



L-Università
ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2018 MAIN SESSION**

SUBJECT: **English Literature**
PAPER NUMBER: I
DATE: 14th May 2018
TIME: 4:00 p.m. to 6:05 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

SECTION A

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

Climbing my Grandfather

I decided to do it free, without a rope or net.
 First, the old brogues¹, dusty and cracked;
 an easy scramble onto his trousers,
 pushing into the weave, trying to get a grip.
 5 By the overhanging shirt I change
 direction, traverse along his belt
 to an earth-stained hand. The nails
 are splintered and give good purchase,
 the skin on his finger is smooth and thick
 10 like warm ice. On his arm I discover
 the glassy ridge of a scar, place my feet
 gently in the old stitches and move on.
 At his still firm shoulder, I rest for a while
 in the shade, not looking down,
 15 for climbing has its dangers, then pull
 myself up the loose skin of his neck
 to a smiling mouth to drink among teeth.
 Refreshed I cross the screed² cheek,
 to stare into his brown eyes, watch a pupil
 20 slowly open and close. Then up over
 the forehead, the wrinkles well-spaced
 and easy, to his thick hair (soft and white
 at this altitude), reaching for the summit,
 where gasping for breath I can only lie
 25 watching clouds and birds circle,
 feeling his heat, knowing
 the slow pulse of his good heart.

Andrew Waterhouse

¹*brogues: casual leather shoes*

²*screed: a levelled cement floor*

1. Throughout the poem, the boy's climbing of his grandfather is compared to the climbing of a mountain. Underline the term which best describes this.
 - a. Extended Metaphor
 - b. Oxymoron
 - c. Similarity

(1)

DO NOT WRITE ABOVE THIS LINE

2. What is the main theme of this poem?

_____ (2)

3. The poet repeatedly uses the pronoun "I" in the poem. Comment on the effect this creates in the poem.

_____ (2)

4. A scar the grandfather has is described as a "glassy ridge" (line 11). Explain the effectiveness of this **visual** and **tactile** image.

_____ (4)

5. Underline **TWO** words from the list below that best describe what the persona does in the poem.

- a. Narrates
- b. Reports
- c. Reflects
- d. Argues

(2)

6a. Except for a brief moment, the persona does not stop climbing his grandfather until he reaches the top. Mention **TWO** devices used by the poet to help create this continuous effect.

i. _____

ii. _____ (2)

This section continues on the next page.

DO NOT WRITE ABOVE THIS LINE

6b. On the other hand, at times the poet makes use of punctuation half way through the line (caesura).

i. Quote an example.

_____ (1)

ii. Explain its effectiveness.

_____ (2)

7. Explain the effectiveness of the last sentence (lines 20-27) in connecting the boy, the grandfather and nature.

_____ (3)

8. With close reference to the poem, write about the impression the reader gets of the grandfather's appearance (physical and what he is wearing), and the kind of work he used to do.

_____ (6)

(Total: 25 marks)

SECTION B

Read the passage carefully and answer the questions that follow.

A nurse at the reception desk gave me directions – my grandmother was in East Three. I made my way down the tiled corridor and was glad to see that the walls were painted with cheerful colours like yellow and pink. A wheelchair suddenly shot around a corner, self-propelled by an old man, white-haired and toothless, who cackled merrily as he barely missed me. I jumped aside – here I was, almost getting wiped out by a two-mile-an-hour wheelchair after doing seventy-five on the road. As I walked through the corridor seeking East Three, I couldn't help glancing into the rooms, and it was like some kind of wax museum – all these figures in various stances and attitudes, sitting in beds or chairs, standing at windows, as if they were frozen forever in these postures. To tell the truth, I began to hurry because I was getting depressed. Finally, I saw a beautiful girl approaching, dressed in white, a nurse or an attendant, and I was so happy to see someone young, someone walking and acting normally, that I gave her a wide smile and a big "Hello" and I must have looked like a kind of nut. Anyway, she looked right through me as if I were a window.

I finally found the room and saw my grandmother in bed. My grandmother looks like the actress Ethel Barrymore. Both my grandmother and Ethel Barrymore have these great craggy faces like the side of a mountain and wonderful voices like syrup being poured slowly. She was propped up in bed, pillows puffed behind her. Her hair had been combed out and fell upon her shoulders. For some reason, this flowing hair gave her an almost girlish appearance, despite its whiteness.

She saw me and smiled. Her eyes lit up and her eyebrows arched and she reached out her hands to me in greeting. "Mike, Mike," she said. And I breathed a sigh of relief. This was one of her good days. My mother warned me that she might not know who I was at first.

I took her hands in mine. They were fragile. I could actually feel her bones, and it seemed as if they would break if I pressed too hard. Her skin was smooth, almost slippery, as if the years had worn away all the roughness, the way the wind wears away the surfaces of stones.

"Mike, Mike, I didn't think you'd come," she said, so happy, and she was still Ethel Barrymore, that voice like a caress. "I've been waiting all this time." Before I could reply, she looked away, out the window. "See the birds? I've been watching them at the feeder. I love to see them come. Even the blue jays. The blue jays are like hawks – they take the food that the small birds should have. But the small birds, the chickadees, watch the blue jays and at least learn where the feeder is."

She lapsed into silence, and I looked out of the window. There was no feeder. No birds. There was only the parking lot and the sun glinting on car windshields. She turned to me again, eyes bright. Radiant, really. Or was it a medicine brightness? "Ah, Mike. You look so grand, so grand. Is that a new coat?" "Not really," I said. I'd been wearing my uncle Jerry's old army-fatigue jacket for months, practically living in it, my mother said. But she insisted that I wear my raincoat for the visit. It was about a year old but looked new because I didn't wear it much. Nobody was wearing raincoats lately. "You always loved clothes, didn't you, Mike?" she said.

Text continues on the next page.

45 I was beginning to feel uneasy, because she regarded me with such intensity. Those
bright eyes. I wondered – are old people in a place like this so lonesome, so
abandoned that they go wild when someone visits? Or was she so happy because she
was suddenly lucid and everything was sharp and clear? My mother had described
those moments when my grandmother suddenly emerged from the fog that so often
50 obscured her mind. I didn't know the answers, but it felt kind of spooky, getting such
an emotional welcome from her.

Adapted from The Moustache by Robert Cormier

1. Underline the correct answer.
The story is being told by:
- a. a first-person narrator.
 - b. a second-person narrator.
 - c. a third-person narrator. (1)

2. Underline the correct answer.
In the first paragraph, the author makes repeated reference to the sense of:
- a. smell.
 - b. sight.
 - c. touch.
 - d. hearing. (1)

3. Read the following quote and answer the questions which follow.

“I jumped aside – here I was, almost getting wiped out by a two-mile-an-hour wheelchair after doing seventy-five on the road...” (lines 5-6)

- a. What term is used to refer to such an exaggeration in literature?
_____ (1)

- b. What effect does the author try to achieve with this exaggeration?

_____ (2)

DO NOT WRITE ABOVE THIS LINE

4. The author refers to the person in the wheelchair as an "old man" (line 4). What effect does the author try to create when he refers to the others simply as "figures" (line 8)?

(2)

5. a. Quote **TWO** similes from paragraph 2.

i. _____

ii. _____ (2)

b. Explain the effectiveness of **ONE** of them.

(2)

6. Read the following quote:

"She saw me and smiled. Her eyes lit up and her eyebrows arched and she reached out her hands to me in greeting. "Mike, Mike," she said." (lines 21-22)

Explain the image of the grandmother the writer tries to portray in this quote.

(3)

7. Comment on the frequent use of question marks in the last part of the passage (lines 37-47).

(3)

This section continues on the next page.



SUBJECT:	English Literature
PAPER NUMBER:	IIA
DATE:	16 th May 2018
TIME:	4:00 p.m. to 6:05 p.m.

Answer **ONE** question from **EACH SECTION**. Each section carries equal marks.

SECTION A: DRAMA

Answer **ONE** question only on **ONE** text.

***Twelfth Night*, W. Shakespeare**

1 **MARIA**

By my troth, Sir Toby, you must come in earlier o' nights:
your cousin, my lady, takes great
exceptions to your ill hours.

SIR TOBY BELCH

Why, let her except, before excepted.

MARIA

Ay, but you must confine yourself within the modest
limits of order.

SIR TOBY BELCH

Confine! I'll confine myself no finer than I am:
these clothes are good enough to drink in; and so be
these boots too: an they be not, let them hang
themselves in their own straps.

MARIA

That quaffing and drinking will undo you: I heard
my lady talk of it yesterday; and of a foolish
knight that you brought in one night here to be her wooer.

- a. Discuss the circumstances that lead to this conversation. (4)
b. Write about the character of Sir Toby Belch and his importance in *Twelfth Night*. (6)
c. Explore the theme of deception in *Twelfth Night*. (7)

OR

- 2 Although *Twelfth Night* has a happy ending for many of the characters, the play still explores the suffering caused by different forms of love. Discuss.

OR

- 3 Discuss how the theme of ambition is explored through the characters of Malvolio and Maria in *Twelfth Night*.

OR

Please turn the page.

***The Merchant of Venice*, W. Shakespeare**

4 **NERISSA**

Shall they see us?

PORTIA

They shall, Nerissa; but is such a habit,
That they shall think we are accomplished
With that we lack. I'll hold thee any wager,
When we are both accoutred like young men,
I'll prove the prettier fellow of the two,
And wear my dagger with the braver grace,
And speak between the change of man and boy
With a reed voice, and turn two mincing steps
Into a manly stride, and speak of frays
Like a fine bragging youth, and tell quaint lies,
How honourable ladies sought my love,
Which I denying, they fell sick and died;
I could not do withal; then I'll repent,
And wish for all that, that I had not killed them;
And twenty of these puny lies I'll tell,
That men shall swear I have discontinued school
Above a twelvemonth. I have within my mind
A thousand raw tricks of these bragging Jacks,
Which I will practise.

- a. Discuss the circumstances that lead to this conversation. (4)
- b. In what way are the female characters in *The Merchant of Venice* portrayed as being more intelligent than the male characters? (6)
- c. Write about the theme of discrimination as it is explored in *The Merchant of Venice*. (7)

OR

- 5 One of the messages that *The Merchant of Venice* seems to deliver is that mercy is more important than justice. Discuss.

OR

- 6 For Shylock, it is **not** money and religion which are important but revenge. Discuss.

OR

Macbeth, W. Shakespeare

7 **DOCTOR**

Do you mark that?

LADY MACBETH

The Thane of Fife had a wife: where is she now? –
What, will these hands ne'er be clean?—No more o'
That, my lord, no more o' that: you mar all with
This starting.

DOCTOR

Go to, go to; you have known what you should not.

GENTLEWOMAN

She has spoke what she should not, I am sure of that;
Heaven knows what she has known.

LADY MACBETH

Here's the smell of blood still: all the
Perfumes of Arabia will not sweeten this little
Hand. Oh, oh, oh!

- a. Describe the immediate circumstances in which these lines are spoken. (4)
- b. In spite of her initial brave front, Lady Macbeth turns out to be a weak character. Discuss. (6)
- c. Discuss the theme of appearance and reality as it is presented in the play. (7)

OR

8 Discuss some of the ways in which Shakespeare creates an atmosphere of tension and fear in *Macbeth*.

OR

9 Macbeth commits dark deeds, but at the end of the play the audience still pities him. Discuss.

OR

A View from the Bridge, A. Miller

10 *A View from the Bridge* causes cultures and individuals to clash. Focusing on **ONE** example of **EACH**, show how it is a clash of cultures and individuals.

OR

11 Betrayal is a central theme in the play. Discuss.

OR

12 Alfieri does **not** really influence what happens in the play but he is still an important character. Write about the lawyer's role in the play.

OR

Please turn the page.

***Dear Nobody*, B. Doherty and *The Play of Kes*, B. Hines and A. Stronach**

- 13 In a play, places are linked to different moods, emotions and experiences. Write about the importance of the following settings in *The Play of Kes*:

The school, Billy's house and Kes's hut

OR

- 14 Write about some of the aspects of *Dear Nobody* that make the work interesting and appealing.

OR

- 15 Discuss the importance of the unborn child and the falcon in the two plays.

AND

SECTION B: POETRY

Answer ONE question only.

The New Dragon Book of Verse

- 1 Poets often make use of visual and auditory imagery to convey the sights and sounds of their surroundings. Discuss this statement with reference to *Sea Fever* and *Wind*.

OR

- 2 Poets often write about traumatic experiences people go through in their lives. Explore some of the ways in which **TWO** poets capture these experiences in their poetry.

OR

- 3 In poems like *The Tiger*, *The Discovery* and *Ozymandias*, the poets convey a sense of awe and amazement. Discuss this statement with reference to **TWO** of the poems mentioned.

AND

SECTION C: PROSE

Answer ONE question only on ONE text.

***Frankenstein*, M. Shelley**

- 1 "This was indeed a godlike science." Why is the acquisition of language important to the monster's development in *Frankenstein*?

OR

2 How far is Victor Frankenstein a successful scientist in *Frankenstein*?

OR

3 Discuss how the weaknesses of any **TWO** characters in the novel lead to their death.

OR

The Great Automatic Grammatizator and Other Stories, R. Dahl

4 In a number of stories, Roald Dahl writes about victimizers and victims. Explain with reference to **TWO** stories.

OR

5 *The Umbrella Man, Katina* and *Royal Jelly* are stories that feature children. What is the experience of the girls in these stories?

OR

6 *The Great Automatic Grammatizator, Vengeance Is Mine* and *Parson's Pleasure* are concerned with schemes intended to make money. Explain the reasoning behind **TWO** of these money-making schemes.

OR

Animal Farm, G. Orwell

7 Both Squealer and Benjamin are intelligent animals but their attitude towards what happens around them is very different. Discuss.

OR

8 With reference to Boxer and Clover, show how these well-intentioned animals still betray Old Major's dream.

OR

9 "The pigs...revealed that during the past three months they had taught themselves to read and write...None of the other animals could get further than the letter A." Discuss how education is made to serve bad government in *Animal Farm*.

OR

Please turn the page.

The Boy in the Striped Pyjamas, J. Boyne

- 10 There are situations in the novel where, even though characters seem to be communicating, they do not really understand each other. Discuss.

OR

- 11 In *The Boy in the Striped Pyjamas*, Bruno obeys the rule that his father's study is "Out of Bounds At All Times And No Exceptions." How important is the theme of secrecy in the novel?

OR

- 12 "Those people...well, they're not people at all, Bruno...Well, at least not as we understand the term." Write about the different attitudes towards the Holocaust in *The Boy in the Striped Pyjamas*.

OR

Private Peaceful, M. Morpurgo

- 13 "I open my eyes and I see a dead crow...Was he shot...as he began to sing?" Write an essay about Tommo's experience as a soldier in World War I.

OR

- 14 In Morpurgo's *Private Peaceful*, the family is the only thing that provides shelter from the hostile outside world. Yet, the family is constantly under attack. Discuss.

OR

- 15 "Most of all I wanted to be with Molly again. I wanted us to be a threesome again... But nothing stays the same." Explain how Molly and Charlie's relationship is a source of change in Morpurgo's *Private Peaceful*.

OR

The Other Side of Truth, B. Naidoo

- 16 "The truth is the truth. How can I write what is untrue?" How does Beverly Naidoo, in *The Other Side of Truth*, show that the truth is often inconvenient and unwanted?

OR

- 17 "You may eat me, but it is my struggle that shall be remembered!" Discuss the different forms of struggle in the novel.

OR

- 18 *The Other Side of Truth* features a number of horrific events as seen through the eyes of the two children, Sade and Femi. How important is it that Naidoo's novel is told through the children's eyes?



SUBJECT:	English Literature
PAPER NUMBER:	IIB
DATE:	16 th May 2018
TIME:	4:00 p.m. to 6:05 p.m.

Answer **ONE** question from **EACH SECTION**. Each section carries equal marks.

SECTION A: DRAMA

Answer **ONE** question only on **ONE** text.

***Twelfth Night*, W. Shakespeare**

- 1 With close reference to the play, compare and contrast the characters of Malvolio and Sir Andrew Aguecheek as they appear in *Twelfth Night*.

OR

- 2 Write about what happens in **TWO** instances because of mistaken identity in *Twelfth Night*.

OR

- 3 In *Twelfth Night* messages, letters and gifts make situations better or worse. Write about this with close reference to the play.

OR

***The Merchant of Venice*, W. Shakespeare**

- 4 Write about the similarities that exist between the main plot of Portia and Bassanio and the sub-plot of Nerissa and Gratiano. Refer closely to the text.

OR

- 5 Write about **TWO** conflicts in *The Merchant of Venice*.

OR

- 6 In *The Merchant of Venice* characters are expected to obey laws and rules. Explain with reference to **TWO** examples.

OR

Please turn the page.

Macbeth, W. Shakespeare

7 Write about what happens during the banquet scene and how this is important for the rest of the play.

OR

8 Write about Malcolm as a good leader and Macduff as a loyal follower in the play.

OR

9 Real and imaginary blood is present in the play. By referring to **TWO** different episodes write about the meaning that blood has in the play.

OR

A View from the Bridge, A. Miller

10 All the main characters in *A View from the Bridge* have to meet certain challenges. Write about **THREE** of the challenges characters have to face.

OR

11 Write about the effect the arrival of Marco and Rodolfo has on the events in the play.

OR

12 Write about the **TWO** main female characters in *A View from the Bridge*.

OR

Dear Nobody, B. Doherty and The Play of Kes, B. Hines and A. Stronach

13 Write about how **TWO** different characters view the unplanned pregnancy in *Dear Nobody*.

OR

14 *The Play of Kes* has a number of instances where undesirable behaviour is corrected through threat or punishment. Write about **TWO** such instances.

OR

15 Both *Dear Nobody* and *The Play of Kes* show the main characters becoming better persons by the end. Write about this with close reference to the plays.

AND

SECTION B: POETRY

Answer ONE question only.

The New Dragon Book of Verse

1 Write about the childhood experiences the personas in *My Parents Kept me from Children who were Rough* and *The Lesson* go through.

OR

- 2 Explain the atmosphere created in *Not Waving but Drowning* and *Dulce et Decorum Est*.

OR

- 3 Write about the way the poets capture a person's loss in any **TWO** poems you have studied.

AND

SECTION C: PROSE

Answer ONE question only on ONE text.

Frankenstein, M. Shelley

- 1 Write about the importance of the De Lacey's in the education of the monster.

OR

- 2 "[S]he presented Elizabeth to me as her promised gift...I...looked upon Elizabeth as mine." Explain how, like the monster himself, Elizabeth is treated by Victor like a possession.

OR

- 3 "My promise fulfilled, the monster would depart...and put an end to my slavery forever." Write about how the monster gains authority over Victor in the novel.

OR

The Great Automatic Grammatizator and Other Stories, R. Dahl

- 4 Some of the characters in the short stories evidence a touch of madness. Write about **TWO** such characters.

OR

- 5 "There was a lilt in her (Miss Pulteney's) walk, a little whiff of perfume attending her, and she looked like a queen, just exactly like a queen in the beautiful mink coat that the Colonel had given to Mrs. Bixby." What are the events that lead to this picture of Miss Pulteney?

OR

- 6 Choose **ONE** story from the collection. Briefly narrate what happens in the story and explain the effect it has on the reader.

OR

Animal Farm, G. Orwell

- 7 Write an essay on the part played by lies and propaganda in the novel.

OR

Please turn the page.

8 Write about the theme of inequality in *Animal Farm*.

OR

9 Choose **TWO** of the following symbols and explain their importance in *Animal Farm*.
The Windmill, Milk and Apples, Old Major's Skull

OR

The Boy in the Striped Pyjamas, J. Boyne

10 Choose **TWO** of the following characters and discuss their importance in the novel:
Maria, Mother, Gretel, Grandmother

OR

11 "You don't have any food on you, do you?" he asked. "Afraid not," said Bruno. "I meant to bring some chocolate but I forgot." Write about **THREE** ways in which Bruno and Shmuel's worlds differ in *The Boy in the Striped Pyjamas*.

OR

12 A number of characters in *The Boy in the Striped Pyjamas* make important choices. Focusing on **TWO** characters, write about some of the choices they make.

OR

Private Peaceful, M. Morpurgo

13 "She...always insisted we called her 'Grandma' because she thought Great-Aunt made her sound old and crotchety." Write about Grandma Wolf's character in *Private Peaceful*.

OR

14 In Morpurgo's *Private Peaceful*, Tommo repeatedly shows admiration for his brother Charlie, whose actions impact his own life. Explain how Charlie Peaceful influences his younger brother.

OR

15 Choose **TWO** of the following natural objects and write about the part they play in Morpurgo's *Private Peaceful*:

A tree/Trees, Mud , A lake/stream

OR

The Other Side of Truth, B. Naidoo

16 Beverly Naidoo dedicated *The Other Side of Truth* "[t]o all young people who wish to know more." Write about **THREE** things young people learn by reading this novel.

OR

17 Write about the theme of escape in Beverly Naidoo's *The Other Side of Truth*.

OR

18 Write about **TWO** instances in which the children in England make use of lies to solve their problems.