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STANMORE SECONDARY SCHOOL
TRIAL EXAMINATION: 2020
ENGLISH HOME LANGUAGE PAPER 2

TIME: 2½ HOURS **EXAMINER: P. GENGAN**

MARKS: 80 **MODERATOR: E. SUKHOO**

INSTRUCTIONS:

1. Read these instructions carefully before you begin to answer the questions.

2. This question paper consists of THREE sections
   Section A: Poetry (30)
   Section B: Novel (25)
   Section C: Drama (25)

3. Answer FIVE questions in all:

   SECTION A: POETRY
   PRESCRIBED POETRY – Answer TWO questions.
   UNSEEN POEM – COMPULSORY question.

   SECTION B: NOVEL Answer ONE question.

   SECTION C: DRAMA Answer ONE question.

4. CHOICE OF ANSWERS FOR SECTIONS B(NOVEL) AND C (DRAMA):
   - Answer ONE essay question and ONE contextual question.

     If you answer the essay question in SECTION B, 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.

5. LENGTH OF ANSWERS
   - The essay question on Poetry should be answered in about 250-300 words.
   - Essay questions on the Novel and Drama sections should be answered in 400-450 words.

6. This paper consist of 12 pages.

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SECTION A: POETRY

PRESCRIBED POETRY

Answer any TWO of the following questions

QUESTION 1: POETRY – ESSAY QUESTION

Read the poem below and answer the question that follows.

FIRST DAY AFTER THE WAR – Mazisi Kunene

We heard the songs of a wedding party.
We saw a soft light
Coiling round the young blades of grass
At first we hesitated, then we saw her footprints,
Her face emerged, then her eyes of freedom!
She woke us up with a smile saying,
'What day is this that comes suddenly?'
We said, 'It is the first day after the war'.
Then without waiting we ran to the open space
Ululating to the mountains and the pathways
Calling people from all the circles of the earth.
We shook up the old man demanding a festival
We asked for all the first fruits of the season.
We held hands with a stranger
We shouted across the waterfalls
People came from all lands
It was the first day of peace.
We saw our Ancestors travelling tall on the horizon.

In the poem, 'First Day after the War' the poet Mazisi Kunene creates a vision of the day after the end of Apartheid – the joy and jubilation as people come together. However, it is also a powerful reminder of history and the need to look backwards before moving forward into the future.

Critically discuss this statement by making close reference to the diction, imagery and tone of the poem. Your response should take the form of a well –constructed essay of 250 – 300 words (about ONE page).

[10]

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QUESTION 2: POETRY – CONTEXTUAL QUESTION

Read the poem below and then answer the questions that follows.

THE ZULU GIRL – Roy Campbell

When in the sun the hot red acres smoulder,
Down where the sweating gang its labour plies,
A girl flings down her hoe, and from her shoulder
Unslings her child tormented by the flies.

She takes him to a ring of shadow pooled
By thorn-trees: purpled with the blood of ticks,
While her sharp nails, in slow caresses ruled,
Prowl through his hair with sharp electric clicks.

His sleepy mouth plugged by the heavy nipple,
Tugs like a puppy, grunting as he feeds:
Through his frail nerves her own deep languors ripple
Like a broad river sighing through its reeds.

Yet in that drowsy stream his flesh imbibes
An old unquenched unsmotherable heat –
The curbed ferocity of beaten tribes,
The sullen dignity of their defeat.

Her body looms above him like a hill
Within whose shade a village lies at rest,
Or the first cloud so terrible and still
That bears the coming harvest in its breast.

2.1 Comment on the mood and setting of the poem which is established by 'hot red acres smoulder.' (Line 1) (3)

2.2 'While her sharp nails, in slow caresses ruled,
Prowl through his hair with sharp electric clicks.' (Line 7-8)

What do these words reveal about the mother? (2)

2.3 'The curbed ferocity of beaten tribes' (Line15).

Discuss the significance of this description in the context of the poem. (3)

2.4 Account for the use of the image of the harvest in the last stanza of the poem. (2)

[10]

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QUESTION 3: POETRY – CONTEXTUAL QUESTION

Read the poem below and then answer the questions that follows.

FUNERAL BLUES – WH Auden

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

Let aeroplanes circle moaning overhead
Scribbling on the sky the message He Is Dead.
Put crêpe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last forever: I was wrong.

The stars are not wanted now; put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood;
For nothing now can ever come to any good.

3.1 With reference to line 1 'Stop all the clocks, cut off the telephone'. Why would the speaker want these sounds to stop? (2)

3.2 Identify the colour contrast found in the second stanza and show how this reflects the speaker's mood. (3)

3.3 Refer to line 9 'He was my North, my South, my East and West.'

With reference to the above line, do you agree that the poet was in love with the deceased? Justify your answer. (3)

3.4 Comment on the effectiveness of the imagery in lines 13-14. (2)

[10]

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QUESTION 4: POETRY – CONTEXTUAL QUESTION

Read the poem below and then answer the questions that follows.

AN AFRICAN THUNDERSTORM – David Rubadiri

From the west
Clouds come hurrying with the wind
Turning
Sharply
Here and there
Like a plague of locusts
Whirling
Tossing up things on its tail
Like a madman chasing nothing.

Pregnant clouds
Ride stately on its back
Gathering to perch on hills
Like dark sinister wings;
The Wind whistles by
And trees bend to let it pass.

In the village
Screams of delighted children
Toss and turn
In the din of whirling wind,
Women –
Babies clinging on their backs –
Dart about
In and out
Madly
The Wind whistles by
Whilst trees bend to let it pass.
Clothes wave like tattered flags
Flying off
To expose dangling breasts
As jaggered blinding flashes
Rumble, tremble, and crack
Amidst the smell of fired smoke
and the pelting march of the storm.

4.1 Refer to line 14: 'The Wind whistles by' and line 19: 'In the din of whirling wind'

Suggest how the alliteration in these lines is used to describe the wind. (2)

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4.2 Refer to line 10: 'Pregnant clouds'.

Explain what the word, 'pregnant' implies about the clouds. (2)

4.3 Discuss the effectiveness of comparing the approaching storm to 'a plague of locusts' (line 6) (3)

4.4 Refer to lines 30-33: ' As jaggered blinding...of the storm'

Comment on whether these lines are an appropriate conclusion to the poem. (3)

[10]

QUESTION FIVE: UNSEEN POETRY – CONTEXTUAL QUESTION

Read the poem below and answer the questions that follow.

THE MARBLE EYE – Mbuyiseni Oswald Mtshali

The marble eye
is an ornament
coldly carved by a craftsman
to fill an empty socket
as a corpse fills a coffin.

It sheds no tear,
it warms to no love,
it glowers with no anger,
it burns with no hate.

Blind it is to all colours.

Around it there is no evil
to be whisked away
with the tail of a horse
like a pestering fly.

Oh! the marble eye -
if only my eyes
were made of marble!

5.1 Discuss the appropriateness of the word 'coldly' in stanza 1. (2)

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5.2 Explain how stanza 2 contributes to your understanding of the speaker's desire for a 'marble eye'. (2)

5.3 Critically discuss: 'Blind it is to all colours' (line 10). (3)

5.4 In your view, is the speaker justified in thinking that a 'marble eye' is a means of escaping reality? Justify your response. (3)

[10]

SECTION B: NOVEL

LIFE OF PI – YANN MARTEL

Answer EITHER QUESTION 6 (essay question) OR QUESTION 7 (contextual question).

QUESTION 6: *LIFE OF PI* – ESSAY QUESTION

It is true that the characters and circumstances we encounter can change us, sometimes so profoundly that we are not the same afterwards.

Critically discuss the validity of this statement in relation to Pi.

Your response should be a well-constructed essay of 400 – 450 words (2 – 2 ½ pages).

[25]

QUESTION 7: *LIFE OF PI* – CONTEXTUAL QUESTION

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

Then the elderly man said, 'I have a story that will make you believe in God.'

...

'It starts right here in Pondicherry just a few years back, and it ends, I am delighted to tell you, in the very country you come from.'

'And it will make me believe in God?'

'Yes.'

'That's a tall order.'

'Not so tall that you can't reach.'

My waiter appeared. I hesitated for a moment. I ordered two coffees. We introduced ourselves. His name was Francis Adirubasamy.

'Please tell me your story,' I said.

'You must pay proper attention,' he replied.

'I will.' I brought out pen and notepad.

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...

Later, in Toronto, among nine columns of Patels in the phone book, I found him, the main character. My heart pounded as I dialled his phone number. The voice that answered had an Indian lilt to its Canadian accent, light but unmistakable, like a trace of incense in the air. 'That was a very long time ago,' he said. Yet he agreed to meet. We met many times. He showed me the diary he kept during the events. He showed me the yellowed newspaper clippings that made him briefly, obscurely famous. He told me his story. All the while I took notes. Nearly a year later, after considerable difficulties, I received a tape and a report from the Japanese Ministry of Transport. It was as I listened to that tape that I agreed with Mr Adirubasamy that this was, indeed, a story to make you believe in God.

[Author's note]

7.1 Place the extract in context. (3)

7.2 Discuss Francis Adirubasamy's role in Pi's life. (3)

7.3 Refer to line 2: *'It starts right here in Pondicherry just a few years back'.*

Explain how the lessons Pi learnt in Pondicherry manifest in his later life in Canada. (3)

7.4 Refer to lines 21-22: *'It was as.....believe in God'.*

Do you agree with the observation: 'that this was, indeed, a story to make you believe in God?' Discuss how Pi's story might make the author 'believe in God?' (3)

AND

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'Richard Parker, a ship!'

I had the pleasure of shouting that once. I was overwhelmed with happiness. All hurt and frustration fell away and I positively blazed with joy.

'We've made it! We're saved! Do you understand, Richard Parker? WE'RE SAVED! Ha, ha, ha, ha!'

I tried to control my excitement. What if the ship passed too far away to see us? Should I launch a rocket flare? Nonsense!

'It's coming right towards us, Richard Parker! Oh, I thank you, Lord Ganesha! Blessed be you in all your manifestations, Allah-Brahman!'

It couldn't miss us. Can there be any happiness greater than the happiness of salvation? The answer – believe me – is No. I got to my feet, the first time in a long time I had made such an effort.

'Can you believe it, Richard Parker? People, food, a bed. Life is ours once again. Oh, what bliss!'

The ship came closer still. It looked like an oil tanker. The shape of its bow was becoming distinct. Salvation wore a robe of black metal with white trim.

'And what if ...?'

I did not dare say the words. But might there not be a chance that Father and Mother and Ravi were still alive? The *Tsimtsum* had had a number of lifeboats. Perhaps they had reached Canada weeks ago and were anxiously waiting for news from me.

...

[The tanker] was in fact bearing down on us. The bow was a vast wall of metal that was getting wider every second. A huge wave girdling it was advancing towards us relentlessly. Richard Parker finally sensed the looming juggernaut. He turned and went 'Woof! Woof!' but not doglike – it was tigerlike: powerful, scary and utterly suited to the situation.

[Chapter 86]

7.5 Refer to lines 2-3: 'All hurt and...blazed with joy'.

Account for the change in Pi's feelings at this point. (3)

7.6 Refer to line 16: 'Salvation wore a robe of black metal with white trim'.

Discuss the significance of this image at this point in the novel. (3)

7.7 Refer to lines 21-23: 'The bow was...the looming juggernaut'.

Comment on the mood that is created by the imagery in these lines. (3)

7.8 Refer to lines 8-9: 'Oh, I thank you...Allah-Brahman!'

Discuss the significance of Pi's exclamation of 'Lord Ganesha!...Allah – Brahman!' with respect to his religious views. (4)

[25]

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SECTION C: DRAMA

OTHELLO – William Shakespeare

Answer EITHER QUESTION 8 (essay question) OR QUESTION 9 (contextual question).

QUESTION 8: *OTHELLO* – ESSAY QUESTION

As a tragedy, the play *Othello* forces us to question how such qualities as goodness, love, justice and loyalty can survive in the world given man's capacity for evil and destruction.

Critically assess the validity of this statement in a well-constructed essay of 400 – 450 words (2 2 ½ pages). **[25]**

QUESTION 9: *OTHELLO* - CONTEXTUAL QUESTION

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

OTHELLO
... And, O ye mortal engines, whose rude throats
The immortal Jove's dread clamours counterfeit,
Farewell! Othello's occupation's gone.
IAGO
Is't possible, my lord?
OTHELLO
Villain, be sure thou prove my love a whore.
Be sure of it, give me the ocular proof,
Or by the worth of mine eternal soul,
Thou hadst been better have been born a dog
Than answer my waked wrath!
IAGO
Is't come to this?
OTHELLO
Make me to see't, or at the least so prove it
That the probation bear no hinge nor loop
To hang a doubt on, or woe upon thy life!
IAGO
My noble lord —
OTHELLO
If thou dost slander her and torture me,
Never pray more; abandon all remorse.
On horror's head horrors accumulate;
Do deeds to make heaven weep, all earth amazed;
For nothing canst thou to damnation add
Greater than that.

[Act 3, Scene 3]

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9.1 Refer to lines 5-6: 'Villain, be sure...ocular proof'.

Explain how Iago succeeds in providing the 'ocular proof' proof demanded by Othello. (3)

9.2 Refer to line 3: 'Farewell! Othello's occupation's gone'.

Discuss the impact of Desdemona's alleged betrayal on Othello. (3)

9.3 Explain the extent to which Iago is able to manipulate Othello into becoming obsessed with vengeance. (4)

OTHELLO
You have seen nothing then?
EMILIA
Nor ever heard, nor ever did suspect.
OTHELLO
Yes, you have seen Cassio and she together.
EMILIA
But then I saw no harm, and then I heard
Each syllable that breath made up between them.
OTHELLO
What! Did they never whisper?
EMILIA
Never, my lord.
OTHELLO
Nor send you out o'th' way?
EMILIA
Never.
OTHELLO
To fetch her fan, her gloves, her mask, nor nothing?
EMILIA
Never, my lord.
OTHELLO
That's strange.
EMILIA
I durst, my lord, to wager she is honest,
Lay down my soul at stake. If you think other,
Remove your thought; it doth abuse your bosom.
If any wretch have put this in your head,
Let heaven requite it with the serpent's curse!
For if she be not honest, chaste, and true,
There's no man happy. The purest of their wives
Is foul as slander.
OTHELLO
Bid her come hither; go! [Exit Emilia]
She says enough; yet she's a simple bawd
That cannot say as much. This is a subtle whore,
A closet lock and key of villainous secrets;
And yet she'll kneel and pray. I have seen her do't.

[Act 4, Scene 4]

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9.4 What does Othello's questioning of Emilia convey about his state of mind? (2)

9.5 'If any wretch have put this in your head' (line 16)

Discuss the dramatic irony in Emilia's speech. (3)

9.6 Comment critically on the factors that may have led to Othello's downfall. (4)

LODOVICO
Where is this rash and most unfortunate man?
OTHELLO
That's he that was Othello. Here I am.
LODOVICO
Where is that viper? Bring the villain forth.
OTHELLO
I look down towards his feet; but that's a fable.
If that thou be'st a devil, I cannot kill thee.
Othello wounds Iago
LODOVICO
Wrench his sword from him.
IAGO
I bleed, sir, but not killed.
OTHELLO
I am not sorry neither. I'd have thee live,
For in my sense 'tis happiness to die.

[Act 5, Scene 2]

9.7 In response to Lodivico's question in line 1('Where is this rash and unfortunate man?') Othello says: 'That's he that was Othello.Here I am'.(L2)

Do you agree with Othello's self- assessment? Justify your answer. (3)

9.8 Othello claims: 'For in my sense 'tis happiness to die' (Line 8)

Critically discuss why Othello feels that death is preferable to life. (3)

[25]

STANMORE SECONDARY

TRIAL EXAMS 2020

ENG HL P2

SUGGESTED ANSWERS

SECTION A : POETRY

PRESCRIBED POETRY

QUESTION 1 – ESSAY QUESTION

FIRST DAY AFTER THE WAR

The poem is a celebration of the end of apartheid and of new beginnings.

- The poem deals with excitement and the desire to tell people about the dawn of a new era, which suggests a fresh start and is a symbol of hope and change.
- The wedding metaphor symbolises celebration. It is the beginning of a new life and a time of peace and harmony. The reference to the 'songs' at the 'wedding party' conveys joyous celebration.
- The allusion to freedom illustrates the lifting of the restrictions and oppression of the apartheid era. This is cause for jubilation.
- 'Then without waiting we ran to the open space' conveys the people's excitement. Their joy is spontaneous, unrestrained and boundless. They erupt in celebration.
- The word, 'suddenly' suggests that the ending of oppression and subsequent unification are unexpected pleasures to be celebrated.
- The end of the war, together with the eradication of suffering, is met with great festivity and jubilation.
- Words like 'calling', 'shook', 'demanding' and 'shouted' are forceful. They convey the people's enthusiasm and determination to enjoy the occasion. They are unable to contain their joy, which is expressed in wild actions.
- The use of the onomatopoeic word, 'ululating' conveys the sound of the people's spontaneity and expression of ecstasy and elation. The word is associated with traditional forms of African celebration.
- The repetition of 'we' emphasises the coming together of people who were previously divided. This is reinforced by their holding hands – a gesture of intimacy and comfort. There is a sense of harmony, ubuntu and accord. A common humanity is celebrated.
- Because of the celebratory mood, people demand the 'first fruits of the season'. The occasion is so great that only the best will do. It is also an expression of gratitude for blessings bestowed.
- The announcement of the advent of democracy is shared with all. The spirit is so infectious that people 'came from all the lands' to join the unification.
- Even the ancestors join the celebration. They are proud and 'travelling tall'.
- The tone initially is one of disbelief that oppression has come to an end, then restrained joy, followed by ecstatic celebration, jubilance and pride. The tone might also be celebratory/enthusiastic/excited.

NB Credit valid alternative responses [10]

Question 2 contextual

THE ZULU GIRL

2.1 The mood is oppressive / unbearable / stifling because of the extreme heat & discomfort experienced by the girl & labourers. The setting is established through the reference to the 'red acres' (L1) – rural setting. Red-tinted dust coats the land. Sun's rays make land seem like smouldering coal 3

2.2. The mother takes her infant to the shade to feed him. The slow action portrays the mother as loving & nurturing as she caresses (L7) her child's hair while she tends to him 2

2.3. There is a shift in tone – an ominous mood is introduced. The happy mood of the child's satisfied feeding is replaced by the 'curbed ferocity of beaten tribes' (L15) The mother represents the oppressed people of S.A who will remain quietly accepting of their position until the 'cloud so terrible and still' warns of a looming confrontation – once the ferocity is unleashed. 3

2.4 Although the nation is at rest now, their power is not gone. Children of the oppressed people will one day reap the harvest of their suffering. The mother transmits her strength to the child so that one day he will free his people from oppression 2

[10]

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Question 3

FUNERAL BLUES

3.1 The speaker is struck with grief. He has lost someone close to him & he does not want to hear any noise. He sounds angry & wants silence 2

3.2 Poet makes reference to sky – is blue & describes the way the poet is feeling – a sense of loneliness & emptiness because person experiences grief. 'Blues' – type of music creates a sad mood.
Contrast of colours black & white – white necks of doves need to be marked with black ribbon & traffic policemen must exchange white gloves for black – reveals depth of speakers bereavement 3

3.3. The speaker is upset because the deceased meant everything to the poet. The dead man was like a compass & gave the poet's life direction (purpose, guidance) He wants everyone to feel his pain hence a public acknowledgement + public mourning 3

3.4 In his grief-stricken state, the speaker wants all of the cosmic planets to go away although he knows this is not possible. The imagery in which the lights of the stars must be put out & the romance of the moon needs to be packed up reflects a tone of despair & deep sorrow at the passing of his loved one 2

[10]

Question 4

AN AFRICAN THUNDERSTORM

4.1 The wind is unpredictable – out of control & dangerous bringing with it chaos & destruction 'Wind whistles' conveys the shrill piercing sound of wind as it speeds by. 'dun & whirling wind' conveys rapid swirling, spiralling movement of the wind – sound can be deafening

4.2 The clouds are heavy, rounded in shape & full of rain. The clouds will release the rain, which will be life-giving, just as a pregnant woman brings life into the world when giving birth. ie Symbol of fertility

4.3. A plague of locusts overwhelms the landscape & is an unstoppable force just like the wind and the approaching storm. Like a plague of locusts, the storm is widespread & darkens the sky and causes large scale destruction of the fields & crops. This image effectively conveys man's helplessness & vulnerability to the ravages of nature

4.4 Appropriate: The title creates the expectation that the poem is about a thunderstorm. Poem focuses on the build-up to the storm. The wind & clouds alert the people to the approach of the storm. The lightning flash & the rumbling thunder create tension as the reader anticipates the final eruption of the storm.

Not appropriate: Storm does not actually break de te its build-up being described throughout the poem – anti-climax

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Question 5

Unseen Poem : THE MARBLE EYE

5.1 The word 'coldly' suggests that the craftsman shows no emotion during the carving process - he has a desire to escape emotion. Cold is associated with death.

5.2. The speaker's description of an emotionless eye serves as a contrast to real eyes, hence the attraction to the marble eye because it allows a person to escape the harsh reality of life. The repetition of 'it' and 'no' reinforces the idea that the marble eye is without any sensitivity to human emotion.

5.3 A marble eye will have no real vision and prejudice and will not see the difference between people. Since it does not have the ability to see – colour will have no impact on it. It will not be able to appreciate beauty or even judge good & evil. It will not see racial differences - all people are equal therefore a marble eye is desirable.

5.4 Yes. It would free him from the reality of pain, suffering, prejudice that his real eyes see on a daily basis. He will escape into a painless world – no hurt. In his view the ideal world would be that in which he has a marble eye.

OR

No. An eye is for seeing things literally. One can feel greatly even if one is literally blind. Even if the 'eye' is seen as a metaphor for all forms of sensitivity, no-one can escape reality

Question 6.

Life of Pi - ESSAY

Candidates might argue that those whom Pi encounters change him and he will never be the innocent/naive young boy he was. Without these encounters, Pi might not have had the strength of character or survival skills to endure the suffering that he faced and to emerge with his humanity intact.

- Mr Adirubasamy's teaching Pi to swim saves his life when the Tsimtsum sinks. Pi also learns the skill of storytelling from him, which enables him to keep his mind occupied on the lifeboat and prevents him from descending into depression and madness.
- Pi refers to both Mr Kumars as 'the prophets' of his 'Indian youth'. They represent two apparently opposing views of religion and science. However, Pi comes to the realisation that their views are complementary. This encourages him to study both zoology and theology.
- Mr Kumar, the Biology teacher, teaches Pi to pay close attention to detail and it is this acute sense of observation that enables Pi to survive at sea.
- All three of Pi's religious mentors instil in him a strong sense of faith which sustains him on the lifeboat. His exposure to different religions encourages him to be tolerant and open-minded. All of their teachings define the way he lives his life.
- When Pi is on the lifeboat with the French cook, he encounters the brutality and savagery that humans are capable of. It is only through the French cook's lessons on survival that Pi is able to endure his ordeal.
- The adult Pi still bears the scars of the bestial acts of murder he engages in on the lifeboat. He has to live with the guilt of having taken a life to save his own.
- Pi's relationship with Richard Parker sustains him and gives him hope throughout his ordeal. Taming him keeps Pi occupied and prevents him from sinking into depression.
- Pi's assuming of Richard Parker's persona enables him to distance himself from the horrific things he has to do. However, the adult Pi still suffers from the guilt and trauma of his actions.
- The disbelief of the Japanese officials to Pi's story forces him to revise the story thus compelling him to acknowledge the inherent evil of which he is capable.
- Candidates might refer to the influence Pi's parents have on the person he becomes.

[Consider mixed/valid alternative responses.] **[25]**

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Question 7

7.1. The narrator, who is travelling through India searching for inspiration for a novel, encounters an elderly man (Mamaji) in a coffee shop in Pondicherry. He is intrigued when he is told that the narrator is a writer. The elderly man proceeds to tell the narrator the story that follows 3

7.2. He initially tells the author about Pi's story and tells him where to meet Pi. MaAdirubasamy & Pi share a close bond & Pi affectionately refers to him as Mamaji. He was Pi's mentor & provided discipline in Pi's childhood. He named Pi after a famous swimming pool in Paris. He teaches Pi to swim which proves invaluable later in the novel 3

7.3. As a child Pi learnt about the value of love & family. This is later manifested in the close bonds he shares with his own family. He developed a passion for God & a belief in the universality of all religions. His choice of theology as a field of study & his home in Canada reflect the continuation of these beliefs. The love & respect for animals that he developed as a child later influences his choice of career. 3

7.4. It is an amazing story of a teenager battling against all odds & surviving 227 days in the Pacific Ocean with only wild animals & eventually a Bengal tiger for company. His ordeal tests his physical, emotional & spiritual strength. Pi's faith sustains him & enables him to transcend the impossible odds he faces. His incredible story of survival makes one think of the power of God. 3

7.5. At the sight of the tanker, all Pi's previous despair vanishes. His hurt at the tragic loss of his family & his frustration at being stranded on the lifeboat disappear when he thinks he is about to be rescued. His spirits lift at the thought of being saved. 3

7.6. The tanker is compared to a priest offering 'salvation'. The reference to 'robe' has religious connotations — referring to spiritual redemption & hope. Pi associates the tanker with rescue & escape from his ordeal. This illustrates Pi's optimism & strong faith as he believes his prayers of being rescued have been answered. 3

7.7. The mood is one of terror / dread / fear. Pi becomes aware of the possibility of their impending destruction. The comparison of the tanker to a 'vast wall of metal' & a 'juggernaut' has connotations of an ominous force crushing whatever is in its path. The word 'relentless' implies that the wave is an unstoppable, merciless force that will easily overpower & destroy the lifeboat. This image emphasises the vulnerability of the lifeboat & its occupants — all hope of rescue is dashed. 3

7.8. Pi embraces the three main religions of India — illustrates that it is faith in general, rather than a specific religion that sustains him & helps him survive his ordeal at sea. Pi is a deeply spiritual person & his only desire is to love God. He believes that all religions share common values. In his moments of despair & hopelessness on the lifeboat, it is his faith that gives him strength to persevere — never doubts God's presence 4

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Question 8

Othello Essay

The following should be included in the essay:

- The concept tragedy with specific reference to OTHELLO
- General idea of goodness, love, justice and loyalty: the characters that fall in this category - Othello (concepts of tragic hero must feature): the divinity and purity of his love - genuinely in love with Desdemona - look at imagery of sea, heaven, stars - expresses richness of relationship; Iago himself acknowledges Othello's virtues - soldiership, constant, loving and noble nature, uphold virtues such as honour, integrity, love and loyalty.
- Desdemona (her display of goodness etc.). Responds to Othello's nobility - fully committed to his love -prepared to scorn Venetian conventions. Remains one of the purest characters in the play: Brabantio stresses her innocence, Roderigo falls in love with her, Cassio admires her, Emilia is prepared to die for her; tries to protest Othello even though he is on the verge of killing her - remains steadfast and loyal.
- Cassio, Emilia - learners to use appropriate examples/ substantiations.

How do these qualities survive against the evil of:

- **Iago** : analyse his character and nature - the diabolical plotting against Othello and Desdemona - does he succeed? Examine the various techniques he employs to further his ambition - lies and deceit. Cynical and perverse; love for him is base -not capable of giving or receiving love; inherent evil - will destroy and taint anything that even remotely resembles virtue. Causes suffering and pain to Othello but is taken by surprise when Othello's passion overtakes him.

- **Othello**: change in stature once he becomes JEALOUS ('the green eyed monster'); filled with rage; uncontrollable; his irrational behaviour; treatment of Cassio and Desdemona..... CONTRAST to the end - realises error - accepts that he must be punished - dies with the utmost dignity, and sense of tragic waste.

- Roderigo: the dupe - also accomplice to Iago's plans - his contribution.

- Emilia - unwittingly plays a role in the tragedy, but redeems herself- realises that her husband is evil.

We survive against the manipulations of others because of TRUTH, HONESTY AND INTEGRITY etc..

Learners to examine theme of GOOD AND EVIL - and Shakespeare's motif that Good will overcome Evil.

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Question 9

Othello - Contextual

9.1. Emilia steals the handkerchief which Othello has given Desdemona as a token of his love & she hands it over to Iago, who subsequently places it in Cassio's lodging, making it appear as if Desdemona has given the handkerchief to Cassio. 3

9.2. Othello loved Desdemona deeply & married her. His statement that his 'occupation's gone' suggest that the importance of his achievements on the battlefield is now insignificant in the light of Desdemona's betrayal. He is utterly devastated by her supposed infidelity. The word 'farewell' implies finality & that life has become meaningless 3

9.3. Iago manipulates Othello's mind & actions. Othello becomes increasingly convinced that Desdemona is unfaithful. Iago pretends to be shocked by the intensity of Othello's passion, when this is the outcome he fully expects. It is typical of Iago's manipulative strategy to gain peoples trust & create the impression that he has their best interest at heart, while in reality, he intends to destroy them. When Othello has a fit, Iago pretends to be concerned about Othello's well-being although he has contributed to Othello's condition. 4

9.4. Othello's questioning of Emilia conveys the conflict between his desire for justice & his love for Desdemona. He still loves her but wants more proof to hate her. He undergoes emotional turmoil because of his contradictory feelings about Desdemona. 2

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9.5. It is ironic that Emilia speaks furiously against a person who has deceived and betrayed Othello, without knowledge that the person she is speaking against is in fact her husband. Iago has in fact lied about Desdemona's honesty to Othello 3

9.6 Othello is vulnerable because of his age — he has married a woman far younger than he is.
The race issue — he is a black man in a white society & Brabantio has demonstrated that racism is alive.
Othello is a foreigner unused to the etiquette of Venice & this leads to his insecurity 3
Othello is gullible & too trusting — he is easily duped by Iago 4

9.7 Othello is no longer the noble man & loving husband that he was when the play commenced. He has been reduced to a jealous & revengeful man. He has lost all the dignity associated with him as a soldier & statesman. 3

9.8 There is little left for Othello. He has lost his wife, his dignity & personal pride. He has killed his innocent wife & plotted against a friend, Cassio. For Othello, as a tragic hero, death is welcomed as it closes his life of jealousy & unwise judgement. It could also be said that with his death, Othello redeems himself 3

[25]

Rate of Pi

Essay -

- As an eight-year-old boy, Pi is taught a lesson by his father about the danger of wild animals when he is made to watch Mahisha kill and devour a goat. Pi is a vegetarian and he is traumatised by this event. However, this lesson teaches Pi a healthy respect for wild animals and prepares him for his later dealings with Richard Parker.
- The torment Pi endures at St Joseph's causes him untold misery. However, his ingenious plan to re-christen himself at Petit Séminaire enables him to overcome their teasing. This indicates his ability to transcend the difficulties with which he is later faced.
- When Pi's family dies, he is overwhelmed with grief, hopelessness and fear, yet he overcomes the odds against him and learns to survive. His religious faith keeps him rooted. He convinces himself during his darkest moments that his family is safe and well and awaiting his arrival in Canada.
- Pi is traumatised by the hyena's killing of the zebra and the orang-utan. It is this experience that strengthens his resolve to ensure his survival. He learns to manage the confined space on the boat by creating boundaries and by taming Richard Parker.
- Pi is sickened by the cook's butchering of the sailor. The cook's murdering of Pi's mother torments him. The realisation that he might be next to be killed gives Pi the strength to kill the cook. Pi learns that in order to survive, one has to engage in abhorrent acts that contradict one's nature.
- Pi's survival instinct is set in motion. He divorces himself from his placid, caring, vegetarian nature and becomes a person who kills fish and turtles to survive. Later, he even resorts to cannibalism after killing the blind Frenchman.
- Pi is distressed when his hopes of being rescued by the ship are dashed. He falls into depression, but because he feels a sense of responsibility toward Richard Parker, he is forced to be resolute.
- Pi embraces Richard Parker as his alter ego as a survival mechanism which illustrates that his will to survive overpowers his conscience.
- On the algae island, Pi is initially delighted at the prospect of living out his days in comfort with water and food in plentiful supply. However, his discovery of the fruit with human teeth galvanises him into action. He decides to escape certain death and endeavours to make his own way to safety.
- While Richard Parker's unceremonious exit causes Pi distress, it enables him to finally let go of his savagery and make a success of his life as an adult. Pi learns to forgive himself for his brutality and to accept his humanity.
- Despite the traumatic events he experiences, Pi is able to establish healthy relationships as an adult.
- Candidates might argue that, despite the various traumas he experiences, Pi is not strong enough to survive on his own on the lifeboat and he creates Richard Parker as a survival strategy.

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