Bergvliet High School
English Home Language

Name: _____

Grade: _____

FINAL EXAMINATION 2025
Grade: 11
English Paper 2 (Task 10) - 80 Marks

	Marks	Learner Mark
TOTAL SECTION A, B & C	**80**	

Section	Question	Title of Poem	Marks	Learner Mark
A (Circle the question numbers of the 2 prescribed poems of choice)	1	Funeral Blues (1936) – W H Auden	10	
	2	An African Thunderstorm– David Rubadiri	10	
	3	The child who was shot dead by soldiers in Nyanga – Ingrid Jonker	10	
	4	Sonnet 130 – William Shakespeare	10	
	5	**UNSEEN POEM – COMPULSORY**	**10**	
		Total Section A	**30**	

Section	Question	Novel	Marks	Learner Mark
B (Circle the question number of your choice)	6	'Life of Pi' Part One - Essay	25	
	7	'Life of Pi' Part One - Contextual	25	

Section	Question	Drama	Marks	Learner Mark
C (Circle the question number of your choice)	8	'Macbeth' - Essay	25	
	9	'Macbeth' - Contextual	25	

Time: 2 ½ hours
Examiner: Mr N Ebrahim, Ms M Isseri
Moderator: English Department

DETACH THIS PAGE AND ATTACH IT TO THE FRONT OF YOUR ANSWER SHEETS

SECTION A: Assessment rubric for literary essay: Poetry (10 Marks)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT **6 MARKS** Interpretation of topic. Depth of argument, justification and grasp of text.	**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 **4 MARKS** Structure, logical flow and presentation. Language, tone and style used in the essay	**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

SECTIONS B and C: Assessment rubric for literary essay: Novel and Drama (25 marks)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT **15 MARKS** Interpretation of topic. Depth of argument, justification and grasp of text.	**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 **10 MARKS** Structure, logical flow and presentation. Language, tone and style used in the essay	**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 and logical flow of argument - Introduction and conclusion and other paragraphs coherently organised - Logical flow of argument - Language, tone and style largely correct	**4-5** -Some evidence of structure -Logic and coherence apparent, but flawed - Some language errors; tone and style mostly appropriate - Paragraphing mostly correct	**2-3** -Structure shows faulty planning. -Arguments not logically arranged -Language errors evident. -Inappropriate tone and 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 and style - Paragraphing faulty
MARK RANGE	**20-25**	**15-19**	**10-14**	**5-9**	**0-4**

INSTRUCTIONS AND INFORMATION

1. Please read this page carefully before you answer the questions.

2. This question paper consists of THREE sections.

3. SECTION A: POETRY (30)
   SECTION B: NOVEL (25)
   SECTION C: DRAMA (25)

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

5. Answer FIVE QUESTIONS in all: THREE in SECTION A, ONE in SECTION B and ONE in SECTION C.

   SECTION A: POETRY
   PRESCRIBED POETRY – Answer TWO questions
   UNSEEN POEM – Compulsory poem

   SECTION B: NOVEL
   Answer ONE question

   SECTION C: DRAMA
   Answer ONE question

6. 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.

7. LENGTH OF ANSWERS:

   - The essay question on Poetry should be answered in 200 – 250 words.
   - The essay question on the Novel and Drama sections should be answered in 350 – 400 words.
   - The length of answers to contextual questions should be determined by the mark allocation. Candidates should aim for conciseness and relevance.

8. Number the answers exactly as the questions have been numbered in the question paper.

9. Start each section on a NEW page.

10. Write neatly and legibly.

11. Suggested time management: SECTION A: approximately 40 minutes
    SECTION B: approximately 55 minutes
    SECTION C: approximately 55 minutes

SECTION A: POETRY

PRESCRIBED POETRY

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

QUESTION 1: ESSAY QUESTION

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

The overwhelming nature of grief and the human need to mourn is reinforced in Funeral Blues by William H Auden.

With close reference to **diction**, **imagery** and **tone**, critically discuss the validity of the above statement.

Your response should take the form of a well-constructed essay of 200 – 250 words (about one page). **(10)**

Essay:

The overwhelming nature of grief and the human need to mourn are powerfully reinforced in "Funeral Blues" by W.H. Auden through his use of diction, imagery, and tone. The poem captures the depth of personal loss and the consuming nature of mourning, transforming private sorrow into a universal human experience.

Auden's diction is direct and emotive, revealing the speaker's devastation. Words such as "Stop," "silence," and "mourning" convey a desperate need to halt the world and acknowledge the magnitude of the loss. The imperative verbs create a sense of urgency and control, reflecting the speaker's futile attempt to impose order on chaos. The use of formal, solemn language mirrors the ceremonial nature of a funeral, reinforcing the human instinct to ritualise grief.

Through vivid imagery, Auden conveys the totality of the speaker's despair. The command to "Stop all the clocks" and "Pack up the moon and dismantle the sun" uses hyperbolic cosmic imagery to express that the death has rendered the world meaningless. Everyday images - like "the dog barking" and "the pianos"- contrast with grand celestial symbols, showing how grief permeates both the ordinary and the infinite.

The tone of the poem shifts from public mourning to intimate despair. Initially formal and ceremonial, it becomes deeply personal as the speaker confesses that the deceased was "my North, my South, my East and West." This tonal movement underscores the depth of emotional loss and the universal need to express it.

In conclusion, through his poignant diction, striking imagery, and shifting tone, Auden powerfully reinforces both the overwhelming nature of grief and the human necessity to mourn.

QUESTION 2: CONTEXTUAL QUESTION

2.1 Refer to lines 1 – 8: “From the West… chasing nothing.”
Discuss how Rubadiri’s use of diction in stanza one helps to create a tone of chaos and tension.

(2)

Words suggesting speed and unpredictability - “hurrying,” “turning sharply,” “whirling,” and “tossing” give a sense of violent, restless motion. The verbs are energetic and abrupt, mimicking the erratic movements of the storm. This creates a feeling of instability and disorder, setting a tense atmosphere.

The clouds are described “like a plague of locusts,” a biblical image associated with destruction and panic. This comparison amplifies the sense of impending chaos and suggests that the storm brings fear and turmoil. The simile, “like a madman chasing nothing,” portrays the storm as irrational and uncontrollable, emphasizing mad energy and confusion.

Words like “plague,” “madman,” and “chasing nothing” carry negative and unsettling connotations. They make the storm feel threatening and unpredictable, heightening the tension for both the people and the landscape it moves across.

2.2 Refer to lines 9 to 10: “Pregnant clouds…on its back,”
Account for the clouds being ‘pregnant’ in the above lines.

(2)

The word “pregnant” is a metaphor. Rubadiri uses it to describe the heavy, swollen appearance of the clouds before the storm breaks - full of rain and thunder that are about to be released. Just as a pregnant woman is full of life waiting to be born, the clouds are laden with rain waiting to pour down. The image suggests imminence and expectation - the tension before a dramatic release.

2.3 Refer to lines 15 to 18: “In the village…whirling wind

2.3.1 Identify the poetic device contained in these lines.

Alliteration- “whirling wind” - the repeated ‘w’ sound mimics the whooshing and swirling of the wind, helping the reader to hear and feel the motion of the storm. This sound device adds rhythm and reinforces the sense of movement and chaos. (1)

2.3.2 Comment on the effectiveness of the above response.

The lines combine visual and auditory, senses to produce a realistic and powerful scene that captures both the beauty and terror of nature. Phrases such as “jagged blinding flashes” and “rumble, tremble, and crack” appeal to sight and sound, allowing the reader to see and hear the storm’s fury. (2)

2.4 Refer to line 26 to 32: "Clothes waved like tattered flags…pelting march of the storm."
Comment on how the foreboding atmosphere of the impending storm in the last stanza, reinforces the central theme of the poem.

This simile captures the force of the wind. The phrase "tattered flags" suggests destruction, struggle, and disorder, symbolizing how the storm strips away dignity and order in the village. It's a powerful visual image of vulnerability and exposure-conveys its chaotic energy and overwhelming force. (3)

[10]

QUESTION 3: POETRY – CONTEXTUAL QUESTIONS

Read the poem below and answer the question that follows.

3.1 Refer to line 2: 'the child raises his fists… his mother,'
Identify and explain the tone that is created by the phrase 'raises his fist' in the above line. (2)

The tone is anger/defiance. The act of raising one's fist is an act of defiance and resistance towards the oppressor. There is also a resentment of the older generation's subservience.

3.2 Account for the phrase 'the child' being repeated throughout the poem. (2)

The phrase is repeated to reinforce the innocence of the child and highlight the tragedy of his death. The child's meaningless and unjust murder will not be forgotten but will rather serve as symbol of hope/inspiration that change is coming. People will rise and continue to fight until everyone is free. (any 2 distinct points)

3.3 Refer to line 16: 'The child is… the soldiers'
3.3.1 Identify the figure of speech in the above line. (1)

Metaphor

3.3.2 Discuss the effectiveness of this image. (2)

The child is compared to the shadow of soldiers suggesting that the child will plague the soldiers' conscience. Even their wrongdoings are not acknowledged, their sins will follow them. The child is an omniscient presence, acting as a reminder that the injustice needs to be confronted.

(Candidates might interpret the image to mean that the child is stalking the soldiers to seek revenge.)

3.4 Refer to lines 23: 'Without a pass'.
Comment on how these lines reinforce the central message of the poem. (3)

The speaker's reference to 'a pass' is a reminder of the oppression experienced by black South Africans and the indignity with which they were treated. It is only in death that the child is freed from having to carry 'a

pass'. It is the story of his legacy that moves freely throughout the world raising awareness of the horrors of the apartheid regime. Symbolically, the child is able to move without restriction and is able to influence the minds of people to oppose the government of the day. (Award 3 marks on if critical discussion takes place.)

[10]

QUESTION 4: POETRY – CONTEXTUAL QUESTIONS

4.1 Refer to line 1: 'My mistress' ... like the sun,'
What does this comparison suggest about the speaker's attitude towards traditional love poetry? (2)

The speaker mocks the unrealistic comparisons used in conventional love poems. Instead of idealising his mistress with false praise, he rejects exaggeration and values truth and realism.

4.2 Refer to line 3: 'If snow be white, why then her breasts are dun,'
Explain the tone in the above line. (2)

The tone is slightly mocking/humorous and realistic. The speaker admits that his mistress's complexion is not pure white like snow, but rather dull, showing his realistic attitude and rejection of idealised beauty.

(1)

4.3 Refer to line 4: 'If hairs be wires, black wires grow on her head.'
4.3.1 Identify the figure of speech used in line 4.

Metaphor

4.3.2 Comment on the effectiveness of the image in line 4. (2)

In Shakespeare's time, women were often praised for having golden or silken hair, but here the speaker bluntly compares his mistress black hair to coarse, black wires.

Refer to lines 13 – 14: 'And yet, by heaven ... with false compare.'
4.4 Critically discuss how these lines convey the central theme of the poem. (3)

The speaker rejects all false comparisons made in traditional love poetry and declares his love to be authentic and profound. Although he has described his mistress in plain, even unflattering terms, he concludes that his love is just as genuine and valuable as any expressed through exaggerated praise.
The phrase 'by heaven' conveys sincerity and conviction, while 'false compare" criticises the unrealistic imagery used by other poets. This reinforces the poem's central theme – that true love is based on honesty, not idealised beauty or poetic exaggeration.

UNSEEN POETRY (COMPULSORY)

QUESTION 5 CONTEXTUAL QUESTIONS

5.1 Refer to lines 1-4: “Dust if you… want and need?”

Explain the difference between ‘want’ and ‘need’ in the above lines. (2)
The Poet is suggesting that people often spend time on trivial wants (like constant cleaning or material perfection) instead of focusing on real needs - such as creativity, relationships, and joyful living. The line is effective because it challenges us to think about our priorities and recognize that life’s deeper needs cannot be satisfied by routine chores or possessions.

5.2 Account for the refrain “Dust if you must,” at the beginning of each stanza. (2)

- ***Emphasizes choice and personal freedom,***
- ***Provides rhythmic unity,***
- ***Builds gentle irony and persuasive tone, and***
- ***Reinforces the central message - that time is short, and living fully is more important than maintaining perfect cleanliness.***

5.3 Refer to line 12: “This day will not come around again.” (1)

5.3.1 Identify the figure of speech in the above line.
Personification

5.3.2 Comment on the effectiveness of the above image. (2)
It is effective because it reminds readers that time is limited and non-renewable. It reinforces the poem’s central message: to use each day wisely for meaningful, joyful living rather than wasting it on trivial routines like dusting.

5.4 Refer to lines 13-18: Dust if you… will make more dust.” (3)
Critically discuss how imagery in the above lines reinforce the central message of the poem.
The imagery in lines 13-18 reinforces the poem’s central message by contrasting the dull, repetitive visual of dust with the vibrant, emotionally charged imagery of love and life. The poet’s choice of imagery makes the philosophical message tangible: life is fleeting, and our focus should be on experiences and relationships that matter, not on the accumulation of dust-literal or metaphorical.

(10)

SECTION B: NOVEL

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

LIFE OF PI – Yann Martel

QUESTION 6: *LIFE OF PI* – ESSAY QUESTION

In Life of Pi, reason and faith are not enemies but companions in Pi's search for truth.

Critically discuss the validity of the above statement. Refer specifically to his upbringing in Pondicherry.

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

Introduction

- Yann Martel explores how faith and reason coexist within one individual.
- Pi Patel represents the harmony between science and religion — both necessary to understand life.
- Thesis: Martel suggests that science and religion are complementary, not contradictory, in Pi's worldview

Body Paragraph 1: Pi's Spiritual Development

- Raised in Pondicherry, a multicultural and multi-religious environment.
- Practices Hinduism, Christianity, and Islam simultaneously.
- Quote: "I just want to love God." → expresses universal faith and innocent devotion.
- Each religion offers a different form of connection with the divine:
    - Hinduism: tradition and ritual.
    - Christianity: love and sacrifice.
    - Islam: discipline and submission.
- Martel uses this to show spiritual inclusivity — faith as unity, not division.

Body Paragraph 2: Pi's Rational and Scientific Mindset

- Pi's father teaches him practical lessons about animal behaviour — grounding him in reason and observation. Practical lesson with Mahisha, the tiger.
- The zoo setting symbolises scientific order, structure, and understanding of nature.
- Mr. Kumar (the atheist teacher) influences Pi's appreciation of logic, investigation, and the "order of the universe."
- Pi respects both "Mr. Kumar the Muslim" and "Mr. Kumar the atheist."
    - Both seek truth, though through different means.
- Science teaches Pi discipline and rationality, vital for later survival.
- The reinvention of his name also highlights his logical mindset, essentially using animal training and phycology to alter the other learners' perception of himself. Thus establishing himself as Pi Patel and not 'Pissing Patel'.

Conclusion

- Martel presents science and religion as complementary, not conflicting.

- Through Pi, the novel celebrates both the rational and the spiritual sides of human understanding.
- Key message: True understanding of life requires both intellect and faith.
- The early chapters highlight harmony, curiosity, and coexistence — essential to Pi's growth and survival.

QUESTION 7: *LIFE OF PI* – CONTEXTUAL QUESTION

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

EXTRACT A

7.1 Refer to lines 1 – 2: 'Gita, my bird … Better a goat than him, no?'

7.1.1 Name the animal being to refer to as the one with 'the pretty orange fur'.

Mahisha (1)

7.1.2 Briefly explain how Pi's father tries to teach his children to respect and understand animals leading up to this scene.

Pi's father teaches the family that wild animals are dangerous and not to be trusted. When he makes them watch Mahisha, the tiger, kill a goat, he shows that even seemingly tame animals follow their natural instinct. The lesson warns Pi never to forget the true nature of wild creatures. (2)

7.2 What is the meaning of 'anthropomorphism'?
Choose the correct meaning from the list below.

a. The concept of becoming best friends with animals.
b. ***The act of giving human characteristics to animals***.
c. The attribution of animal-like qualities given to people. (1)

7.3 Refer to line 5: "We huddled around her."

7.3.1 What is the name of "her" in the above line.

Gita Patel/Pi's mother (1)

7.3.2 Describe her relationship with Pi.

Pi's mother has a loving, gentle and understanding relationship with her son, Pi. She supports his curiosity and spiritual exploration, even though she doesn't share his religious enthusiasm. She offers emotional warmth and comfort. (2)

7.4 Using the above extract as a starting point, comment on Pi's father's parenting style.

Pi's father is strict, practical and disciplined. He believes in teaching his children through reason and real-life experience. Unlike his wife's gentle approach, he focuses on logic, science and responsibility. His methods may seem harsh, but they prepare Ravi and Pi to face reality and survive

on their own. (3)

EXTRACT B

7.5 Refer to line 1: 'His house is a temple.'

7.5.1 Who is speaking in the above extract?

Fictional author/narrator (1)

7.6 7.5.2 Account for the inclusion of chapters like the one in the extract.

The author's interjections serve to create authenticity and frame the story as a true account. These interruptions help the reader understand Pi's background, beliefs and experiences through an outsider's perspective. It prepares the reader to question the nature of truth and storytelling. (2)

Refer to the bolded words: 'Lord Ganesha, Virgin Mary of Guadalupe, Kaaba".

With reference to the above symbols, name his multiple religions.

Hinduism, Christianity (Catholicism) and Islam. (3)

AND

EXTRACT C

7.7 Place the above extract in context. (Explain the events leading up to this extract.)

The pandit, imam and priest meet the Patel family on the esplanade and discover that Pi practices all three religions, simultaneously. They are angry at the idea and argues which religion is better. (2)

7.8 Refer to lines 6 – 7: "Bapu Ghandhi said, 'All religions are true.' ... red in the face."

Briefly discuss what the above lines reveal about Pi's character?

The statement reflects Pi's pure and personal search for meaning. He is sincere, deeply spiritual and principled. He stands up to the religious leaders, defending his philosophy. (2)

7.9 Refer to line 8: "My embarrassment was contagious... anything."

Account for his embarrassment being contagious.

His awkward honesty and innocence make everyone uncomfortable, spreading his embarrassment to all present. This scene highlights Pi's pure desire to love God and the social tension that arises from his inclusive faith. (2)

7.10 Comment on how Pi's exposure influenced his philosophy on religion.

Pi's exposure to different religions – Hinduism, Christianity, and Islam – shapes his belief that all faiths share the same core of love and devotion to God. Instead of choosing one, he embraces elements of each, showing his open-minded and inclusive philosophy. Father Martin becomes a key influence in shaping Pi's philosophy. Pi learns that Christianity is rooted in love, sacrifice and personal faith, rather than ritual or logic. This teaches him that faith transcends boundaries and rituals, and that true religion is about personal connection and compassion, not division. (3)

TOTAL SECTION B: [25]
25

SECTION C: DRAMA

MACBETH – William Shakespeare

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

QUESTION 8: MACBETH – ESSAY QUESTION

In Macbeth, Shakespeare contrasts the difference between appearance and reality through ambition, deception, and tragedy.

Critically discuss the validity of the above statement through the actions of Macbeth, Lady Macbeth, and the witches.

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

[25]

In Macbeth, Shakespeare masterfully explores the contrast between appearance and reality, using the interplay of ambition, deception, and tragedy to reveal the corrupting influence of unchecked desire. This theme is vividly illustrated through the actions of Macbeth, Lady Macbeth, and the witches, each of whom manipulates or misinterprets appearances to pursue their ambitions, ultimately leading to devastating consequences.

From the outset, the witches embody the ambiguity of appearance versus reality. Their cryptic prophecy to Macbeth - "All hail, Macbeth! that shalt be king hereafter!"- appears to promise him greatness, yet its literal meaning conceals a perilous truth. The witches' words exploit Macbeth's ambition, blurring the line between potential and certainty. By presenting a partial reality, they encourage him to interpret the prophecy according to his desires, illustrating how appearances can mislead and provoke tragic outcomes. Shakespeare uses the witches to demonstrate that reality is often masked by alluring illusions, a motif that recurs throughout the play.

Macbeth himself epitomizes the conflict between outward appearance and inner reality. Initially a loyal and honourable nobleman, he conceals his murderous intentions behind a facade of loyalty to King Duncan. The imagery of "false face must hide what the false heart doth know" captures this duplicity. Macbeth's ambition drives him to commit

regicide, yet the act that fulfils the witches' prophecy simultaneously exposes the dissonance between his external guise and his internal corruption. His increasing paranoia and hallucinations, such as Banquo's ghost, underscore the psychological consequences of living a life at odds with moral reality. Shakespeare thus links the tension between appearance and reality with personal ambition, showing that deception, even self-deception, leads inexorably to tragedy.

Lady Macbeth similarly manipulates appearances to achieve her ends. She advises Macbeth to "look like the innocent flower, but be the serpent under't," highlighting her awareness of the power of deception. Her ability to mask her true intentions enables her to orchestrate Duncan's murder, yet this very reliance on false appearances eventually unravels her psyche. Sleepwalking and obsessive hand-washing reveal the discrepancy between her outward composure and inner guilt, demonstrating the destructive consequences of prioritizing ambition over authenticity.

In conclusion, Shakespeare's portrayal of Macbeth, Lady Macbeth, and the witches validates the statement that the play contrasts appearance and reality through ambition, deception, and tragedy. The witches' manipulative prophecies, Macbeth's hidden treachery, and Lady Macbeth's deceptive cunning collectively illustrate how the pursuit of power, guided by appearances rather than moral truth, precipitates personal and societal catastrophe. The play ultimately warns that reality cannot be evaded indefinitely, and that the tension between appearance and truth is a central driver of tragedy.

QUESTION 9: MACBETH – CONTEXTUAL QUESTION

9.1 Place the above extract in context. (2)

The banquet scene, hosted by Macbeth after he has become king- and had Banquo killed, haunted by the witches' prophecy that Banquo's descendants will inherit the throne, Macbeth sees Banquo's ghost, a visible manifestation of his guilt that no one else can perceive. His terror disrupts the banquet, forcing Lady Macbeth to intervene.

9.2 Identify the unexpected guest that appears at Macbeth's banquet? (1)

The ghost of Banquo.

9.3 Refer to line 4: "May't please your highness, sit."
Discuss how Macbeth reacts to this request?
(Support your answer with a quote from the extract.) (2)

When Lennox politely asks Macbeth to sit—"May't please your highness, sit"—Macbeth reacts with unease and distraction. He does not respond immediately or normally; instead, his attention is drawn to the ghost of Banquo, which only he can see. His behaviour is startled and disturbed, as shown when he exclaims: "Thou canst not say I did it; it would never shake thy gory locks at me!" This reaction shows that Macbeth is mentally preoccupied, fearful and guilt-ridden.

9.4 Refer to line 15: “Which of you have done this?”
Explain the significance of the ghost of Banquo only appearing to Macbeth.
This emphasises that the ghost is not a physical threat but a manifestation of Macbeth’s guilt and paranoia over Banquo’s murder.
Macbeth seems irrational and unstable, he is tormented by the consequences of his ambition and crimes. Macbeth’s conscience is haunted by his own actions. (2)

9.5 Comment on how this scene marks a turning point in Macbeth’s mental state. (2)
This scene is a turning point in Macbeth’s mental state, as seeing Banquo’s ghost reveals his growing guilt and paranoia. He becomes uncontrollable and fearful, shown in the line: “Thou canst not say I did it; it would never shake thy gory locks at me!” It marks the start of his psychological decline, showing that his ambition has begun to overwhelm his reason and morality.

9.6 Refer to lines 20- 24: “Sit, worthy friends… extend his passion.” (2)
What role does lady Macbeth play in trying to maintain control over the situation?
Lady Macbeth takes on the role of managing appearances and maintaining order at the banquet. She instructs the lords to remain seated and not react to Macbeth’s strange behaviour, explaining that his fit is momentary: “If much you note him, / You shall offend him and extend his passion.” By doing this, she tries to mask Macbeth’s guilt.

9.7 How does Shakespeare use dramatic irony and supernatural elements to build tension? (2)
The audience knows that Banquo has been murdered on Macbeth’s orders, but the other characters are unaware, creating dramatic irony. When Macbeth reacts to the ghost- “Thou canst not say I did it; it would never shake thy gory locks at me!”—the lords see only his erratic behaviour, while the audience understands the true reason, increasing suspense and anxiety. The supernatural element of Banquo’s ghost, visible only to Macbeth, further intensifies tension.

9.8 Comment on how the Banquet scene reflects the theme of guilt and the disruption of the natural and social order. (3)

Macbeth's vision of Banquo's ghost is a manifestation of his guilt over orchestrating Banquo's murder. The scene also demonstrates the disruption of the natural and social order. A king is supposed to embody stability and moral authority, but Macbeth's erratic behaviour at the banquet unsettles the lords and undermines the appearance of a harmonious kingdom.

9.9 How does Macbeth react when he receives news of his wife's death? (1)

When Macbeth learns of Lady Macbeth's death, he reacts with resignation, despair, and he reflects on the futility and meaninglessness of life, saying: "She should have died hereafter; reveals that he feels life has lost all purpose, and he is numb to emotion, having been hardened by years of violence and ambition.

9.10 Refer to line 11: "She should have died hereafter," (2)
What does Macbeth mean when he says this?

When Macbeth says, "She should have died hereafter," he is expressing a sense of resigned inevitability. He means that Lady Macbeth's death was bound to happen eventually, so there was no need for it to occur at that particular moment. Rather than grieving deeply, he reflects that death is inevitable and life continues regardless. This line shows Macbeth's emotional detachment, suggesting his greed, ambition, violence, and guilt have left him hardened and disillusioned, viewing life and death as fleeting and meaningless.

9.11 What bizarre report does the messenger bring to Macbeth after the news of Lady Macbeth's death? (1)

He claims that Birnam Wood appears to be moving toward Dunsinane.

9.12 Refer to lines 13 – 22: "Tomorrow, and tomorrow… Signifying nothing."
Critically discuss Macbeth's state of mind in those words and state what theme is emphasised through his reflection. (3)

His repetition of "tomorrow" reflects the monotony and futility of life, suggesting that time drags on pointlessly, offering no real meaning or consolation - implying that human existence is fleeting, performative, and ultimately insignificant. Despite all of Macbeth's schemes and murders to secure power, he realises that life ends in death, leaving no lasting meaning.

The speech also highlights existential despair, showing how vaulting ambition, guilt, and moral corruption can strip life of joy, purpose, and humanity.

9.13 Refer to lines 28 – 29: “I look’d toward Birnam and anon methought
The wood began to move.”
From your knowledge of the drama, explain how these words tie in with the apparition’s predictions. (2)

Macbeth is told to beware Macduff and is reassured that he will not be defeated until Birnam Wood comes to Dunsinane. At first, Macbeth believes this prophecy makes him invincible, as it seems impossible for a forest to move. The messenger’s report reveals that the prophecy is coming true in a figurative sense, as Malcolm’s army cuts down branches from Birnam Wood to disguise their approach. This fulfils the witches’ prediction, heightens dramatic irony, and underscores the themes of fate, inevitability, and the deceptive nature of appearances, showing that Macbeth’s sense of security is false.

[25]

TOTAL SECTION C: 25

GRAND TOTAL: 80