



**MACBETH – WILLIAM SHAKESPEARE - CONTEXTUAL QUESTION.**

Read Act 1, Scene 4 from your textbook and the extract below and then answer the questions that follow.

<p><b>Duncan</b> I have begun to plant thee, and will labour To make thee full of growing. - Noble Banquo, That hast no less deserved, nor must be known No less to have done so, let me enfold thee And hold thee to my heart.</p>	<p><b>5</b></p>
<p><b>Banquo</b> There if I grow, The harvest is your own.</p>	
<p><b>Duncan</b> My plenteous joys, Wanton in fulness, seek to hide themselves In drops of sorrow. Sons, kinsmen, thanes, And you whose places are the nearest, know: We will establish our state upon Our eldest, Malcolm, whom we name hereafter The Prince of Cumberland, which honour must Not unaccompanied invest him only, But signs of nobleness, like stars, shall shine On all deservers. From hence to Inverness, And bind us further to you.</p>	<p><b>10</b>  <b>15</b></p>
<p><b>Macbeth</b> The rest is labour, which is not used for you. I'll be myself the harbinger, and make joyful The hearing of my wife with your approach; So humbly take my leave.</p>	<p><b>20</b></p>
<p><b>Duncan</b> My worthy Cawdor!</p>	
<p><b>Macbeth (Aside)</b> The Prince of Cumberland! That is a step On which I must fall down, or else o'erleap, For in my way it lies. Stars, hide your fires,</p>	<p><b>25</b></p>

1. Refer to lines 1 – 2: ‘I have begun ... full of growing’  
 Account for Duncan’s feelings towards Macbeth at this stage. (3)
2. Provide a reason for the execution of the Thane of Cawdor. (2)
3. Refer to lines 19 – 22: ‘The rest is labour ...take my leave’  
 Comment on how Macbeth’s response to Duncan’s announcement here affects your understanding of his character. (3)
4. Refer to line 23: ‘My worthy Cawdor!’  
 Discuss the irony in the above words. (3)
5. Refer to lines 19 – 22: ‘The rest is labour ... so humbly take my leave’  
 Discuss how the above lines reflect an important theme in this play. (3)

**HOW TO ANSWER QUESTIONS IN PAPER 2.**

1. Extract in context	A discussion of events leading up to and concluding where the extract ends.
2. Refer to line ---- <ul style="list-style-type: none"> <li>• Explain the meaning in context/</li> <li>• Discuss the implication in context...</li> </ul>	Read the extract and note the significance of the quoted line in the extract. Discuss the meaning in the context of the extract. The extract is used as a springboard into the wider context of the novel. It is important to quote relevant words from the extract to substantiate your viewpoint.
3. Comment on the significance...novel as a whole	Examine and analyse the diction for its symbolic reference/ importance in the novel. Say something meaningful /special about the diction. The significance of something can be either implicit or explicit- meaning it can be clear or only known with a deeper understanding of issues in the text. Discuss the implicit and explicit meanings.
4. Critically discuss ...	You must go beyond the text whenever you see “Critically discuss” – read between the lines.

	The key word here is 'CRITICAL' Level 5 – HEAD/HEART – Evaluation. Refer to both the extracts when making value judgements.
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## COMPREHENSION – GRADE 11

### ***Unpacking a comprehension passage:***

- Read the passage to get a general understanding of the passage (skimming).
- Read the title of the passage and try to work out what the passage could be about.
- Read the passage again and use a pen/pencil/high lighter to find the main idea in each paragraph. (this gives you an idea what the paragraph is about).
- Highlight difficult words in each paragraph and try to work out the meaning in the context of the paragraph/passage. Now you should have a better understanding of the passage.
- Make a few notes next to each paragraph to improve your understanding of each paragraph and the passage as a whole.
- Read the visual and find the link to the main passage.

### **Answering the questions:**

- Read the instructions very carefully.
- Now read the questions and find the key word or idea in each question. Underline this word/idea.

For example, words like account for; analyse; critically comment on; etc.

- Make constant reference to the comprehension passage before answering the questions.
- Try to remember whether you read this fact near the beginning, middle or end of the passage.
- Put your eyes into 'Search Mode' and look down the middle of the paragraph to find the sentence containing the key word or key idea. Read the whole sentence in order to get a complete meaning or the context in which the word/ idea is used.
- Focus on the key words in the comprehension passage.

Use the mark allocation as a guide and stick to the point e.g. write between 2-4 lines for a 2 mark question; 3-5 lines for a 3 mark question; 4-6 lines for a 4 mark question.

### **TEXT A**

<b>STUDENTS TAKING A GAP YEAR MAY SEE DIVIDENDS By Stephane Pressly</b>
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1 Just a few years ago, not heading immediately off to college after graduating high school would have been anathema in many American families. And it's still the case in the majority of families with college-bound students. But more and more high school students are opting for the so-called "gap year" between high school and starting college. Out of the college-bound Bozeman High School seniors graduating today, some 22 percent are putting off college for a variety of reasons.

2 But not only is this practice becoming trendy. In many cases, it's just plain smart.

3 Think about it. How many graduating high school students in your sphere of experience – including, perhaps, yourself – knew what they wanted to do with the rest of their lives? And yet we send them off to college and expect them to choose a major, put their noses to the grindstone and get that diploma in four years. The reality is that most traditional college students change majors at least once or more. And that is costly. Often that student is still working on that degree six years later at a cost of tens of thousands of dollars.

Evidence is mounting – both statistical and anecdotal – that handing that new high school grad a few thousand dollars now, sending them off to spend a year abroad and asking him or her to return with a plan for college can pay big dividends. The gap-year student is noticeably more focused and mature and far less likely to fritter away a year or more of college skipping class and partying. Some colleges actively encourage students to take a gap year, and the practice is very widespread in some European countries.

5 But, though it's gaining in popularity, this practice is not universally accepted. And telling family and friends that a student is putting off college for now can take some courage. And there are exceptions of course. Some students track right out of high school through a medical or engineering degree and into their profession of choice without missing a beat. And for those, taking a gap year may not be advisable or useful. But for many high school

students – perhaps most – taking a year to see the world outside the classroom may be highly beneficial – and practical.

6 At least, it should be a serious topic of conversation in the families of today’s college-bound high school students

**GLOSSARY:**

**Anathema** - something or someone that one dislikes intensely

**Anecdotal** – story-like or based on stories

**Text B**

**THE GAP BETWEEN STUDENTS AND GAP YEARS**

1 To overworked students, the idea of twelve months of freedom is extremely appealing. A year to slow down, gain invaluable work experience, or explore the world provides students with the time and opportunity to take a break and prepare to plunge into college. But only a few 2012 Tam graduates took gap years, and if a survey were taken this year, it would undoubtedly yield similar results. There seems to be a disconnect between student interest in gap years, and our willingness to actually embark on them.

2 Ideally, a gap year provides students with invaluable possibilities for self-discovery and exploration—and that may be part of the problem. For students utterly programmed to the routine of school, a sudden lack of structure may hurt more than it helps. A gap year should be rejuvenating, but productive; explorative, but focused. Without a plan, a gap year can become aimless or stretch beyond its allotted twelve months into no man’s land. Finding and sticking to a direction is perhaps one of the biggest challenges of the freedom of a gap year, but it also provides students with self-control and willpower which will come in handy long beyond the scope of their education.

3 Further, if aimlessness is overcome, then a truly amazing experience awaits. Removal from the insulated bubble of home exposes you to other cultures, new experiences, and fresh perspectives. Embarking upon a gap year places students firmly in the minority and for some that may be a deterrent enough. Maybe the remote gap year option is simply because, as students, we don't know enough about our options.

Taking the leap from high school directly to college and beyond can be scary, but in our community it is the path most travelled, and perhaps of least resistance. Far more daunting is the step into the unknown – but maybe it doesn't have to be that way. Rejuvenating, but productive; explorative, but focused. Without a plan, a gap year can become aimless or stretch beyond its allotted twelve months into no man's land. Finding and sticking to a direction is perhaps one of the biggest challenges of the freedom of a gap year, but it also provides students with self-control and willpower which will come in handy long beyond the scope of their education.

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## Text C

# *Pros & Cons*

## SHOULD I TAKE A GAP YEAR?



### QUESTIONS ON TEXT A

- 1.1 Refer to the glossary and explain the meaning of 'an anathema' in the context of the first sentence.
- 1.2 Quote three consecutive words which prove that not many people support the idea of a gap year.

#### Refer to paragraph 2:

- 1.3 Discuss the effect of the short sentences and paragraph. What does the writer achieve?

#### Refer to paragraph 3:

- 1.4 Who does the writer address in this paragraph and why?
- 1.5 Explain the expression '*noses to the grindstone*' as used in this paragraph.

#### Refer to paragraph 4:

- 1.6 How can evidence presented be both '*statistical and anecdotal*'? Explain why the writer would include both kinds of evidence.

#### Refer to paragraph 5:

- 1.7 Do you agree with the writer that a student needs to be courageous in order to inform family of a gap year decision? Substantiate your answer.
- 1.8 Explain how a gap year could be both '*beneficial and practical*'.

**QUESTIONS ON  
TEXT B:**

- 1.9 Briefly explain the three advantages of taking a gap year.
- 1.10 Explain why there seems to be a '*disconnect*' between students' intentions in taking a gap year and actually doing it.

**Refer to paragraph 2:**

- 1.11 Explain the concept of a '*no man's land*'. **Refer to paragraph 3:**
- 1.12 Why would information regarding a gap year be '*sparse*'.

**QUESTIONS ON TEXT A AND B AND C**

- 1.13 Both texts are written in the same style – Discuss the writing style of these passages and how it is effective in bringing the message of both texts to the reader.
- 1.14 Refer to the illustration in text C and comment critically on the illustration.
- 1.15 Is text C a suitable illustration to accompany Text A and B? Substantiate your answer with references to the relevant texts.