

HILLCREST HIGH SCHOOL



November 2020

ENGLISH HOME LANGUAGE

Grade 11

Paper 2 (Literature)

Time: 2 ½ hours

Marks: 80

Examiner: Miss S. Boyce

Moderator: Mrs N. Atkinson

N.B. This question paper consists of 14 pages

INSTRUCTIONS TO CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. Draw a 2cm wide margin on the right- hand side of each page of your answer booklet.
2. Read and follow ALL instructions carefully.
3. Rule off on completion of EACH section.
4. It is in your own interests to write and present your work neatly.
5. Use your time carefully. Suggested time management:
 - Section A: approximately 50 minutes
 - Section B: approximately 50 minutes
 - Section C: approximately 50 minutes

INSTRUCTIONS AND INFORMATION

1. Read these instructions carefully before you begin to answer the questions.
2. Read the entire question paper.
3. Consult the table of contents on page 3 and read the questions. Choose the ones you are going to answer.
4. This question paper consists of THREE sections (you are required to answer questions from all three sections):
 - a. SECTION A: Poetry (30 marks)
 - b. SECTION B: Drama Contextual (25 marks)
 - c. SECTION C: Drama Essay (25 marks)
5. Follow the instructions at the beginning of each section carefully.
6. In Section A (Poetry) there are TWO questions:
 - Prescribed poems: Answer questions on TWO of the four poems.
 - Unseen poem: Answer all the questions set on the poem.
7. Number your answers correctly according to the numbering system used in this question paper.
8. Length of answers:
 - a. Essay questions on poetry should be answered in about 200 – 250 words
 - b. Essay questions in the Drama section should be answered in 350 – 400 words.
 - c. The length of answers to contextual questions should be determined by the mark allocation. Aim for conciseness and relevance.
9. Write neatly and legibly.

CONTENTS

SECTION A: POETRY		
Prescribed poetry: Answer any TWO questions		
Question number	Question type	Marks
1. <i>Mid-Term Break</i>	Essay question	10
OR		
2. <i>Sonnet 130</i>	Contextual question	10
OR		
3. <i>London, 1802</i>	Contextual question	10
OR		
4. <i>Anthem for Doomed Youth</i>	Contextual Question	10
AND		
Unseen poetry		
5. <i>Watching Hidden</i>	Contextual question	10
SECTION B: Drama Contextual		
6. <i>Macbeth</i>	Contextual question	25
SECTION C: Drama Essay		
7. <i>Macbeth</i>	Essay question	25

Use this checklist to ensure that you have answered the correct number of questions:

SECTION	QUESTION NUMBER	NUMBER OF QUESTIONS TO ANSWER	TICK
A: Poetry (Prescribed Poetry)	1 – 4	2	
A: Poetry (Unseen Poem)	5	1	
B: Drama Contextual	6	All	
C: Drama Essay	7	1	

SECTION A: PRESCRIBED POETRY

Answer TWO of the following questions

QUESTION 1: ESSAY QUESTION

Mid-Term Break

I sat all morning in the college sick bay
Counting bells knelling classes to a close.
At two o'clock our neighbours drove me home.

In the porch I met my father crying—
He had always taken funerals in his stride—
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand

And tell me they were 'sorry for my trouble'.
Whispers informed strangers I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poppy bruise on his left temple,
He lay in the four-foot box as in his cot.
No gaudy scars, the bumper knocked him clear.

A four-foot box, a foot for every year.

~Seamus Heaney

(Source: <https://www.poetryfoundation.org/poems/57041/mid-term-break>)

“Mid-Term Break” describes the extreme sadness that accompanies the death of someone young.

By close reference to diction, imagery and tone, critically discuss the extent to which you agree with this statement. Your response should take the form of a well-constructed essay of 250–300 words (1 – 1 ½ pages).

[10]

OR

QUESTION 3: CONTEXTUAL QUESTION

Anthem for Doomed Youth

What passing-bells for these who die as cattle?
— Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells; 5
Nor any voice of mourning save the choirs,—
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.

What candles may be held to speed them all?
Not in the hands of boys, but in their eyes 10
Shall shine the holy glimmers of goodbyes.
The pallor of girls' brows shall be their pall;
Their flowers the tenderness of patient minds,
And each slow dusk a drawing-down of blinds.
~ Wilfred Owen
(Source: <https://www.poetryfoundation.org/poems/47393/anthem-for-doomed-youth>)

- 3.1 What effect does the word “cattle” (line 1) have on the poem? (2)
- 3.2 Identify and explain the figure of speech in line 2. (3)
- 3.3 Account for the use of the word “demented” (line7). (2)
- 3.4 Explain the effectiveness of the title. (3)

[10]

OR

QUESTION 4: CONTEXTUAL QUESTION

London, 1802

Milton! thou shouldst be living at this hour:
England hath need of thee: she is a fen
Of stagnant waters: altar, sword, and pen,
Fireside, the heroic wealth of hall and bower,
Have forfeited their ancient English dower 5
Of inward happiness. We are selfish men;
Oh! raise us up, return to us again;
And give us manners, virtue, freedom, power.
Thy soul was like a Star, and dwelt apart:
Thou hadst a voice whose sound was like the sea: 10
Pure as the naked heavens, majestic, free,
So didst thou travel on life's common way,
In cheerful godliness; and yet thy heart
The lowliest duties on herself did lay.

~ William Wordsworth

(Source: <https://www.poetryfoundation.org/poems/45528/london-1802>)

- 4.1 What type of sonnet is this? Provide a reason for your answer. (2)
- 4.2 Identify two functions that this poem serves. (3)
- 4.3 Identify and explain the figure of speech contained in line 9. (2)
- 4.4 What effect does the word “forfeited” (line 5) have on the poem? (1)
- 4.5 What does the poet believe John Milton could do for England? (2)

[10]

AND
UNSEEN POETRY:
QUESTION 5: CONTEXTUAL QUESTION

Read the following poem and answer the questions set on it.

Watching Hidden

(for my mother at 80)

That year you'd had new cupboards built
along one entire bedroom wall:
white doors edged with plaited trim
handles adorned with twisted brass
The scent of newly carpentered wood
lingered for months

5

The inner shelves held the normal selection
of secrets and scents accessories
to the life of white middle-class suburbia
Salisbury, circa the Seventies

10

Concealed behind one set of doors
was a cubby-hole of sorts with a dresser
at which you'd sit on a small stool
surrounded by mirrors front and back
Everywhere you looked if you were looking
reflected an infinity of yous

15

Often you'd rest your lit cigarette
on a pottery ashtray an unbroken thread
of smoke curling up past your cheek
as you carefully dropped saliva
into a shiny black palette of mascara
You'd mix it in with a tiny brush
like an artist then lean forward
and apply it to your lashes
Dark eye-liner next across your lids
then a splash of red over pursed lips
before leaning back again and reaching
for the last burning inch of your B&H

20

25

And I would sit watching out of view
and a little in awe

30

~ Amanda Hammar

(Source: <https://www.poetryinternational.org/pi/poem/23434/auto/0/0/Amanda-Hammar/WATCHING-HIDDEN/en/tile>)

- 5.1 Quote three consecutive words that tell the reader that the mom in the poem had renovations done to her house the year the poem was set. (1)
- 5.2 Could the mom see her child watching her apply her makeup? Quote to support your answer. (2)
- 5.3 What effect does the word “splash” (line 26) have on the poem? (2)
- 5.4 Refer to lines 22-23: “You’d mix it in...lean forward”
Identify and explain the effectiveness of the figure of speech contained in these lines. (2)
- 5.5 How does the persona feel about her mother? Quote to support your answer. (3)

[10]
Total for Section A: 30 marks

SECTION B: Drama Contextual

QUESTION 6: “Macbeth” – William Shakespeare CONTEXTUAL QUESTION

Read the extracts carefully before answering the questions that follow. You must answer ALL questions in this section.

TEXT A

MACBETH

I have no spur
To prick the sides of my intent, but only
Vaulting ambition, which o’erleaps itself,
And falls on the’other –

Enter Lady Macbeth

How now, what news?

5

LADY MACBETH

He has almost supped. Why have you left the chamber?

MACBETH

Hath he asked for me?

LADY MACBETH

Know you not, he has?

MACBETH

We will proceed no further in this business.
He hath honoured me of late, and I have bought
Golden opinions from all sorts of people,
Which would be worn now in their newest gloss,
Not cast aside so soon.

10

LADY MACBETH

Was the hope drunk
Wherein you dressed yourself? Hath it slept since?

15

And wakes it now, to look so green and pale

At what it did so freely? From this time

Such I account thy love. Art thou afeard

To be the star in thine own act and valour

As though art in desire?

20

Wouldst thou have that

Which thou esteem’st the ornament of life,

And live a coward in thine own esteem,

Letting ‘I dare not’ wait upon ‘I would’,

Like the poor cat I’th’adage.

25

[Act 1 Scene 7]

Refer to Text A

- 6.1.1 Who is Macbeth talking to in lines 1-4 of the extract? (1)
- 6.1.2 Refer to lines 1-3: “I have no spur...Vaulting ambition...”

- Explain, in your own words, what these lines mean. (2)
- 6.1.3 In line 6 Lady Macbeth asks Macbeth why he has “left the chamber”. Account for Macbeth’s action. (2)
- 6.1.4 Who are Macbeth and Lady Macbeth talking about in lines 7 and 8? (1)
- 6.1.5 Provide two ways that Macbeth has been “honoured” (line 10) by the King. (2)

AND

TEXT B

MACBETH

It will have blood, they say; blood will have blood.
Stones have been known to move and trees to speak;
Augurs and understood relations have
By maggot-pies and choughs and rooks brought forth
The secret’st man of blood... What is the night?

5

LADY MACBETH

Almost at odds with morning, which is which.

MACBETH

How say’st thou, that Macduff denies his person
At our great bidding?

LADY MACBETH

Did you send to him, sir?

MACBETH

I hear it by the way. But I will send.
There’s not a one of them but in his house
I keep a servant fee’d... I will to-morrow
(And betimes I will) to the Weird Sisters.

10

More shall they speak; for now I am bent to know,
By the worst means, the worst. For mine own good

15

All causes shall give way. I am in blood
Stepped in so far, that, should I wade no more,
Returning were as tedious as go o’er.

Strange things I have in head that will to hand,
Which must be acted ere they may be scanned.

20

LADY MACBETH

You lack the season of all natures, sleep.

MACBETH

Come, we’ll to sleep. My strange and self-abuse
Is the initiate fears that wants hard use.

We are but young in deed.

Off

[Act 3 Scene 4]

Refer to Text B

- 6.2.1 Refer to lines 7-8 “How say’st...great bidding?”
Discuss why Macduff is not at Macbeth’s estate. (3)
- 6.2.2 Why does Macbeth want to go back to talk to the Weird Sisters? (2)
- 6.2.3 Refer to lines 16-18: “I am in blood...tedious as go o’er.”
Explain Macbeth’s meaning in these lines. (2)
- 6.2.4 Macbeth tells Lady Macbeth that they are “but young in deed” (line 24). Do you agree with this statement? Consider the play as a whole in your response. (3)

AND

TEXT C

MACBETH

I conjure you, by that which you profess
(Howe’er you come to know it) answer me –

...

Answer me
To what I ask you.

1 WITCH

Speak.

5

2 WITCH

Demand.

3 WITCH

We’ll answer.

...

Thunder. First Apparition. An armed head like Macbeth’s, rises from the cauldron.

MACBETH

Tell me, thou unknown power –

1 WITCH

He knows thy thought
Hear his speech, but say nought.

10

1 APPARITION

Macbeth! Macbeth! Macbeth! Beware Macduff,
Beware the Thane of Fife. Dismiss me. Enough.

Off

MACBETH

Whate’er thou art, for thy good cautious thanks;
Thou hast harped my fear aright. But one word more –

1 WITCH

He will not be commanded. Here’s another,
More potent than the first.

15

Thunder. Second Apparition. A bloody child.

2 APPARITION

Macbeth! Macbeth! Macbeth!

MACBETH

Had I three ears, I'd hear thee.

2 APPARITION

Be bloody, be bold, and resolute; laugh to scorn

The power of man; for none of woman born

20

Shall harm Macbeth.

Off

MACBETH

Then live, Macduff. What need I fear of thee?

But yet I'll make assurance double sure,

And take a bond of fate. Thou shalt not live;

25

That I may tell pale-hearted fear it lies,

And sleep in spite of thunder.

Thunder. Third Apparition. A child crowned, with a tree in his hand.

...

3 APPARITION

Be lion-mettled, proud, and take no care

Who chafes, who frets, or where conspirers are.

Macbeth shall never vanquished be until

Great Birnam wood to high Dunsinane hill

30

Shall come against him.

Off

[Act 4 Scene 1]

Refer to Text C

6.3.1 How does Macbeth's literal interpretation of the apparitions' messages contribute to his downfall? (2)

6.3.2 Refer to lines 22-24: "Then live, Macduff...take a bond of fate."

If you were the director of a production of Macbeth, how would you want the actor to deliver these lines? Refer specifically to the tone and body language you would want the actor to use. (2)

6.3.3 Briefly discuss how Macbeth changes from Text A to Text C. (3)

[25]

Total for Section B: 25 marks

SECTION C: DRAMA

QUESTION 7: “Macbeth” – William Shakespeare ESSAY QUESTION

“Macbeth” is a play about deception and the dangers of unchecked ambition.

Critically discuss the validity of the statement above in a well-constructed essay of 350 – 400 (1½ - 2 pages) words.

[25]

Total for Section C: 25 marks

Total for Paper: 80 marks