

TIME: 2½ HOURS

MARKS: 80

**INSTRUCTIONS:**

1. Read these instructions carefully before you 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.

**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.

**FUNERAL BLUES – WH Auden**

1 Stop all the clocks, cut off the telephone,  
2 Prevent the dog from barking with a juicy bone,  
3 Silence the pianos and with muffled drum  
4 Bring out the coffin, let the mourners come.  
  
5 Let aeroplanes circle moaning overhead  
6 Scribbling on the sky the message He Is Dead.  
7 Put crêpe bows round the white necks of the public doves,  
8 Let the traffic policemen wear black cotton gloves.  
  
9 He was my North, my South, my East and West,  
10 My working week and my Sunday rest,  
11 My noon, my midnight, my talk, my song;  
12 I thought that love would last forever: I was wrong.  
  
13 The stars are not wanted now; put out every one;  
14 Pack up the moon and dismantle the sun;  
15 Pour away the ocean and sweep up the wood;  
16 For nothing now can ever come to any good.

The poem, 'Funeral Blues' is a powerful exploration of the devastating effects of grief and loss.

Discuss this statement with reference to tone, diction and imagery. Your response should take the form of a well-constructed essay of 250 – 300 words (about ONE page).

[10]

**QUESTION 2: POETRY – CONTEXTUAL QUESTION**

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



VULTURES – Chinua Achebe

[Downloaded from Stanmorephysics.com](http://Stanmorephysics.com)

1 In the greyness  
2 and drizzle of one despondent  
3 dawn/unstirred by harbingers  
4 of sunbreak a vulture  
5 perching high on broken  
6 bone of a dead tree  
7 nestled close to his  
8 mate his smooth  
9 bashed-in head, a pebble  
10 on a stem rooted in  
11 a dump of gross  
12 feathers, inclined affectionately  
13 to hers. Yesterday they picked  
14 the eyes of a swollen  
15 corpse in a water-logged  
16 trench and ate the  
17 things in its bowel. Full  
18 gorged they chose their roost  
19 keeping the hollowed remnant  
20 in easy range of cold  
21 telescopic eyes ...  
22 Strange  
23 indeed how love in other  
24 ways so particular  
25 will pick a corner  
26 in that charnel-house  
27 tidy it and coil up there, perhaps  
28 even fall asleep – her face  
29 turned to the wall!  
30 ... Thus the Commandant at Belsen  
31 Camp going home for  
32 the day with fumes of  
33 human roast clinging  
34 rebelliously to his hairy  
35 nostrils will stop  
36 at the wayside sweet-shop  
37 and pick up a chocolate  
38 for his tender offspring  
39 waiting at home for Daddy's  
40 return ...  
41 ( Praise bounteous  
42 providence if you will  
43 that grants even an ogre  
44 a tiny glow-worm  
45 tenderness encapsulated  
46 in icy caverns of a cruel  
47 heart or else despair  
48 for in the very germ  
49 of that kindred love is  
50 lodged the perpetuity  
51 of evil. )

- 2.1 Refer to lines 1-3: 'In the greyness/and drizzle of one despondent/dawn'.  
How do these lines contribute to the mood of the section? (2)
- 2.2 What do the words, 'cold/telescopic eyes'(lines 20-21) suggest about the nature of the vultures? (2)
- 2.3 Refer to lines 30-35: 'Thus the Commandant ... his hairy/nostrils'.  
Discuss the significance of this description in the context of the poem. (3)
- 2.4 The concluding lines, 'Praise bounteous/providence...perpetuity/of evil'(lines 41-51) offers options for human behaviour.  
Do you agree with this statement? Justify your response by referring to imagery and/or diction. (3)
- [10]

### QUESTION 3: POETRY – CONTEXTUAL QUESTION

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

#### THE GARDEN OF LOVE – William Blake

1 I went to the Garden of Love,  
2 And saw what I never had seen:  
3 A Chapel was built in the midst,  
4 Where I used to play on the green.  
5 And the gates of this Chapel were shut,  
6 And 'Thou shalt not' writ over the door;  
7 So I turn'd to the Garden of Love  
8 That so many sweet flowers bore;  
9 And I saw it was filled with graves,  
10 And tomb-stones where flowers should be;  
11 And Priests in black gowns were walking their rounds,  
12 And binding with briars my joys and desires.

- 3.1 Refer to line 1: 'I went to the Garden of Love'.  
How does the word, 'Garden' create an expectation in the mind of the reader? (2)
- 3.2 Account for the repetition of 'And' throughout the poem. (2)
- 3.3 Refer to line 11: 'And Priests in black gowns were walking their rounds'.  
Discuss the effectiveness of the imagery in this line. (3)
- 3.4 Refer to the final stanza: 'And I saw.../joys and desires.'  
Comment on how these lines convey the central idea of the poem. (3)
- [10]

**QUESTION 4: POETRY – CONTEXTUAL QUESTION**

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

**AN AFRICAN THUNDERSTORM – David Rubadiri**

1 From the west  
2 Clouds come hurrying with the wind  
3 Turning  
4 Sharply  
5 Here and there  
6 Like a plague of locusts  
7 Whirling  
8 Tossing up things on its tail  
9 Like a madman chasing nothing.  
  
10 Pregnant clouds  
11 Ride stately on its back  
12 Gathering to perch on hills  
13 Like dark sinister wings;  
14 The Wind whistles by  
15 And trees bend to let it pass.  
  
16 In the village  
17 Screams of delighted children  
18 Toss and turn  
19 In the din of whirling wind,  
20 Women—  
21 Babies clinging on their backs —  
22 Dart about  
23 In and out  
24 Madly  
25 The Wind whistles by  
26 Whilst trees bend to let it pass.  
27 Clothes wave like tattered flags  
28 Flying off  
29 To expose dangling breasts  
30 As jagged blinding flashes  
31 Rumble, tremble, and crack  
32 Amidst the smell of fired smoke  
33 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)



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 jagged 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.

#### HATE By James Stephens

My enemy came near,  
And I  
Stared fiercely in his face:  
My lips went writhing back in a grimace,  
And stern I watched him with a narrowed eye:

Then, as I turned away,  
My enemy,  
That bitter heart, and savage, said to me:

Some day, when this is past;  
When all the arrows that we have are cast;  
We may ask one another why we hate?  
And fail to find a story to relate:  
It may seem to us, then, a mystery  
That we could hate each other –  
Thus said he; and did not turn away;  
Waiting to hear what I might have to say:

But I fled quickly, fearing, if I stayed;  
I might have kissed him, as I would a maid.

5.1 Refer to stanza 1 "My enemy came.....narrowed eye."

Comment on the speaker's feeling by making reference to diction.

(3)

5.2 Discuss the differing attitudes of the enemies to each other

(3)

5.3 Refer to stanza 2 "Then, as I .....said to me"

Why is the speaker's perception of his enemy as "savage" ironical?

(2)

5.4 Refer to stanza 4 "But I fled.....would a maid"

Explain in your own words why the speaker fled

(2)

[10]

**LIFE OF PI – Yann Martel**

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

**QUESTION 6: LIFE OF PI – ESSAY QUESTION**

In *Life of Pi*, Yann Martel shows how traumatic experiences can strengthen one's character.

Critically assess the validity of the above statement.

Your response should take the form of a well-constructed essay of 400–450 words (2–2½ pages).

[25]

- Pi - nickname
- End with biscuits
- kept fighting for survival
- Tamed Tiger and took care of it.
- Island

**QUESTION 7: LIFE OF PI – CONTEXTUAL QUESTION**

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

**EXTRACT C:**

I spent my last year at St Joseph's School feeling like the persecuted prophet Muhammad in Mecca, peace be upon him. But just as he planned his flight to Medina, the Hejira that would mark the beginning of Muslim time, I planned my escape and the beginning of a new time for me.

After St Joseph's, I went to Petit Séminaire, the best private English-medium secondary school in Pondicherry. Ravi was already there, and like all younger brothers, I would suffer from following in the footsteps of a popular older sibling. He was the athlete of his generation at Petit Séminaire, a fearsome bowler and a powerful batter, the captain of the town's best cricket team, our very own Kapil Dev.

That I was a swimmer made no waves; it seems to be a law of human nature that those who live by the sea are suspicious of swimmers, just as those who live in the mountains are suspicious of mountain climbers. But following in someone's shadow wasn't my escape, though I would have taken any name over 'Pissing', even 'Ravi's brother'. I had a better plan than that.

*My name is*

*Piscine Molitor Patel,*

*known to all as*

– I double underlined the first two letters of my given name

For good measure I added: *Pi Patel*

$\pi = 3,14$



- 7.1 Refer to lines 3–4: 'I planned my escape and the beginning of a new time for me.'  
Explain why Pi considers his change of school as a new beginning. (3)
- 7.2 Refer to lines 6–7: 'Ravi was already ... popular older sibling.'  
Using your knowledge of the novel, describe the relationship that exists between Pi and Ravi. (3)
- 7.3 Refer to lines 12–14: 'But following in ... plan than that.'  
Discuss how Pi's plan to deal with the issue of his name is typical of his approach to problem-solving on the lifeboat. (3)
- 7.4 Refer to lines 18–21: 'I double underlined ...  $\pi = 3,14$ '.  
Comment on the significance of Pi's choice of nickname in the context of the novel as a whole. (3)

AND

EXTRACT D

'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!' 5

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!' 10

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!' 15

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. 20

...

[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. 25

[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 lines 21–23: 'The bow was ...the looming juggernaut.'  
Comment on the mood that is created by the imagery in these lines. (3)
- 7.7 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)
- 7.8 Refer to lines 8–9: 'Oh, I thank you ... Allah-Brahman!'  
Pi's faith is what sustains him throughout his ordeal at sea.  
Drawing on your knowledge of the novel as a whole, comment on the validity of this statement. (4)

[25]

**TOTAL SECTION B: 25**

**SECTION C: DRAMA - OTHELLO – WILLIAM SHAKESPEARE**

Answer EITHER QUESTION 8 (essay question) OR QUESTION 14 (contextual question).

**QUESTION 8: OTHELLO ESSAY QUESTION**

'In Shakespeare's tragedy *Othello*, the main character was a noble man who was put in a situation where, despite his nobility, he failed to make the right decision or choice. We witness his gradual decay and downfall and feel horror at the sight of his collapse.'

Taking the above view into consideration, critically discuss the character and actions of Othello.

[25]

OR

**QUESTION 9: OTHELLO – CONTEXTUAL QUESTION**

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

**EXTRACT A**

**OTHELLO**

It gives me wonder great as my content  
To see you here before me. O my soul's joy!  
If after every tempest come such calms,  
May the winds blow till they have wakened death,  
And let the labouring bark climb hills of seas, 5  
Olympus-high, and duck again as low  
As hell's from heaven. If it were now to die  
'Twere now to be most-happy, for I fear  
My soul hath her content so absolute  
That not another comfort like to this 10  
Succeeds in unknown fate.

**DESDEMONA**

The heavens forbid  
But that our loves and comforts should increase,  
Even as our days do grow.

**OTHELLO**

Amen to that, sweet powers! 15  
I cannot speak enough of this content;  
It stops me here, it is too much of joy.  
And this, (*they kiss,*) and this, the greatest discords be  
That e'er our hearts shall make.

**IAGO**

(*Aside*) O, you are well tuned now! 20  
But I'll set down the pegs that make this music, >  
As honest as I am.

**OTHELLO**

Come, let's to the castle.  
News, friends: our wars are done, the Turks are drowned.

[Act 2, Scene 1]

- 9.1 Account for Othello's feelings in 'It gives me wonder great as my content/ To see you here before me.'  
(Lines 1 and 2) (3)
- 9.2 Examine Desdemona's words in lines 12 to 14: 'The heavens forbid ... days do grow.'  
What does Desdemona's response to Othello in these lines reveal about her? (3)
- 9.3 'O, you are ... this music' (lines 20 and 21)  
Discuss the effectiveness of this metaphor in the context of the extract. (3)
- 9.4 Refer to line 22: 'As honest as I am.'  
How does this statement contribute to your understanding of Iago's character? (3)
- 9.5 Critically discuss the dramatic irony in '... our wars are done, the Turks are drowned.' (Line 24) (4)

AND

**EXTRACT B**

**OTHELLO**

I have a pain upon my forehead here.

**DESDEMONA**

Faith, that's with watching. 'Twill away again.  
Let me but bind it hard, within this hour  
It will be well.

**OTHELLO**

Your napkin is too little.  
(*He pushes the handkerchief away; Desdemona drops it.*)  
Let it alone. Come, I'll go in with you.

**DESDEMONA**

I am very sorry that you are not well.  
(*Othello and Desdemona off*)

**EMILIA**

(*Picks up the handkerchief*)  
I am glad I have found this napkin.  
This was her first remembrance from the Moor.  
My wayward husband hath a hundred times  
Wooed me to steal it, but she so loves the token –  
For he conjured her she should ever keep it –  
That she reserves it evermore about her  
To kiss and talk to. I'll have the work ta'en out  
And give it Iago. What he will do with it  
Heaven knows, not I;  
I nothing, but to please his fantasy.

[Act 3 Scene 3]

- 9.6 Refer to the stage direction after line 4: '(*He pushes the handkerchief away; Desdemona drops it.*)'  
Discuss what Othello's action reveals about his attitude to Desdemona at this point in the play. (3)
- 9.7 Explain why this is a crucial moment in the play. Refer to Desdemona's dropping the handkerchief and Emilia's picking it up. (3)
- 9.8 Refer to Emilia's speech in lines 7 to 16: 'I am glad ... please his fantasy.'  
Do you think that Emilia is justified in her motive for taking the handkerchief for her husband? (3)



