QUESTION 1: UNSEEN POEM (NOT COMPULSORY)

*A Woman’s Hands* by Eva Bezwoda

1.1 ‘A woman’s hands always hold something:
    A handbag, a vase, a child, a ring, an ides.’(lines 1-2)

1.1.1 What do these two lines say about the lives of women?

1.1.1 Women and always busy¹ with a variety¹ of things. (2)

1.1.2 Choose any two of the objects mentioned in line 2 and say what activities each might suggest.

1.1.2 handbag : organizing/shopping
    vase : arranging/homemaking
    child : mothering
    ring : wife and family care
    idea : innovation (any two) (2) [4]

1.2 ‘My hands are tired of holding
    They simply want to fold themselves.’(lines 3-4)

1.2.1 How does the speaker feel in these lines?
    (Do not merely say ‘tired’.)

1.2.1 She feels overwhelmed¹ by cares and worries¹ that beset women.
    She feels like giving up¹ as everything she has to do¹ is too much
to handle.
    She feels that the pressure is unbearable¹ as she has too many things
to do as a mother and a wife¹. (2)

1.2.2 How would the meaning change if instead of ‘They simply want to
    fold themselves’ (line 4), the speaker had written’ I simply want to
fold my hands’?

1.2.2 ‘fold themselves’ – suggests a lack of control¹ or
    despite herself her hands have made the slowing down
decision¹. AND
I fold my hands – suggests a conscious decision¹ to end the women’s work.  

1.3 ‘On a crowded bus, I watched a nun’s empty hands’(line 5) What job does the speaker realize a nun has despite her empty hands?

1.3 A nun has the work¹ of God to do, whatever that may be for her¹. [If the learner spells the work out it is fine.]  

1.4 ‘Scattering cooking pots’(line 10)  
1.4.1 What does the speaker want to do about her life?  

1.4.1 She wishes to run away from her life. [By implication to have fun is also an option¹.]  

1.4.2 The word ‘scattering’ (line 10) suggests the speaker has

1.4.2 C a rebellious attitude
QUESTION 2
Sonnet 116 by William Shakespeare

2.1 Let me not to the marriage of true minds
Admit impediments.’ (lines 1-2)

2.1.1 When Shakespeare writes about love, Why does he call it a
marriage of true minds. Refer to both words in bold.

2.1.1 Marriage : This is a union¹ which is regarded as sacred¹
and everlasting¹. [Mark up to one]

AND

minds : This is a spiritual¹ union which transcends the
physical / time¹. [mark up to one] (2)

2.1.2 What does Shakespeare say are the reasons people fall out of love
(i.e. the ‘impediments’ to love)

2.1.2 He talks about alteration and the remover which in essence
means change¹ over time¹ for whatever reason.
[Be on the lookout for paraphrasing in this question.] (2) [4]

2.2 ‘it is an ever-fixed mark’ (line5)

2.2.1 What does ‘ever-fixed’ say about Shakespeare’s view of love?

2.2.1 Love is constant/everlasting. (1)

2.2.2 Quote 2 separate words from the second quatrain (lines 5-6) which
convey the opposite to the word ‘ever-fixed’.

2.2.2 ‘tempest’ / ‘wand’ring’ or ‘shaken’ (2) [3]

2.3 ‘It is the star…
Whose worth’s unknown, although his height be taken.’ (lines 7-8)
What does the comparison between the star and love tell us about
the qualities of the kind of love Shakespeare writes about?

2.3 The star is the North star which does not change¹ its position,
just as love does not change ‘or alter.’ [2]
2.4 Refer to the third quatrain (lines 9-12).
What picture does Shakespeare give of time and the way it effects people?

2.4 *Time is pictured as a reaper¹ inevitably taking its toll on the attractiveness and youth of people¹* [2]

2.5 In the closing couplet (lines 13-14), Shakespeare tries to convince us that his opinions of love are correct. In your own words explain his closing argument.

2.5 *The speaker says if he is wrong then no person has even written anything or loved. His poem alone is thus proof of his argument¹.* [1]
QUESTION 3
*I saw your mother* by Jeremy Cronin

3.1 ‘on the day that you died’ (line 5)
The event of the speaker’s wife’s death is surely the most significant aspect of the day he describes, yet he puts the line last in stanza one.
Why does he do this?

3.1 **He does this in order to highlight/emphasise¹ the gross insensitivity of the accompanying actions of the guards¹ / the system¹ they enforce.¹** [Mark up to two.]

3.2 ‘one quarter hour’ (line 4)
Why does the speaker use ‘one’ instead of ‘a’ quarter of an hour which is more usual?

3.2 **The word ‘one’ focuses our attention¹ on the exact timing¹ of this visit, where no leeway is given.** [2]

3.3 ‘I was told, and warned’ (line 7)

3.3.1 In what way does what he was **told** reflect negatively on the guards?

3.3.1 **He was told that he was being given special treatment but the condescension¹ of this statement only serves to show the guards’ callousness.¹** (2)

3.3.2 How does the **warning** reflect the insensitivity of the guards?

3.3.2 **The warning is not to speak about politics,¹ surely an unnecessarily insensitive¹ warning in the circumstances described.** (2) [4]

3.4 ‘I couldn’t place
my arm around her’ (lines 12-13)
Quote one line from elsewhere in the poem to show why he could not do so.

3.4 **‘through a plate glass’** [1]
3.5 ‘one crime they managed not to perpetrate’ (lines 20-21)

3.5.1 Which word in the quote implies that many crimes were committed on this day?

3.5.1 ‘one’

3.5.2 What is the speaker’s tone in the statement quoted?

3.5.2 sarcasm / bitterness / anger

3.5.3 What for the speaker was the worst crime committed by the guards on this day?

3.5.3 The gross insensitivity of the guards of not allowing him contact with wife’s mother in order to express their grief. [Mark up to two] (1) [3] /12/
QUESTION 4
*Decomposition* by Zulfikar Ghose

4.1 Refer to lines 1-3.
The opening lines of the poem have a detached, almost indifferent tone. Which single word reinforces the mood of detachment?

4.1 *picture* [1]

4.2 ‘his shadow thrown aside like a blanket’ (line 4)

4.2.1 This simile changes the tone from one of detachment to one of

4.2.1 *sympathy* (1)

4.2.2 Does the beggar have a blanket?

4.2.2 *No, his shadow only looks like one.* (1) [2]

4.3 In stanza 2 (lines 5-8), the physical condition of the old man is described. Give two characteristics of the old man that stand out for you. Please quote briefly in addition to your answer.

4.3 *The old man is very thin: ‘cracks’, ‘veined’ and ‘fossil’. He is exhausted: ‘brain-washed by sun’. His condition is dirty and disgusting; ‘routes for ant’/ ‘flies’ descent*. He is old and frail: ‘fossil’. (any 2) [4]

4.4 “Behind him there is a crowd passingly bemused’ (lines 9-10)
What do these lines tell us about the people walking past?

4.4 *They do not care / as he is accepted as part of the scenery*. [2]
4.5  ‘I thought it then a good composition’ (line 13)

4.5.1 What word in the quote tells us that the speaker no longer feels it is a good composition?

4.5.1 ‘then’ (1)

4.5.2 How does he feel about his photograph now?

4.5.2 guilt / shame / discomfort
‘Not happy’ is worth ° but if the learner has ‘bad’ and in addition the idea of remorse then give the benefit of the doubt.’ (1)

4.5.3 Quote a word or phrase from lines 17-20 which shows that the poet’s conscience bothers him.

4.5.3 ‘his head in a posture of one weeping’ / ‘chides’ / ‘presumption’ (1) [3] /12/
QUESTION 5
*Hamlet* by William Shakespeare

5.1 **HAMLET**

O, that this too too sullied flesh would melt
Thaw and resolve itself into a dew!
Or that the Everlasting had not fixed
His canon ’gainst self-slaughter! (lines 129-132)

5.1.1 Why does Hamlet feel that his flesh is ‘sullied’ (dirty)?

5.1.2 Which word (in the quote) indicates Hamlet’s desire to commit suicide?

5.1.3 Why does he ultimately decide against suicide?

5.2 **HAMLET**

O God, God
How weary, stale, flat, and unprofitable
Seem to me all the uses of this world! (lines 132-134)

What do the quoted words tell you about Hamlet’s state of mind at this time?

5.2 Hamlet speaks about life and the world as being tedious and actions as worthless. This would indicate depression / despair / anger.
5.3 Refer to lines 137 to 146.
In your own words write the three reasons Hamlet gives for his state of mind.

5.3 The speedy marriage of Claudius and Gertrude has shocked him.
Claudius is such a woeful inferior to his father.
The lack of a period of mourning by his mother who appeared a devoted wife.
His mother’s betrayal of his father’s love.
[Mark up to three]

5.4 HAMLET
’tis an unweeded garden (line 135)
If the ‘unweeded garden’ is a metaphor for the quality of life in Denmark, what does Hamlet want to emphasise about life in Denmark with this metaphor?

5.4 The quality of life in Denmark has deteriorated from wholesomeness to slyness and underhandedness or evil.

5.5 HAMLET
…Things rank and gross in nature
Possess it merely. (lines 136-137)
This line means that

5.5 A evil goes on its way and good does not matter.

5.6 HAMLET
Frailty, thy name is woman! (line 146)
What does Hamlet feel is ‘frailty’ in his mother and by implication, in all woman?
5.6 Women all give in to temptation and thus cannot be trusted / are weak/ shameless.

5.7 HAMLET

Look here, upon this picture, and on this,
The counterfeit presentment of two brothers.
See what a grace was seated on this brow
Hyperion’s curls (lines 53-56)

5.7.1 In this conversation with his mother, Hamlet again, as in passage A, refers to his father as ‘Hyperion’. What qualities do Hyperion and his father have in common?

5.7.1 Hyperion is one of the names of the sun god. His father thus to a light-giver without whom all may be cast in shadow.
He is also regarded as one of the most beautiful gods. This could by implication refer to Old Hamlet’s beautiful nature/morals.

5.7.2 By implication, Claudius does not have the qualities Hamlet ascribes to his father. Why does he feel the need to point out their differences?

5.7.2 He points out their differences to draw his mother’s attention to the bad choice she’s made. She has insulted the memory of Old Hamlet in her bad choice.

5.8 HAMLET

Where every god did seem to set his seal (line 61)

What do these words say about the moral life of Old Hamlet?

5.8 Old Hamlet’s moral life was exemplary as every god left his seal / his mark on Old Hamlet. OR The gods know his soul which is good.
12

5.9 HAMLET

Look you now what follows.
Here is your husband, like a mildewed ear,
Blasting his wholesome brother. (lines 63-65)

Claudius is described as mildewed and Old Hamlet as wholesome.
Explain carefully, with specific reference to the words in bold, what these
words mean in Hamlet’s comparison and description of:

5.9.1 Claudius

5.9.1 Claudius: ‘mildewed’, Mildew is a sickness¹ which
attacks wheat or corn and thus Claudius is a
illness¹ spreading through Danish society / rule. (2)

5.9.2 Old Hamlet.

5.9.2 Old Hamlet: ‘wholesome’. Old Hamlet in contrast
is good or was good¹/a man of honour and goodness
would result¹. (2) [4]

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QUESTION 6
*Hamlet* by William Shakespeare

LEARTES

The King, the King’s to blame.
(Act 5, Scene 2, line 314)

Do you agree with Laertes that Claudius is to blame for all the deaths and tragedy that have plagued Denmark?

Give your opinion in an essay. Carefully substantiate your views with evidence from the play.

Answers could blame Claudius only for the events which unfold and gain good marks. However answers which attach partial blame to others like Hamlet, Laertes himself or possibly Gertrude would of course also be valid and thus gain good marks.

The following are pointers to a well-rounded answer.

- Claudius starts the ball rolling by committing murder.
- He murders an anointed king, an act which must have dice consequences for the health of the nation.
- Once he has murdered and gained the hand of Gertrude he wants to keep his position.
- In keeping his position he must resort to deviousness.
- His deviousness spreads to others i.e. Polonius, Gertrude, Rosencrantz, Guildenstern, Laertes himself and Hamlet.
- His deviousness includes lying, abuse of trust, and ultimately attempted murder and murder.

/25/
QUESTION 7
*Othello* by William Shakespeare

7.1 OTHELLO

It is the cause, it is the cause, my soul –
Let me not name it to you, you chaste stars!–
It is the cause. Yet I’ll not shed her blood (lines 1-3)

7.1.1 What is the ‘cause’ Othello refers to?

7.1.1 Desdemona’s adultery (1)

7.1.2 What is the effect of the repetition of ‘It is the cause’?

7.1.2 It shows¹ that Desdemona’s adultery haunts him / tortures him/
    echoes in his mind.¹ He thus repeats the line. (2)

7.1.3 What is significant in referring to the stars as ‘chaste’?

7.1.3 Chaste means pure ¹ however he sees Desdemona as no longer
    pure¹. She is tainted¹. [Mark up to two] (2)

7.1.4 Give two reasons why Othello does not want to ‘shed her blood’.

7.1.4 Othello is still in love¹ with her even if it is against his will¹. /
    He feels that he has to punish¹ her, but he does not want to do
    so ¹/ as she is beautiful¹ and he does not want to make her
    ugly.¹ (Any two reasons) (4) [9]

7.2 OTHELLO

Yet she must die, else she’ll betray more men. (line 6)

How does Othello see his intention to kill Desdemona?

7.2 By killing Desdemona he will be doing the good deed ¹of saving
    other men from her treachery¹. OR
He is doing a noble and just deed¹ and she must be punished¹. OR
He is doing the morally¹ correct thing.¹ [2]

7.3 OTHELLO

Put out the light, and then put out the light. (line 7)

Othello is referring to two different ‘lights’, one literal, and the other figurative.

7.3.1 What is the literal meaning of ‘put out the light’?

7.3.1 Literally – to put out the light¹ so that the room is dark¹. (2)

7.3.2 What is the figurative meaning of ‘put out the light’?

7.3.2 Figuratively – to kill Desdemona¹ and put out her light¹. OR
in doing so he puts out his light¹ as Desdemona gives meaning to his life¹. (2) [4]

7.4 OTHELLO

Then must you speak
Of one that loved not wisely, but too well:
Of one not easily jealous, but, being wrought,
Perplexed in the extreme; (lines 345-348)

Explain why you may agree with Othello’s assessment that he

7.4.1 ‘loved not wisely, but too well’,

7.4.1 Agreement: ample proof that he loved ‘too well’ i.e
gave up his freedom¹ / defends his love vigorously¹/
supremely happily that she joins him in Cyprus¹. [Mark up to one.]

AND

Ample proof of ‘not wisely’: as he is so quick to mistrust her¹.

OR

Disagreement: ‘too well’, is easy to disagree with. If he
loved her so much¹ how could he possibly abuse her without getting her side of the story¹. (2)

7.4.2 was ‘not easily jealous, but, being wrought’, and

7.4.2 Agreement: he was certainly ‘wrought’ / misled¹ by a very
clever villain¹. OR

Disagreement: ‘not easily jealous’. He seems to be very easily
tempted to jealousy¹ by the words of Iago¹. (2)

7.4.3 was ‘Perplexed in the extreme’.
7.4.3 Agreement: he is certainly ‘perplexed’ and bewildered by his situation¹ as a cuckold¹. (2) [6]

7.5 What similarities does Othello see between himself and

7.5.1 ‘the base Indian’ (line 349) and

7.5.1 ‘the base Indian’ – both threw away / destroyed¹ something of great value¹ to themselves. (2)

7.5.2 ‘a turbaned Turk’ (line 355).

7.5.2 ‘a turbaned Turk’ – both wronged a Venetian¹ and deserved death¹. (2) [4]

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QUESTION 8

*Othello* by William Shakespeare

In a well substantiated essay, show how betrayal leads to tragedy in the play. You may wish to refer to some of the following forms of betrayal:

- Iago’s betrayal of Othello
- Othello’s betrayal of Desdemona
- Desdemona’s betrayal of her father
- Emilia’s betrayal of Desdemona

Betrayal leads to tragedy – some points to consider are listed below.

**Iago’s betrayal of Othello**

- he plots against Othello unceasingly
- he is regarded as a trustworthy and honest friend by Othello and others

**Othello betrays Desdemona**

- he questions her faithfulness
- he ultimately kills her

**Desdemona betrays her father**

- sneaks off to marry Othello
- does so without his permission
- drags the whole situation through a humiliating process for Brabantio

**Emelia betrays Desdemona**

- steals the handkerchief
- gives the handkerchief to Iago

All betrayals have disastrous consequences.
QUESTION 9
*Things Fall Apart* by Chinua Achebe

9.1 ‘In the end Mr Brown’s arguments began to have an effect. More people came to learn in his school, and he encouraged them with gifts of singlets and towels.’ (lines 1-3)

9.1.1 What were the arguments Mr Brown used to persuade the clansmen to send their children to school?

9.1.1 He said that in the future reading and writing would be important tools especially for leaders. [Mark up to two.] (2)

9.1.2 Mr Brown used gifts to encourage clansmen to come to his school. What is your opinion of this method of encouragement?

9.1.2 It seems exploitative that he resorts to a trick / a bribe. [Be on the look out for learners who paraphrase the question. What is key is that learners give an opinion of gift giving.] (2)

9.1.3 Explain how Mr Brown’s roundabout way of winning converts to his school can be seen as both underhand and generous.

9.1.3 Underhand – ultimately he wants converts but seems to slyly / treacherously tempt people. Generous – schooling is obviously a benefit and he generously offers this benefit. (2) [6]

9.2 ‘And it was not long before the people began to say that the white man’s medicine was quick in working.’ (lines 6-7)

9.2.1 Explain in what way the schooling offered by Mr Brown can be seen as a ‘medicine’.

9.2.1 Those who are educated have found work within the colonists’ administration. This has some prestige / results in quick promotion. [Mark up to two.] (2)

9.2.2 In what way does the schooling offered by Mr Brown also have a negative impact? Refer only to lines 1-13.
9.2.2 On a negative side, education separates the person from his beliefs¹ and clan¹. [Mark up to two.] (2) [4]

9.3 ‘From the very beginning religion and education went hand in hand.’ (lines 12-13)
Explain how the reader could see this statement as an accusation against the white man.

9.3 It suggests that the motives and methods¹ of the coloniser are inherently¹ underhand. [2]

9.4 ‘But in the end he had to leave his flock, sad and broken.’ (lines 17-18)
What do the adjectives ‘sad’ and ‘broken’ tell us about the character of Mr Brown?

9.4 Both adjectives suggest an unwillingness to leave¹ which suggests in turn genuine care / love¹. [2]

9.5 ‘He had just sent Okonkwo’s son, Nwoye, who was now called Isaac, to the new training college for teachers in Umuru.’ (lines 22-24)
What is the name change from Nwoye to Isaac symbolic of?

9.5 The change is from the tribal name / indigenous name¹ to a so-called Christian name, which symbolizes turning his back on the old life and starting the new.¹ [2]

9.6 ‘But Okonkwo had driven him away, with the threat that if he came into his compound again, he would be carried out of it. (lines 25-26)
In what way had this kind of behaviour driven Nwoye from Okonkwo to the Christian faith?

9.6 His brutality and insensitivity¹ drove his son to a faith professing mercy and understanding¹. [2]

9.7 ‘Okonkwo’s return to his native land was not as memorable as he had wished.’ (lines 27-28)

9.7.1 What does this tell us about the character of Okonkwo?

9.7.1 Okonkwo is a proud man¹ / even arrogant ¹. OR Acknowledgement / recognition¹ from peers is important
9.7.2 Why so little notice taken of his return?

9.7.2 The colonialists had established a strong presence in the form of government, religion and trade, which has pre-occupied people.

9.8 ‘Okonkwo was deeply grieved.’ (line 42)

We grieve when we have suffered a loss. Name three things Okonkwo feels he has lost. Refer only to the passage.

9.8 He has lost; a son / respect in the clan / a clan / a sense of unity in the clan / the warrior nation. [Mark up to three.]
QUESTION 10
Things Fall Apart by Chinua Achebe

Okonkwo describes his son, Nwoye, as ‘impotent ash’. In many ways one can see Okonkwo as impotent ash.

In a well-substantiated essay, give your view of Okonkwo and his life.

Open ended: Okonkwo and his life

Pointers

➢ drags himself up by the bootstraps
➢ is hard working
➢ is rewarded and recognized for his abilities
➢ proves himself as a wrestler / warrior / even diplomat
➢ is entrusted with important tasks by the clan
➢ is an elder / a member of the egwugwu - a man of influence thus
➢ is a good husband and father – Enzinma / provider

But

➢ is a failure as a father – Nwoye
➢ is a failure as a flexible person
➢ is rigid
➢ is confrontational
➢ his life is a failure at the end for all his fieriness

/25/
## EVALUATION GRID: ENGLISH SG P2 (LITERATURE): 25 MARK ESSAY QUESTIONS

<table>
<thead>
<tr>
<th>XPRESSION (LANGUAGE / STYLE &amp; STRUCTURE)</th>
<th>CONTENT</th>
<th>1. VERY GOOD</th>
<th>2. COMPETENT</th>
<th>3. ORDINARY</th>
<th>4. AWKWARD</th>
<th>5. UNACCEPTABLE</th>
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<td><strong>Language errors minor</strong></td>
<td>Forceful / Precise / Coherent Fluent; Appropriate tone &amp; register</td>
<td>A+</td>
<td>A</td>
<td>A/B+</td>
<td>B+/B</td>
<td>C+/C</td>
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<tr>
<td><strong>Language errors minor</strong></td>
<td>Descriptors as in 1, but less so. Above average; Well-planned</td>
<td>25 – 23</td>
<td>22 – 20</td>
<td>20 – 19</td>
<td>19 – 18</td>
<td>17 – 16</td>
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<tr>
<td><strong>Language errors minor</strong></td>
<td><strong>Some errors in language, but Seldom jarring</strong></td>
<td><strong>Language errors disturbing</strong></td>
<td><strong>Language errors numerous and serious</strong></td>
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1. OUTSTANDING
- Focused
- Comprehensive /
- Well-substantiated /
- Thought-provoking
- Original

2. GOOD
- Grasps and develops key Ideas / Entirely relevant /
- Has appropriate substantiation / Shows insight

3. CONVINCING
- Addresses the question /
- Painstaking / Thorough /
- Competent / Generally quite well substantiated

4. ADEQUATE
- Covers ground / Stock response / Insufficient relevant commentary or substantiation / Generalized “storyish”

5. INSUBSTANTIAL
- Does not really come to grips with questions, but discussion is vaguely relevant / Thin / Trite / Unclear Naïve / Inaccurate / Lacking Substantiation / Generalized Storyish”

6. POOR
- Woolly / Mostly irrelevant / Garbled / Distorted /
- Contrived / Overwhelmingly “storyish”

- **NB:** If the question is altogether unanswered / the answer is totally “off the topic”, 0 is awarded.
- In effect, therefore, the grid comes into play only if the question has been answered.