is afraid of rejection and he has “waited for so long”. He seems rather weak.

(3)

- 12.6 *Jordan feels that Daisy “ought to have something in her life” (line 29). What does this tell of Jordan’s attitude to life?*

It shows Jordan as condoning infidelity which speaks of the lack of moral fibre of the wealthy, established Easterners.

(2)

- 12.7 *Identify the telephone call for which Gatsby has been waiting?*

He is waiting for the one from Daisy telling him that she needs him and he must rescue her.

(1)

- 12.8 *“He must have looked up ... amorphous trees” (lines 5 – 9). Suggest how the imagery reflects the final outcome of Gatsby’s dream.*

The leaves are “frightening” and what was beautiful (“a rose” and “sunlight”) now appears “grotesque”. This indicates that while he has come so close to attaining his goddess, Daisy, she is slipping away and what was a beautiful dream has now become tarnished through the accident. His dream has basically failed – it is a “ghost” and life with Daisy – his “new world” is to be simply a dream.

(3)

- 12.9 *“...and the holocaust was complete” (line 22). Argue whether this is a suitable remark to make about the events that have taken place.*

“Holocaust” implies sacrifice and destruction. Gatsby has sacrificed his life for Daisy. George Wilson has also been destroyed and his life has in a way been sacrificed for an unworthy woman. In fact, three lives have been lost and Nick’s own dream of coming East for a better life has been destroyed as he is left disillusioned and horrified.

(4)

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



**QUESTION 13 – Essay Question: Othello**

*Othello, Desdemona and Iago are inextricably linked in this play. Othello is a noble leader who is pushed to betray his nobility and destroy those around him. Desdemona, however, is a good, trusting person who remains loyal to her love and Othello. Iago is the link between the two. It is his evil nature and skilful manipulation that comes between Othello and Desdemona.*

*Is Iago solely responsible for Othello's downfall? Discuss to what extent the tragedy of Othello can be blamed on Iago.*

*In your answer you could consider some or all of the following aspects:*

- *Iago's manipulation*
- *Othello's gullibility*
- *Desdemona's innocent errors*
- *The final responsibility*

Here is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.

- Initially Othello is a noble leader, a powerful soldier, a poetic man.
- His flaw is his jealous nature and his trusting nature. He "thinks men honest that but seem to be so".
- However, Iago deceives him and his jealous nature then prevents him from seeing the truth clearly.
- Othello is also rather insecure because he is old in comparison to Desdemona, he is a foreigner and is black. Iago manages to exploit this vulnerability by suggesting the young and good-looking Cassio is after Desdemona.
- When Iago makes Othello believe Desdemona to be unfaithful, Othello's jealous nature set in again. He treats Desdemona terribly and loses his nobility.
- Desdemona is highly skilled and trusting. She places this trust in Othello and in Iago.
- When Othello treats her badly she continues to remain loyal to him.
- Iago certainly is to blame, but not entirely. He is angry that he was overlooked by Othello for promotion and that someone such as Cassio has been promoted above him.
- He is able to present himself as honourable and trustworthy but he is the exact opposite.
- He is insightful and able to discern and then exploit the weaknesses of others.
- He encourages Othello's jealousy and manipulates situations (such as the handkerchief and Cassio) to make it appear as if Desdemona has been unfaithful. He does this as he knows the green-eyed monster is Othello's flaw.
- In the final act Iago tries to ensure Roderigo and Cassio are killed so that Othello cannot cast any blame at him if Cassio is to speak the truth to Othello.

- Othello kills Desdemona who remains trusting to the end.
- When Othello finds out he has been deceived by Iago, he takes responsibility for what he has done. We should take the lead from Othello: yes, Iago did manipulate Othello and the situation from the start BUT Othello did allow himself to be duped and was not strong enough nor perceptive enough to realise that he was being manipulated.
- The blame must therefore be shared by Iago and Othello.

**[25]****QUESTION 14 – Contextual Question: *Othello***

Read the extracts below and then answer the questions that follow:

- 14.1 *Discuss what Iago has planned, immediately prior to these lines, that he makes “my fool my purse” (line 1).*

Roderigo is the fool who will pay him to take revenge on Othello for marrying Desdemona. Iago has vowed to get revenge on Othello and will use Roderigo as his pawn.

(3)

- 14.2 *Iago states clearly “I hate the Moor” (line 4). What does his speech here suggest has caused this hatred?*

Othello promoted Cassio above Iago. Iago suspects Othello of committing adultery with his wife.

(2)

- 14.3 *Explain what Iago intends when he states “To get his place and to plum up my will/In double knavery” (lines 11 – 12).*

He wants revenge on both Cassio and Othello and he wants Cassio's position.

(2)

- 14.4 *Read lines 12 – 22. Explore what these lines reveal of Iago's character. Refer closely to the text.*

They reveal he is scheming – he hatches a plan to plant seeds of suspicion in Othello's ear.

He is quite insightful and understands Othello's nature: that he is trusting.

He is manipulative and will use knowledge of others to plot against them.

He can be decisive: “I have't. It is engendered.”

He is evil – aligns himself with hell.

(4)

- 14.5 *Examine Desdemona's words to Emilia. Clarify what we can deduce about her character and role as Othello's wife.*

She obviously loves Othello deeply as she makes excuses for his behaviour. She takes the blame upon herself for jumping to conclusions (“I had suborned the witness and he's falsely indicted”).

She is a realist – “men are not Gods”.

She is trusting and does not want to believe anything bad of Othello.

(3)

- 14.6 *Consider Emilia's words in lines 21 – 24.  
To what extent does Othello fit – or not fit – this assessment of jealous souls? Justify your opinion.*

Agree fully: He is very jealous of Desdemona. He won't listen to her explanation. Once the suspicion is sparked by Iago, he becomes more and more suspicious. He even has a fit and eventually kills Desdemona and himself – truly a case of "a monster" that is "born on itself".

Disagree: he was not jealous initially – only when pushed by Iago so he cannot be said not to have reason for jealousy – he believed what Iago had intimated.

(4)

- 14.7 *In his speech Othello gives the reasons for his actions. Assess whether you feel he is justified.*

He first refers to physical afflictions and poverty as well as captivity. He says he could endure these if necessary.

If he were an object of derision for others, he could also bear that.

He cannot bear it if the one he loves and who gives him meaning is unfaithful. This would be like hell. In this way he is justified as one does expect fidelity from one's partner.

(4)

- 14.8 *Suggest how, in a performance, the audience might respond to the scene quoted above.*

The audience would feel pity for Desdemona as there would be a feeling of confusion on Desdemona's part. Othello has just told her "away, away, away" and she does not understand why he is weeping. Desdemona has shown herself to the audience to be honourable and faithful so the audience would feel her pain and confusion.

One would also feel sorry for Othello as one can see his anger, and that his soul is in torment, and he is desperate. He uses extreme imagery as if he has lost everything – "the fountain from which his current flows".

(3)

**[25]**

**QUESTION 15: Essay Question: *The Crucible***

Arthur Miller comments that *The Crucible* ... is either a warning of tyranny on the way or a reminder of tyranny past.

Examine how, in the play, it is tyranny that leads to conflict and ultimately, tragedy.

In your answer you may consider some or all of the following aspects:

- Salem's restrictive society
- 'Moral' response to freedom
- Characters involved
- Tragic consequences

Here is the basis for answering this essay. Use the following as a guideline only. However, also allow for answers that are different, original and show evidence of critical thought and interpretation.

- The initial conflict arises from young girls' boredom and wanting to have "sport" in the woods.
- They are oppressed as they are bound by Puritan laws which largely take away any form of enjoyment, laughter and physical release such as found through dancing.
- Women are also forbidden to speak in Church. The girls' desire for self-expression partially contributed to the dancing and laughing in the woods causing the conflict.
- They are also intrigued by the exotic such as Tituba and the unknown such as conjuring spirits.
- If the society had allowed for more fantasy and play, the girls might not have been so intrigued by the supernatural.
- The above all leads to the dancing in the woods, Parris seeing them, Betty's "hysteria" and accusations of witchcraft.
- Theocracy also plays a role in the conflict. The Church and State being one means there is no place for independent assessment of whether the law is right. How can God be wrong?
- Those who think independently such as Proctor also cause conflict as it goes against the status quo.
- Those such as Parris whom Proctor challenges then uses the weight of religion and theocracy to oppress into submission (or to attempt to do so).
- Many were unhappy for being punished for sins as if the sins were crimes. They were also unhappy about the restrictive laws so to break free they would ignore them and break the rules.
- The church-state, i.e. theocracy, then used the witch-hunt (via Danforth, Parris and Hale) as a way of re-gaining control.
- This then leads to the tragic consequences of the trials and executions.

**[25]**

**QUESTION 16: Contextual Question: *The Crucible***

- 16.1 *Briefly state the situation that has led Parris to question Abigail.*

Betty won't awaken; he had seen Abigail and the other girls dancing in the woods and he is afraid he will be accused of having witchcraft in his home (3)

- 16.2 *Explain the reasons for the congregational strife that causes Parris to state that "there is a faction that is sworn to drive me from my pulpit" (line 3).*

People leave church meetings without asking his permission. He wants more money and his title deed. Some believe he does not deserve this. Putnam had wanted a relative to be minister. No-one would listen to his proposals. (3)

- 16.3 *If dancing in the wood was done for mere "sport" (line 10), account for why Parris was so horrified.*

Puritans viewed dancing, and any form of enjoyment and self-expression, as a sin. He could not afford to be associated with this. (2)

- 16.4 *In this extract much is revealed of Abigail's character by what she has to say, as well as in what appears in the stage directions. Identify what the audience learns about Abigail here.*

She can cover-up the truth well and is a good actress. For example, she answers him "innocently". She is also resentful when he questions her integrity.

She is manipulative: asks if he begrudges her her bed and makes Parris feel bad. She is quick-thinking and able to turn the focus away from herself to Goody Proctor. (3)

- 16.5 *In the light of events later in the play, comment on whether this first impression of Abigail is confirmed.*

Yes: she is always able to turn the focus away from herself such as she did with the 'needle in her stomach' or the yellow bird. She manipulates the girls to support her by threatening to kill them (3)

- 16.6 *With close reference to both dialogue and action, suggest how the playwright creates tension in this extract.*

Sense of tension: Elizabeth's reaction to her charges and Cheever's exclamation would cause this.

Proctor also panicked – he snatches and rips the warrant which would cause tension in the audience as perhaps he is going too far.

Proctor's cursing the deputy governor and his comments on the children and the keys of heaven would create tension as the audience would feel he is being provocative. (3)

- 16.7 Refer to lines 14 – 18 (*“Is the accuser ... writes the law!”*). Justify whether Proctor speaks the truth here with regard to the happenings in Salem.

If you're accused, you're assumed guilty with no consideration given to the truth of the accusation. This has happened when Abigail and the girls were shouting out names at the end of the first Act. The accuser is “holy” i.e. could be lying but taken as being truthful. We know this as Abigail is clearly not truthful and yet she is believed despite her not presenting any verifiable proof. The motives for the accusations are actually vengeance and the sport of children and the upholders of the law are playing into their hands.

(4)

- 16.8 Using this extract as a starting point, discuss how Hale has grown in wisdom and how his approach to his faith has changed.

Initially his faith was an “exact science” – black and white. He stood for the truth at all costs. Now he has struggled with the issue of people dying for telling the truth. He cannot agree with blood being shed and believes God would want people to live. Therefore he counsels people to tell the lie and live because the law is wrong.

(4)

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

## 7. RUBRICS

## 7.1 HOME LANGUAGES

## 7.1.1 RUBRIC FOR MARKING THE POETRY ESSAY

RUBRIC FOR MARKING THE POETRY ESSAY	LANGUAGE						Not achieved
	Structure, logical flow and presentation. Language, tone and style used in the essay.	Outstanding	Meritorious	Substantial	Adequate	Moderate	
HOME LANGUAGE							
10 MARKS							
CONTENT							
Interpretation of topic. Depth of argument, justification and grasp of poem.							
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.							
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 poem.							

<b>Substantial</b> 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.	7 – 8	6 ½ – 7 ½	6 – 7	5 ½ – 6 ½	5 – 6	5 ½ – 6 ½	5 – 6	5 – 6	
<b>Adequate</b> 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.	50 – 59%	4	50 – 59%	4	5 – 6	4 ½ – 5 ½	4 – 5	4 – 5	
<b>Moderate</b> 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.	40 – 49%	3	40 – 49%	5 – 6	4 ½ – 5 ½	4 – 5	3 ½ – 4 ½	3 – 4	
<b>Elementary</b> 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.	30 – 39%	2	30 – 39%		4 – 5	3 ½ – 4 ½	3 – 4	1 – 3 ½	



<p><b>Not achieved</b></p> <p>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 poem.</p> <p>Very poor grasp of genre and poem.</p>	<p><b>1</b></p> <p><b>0 – 29%</b></p>					<p><b>3 – 4</b></p>	<p><b>1 – 3 ½</b></p>	<p><b>0 – 3</b></p>
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### 7.1.2 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
<b>Code 7</b> <b>80 – 100%</b>	<b>Outstanding</b> <b>12 - 15 marks</b>	- 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.	<b>Outstanding</b> <b>8 – 10 marks</b>	- Coherent structure. - Excellent introduction and conclusion. - Arguments well structured and clearly developed. - Language, tone and style mature, impressive, correct.
<b>Code 6</b> <b>70 – 79%</b>	<b>Meritorious</b> <b>10 ½ - 11 ½ marks</b>	- 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.	<b>Meritorious</b> <b>7 – 7 ½ marks</b>	- Essay well structured. - Good introduction & conclusion. - Arguments and line of thought easy to follow. - Language, tone & style correct and suited to purpose. - Good presentation.
<b>Code 5</b> <b>60 – 69%</b>	<b>Substantial</b> <b>9 - 10 marks</b>	- 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.	<b>Substantial</b> <b>6 – 6 ½ marks</b>	- Clear structure & logical flow of argument. - Introduction & conclusion & other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone & style largely correct.
<b>Code 4</b> <b>50 – 59%</b>	<b>Adequate</b> <b>7 ½ - 8 ½ marks</b>	- 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.	<b>Adequate</b> <b>5 – 5 ½ marks</b>	- Some evidence of structure. - Essay lacks a well-structured flow of logic and coherence. - Language errors minor, tone & style mostly appropriate. - Paragraphing mostly correct.
<b>Code 3</b> <b>40 – 49%</b>	<b>Moderate</b> <b>6 - 7 marks</b>	- 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.	<b>Moderate</b> <b>4 – 4 ½ marks</b>	- Structure shows faulty planning. - Arguments not logically arranged. - Language errors evident. Tone & style not appropriate to the purpose of academic writing. - Paragraphing faulty.
<b>Code 2</b> <b>30 – 39%</b>	<b>Elementary</b> <b>4 ½ - 5 ½ marks</b>	- 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.	<b>Elementary</b> <b>3 – 3 ½ marks</b>	- 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.
<b>Code 1</b> <b>0 – 29%</b>	<b>Not achieved</b> <b>0 - 4 marks</b>	- 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.	<b>Not achieved</b> <b>0 – 2 ½ marks</b>	- Difficult to determine if topic has been addressed. - No evidence of planned structure or logic. - Poor language. Incorrect style & tone. - No paragraphing or coherence.