

**KZN DEPARTMENT OF EDUCATION
GREENBURY SECONDARY SCHOOL
THIRD QUARTERLY TEST – 2016
ENGLISH PAPER
GRADE 10**

EXAMINERS: GM, FAV

MODERATORS: US, GM

DURATION: 1 HOUR

DATE: 26-09-2016

MARKS: 35

NAME OF LEARNER: _____

GRADE/DIVISION: _____

THIS QUESTION PAPER CONSISTS OF 5 PAGES.

INFORMATION AND INSTRUCTIONS:

- 1. THIS QUESTION PAPER CONSISTS OF TWO QUESTIONS.**
- 2. ANSWER ALL THE QUESTIONS.**
- 3. NUMBER YOUR ANSWERS CORRECTLY.**
- 4. WRITE NEATLY AND LEGIBLY.**

QUESTION ONE: POETRY – CONTEXTUAL QUESTION

Read the poem below and then answer the questions set.

EVERYONE SANG - Siegfried Sassoon

Everyone suddenly burst out singing; 1
And I was filled with such delight
As prisoned birds must find in freedom,
Winging wildly across the white
Orchards and dark-green fields; on – on – and out of sight. 5

Everyone's voice was suddenly lifted;
And beauty came like the setting sun:
My heart was shaken with tears; and horror
Drifted away ... O, but Everyone
Was a bird; and the song was wordless; the singing will never be
done. 10

1.1 Account for the poet's repetition of the word "Everyone". (2)

1.2 Refer to line 3: "As prisoned birds must find in freedom"

Identify and explain the effectiveness of the above image, in the context of the poem as a whole. (3)

1.3 The ellipsis in line 9 ("Drifted away...O") is used to:

A – show missing words

B – indicate confusion and uncertainty

C – capture the gradual disappearance or lifting of their misery

D – separate the ideas being conveyed

Write only the letter of the correct answer. (2)

1.4 Refer to lines 10-11: "the singing will never be done."

In a brief discussion, show how the diction in these lines convey the poet's message at this point. (3)

[10]

QUESTION 2 : NOVEL – MOTHER TO MOTHER

Read the extracts below and then answer the questions that follow.

EXTRACT A

‘Trouble in Gugulethu, my girl! I think you’d better go.’ Even as she is saying that, she is already turning around and making for the door. L3

‘Come!’ she says, striding along the passage, her shoes going *klap-klop! klap-klop!* on the wooden floor. ‘I’ll run you down to the station!’

Now all doubt leaves me. I know there must be big, big trouble, for madam is not complaining at all. Not about how much food she ate. Or how tired she is. Or all the work I’m leaving her with. On her day off too. L10

‘What trouble, Madam?’ My voice sounds strange to my ears. Too high. Squeaky. My mouth is bone dry. But she is calling out to the children. ‘Hey, Gang!’ she shouts. She does not wait for their reply or appearance, however, but scoots to the car. L15

In a matter of minutes, she has bundled me into the Kombi. ‘Tell your father I’ve taken Mandy to the station,’ she yells as she reverses the car down the driveway, over the grate, out of the gate. I hope the children heard her.

It is a grim-faced woman sitting behind the wheel. I watch her: a small marble is playing hide and seek along her jawline. I’ve never seen Madam quite like this. She is upset each time something happens in Gugulethu. And these days, something is always happening in Gugulethu. Or in Langa. Or Nyanga. Since the schoolchildren started boycotting classes, way back in ‘76, when the riots in Soweto came down to Cape Town. August of ‘76. L20

Madam is not taking me to Gugulethu, the township where I live. She never takes me to Gugulethu. White people are not allowed to go there. We reach the bus terminus near the station and find pandemonium king. L27

- 2.1 Briefly discuss the relationship between Mandisa and her Madam, as revealed by this extract. [3]
- 2.2 Refer to Line 11 : 'What trouble, Madam?' Describe, in detail, the trouble mentioned in the above line. [3]
- 2.3 Mandisa now lives in Gugulethu, but she previously lived in :
 A – Langa
 B – Blouvillei
 C – Gungululu
 D – Nyanga
 Choose the correct answer from above. [2]
- 2.4 Refer to Lines 11 – 12 : 'My voice sounds ... is bone dry.' What do the above lines reveal about Mandisa's feelings and state of mind at this point? [3]
- [11]

AND

EXTRACT B

Gugulethu? Who would choose to come to this accursed, godforsaken place? This is what I want to know – what I can't begin to comprehend. I keep asking myself the same question, over and over again. What was she doing here, your daughter? What made her come to this, of all places? Not an army of mad elephants would drag me here, if I were her. L6

As for myself, I came to Gugulethu borne by a whirlwind, perched on a precarious leaf balking a tornado, a violent scattering of black people, a dispersal of the government's making. So great was the upheaval, more than three decades later, my people are still reeling from it. L11

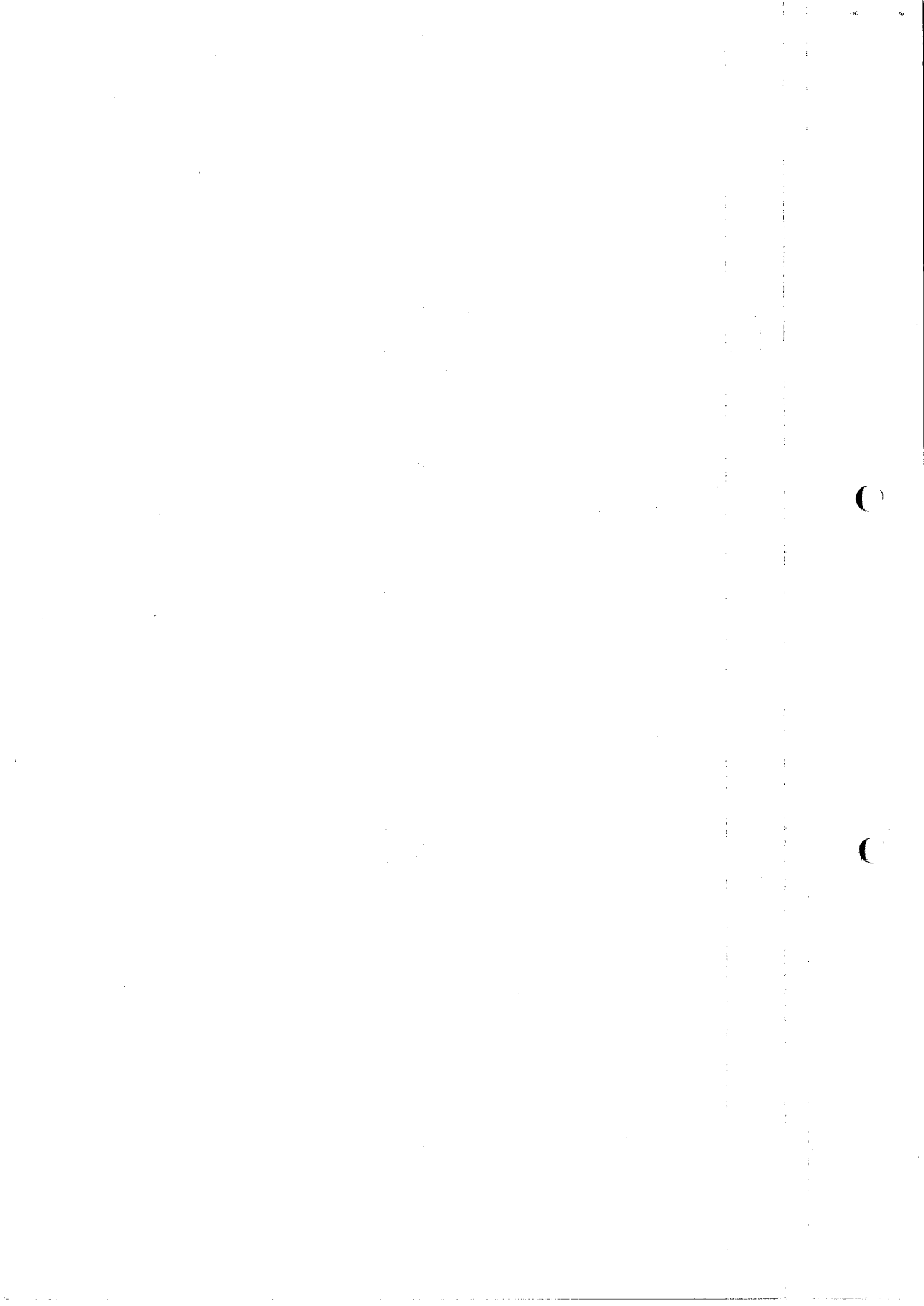
It was on a Friday that the rumour of removals first surfaced in Blouvillei. Although we went to school five days a week, on no day were my nine-year-old feet as light as on Friday to take me there. They were lighter still bringing me back. Things happened on Friday. Good things. Lovely things. Delicious things. Everything seemed expanded and carefree, the parents relaxed and more generous than on any other day. L19

Sure, there were more chores to do on Fridays, from early morning till late at night. But there was more playtime too, mother sending Khaya and me up and down the location: 'Get me a sheep head [**skaapkop*] from Mandabal! Get me lots of offal stew [**isityhwenywe*] from Mapheka! Go to Mavuthengatshi's shop and get me some sugar.' Better still, she would send us to the shops over by the Main Road, where cars and buses zoomed up and down the busy streets that were tarred and where the white people [**abelungu*] lived in their big, lovely houses with electric lights. L29

- 2.5 Refer to Lines 1 – 2
Is Mandisa justified in describing Gugulethu as an “accursed, godforsaken place”? Motivate your answer. [3]
- 2.6 Refer to Lines 3 – 5 : ‘I keep asking ... of all places.’
How is the depiction of Amy in these lines typical of her character? [3]
- 2.7 Refer to Lines 12 – 13 : ‘It was a Friday ... in Blouvillei.’
This is an example of :
A – Conflict
B – Contingency
C – Prescience
D – Flashback
Choose the correct answer from above. [2]
- 2.8 Refer to Lines 13 – 14 : ‘We went to school five days a week.’
Comment on Mandisa’s attitude to education, as revealed in the novel as a whole. [3]
- 2.9 Explain how this extract highlights the government’s unfair treatment of Black people during this period. [3]
- [14]

TOTAL : [25]


HOD - LANGUAGES
S.R. PANDAY



Suggested Answers:

1.1 The poet wishes to emphasize the fact that every single person was ecstatic when the war ended since the impact of the war is felt by every individual. (2)

1.2 Simile. The poet compares the freedom and joy experienced by a trapped bird when it is released to that of those who celebrate the end of war and their release from pain and suffering. The comparison is effective as the release from the misery of captivity, whether in a cage or war, certainly brings an equally wonderful sense of joyous release. (3)

1.3 C – Capture the gradual disappearance or lifting of their misery. (2)

1.4 The message is that there will be never-ending/everlasting joy. The word “singing” is symbolic of this joyous celebration while “will never” conveys the conviction and certainty of his understanding that the joy will go on without ever being “done.” (3)

[10]

Suggested Answers.

2.1. Madam treats Mandisa in a very belittling/condescending manner - has no respect for her as a person, this can be seen when she refers to her as 'my girl' and calls her 'Mandy' knowing that her name is Mandisa. ✓ 1/2
Madam is bossy, dominating and a typical white woman during Apartheid times who thought blacks were inferior while Mandisa was ever obliging to madams requests. ✓ 1/2 (1)

2.2. Amy Biehl an American student who was sympathetic to the plight of blacks during apartheid in S.A. had offered a lift to her friends to Gugulethu. ✓ 1/2
During this time the black youth were boycotting classes, rebelling against the apartheid government, through coincidence (contingency) a group of youth chanting slogans had surrounded Amy's car (she was white) in Gugulethu pulled her out stoned and stabbed her to death despite her friends pleas that she was a 'comrade'. ✓ 1/2
Because she was white and an American the government using the police force pulled out all stops to get the perpetrators leading to chaos and mayhem in Gugulethu. ✓ 1/2
(Any 2 x 1/2) (3)

2.3. Bloulei ✓✓

2.4. Being a mother she was anxious, concerned, worried as she lived in Gugulethu and this directly affected her and her family. ✓^{1/2}

She is especially worried about her son, ✓^{1/2}
Mxolisi who is involved in student politics.

She is also concerned about Sigiwe her daughter as it was common for girls to be raped in Gugulethu. ✓^{1/2} (3)

(Any 2)

2.5. Yes

Black had no choice as through forced removal they were resettled in Gugulethu by the government with no consultation. ✓^{1/2}

The brick houses given to them did not mean a better life as now mothers were forced to go to work leaving their children to fend for themselves during the day. ✓^{1/2}

Friendships and family relationships were torn apart - they never got over their relocation to Gugulethu where violence was rife. ✓^{1/2}

(Any 2)

3

2.6. Amy was a kind and loving person who sympathised with the youth in S.A. during the rule of apartheid. ✓^{1/2} She was also naive and trusting and believed in the good in people to the extent that she believed that she would be safe among the blacks in Gugulethu. ✓^{1/2}

(3)

2.7. D - Flashback ✓²

2.8. Mandisa believed that school/education would lead to her upliftment in life making it possible to achieve her dreams and goals. ✓^{1/2} Even when she fell pregnant and gave birth to Mxolisi she did not forget the importance of education and wanted to attend night classes to continue with her studies. ✓^{1/2} Even when Mxolisi left school when his fees were not paid she does not allow him to do so as she believed in the power of education. ✓^{1/2}

(Any 2)

(3)

2.9. Whites were privileged and seen as a superior race who lived a life of luxury in posh areas with big houses, tarred roads, water and electricity. They

had maids / garden boys to see to their every need. ✓ 1 1/2

Blacks were seen as inferior, settled in locations eg. Gugulethu where they were deprived of their basic needs eg. lights, running water, tarred roads. Instead their areas were muddy, unkept and filthy. ✓ 1 1/2

Mother were forced to work for whites leaving their children unattended / they earned a very low salary and experienced many hardships. ✓ 1 1/2

(any 2)

(3)

TOTAL (25).

(1)

