

## KWA-ZULU NATAL DEPARTMENT OF EDUCATION

## GREENBURY SECONDARY SCHOOL

## ENGLISH HOME LANGUAGE – PAPER 2

GRADE : 11

DATE : 09/06/2016

MARKS : 80

TIME : 2 ½ HOURS

EXAMINERS / MODERATORS : F.A. VANMALI,

N.P.P : 13

L. MOODLEY, R. NUNDKUMAR, V. SINGH

**INSTRUCTIONS AND INFORMATION :**

1. This question paper consists of THREE SECTIONS :  
SECTION A : POETRY [30 MARKS]  
SECTION B : NOVEL [25 MARKS]  
SECTION C : DRAMA [25 MARKS]
2. Answer FIVE QUESTIONS in all : THREE in SECTION A, ONE in SECTION B and ONE in SECTION C as follows :  
SECTION A : POETRY  
PRESCRIBED POETRY – Answer TWO questions  
UNSEEN POETRY – COMPULSORY  
SECTION B : NOVEL – Answer ONE question  
SECTION C : DRAMA – Answer ONE question
3. CHOICE OF ANSWERS FOR SECTION B (NOVEL) and SECTION C (DRAMA) :
  - Answer ONE essay question and ONE contextual question.
  - If you answer the essay question in SECTION C, you must answer the contextual question in SECTION C.
  - If you answer the contextual question in SECTION B, you must answer the essay question in SECTION C.
4. LENGTH OF ANSWERS :
  - The essay question on Poetry should be answered in about 250-300 words.
  - Essay question on the Novel and Drama should be answered in 400-450 words. (Approximately 2 pages)
  - The length of answers to contextual questions should be determined by the mark allocation.
5. Number your answers according to the number system used in this question paper.
6. Suggested time management :  
SECTION A : approximately 40 minutes  
SECTION B : approximately 55 minutes  
SECTION C : approximately 55 minutes
7. Aim for conciseness and relevance. Write neatly and legibly

SECTION A : POETRYPRESCRIBED POETRY

Answer any TWO of the following questions.

QUESTION ONE : POETRY – ESSAY QUESTION**A woman is not a potted plant**

By Alice Walker

A woman is not a potted plant  
her roots bound  
to the confines  
of her house

a woman is not  
a potted plant  
her leaves trimmed  
to the contours  
of her sex

a woman is not  
a potted plant  
her branches  
espaliere  
against the fences  
of her race  
her country  
her mother  
her man  
her trained blossom  
turning this way  
and  
that  
to follow  
the sun  
of whoever feeds  
and waters  
her

a woman  
is wilderness  
unbounded  
holding the future  
between each breath  
walking the earth  
only because  
she is free  
and not creeper vine  
or tree

Nor even honeysuckle  
or bee.

With close reference to the structure, imagery and tone, show how the poet affirms a woman's freedom and independence.

The length of the essay should be 250-300 words. (About ONE page)

[10]

OR

**QUESTION TWO : POETRY – CONTEXTUAL QUESTION**

**Anthem<sup>1</sup> for doomed youth (1917)**

What passing-bells<sup>2</sup> for these who die as cattle?

Only the monstrous anger of the guns.

Only the stuttering rifles' rapid rattle

Can patter out their hasty orisons.<sup>3</sup>

5 No mockeries now for them; no prayers nor bells,

Nor any voice of mourning save the choirs –

The shrill,<sup>4</sup> demented<sup>5</sup> choirs of wailing shells;<sup>6</sup>

And bugles<sup>7</sup> calling for them from sad shires.<sup>8</sup>

What candles may be held to speed them all?

10 Not in the hands of boys, but in their eyes

Shall shine the holy glimmers<sup>9</sup> of good-byes.

The pallor<sup>10</sup> of girls' brows shall be their pall;<sup>11</sup>

Their flowers the tenderness of patient minds,

And each slow dusk a drawing-down of blinds.

*Wilfred Owen*

2.1 Explain how the speaker's attitude towards war is effectively captured in the title of the poem. [2]

2.2 Account for the poet's use of the rhetorical question at the beginning of stanza 1. [2]

2.3 Refer to Lines 2 – 5 : "Only the monstrous ..... hasty orisons."  
Discuss the appropriateness of the imagery used in the above lines. [3]

2.4 Refer to lines 12 – 14 "The pallor ..... drawing-down of blinds."  
Show how the poet succeeds in conveying a strong anti-war message in the above lines. [3]

[10]

OR

**QUESTION THREE : POETRY – CONTEXTUAL QUESTIONS****Sonnet 130 (1609)**

My mistress' eyes are nothing like the sun;  
 Coral<sup>1</sup> is far more red than her lips' red;  
 If snow be white, why then her breasts are dun;<sup>2</sup>  
 If hairs be wires,<sup>3</sup> black wires grow on her head.  
 5 I have seen roses damasked,<sup>4</sup> red and white,  
 But no such roses see I in her cheeks;  
 And in some perfumes is there more delight  
 Than in the breath that from my mistress reeks.<sup>5</sup>  
 I love to hear her speak, yet well I know  
 10 That music hath a far more pleasing sound;  
 I grant I never saw a goddess go;  
 My mistress, when she walks, treads on the ground.  
 And yet, by heaven, I think my love as rare<sup>6</sup>  
 As any she<sup>7</sup> belied<sup>8</sup> with false compare.

*William Shakespeare*

- 3.1 Refer to Line 1 : "My mistress ..... like the sun."  
 What impression of the mistress is created in the above line? [2]
- 3.2 Refer to lines 2 – 4 : "Coral is far ..... on her head."  
 Critically discuss the effectiveness of the imagery in the above lines. [3]
- 3.3 Examine lines 7 – 8 : "And in some ..... my mistress reeks."  
 Comment on the impact of the word "reeks" in the context of these lines. [2]
- 3.4 Refer to lines 13 – 14 : "And yet ..... with false compare."  
 Discuss how the tone used in these lines reflects the speaker's attitude  
 towards his mistress. [3]

[10]

OR

**Hanging fire (1978)**

I am fourteen  
 and my skin has betrayed me  
 the boy I cannot live without  
 still sucks his thumb  
 5 in secret  
 how come my knees are  
 always so ashy  
 what if I die  
 before morning  
 10 and momma's in the bedroom  
 with the door closed.

I have to learn how to dance  
 in time for the next party  
 my room is too small for me  
 15 suppose I die before graduation  
 they will sing sad melodies  
 but finally  
 tell the truth about me  
 There is nothing I want to do  
 20 and too much  
 that has to be done  
 and momma's in the bedroom  
 with the door closed.

Nobody even stops to think  
 25 about my side of it  
 I should have been on Math Team  
 my marks were better than his  
 why do I have to be  
 the one  
 30 wearing braces  
 I have nothing to wear tomorrow  
 will I live long enough  
 to grow up  
 and momma's in the bedroom  
 35 with the door closed.

*Audre Lorde*

- 4.1 Refer to lines 1 – 2 : “I am fourteen ..... betrayed me.”  
 Account for the use of the word “betrayed” in the above line. [2]
- 4.2 Account for the repetition of “and momma’s ..... door closed” at the end of  
 each stanza. [3]
- 4.3 Refer to lines 19 – 21 : “There is nothing ..... to be done.”  
 Show how the contradiction in these lines contribute to your understanding  
 of the poem. [2]
- 4.4 Examine lines 28 – 35 : “Why do I ..... the door closed.”  
 By referring to the theme of the poem, show how these lines contribute to  
 the mood of the poem. [3]

**UNSEEN POETRY (COMPULSORY)****QUESTION 5 : CONTEXTUAL QUESTION****NIGHT KNIFE – Barolong Seboni**

At the flick  
of a knife  
night plunges  
sharply on the tender  
flank of Soweto

5

Morning shrieks  
like sirens  
bloodwet with dew

And the day  
sprawls empty  
gaping in deathly surprise  
like a slit throat.

10

- 5.1 Refer to the Title : "Night Knife".  
The poet has changed the expression  
"Night life" to "Night knife".  
Suggest why you think this is appropriate. [2]
- 5.2 What does the speaker suggest about Soweto, when he says its 'flank'  
(line 5) is 'tender' (line 4)? [2]
- 5.3 Refer to line 8 : "bloodwet with dew".  
Comment, critically, on the contrasting images of 'dew' and 'bloodwet'. [3]
- 5.4 Refer to stanza 3, Lines 9 – 12 : "And the day ..... a slit throat".  
Show how the diction effectively conveys the suffering of the people of  
Soweto. [3]

[10]

**TOTAL - SECTION A : [30 MARKS]**

Answer either question 6 (Essay Question) or question 7 (Contextual Question).

QUESTION 6 – ESSAY QUESTION

In 'To Kill a Mockingbird' the truth about people is often distorted by unfounded fears and prejudice.

In a well - constructed essay of 350 – 400 words (1 ½ - 2 pages), critically discuss this statement with specific reference to Boo Radley and other victims of prejudice.

OR

QUESTION 7 – CONTEXTUAL QUESTION

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

EXTRACT A

The doors of the Radley house were closed on weekdays as well as Sundays, and Mr Radley's boy was not seen again for fifteen years.

But there came a day, barely within Jem's memory, when Boo Radley was heard from and was seen by several people, but not by Jem. He said Atticus never talked much about the Radleys: when Jem would question him Atticus's only answer was for him to mind his own business and let the Radleys mind theirs, they had a right to; but when it happened Jem said Atticus shook his head and said, 'Mm, mm, mm.'

So Jem received most of his information from Miss Stephanie Crawford, a neighbourhood scold, who said she knew the whole thing. According to Miss Stephanie, Boo was sitting in the living-room cutting some items from *The Maycomb Tribune* to paste in his scrapbook. His father entered the room. As Mr Radley passed by, Boo drove the scissors into his parent's leg, pulled them out, wiped them on his pants, and resumed his activities.

Mrs Radley ran screaming into the street that Arthur was killing them all, but when the sheriff arrived he found Boo still sitting in the living-room, cutting up the *Tribune*. He was thirty-three years old then.

Miss Stephanie said old Mr Radley said no Radley was going to any asylum, when it was suggested that a season in Tuscaloosa might be helpful to Boo. Boo wasn't crazy, he was high-strung at times. It was all right to shut him up, Mr Radley conceded, but insisted that Boo not be charged with anything: he was not a criminal. The sheriff hadn't the heart to put him in jail alongside Negroes, so Boo was locked in the courthouse basement.

Boo's transition from the basement to back home was nebulous in Jem's memory. Miss Stephanie Crawford said some of the town council told Mr Radley that if he didn't take Boo back, Boo would die of mould from the damp. Besides, Boo could not live forever on the bounty of the county.

Nobody knew what form of intimidation Mr Radley employed to keep Boo out of sight, but Jem figured that Mr Radley kept him chained to the bed most of the time. Atticus said no, it wasn't that sort of thing, that there were other ways of making people into ghosts.

- 7.1. Briefly describe the events that led to Boo Radley not being "seen again for fifteen years." (Lines 2 – 3). (3)
- 7.2. Refer to lines 6-8: "He said Atticus.....Radleys mind theirs."  
Show how the above statement contributes to your understanding of Atticus's character. (4)
- 7.3. Examine lines 23-25: "Miss Stephanie said.....helpful to Boo."  
Discuss what the above lines reveal about Old Mr Radley's attitude towards Boo. (3)
- 7.4. Refer to lines 28-29: "The sheriff hadn't .....the courthouse basement."  
Show how the above statement is related to the theme of racial prejudice. (3)
- 7.5. Explain the meaning of the expression: ".....there were other ways of making people into ghosts." (lines 38-39) (2)

**EXTRACT B**

<p>'Everybody who goes home to lunch hold up your hands,' said Miss Caroline, breaking into my new grudge against Calpurnia. The town children did so, and she looked us over.</p> <p>'Everybody who brings his lunch put it on top of his desk.'</p> <p>Molasses buckets appeared from nowhere, and the ceiling danced with metallic light. Miss Caroline walked up and down the rows peering and poking into lunch containers, nodding if the contents pleased her, frowning a little at others. She stopped at Walter Cunningham's desk. 'Where's yours?' she asked.</p> <p>Walter Cunningham's face told everybody in the first grade he had hookworms. His absence of shoes told us how he got them. People caught hookworms going barefooted in barnyards and hog wallows. If Walter had owned any shoes he would have worn them the first day of school and then discarded them until mid-winter. He did have on a clean shirt and neatly mended overalls.</p> <p>'Did you forget your lunch this morning?' asked Miss Caroline.</p> <p>Walter looked straight ahead. I saw a muscle jump in his skinny jaw.</p> <p>'Did you forget it this morning?' asked Miss Caroline. Walter's jaw twitched again.</p> <p>'Yeb'm,' he finally mumbled.</p> <p>Miss Caroline went to her desk and opened her purse. 'Here's a quarter,' she said to Walter. 'Go and eat downtown today. You can pay me back tomorrow.'</p> <p>Walter shook his head. 'Nome thank you ma'am,' he drawled softly.</p> <p>Impatience crept into Miss Caroline's voice: 'Here Walter, come get it.'</p> <p>Walter shook his head again.</p> <p>When Walter shook his head a third time someone whispered, 'Go on and tell her, Scout.'</p> <p>I turned around and saw most of the town people and the entire bus delegation looking at me. Miss Caroline and I had conferred twice already, and they were looking at me in the innocent assurance that familiarity breeds understanding.</p>	<p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p> <p>30</p> <p>35</p>
---	--



- 7.6.** Refer to lines 1-2: ".....breaking into my new grudge against Calpurnia."  
Describe Calpurnia's role in Scout's life. (3)
- 7.7.** Refer to lines 20-22: " Did you forget.....he finally mumbled."  
Explain why Walter lies to Miss Caroline. (3)
- 7.8.** Examine lines 34-36: "Miss Caroline and .....familiarity breeds understanding."  
Critically discuss how Scout's interactions with Miss Caroline contribute to her  
(Scout's) growth. (4)
- (25)

**SECTION C: DRAMA**

Answer ONE question from this section ONLY.

**MACBETH – William Shakespeare**

Answer EITHER QUESTION 8 (essay question) OR QUESTION 9 (contextual question – both extracts A and B).

**QUESTION 8: MACBETH - ESSAY QUESTION**

**"The play 'MACBETH' invites us to look into the world of a man driven by ruthless ambition and tortured by regret."**

Critically discuss to what extent you agree with the above assessment.

**N.B. Please ensure that you present a critical response. You will be penalised if you present a mere plot of the drama.**

**Length: 350-400 words. (1 ½ -2 pages).**

[25]

OR

p.t.o. QUESTION 9

**QUESTION 9: MACBETH - CONTEXTUAL QUESTION**

Read the two extracts below and then answer all the questions that follow.

**EXTRACT A**


---

*(Aside)* Glamis, and thane of Cawdor!  
The greatest is behind. *(To ROSS and ANGUS)* Thanks for your pains.

*(To BANQUO)* Do you not hope your children shall be kings,  
When those that gave the thane of Cawdor to me  
Promised no less to them? 5

**BANQUO**

That trusted home  
Might yet enkindle you unto the crown,  
Besides the thane of Cawdor. But 'tis strange:  
And oftentimes, to win us to our harm,  
The instruments of darkness tell us truths, 10  
Win us with honest trifles, to betray's  
In deepest consequence.  
Cousins, a word, I pray you.

**MACBETH**

*(Aside)* Two truths are told,  
As happy prologues to the swelling act 15  
Of the imperial theme. *(Aloud)* I thank you, gentlemen.

**(ACT 3, SC 4)**

---

- 9.1. Refer to lines 1 – 12.  
Explain what Macbeth means by stating 'the greatest is behind' (line 2). (3)
- 9.2. What insights are gained into the characters of **Macbeth** and **Banquo** from their reactions to the prophecy of the Weird Sisters in the above extract? (3)
- 9.3. Banquo refers to the Weird Sisters as 'the instruments of darkness' (line 10). Do you agree with Banquo's assessment of the Weird Sisters? Substantiate your response. (4)

**p.t.o.      EXTRACT B**

**EXTRACT B****LADY MACBETH**

I pray you speak not; he grows worse and worse;  
 Question enrages him. At once, good night.  
 Stand not upon the order of your going,  
 But I go at once.

**LENNOX**

Good night, and better health  
 Attend his majesty!

5

**LADY MACBETH**

A kind good-night to all.  
 [*Exeunt Lords and Attendants*]

**MACBETH**

It will have blood, they say, blood will have blood.  
 Stones have been known to move, and trees to speak;  
 Augurs, and understood relations have  
 By maggot-pies, and choughs, and rooks, brought forth  
 The secret'st man of blood ... What is the night?

10

**LADY MACBETH**

Almost at odds with morning, which is which.

**MACBETH**

How say'st thou, that Macduff denies his person  
 At our great bidding?

15

**LADY MACBETH**

Did you send to him, sir?

**MACBETH**

I hear it by the way. But I will send.  
 There's not a one but is in his house  
 I keep a servant fee'd ... I will to-morrow  
 (And betimes I will) to the Weird Sisters.  
 More shall they speak; for now I am bent to know,  
 By the worst means, the worst. For mine own good  
 All causes shall give way. I am in blood  
 Stepped in so far, that, should I wade no more,  
 Returning were as tedious as go o'er.

20

25

**(ACT 3, SC 4)**

- 9.4 Refer to line 1: 'I pray you speak not; he grows worse and worse'.  
Explain why Lady Macbeth says that Macbeth 'grows worse and worse' ? (3)
- 9.5 'It will have blood, they say, blood will have blood.' (L- 9)  
Briefly suggest what Macbeth has finally realised. (2)
- 9.6. Critically comment on why Macbeth mentions Macduff at this point in the play, and  
Macduff's significance in the play as a whole. (4)
- 9.7 Discuss how Macbeth's visit to the 'Weird Sisters' (L-21) ultimately leads to his  
downfall. (3)
- 9.8 Identify and explain the effectiveness of the figure of speech in lines 24-26: 'I am in  
blood ... tedious as go o'er.' (3)

**Total: 25**

TOTAL = 30 + 25 + 25 [80]

**GREENBURY SECONDARY SCHOOL**



DEPARTMENT OF LANGUAGES  
H.O.D. MR S R PANDAY

*[Handwritten Signature]*



## Grade 11 - June 2016 - Poetry Suggested Answers

### QUESTION 1 - Essay

Structure - the lines are organised in the shape of a plant - strongly embedded, growing upright and sturdy without restrictions. No control this is symbolised by lines that are different in length - begins and ends at different points. The tall appearance echoes the speaker's feelings of pride in the free and independent woman who is 'not a potted plant'. Poem is written in free verse suggesting that women are free beings.

○ Imagery/Symbolism - the extended metaphor of comparing a woman to a potted plant as well as the different plants reflect the various aspects of a woman's true nature. She is not 'espaliers' which need to be supported rather she is independent of 'country, man, mother'. She is not 'Blossoms' that go seeking the 'sun' because she does not need anyone to 'feed and water' her. She is 'wildness unbounded' the epitome of freedom as all things grow unrestricted in the wilderness. 'Honeysuckle or bee' - independent unlike these things she needs nobody.

○ Tone - Conviction / Certainty / emphasises the central idea of her freedom and independence.

\* Be guided by DOE rubric / Essay must have structure [Intro + Body + Conclusion]

(10)

## Anthem for Doomed Youth

2.1. Poet's attitude is one of disapproval of war - this is evident in the use of the word 'youth' which implies innocence, hope, happiness for the future etc.; this is juxtaposed by the word 'doom' which implies having no hope/ even if they return alive they will be affected. (Attitude + Explanation) (2)

2.2. He opens with a shocking imagery comparing the battlefield to a slaughterhouse where young men die as cattle / hints that these young men were stumbling innocently to their death like cattle stumbling into the slaughterhouse to be slaughtered. (1 point well explained) (2)

2.3. The poet makes reference to the armour which he personifies giving it human feelings of anger 'monstrous anger'. The rifles are also personified 'stuttering rifles rapid rattle' (alliteration) which adds to the idea of the armour replacing the normal mourning process. The irony is that there are no bells or organs (prayers) instead the very instruments of death give the only equivalent of the mourning process i.e. (prayer, choir, singing, crying etc.). (1/2 x 2 point) (3)

2.4. Most did not escape the hopelessness of war where innocent lives are lost - little chance of survival. The 'drawing down of blinds' could signify the end of their lives/ shutting out of the horrors experienced - emphasising the futility of war. (1/2 x 2) (3)



## Question Three - My mistress' eyes - -

3.1. The poet is being realistic that his mistress/lover is not a Goddess / she is idolised - she is ordinary (human) and he alludes to this fact.

(1 point well discussed)  
(2)

3.2. He is realistic as well as critical - he says that her lips are not as red as coral / nor are her breasts as white like snow, rather they are dull / almost greyish / her hair is like <sup>↑</sup>wires growing from her head - these comparisons shows that he does not exaggerate her beauty.

(1/2 x 2)

3.3. He implies / states that her breath has a bad odor / smell - 'reeks' implies an unpleasant smell

(1 point) (2)

3.4. The tone in the rhyming couplet is one of defiance / seriousness as he affirms the love that he has for his mistress. It underlines the dislike he has for exaggerated conceit / Lover her the way she is.

(1/2 x 2 points)

(3)

(10)

## Question Four - Hanging Fire

4.1. The reader learns that the speaker is a 14-year-old girl "betrayed" by her skin colour - could imply typical teenage pimples or a far more serious issue - racism because poet is a black / an African-American (1 point - well discussed) (2)

4.2. This repetition emphasises her loneliness. The speaker is separated from her mother by a literal barrier - the door - family members are isolated from one another.

In stanza 2 the speaker has all these everyday issues but her mother is not there to help / advise her - she feels neglected.

In stanza 3 - the repetition reinforces her loneliness leading to the reader feeling sorry for her as her mother is not there to console her / help her through these issues. (1/2 x 2 points) (3)

4.3. Although she does not want to do anything there is so much that she has to do eg. maybe homework, chores etc. typical teenage attitude. (1 point) (2)

4.4. Mood - sombre / sad / The speaker shares her fears and worries with W - some are about everyday typical issues - she then moves on to more serious issues like death, implied racism - all have our 'struggle' issue. Themes of teenage struggles < everyday / political (3)

## Unseen Poem

S.1. Night life alludes to fun, excitement, happiness, joyful times. This is not true for the residents of Soweto who are exposed to the dangers of life in Soweto - life is cheap and easily lost - Hence 'knife' is apt - represents danger / violence / crime. (2)

S.2. Suggests / Implies that the people living on the edges are very vulnerable to attacks by knives etc. The township is unsafe / people are vulnerable to crime. (2)

S.3. 'Dew' - suggestive of a new dawn, implies innocence, purity of the early morning. 'Bloodwet' implies danger, sticky wet because of blood that has been shed. The colour contrast of water (clear) and blood (thick red) also portrays a stark image.

The poet conveys to the reader that innocent lives are lost in the blood bath.

Image designed to shock, horrify the reader. (1/2 x 2 points)

S.4. The people of Soweto have at some point, been victims of crime or have lost loved ones to crime; hence, their lives are 'empty' - bereft, 'sprawls' alludes to the seriousness of the issue - spread over a large area.

personification 'gaping in deathly surprise' -  
macabre image highlights the misery of their  
lives - nothing to look forward to. "Like a  
slit throat" - bare, naked, image of crime -  
attests to the indifference of the perpetrator;  
no value for life.

These lines highlight the abject misery /  
suffering and emptiness of their lives. (3)

# SUGGESTED ANSWERS

## QUESTION 6 - ESSAY QUESTION

\* Pupils to write a well-constructed essay which may focus on the following characters:

1. Boo Radley - perceived as a mad, cruel and terrifying monster yet he is a gentle soul who yearns for love and friendship. Victim of his father's pride and distorted convictions; victim of social prejudice. Victim of the town's gossip and speculation. Exaggerated stories about him. Lonely - tries to make contact with the children - small gifts; brave - protects Jen and Scout from harm; innocent - likened to a mockingbird - gentle, harmless.
2. Klatter Cunningham - Scout's behaviour towards him reflects class prejudice; Scout still has to learn to "climb into his skin" - learn empathy/compassion.
3. Maycomb is a symbol of prejudice, intolerance and racism; many of the inhabitants represent or symbolise different attitudes and values → pupils to cite incidents. Caroline Fisher - abstract teaching - ignorant of the reality of the lives of the children.

\* Consult literary essay rubric

## QUESTION 7 - SUGGESTED ANSWERS

7.1. When Boo Radley was a teen, he'd joined some of the Comingham boys and they had committed a few misdemeanours. Various charges were brought against them. The judge decided to send the boys to a state industrial school but Mr Radley objected and Boo was released into his custody, to be locked away and never to be 'seen' again for 15 years! (3)

7.2. Atticus believed that people had a right to privacy and taught his children this notion. He is a man of wisdom and moderation; shows profound understanding "climb into one's skin". Treats people humanely. Fair, compassionate, tolerant, free of prejudice; promotes loyalty to one's conscience. Good father - promotes moral courage/virtues. (4)

7.3. Old Mr Radley persecutes his son by incarcerating him. Cold, unfeeling towards Boo, a young lad - later a man - who yearns for love and understanding. Denies Boo the opportunity to live a normal life. Lacks compassion for his son; unforgiving. A bigot who places pride before the welfare of his son. Religious zealot who didn't practise what he preached i.e. show love, kindness, tolerance. (3)

7.4. The sheriff displays racial prejudice in refusing to place Boo (a young white man)



in jail "alongside Negroes". Instead, Boo is locked in the courthouse basement. This attests to the racism that was prevalent in the Maycomb community. With the exception of a few, many of the inhabitants of Maycomb, including those in positions of authority, were racist. (3)

7.5. Atticus is suggesting that there are other ways of dehumanising people, of crushing their spirit, reducing their self-worth/esteem, making them insignificant. (2)

7.6. Calpurnia - Finch housekeeper/cook. Ran the home with a firm hand. Was protective of the children. Taught Scout to write the alphabet; taught her manners/etiquette. Disciplined Scout when necessary. Cite example of Walter at lunch with the Finches - Scout displays class prejudice and is reprimanded by Cal. Having yet firm relationship; Scout later learns to appreciate Calpurnia's steady presence in her life. (3)

7.7. Walter Cunningham was extremely poor - he didn't bring lunch because he didn't have any. Lies because he is embarrassed. Proud and independent; has a positive pride. He refused to accept Miss Caroline's money because he knew he couldn't repay her. The Cunninghams never took anything they couldn't repay (usually in kind); they

got along on what they had. (3)

7-8 of Miss Caroline, initially stifles Scout's expectant joy - her first day at school - eager for a new learning experience. Reprimands her for reading and her ability to write. Tries to make Scout conform, later punishes Scout for doing a good deed - explaining Walter's refusal. Ignores the individual in Scout; employs unsuitable methods of teaching - abstract teaching that is unrelated to her pupils' experiences. Inflexible - has a poor relationship with Scout and her other pupils; lacks understanding; ignorant of the reality of the lives of the children she teaches. Her teaching negatively affects Scout's growth; she realises that school cannot teach her much. (4)

However, Atticus helps her to try and see things from other people's viewpoint. "Crawl into my skin and walk around in it". (25)

Atticus helps Scout to understand that she is not alone in the world. (25)

Atticus helps Scout to understand that she is not alone in the world. (25)



**MEMO – GR 11 P2 – MACBETH: 2016 : HALF-YEARLY EXAM**

**QUESTION 8: ESSAY**

**POINTS TO CONSIDER:**

1. Mac the hero – provide qualities of a hero.
2. Witches' prophecy
3. Contrast Mac and Banquo's reaction to the Witches
4. Mac's vaulting ambition
5. Influence of the Witches
6. Murders of KD, Banquo, L Macduff and children
7. Influence of L Macbeth
8. Mac's soliloquies – turmoil in his mind
9. Mac's kinship – rule of tyranny – slaughter and bloodshed
10. The prophecies of the Apparitions
11. Macbeth's regret at helping Banquo's issue; his regret at LM's death; his regret at slaughtering Macduff's family; his regret at becoming King

NB: This is merely a guide. Be guided by the depth of candidates' responses.

Proper structure – Paragraphing – Clear intro, body, conclusion. Paragraphs for each new idea in Body

Use of quotations

LIT. ESSAY – MARKING RUBRIC – Refer to it from your Master File.

## QUESTION 9: *MACBETH* - CONTEXTUAL QUESTION

- 9.1. Mac's greatest honour and achievements ,i.e, Thane of Glamis and Cawdor are complete – he has been bestowed the great honour of the title 'Thane of Cawdor'. Secondly, the kingship is still to come to him ,i.e, becoming King of Scotland. [3]
- 9.2 Banquo is not afraid of the Witches but he senses the danger. He does not trust them and he rightly surmises that they are evil. Macbeth regards the Witches as credible and is in awe of them. He is already thinking of the kingship 'prologues to the swelling act of the imperial'. [3]
- 9.3 YES. The Witches are aligned with the powers of darkness. Their whole intention is to trap those who have the propensity to commit acts of evil. In Macbeth, they find their ideal candidate who eventually becomes a bloodthirsty tyrant and a butcher. They utter half-truths to trap and manipulate their victims and are often on a quest to destroy and harm others. Banquo is deeply suspicious of them and intuitively comprehends their evil intentions. (Accept other reasonable answers.) [4]
- 9.4. Mac's behaviour at his banquet is becoming increasingly erratic. He does not attend to his guests properly. He undergoes several forms of madness when he scolds Banquo for not attending his banquet, knowing the latter is dead, is extremely upset at seeing Banquo's ghost, he reveals a guilty conscience and confuses reality and illusion. He suffers mental aberrations. [3]
- 9.5 Mac has realised that when one indulges in killing, then it results in more killing. He realises the law of an eye for an eye. Those who shed blood will have their blood shed. [2]
- 9.6 Macduff has refused to attend Mac's banquet even after Mac commanded Macduff to attend. This is an open act of defiance against Mac and a personal insult to him. This will have consequences for Macduff. After the first Apparition warns Mac to beware of Macduff, Mac slaughters Macduff's family and confiscates his lands and possessions. Macduff is not born of woman in the traditional sense, therefore, Macduff will become Mac's nemesis, and will finally avenge his family by killing the tyrant. [4]
- 9.7 When Mac visits the Witches, they show him three Apparitions who speak ambiguously to him. Mac interprets their prophecies literally and feels reassured that what they convey is the truth and he can never be defeated. The first Apparition warns him to beware Macduff, the second that he will not be vanquished by any man born of woman and the third that he will only be defeated when Birnham Wood comes to Dunsinane Hill. Eventually these prophecies are fulfilled and Macbeth is killed by Macduff. [3]
- 9.8 Metaphor. Macbeth compares himself to being steeped in the middle of a river of blood so deep that it would be pointless for him to turn back from this course of action as it would be to cross to the other shore. He might as well continue to indulge in bloodshed. [3]      **TOTAL: 25**