BERGVLIET HIGH SCHOOL

GRADE 11

ENGLISH HOME LANGUAGE

Paper 2 - Literature

Task 10

15 November 2022

MEMO

Marks: 80

Time: 2½ hours

Examiners: E. Bester and L. Barnwell

Moderators: English Department

NOTE TO MARKERS

- These marking guidelines are intended as a guide for markers.
- Candidates' responses must be considered on their merits.

MARKING GUIDELINES

1. Wherever a candidate has answered more than the required number of questions, mark only the first answer/response.
2. If a candidate has answered all four questions in SECTION A (prescribed poems), mark only the first two.
3. If a candidate gives two answers, the first of which is wrong and the next one correct, mark the first answer and **ignore** the next.
4. If answers are incorrectly numbered, mark according to the marking guidelines.
5. If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
6. *Essay questions:* If the essay is shorter than the required word count, do not penalise, because the candidate has already penalised himself/herself. If the essay is too long, assess on merit and discuss with senior markers.
7. *Contextual questions:* If the candidate does not use inverted commas when asked to quote, **do not penalise.**
8. For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/DISAGREE. The reason/substantiation/motivation/justification is what should be considered.
9. No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation/justification is what should be considered.
10. Answers to contextual questions must be assessed holistically in the light of the discussion during the standardisation of the marking guidelines.

SECTION A: POETRY

PRESCRIBED POETRY: Answer any **TWO** of the following questions.

QUESTION 1: POETRY – ESSAY QUESTION

In his poem 'First Day after the War' Kunene explores how, after times of great hardship and suffering, there is a great capacity for renewal and hope.By close reference to **diction, imagery and tone**, discuss how the above statement is reflected in the poem. Your response should take the form of a well-constructed essay of 200-250 words (1 page).

- ***Comment on the celebration of life in Africa - wedding, festival, ululating, ancestors, dancing and singing (African ceremony), nature - waterfalls, fruits***

- ***The poem demonstrates the ideas of 'rebirth and new hope' –***

  The poem seems to be a celebration of the end of Apartheid – the war
  There is a new-found freedom to celebrate
  There is an awakening, a rebirth, a new appreciation
  Weddings and festivals - celebrations
  Hope is found in reconciliation with strangers 'hold hands with a stranger' and people around the world share in the celebration of freedom and life
  The ancestors find their rest from the oppression they suffered during the 'war' and now they find pride in their spirit world.

- ***Diction –***

  'wedding', festival', 'ululating', 'with a smile', 'without waiting', 'calling people', 'travelling tall' - all these words express jubilation, joy, celebration

- ***Imagery –***

  Metaphor – 'the wedding party' – the young couple represents a new beginning, starting a new life
  Personification – freedom has 'footprints', a 'face' and 'eyes', she 'woke us up with a smile'
  Onomatopoeia –'ululating' – sound of rejoicing
  Metaphor – 'festival' – represents the celebrations of freedom
  Hyperbole – 'we shouted across waterfalls' – the exuberance of sharing of the momentous news with others around the world
  Metaphor – 'ancestors travelling tall' shows pride in what forefathers fought and died for, now pride in victory
  Idiom – 'first fruits' – all sacrifice and hard work has paid off, now reap the rewards

- ***Tone –***

  contentment, relief – 'it is the first day after the war'
  joyous – 'ululating to the mountains'
  pride, gratitude – 'we saw our ancestors travelling tall on the horizon'
  disbelief – 'hesitated' – initially can't believe it has happened

Use poetry rubric

[10]

QUESTION 2: POETRY – CONTEXTUAL QUESTION

2.1	Refer to line 1: 'My mistress' eyes are nothing like the sun' Discuss how the speaker's use of the word 'nothing' sets the tone for the lines that follow in the poem.	(2)
	'Nothing' is used in this line to emphasise the complete and total lack of similarity between her eyes and the sun. ***Tone: critical, disparanging, belittling, demeaning etc – a negating comparison.*** ***The speaker continues to refer to his mistress in negative terms until line 12.***	
2.2	Refer to lines 7-8: 'And in some perfumes is there more delight Than in the breath that from my mistress reeks.' Comment on the impact of the diction in these lines.	(2)
	Diction: 'perfumes' and delight' contrast strongly with 'reeks'. ***The introduction of the delightful smell of the perfume in the line before her breath is described, only serves to highlight the contrast. This creates a critical harshness and sense of disgust at his mistress' breath.***	
2.3	Refer to lines 9-10: 'I love to hear her speak, yet well I know That music hath a far more pleasing sound:' Discuss how the speaker's contradiction in these lines contributes to your understanding of the poem's message	(3)
	The speaker introduces the word 'love' into the poem at this point. This is the first endearing/praising/elevating comment that he has made. ***We understand that even though her voice is dull/flat/monotone by comparison to music, he loves her voice nevertheless.*** ***This contradiction highlights that the speaker does not care for unrealistic comparisons – the message that will be clarified in the concluding couplet.***	
2.4	Analyse how the sonnet form of the poem supports the speaker's overall attitude to his mistress.	(3)
	3 quatrains – the speaker develops the critical/harsh/demeaning message of how his mistress looks, smells, sounds and how she moves. ***Concluding couplet – the speaker rejects the superficiality of false comparisons used to describe women at that time.*** ***He emphasises that those false comparisons are lies and that the love he has for his mistress is true – 'rare'. Thus his attitude to his mistress is appreciation for her real and imperfect appearance.***	

QUESTION 3: POETRY – CONTEXTUAL QUESTION

3.1	Refer to line 1: 'The child is not dead' Discuss how this opening line sets the tone for the rest of the poem.	(2)
	Tone: Rejection / denial / contradicting ***The assertion that 'the child is not dead' contradicts the title of the poem "The child who was shot dead'.*** ***As the poem continues the denial continues.*** ***The assertion is made again in line 11 and then again in the last three lines when the child grows into a man and into a giant.***	
3.2	Refer to lines 7-9: 'in the march of the generations who scream Africa scream the smell of justice and blood' Comment on the appropriateness of the diction in these lines in the context of the poem.	(3)
	Diction: 'scream', 'justice', 'blood' ***The diction reflects the reaction of the oppressed people in the poem who march and rise up aggressively – 'blood' - against their oppressors in their quest for equality and freedom without restriction – 'justice'*** ***The child comes to represent the spirit of the oppressed people who marched against the oppressive pass system.***	
3.3	Consider stanza 3. Comment on the impact of the repetition of the word 'nor' in this stanza.	(2)
	'Nor' is used to list the numerous places in South Africa where the spirit of resistance against the pass system was strong and where people marched against the oppressors. ***'Nor' reinforces the speaker's assertion that the spirit of the child lives on in these many places in South Africa where rebellion against the pass laws took place.***	
3.4	Discuss how the imagery used in lines 21-23 contributes to the mood in the conclusion of the poem.	(3)
	The imagery of the child growing into a man who grows into a giant is an overwhelming image of victory and freedom. ***The child who represents the fighting spirit of the oppressed generations has grown into a giant – indicating that the battle against the oppressors has been won and this new found freedom is spreading across the world. The pass system has been defeated.*** ***Mood of celebration / victory / success / elation***	

QUESTION 4: POETRY – CONTEXTUAL QUESTION

4.1	Refer to lines 3-4: 'And sends a golden sunbeam To dance upon my knee' Identify the figure of speech in these lines and comment on how it sets the initial mood of the poem.	(2)
	Personification: the sun 'sends' a sunbeam to the speaker where the beam moves like a dancer on her knee – the beam moves in a beautiful, light, graceful, playful manner. ***This image sets a happy / joyful / carefree mood filled with wonder at the beauty of nature.***	
4.2	Discuss the sensory impact of lines 5-8 in the poem.	(2)
	The sensory impact is a strong and dramatic one. ***Sense of hearing – the melodious sounds of water bubbling and of the birds singing*** ***the sense of sight – the speaker watching the locusts jumping in the bright light of the sun –*** ***Both of these senses create a wonderful image of nature's bountiful beauty.***	
4.3	Account for the sudden shift in the tone of the poem that occurs from line 13-16.	(3)
	Lines 1-12 – the tone is one of wondrous admiration and appreciation as the speaker describes the beautiful morning and all its wonderful attributes. ***The tone changes in lines 13-16 to one of frustration and despair.*** ***The speaker laments the loss of a loved one, someone she will never see or touch again.*** ***When she contemplates her loss and loneliness, the beauty of nature fades into insignificance.***	
4.4	Refer to lines 15-16: 'Now what is sunshine, what is song, Now what is light to me?' Suggest a reason for the inclusion of a rhetorical question in these lines.	(3)
	The rhetorical question affords the reader the opportunity to consider how important her lost loved one is to her. ***The speaker draws us into her loneliness and allows us to see that, although she is surrounded by incredibly beautiful nature, she is unable to appreciate it. It has no meaning or relevance in the face of her loss.***	

QUESTION 5: UNSEEN POETRY – COMPULSORY QUESTION

5.1 5.1.1	Consider the structure of the poem. What type of poem is this?	(1)
	A sonnet/ A Pentrarchan sonnet	
5.1.2	Provide 2 features of the poem to support your answer to question 5.1.1.	(2)
	14 lines / iambic pentameter/ ABBA ABBA CDE CED rhyme scheme/ Divided into two parts (octave and sestet).	
5.2	Refer to lines 2-3: 'The holy time is quiet as a Nun… with adoration'. Comment on the effectiveness of the imagery presented in these lines.	(3)
	A simile in lines 2-3 then compares the "quiet" of this hour to "a Nun / Breathless with adoration." In other words, the atmosphere is so windless and peaceful, it's like a religious woman whose worshipful love has taken her breath away. ***This personification of the "holy time" can be read as a projection of the speaker's own feelings; after all, it's the speaker who's entranced by the beauty of the evening. The setting sun looks "broad" and "tranquil[]" as it "sink[s]" in the sky, again reflecting the calm, expansive mood of the speaker.*** [Award 3 marks for any two images well discussed.]	
5.3	Critically discuss how the diction in this poem conveys the speaker's message about God being ever-present in the life of the 'child'.	(4)
	The speaker dramatizes the peaceful atmosphere surrounding the characters in the sonnet by comparing the evening to "the holy time" that is "quiet as a Nun." This special "Nun" is "breathless with adoration," that is, deep in a meditative state worshipping the Divine Beloved. ***The speaker then remembers the "gentleness of heaven broods o'er the Sea." This special recollection calls him to aver, "the mighty Being is awake / And doth with his eternal motion make / A sound like thunder everlastingly. "These exact details compare well with the descriptions detailed by yogis—practitioners of yoga—and other spiritual seekers of the Divine Beloved, who spontaneously offer up the majesty of the evening to the presence of that Divine Beloved.*** ***The poem then switches from mere description of the spiritually inspiring evening to the direct address by the speaker to his companion, "Dear child! dear Girl! that walkest with me here." The little girl is a young, uncomplicated child who would not be concerning herself with the presence of the tranquility as her father does. However, the father avers that in spite of her lack of awareness to the "solemn thought" that infuses his mind, she is still a vital part of the divine plan as anyone or anything else is. The child's "nature is not therefore less divine." The little girl, like all children, is a descendent of "Abraham," founding father of the Judeo-Christian spiritual tradition. She, thus, "lie[s] in Abraham's bosom all the year." She also "worship[s] at the Temple's inner shrine," even though she is likely not aware of her own inborn devotion. The speaker/father adds with love for her and for all humanity: "God being with thee when we know it not."*** [Award 4 marks for any two references to diction well discussed.]	
	TOTAL SECTION A	**[30]**

SECTION B: NOVEL

LIFE OF PI – YANN MARTEL

QUESTION 6: CONTEXTUAL QUESTION

EXTRACT A

6.1	Provide the English translation of Pi's first name. ***Piscine – Swimming Pool***	(1)
6.2	What is Mamaji's full name? ***Francis Adirubasamy***	(1)
6.3	How did the Author, with whom Pi is in conversation, first meet Mamaji? ***The Author/narrator was travelling through India after failing to write a successful novel. He was looking for some inspiration for a new novel. He found himself in the small Indo-French town of Pondicherry. He was at the Indian Coffee House when he meets Mr Adirubasamy. Mr Adirubasamy told him about Pi and that Pi's story would make him believe in God.*** [Award 2 marks for any two ideas discussed.]	(2)
6.4	Explain the significance of the role that Mamaji plays in Pi's Life. ***He told Pi's father the story which inspired his name. He taught Pi how to swim which is significant because this will come in handy later on in Pi's story.*** [Award 2 marks for any two ideas mentioned / any one idea well explained.]	(2)
6.5	Refer to line 13-14: "It was - it was..." It was the only pool that made Mamaji fall silent, his memory making too many lengths to mention." Account for the use of ellipsis and repetition in this line. ***The ellipsis shows that Mamaji got lost in his thoughts and could not complete his sentence.*** ***The repetition emphasises the importance of 'It' – the place that Mamaji is describing.*** [Award 1 mark for reference to ellipsis and 1 mark for reference to repetition.]	(2)
6.6	Refer to line 15: "Mamaji remembered, Father dreamed. That is how I got my name…" Discuss the reason why Pi's father gave him that name. ***The significance of the place for Mamaji inspired Pi's father to name him Pi. His father never got to experience the Piscine Molitor for himself but still chose this name for his son.*** [Award 2 marks for one idea well discussed.]	(2)

AND

EXTRACT B

6.7	Refer to line 8: "two pizzas arrived for Ian Hoolihan". Explain why the pizzas arrived for "Ian Hoolihan" when it was Pi who placed the order. ***Pi has a very strong Indian accent. The way that he pronounced "I am who I am" to the Canadian Pizza delivery person was misunderstood as "Ian Hoolihan".*** [Award 2 marks for any one idea well explained.]	(2)
6.8	Refer to line 11: "It's Pissing Patel". Discuss Pi's reaction and feelings about his first nickname. ***Pi despises the fact that his name is mispronounced as "Pissing", meaning to urinate. He dislikes it to the point that he thinks of a different nickname for himself.*** [Award 2 marks for any one idea well discussed.]	(2)
6.9	Refer to line 13: "wearing my crown of thorns". Explain the analogy that Pi is trying to make with this reference in line 13. ***Pi is referring to himself as being persecuted. His analogy is making reference to the Christian religion – when Jesus was crucified he was forced to wear a crown of thorns.*** [Award 3 marks for any two ideas well explained.]	(3)
6.10	Refer to lines 26-27: "in that Greek letter…I found refuge." Critically discuss the effectiveness of Piscine making himself known as 'Pi'. ***Pi refers to a Greek letter and mathematical number. It represents the ration of a circle's circumference to its diameter (3.14…). Pi identifies with this mathematical symbol because it is irrational and never ending, yet it is used to calculate things logically and rationally.*** [Award 3 marks for any two ideas well discussed.]	(3)

EXTRACT C

6.11	Refer to line 8: "Mr. and Mr. Kumar led me to study zoology and religious studies…" Explain the irony of both men being named 'Satish Kumar'. ***His biology teacher and the man who introduced him to Islam are named Mr Satish Kumar but despite having the same name they are very different. Mr Kumar, the biology teacher, is an atheist, whereas the other Mr Kumar is a deeply religious man. The two Satish Kumars create a pleasing symmetry in their influences on Pi's life. They represent the connection between Pi's encounter with animals and religion throughout his story.*** [Award 2 marks for any two ideas mentioned / any one idea well explained.]	(2)

6.12	Refer to line 9: “Mr. and Mr. Kumar were the prophets of my Indian youth.” Critically discuss the environment in which Pi feels closest to God in relation to Pi’s view on religion. ***Pi feels that nature brings one closer to God. According to Pi, nature was created by God therefore it attests to his existence. He therefore believes that zoology and religion go hand in hand as they both link and attest to his belief in God.*** ***Pi ascribes to three religions: Christianity, Islam and Hinduism. He believes that each of these religions provide him with greater insight into the nature of God.*** [Award 3 marks for any two ideas critically discussed.]	(3)

TOTAL SECTION B: 25

SECTION C: DRAMA

MACBETH – WILLIAM SHAKESPEARE

QUESTION 7: MACBETH - ESSAY QUESTION

“Macbeth’s relationships with other characters can be seen primarily as power struggles which prove crucial to the outcome of the play.”

Discuss the above statement in relation to at least two of Macbeth’s relationships with other characters.

Your response should take the form of a well-constructed essay of **350–400 words** (2 pages).

Throughout the entire play, Macbeth's actions demonstrate his quest to gain more power.

His relationship with each character determines the type of power struggle he has with each of them.

Lady Macbeth:

- Lady Macbeth, Macbeth’s wife, is a cold-blooded, ambitious woman who covets power and position.
- When she is introduced in the play, she comes across as stronger and more ruthless than Macbeth.
- As Macbeth informs her of the witches’ prophecies that he is the future King, she sets her sights on that goal and is willing to pursue the goal with great determination.
- When we first see her, she is already plotting Duncan’s murder.

- She seems fully aware of Macbeth's wavering and knows that she will have to push Macbeth into committing the murder.
- At one point, she wishes that she were not a woman so that she could kill the King herself. In Act 1 Scene 5, she says "Come you spirits, that tend on mortal thoughts, unsex me here and fill me from the crown to the toe top-full of direst cruelty." She displays ambition, ruthlessness and a focused pursuit of power, and she is willing to do whatever it takes to get the throne. Lady Macbeth is the driving force and knows she needs to urge Macbeth to carry out her plan.
- Lady Macbeth effectively manipulates her husband when he hesitates to murder Duncan. She chastises him and questions his manhood until he feels that he must commit murder to prove himself.
- She displays incredible strength throughout the plot of murdering the King. She is the one who drugs the King's attendants. She calms Macbeth's nerves after the killing takes place. When Macbeth brings in the daggers from the King's room, Lady Macbeth tells him to bring them back. When he refuses, she returns them and smears blood on the drugged attendants. She remains cold-hearted throughout the plot of killing the King.

Banquo:

- Macbeth's friend and fellow soldier
- Macbeth has great respect and admiration for Banquo and there is no overt power struggle between them.
- However, after Banquo receives his prophecy from the witches, he poses a direct threat to Macbeth's power ambitions.
- Macbeth begins to fear Banquo's knowledge of the predictions made by the witches.
- He knows that Banquo suspects that he has attained the throne by foul play, and Macbeth worries that Banquo may expose him.
- Banquo's prophecy, that he would produce a line of kings, poses a threat to Macbeth's rule.
- Macbeth fears Banquo – "To be thus is nothing, But to be safely thus. Our fears in Banquo stick deep, and in his royalty of nature reigns that which would be feared … Reigns that which would be feared. And champion me to th' utterance." (Act 3 Scene 1 Lines 49-73).
- Macbeth sets murderers against Banquo and his son.
- In Macbeth's mind this is the only way to preserve his power.

Macduff:

- Macduff is loyal and brave and fights for Duncan as Macbeth does.
- Macbeth's relationship with Macduff is based on respect as a fellow Thane.
- Macduff initially begins to question Macbeth as a leader and king. He questions why Macbeth needed to kill the guards, and as the play progresses, Macduff begins to question Macbeth's capability to perform his duties as a King.
- He decides to leave Scotland and to join Malcolm's forces in England.
- The witches' prophecy that Macbeth should fear Macduff leads Macbeth to kill Macduff's family. He has become paranoid about holding on to his power.

- Macduff becomes determined to remove Macbeth from power.
- His mission to place Malcolm on the throne of Scotland is one that reflects his desire to have the true monarch ruling, but also shows his desire for vengeance for his wife and children's murder.

Malcolm:

- The power struggle between Macbeth and Malcolm is not a personal one.
- Instead it is a struggle presented on a much larger scale - the removal of a usurper and the restoring of the rightful king to the throne.
- This will restore order and peace to a chaotic Scotland.
- Early in the play King Duncan declares that his son, Malcolm, will succeed him to the throne. This establishes Malcolm as the rightful king, his power is granted by God – divine right of kings.
- Malcolm flees Scotland after the murder of his father and goes into hiding.
- Later in the play he returns to Scotland to challenge Macbeth's rule.
- There is no personal interaction between Malcolm and Macbeth. Instead it is Macduff who kills Macbeth and restores power to Malcolm.
-

TOTAL SECTION C: 25

GRAND TOTAL: 80

GR 11 PAPER 2 NOVEMBER

NAME AND SURNAME: _____ TOTAL: _____/80

CLASS: _____ TEACHER: _____

DETACH PAGE 11 AND STAPLE TO THE FRONT OF YOUR ANSWER SHEET.

POETRY ESSAY RUBRIC

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

SECTION B AND C: Assessment rubric for literary essay – Novel and Drama: 25 Marks

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

- **There must not be more than two categories' variation between the Structure and Language mark and the Content mark.**
- **A creative response must be awarded 0 for Content and 0 for Language and Structure.**