

Index Number: _____

SEC12/1.15m

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	English Literature
PAPER NUMBER:	I
DATE:	5 th May 2015
TIME:	4.00 p.m. to 6.00 p.m.

Answer both sections.

Candidates are reminded that:

- it is not necessary to repeat the words of the question in the answer.
- as far as possible, answers should be limited to the lines provided.

Section A	Section B	TOTAL

DO NOT WRITE ABOVE THIS LINE

SECTION A

Read the following poem carefully and then answer the questions that follow:

Miller's End

- When we moved to Miller's End,
Every afternoon at four
A thin shadow of a shade
Quavered through the garden-door.
- 5 Dressed in black from top to toe
And a veil about her head
To us all it seemed as though
She came walking from the dead.
- With a basket on her arm
10 Through the hedge-gap she would pass,
Never a mark that we could spy
On the flagstones or the grass.
- When we told the garden-boy
How we saw the phantom glide,
15 With a grin his face was bright
As the pool he stood beside.
- 'That's no ghost-walk,' Billy said,
'Nor a ghost you fear to stop -
Only old Miss Wickerby
20 On a short cut to the shop.'
- So next day we lay in wait,
Passed a civil time of day,
Said how pleased we were she came
Daily down our garden-way.
- 25 Suddenly her cheek it paled,
Turned, as quick, from ice to flame.
'Tell me,' said Miss Wickerby
'Who spoke of me, and my name?'
- 'Bill the garden-boy,' she sighed,
30 Said, 'Of course, you could not know
How he drowned - that very pool -
A frozen winter - long ago.'

Charles Causley

DO NOT WRITE ABOVE THIS LINE

1 Underline the correct answer.

The personae in the poem are:

- a) Miss Wickerby and 'We'.
- b) 'We'.
- c) Billy and 'We'.

(1 mark)

2 Which of these words best describes the poem? Underline the correct answer.

- a) Narrative
- b) Descriptive
- c) Reflective

(1 mark)

3a Read this quote and complete the sentence below it:

'When we moved to Miller's End,
Every afternoon at four' (lines 1-2)

There are _____ syllables in each of the above lines.

(1 mark)

b Underline one of the patterns below which reflects the poem's rhyme scheme:

- i. AABB
- ii. ABCB
- iii. ABBA

(1 mark)

c The stanzas have a regular number of syllables and a regular rhyme scheme. How does this affect the reading of the poem?

(2 marks)

d Besides the regular number of syllables and the regular rhyme scheme, name another feature that shows that the poem has a fixed form.

(2 marks)

DO NOT WRITE ABOVE THIS LINE

4 What is the effect of the direct speech in the poem?

(2 marks)

5a Quote a simile from Stanza 4.

(1 mark)

b Explain the importance of this simile in the poem as a whole.

(3 marks)

6 Suggest why the poem makes various references to time ('every afternoon' (line 2), 'next day' (line 21), 'Daily' (line 24), 'Suddenly' (line 25), 'long ago' (line 32)).

(3 marks)

7 List 3 contrasts between the characters in the poem.

- i. _____
- ii. _____
- iii. _____

(3 marks)

DO NOT WRITE ABOVE THIS LINE

SECTION B

Read the passage carefully and answer the questions that follow.

The Maze Runner

He began his new life standing up, surrounded by cold darkness and stale, dusty air.

5 Metal ground against metal; a lurching shudder shook the floor beneath him. He fell down at the sudden movement and shuffled backward on his hands and feet, drops of sweat beading on his forehead despite the cool air. His back struck a hard metal wall; he slid along it until he hit the corner of the room. Sinking to the floor, he pulled his legs up tight against his body, hoping his eyes would soon adjust to the darkness.

With another jolt, the room jerked upward like an old lift in a mine shaft.

10 Harsh sounds of chains and pulleys, like the workings of an ancient steel factory, echoed through the room, bouncing off the walls with a hollow, tinny whine. The lightless elevator swayed back and forth as it ascended, turning the boy's stomach sour with nausea; a smell like burnt oil invaded his senses, making him feel worse. He wanted to cry, but no tears came; he could only sit there, alone, waiting.

My name is Thomas, he thought.

That ... that was the only thing he could remember about his life.

15 He didn't understand how this could be possible. His mind functioned without flaw, trying to calculate his surroundings and predicament. Knowledge flooded his thoughts, facts and images, memories and details of the world and how it works. He pictured snow on trees, running down a leaf-strewn road, eating a hamburger, the moon casting a pale glow on a grassy meadow, swimming in a lake, a busy city square with hundreds of people bustling about their business.

20 And yet he didn't know where he came from, or how he got inside the dark lift, or who his parents were. He didn't even know his last name. Images of people flashed across his mind, but there was no recognition, their faces replaced with haunted smears of colour. He couldn't think of one person he knew, or recall a single conversation.

25 The room continued its ascent, swaying; Thomas grew immune to the ceaseless rattling of the chains that pulled him upward. A long time passed. Minutes stretched into hours, although it was impossible to know for sure because every second seemed an eternity. No. He was smarter than that. Trusting his instincts, he knew he'd been moving for roughly *half* an hour.

Strangely enough, he felt his fear whisked away like a swarm of gnats caught in the wind, replaced by an intense curiosity. He wanted to know where he was and what was happening.

30 With a groan and then a clonk, the rising room halted; the sudden change jolted Thomas from his huddled position and threw him across the hard floor. As he scrambled to his feet, he felt the room sway less and less until it finally stilled.

Everything fell silent.

35 A minute passed. Two. He looked in every direction but saw only darkness; he felt along the walls again, searching for a way out. But there was nothing, only the cool metal. He groaned in frustration; his echo amplified through the air, like the haunted moan of death. It faded, and silence returned. He screamed, called for help, pounded on the walls with his fists.

Nothing.

40 Thomas backed into the corner once again, folded his arms and shivered, and the fear returned. He felt a worrying shudder in his chest, as if his heart wanted to escape, to flee his body.

"Someone ... help ... me!" he screamed; each word ripped his throat raw.

45 A loud clank rang out above him and he sucked in a startled breath as he looked up. A straight line of light appeared across the ceiling of the room, and Thomas watched as it expanded. A heavy grating sound revealed double sliding doors being forced open. After so long in darkness, the light stabbed his eyes; he looked away, covering his face with both hands.

He heard noises above—voices—and fear squeezed his chest.

DO NOT WRITE ABOVE THIS LINE

1 The story is being told by:

- a) a first person narrator.
- b) a third person narrator.
- c) a second person narrator.

(2 marks)

2 What is the effect of the repeated use of the word 'metal' in the second paragraph?

(2 marks)

3 Identify two similes in lines 7-11.

- i. _____
- ii. _____

(2 marks)

4 Between lines 8-19, the author appeals to the readers' senses. Quote one phrase that appeals to each sense mentioned below:

Visual: _____

Touch: _____

Hearing: _____

Taste: _____

(2 marks)

DO NOT WRITE ABOVE THIS LINE

5 'his heart wanted to escape' (line 40); 'each word ripped his throat raw' (line 41); 'the light stabbed his eyes' (lines 44-45); 'fear squeezed his chest' (line 46)

a) The above quotes are examples of one figure of speech. Name the figure of speech.

(1 mark)

b) Explain how the author vividly portrays Thomas' anxious state by using this literary device.

(2 marks)

6 Time is an important element in stories. Comment on the role of time in this passage.

(3 marks)

7 Comment on the effectiveness of line 33 and line 38.

(3 marks)

DO NOT WRITE ABOVE THIS LINE

- 8 The author starts this narrative with the words: ‘He began his new life standing up...’ (line 1). Why are these opening words so effective?

(3 marks)

- 9 With close reference to the text, write about the ways in which the author creates a sense of imprisonment in the passage.

(5 marks)

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	English Literature
PAPER NUMBER:	IIA
DATE:	6 th May 2015
TIME:	4:00 p.m. to 6:00 p.m.

Answer all Sections.

Each section carries equal marks.

**SECTION A
DRAMA**

Answer ONE question only on ONE text.

TWELFTH NIGHT (W. Shakespeare)

1 MALVOLIO

Sir Toby, I must be round with you. My lady bade me tell you, that, though she harbours you as her kinsman, she's nothing allied to your disorders. If you can separate yourself and your misdemeanors, you are welcome to the house; if not, an it would please you to take leave of her, she is very willing to bid you farewell.

SIR TOBY BELCH

'Farewell, dear heart, since I must needs be gone.'

MARIA

Nay, good Sir Toby.

CLOWN

'His eyes do show his days are almost done.'

MALVOLIO

Is't even so?

SIR TOBY BELCH

'But I will never die.'

CLOWN

Sir Toby, there you lie.

MALVOLIO

This is much credit to you.

SIR TOBY BELCH

'Shall I bid him go?'

CLOWN

'What an if you do?'

SIR TOBY BELCH

'Shall I bid him go, and spare not?'

CLOWN

'O no, no, no, no, you dare not.'

SIR TOBY BELCH

Out o' tune, sir: ye lie. Art any more than a steward? Dost thou think, because thou art virtuous, there shall be no more cakes and ale?

CLOWN

Yes, by Saint Anne, and ginger shall be hot i' the mouth too.

SIR TOBY BELCH

Thou'rt i' the right. Go, sir, rub your chain with crumbs. A stoup of wine, Maria!

- a. What are the immediate circumstances in which these words are spoken?
 - b. What two contrasting attitudes to life are made evident in Malvolio and Sir Toby's words here?
 - c. How important is the trick played upon Malvolio by Sir Toby and Maria in the context of the play as a whole?
- 2** 'Present mirth hath present laughter... Then come kiss me, sweet and twenty...'. Discuss some of the reasons why *Twelfth Night* can be described as a comedy.
- 3** In *Twelfth Night*, the reader encounters a number of instances when a character speaks alone on stage. Focus on two of these moments and discuss what the character says and its importance in the play.

THE MERCHANT OF VENICE (W. Shakespeare)

4 BASSANIO

Why then you must. But hear thee, Gratiano;
Thou art too wild, too rude and bold of voice;
Parts that become thee happily enough
And in such eyes as ours appear not faults;
But where thou art not known, why, there they show
Something too liberal. Pray thee, take pain
To allay with some cold drops of modesty
Thy skipping spirit, lest through thy wild behavior
I be misconstrued in the place I go to,
And lose my hopes.

GRATIANO

Signior Bassanio, hear me:
If I do not put on a sober habit,
Talk with respect and swear but now and then,
Wear prayer-books in my pocket, look demurely,
Nay more, while grace is saying, hood mine eyes
Thus with my hat, and sigh and say 'amen,'
Use all the observance of civility,
Like one well studied in a sad ostent
To please his grandam, never trust me more.

BASSANIO

Well, we shall see your bearing.

GRATIANO

Nay, but I bar to-night: you shall not gauge me
By what we do to-night.

- a. Discuss the circumstances that lead Bassanio to say these words to Gratiano.
- b. Explain how Gratiano's actions in the play are very similar to those of Bassanio.
- c. Write about the theme of friendship as revealed by the relationship of these two characters in the play.

5 Discuss the theme of loyalty as it is developed in *The Merchant of Venice*.

6 Compare and contrast the characters of Shylock and Portia as they appear in *The Merchant of Venice*.

MACBETH (W. Shakespeare)

7 BANQUO

All's well.
I dreamt last night of the three weird sisters:
To you they have show'd some truth.

MACBETH

I think not of them:
Yet, when we can entreat an hour to serve,
We would spend it in some words upon that business,
If you would grant the time.

BANQUO

At your kind'st leisure.

MACBETH

If you shall cleave to my consent, when 'tis,
It shall make honour for you.

BANQUO

So I lose none
In seeking to augment it, but still keep
My bosom franchised and allegiance clear,
I shall be counsell'd.

MACBETH

Good repose the while!

BANQUO

Thanks, sir: the like to you!

- a. What are the immediate circumstances in which these lines are spoken?
- b. Comment on Banquo and Macbeth's responses at this point in the play concerning their earlier meeting with the witches.
- c. How important are Macbeth and Banquo's words for the future development of the play?

- 8** Duncan trusts Macbeth and is betrayed by him. Macbeth, in turn, trusts the witches and is betrayed by them. Discuss the theme of deception in *Macbeth*.
- 9** Even though Macbeth is first introduced as a fearless warrior, the audience comes to see him as an insecure character. How does this insecurity emerge in the play?

A VIEW FROM THE BRIDGE (A. Miller)

- 10** 'I'll tell you boys it's tough to be alone. And it's tough to love a doll that's not your own. [...] I'm gonna buy a paper doll that I can call my own. A doll that other fellows cannot steal.' Write about the importance of these words from the song *Paper Doll* in *A View from the Bridge*.
- 11** Different characters in *A View from the Bridge* interpret things and events differently and have their own idea of 'the truth'. Explain with reference to Alfieri and Eddie.
- 12** How is the theme of justice explored in *A View from the Bridge*?

DEAR NOBODY (B. Doherty) *and* **THE PLAY OF KES** (B. Hines and A. Allan Stronach)

- 13 Kes acts as a symbol of Billy's hopes, a reason for Billy to live and prove himself. Discuss.
- 14 Since its publication, *Dear Nobody* has been translated into many different languages and presented in many different forms (plays for the theatre, radio and television, and playscripts for schools). Write about some elements in the play that you think have made it so popular.
- 15 The social background of the main characters in *The Play of Kes* and *Dear Nobody* plays an important role in what happens in each play. Write about this with reference to the two plays.

**SECTION B
POETRY**

Answer ONE question only.

THE NEW DRAGON BOOK OF VERSE

- 1 *The Echoing Green* and *Hide and Seek* speak of children playing. These poems, however, are not limited to childhood experiences. Discuss.
- 2 Much like painters, poets can use their art to create a certain impression of everyday places. Discuss with reference to *Upon Westminster Bridge* and *The Lake Isle of Innisfree*.
- 3 Poetry tells us about what is worth remembering in life. Explore some of the ways in which two poets you have studied bring their memories alive through their poetry.

**SECTION C
PROSE**

Answer ONE question only on ONE text.

FRANKENSTEIN (M. Shelley)

- 1 In *Frankenstein*, all those who encounter the monster, including Victor himself, are repelled by him and unable to see beyond his physical ugliness. Discuss how Mary Shelley criticises society's intolerance.
- 2 How important is the family in Mary Shelley's *Frankenstein*?
- 3 Discuss what the reader can conclude about Victor by considering the personal relationships he has in the novel.

THE GREAT AUTOMATIC GRAMMATIZATOR AND OTHER STORIES (R. Dahl)

- 4 'This very moment, as I sit here listening to the howling of my nine starving children in the other room, I can feel my own hand creeping closer and closer to that golden contract...' Explain how this quote illustrates the central conflict explored in *The Great Automatic Grammatizator*.

5 There are some things that money cannot buy. Write about the relevance of this statement to the short story *The Butler*.

6 Discuss how Roald Dahl uses contrast between characters in any two short stories in *The Great Automatic Grammatizator and Other Stories*.

ANIMAL FARM (G. Orwell)

7 On reading *Animal Farm* one comes across various positive and negative character traits. Discuss with close reference to the text.

8 The characters of Clover and Boxer are central to the message of *Animal Farm*. Explore the importance of these two characters by referring closely to the text.

9 Discuss the theme of trust as it is explored in *Animal Farm*.

THE BOY IN THE STRIPED PYJAMAS (J. Boyne)

10 Maria, the family's maid, is an important part of Bruno's family. Write about her role in the novel because of her long association with the family, and her travelling with the family to Auschwitz.

11 One of the reasons why *The Boy in the Striped Pyjamas* is a powerful novel is because it explores Bruno's willingness to do good and the horror of the Holocaust. Write about this contrast in the novel.

12 Clothing has an important role in *The Boy in the Striped Pyjamas*. With reference to three examples, write about the way Boyne uses clothing to stir up the reader's emotions towards a situation or character.

PRIVATE PEACEFUL (M. Morpurgo)

13 One of the key clashes in the novel is that between power and powerlessness. Discuss.

14 Write an essay on the role of Big Joe in *Private Peaceful*.

15 Readers of *Private Peaceful* do not have a direct experience of Tommo's world. Write about your understanding of society and rural life as presented by Michael Morpurgo in the novel.

THE OTHER SIDE OF TRUTH (B. Naidoo)

16 *The Other Side of Truth* forces the reader to reflect on various forms of bullying. Write an essay about this theme as it is presented in this novel.

17 Beverley Naidoo says that she wanted the story to be largely set in England, 'the country that had given me and my family a home when South Africa had denied us one.' What does England give to Sade and Femi?

18 Write about the role of the media in *The Other Side of Truth*.

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Answer all Sections.

Each section carries equal marks.

**SECTION A
DRAMA**

Answer ONE question only on ONE text.

TWELFTH NIGHT (W. Shakespeare)

- 1 In *Twelfth Night* certain characters take their behaviour to an extreme. Write about two such characters.
- 2 In Shakespeare's *Twelfth Night* we see characters making a number of mistakes. Write about three of these mistakes and the reasons behind them.
- 3 At the opening of Shakespeare's *Twelfth Night* almost no one is married, but by the end of the play almost everyone is. Choose one couple from the play and write about the way their relationship develops.

THE MERCHANT OF VENICE (W. Shakespeare)

- 4 By looking for revenge, Shylock only destroys himself. Explain with close reference to the play.
- 5 Choose one pair from the following:
a) Mercy and Justice b) Love and Hate
Write about how these themes are developed in *The Merchant of Venice*.
- 6 Choose two characters in *The Merchant of Venice* and show how they are not always who they appear to be.

MACBETH (W. Shakespeare)

- 7 Lady Macbeth states that a ‘little water clears us of this deed/How easy is it then! ...’. How important is conscience in Shakespeare’s *Macbeth*?
- 8 Explain how in *Macbeth*, the faults of one person lead to problems for the whole nation.
- 9 Write about the importance of the scenes involving the witches in *Macbeth*.

A VIEW FROM THE BRIDGE (A. Miller)

- 10 *A View from the Bridge* presents a number of clashes to the audience. Write about two of these.
- 11 Compare and contrast the characters of Marco and Rodolfo.
- 12 With reference to *A View from the Bridge* show how Alfieri is a bridge between the Italian and American cultures.

DEAR NOBODY (B. Doherty) *and* **THE PLAY OF KES** (B. Hines and A. Allan Stronach)

- 13 An important moment in *The Play of Kes* is when Billy fails to place the bet for Jud. Write about the events that happen because of this.
- 14 Berlie Doherty says that *Dear Nobody* is also about ‘the ways in which love can go wrong, how sometimes it makes us do things that aren’t sensible or that hurt people’. Explore this statement with close reference to two relationships in the play.
- 15 Bullying is a central theme in both *Dear Nobody* and *The Play of Kes*. Write about two instances (one from each play) where a main character is bullied.

SECTION B
POETRY

Answer ONE question only.

THE NEW DRAGON BOOK OF VERSE

- 1 Humans can be destructive and harm innocent lives. Write about this with reference to any two poems on your syllabus.
- 2 Explain how in *The Listeners* and *La Belle Dame sans Merci*, the two poets create a sense of mystery and fear through their writing.
- 3 Write about two poems that you have enjoyed studying this year and explain why you liked them.

SECTION C
PROSE

Answer ONE question only on ONE text.

FRANKENSTEIN (M. Shelley)

- 1 ‘If you will comply with my conditions, I will leave them and you at peace; but if you refuse, I will glut the maw of death...’. Write an essay about the theme of revenge in the novel.
- 2 ‘Blasted as thou wert, my agony was still superior to thine’, the creature says over the dead body of Victor Frankenstein. Which of these two characters suffers the most in the novel? Explain why with reference to the text.
- 3 In the second half of the novel, the creature asks Victor to create a female mate for him. The creature’s wish, however, remains unfulfilled. Write about the reasons for which Victor chooses not to create a mate for the creature.

THE GREAT AUTOMATIC GRAMMATIZATOR AND OTHER STORIES (R. Dahl)

- 4 ‘What he saw was a piece of furniture that any expert would have given almost anything to acquire.’ Narrate the events in *Parson’s Pleasure* after Boggis spots one of the Chippendale Commodes.
- 5 Write about the difference between appearance and reality in *The Umbrella Man* and *The Landlady*.
- 6 In most of the stories in *The Great Automatic Grammatizator and Other Stories*, there are characters who need to take a decision. With particular reference to any two of these stories, write about the decisions the main characters take and what happens because of these decisions.

ANIMAL FARM (G. Orwell)

- 7 With close reference to the text, write about the ways in which the animals are controlled on *Animal Farm*.
- 8 Explain the importance of the dogs and the sheep in *Animal Farm*.
- 9 *Animal Farm* deals with universal issues common to all societies. Write about two of these issues.

THE BOY IN THE STRIPED PYJAMAS (J. Boyne)

- 10 When the room went dark, ‘Bruno found that he was still holding Shmuel’s hand in his own hand and nothing in the world would have persuaded him to let it go’. Write about the way the friendship between the two boys develops.
- 11 Write about the theme of fear in *The Boy in the Striped Pyjamas*.
- 12 According to Bruno, Lieutenant Kotler represents a typical Nazi officer. Explain why Bruno reaches this conclusion.

PRIVATE PEACEFUL (M. Morpurgo)

- 13 The Colonel, the schoolteacher Mr. Munnings, and Sergeant Hanley are authority figures in Tommo and Charlie’s lives. Write about two of them.
- 14 Write an essay about the theme of guilt in Morpurgo’s *Private Peaceful*.
- 15 Write about an incident from Tommo’s life in England and another one from his experience on the battlefield that show his dependence on his brother Charlie.

THE OTHER SIDE OF TRUTH (B. Naidoo)

- 16 *The Other Side of Truth* is a coming-of-age novel. Write about some of the experiences that help Sade mature and change.
- 17 Amidst the heartache and failure, *The Other Side of Truth* presents acts of kindness and bravery. Narrate two positive episodes that stand in contrast to the many terrible things that happen in the novel.
- 18 Write about the part played in the novel by two of the following characters:
i) Femi ii) Mr Seven O’clock News iii) Aunt Gracie.