READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of EIGHT questions, arranged in THREE sections as follows:
   
   **Section A:** DRAMA
   Question 1: Shakespeare
   Question 2: Modern Drama

   **Section B:** POETRY
   Questions 3 and 4

   **Section C:** PROSE FICTION
   Questions 5 and 6: Novel
   Questions 7 and 8: Short Story

2. Answer THREE questions only, ONE question from EACH section.

3. You MUST write in essay format and develop ALL your responses fully.

4. Write your answers in the spaces provided in this answer booklet.

5. Do NOT write in the margins.

6. Use ONLY the books from the prescribed list for this examination to answer the questions.

7. You are advised to take some time to read through the paper and plan your answers.

8. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**

9. If you use the extra page(s) you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.

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DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.
For each question in Sections A, B, and C, in addition to the 25 marks indicated for content and argument, 10 marks is allocated for language, organization and competence in the mechanics of writing.

SECTION A — DRAMA

Answer ONE question in this section.

THE TEMPEST — William Shakespeare

EITHER

1. “The Tempest is an exploration of different types of relationships.”

Write an essay in which you describe TWO different types of relationships in the play. In this essay, you must also discuss ONE theme that is portrayed in any ONE of the relationships described, and examine ONE dramatic technique Shakespeare uses to present relationships in the play as a whole.

Total 35 marks

OR

TI-JEAN AND HIS BROTHERS — Derek Walcott

2. “A dominant theme in Ti Jean and His Brothers is good versus evil.”

Write an essay in which you describe TWO incidents in which the conflict between good and evil is presented. In this essay, you must also discuss how the MAIN characters are affected in ONE of the incidents, and examine ONE technique that Walcott uses to present the theme of good versus evil in the play.

Total 35 marks
Your answer to the question you have chosen in Section A – Drama should be written here.
Remember to write your question number in the box provided below.

Question No. □

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SECTION B — POETRY

Answer ONE question in this section.

A WORLD OF POETRY FOR CSEC — Mark McWatt and Hazel Simmons-McDonald

EITHER

3. “‘My Parents’ and ‘Little Boy Crying’ explore childhood experiences.”

Write an essay in which you describe the experience of EACH child. In this essay, you must also discuss how the child in EACH poem feels about the other persons involved in the experience, and examine ONE device that is used to present the child’s experience in EACH poem.

Total 35 marks

OR

4. Choose TWO poems that you have studied from the prescribed list which focuses on an individual’s dreams OR desires.

Write an essay in which you outline EACH speaker’s dream OR desire. In this essay, you must discuss the speaker’s attitude to the obstacle that affects the achievement of the dream OR desire in EACH poem, and examine ONE device that is used to explore dreams OR desires in EACH poem.

Total 35 marks

GO ON TO THE NEXT PAGE

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Your answer to the question you have chosen in Section B—Poetry should be written here. Remember to write your question number in the box provided below.

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Your answer to the question you have chosen in Section B—Poetry should be written here. Remember to write your question number in the box provided below.

Question No. □
Your answer to the question you have chosen in Section B – Poetry should be written here. Remember to write your question number in the box provided below.

Question No.  □
SECTION C — PROSE FICTION

Answer ONE question in this section.

You must state the title of any books you refer to in your answer.

NOVELS

TO KILL A MOCKINGBIRD — Harper Lee

EITHER

5. "To Kill a Mockingbird is a coming-of-age novel in which Jem and Scout learn some important lessons about life."

Write an essay in which you describe TWO incidents that teach the children an important lesson. In this essay, you must also discuss how ONE of the incidents affects the children, and examine ONE narrative technique the writer uses to present important lessons about life.

Total 35 marks

BREATHE, EYES, MEMORY—Edwidge Danticat

OR

6. “Mother-daughter relationships are built on a web of traditional practices.”

Write an essay in which you describe ONE mother-daughter relationship in Breath, Eyes Memory. In this essay you must also discuss how a traditional practice affects that relationship, and examine how ONE technique is used by the writer to explore mother-daughter relationships.

Total 35 marks
SHORT STORIES

A WORLD OF PROSE FOR CSEC — David Williams and Hazel Simons-McDonald

EITHER

7. “The stories ‘The Day the World Almost Came to an End’ and ‘Blood Brothers’ are both stories about fear.”

Write an essay in which you describe the situation that gave rise to the fear in EACH story. In this essay, you must also discuss the impact of the fear experienced, and examine how point of view is used in EACH story to present the theme of fear.

Total 35 marks

OR

8. Choose TWO stories from the prescribed list that you have studied in which there is a rural setting.

Write an essay in which you describe the setting in EACH story. In this essay, you must also compare and contrast how the setting for EACH story contributes to mood and characterization.

Total 35 marks

END OF TEST

The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked, or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.
Your answer to the question you have chosen in Section C – Prose Fiction should be written here. Remember to write your question number in the box provided below.

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Your answer to the question you have chosen in Section C — Prose Fiction should be written here. Remember to write your question number in the box provided below.

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ENGLISH B

Paper 02 - General Proficiency

SPECIMEN PAPER

KEY AND MARK SCHEME
Rubric for Language and Organization

N.B. Students who have fabricated information for the texts or written information that does not respond to the question asked can only achieve a maximum of 4 marks for language and organization.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Excellent to superior</td>
<td>Demonstrates excellent to superior organizing skills: essay format with coherent presentation of points, effective linkages, well executed introduction, paragraphs</td>
</tr>
<tr>
<td>8-10</td>
<td>Demonstrates excellent grammar, sentence and syntactical structures, fluent or elegant style</td>
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<tr>
<td>Very Good</td>
<td>Demonstrates very good organizing skills: points clear; uses introduction and coherent paragraphs</td>
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<tr>
<td>6-7</td>
<td>Demonstrates fluent use of English with minor errors in grammar and mechanics (punctuation, spelling, capitalization)</td>
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<tr>
<td>Good</td>
<td>Essay not as cohesive, but organization Evident paragraphing used</td>
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<tr>
<td>4-5</td>
<td>Several errors in grammar and mechanics (punctuation, spelling, capitalization)</td>
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<td>Moderate</td>
<td>Weak organizing skills: very flawed paragraphing, or sectionalizing of essay answers, or little understanding of paragraphing</td>
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<td>3</td>
<td>Several errors in grammar and mechanics (punctuation, spelling, capitalization) which hinder meaning</td>
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<tr>
<td>Limited</td>
<td>Little demonstration of essay format, few or no organizing skills</td>
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<tr>
<td>2</td>
<td>Many language errors which hinder meaning</td>
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<tr>
<td>Weak</td>
<td>Many language errors or too little information presented to make an assessment</td>
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<td>Level of Performance</td>
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<tr>
<td><strong>Excellent to superior</strong></td>
<td>□ Demonstrates in depth and thorough knowledge of text/s</td>
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<tr>
<td><strong>19-25</strong></td>
<td>□ Demonstrates excellent understanding of question; where appropriate, makes comparative statements about text/s</td>
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<td></td>
<td>□ Demonstrates excellent synthesis and analysis</td>
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<td>□ Demonstrates appropriate and effective use of illustrations/examples</td>
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<td>□ Demonstrates thorough awareness, application and evaluation of writer’s craft</td>
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<td>□ Demonstrates sensitivity, personal response, and an understanding of the text/s as an integrated whole</td>
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<td>□ Makes appropriate value judgments, recognizes issues and thematic significance</td>
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<tr>
<td><strong>Very Good</strong></td>
<td>□ Demonstrates very good knowledge of text/s</td>
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<td><strong>15-18</strong></td>
<td>□ Demonstrates very good understanding of question</td>
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<td>□ Demonstrates very good synthesis and analysis of information,</td>
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<td></td>
<td>□ Illustrations/examples are appropriate and effective,</td>
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<td>□ Demonstrates very good awareness, application and evaluation of writer’s craft and satisfies the requirements of the question</td>
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<td>□ Demonstrates sensitivity, personal response, and an understanding of the text/s as an integrated whole</td>
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<td>□ Makes appropriate value judgments, recognizes issues and thematic significance</td>
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<td><strong>Good</strong></td>
<td>□ Demonstrates adequate knowledge of the text/s</td>
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<tr>
<td><strong>11-13</strong></td>
<td>□ Demonstrates good understanding of questions</td>
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<td></td>
<td>□ Illustrations/examples are adequate but not as fully developed</td>
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<tr>
<td></td>
<td>□ Demonstrates some analysis and synthesis of information</td>
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<td>□ Demonstrates some sensitivity, personal response, and an understanding of the text/s as an integrated whole</td>
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<td>□ Makes some appropriate value judgments, recognizes some issues and thematic significance</td>
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## Mark Scheme

<table>
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<th>Level</th>
<th>Description</th>
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| **Moderate**<br>8-10 | □ Demonstrates limited knowledge of text/s. May also fabricate some information  
□ Shows a little understanding or the question |
| **Limited**<br>4-7 | □ Little or no analysis of information, may retell the story or describe the events  
□ Illustrations/examples flawed or inadequate. |
| **Weak**<br>0-3 | □ Very little or questionable knowledge of texts/may also fabricate much or all of the information presented  
□ Little attempt to meet the demands of the questions. may retell the story or describe the events  
□ Very little or no illustrations/examples given. |
|          | □ Effort not in essay format  
□ No understanding of texts. May also fabricate much or all of the information presented  
□ Demonstrates high levels of unpreparedness |
SECTION A – DRAMA

Please note that these sectionionalizing of these essays are for convenience to ensure that the three main areas of the questions are covered and not intended to be replicated in writing an essay, which for our purposes should be written in continuous prose.

Question 1

The Tempest – William Shakespeare

“The Tempest is an exploration of different types of relationships.”

Write an essay in which you describe TWO different types of relationships in the play. In this essay, you must discuss ONE theme that is portrayed in any ONE of the relationships described, and examine ONE dramatic technique Shakespeare uses to present relationships in the play as a whole.

Note

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited. There are three main areas to be covered in this essay.

Firstly, the candidate is expected to identify and describe two different relationships.

The play offers a range of relationships. Since the question asks for two different relationships, it is advised that the two selected should not be of the same type/category. Candidates may choose two relationships but not from the same category. Relationships fall in the following categories:

- Master/servant

Prospero/Caliban

In this master/slave relationship, Prospero verbally and physically abuses Caliban, who is reduced to performing manual work (fetching wood, making the fire). This uneven power relationship was not evident at the outset. When the shipwrecked
Prospero landed on his island, Caliban offered him needed hospitality. Prospero who is now in control of the island, uses his magical powers to manipulate and control Caliban. Though fearful of his master, Caliban is resentful and curses him, and capitalizes on the first opportunity to be part of a plot to murder him.

Prospero/Ariel

This master/servant relationship is one in which Ariel too is manipulated by Prospero. He is his “right hand helper” in the world of the spirits. Ariel is beholden to Prospero for rescuing him from the torments Caliban’s mother placed on him and obeys him primarily because he promises him his freedom if he works willingly.

Stephano, Trinculo/Caliban

This relationship mirrors the Prospero/Caliban one, except that all concerned are united in their effort to unseat Prospero and reclaim/claim the island. Caliban easily switches allegiance to his new masters/friends but the power relationship remains the same.

- Father/daughter

Prospero and Miranda

Prospero’s over protectiveness of Miranda is displayed in the ways in which he shields her from her past; prescribes her education and selects the suitor for her. For twelve years he was her protector and teacher on the secluded island, and Miranda, the dutiful daughter.

- Siblings

Prospero and Antonio

Sibling rivalry results in Prospero losing his position as Duke of Milan and barely escaping death. After twelve years, the tables are turned. While Antonio and his entourage are coming from a wedding en route to Italy, Prospero orchestrates a tempest which causes them to be shipwrecked on ‘his’ island. Antonio appears to be still power hungry.
Love

Ferdinand and Miranda

The only romantic love relationship in the play is between Ferdinand and Miranda. Although the relationship is arranged by Prospero, the young lovers appear to find each other attractive at first sight and enjoy each other’s company (seen later when they are happily playing a game of chess). Ferdinand is obedient and willingly subjects himself to menial work (fetching wood as Caliban is cursed to do) in order to please Miranda’s father.

The candidate is also expected to identify and discuss a theme which is portrayed in one of the relationships.

The following is not an exhaustive list but are some common themes:

**Supernatural/magic** — Prospero’s power is anchored in his magic, his books and his intellect. He leverages this power in his relationships with Caliban, Ariel and to some degree, with his daughter Miranda.

**Power/control/ownership** — This theme is manifested in ways such as Prospero’s relationship with his servants/slaves; Caliban being stripped of his land; sibling rivalry (Prospero and Antonio) as in the power struggle which resulted in the usurpation.

Revenge — The main characters have just cause for seeking revenge: Caliban’s resentment at being exploited and wanting to reclaim his island and Prospero’s plan to confront his brother.

**Betrayal** — At the heart of the relationship between Prospero and Caliban is betrayal. At first Prospero treats Caliban well (“When thou cam’st first,/Thou strok’st me, and made much of me; wouldst give me/Water with berries in ‘t”). Caliban reciprocates and shows him the ‘qualities’ of the island. Then this relationship shifts from visitor/host to master/slave.

The candidate is expected to examine one dramatic technique Shakespeare used to portray these relationships.

**Dramatic irony** — There are many instances in which the audience or one of the characters on stage knows something that the other
(on stage) does not. This kind of ‘ignorance’ is what engenders irony, which creates humour, builds suspense and increases audience involvement. For example, after Prospero recounts how their escape and survival were due to Gonzalo’s generosity, Miranda remarks that she would love to see him and thank him in person. Of course, the audience knows that he is now shipwrecked on the same island but she does not know this.

This device is used to strengthen the portrayal of the various relationships as the audience sees how differently characters act towards each other and some of the things that motivate them to act.

The use of the title — The title is significant in its meaning... storms/tempests. It is symbolic of conflicts and tensions in the relationships. The storm created/contrived by Prospero is one in which the various characters meet and mingle. Motives are exposed. Conflicts are resolved, eventually.

Symbols — The storm, the island, the figures of the masters and slaves are relevant in our appreciation of relationships in the play. For nations that have been enslaved and for island peoples, these symbols take on greater significance as they relate to the relationships of those who wield power and those who are without it.

Setting — The island and its associations with isolation can forge unlikely relationships in the name of survival. The uneasy relationship between Caliban and Prospero and to some degree, Ariel and Prospero, lends itself to the island setting of visitor and host and later when the power shifts, to master/owner and servant.

Motifs — Storm, water, books form part of the pattern (and backdrop) of relationships that are portrayed.

Any other reasonable points/interpretations must be credited accordingly.

Total 35 marks
Ti-Jean and His Brothers — Derek Walcott

“A dominant theme in Ti-Jean and His Brothers is good versus evil.”

Write an essay in which you describe TWO incidents in which the conflict between good and evil is presented. In this essay, you must also discuss how the MAIN characters are affected in ONE of the incidents, and examine ONE technique that Walcott uses to present the theme of good versus evil in the play.

Note

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited.

There are three main areas to be covered in this essay. The candidate is expected to describe TWO incidents in which there is a conflict between good and evil.

There are many levels of the conflict between good and evil. In this play, the devil, the orchestrator of evil, is a master of disguises. Therefore, the conflict between good and evil is most obvious in the encounters between the three brothers and the devil (in his various manifestations). Any two of the three encounters are appropriate for discussion.

- The first encounter portrays Gros Jean, the oldest son. His mother warns him against evil and the various faces of evil: “The Devil can hide in several features…” But being overconfident in his physical strength, he misses the subtlety of the devil. Gros Jean is impatient and relies solely on his physical prowess. His impatience is his undoing as the devil/old man masquerading as the planter (his new boss) goads him into losing his temper and consequently, his life.

- Mi Jean is the next to meet the devil. His mother also warns him (‘no one can know what the Devil wears’). Ironically, when he does meet the devil, he miscalculates, thinking that he (the devil) would not reveal himself so soon. Relying on his ‘book’ knowledge and his strategy of
silence, Mi Jean pits himself against the devil. His many attempts to ‘fix’ the goat and keep his temper intact prove too much and he too, falls victim to the wiles of the devil.

- Accepting his mother’s teaching that “our life is God’s own” and asking for her prayer and assuming the mantra of David (“I go bring down, bring down Goliath”), Ti Jean enters the forest. Outwitting the devil (confirming his cloven hoofs and tail) Ti Jean further demands his confession (the unmasking to reveal the devil’s face). Eventually, it is the devil who loses his temper as Ti Jean outwits him (neutering the goat and burning down the cane fields and house).

The candidate is expected to discuss how the main characters are affected in one of the incidents.

Although they take different turns, the encounters between Gros Jean, Mi Jean and the devil have similar results, in that both brothers succumb to the wiles of the devil, who is the personification of evil. Both fail to ‘see’ evil even though they were warned by their mother about guises/disguises. In both instances, the brothers lose the verbal, intellectual and psychological battle with the devil. Whether their demise was in the form of physical death or not, both brothers fared badly because they did not appreciate the strength of their mother (symbol of spirituality) or the value of folk wisdom (embodied in the creatures in the forest).

Ti Jean enters the forest armed to meet and win the devil at his game. He asks for his mother’s blessing and heeds her advice. He endears himself to the creatures of the forest and they reciprocate by assisting him in getting the better of the devil. He has no airs, sees himself as the underdog (the David facing Goliath) and puts his problem-solving skills to work. His victory is predicted in the prologue, “God put him in that height/to be the sun’s right hand/And light the evil dark…” a tale of how an unassuming lad outwits the devil. Since evil cannot be ‘killed’, the devil is last seen warning Ti Jean that they will meet again.

The candidate is required to discuss one technique that Walcott uses to present the theme in the play.

This is not an exhaustive list. Candidates may choose one of the following.
The play can be seen as an allegory and to some degree, a fable. In many instances, the story is an 'old' one, in its presentation of good versus evil. What makes it nuanced is its 'Caribbeanness'—elements of folklore, history and language/diction. The three brothers and their fate speak to both extremes on the one hand, with the third brother having the 'right fit' (Ti Jean). There are resonances of a fairy tale, with the typical hero and ogre. What makes this tale different and real is that although evil is confronted and 'managed', it is not destroyed. Consequently, the 'happily ever after' idea is challenged.

Verbal exchanges underlie the presentation of good and evil. The language is such that much of the discourse between the devil and the brothers is one of repartee. Mi Jean’s half-baked intellect gets the brunt of the devil’s ridicule as well. Humour (from the subtlest word play to the more obvious) not only generates interest but reinforces the theme.

History is used to enhance the play and strengthen the theme of good versus evil. References to “white planter”, “white house”, “estate”, “sugar-cane field”, “tobacco”, evoke the experiences of slavery and colonialism. It is not by chance that the devil easily transitions from his “planter” mask to his “devil” self.

Elements of folk wisdom and folk culture are important in the play in its presentation of good versus evil. Music (the drums, the flute, the onomatopoeic sounds of the creatures, chants) contributes to the setting and mood and helps in defining characters. The story-telling medium; the call and response and idiomatic expressions engage the audience in the thematic presentation.

Any other reasonable points/interpretations must be credited accordingly.
SECTION B — POETRY

Question 3

"'My Parents' and 'Little Boy Crying' explore childhood experiences."

Write an essay in which you describe the experience of EACH child. In this essay, you must discuss how the child in EACH poem feels about the other persons involved in the experience, and examine ONE device that is used to present the child’s experience in EACH poem.

Note

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited.

There are three main areas to be covered in this essay. Firstly, the candidate is expected to describe the experience of the child in each poem; secondly, the candidate is expected to discuss the feelings of the child about the other persons involved and finally, the candidate must examine one device from each poem which is used to present the experience.

Experience of the child

In “My Parents” the child recounts his attempts at fitting in with a group of children who are different; apparently they are from a lower social class. They are pictured as wild and free-spirited--they climb cliffs and they played in the country stream. The child’s parents try to prevent him from playing with these children.

“Little Boy Crying”

The child has been punished by the father because he was playing in the rain. The child seems to be offended by the father’s actions because he feels hurt. Through his frustrated tears the child looks at his father hoping to make him feel guilty and sorry for hitting him but that does not happen.
Feelings of the child

The child has mixed feelings about the other boys in “My Parents”. He fears their physical strength— they have “muscles like iron” and “jerking hands” as well as their “salt coarse pointing” and the way they mimicked his lisp. The children also startle and throw mud at him. All of these actions show why his parents might try to keep him away from these children. However, there is a degree of admiration for the children because they seem tough and fearless. As a result, the child looks away from their cruelty and hopes to forgive them but the children do not appear to have similar feelings about him.

There is a sense too that the child does not approve of his parents’ protective nature but he understands why they are that way.

In “Little Boy Crying” the child seems to hate the father because of the punishment and sees him as an ogre who towers over him and takes advantage of his three-year-old child. The child feels powerless but can do nothing in his defense.

Finally, the candidate is expected to identify and discuss a device used in each poem to present the child’s experience.

Devices used to present the experience of the child

Any ONE of the following devices in “My Parents”:

I**rony**—it is ironic that the child who is treated in such a cruel manner by the children wants to forgive the same children who torment and ridicule him. He longs to be a part of their world. Also, while he wants to forgive them, these children never smiled at him, thus maintaining the barriers between them.

S**imile**—the words shouted at the child are compared with stones that can inflict physical pain (“words like stones”). The impact of this simile suggests that the words cause deep damage as they inflict emotional pain on the child and this seems to have a more traumatic effect than the physical pain would.

“[M]uscles like iron”— the children’s muscles are compared with iron, one of the strongest metals. This emphasizes the children’s physical strength (compared to the child’s) and their ability to inflict physical pain on the child. This physical comparison
deepens the inequity between the children and the boy and furthers the distance separating the children and this child.

“They sprang like dogs to bark at my world” – The children are compared to dogs that bark at strangers/outsiders. The act of barking emphasizes their teasing and cruel behaviour as well as their attempt to keep the child from invading their world. Barking dogs also suggest protection of territory against invaders. The children perhaps know they will never be accepted in the boy’s social class and their “bark” might be their strategy to keep him away, even as they ridicule his world/way of life.

Any ONE of the following devices in “Little Boy Crying”:

Allusion – The events in the poem allude to the fairy tale, Jack and the Beanstalk. It compares the father (the ogre) with the giant in the story whom the little Jack (the victim) has to kill in order to live. In the story, Jack chops down the beanstalk while in the poem the speaker points out that the little boy imagines chopping down the tree as a way of retaliating against his punishment.

Metaphor – “[L]aughter metamorphosed into howls” – This emphasizes the suddenness of the child’s change from laughter to tears and compares his crying with an animal howling. The contrasting sounds of laughter and wailing and contrasting emotions of happiness and sadness/anger are significant as they cement the movement from one to another.

“[A]ngling for a moment’s hint” – This metaphor compares the child’s attempt to coerce sympathy from the father as fisherman would to dangling his bait to catch fish. It suggests the psychological tool the child uses on his father to achieve his desired effect and therefore hints that the boy may be trying to trick the father with his tears.

“[T]he ogre towers above you, that grim giant” – This shows the comparison of the father with an ogre/giant both in terms of physical size and in terms of his ability to inflict pain on his victim. It emphasizes that the child feels that he is at an unfair advantage and has been punished unnecessarily.

Irony – The child is very hurt as he has been punished but cannot understand the father’s pain at having to hit him. While the child sees the father as an ogre, the father is hurt by the son’s pain. He wavers and thinks about playing with his child but must
not cave in or the important lesson will not be learnt. Essentially, both are hurting (even this ogre) in this lesson of life. The child though, is unable to understand or even appreciate this.

Any other reasonable technique, supported by evidence must be accepted.

Total 35 marks

Question 4

Choose TWO poems you have studied that deal with an individual’s dreams or desires.

Write an essay in which you outline EACH speaker’s dreams OR desires. In this essay, you must discuss the speaker’s attitude to the obstacle that affects the achievement of the dreams OR desires in EACH poem, and examine ONE device that is used to explore dreams OR desires in EACH poem.

Note

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited.

The candidate must select from the prescribed list two suitable poems that can be used to respond to the question. Candidates must be careful in their selection and ensure that the poems chosen will provide them with sufficient content to respond adequately to the question.

TWO of the poems from the prescribed list that may be used to respond to the question are presented as samples here are “Once Upon a Time” and “Dreaming Black Boy.”

Firstly, for each poem, the candidate is expected to outline the speaker’s dreams or desires. Secondly, the candidate is expected to discuss the speaker’s attitude to the obstacles that affects the achievement of this dream and finally, the candidate is expected to discuss a device that is used to explore dream or desires in each poem.
Speaker’s dream OR desire

In the poem “Once Upon a Time” the speaker, a parent, laments about the stark reality of adulthhood and reminisces on childhood innocence. He longs to return to a time when people were sincere in their actions and when a smile was genuine. Ironically, he admits to being a part of the hypocrisy shown by other adults but points out that changes in the political and social milieu have forced him to move away from the innocence of his youth.

In “Dreaming Black Boy” the black boy dreams of being accepted by his teacher, who is a representative of the dominant class (white people). This teacher is unable or unwilling to see him beyond the colour of his skin. Consequently, his ambitious dreams are overshadowed by a teacher who has a different view of what his future should be.

Speaker’s attitude

The speaker in “Once Upon a Time” seems to be critical of the society that has caused him to become hypocritical. Now his smiles are not sincere and he parrots the expected responses that are deceptive. He longs to return to the time when such deception was unnecessary.

The speaker in “Dreaming Black Boy” seems to be disappointed in and resentful of his teacher. He despairs because his teacher is indifferent to him and does not see past his skin colour. This situation is also reflected in the wider society where oppression and prejudice reign in all aspects of life and seem to box him into subservient roles despite his hopes and dreams.

Devices used to explore dreams or desires in the selected poems:

“Once Upon a Time”

Allusion— “Once Upon a Time” – the poem alludes to the traditional fairy tale in which good always wins and the bad elements are removed. However, in this case the opposite obtains so the story he tells his son does not end with a sense of happiness or justice. Nevertheless, he still desires a return to innocence.

Simile – “conforming smiles like a fixed portrait smile” – The speaker’s smiles are compared with smiles usually seen in portraits when the tendency may be to create a smile for effect.
It may not be genuine. The “conforming smiles” are symbolic of the way the speaker has conformed to the norms of society and portrayed the lack of sincerity seen in adults.

Animal imagery/Simile – “my teeth like a snake’s bare fangs” – The baring of teeth that can be endearing in a genuine smile is compared with a snake baring its fangs, thus signaling danger. The image emphasizes the hypocrisy of adults who bare their teeth pretending to smile when their thoughts may be the opposite of what they are attempting to portray.

Contrast – In the poem, there is a contrast of the sincerity of innocent laughter and the deception of the adult smile. This contrast emphasizes the adult’s deceptive nature that can almost be considered unnatural since they started off like the children with innocent smiles.

Metaphor – “ice-block-cold eyes” – The coldness seen in the adult’s eyes is compared with ice. It emphasizes just how cold and unfeeling adults are with their deceptive gestures and words and also serves as a contrast to the genuine and sincere behaviour of children.

Irony – It is ironic that while the speaker is lamenting about the hypocrisy of adults he admits that he too practices the deceptive gestures and utters the deceptive words. However, in the story he recounts to his son he implies that he dreams of returning to that innocent period in his life.

“Dreaming Black Boy”

Allusion – to slavery, “I'm no woodchopper now like all ancestors” and to the Klu Klux Klan, “torch throwers of the night”, “plotters in pajamas”.

The persona alludes to historical symbols of oppression and implies that although those periods of oppression have passed, the impact remains for he is still denied the opportunity to be educated, to travel freely or achieve success like Paul Robeson, even though his success was hard won. These historical events still impact on his dream for a future that does not include subservient roles.

Repetition – “I wish”. The repetition emphasizes the persona’s longing to achieve his dream of a life free of oppression and
discrimination. It also emphasizes his dream of a life that does not include subservience to any class of people or menial jobs.

**Imagery** — “[S]ink to lick boots”. The image of licking boots evokes subservience that his ancestors endured and which he may have to experience since the oppression has not been removed with the passage of time. It goes totally against his dream to achieve more than his ancestors and to have a future that goes beyond menial jobs.

**Contrast** – In the poem the teacher’s view of the boy contrasts with his ambition to have a future with unlimited possibilities instead of being boxed into a life of humiliating and demeaning jobs. Inherent in this contrast is the physical impact of the colour coding of black/white relationships.

**Metaphor** – “[M]y inside eye a sun”. The speaker’s intelligence and hopes are compared with the sun. It highlights the idea that the speaker can have a bright future and also serve as a light for others with similar ambitions to achieve more than the accustomed menial jobs that were historically reserved for his ancestors.

“Educated to the best of tune up” – The speaker’s education/intelligence is compared with a car being serviced/tuned up for maximum performance. It emphasizes that his education has provided him with skills or abilities that can take him beyond menial jobs. Tuning will enable mobility and a readiness to move up when the occasion or opportunity arises.

**Any other reasonable points/interpretations must be credited accordingly.**

Total 35 marks
To Kill a Mockingbird — Harper Lee

Question 5

"To Kill a Mockingbird is a coming-of-age novel in which Jem and Scout learn some important lessons about life."

Write an essay in which you describe TWO incidents that teach the children an important lesson. In this essay, you must also discuss how ONE of the incidents affects the children, and examine ONE narrative technique the writer uses to present important lessons about life.

Note

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited.

Firstly, the candidate is expected to describe TWO incidents that teach the children an important lesson and for each incident, discuss the impact on the children.

The following is not exhaustive but is offered as a guide in considering significant incidents that can be used in answering the essay:

Incident: The killing of the mad dog

A mad dog had been terrorizing the neighbourhood and everyone was afraid. When the dog, walking down the street and foaming at the mouth had everyone inside for fear of being hurt, Atticus walks out into the middle of the street and with one shot kills the dog. Jem and Scout are shocked at their father’s skill as previously he had seemed to be old, boring and useless. However, other members of the community are not surprised because they had been previously exposed to Atticus’s prowess as a sharp shooter.

Impact: The incident teaches the children important lessons. They learn that even though a person is a great shot he should not be using his skill to hurt others. It also shows them that often outward appearances may not be a reflection of a person. As a result, they develop a different kind of respect for their father.
Incident: The filling of the knothole

Boo Radley had a reputation of being an evil recluse who hurt children. He was feared by all children. However, Jem and Scout eventually learn that rumours about him may not be true. They begin communicating with him through the exchange of items in the knothole of a tree in the yard. This is stopped when Boo Radley’s brother fills in the hole and effectively cuts off ‘communication’ between Boo and the children. Even though there was no physical contact between the children and Boo at this stage in the novel, Jem is very hurt by Nathan’s actions.

Impact: This incident teaches the children that often adults and other persons in authority serve as obstacles to friendship and other positive relationships. It also teaches them that children are not necessarily the only ones who are vulnerable.

Incident: Jem reading to Mrs Dubose

Jem and Scout were annoyed by Mrs Dubose’s mean-spirited nature and one day in a fit of anger Jem destroys her prized flowers. As a punishment for his actions, Atticus forces Jem to read to Mrs Dubose every day until her death. It is only after her passing that Atticus reveals that Mrs Dubose was addicted to the morphine she had been using to manage the pain from her illness. She wanted to overcome her addiction and die free of the drug so Jem’s reading assisted her by distracting her from the temptation to take the drugs.

Impact: From the incident the children learn what true courage looks like. Mrs. Dubose could have easily continued using the morphine but she was brave enough to allow the pain so that she could die free from her addiction.

Incident: Scout’s experience at school

When Scout goes to school for the first time she has to adjust to the routine and to deal with a teacher who is clueless about the reality in which some of her poorer students live. Scout, who is accustomed to being outspoken and is accustomed to a particular lifestyle, encounters Walter Cunningham, who comes from a poor family. She hits him and is punished. Jem invited him for lunch and when he pours molasses on his food Scout is shocked. Calpurnia punishes her for her outburst.
Impact: From this incident, Scout learns that she will not understand people unless she understands their perspective. This lesson stems from the incident with Walter as well as other experiences at school. Scout learns how the poor folk in the society lives. Walter does not have the social skills displayed at the Finch household but he can discuss farming with Atticus as any man can. She is able to see him in a different light and possibly begins to respect him.

Incident: Tom Robinson’s trial

Tom Robinson, a black man, was accused of raping Mayella Ewell, a poor white girl. Although the evidence clearly showed that Tom Robinson did not commit the crime, an all-white jury declared him guilty. Justice was not served but the mere fact that the jury spent some time deliberating on the case signals the chance for the society to move beyond racism and value people for their true worth.

Impact: The incident showed the children how racism affects the society. They see that colour blindness can negate a man’s worth and that can be irrational. Tom Robinson is actually portrayed as a better man than Mr Ewell who probably beat his daughter; yet Tom is punished because as a black man he dared to help a white woman.

Another important lesson is that moral justice is often at odds with legal justice. Morally, it was wrong to convict Tom Robinson because he did not commit the crime he was accused of by the Ewells. On this basis, he should have been freed of the charges. However, because racism is so prevalent in Maycomb County, the laws institutionalize racism and affect how justice is served.

The essay also requires candidates to examine ONE narrative technique used to present important lessons about life.

Candidates may select any of the following narrative techniques:

Irony
Throughout the novel Harper Lee uses irony to highlight some of the major themes and issues in the society. The following are some examples of irony:
The children’s school experiences
When Scout begins school she is already able to read while most of her peers cannot. Instead of the teacher praising her, she criticizes her and says that her father should not teach her. This incident is one that makes Scout feel that school is a waste of time and she does not want to continue.

Another ironic incident occurs when Ms Gates tells her class, “There are no better people in the world than Jews, and why Hitler does not think so is a mystery to me.” While she criticizes Hitler for discriminating against the Jews because of their race, ironically she is just as guilty of the same thing. Like many members of the society, she discriminates against the blacks in society but never compares their actions with Hitler’s. On the day of the trial Scout overhears her saying that the black community needs to be taught a lesson because they were getting above themselves and might soon think they could marry white people.

Justice
Justice is served in the streets instead of the court. Ironically, although the court is supposed to bestow justice when it is required, Tom Robinson does not enjoy that privilege because of his race. Even though at the trial the jury is presented with facts that prove Tom’s innocence, they are unable to give a fair verdict. Ironically, a few members of society admit and believe in Tom’s innocence and this is the only ‘justice’ he really receives since the people cannot go against the justice system.

Bob Ewell
Bob Ewell is abusive and violent towards Mayella and the Finch children. It is ironic that he has forced his daughter to falsely accuse Tom Robinson of abusing her when in fact he seems to be the abusive one. He is able to get away with his abuse because of the colour of his skin. However, later justice is served after his attack on the Finch children. A man of his own race, Boo Radley, kills him and saves the children from further harm.

Boo Radley
It is ironic that the very man whom society views as a threat is the one seen as a hero. When Bob Ewell attacks the Finch children as they were heading home after the concert, Boo Radley comes to their assistance and kills him. This shows that society’s view of Boo Radley has been wrong and this is possibly what prompts Heck Tate to refuse to arrest him.
Contrast between characters

In the novel, contrast between characters is used to highlight the important themes and lessons the children learn as they grow. One example of this is the contrast between Tom Robinson and Bob Ewell. The obvious contrast is their skin colour and contrasts with the stereotypes of black being evil and white being good. Tom, the black man, is a good person. He helps Mayella and yet is wrongly accused of raping her. In contrast, Bob Ewell, the white man, is abusive towards his daughter and he forces her to accuse Tom Robinson of rape. She is torn between being honest on the one hand and telling a lie to condemn an innocent man, on the other. This contrast teaches the children about racism and prejudice in their community and how unfair it can be.

First person narration

The novel is narrated by an adult Scout Finch who recounts her childhood. In some parts of the novel there is an almost childlike recounting of incidents. The narration traces her growth and maturity as she recounts her view of people and society. Thus, the lessons both she and Jem learn show a gradual complexity as they experience the major issues that affect the Maycomb community such as racism, justice and social class.

Flashback is also used to portray these life lessons as through the naïve and youthful Scout, readers are made aware of the complexities of growing up in particular and life in general.

Any other reasonable points/interpretations must be credited accordingly.

Total 35 marks

Breath, Eyes, Memory — Edwidge Danticat

Question 6

“Mother-daughter relationships are built on a web of traditional practices.”

Write an essay in which you describe ONE mother-daughter relationship in the novel. In this essay, you must also discuss how a traditional practice affects that relationship, and examine
how ONE technique is used by the writer to explore mother-daughter relationships.

**Note**

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited.

**Firstly, the candidate is expected to identify one mother-daughter relationship as in:**

- Martine and her daughter Sophie
- Grandme Ife and one of her daughters Atie/Martine
- Sophie and her daughter Brigette (this relationship ought not to be discussed because the traditional practice of testing which is the focus of this question has not been performed on Brigette who is just a baby).

Candidates must identify the main features of the particular mother-daughter relationship selected (the inherent conflict, tension, mother’s sense of responsibility regarding preserving her daughter’s purity, daughter’s actions/re-actions to her mother’s actions)

**Next, the candidate must describe a traditional practice involving mother and daughter.**

The traditional practice to be examined is the testing, a ritual practice performed by Haitian mothers who test their daughters to make sure they are virgins. Testing is seen as a mother’s responsibility in her attempt to keep her daughter pure but it has several repercussions both on their relationship and on other intimate relationships. The following effects are evident:

**Physical**

- Physical violation — Testing makes Sophie feel violated as her mother examines her hymen. This violation of her sexuality is akin to the rape her mother endured and although its purpose was different, the outcome is the same — both are violations of the human person leaving lasting and deep effects on the mind of the daughter.
Self-violence — In order to put an end to the testing, Sophie breaks her own hymen with an inanimate object. This is a painful and violent act but also a liberating one.

Psychosocial/psychological

Body hatred — The continuous testing makes Sophie hate her own body and she feels no desire, hates her fatness after her daughter’s birth and is never able to become naked in front of anyone or have a normal sexual relationship with her partner (Joseph).

Creates sexual phobias — Sophie has an irrational response to the sex act which she endures because of her love for her partner, Joseph, but she does not know how to deal with her sexuality and engages in group therapy to assist her in this regard.

Doubling — While Martine tests her teenaged daughter, Sophie practises a survival technique and escapes into a different world as she ‘doubles’, remembering pleasant memories of her life as she imagines beautiful things to keep her mind away from the pain she experiences with the testing. She develops the ability to separate her mind from her body.

Candidates must also discuss effects of this practice on the relationship.

Effects on the mother-daughter relationship

Breaks communication — When Martine first meets her daughter, Sophie, at the airport she urges her to ‘speak’ but when she tests her for the first time, Sophie is silent throughout the ordeal and does not speak to her mother. Interestingly Sophie, the narrator, states “My mother rarely spoke to me since she began the tests.”

Creates distance — When the testing begins, Sophie is unable to communicate with her mother and she takes her own virginity, an act unknown to her mother but one which causes her to be put out of the house by her mother. This creates distance between mother and daughter.

Imposes division and secrets — When Martine completes the test she tells Sophie that there are secrets one cannot keep yet after the first test Sophie deliberately engages
in a secret life — she keeps the tests secret from Joseph, she keeps Joseph’s marriage proposal from her mother just as she keeps secret her act of taking her own virginity.

- **Imposes the burden of inheritance on women** — Martine’s mother (Grandme Ife) had tested her, Martine tests Sophie but it is clear that Sophie who understands the repercussions of the testing will break the cycle of inheritance of this tradition.

**Finally, candidates must examine ONE technique used by the writer to explore the mother-daughter relationships, such as:**

**Symbolism** — The novel opens with Sophie presenting a Mother’s Day card to her Aunt Atie (her beloved guardian) with whom she lives in Haiti and Atie refusing to accept the card, insisting that it should be given to her biological mother, Martine (Atie’s sister).

The card is covered in daffodils, Martine’s favourite flower, a fact known to Sophie only because she had been told that by Atie for Sophie has only seen her mother in photographs. The symbol of the Mother’s Day card, subtle and multi-layered in its significance suggests something of the displaced and mixed emotions Sophie harbours for her mother and the author uses this symbol to explore the complexity of the mother-daughter relationship.

Another symbol of the mother-daughter relationship is embodied in the story of the Marassas, told to Sophie by her mother during the first ‘test’. The Marassas are two lovers who are so close they appear as one person but they are really two. The mother and daughter mirror each other and reflect each other and this symbolizes them as twins. Although Martine and Sophie do not look like each other they are each other’s double/twin.

**Parallelism, Contrast and Comparison** — When the 12-year old Sophie meets her mother for the first time, Martine is described as ‘scrawny’ and years later, when Sophie returns to Haiti as a woman, having undergone testing and other experiences, she now suffers from bulimia. Repeatedly throughout the novel, Sophie and Martine are compared and contrasted and Aunt Atie tells Sophie how much she is like her own mother, Martine. Just as Sophie’s testing is not unlike Martine’s rape although their purpose is quite different, Martine’s phobias, experiences, demons and dreams are shared by her daughter, Sophie.
Dream Imagery – Even before Sophie leaves Haiti to meet her mother in New York, she has a recurrent nightmare in which her mother chases her through a field of wildflowers. This recurrent dream imagery embodies the conflicting relationship between mother and daughter.

Use of language through Parables/ Storytelling – Although Sophie narrates the story and Atie is the first to tell a parable in the novel, during the first test which Martine performs on her daughter Sophie, Martine tells her the story about the Marassas, the mythical lovers who are so close they share one soul. The storytelling is used to distract Sophie and parables and stories are used to discuss any issue that is too difficult to express or confront directly. These parables embody the truth but do not explain it.

Any other reasonable points/interpretations must be credited accordingly.

Total 35 marks

SHORT STORY

A WORLD OF PROSE FOR CSEC – David Williams and Hazel Simmons-McDonald

Question 7

“The stories ‘The Day the World Almost Came to an End’ and ‘Blood Brothers’ are both stories about fear.”

Write an essay in which you describe the situation that gave rise to the fear in EACH story. In this essay, you must also discuss the impact of the fear experienced, and examine how point of view is used in EACH story to present the theme of fear.

Note

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited.

Firstly, candidates must describe the situation/source of the fear in each story.
The source of fear demonstrated in each of the stories is different. In “The Day the World Almost Came to an End” the source is external, the result of an apocalyptic prophecy which gave rise to the fear experienced by the narrator, a 12-year-old girl who lives on a plantation in Louisiana in 1936 where a fundamentalist religion dominates in a community that is “close to the earth and God, and all wrapped up in religion”. The girl’s parents are churchgoing Christians (her father is a deacon) but the girl claims that despite all this, she was still holding on to being a sinner.

Late one Friday afternoon, while playing at making mud cabins with her foot, the narrator’s cousin Rena warns her in a panic that the world was going to end on Sunday when an eclipse was expected. The narrator quickly recalls all the hell-fire sermons she had heard and fearful that the world might really end and find her a sinner admits that her mind was ‘loaded down’. She wants to ask her father about the possibility of the world ending but has to wait until he arrives from ploughing the fields that night. When he comes home, she runs out to meet him and tells him about the end of the world gossip but he simply laughs it off, assuring her that only God knows when the world would end.

Unappeased by her father’s dismissive attitude and worried sick, the narrator goes to bed expecting a calamity and her imagination takes full control. Therefore, when she hears a distant rumbling, which she knows is not thunder but which grows louder and more terrible with each passing second, she truly believes at that moment that the world is ending and fear propels her to leap from her bed, yelling that the world is ending. She runs out of the house in her nightgown screaming and people come out of their cabins to find out what the problem is, but she keeps on running and screaming, unable and unwilling to hear what the people are saying to her.

Finally, the narrator’s father who is returning from a church meeting sees her running down the road and catches hold of her, telling her that what she is hearing is an old airplane and not the ending of the world. His words finally got through the fear
that “fogged" her mind. Her father wraps her in his coat, she cries and as they walk home she feels ‘a new kind of happiness’, an awareness of life and all its beauty.

In “Blood Brothers” the source of the fear is internal, the result of the inner conflict experienced by Paul, a 13-year-old boy whose love for his twin brother Benjy is intertwined with a powerful resentment that has turned into hate. Paul believes that Benjy sees him as a coward and he sees Benjy as having an “insufferable complex of superiority”. Paul believes that Benjy was able to do everything better than he, he even learnt to whistle before him and whilst he thinks about these things “his heart filled with a full-blooded hate for his blood brother.”

“Paul hated Benjy with a bitter, passionate venom and with all his heart’s fierceness, he hated and despised himself for hating him.” But as much as he claimed to hate Benjy, Paul also admired Benjy’s daring, his acts of heroism, his lack of fear and his recklessness, his popularity, his smile. Paul’s hate frightens Paul himself and when Benjy innocently asks him to go with him to visit the shoemaker’s shop, they go there together and whilst Paul is pushing the awl through the leather and pulling it out again, Benjy asks Paul to join him in play. As Benjy touches Paul the accumulated jealousy and the pent-up hate and fear and envy makes him blind with anger. With one violent push he hurls Benjy into a corner and stands over him, “the awl poised in his right hand for a swift murderous blow”. At that moment, he sees the incomprehension in Benjy’s face and for the first time, he sees fear in Benjy’s eyes. He drops the awl and turns away “confused and frightened by the violence of his action, but purged of hate, and happy in the discovery that his brother also knew fear.”

Next, the candidate is expected to discuss the impact of fear. Fear has both an internal and external impact on the protagonists in each story as well as the other characters with whom they interact.

Self-loathing – In “Blood Brothers”, fear of himself which springs from his bitter venomous thoughts about his twin brother
Benjy results in Paul’s self-loathing since “he hated and despised himself for hating him”.

**Acute self-awareness and self-centeredness** — Paul, who is acutely aware of his own inadequacies, when he compares himself to Benjy, sees himself in the way he believes Benjy sees him — as a coward — and possibly amplifies these inadequacies through his repetitive fear of failure. Like Paul, the girl narrator in “The Day the World Almost Came to an End” is self-absorbed, self-centred and so completely focused on her experience of the world that when she believes the world is ending she takes flight, ignoring everyone including her mother and the neighbours outside their cabins. She does not consider that the apocalyptic prophecy may have an impact on others as well, for she is completely focused on how it affects her.

**Violence/ Irrational behaviour** — Fear can provoke an intense violent reaction that is not a reasoned response to the given situation so when Benjy pleads with Paul to play a game, Paul’s pent-up hatred makes him fly into a rage and he takes up the awl to kill his brother. His violent response surprises even him as he seeks to fight his brother. When the girl believes the world is ending she takes flight. She admits later that the fear “fogged up” her mind, making her thinking unclear and her behaviour irrational — sentiments that Paul can also relate to.

**Growth, confusion and fright** — Fear can wreak havoc with one’s imagination. The girl imagines all sorts of scenarios (about judgement and hell) just as Paul probably imagines and projects emotions unto Benjy that Benjy probably does not feel. Fear of failure incites Paul who is afraid of himself and his thoughts, and fear can grow into hate over time or into pure terror over trivial details.

**Awareness of others/environment/life’s complexity** — Paul initially saw Benjy as superior in many ways and although he claimed to hate him, he put him on a pedestal. However, when he sees the fear in Benjy’s eye following the awl incident, he realises that Benjy too knows fear and he is happy that Benjy has been reduced to his ‘human’ level. The girl narrator, after her
flight and her experience of fear and terror the night she believes the world is ending, leads her to appreciate the gift of life and makes her resolve to enjoy it.

Finally, candidates must examine how point of view is used in each story to present the theme of fear.

While both stories delve into the theme of fear, both are narrated from different points of view. “The Day the World Almost Came to an End” is told from the first person point of view of an educated adult who recalls her childhood experience as a naive 12-year old girl, who is the central narrator and the protagonist in the story while “Blood Brothers” is narrated from the third person limited omniscient where the author has access only to the mind and feelings of one character (Paul).

The first person narrator opens the story by addressing readers directly in a conversational manner and an informal tone in “The Day the World Almost Came to an End.” As the narrator relates the events of a particular experience of her childhood when she encounters real fear that turns into terror, her language shifts to the ideas of her 12 year old persona who shares her defiant adolescent thoughts regarding the religious influence around her. The reader experiences her fears and uncertainty about the doomsday prophecies and her great relief when the world did not end. This first person narrative is very effective in expressing the fear of the central narrator because it is very subjective and carries a natural ring of authenticity since the first person narrator has a unique voice, a peculiar manner of speaking/distinctive way of voicing her world by the words used to describe what is seen and the fear that is felt and in this case, the first person narration lends itself to a colloquial style with which readers can easily identify.

The third person narration of “Blood Brothers” is also very subjective and is limited to Paul’s point of view. The narrative seems subjective in much the same way as a first person point of view used in “The Day the World Almost Came to an End.” We hear, see and reflect on what Paul as a character hears, sees and reflects on but we are able to distance the perspective enough to note things about the character himself such as his obsession with sibling rivalry where he alone seems to be the sole
competitor since Benjy, his blood brother, seems oblivious to the intense competition that Paul imagines they are engaged. As readers we also note Paul’s observation of the natural environment (the trees, sky, sun) but also how he projects his own moods and insecurities on this environment so it reflects his perspective. The casuarina trees at night make him shudder and he is fearful so his ability to project himself upon the natural environment leaves readers to assume he does the same with his social environment and much of what he imagines of Benjy is his own emotional projection. In the third person subjective point of view we are intimately tied to Paul’s perception throughout the story and to his own experience and interpretation of fear and are not privy to Benjy’s experiences except those narrated to us through Paul, from his own biased perspective.

The theme of fear is echoed in both “Blood Brothers” and “The Day the World Almost Came to an End” and while there are significant similarities in the experience of fear, there are also notable differences which arise from the different sources of this fear, the different genders who harbor the experience, the different impact it has on the characters and the different narrative perspectives from which the stories are told.

Any other reasonable points/interpretations must be credited accordingly.

Total 35 marks

Question 8

Choose TWO stories from the prescribed list that you have studied in which there is a rural setting.

Write an essay in which you describe the setting in EACH story. In this essay, you must also compare and contrast how the setting for EACH story contributes to mood and characterization.

Note

The following mark scheme provides some of the points that candidates may use in couching their responses. This mark scheme is not an exhaustive list or a full response to the questions asked. Candidates’ responses will provide other relevant points not considered here which must be credited.
ENGLISH B
PAPER 02 - GENERAL PROFICIENCY

MARK SCHEME

The candidate must select from the prescribed list two suitable short stories that can be used to respond to the question. Candidates must be careful in their selection and ensure that the short stories chosen will provide them with sufficient content to respond adequately to the question.

The essay encourages candidates to cover the following:

- Select 2 appropriate stories set in rural/ country environments
- Provide a brief physical and social description of the rural setting (proof of rural environment), the story on which it is based, the time it took place and the characters involved in those stories
- Demonstrate the ability to identify how the setting in each story contributes to mood and characterization, identifying the similarities and differences of this in each story

The candidates must include in the description of the rural setting:

- The context of the rural environments (through words and customs) and evidence/ proof of rural setting
- Nature of the Place: Physical and Social description of the sort of place it is (its peculiarities, its social environment, how comfortable/ uncomfortable characters are in this setting)
- Significance of Time: Identification of the time the story takes place

Candidates must compare the TWO stories identifying similarities in how the writers in both stories use the rural setting to contribute to mood and characterization. The comparison must involve the following:

Identification of writer’s purpose/ function of using setting in each story: One or two functions of setting must be clearly identified e.g.

- setting as atmosphere (to create mood and connect with the character’s emotions)
- setting as motive (it may drive characters)
setting as situation/source of conflict (the origin of tension in a given situation)
setting as metaphor (it goes beyond the literal meaning)

Identification of what the setting reveals about characters in each story: Students must identify major/minor characters and use the setting to

- Identify their personality traits showing how these qualities might be reflected/mirrored in the physical environment
- Comment on how the physical and social circumstances shape characters, their roles and if these circumstances dictate action and character

Identification of what mood the setting evokes in each story: Students must identify:

- The mood the writer establishes in describing the surroundings/physical and social settings of the characters
- The changing moods in each story showing how this might be reflected/contrasted in the physical environment (e.g. isolation, abandonment, wonder, awe, fear, curiosity etc.

Students must contrast the TWO stories identifying differences in how the writers in both stories use the rural settings differently in contributing to mood and characterization. The contrast must involve the following:

- Identification of purpose of contrasting rural settings: Contrasting rural settings may serve as a backdrop for contrasting characters or opposing experiences
- Identification of how differences in place and time affects character development: Students must identify how differences in time and place affects characters’ action and personality
MARK SCHEME

• **Identification of how differences in setting affects mood:** Students must identify the differences in the rural setting of both stories showing how each affects mood.

• **Any other reasonable points/interpretations must be credited accordingly.**

  **Total 35 marks**