



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2012**

**ENGLISH HOME LANGUAGE P2  
MEMORANDUM**

**MARKS: 80**

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This memorandum consists of 23 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**

*An Abandoned Bundle:* Oswald M. Mtshali

**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 speaker describes a horrific situation. Write an essay in which you analyse how the poet uses diction, allusion and an unusual conclusion to shock his reader.

- **DICTION:** emotive use of colours:
  - “red”, “scarlet” (blood) here does not mean life, but death. Strong, vivid image of destruction the dogs are doing to the “bundle”.
  - “yellow” associated with illness, here, “pus...oozing” – setting is “ill”, inhospitable; no place for a child.
  - Using “bundle” instead of “baby”, “child” to highlight worthlessness of baby’s life, body.
  - “flicked”, “scurried”, “melted” suggest impermanence, which ties in with “abandoned” of the title.
  - “mutilated”, “rubbish heap”, “dumped” should NOT be associated with the birth of an infant – contrast adds to shock, revulsion of image.
- **ALLUSION:** Christ’s birth, which brought peace, love, kindness, gentleness, salvation, and is celebrated, is ridiculed by the obscenity of the child’s corpse on the rubbish heap “manger”. Indictment against society where this happens – Christian conscience should not allow nor tolerate this horror.
- **CONCLUSION:** The poet’s almost glib exoneration of the “bundle’s” mother (“glittering innocence”) is in contrast with the rest of the poem – leaves the reader with the uneasy thought that the mother is the product of her “pus-oozing” environment, how could she know any better?

**[10]**

**QUESTION 2 – PRESCRIBED POETRY: CONTEXTUAL QUESTION*****Futility:*** Wilfred Owen

- 2.1 *Explain the relevance of “fields unsown” (line 3) in view of the rest of the poem.*

The dead man’s life will never “grow”;  
 his life, cut short, is an “unsown field”;  
 2nd stanza: “wakes seeds” – soldier’s lost life is an ‘unwoken seed’.

(Any 2) (2)

- 2.2 *How does the poet establish a sense of hope in the first stanza? Refer to the diction he uses in your answer.*

He uses words like “gently”, “whisperings”, “kind” - suggests tender attempt to restore life;  
 “always” – surely, logically, it will happen again;  
 “will know” – indicates hope, confidence.

(Any 2 + well-written response = 3 marks) (3)

- 2.3 2.3.1 *Refer to stanza 2. Discuss how the poet uses phonic devices to express his anger and frustration. Quote in support of your answer.*

Alliteration: st – sounds suggest spitting out words to indicate frustration, anger.

Mostly single syllable words – slows down pace, more emphasis to stress importance of each word; indicates anger, deliberateness.

(TWO + quotes = 3) (3)

- 2.3.2 *Comment on the effectiveness or otherwise of the question marks.*

Effective: repetition reaches a climax when no answers are reached.

OR

Not effective: breaks up rhythm – thus sense of unease.

(2)  
[10]**QUESTION 3 – PRESCRIBED POETRY: CONTEXTUAL QUESTION*****Lake Morning in Autumn:*** Douglas Livingstone

- 3.1 *Explain lines 6 – 7 in your own words.*

The feathers are in disarray after the long flight.  
 The bird is too tired to preen.

(2)

- 3.2 3.2.1 *How does the poet personify the bird in stanzas 3 and 4?*

Uses words like “ruminate”, “contemplate” to suggest that the bird thinks, wonders.

(2)

3.2.2 *Provide a possible explanation for your answer to QUESTION 3.2.1.*

The poet tries to explain bird's exhaustion in human terms to explain the bird's actions and to secure an empathetic response from the reader. (1)

3.3 *Why would the bird be "early" (line 14)?*

It is a migratory bird that is seasonally "early". (1)

3.4 *What does the word "regally" in stanza 6 reveal about the poet's attitude towards the bird?*

He admires it, respects it (any answer that would indicate understanding of "regally"). (1)

3.5 *Comment on how the pace in the last stanza contributes to the meaning of the poem.*

Slower pace; last line very slow to indicate bird's slow movements because it is probably exhausted  
The slow pace introduces a sad tone – bird is on an endless journey. (3)

**[10]**

#### **QUESTION 4 – PRESCRIBED POETRY: CONTEXTUAL QUESTION**

**Autumn:** Roy Campbell

4.1 4.1.1 *Comment on the visual effect created by the word "anatomy" (line 2).*

Appropriate word:  
The word "anatomy" suggests medical study of the human body  
Leafless trees are anatomical versions of naked human body  
The reader is able to see nature in its purest form. (2)

4.1.2 *Quote a word from the stanza in support of your answer for QUESTION 4.1.1.*

"pure" (1)

4.2 *Explain the metaphor in lines 6 – 7.*

It compares the flight pattern of migrating geese to "harnessed" reins attached to the moon.  
Bird calls are compared to "clanging chains" which points to cacophonous sound. (2)

4.3 *Refer to stanza 3. How does summer linger (line 14)?*

The summer harvest (1) is captured in products (oil, wine) (1). (2)

- 4.4 Explain how the poem's strong structural character adds to the meaning of the poem. Consider TWO devices in your answer.

Predictable rhyme scheme/rhythmic patterns suggest predictability of seasons.

5-line stanzas add to strong sense of form – again, emphasis on the inexorable patterns in Nature.

(TWO examples + good understanding = 3 marks) (3)  
[10]

### 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.

#### **Freedom of Speech: Val Kostic**

The poem explores how learners use words at school. By analysing the poet's use of diction and metaphorical language in each stanza, determine the different qualities of words.

#### **Stanza 1**

DICTION: "rigid", "droned", "dutifully", "perfectly straight" indicate structure, strict teacher, controlled behaviour.

METAPHORICAL LANGUAGE:

Personification: "dry tone dressed words in Sunday best" – formal, correct language.

Metaphor: "skewered them with thick black strokes" writing words in specific order; "skewered" – they cannot move around.

The above are all used to describe the situation in class.

#### **Stanza 2**

DICTION: "shrieking yells", "escape". "delinquent", "breezy buddy calls" – exuberance of playing contrasts with rigidity of class; "freedom of speech" reflected in "freedom of movement".

METAPHORICAL LANGUAGE:

Personification: "backs of shrieking yells" – frequency of noise.

Metaphor: "somersaulted ... mispronunciations" – play allows incorrect/literal "freedom of speech".

#### **Stanza 3**

DICTION: "far corner" removed, separated from noise/clamour "freedom" of playground.

METAPHORICAL LANGUAGE: Lack of metaphors, plain, few words reflect the intense moment where no words are necessary.

[10]

**QUESTION 6 – CONTEXTUAL QUESTION*****Freedom of Speech:*** Val Kotic

- 6.1 6.1.1 *How does the poet convey a sense of order and discipline in the classroom? Quote in support of your answer.*

He uses diction: “rigid file,” “dutifully plucked”, “perfectly straight lines” to focus on order and discipline. (2)

- 6.1.2 *Identify the tone of the teacher’s voice.*

monotonous, boring (1)

- 6.2 *With close reference to the text, comment on the relevance or otherwise of the title in stanza 2.*

Literally “free” from strictures of class – playing – “shrieking”, “delinquent” “somersaulted”.

All point to freedom evident in play. (2)

- 6.3 *Explain the pun contained in “four-letter hops” (line 12).*

“four-letter” is a euphemism for swear words,

“hops” has 4 letters,

Also game – “freedom of speech”. (3)

- 6.4 *Discuss how the “wordless” boy and girl in the last stanza also express “freedom of speech”.*

Freedom not to talk is also “freedom of speech” – alludes to political meaning associated with “freedom of speech”, i.e. freedom of expression. (2)

**[10]**

**TOTAL SECTION A: 30**

**SECTION B: NOVEL****QUESTION 7 – ESSAY QUESTION: *ANIMAL FARM***

**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.**

*Finally, the animals have only themselves to blame for their miserable lives on Animal Farm.*

*In a carefully planned essay, assess to what extent you agree with the statement or not.*

**Assessment of the statement:** Statement is mostly untrue, but can be explained.

- Animals do not stand up when something is amiss, e.g. disappearance of the milk.
- Early on allow pigs run of the farm.
- The animals' gullibility makes it easy for the pigs to manipulate them.
- Lack of education, naivety, make them easy prey for corrupt leaders.
- Although not directly to blame, it explains their situation.
- **NOT true: animals are responsible.**
- Old Major's gravitas put pigs in leader position.
- Level of oppression was critical – ripe for rebellion – so, pigs stepped into position without earning it.
- Had unanimous support in euphoria of taking over farm; animals foolishly allowed things because pigs' real corruption not yet in evidence.
- Squealer's propaganda campaign was very efficient – animals were easily convinced, even when they were questioning certain things, that the pigs were doing it for whatever GOOD reasons there were later did not allow any dissent.
- Reign of terror: Napoleon's dogs later did not allow any dissent; dangerous to disagree.
- SO: Very difficult for animals to resist pigs' reign.
- Corrupt power is pervasive, insidious and dangerous – animals had little with which to defend themselves.
- Pigs made their lives hard, so they had little opportunity to consider their position – they had to survive on a daily basis.

Look for argument that allows for some blame, but ultimately shows an understanding of the level of oppression that stifled the animals' attempts to demand an equitable society.

**[25]**

**QUESTION 8 – CONTEXTUAL QUESTIONS: ANIMAL FARM**

- 8.1 *How valid was the animals' assumption that the windfalls "would be shared out equally" (lines 3 – 4)?*

Very valid – Rebellion was unified action.  
7th Commandment: "All animals are equal."  
Sense of solidarity against Jones's abuse.

(TWO explanations + well-written = 3 marks) (3)

- 8.2 *What does the author imply about Napoleon and Snowball's relationship when he says "even Snowball and Napoleon" (lines 6 – 7) agreed?*

They do not always agree; there is disunity. (1)

- 8.3 *Assess how effective the animals' "murmured" (line 6) protest was. Consider the rest of the extract for your answer.*

To "murmur" means to utter something in a low tone.  
They were not effective – pigs' united stand, and  
Squealer's convincing harangue quickly quashed their protest. (3)

- 8.4 *Squealer's speech (lines 8 – 17) is typical propaganda. Select TWO techniques he uses and explain why he is successful in each.*

Rhetorical question = Do you know ...? You do not imagine ...? Surely there is ...?  
Disinformation = Day and night ... your welfare ...; Our sole ... health  
Scientific "proof" = ... proved by Science ...  
Threat = Do you want Jones back?  
The animals are gullible and unhappy and he points out aspects of their lives that are of concern to them and so manipulates them.

(Any 2 + quotes and some discussion on each = 4) (4)

- 8.5 *How did the windmill collapse?*

After a severe storm. (1)

- 8.6 *Identify and explain the author's implied tone in the description of Napoleon's tail movement as one of "intense mental activity" (line 6).*

Ridicule.  
Napoleon's arrogance, pride to impress animals is laughable. (2)

- 8.7 *Provide a possible explanation for Napoleon's decision to blame Snowball for the windmill's collapse.*

Wants to create idea that Snowball is a villain, scapegoat.  
Poses threat to stability of Animal Farm, thus not welcome there.  
Re-enforces his position, power.

(Look for logical explanation.) (3)

- 8.8 *Place Napoleon pronouncing “the death sentence upon Snowball” (lines 12 – 13) in context.*

6th Commandment = “No animal shall kill another.”

Here, an instruction in direct contravention of the basis for Animal Farm society.

Corruption, power-wielding setting in.

(3)

- 8.9 8.9.1 *What is the significance of the pigs coming “out of the door of the farmhouse ... all walking on their hind legs” (lines 3 – 4)? Relate your answer to one of the themes from the novel.*

They have become human: they live in a house, walk on hind legs – they are all that they fought and rallied against. (2 marks).

Theme: corruption of power (1 mark).

(3)

- 8.9.2 *What, do you think, is Orwell’s intention when he ends his novel on this rather bleak note?*

Wants reader to have no illusions about corruptibility of even the best-intentioned individuals.

(Open-ended – award for original answer.)

(2)

**[25]**

### QUESTION 9 – ESSAY QUESTION: *PRIDE AND PREJUDICE*

**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.**

*Despite the title’s suggested themes, Jane Austen’s novel reaches a satisfactory conclusion. In a carefully planned essay, discuss to what extent Elizabeth and Darcy have to contend with their own pride and prejudice before the “happy ending”.*

- Elizabeth’s “pride” – she is overly sure of her ability to judge others; the unfortunate association with Wickham stems from her bad judgement. She declines Darcy’s first proposal, because her pride will not allow her to be his wife if he disregards her family (albeit justified sometimes). When she is confronted with the truth, however, she admits her mistake. This has to happen before she can accept Darcy on merit. Her ability to admit her mistake lets her see Darcy for who he is, and paves the way for the “happy ending”.

- Elizabeth's "prejudice" – is linked to her pride. She assumes Darcy is conceited, arrogant and therefore unlikeable. When she hears from other sources (Mrs Robinson, the housekeeper) that he is honourable, that he came to her family's rescue in handling the Lydia debacle, she realises her misconception. This willingness to change is what draws her closer to Darcy, and forms the foundation for a relationship based on self-knowledge and honesty.
- Darcy – he is openly critical of Mrs Bennet's brashness, and distances himself from the family. He subsequently advises Mr Bingley against a relationship with Jane. He eventually admits his mistake about Jane and encourages Mr Bingley to pursue her. This paves the way for his own decision to approach Elizabeth.
- He soon falls in love with Elizabeth against his better judgement. When he proposes, it is conditionally, which she rightly rejects. Only when he admits that he is wrong in judging the Bennets, and gets to know Elizabeth better, does he propose again; this time successfully.
- Both Darcy and Elizabeth are intelligent. They are acute observers of people, and mostly right in their judgement of character. It is in meeting each other, that they are challenged, because they now have to be true to themselves. They are willing to admit to shortcomings and to change. This forms the basis for a healthy relationship, and leaves the reader with the confidence that they will, indeed, live happily ever after.

[25]

**QUESTION 10 – CONTEXTUAL QUESTION: *PRIDE AND PREJUDICE***

10.1 *Elizabeth "cried" (line 6). What does Jane Austen imply about Elizabeth's tone in this conversation?*

She is desperate/irritated/anxious because Mr Collins is so obviously an idiot and refuses to listen to her.

(2)

10.2 *Apart from gaining a husband, why would marriage to Mr Collins be specifically beneficial for Elizabeth?*

Her family would not have to leave Longbourn.

(2)

10.3 10.3.1 *Mr Collins's handling of his marriage proposal here reveals his attitude towards marriage. Explain clearly.*

He wants a wife, not love, companion, friend.

He makes a social statement with this transaction – needs Lady Catherine's approval.

There are obviously no emotional considerations for him.

(3)

10.3.2 *What does his understanding of Elizabeth's refusal reveal about his general attitude towards women? Refer to the extract in your answer.*

Women play games, and he "knows" it and, therefore, them, well (!) ("It is usual ... to ... reject ...")

He is arrogant, vain, rigid, predictable.

(TWO facts/observations + well-written = 3 marks)

(3)

10.4 *Elizabeth calls Lady Catherine Mr Collins's "friend" (line 10). What is the nature of their friendship?*

Master and lackey – Mr Collins does nothing without her consent, and is dependent on her for his position. (2)

10.5 10.5.1 *Lady Catherine's visit to Elizabeth is to forbid Elizabeth to marry Darcy. Identify the underlying theme in this extract.*

Interference (1)

10.5.2 *What, according to Lady Catherine, will happen to Elizabeth if she decides to marry Darcy? Explain in your own words.*

Darcy's family and relatives would despise and ignore her. Their marriage would a social disgrace. (NB: own words) (2)

10.5.3 *Jane Austen satirises social norms in her novels. What is she satirising here?*

Arrogance, hauteur of upper classes. (1)

10.6 *Comment on the irony when Lady Catherine calls Elizabeth an "obstinate, headstrong girl" (line 8).*

She is obstinate, headstrong – refuses to accept that her daughter will not marry Darcy. (2)

10.7 *Assess the accuracy of Lady Catherine's observations that Elizabeth is a "woman without family, connexions, or fortune" (line 18).*

True and relevant. Her mother and sisters' behaviour disqualifies her. She has no relatives in the upper echelons of society and certainly no fortune. (2)

10.8 *Mr Bennet's question "But will they make you happy?" (line 2) proves how well he understands his daughter. With close reference to the extract, describe what will make his daughter happy in a marriage.*

He knows Elizabeth wants more – she wants love. "I know ... unless you truly esteemed your husband". (2)

10.9 10.9.1 *In the last lines Mr Bennet indirectly comments on his own marriage. Explain clearly.*

He does not respect his wife ("You know not ..."). (2)

10.9.2 *Identify the tone of Mr Bennet's words in these last lines.*

Quiet despair/disillusionment/acceptance/weariness/sadness /regret (1)

**QUESTION 11 – ESSAY QUESTION: *THE GREAT GATSBY***

**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.**

*After Gatsby's death, ... I decided to come back home." (Chapter 9)*

*In a carefully planned essay, discuss to what extent Nick's decision to return home is based on his disillusionment with the American Dream.*

- Nick moves from the Midwest to pursue a career on Wall Street – a dream? Because he is related to Daisy, he is, by association, part of the very wealthy people from East Egg. His close proximity to their lives opens his eyes to their immoral and shallow lives. Money oils all difficulties, and determines behaviour, associations and futures. He remains an outsider: when he joins Tom to go to New York City; he keeps on wanting to leave, but cannot. Daisy's rotten marriage and her acceptance of the status quo is the same as Myrtle's situation – both will not and cannot escape. This establishes the deep division between his Midwest sensibilities and life in the glamorous East. It is so bad, that Gatsby's obvious criminal links are insignificant when he compares Gatsby and the Buchanans.
- He is witness to the terrible collapse of Gatsby's obsessive belief that his love for Daisy will suffice. He admires Gatsby's steadfast belief in his dream, however ridiculous. He is sad when he looks at Gatsby's mansion and realises that happiness (the American Dream?) is as fleeting as a summer. He prefers the secure, safe and sensible life that the Midwest exemplifies, and returns home.
- Gatsby's relationship with Daisy reveals all her weaknesses and Tom's malice, cruelty, arrogance – again, not qualities with which he can identify, or that he can respect. Towards the end of the novel he takes a stance. He is openly critical of Tom when they meet in New York, he is dismayed at the rashness with which Tom allowed the death of Gatsby, and the cowardly, sudden departure of the Buchanans after Gatsby's death.
- When he admits at the start of the novel that he does not take sides, he finally realises that there are times when one has to act. In his case, he has to leave and return home.

**[25]**

**QUESTION 12 – CONTEXTUAL QUESTION: *THE GREAT GATSBY***

12.1 *Briefly relate this extract to the rest of the novel.*

It is Daisy's first meeting with Gatsby after their long separation. (1)

12.2 12.2.1 *Provide a possible explanation for Daisy's tears (line 4).*

She is overwhelmed, emotional after meeting Gatsby, because it reminds her of their love affair, romance, and maybe, of her marriage and Tom.

(Allow for emotion (1), reason for emotion (1) and insight = 3 marks) (3)

12.2.2 *In contrast to Daisy, Gatsby "literally glowed" (lines 6 – 7). Why?*

His dream is real. He is happy because he is with Daisy. (1)

12.3 *Why does Gatsby insist on showing Daisy his house? Link your answer to one of the themes from the novel.*

He wants to prove that he is on the same social level as Daisy; he "qualifies" to love her.

Theme: American dream – part of realising his dream. (3)

12.4 *Gatsby answers Tom's accusations and questions "steadily" (line 5) and "politely" (line 10). Why?*

He is confident, sure of himself.

He feels that Daisy is his; that his dream is tangibly true. (2)

12.5 12.5.1 *Comment on the irony of Tom's friend Walter Chase (line 10) being involved with Gatsby.*

Tom is so disparaging about Gatsby's criminal activities and associations, yet his friend is Gatsby's partner. (2)

12.5.2 *What does your answer for QUESTION 12.5.1 reveal about Tom?*

Tom is a bigot.

He dislikes Gatsby because he is from a different social background. (2)

12.6 *Why would Daisy be "terrified" (line 20)? Explain clearly.*

This is the first time that she is confronted with whom Gatsby really is, and it scares her, because she is unfamiliar with it.

She realises that she cannot "be with him"; she will have to make sacrifices that she cannot see herself making. (3)

- 12.7 *This extract is from the second last chapter of the novel. Comment on the significance of an “autumn flavour in the air” (line 2).*
- End of summer; end of Gatsby’s dream.  
Approaching winter spells darkness, gloom – nightmare.  
(Must understand season reflecting mood; figurative meaning.) (2)
- 12.8 *“... I’ve never used that pool all summer...” (line 7). Explain the sad irony of these words.*
- Gatsby will use it only once – where he will be killed. (2)
- 12.9 *How realistic is Gatsby when he says that “Daisy’ll call too” (line 17)? Explain clearly.*
- Unrealistic  
Daisy is not returning to him – she has chosen Tom. (2)
- 12.10 *Identify and explain the tone of Nick’s parting words.*
- Admiration ...  
for Gatsby’s devotion to Daisy/suggests an honest and true character. (2)

**[25]****QUESTION 13 – ESSAY QUESTION: OTHELLO**

**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.**

*Othello’s marriage to Desdemona was doomed from the start; it was bound to fail.*

*In a carefully planned essay, discuss to what extent you agree with the statement.*

- Probably. Although they were very much in love, Othello is much older, a foreigner, from a different race, etc. These reservations were mostly issues with which Othello grappled – Desdemona remains unshaken, so her decision is based on a devotion that is unwavering.
- Iago’s sly, clever insinuations were far too sophisticated for Othello’s understanding and experience of love, relationships, domesticity – nobody, no love, is reasonably secure against such determined malice. He wants to destroy, and this young, fresh, new marriage stood no chance. His focus is Othello, not Desdemona, because she has no doubts about her choice. Othello, clearly out of his depth on many levels, is the easy target.

- Desdemona is devoted to her husband. She is truly good. She meekly endures Othello's cruel treatment; sees it as her "fortune". She also lacks the sophistication of Iago to take a stance for her marriage. She remains faithful, despite Iago's and Othello's terrible accusations. She offers no resistance – it is easy for Iago and later, Othello, to destroy her.
- Othello could never anticipate Iago's manipulations. His marriage was undermined by Iago's insinuations and suggestions. His shortcoming and weaknesses, while only human, become catastrophic when he loses control and becomes obsessed with the belief that his wife is an adulterer. Desdemona's transformation from a beautiful young wife into a "commoner", "whore", clearly does not agree with what a marriage should be. So, Othello's experience of "marriage" has become a nightmare, because he believes his wife is a whore. The marriage stood no chance. **[25]**

### QUESTION 14 – CONTEXTUAL QUESTION: *OTHELLO*

14.1 *Briefly relate what has led to Cassio's demotion.*

He was involved in a drunken brawl instigated by Iago.

Not: He was drunk.

(1)

14.2 *Refer to lines 1 – 4. Explain the dramatic significance of these lines in the development of the play.*

Othello calls Iago "honest", "loving".

This is an opportunity for Iago to abuse this trust.

His plans to bring about Othello's downfall begin to take shape here as he is esteemed by Othello.

(3)

14.3 *Refer to lines 8 – 10. If you were directing this play, what would your instructions be to the actor playing Othello regarding his tone of voice and his accompanying actions?*

Tone: confident, strong to show he is in control. (1)

Actions: focused on each character; takes Desdemona's hand when they leave; stands close to Montano when addressing him. (1)

(3rd mark for well-written answer)

(3)

14.4 *Iago's concern and reaction in lines 15 and 17 are false. Explain.*

Iago created the situation when he persuaded Cassio to drink when he did not want to do so. Iago now pretends to care about his hurts.

(2)

14.5 14.5.1 *What does Cassio imply in line 16 ("Ay, past all surgery")?*

His injuries are not physical.

They cannot be healed by medical help.

(2)

- 14.5.2 *Cassio's outburst in lines 18 – 20 is heart-wrenching. Why?*
- He realises his weakness has broken/destroyed him, and restitution is almost impossible. (2)
- 14.5.3 *Account for the prose form in lines 18 – 20.*
- It suggests more informal, less structured speech, probably because Cassio is unhinged, upset – he has lost his rank – “structure”. (2)
- 14.6 *In line 3 Desdemona cannot repeat the exact words that Othello had just called her (“whore”, “strumpet”, and “commoner”). What does her reluctance to use these words indicate about her character?*
- It shows refinement; gentle character. (1)
- 14.7 *With close reference to this extract, comment on Emilia's character. Mention TWO qualities in your answer.*
- He is protective of Desdemona; speaks on her behalf.  
Critical of Othello – even a beggar will not do what he has done to Desdemona.  
(3rd mark for well-written answer.) (3)
- 14.8 *Desdemona's words “It is my wretched fortune.” (line 12) reveal her attitude towards her marriage. Explain.*
- She accepts it – does not consider challenging or resisting Othello.  
It is her “fortune”/fate. (2)
- 14.9 *Explain the dramatic irony in Emilia's opinion of the person responsible for Othello's false accusations against Desdemona (lines 16 – 19).*
- The audience knows that the person is in fact Iago, who is with her and is her own husband. (2)
- 14.10 *Explain to what extent you agree that Iago's final words prove that he is still in control.*
- Open-ended. Full marks for mature answer.  
Consider that he never reveals much about himself, which is a form of control.  
He has achieved what he set out to do: he has, in fact, destroyed everyone, so, there is nothing more to say. (2)

**[25]**

**QUESTION 15: ESSAY QUESTION: *THE CRUCIBLE***

**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.**

*A crucible is a test or a trial, and also a container in which metals can be heated at extreme temperatures. In a well-planned essay, consider how the court trial becomes a crucible for John Proctor.*

- Appropriate title – Proctor is on trial: He appears in court to defend himself against false, trumped-up accusations levelled at him and at his wife. In order to prove his innocence, he has to admit publicly, his adulterous relationship with Abigail. This in itself is reason for serious sentencing, even death. His integrity is questioned with that of other good people. His attempt to prove his innocence is futile when his wife testifies, unintentionally, against him. So, the “crucible” (trial) is a process that proves him guilty because he refuses to lie to save himself. Although he is sentenced to death as a result of the trial, his integrity is intact – the “trial” for his conscience finds him innocent. The title’s figurative meaning is thus apt.
- As a container for base metals to be heated and purified, the title is also apt. Proctor has to admit his adultery, has to remain standing amidst false, malicious accusations that eventually lead to his death. He is purified from his sin when he confesses to it in public AND when his wife admits her complicity. It brings relief to both parties when they realise that they truly love each other, that the “heat” of the crucible has cleansed them of all those things that prevented them from achieving happiness in their relationship. They have become the essential element, their true selves in the process. The ordeal leaves them with a clear understanding of each other, and an openness previously unknown.
- The court trial points out a lack of “purity” in characters such as: Parris, who refuses the truth; Abigail, who refuses to retract her false accusations. These immutable characters highlight the truth and honesty surrounding John in the same court.

**[25]**

**QUESTION 16: CONTEXTUAL QUESTION: *THE CRUCIBLE***

16.1 *Briefly explain Hale's presence in Salem.*

Parris sent for him; he is an expert witchcraft witness. (1)

16.2 *Proctor's account of the golden candlesticks (lines 4 – 10) gives some indication as to what type of person he is. Discuss.*

- Disapproves of falseness/pretentiousness: very critical of Parris praying for other, more expensive candlesticks to replace existing ones. He wants religion, church to be free of conceit.
- Appreciative of Francis Nurse's workmanship, effort in creating sticks from humble metal for the church; believes God does too.
- Individual, critical, independent thinker – not afraid to challenge august, powerful institution such as a church when he deems it necessary.

(Any 2; full marks for well-written answer.) (4)

16.3 *How would Proctor's money be "glaring at his (Parris's) elbows" (lines 8 – 9)?*

Proctor's tithing contributed towards the acquisition of the candlesticks. (1)

16.4 *Hale's response in line 11 is a thinly veiled criticism of Proctor. Explain.*

Hale points out that Christians should be in church on Sundays, not working – a reference to Proctor's open defiance of the church. He occasionally works his lands when necessary rather than going to church. (2)

16.5 16.5.1 *Provide a possible explanation for Proctor's refusal to have "Mr Parris ... lay his hand upon" (line 16) his child to baptise him.*

Proctor is severely critical, sceptical about Parris. He probably wants to preserve his child's innocence from Parris's corrupting presence. (2)

16.5.2 *"I'll not conceal it." (line 17) How does this statement characterise Proctor?*

He is unafraid of convention; he feels strongly about issues. (1)

16.6 *Mention TWO ways in which Elizabeth portrays herself as a loving wife in this extract.*

She says "we" – shows solidarity with her husband.  
Tries to tone down John's criticism of the church.

(3rd mark for good answer.) (3)

- 16.7 *Proctor's attempt to recite the Ten Commandments is a telling moment in this meeting with Hale. Why?*

Proctor's discomfort, hesitancy, proves that he does not regard church matters important enough to know excerpts from the Bible. This was unacceptable and leaves Hale with some doubt about Proctor's Christian beliefs. (2)

- 16.8 *Refer to lines 8 – 21. Explain the dramatic significance of these lines in the development of the play.*

- Proctor, for the first time, openly confesses his adultery with Abigail.
- His confession compounds his situation in Salem – not only is he suspected of witchery, but he is also an adulterer. Both are capital sins.
- Danforth has far more with which to sentence Proctor than before.

(Look for clear reasoning, structured writing.) (3)

- 16.9 *Proctor's emotionally charged confession (lines 8 – 21) sheds light on Abigail's decision to accuse Elizabeth of witchcraft. Discuss and quote in support of your answer.*

Abigail is determined ("whore's vengeance") to have John for herself. She will stop at nothing to achieve her goal ("dance on my wife's grave").

If it means that she must accuse an innocent person in the process, she will.

(Must show how Proctor's criticism of Abigail allows understanding of her character.) (3)

- 16.10 *As director of the play, explain how you would have an actress deliver line 24. Consider her tone of voice and actions in your answer.*

Tone: clear, positive, confident, cheeky.

Actions: will face Danforth squarely – she is very confident.

Although a small part, she must make her presence count.

(Tone + actions + explanation = 3 marks) (3)

**[25]**

**TOTAL SECTION C: 25**

**GRAND TOTAL: 80**

## RUBRIC FOR MARKING THE ESSAY QUESTION FOR NOVEL AND DRAMA

<b>RUBRIC FOR MARKING THE POETRY ESSAY</b>  <b>HOME LANGUAGE</b>  <b>10 MARKS</b>	<b>LANGUAGE</b>  <b>Structure, logical flow and presentation. Language, tone and style used in the essay.</b>	<b>Outstanding</b>  <ul style="list-style-type: none"> <li>- Coherent structure.</li> <li>- Excellent introduction and conclusion.</li> <li>- Arguments well structured and clearly developed.</li> <li>- Language, tone and style mature, impressive, correct.</li> </ul>	<b>Meritorious</b>  <ul style="list-style-type: none"> <li>- Essay well structured.</li> <li>- Good introduction and conclusion.</li> <li>- Arguments and line of thought easy to follow.</li> <li>- Language, tone and style correct and suited to purpose.</li> <li>- Good presentation.</li> </ul>	<b>Substantial</b>  <ul style="list-style-type: none"> <li>- Clear structure &amp; logical flow of argument.</li> <li>- Introduction and conclusion and other paragraphs coherently organised.</li> <li>- Flow of argument can be followed.</li> <li>- Language, tone and style largely correct.</li> </ul>	<b>Adequate</b>  <ul style="list-style-type: none"> <li>- Some evidence of structure.</li> <li>- Essay lacks a well-structured flow of logic and coherence.</li> <li>- Language errors minor, tone and style mostly appropriate.</li> <li>- Paragraphing mostly correct.</li> </ul>	<b>Moderate</b>  <ul style="list-style-type: none"> <li>- Structure shows faulty planning.</li> <li>- Arguments not logically arranged.</li> <li>- Language errors evident. Tone and style not appropriate to the purpose of academic writing.</li> <li>- Paragraphing faulty.</li> </ul>	<b>Elementary</b>  <ul style="list-style-type: none"> <li>- Poor presentation and lack of planned structure impedes flow of argument.</li> <li>- Language errors and incorrect style make this a largely unsuccessful piece of writing. Tone and style not appropriate to the purpose of academic writing.</li> <li>- Paragraphing faulty.</li> </ul>	<b>Not achieved</b>  <ul style="list-style-type: none"> <li>- Difficult to determine if topic has been addressed.</li> <li>- No evidence of planned structure or logic.</li> <li>- Poor language. Incorrect style and tone.</li> <li>- No paragraphing or coherence.</li> </ul>
<b>CONTENT</b> <b>Interpretation of topic. Depth of argument, justification and grasp of poem.</b>		<b>7</b> <b>80 – 100%</b>	<b>6</b> <b>70 – 79%</b>	<b>5</b> <b>60 – 69%</b>	<b>4</b> <b>50 – 59%</b>	<b>3</b> <b>40 – 49%</b>	<b>2</b> <b>30 – 39%</b>	<b>1</b> <b>0 – 29%</b>
<b>Outstanding</b> <ul style="list-style-type: none"> <li>- In-depth interpretation of topic, all aspects fully explored.</li> <li>- Outstanding response: 90%+.</li> <li>- Excellent response: 80 – 89%.</li> <li>- Range of striking arguments extensively supported from poem.</li> <li>- Excellent understanding of genre and poem.</li> </ul>	<b>7</b> <b>80 – 100%</b>	<b>8 – 10</b>	<b>7 – 7 ½</b>	<b>7 – 8</b>				
<b>Meritorious</b> <ul style="list-style-type: none"> <li>- Above average interpretation of topic, all aspects adequately explored.</li> <li>- Detailed response.</li> <li>- Range of sound arguments given, well supported from poem.</li> <li>- Very good understanding of genre and poem.</li> </ul>	<b>6</b> <b>70 – 79%</b>	<b>7½ – 8½</b>	<b>7 – 8</b>	<b>6½ – 7½</b>	<b>6 – 7</b>			
<b>Substantial</b> <ul style="list-style-type: none"> <li>- Shows understanding and has interpreted topic well.</li> <li>- Fairly detailed response.</li> <li>- Some sound arguments given, but not all of them as well motivated as they could be.</li> <li>- Understanding of genre and poem evident.</li> </ul>	<b>5</b> <b>60 – 69%</b>	<b>7 – 8</b>	<b>6½ – 7½</b>	<b>6 – 7</b>	<b>5½ – 6½</b>	<b>5 – 6</b>		
<b>Moderate</b> <ul style="list-style-type: none"> <li>- Very ordinary, mediocre attempt to answer the question.</li> <li>- Very little depth of understanding in response to topic.</li> <li>- Arguments not convincing and very little justification from poem.</li> <li>- Learner has not fully come to grips with genre or poem.</li> </ul>	<b>3</b> <b>40 – 49%</b>			<b>5 – 6</b>	<b>4½ – 5½</b>	<b>4 – 5</b>	<b>3½ – 4½</b>	<b>3 – 4</b>
<b>Elementary</b> <ul style="list-style-type: none"> <li>- Poor grasp of topic.</li> <li>- Response repetitive and sometimes off the point.</li> <li>- No depth of argument, faulty interpretation/Arguments not supported from poem.</li> <li>- Very poor grasp of genre and poem.</li> </ul>	<b>2</b> <b>30 – 39%</b>				<b>4 – 5</b>	<b>3 ½ – 4½</b>	<b>3 – 4</b>	<b>1 – 3½</b>

<p><b>Not achieved</b></p> <ul style="list-style-type: none"> <li>- Response bears some relation to the topic but argument difficult to follow or largely irrelevant.</li> <li>- Poor attempt at answering the question. The few relevant points have no justification from the poem.</li> <li>- Very poor grasp of genre and poem.</li> </ul>	<p>1 0 – 29%</p>					<p>3 – 4</p>	<p>1 – 3½</p>	<p>0 – 3</p>
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## RUBRIC FOR MARKING THE ESSAY QUESTION FOR NOVEL AND DRAMA

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