# BERGVLIET HIGH SCHOOL

## GRADE 10

## ENGLISH HOME LANGUAGE

## Paper 2 - Literature

## Task 10- MEMO

## November 2024

Marks: 80

Time: $2\frac{1}{2}$ hours

Examiners: MS M ISSERI & MR OCKTOBER

Moderators: English Department

**INSTRUCTIONS AND INFORMATION**

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

2. This question paper consists of TWO sections:
   SECTION A: POETRY (30 marks)
   SECTION B: DRAMA (50 marks)

3. Answer FIVE QUESTIONS in all: THREE in SECTION A, TWO in SECTION B as follows:
   **SECTION A: POETRY**
   PRESCRIBED POETRY – Answer TWO questions.
   UNSEEN POETRY – COMPULSORY question.
   **SECTION B: DRAMA**
   CONTEXTUAL – COMPULSORY question.
   ESSAY- Choose ONE essay question.

4. **CHOICE OF ANSWERS FOR SECTIONS B (DRAMA):**
   Answer ONE ESSAY QUESTION **and** ALL CONTEXTUAL QUESTIONS.

5. **LENGTH OF ANSWERS:**
   - The essay question on Poetry should be answered in about 150-200 words.
   - The essay question on the Drama sections should be answered in 300-350 words.
   - The length of answers to contextual questions should be determined by the mark allocation. Candidates should aim for conciseness and relevance.

6. Follow the instructions at the beginning of each section carefully.

7. Number your answers correctly according to the numbering system used in this question paper.

8. Start EACH section on a NEW page.

9. Suggested time management:
   SECTION A: approximately 60 minutes
   SECTION B: approximately 90 minutes

10. Write neatly and legibly.

## SECTION A: POETRY

## PRESCRIBED POETRY

Answer any **TWO** of the following questions.

### QUESTION 1: POETRY – ESSAY QUESTION

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

**EVERYONE SANG by Siegfried Sassoon**

Everyone suddenly burst out singing;
And I was filled with such delight
As prisoned birds must find in freedom,
Winging wildly across the white
Orchards and dark-green fields; on – on – and out of sight.

Everyone's voice was suddenly lifted;
And beauty came like the setting sun:
My heart was shaken with tears; and horror
Drifted away … O, but Everyone
Was a bird; and the song was wordless; and the singing will never be done.

"Siegfried Sassoon describes a powerful feeling of jubilation and haunting reflection experienced during and after World War I. He captures moments of spontaneous collective singing by a group of people, describing it as overwhelming and comparing the experience to a bird freed from captivity"

In a well-constructed essay of 150 –200 words, discuss the above statement making reference to the poet's use of **diction**, **poetic devices**, and **structure**.

**ESSAY:**

Siegfried Sassoon's Everyone Sang is a short yet powerful poem that reflects on a moment of joy and liberation, likely inspired by the end of World War I.

**DICTION**

The diction in the poem is simple and direct, but carries immense emotional weight. Words like "singing," "ecstasy," and "free" evoke a sense of profound relief and happiness, contrasting with the horrors of war that Sassoon often wrote about.

**STRUCTURE**

The structure of the poem is divided into two stanzas, each with five lines. This compact form mirrors the sudden and overwhelming nature of the collective outburst of singing. The poem follows a regular rhyme scheme (ABABA), contributing to its musicality and flowing rhythm, which reflects the joy of the scene described.

**POETIC DEVICES**

Sassoon employs various poetic devices to enhance the emotional impact. One key device is i**magery**, particularly in the second stanza where birds are used as metaphors for freedom: "The singing will never be done." This line suggests that the joy of peace will last forever, like the endless flight of birds. Sassoon also uses **alliteration** in phrases like "singing shook," adding to the poem's sonic quality, making the reader almost hear the jubilant noise.

Overall, Everyone Sang combines simple diction, a structured form, and vivid imagery to convey a sense of collective joy and liberation.

**(VAR: Valid Alternative Responses)**

**[10]**

## QUESTION 2: POETRY – ESSAY QUESTION

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

**THE ROAD NOT TAKEN by Robert Frost**

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

2.1 How does the title, “Road not taken” contribute to the central theme of the Poem? (2)

**The central theme is the concept of choice and consequence. The poem reflects the decision we make in life and they define our destiny.**

2.2 Line 12: “In leaves no step had trodden black”
Explain how nature plays a significant role in this line and in the poem as a Whole? (3)

**Nature serves as a metaphor for life's journey and choices.**
**Nature, in this context, provides the backdrop for human decision-making, illustrating how choices in life are often made with limited information, much like the obscured paths in the forest.**
**Nature serves as a metaphor for life's journey and choices. (VAR)**

2.3 Line 1: “Two roads diverged in a yellow wood”

Explain how the imagery in this line enhance the overall message of the Poem? (2)

**The setting of the poem, a "yellow wood," the imagery represents the complexity of life, filled with possibilities and uncertainties.**
**The diverging roads symbolize the decisions and choices that we encounter in life.**

2.4 Line 16: “I shall be telling this with a sigh”

What is the significance of the word sigh in this line? (2)

**The "sigh" in the final stanza has been interpreted in various ways.**
**It could be a sigh of satisfaction, contentment, or nostalgia, but it might also suggest regret or longing for what might have been. This ambiguity adds depth to the poem, as it mirrors the human emotions when reflecting on past choices. (VAR)**

2.5 Explain the meaning of the last line in relation to the overall message. (1)

**The closing line reflects the overall theme/message of the poem, choices and the impact in/on one’s life. The last line captures the human tendency to find meaning in the choices we make.**

**[10]**

## QUESTION 3: POETRY – CONTEXTUAL QUESTION

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

**SOCCER, KAROO STYLE by Clive Lawrance**

We had to shoo a fat sow, three piglets
and a family of chickens off the pitch,
then carry a somnambulant great dane
from the penalty spot before the game
could begin. Shortly after half-time
our goalkeeper hoofed the ball skyward
and it burst into flower and wobbled
to earth.

Both captains tried to shove the bulging
rubber back into its pod, but, with a sad
pssst, it died. I thought that was the end
of the game, but someone quickly collected
old socks and underpants and stuffed them
inside the leather casing, and the game
went on, to end in a goalless draw.

The teams trooped off the pitch
And the great dane, with a deep sigh,
Slouched towards the penalty spot.

3.1 How does the title, "Soccer, Karoo Style" contribute to the central theme of the poem? (2)

**The title explores the deeper meaning of "Soccer Karoo Style," focusing on the poem's themes of community, resilience, and the cultural importance of soccer in rural South African life.(VAR)**

3.2 Refer to line 15: "… to end in a goalless draw." (1)
What is the significance of the word, "goalless" in this line?

**The literal meaning: a game without any goals being scored**
**Figurative/metaphorical: "goalless" reflects the broader struggle and limitations of life in the Karoo region(lack of progress/innovation)**

3.3 Refer to Lines 7-8: "and it burst … to earth"

3.3.1 Identify the figure of speech in these lines (1)

**Metaphor** (2)

3.3.2 Why is this image relevant for the setting of the poem?

**The image in the context of the poem describes a joyful moment during the soccer game but it further relates to the images/setting/landscape of the karoo, the blossoming of flowers in a rural environment**

3.4 Refer to Lines 9-11: "Both captains tried to shove … it died"

3.4.1 Identify the figure of speech in these lines.

**Onomatopoeia** (1)

3.4.2 Suggest how it conveys the experience of playing soccer in the Karoo. (2)

**These lines convey the experience of playing soccer in the Karoo as the themes suggest, scarcity, resilience and the contrast to find moments of joy, even when faced with disappointment. The deflated ball serves as the challenges of living in the Karoo**

3.5 Comment on the use of enjambment in the poem. (1)

**The enjambment is used to convey continuous struggle, resilience and passion. Fluidity of the soccer game, persistence to keep playing in challenging conditions.**

**[10]**

## QUESTION 4: POETRY – CONTEXTUAL QUESTION

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

### TELEPHONE CONVERSATION – by Wole Soyinka

| | | |
|---|---|---|
| 1 | The price seemed reasonable, location<br>Indifferent. The landlady swore she lived<br>Off premises. Nothing remained<br>But self-confession. "Madam" , I warned,<br>"I hate a wasted journey - I am African."<br>Silence. Silenced transmission of<br>pressurized good-breeding. Voice, when it came,<br>Lipstick coated, long gold-rolled<br>Cigarette-holder pipped. Caught I was, foully.<br>"HOW DARK?"...I had not misheard...."ARE YOU LIGHT<br>OR VERY DARK?" Button B. Button A. Stench<br>Of rancid breath of public hide-and-speak.<br>Red booth. Red pillar-box. Red double-tiered<br>Omnibus squelching tar.<br>It was real! Shamed<br>By ill-mannered silence, surrender<br>Pushed dumbfoundment to beg simplification.<br>Considerate she was, varying the emphasis-<br>"ARE YOU DARK? OR VERY LIGHT" Revelation came<br>"You mean- like plain or milk chocolate?"<br>Her accent was clinical, crushing in its light<br>Impersonality. Rapidly, wave-length adjusted<br>I chose. "West African sepia"_ and as afterthought.<br>"Down in my passport." Silence for spectroscopic<br>Flight of fancy, till truthfulness clanged her accent<br>Hard on the mouthpiece "WHAT'S THAT?" conceding<br>"DON'T KNOW WHAT THAT IS." "Like brunette."<br>"THAT'S DARK, ISN'T IT?" "Not altogether.<br>Facially, I am brunette, but madam you should see<br>the rest of me. Palm of my hand, soles of my feet.<br>Are a peroxide blond. Friction, caused-<br>Foolishly madam- by sitting down, has turned<br>My bottom raven black- One moment madam! - sensing<br>Her receiver rearing on the thunderclap<br>About my ears- "Madam," I pleaded, "wouldn't you rather<br>See for yourself?" | 1<br><br><br><br>5<br><br><br><br><br>10<br><br><br><br><br>15<br><br><br><br><br>20<br><br><br><br><br>25<br><br><br><br><br>30<br><br><br><br><br>35 |
| | | |

4.1 What is the significance of the title: “Telephone Conversation”? (2)

**The title refers to the seemingly mundane act of a telephone conversation, yet it ironically becomes a significant moment revealing deep-seated racial prejudice. The impersonal nature of a phone call allows the landlady to reveal her biases without the speaker being physically present, suggesting that racism can pervade even casual, everyday interactions. The title underscores how racism is often embedded in ordinary conversations. (VAR)**

4.2 Line 5: "I hate a wasted journey - I am African."
How does this line contribute to the central theme of the poem? (2)

**The central theme of "Telephone Conversation" is racial prejudice. The poem focuses on a telephone conversation between an African man and a white landlady, highlighting the pervasive racism and discrimination faced by Black people. The landlady’s questions about the speaker’s skin colour expose her racial bias, revealing the challenges that come with navigating such prejudices in everyday life**

4.3 Refer to line 18: “Considerate she was”
In what tone of voice would the speaker say these words? (1)

**Sarcasm/Irony/Frustration. “considerate” the landlady is the opposite of this action.**

4.4 Refer to Lines 30-33: “Palm of my hand, soles of my feet…raven black”
Explain how the use of contrast, in these lines, helps to indicate the mood of the speaker. (2)

**The use of contrast in these lines helps to highlight the mood of racial stereotypes, it reveals the mood of frustration and anger towards the situation.**

4.5 Refer to line 33-34: “sensing her receiver … my ears-“ (2)
Identify the figure of speech in these lines and explain why it is effective.

**Personification, its effective as it conveys the emotional distance between the speaker and landlady, it shows racial and social tension.** (1)

4.6 What is the significance of the capital letters used in the poem?

**The capital letters emphasize crucial words, moments in the poem, shifts in tone, emotions and ironic humour. Enhances racial tension experienced in the poem.** **[10]**

## QUESTION 5: UNSEEN POETRY – COMPULSORY QUESTION

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

**I saw your mother- Jeremy Cronin**

I saw your mother
with two guards
through a glass plate
for one quarter hour
on the day that you died
‘Extra visit, special favour’
I was told, and warned
“The visit will be stopped
if politics is discussed.
Verstaan – understand!?’
On the day that you died
I couldn’t place
my arm around her,
around your mother
when she sobbed
Fifteen minutes up
I was led back to the workshop
Your death, my wife,
one crime they managed
not to perpetrate
on the day that you died

5.1 Who is the poet speaking to in the poem? (2)
Quote from the poem to substantiate your answer.
**The poet is speaking to someone he knows personally, a friend or family. "my arm around her, around your mother"**

5.2 Refer to lines 1-5: "I saw your mother with two guards…you died" (2)
How does the diction used in these lines establish the setting of the poem? Quote from the poem in your answer.
**The diction in these lines create a sense of controlled,tense or oppressive environment. "guards" (VAR)**

5.3 Refer to lines 8-10: "The visit will be stopped …understand!?"
Suggest the tone conveyed in these lines. In your answer, make reference to the punctuation found at the end of line 10, '!?' (2)
**These lines convey a tone of frustration, urgency and emotional confusion. The use of the punctuation adds to a layer of confusion, irritation and emotional tension. Exclamation is outburst of emotion, the question mark implies uncertainty or a plea for understanding**

5.4 Refer to lines 11-15: "I couldn't place … she sobbed"
Consider the word 'couldn't' in these lines and suggest the emotion being experienced by the speaker. (1)
**The word couldn't reveals sadness, shock and helplessness. These lines evoke deep sorrow and loss**

5.5 Suggest a reason for the short, blunt references to time in the poem.
**The short, blunt reference to time helps convey the urgency, emotional weight, reflecting on the limited time "fifteen minutes" the speaker could be with the mother** (1)

5.6 Account for the repetition in the poem of 'on the day that you died'. (2)
**The repetition gives the poem a tone of lament, evoking a rhythym of sorrow and hopelessness. It underscores the profound sense of loss and grief. (VAR)**

**[10]**

**TOTAL SECTION A: 30**

**SECTION B: DRAMA**

**THE MERCHANT OF VENICE BY William Shakespeare**

**QUESTION 6: MERCHANT OF VENICE - ESSAY QUESTION**

**Read the essay topics below and write a response to ONE of the topics.**

**Choose either TOPIC A or TOPIC B**

**6.1 TOPIC A**

"To bait fish withal. If it will feed nothing else, it will feed my revenge. He hath disgraced me, and hind'red me half a million, laughed at my losses, mocked my gains, scored my nation, thwarted my bargains, cooled my friends, heated my enemies – and what's his reason?"

Using the above quote as your reference point, discuss the themes of hate, revenge and prejudice.

Your response should take the form of a well-constructed essay of 300 – 350 words (1½ - 2 pages).

**[25]**

**OR**

**6.2 TOPIC B**

Discuss the trial in the Venice Court of Justice from the moment Portia appeared on the scene. In your discussion, be sure to include the step by step change in Shylock's fortunes as well as the fair and/or unfair outcome of the trial.
This quote makes 3 strong statements regarding:

- Portia's character
- Shylock's reactions
- Justice and punishment

Discuss the extent to which you agree with these 3 statements. In your response make clear reference to the events of the trial and to the characters involved in it

Your response should take the form of a well-constructed essay of 300 – 350 words (1½ - 2 pages).

***Essay wriiten after contextual**

**[25]**

**QUESTION 7: THE MERCHANT OF VENICE – CONTEXTUAL QUESTION**

**Read the extract below and then answer the questions that follow.**

**EXTRACT A**

JESSICA
When I was with him, I have heard him swear
To Tubal and Chus, his countrymen,
That he would rather have Antonio's flesh
Than twenty times the value of the sum
That he did owe him, and I know, my lord,
If law, authority, and power deny not,
It will go hard with poor Antonio.
PORTIA
Is it your dear friend that is thus in trouble?
BASSANIO
The dearest friend to me, the kindest man,
The best- conditioned and unwearied spirit
In doing courtesies, and one in whom
The ancient Roman honour more appears
Than any that draws breath in Italy.
PORTIA
What sum does he owe the Jew?
BASSANIO
For me, three thousand ducats.
PORTIA
What, no more?
Pay him six thousand, and deface the bond.
Double six thousand and then treble that,
Before a friend of this description
Shall lose a hair through Bassanio's fault.
First go with me to the church and call me wife,
And then away to Venice to your friend!
For never shall you lie by Portia's side
With an unquiet soul. You shall have gold
To pay the petty debt twenty times over;
When it is paid, bring your friend

**ACT 3, SCENE 2**

| | | |
|---|---|---|
| **7.1** | Place the above scene in context**.**<br><br>**The scene takes place in Belmont. Bassanio has just chosen the lead casket when a messenger brings news that Antonio's ships have sunk and Shylock wants is demanding his bond. Antonio has sent a letter to Bassanio asking to see him before he dies.** | **(2)** |
| **7.2.** | Who is the 'him' that Jessica refers to in line 283? **Shylock** | **(1)** |
| **7.3.1**<br><br>**7.3.2** | Refer to line 8, "Is it your dear friend that is thus in trouble?"<br>Who is the friend that Portia refers to? **Antonio**<br><br>Why is he in trouble?<br><br>**It is rumoured that his ships have sunk at sea, hence Antonio has failed to pay the bond on time therefore Shylock is demanding his pound of flesh.** | **(1)**<br><br>**(2)** |
| **7.4** | Examine lines 9 to 13: "The dearest friend to me … that draws breath to me in Italy."<br>Do you agree with Bassanio's description of his friend? Provide a reason for your answer.<br><br>**Yes- We must consider the bond between Bassanio and Antonio so the description can be seen as biased. Antonio was prepared to risk his life for his best friend by agreeing to Shylock's terms of the bond. When Shylock demands his pound of flesh, Antonio says to Bassanio that he "repents not that he pays your debt…"**<br><br>**No – Antonio treats Shylock with extreme prejudice. He calls Shylock a cur, spat on Shylock, kicked him in public all because Shylock was a Jew. This is not the behaviour of a true Christian.** | **(2)** |
| **7.5** | Refer to line 21: "First go with me to the church and call me wife."<br>From your knowledge of the play, explain how, the very broke Bassanio, is about to marry this rich heiress<br><br>**Antonio borrowed money from Shylock for Bassanio who wanted to impress Portia while pretending to be wealthy. He had to choose from the three caskets of gold, silver and lead. Bassanio chose the lead casket which turned out to be the correct casket.** | **(2)** |

**EXTRACT B**

PORTIA
Tarry, Jew!
The law hath yet another hold on you.
If it be proved against an alien
That by direct or indirect attempts
He seek the life of any citizen,
The party 'gainst the which he doth contrive
Shall seize one half his goods; the other half
Comes to the privy coffer of the state:
And the offender's life lies in the mercy
Of the Duke only, 'gainst all other voice.
In which predicament I say thou stand'st,
For it appears by manifest proceeding
That indirectly, and directly too,
Thou hast contrived against the very life
Of the defendant, and thou has incurred
The danger formerly by me rehearsed.
Down therefore, and beg mercy of the Duke.
GRATIANO
Beg that thou mayst have leave to hang thyself!
And yet, thy wealth being forfeit to the state,
Thou hast not left the value of a cord;
Therefore thou must be hanged at the state's charge.
DUKE
That thou shall see the difference of our spirit,
I pardon thee thy life before thou ask it.
For half thy wealth, it is Antonio's;
The other half comes to the general state,
Which humbleness may drive unto a fine.
PORTIA
Ay, for the state, not Antonio.
SHYLOCK
Nay, take my life and all! Pardon not that!
You take my house, when you do take the prop
That doth sustain my house. You take my life
When you do take the means whereby I live.
PORTIA
What mercy can you render him, Antonio?
GRATIANO
A halter gratis! Nothing else for God's sake!
ANTONIO
So please my lord the Duke and all the court
To quit the fine for one half of his goods,
I am content; so he will let me have
The other half in use, to render it
upon his death unto the gentleman
That lately stole his daughter.
Two things provided more: that for this favour

He presently become a Christian;
The other, that he do record a gift
Here in the court of all he dies possessed
Unto his son Lorenzo and his daughter.

DUKE

He shall do this, or else I do recant
The pardon that I late pronounced here.

PORTIA

Art thou contented, Jew? What dost thou say?

SHYLOCK

I am content.

PORTIA

Clerk, draw a deed of gift.

SHYLOCK

I pray you give me leave to go from hence.
I am not well. Send the deed after me,
And I will sign it.

**ACT 4, SCENE 1**

| | | |
|---|---|---|
| 7.6 | Refer to lines 1 to 17.<br>Using your own words, summarise Portia's speech to show that you understand what she is saying.<br>**She says that if he is found guilty of attempting to conspire to or take the life of a Venetian then half of all that he owns will go to the person against whom he conspired, the other half goes to the state and his life lies in the hands of the Duke.** | (2) |
| 7.7 | Portia discovers two loopholes, in the bond between Shylock and Antonio, that lead to her conclusions in lines 1 - 17.<br>Explain what these two loopholes are.<br>**Shylock is to cut of exactly one pound of flesh, not more or less or all he owns will be confiscated by the state.**<br>**Shylock must not spill a drop of blood as it is not allowed for in the bond. If he spills even a single drop then all he owns will be confiscated by the state of Venice.** | (2) |
| 7.8 | Refer to lines 28 – 31.<br>If you were a stage director, comment on how you would advise the character playing Shylock to act out these lines.<br>Refer to body language and tone of voice in your answer.<br>**Open ended. Shylock, at this point has lost everything, his daughter, his money and his faith. Such a great loss would lead to him being distraught, extremely saddened, perhaps angry. His facial expressions would have to show these emotions, perhaps even cry at his losses. His body language would** | (2) |

| | | |
|---|---|---|
| | **maybe be hunched over with clenched fists**. **The tone of his voice must also show his anguish.** | |
| 7.9 | Refer to Antonio's words in lines 40 to 41: "that for this favour he presently become a Christian;"<br>Discuss Antonio's request. Do you think it is fair? Substantiate your answer with reference to the text<br>**Shylock will lose all his wealth. He feels that he will not survive with his wealth taken away from him. His money sustains his survival and without it he will be ruined.** | (2) |

**EXTRACT C-ACT 5, SCENE 1**

**PORTIA**

You were to blame – I must be plane with you-
To part so slightly with your wife's first gift,
A thing stuck on with oaths upon your finger,
And so riveted with faith unto your flesh.
I gave my love a ring, and made him swear
Never to part with it; and here he stands.
I dare be sworn for him he would not leave it
Nor pluck it from his finger, for the wealth
That the world masters. Now in faith, Gratiano,
You give your wife too unkind a cause of grief.
And, 'twere me, I should be mad at it.

BASSANIO

(*Aside*) Why, I best to cut my left hand off
And swear I lost the ring defending it.

| | | |
|---|---|---|
| 7.10 | State the setting in the above scene. **Belmont, Portia's house** | (1) |
| 7.11.1 | Refer to lines 1 – 11.<br>Why is Portia reprimanding Gratiano?<br>**He has given his ring to the "lawyer's clerk."** | (1) |
| 7.11.2 | Why is it ironic that Portia rebukes Gratiano?<br>**Bassanio has also given his ring to the "lawyer."** | (1) |
| 7.12 | From your knowledge of the play, discuss the terms and conditions of Portia's father's will. | (3) |

| | | |
|---|---|---|
| | **Suitors were to choose from the gold, silver and lead casket. Whoever chose the casket with the picture of Portia would marry her. Before choosing, if they chose incorrectly, they had to vow never to reveal which casket they had picked, never reveal which casket they chose and never speak in terms of marriage to another woman.** | |
| 7.13 | Refer to line 12. Why does Bassanio say his words as an "Aside"? **It is a stage direction for the actor whose words are not to be heard by the other actors on stage.** | (1) |
| | | **[25]** |

**TOTAL SECTION B: [50]**

**GRAND TOTAL: [80]**

**6.1 TOPIC A**

**"To bait fish withal. If it will feed nothing else, it will feed my revenge. He hath disgraced me, and hind'red me half a million, laughed at my losses, mocked my gains, scored my nation, thwarted my bargains, cooled my friends, heated my enemies – and what's his reason?"**

**Using the above quote as your reference point, discuss the themes of hate, revenge and prejudice.**

**Your response should take the form of a well-constructed essay of 300 – 350 words (1½ - 2 pages).**

"To bait fish withal. If it will feed nothing else, it will feed my revenge" highlights the themes of hate, revenge, and prejudice in The Merchant of Venice. Shylock's desire for revenge against Antonio is fuelled by the mistreatment and prejudice he has faced as a Jew in Venice. This quote underscores how revenge can become an all-consuming desire, likened to a natural human hunger.

Shylock's pursuit of revenge is intertwined with the theme of prejudice. He is driven by the discrimination he experiences, which he argues is no different from the behaviour of those who oppress him. His famous speech, "Hath not a Jew eyes?" emphasizes the shared humanity between Jews and Christians, yet it is delivered in the context of his vengeful intentions, complicating the message against anti-Semitism.

The play also explores the relationship between law and revenge. Shylock seeks his "pound of flesh" by adhering strictly to the law, revealing how legal systems can be

manipulated to serve personal vendettas. This intertwining of law and revenge raises questions about justice and mercy, particularly in the courtroom scene where Shylock is denied mercy, yet the Christians claim to show it by sparing his life, leaving the true nature of mercy ambiguous.

The quote "If it will feed nothing else, it will feed my revenge" is a powerful moment in The Merchant of Venice. Shylock, the Jewish moneylender, uses this line to express his deep-seated desire for revenge against Antonio, a Christian merchant who has wronged him. This statement comes in response to Salerio's scepticism about Shylock's intentions with the bond that demands a pound of Antonio's flesh. Shylock's response reveals that his motivation is not practical or financial but deeply personal and emotional.

Shylock's desire for revenge is portrayed as a natural human impulse, akin to hunger or desire. He feels wronged by Antonio, who has insulted him, mocked his losses, and undermined his business. This revenge is not just about personal vendetta but also about addressing the broader mistreatment of Jews by Christians in Venice. Shylock's insistence on the bond's terms highlights the complex interplay between law and revenge. He uses the legal system to pursue what he sees as justice, blurring the lines between lawful action and personal vengeance.

This moment underscores the theme of justice versus mercy in the play. While Shylock seeks strict adherence to the law, the Christian characters advocate for mercy. The tension between these perspectives raises questions about the nature of justice and the role of empathy and forgiveness in human relationships. Shylock's pursuit of revenge, while understandable, ultimately leads to his downfall, illustrating the destructive power of unchecked vengeance.

### 6.2 TOPIC B

**In the trial scene of 'Merchant of Venice', Portia's intervention reveals her true character, Shylock struggles with his changing fortunes, and the outcome of the trial provides real justice."**

**This quote makes 3 strong statements regarding:**

- **Portia's character**
- **Shylock's reactions**
- **Justice and punishment**

**Discuss the extent to which you agree with these 3 statements. In your response make clear reference to the events of the trial and to the characters involved in it.**

**Your response should take the form of a well-constructed essay of 300 – 350 words (1½ - 2 pages).**

In the trial scene of The Merchant of Venice, Portia's entrance marks a turning point. Disguised as the lawyer Balthazar, she initially acknowledges that Shylock is legally entitled to his bond, which allows him to claim a pound of Antonio's flesh. Despite this, she appeals to Shylock's sense of mercy, describing it as a divine quality that enhances justice. Shylock, however, insists on the strict execution of the law, refusing to show mercy.

Portia then cleverly interprets/manipulates the contract, stating that while Shylock can take his pound of flesh, he must not shed any of Antonio's blood. Portia is ruthless when she refuses to give Shylock the money, instead demanding he give up everything he owns. This interpretation traps Shylock, as it is impossible to take flesh without spilling blood. Consequently, Shylock's fortunes begin to decline rapidly. Portia further argues that Shylock, by seeking Antonio's life, is guilty of conspiring to kill a Venetian citizen. This crime results in Shylock facing severe penalties: he must forfeit half of his wealth to Antonio and the other half to the state.

We must not forget that Portia exists in a patriarchal society and her actions, a woman pretending to be a male lawyer in court, would be seen as unacceptable. As much as her actions are risky for a woman of her time, one can’t help but admire her courage, cunning and determination to solve her husband’s problem.

We must not forget that Shylock’s claim to Antonio’s pound of flesh is based on anger, hatred and hunger for revenge. Shylock also turned down the court’s appeal to be merciful, even when he is offered three times the amount of money. Shylock can be seen as a victim of his own villainous ways.

The Duke and Antonio show a form of mercy by sparing Shylock's life and reducing his financial penalty. However, they impose harsh conditions: Shylock must convert to Christianity and leave his wealth to his daughter Jessica and her Christian husband, Lorenzo, upon his death. This outcome is both fair and unfair. While Shylock's initial insistence on the bond was harsh, the forced conversion strips him of his religious and cultural identity, highlighting the complex interplay of justice and mercy in the play.

**GR 10 PAPER 2 - NOVEMBER 2024**

**NAME AND SURNAME: _____ TOTAL: _____/80**

**CLASS: _____ TEACHER: _____**

**DETACH PAGE 13 AND STAPLE TO THE FRONT OF YOUR ANSWER SHEET.**

## POETRY ESSAY RUBRIC

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|
| **CONTENT**<br><br>Interpretation of topic. Depth of argument, justification and grasp of text.<br><br>**6 MARKS** | **5–6**<br>-In-depth interpretation of topic<br>-Range of striking arguments; extensively supported from poem<br>-Excellent understanding of genre and poem | **4**<br>-Shows understanding and has interpreted topic well.<br>-Fairly detailed response<br>-Sound arguments given, but not all of them as well motivated as they could be<br>-Understanding of genre and poem | **3**<br>-Fair interpretation of topic<br>-Some good points in support of topic<br>-Some arguments supported, but evidence is not always convincing<br>-Basic understanding of genre and poem | **2**<br>-Unsatisfactory interpretation of topic<br>-Hardly any points in support of topic<br>-Inadequate understanding of genre and poem | **0–1**<br>-No understanding of the topic<br>-No reference to the poem<br>-Learner has not come to grips with genre and poem |
| **STRUCTURE AND LANGUAGE**<br><br>Structure, logical flow and presentation. Language, tone and style used in the essay<br><br>**4 MARKS** | **4**<br>-Coherent structure<br>-Arguments well-structured and clearly developed<br>-Language, tone and style mature, impressive, correct<br>-Virtually error-free grammar, spelling and punctuation | **3**<br>-Clear structure and logical flow of argument<br>-Flow of argument can be followed<br>-Language, tone and style largely correct | **2**<br>-Some evidence of structure<br>-Essay lacks a well- structured flow of logic and coherence<br>-Language errors minor; tone and style mostly appropriate | **1**<br>-Structure shows faulty planning<br>-Arguments not logically arranged<br>-Language errors evident<br>-Inappropriate tone and style | **0–1**<br>-Poorly structured<br>-Serious language errors and incorrect style |

NOTE: **If a candidate has ignored the content completely and written a creative essay instead, award a 0 mark for both Content and Structure and Language.**

## LITERARY ESSAY RUBRIC

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|
| **CONTENT**<br><br>Interpretation of topic. Depth of argument, justification and grasp of text.<br><br>**15 MARKS** | **12-15**<br>- Outstanding response: 14-15<br>Excellent response: 12-13<br>- In-depth interpretation of topic<br>- Range of striking arguments extensively supported from text<br>- Excellent understanding of genre and text | **9-11**<br>- Shows understanding and has interpreted topic well<br>- Fairly detailed response<br>- Some sound arguments given, but not all of them as well motivated as they could be<br>- Understanding of genre and text evident | **6-8**<br>- Mediocre interpretation of topic; not all aspects explored in detail<br>- Some good points in support of topic<br>- Some arguments supported, but evidence is not always convincing<br>- Partial understanding of genre and text | **4-5**<br>- Scant interpretation of topic; hardly any aspects explored in detail<br>- Few points in support of topic<br>- Very little relevant argument<br>- Little understanding of genre and text | **0-3**<br>- Very little understanding of the topic<br>- Weak attempt to answer the question<br>- Arguments not convincing<br>-Learner has not come to grips with genre or text |
| **STRUCTURE AND LANGUAGE**<br><br>Structure, logical flow and presentation. Language, tone and style used in the essay.<br><br>**10 MARKS** | **8-10**<br>-Coherent structure<br>-Excellent introduction and conclusion<br>-Arguments well-structured and clearly developed<br>-Language, tone and style mature, impressive, correct | **6-7**<br>-Clear structure & logical flow of argument<br>- Introduction & conclusion & other paragraphs coherently organised<br>- Logical flow of argument<br>- Language, tone & style largely correct | **4-5**<br>-Some evidence of structure<br>-Logic and coherence apparent, but flawed<br>- Some language errors; tone & style mostly appropriate<br>- Paragraphing mostly correct | **2-3**<br>-Structure shows faulty planning.<br>-Arguments not logically arranged<br>-Language errors evident.<br>-Inappropriate tone & style<br>-Paragraphing faulty | **0-1**<br>-Lack of planned structure impedes flow of argument<br>-Language errors and incorrect style make this an unsuccessful piece of writing<br>- Inappropriate tone & style<br>- Paragraphing faulty |
| **MARK RANGE** | **20-25** | **15-19** | **10-14** | **5-9** | **0-4** |