

**GREENBURY SECONDARY SCHOOL**

**FINAL EXAMINATION : 2018**

**ENGLISH HOME LANGUAGE : PAPER 2 : GRADE 10**

DATE : 30 - 10 - 18

TIME : 2 Hours

MARKS : 80

EXAMINERS /MODERATORS : L. Gopalan, G.Munisamy, L.Moodley, F.A.Vanmali

NAME : .....GRADE/DIV : .....

**INSTRUCTIONS AND INFORMATION:**

1. This question paper comprises of 13 pages.
2. The paper consists of THREE sections :  
SECTION A : POETRY : 30 MARKS : 40 minutes  
SECTION B : NOVEL : 25 MARKS : 40 minutes  
SECTION C : DRAMA : 25 MARKS : 40 minutes
3. Answer **FIVE QUESTIONS** in all : **THREE** in SECTION A, **ONE** in SECTION B and **ONE** in SECTION C.
4. CHOICE OF ANSWERS FOR SECTION B (NOVEL) and SECTION C (DRAMA):
  - Answer ONE essay question and ONE contextual question.
  - If you answer the essay question in Section B, you must answer the contextual question in Section C.
  - If you answer the contextual question in Section B, you must answer the essay question in Section C.
5. LENGTH OF ANSWERS :
  - The essay question on Poetry should be answered in about 200-250 words.
  - The essay question on the Novel and Drama should be answered in 300-350 words (approximately 1.5 pages).  
The length of answers to contextual questions should be determined by the mark allocation.
6. Number your answers according to the numbering system used in this paper.
7. Aim for conciseness and relevance.
8. Start EACH section on a NEW page.
9. Follow the instructions at the beginning of each section.
10. Write neatly and legibly, with a dark blue pen

**SECTION A : POETRY  
PRESCRIBED POETRY**

Answer any TWO of the following questions.

**QUESTION 1 : POETRY – ESSAY QUESTION**

Read the poem below and answer the question that follows.

<b>Women</b>	
They were women then My mama's generation Husky of voice – Stout of Step	
With fists as well as Hands	5
How they battered down Doors And ironed Starched white Shirts	10
How they led Armies Headragged Generals Across mined Fields	15
Booby-trapped Ditches To discover books Desks	20
A place for us How they knew what we Must know Without knowing a page Of it	25
Themselves.	
<b>Alice Walker</b>	

In this poem, the speaker admires the older generation of women.

In a well-constructed essay of 200-250 words, discuss how tone, imagery and

structure reflect the above-mentioned view.

(10)

**OR**

**QUESTION 2: POETRY – CONTEXTUAL QUESTION**

Read the poem below and answer the questions that follow.

**Where the rainbow ends**

Where the rainbow ends,  
 There's going to be a place, brother,  
 Where the world can sing all sorts of songs,  
 And we're going to sing together, brother,  
 You and I 5  
 Though you're White and I'm not.  
 It's going to be a sad song, brother,  
 'Cause we don't know the tune,  
 And it's a difficult tune to learn,  
 But we can learn it, brother, 10  
 You and I,  
 There's no such tune as Black tune,  
 There's no such tune as White tune,  
 There's only music, brother,  
 And it's the music we're going to sing, 15  
 Where the rainbow ends.

**Richard Rive**

2.1 The poem refers to :

A : a literal storm

B : the political and social climate

C : domestic problems affecting a family

D : the power of music.

Choose the most suitable answer from above. (2)

2.2 Why, according to you, does the poem begin and end with the "rainbow"? (2)

2.3 Refer to lines 2-5 : "There's going .....You and I"

Discuss how the diction reflects the theme of the poem. (3)

2.4 Refer to lines 6-10 : "Though you're White ...learn it, brother"

Account for the speaker's mixed feelings in these lines. (3)

(10)

**QUESTION 3 : POETRY – CONTEXTUAL QUESTION**

Read the poem below and answer the questions that follow.

<b>Man servant</b>	
He hits out – I dodge – laugh, Rush to the kitchen. He curses – I smile – run, Scramble to the table. I wash the plates – eat The tasty scraps – and He hates me – I the Darker brother,	5
He knows he will soon be gone.	10
I sit – eat his food Grow strong on his milk The fat of his household. I read his books, smoke his cigars Even sleep in his bed – Oh, and guess! But really I do not care.	15
He knows he will soon be gone.	
So in the meantime I laugh – idle about, Sip fine brandy and Dream of the sun Tomorrow – When he will go	20
<b>William Hussey</b>	

3.1 The speaker is :

A : the male servant

B : the employer

C : a friend

D : none of the above.

(2)

3.2 Why are the pronouns repeated in stanza 1 ? (2)

3.3 Refer to stanza 3 : “I sit .....do not care.”

Comment on the speaker’s attitude in this stanza. (3)

3.4 Refer to lines 21 to 24 : “ Sip fine brandy...he will go.”

Discuss how these lines convey the poet’s message (3)

(10)

**QUESTION 4 : POETRY – CONTEXTUAL QUESTION**

Read the poem below and answer the questions that follow.

<b>On Aging</b>	
When you see me sitting quietly, Like a sack left on the shelf, Don't think I need your chattering, I'm listening to myself. Hold! Stop! Don't pity me!	5
Hold! Stop your sympathy! Understanding if you got it, Otherwise I'll do without it !	
When my bones are stiff and aching And my feet won't climb the stairs, I will only ask one favor; Don't bring me no rocking chair.	10
When you see me walking, stumbling, Don't study and get it wrong. 'Cause tired don't mean lazy And every goodbye ain't gone.	15
I'm the same person I was back then, A little less hair, a little less chin, A lot less lungs and much less wind, But ain't I lucky I can still breathe in.	20
<b>Maya Angelou</b>	

4.1 The style of the poem is :

A : informal and conversational

B : formal and unfriendly

C : narrative

D : All of the above. (2)

4.2 Explain the effectiveness of the sack image (line 2) within the context of the poem. (2)

4.3 Refer to stanzas 2 and 3.

Account for the speaker's criticism of society in these stanzas. (3)

4.4 Examine stanza 4 : " I'm the same....still breathe in."

Discuss how the mood supports the message of the poem. (3)

(10)

## UNSEEN POEM (COMPULSORY)

## QUESTION 5: CONTEXTUAL QUESTION

Read the poem below carefully and answer the questions set.

**The start of a removal** – Siphso Sepamla

On a Monday morning when some people were hailing taxis others rushing to buses and train when teachers and schoolchildren were packing their bags	5
when the local businessman eyes large and sleepy like he was an owl sat at the till waiting for the early customer	10
when housewives started bending their over-used frames raising dust on the pavement cleaning the night's filth with home-made grass brooms	15
the first five families woke up to the drone of bulldozers and the impatience of heavy-duty trucks	20
The removal had started.	

5.1 The feeling in stanza one can best be described as:

- A – suspense
- B – fear
- C – despair
- D – concern

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

5.2 Discuss the appropriateness of the figure of speech in stanza 2. (3)

5.3 Show how the diction in stanza 3 highlights the struggles of these housewives. (3)

5.4 Account for this poem ending with a single line statement. (2)

[10]

**SECTION B: NOVEL****MOTHER TO MOTHER – SINDIWE MAGONA**

Answer EITHER QUESTION 6 (essay question) OR QUESTION 7 (contextual question).

**QUESTION 6: MOTHER TO MOTHER – Essay Question**

“In *Mother to Mother*, both Amy Biehl and Mxolisi are victims of circumstances in Apartheid South Africa.”

In a well-constructed essay of 300 – 350 words (1 ½ pages), critically discuss to what extent you agree with the above statement.

[25]

OR

**QUESTION 7: CONTEXTUAL QUESTION**

Read the extract below and answer the questions that follow.

**EXTRACT A**

As for these heroes who lash out at my son today, voices raised in indignation, are they not the same who, only yesterday, were full of praise for him? Was he not part of the Young Lions they glorified? Did he not do as they shouted for all to hear?

ONE SETTLER, ONE BULLET!

[\**Hayi, ilishwa!*]

BY THE MATCHSTICK, WE SHALL FREE OUR NATION!

[\**Amabhulu, azizinja!*]

L9

‘Go for it! [\**Tsaa-ah!*’] We set the dog on. ‘Go for it! [\**Tsaa-ah!*’] It knows what to do, go after the target and grab it by the throat. There is no danger to ourselves. It is the dog we send out that is at risk. It is the dog that takes the risk that could get hurt. Or killed. Or jailed.



Shame and anger fill me day and night. Shame at what  
 my son has done. Anger at what has been done to him. I  
 am angry at all the grown-ups who made my son believe he  
 would be a hero, fighting for the nation, were he to do the  
 things he heard them advocate, the deeds they praised. If  
 anyone killed your daughter, some of the leaders who today  
 speak words of consolation to you ... mark my words ... they,  
 as surely as my son, are your daughter's murderers. And,  
 in many ways, they're guiltier than my son. They knew, or  
 should have known, better. They were adults. They were  
 learned. They had the key to reason.

*Mother of the Slain, you whose heart is torn, know this:*

*I have not slept since. Food turns to sawdust in my mouth.  
 All joy has fled my house and my heart bleeds, it sorrows for  
 you, for the pain into which you have been plunged. It is heavy  
 and knows no rest.*

*Other children throw stones at my children. They point  
 indicting fingers at them. I am a leper in my community.*

- 7.1. Place the above extract in context. (2)
- 7.2. Refer to line 1: "As for these heroes.... my son today.."  
 Mandisa's tone in the above line is:  
 A – sarcastic  
 B – praise  
 C – admiration  
 Choose the correct letter only. (2)
- 7.3. Who or what are the 'Young Lions'?  
 A – youth activists  
 B – young rebels  
 C – school drop outs  
 D – all of the above (2)
- 7.4. Refer to Line 6: "ONE SETTLER, ONE BULLET!"  
 Explain clearly why the youth constantly chant slogans, such as the one  
 above? (3)

- 7.5. The word 'dog' (line 10) takes on a new meaning at this stage of the novel.  
Do you agree? Motivate your response. (3)
- 7.6. Briefly discuss the events which led to Mxolisi "fighting for the nation,"  
(line 18). (3)
- 7.7. Refer to lines 26 – 30: "Mother of the slain..... knows no rest."  
By referring to diction, discuss why you admire Mandisa. (3)
- 7.8. Refer to line 32: "I am a leper in my community."  
Discuss the effectiveness of the above image. (3)
- 7.9. Suggest **two** reasons for Mandisa writing the letter to Amy Biehl's mother.  
(4)

**TOTAL (25)**

## SECTION C

## ROMEO AND JULIET – William Shakespeare

Answer EITHER QUESTION 8 (essay question) OR QUESTION 9 (contextual question).

## QUESTION 8: ROMEO AND JULIET – ESSAY QUESTION

In the drama text **ROMEO AND JULIET**, many people contribute to the lovers' deaths.

Do you agree with this statement? In a well constructed essay of 300-350 words (1.5 pages) motivate your response critically. (25)

## QUESTION 9: ROMEO AND JULIET – CONTEXTUAL QUESTION

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

## EXTRACT C

<p>ROMEO O she doth teach the torches to burn bright! It seems she hangs upon the cheek of night As a rich jewel in an Ethiop's ear – Beauty too rich for use, for earth too dear: So shows a snowy dove trooping with crows, As yonder lady o'er her fellows shows. The measure done, I'll watch her place of stand, And touching hers, make blessed my rude hand. Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night.</p> <p>TYBALT This, by his voice, should be a Montague. Fetch me my rapier, boy.</p> <p style="text-align: right;">[Exit Page]</p> <p style="text-align: center;">What dares the slave Come hither, covered with an antic face, To flear and scorn at our solemnity? Now by the stock and honour of my kin, To strike him dead I hold it not a sin.</p>	<p>1</p> <p>5</p> <p>10</p> <p>15</p>
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## Act 1 Scene 5

9.1 Refer to line 2: 'It seems she hangs upon the cheek of night.'

The figure of speech in the above line is an example of a:

- A metaphor
- B simile
- C hyperbole

Write the correct letter only.

(2)

9.2 Refer to lines 9-10: 'Did my heart love till night? ..... beauty till this night'.

Explain the irony in the above lines. (3)

9.3 State whether the following are **TRUE OR FALSE**:

9.3.1 Tybalt recognises Romeo 'by his voice' (line 11) because Romeo is wearing a mask. (2)

9.3.2 At the ball, Romeo is entranced by Rosaline's beauty. (2)

9.4 Suggest why the line 'Fetch me my rapier, boy' (line 12) is typical of Tybalt's behaviour. (3)

### AND

#### EXTRACT D

NURSE	Faith, here it is:	1
	Romeo is banished, and all the world to nothing	
	That he dares ne'er come back to challenge you;	
	Or if he do, it needs must be by stealth.	
	Then since the case so stands as now it doth,	5
	I think it best you married with the County.	
	O, he's a lovely gentleman!	
	Romeo's a dishclout to him. An eagle, madam,	
	Hath not so green, so quick, so fair an eye	10
	As Paris hath. Beshrew my very heart,	
	I think you are happy in this second match,	
	For it excels your first, or if it did not,	
	Your first is dead, or 'twere as good he were	
	As living here and you no use of him.	15
JULIET	Speak'st thou from thy heart?	
NURSE	And from my soul too, else beshrew them both.	
JULIET	Amen.	
NURSE	What?	
JULIET	Well, thou hast comforted me marvellous much.	20
	Go in, and tell my lady I am gone,	
	Having displeased my father, to Lawrence' cell,	
	To make confession and to be absolved.	
NURSE	Marry, I will, and this is wisely done.	

Act 3 Scene 5

9.5 'Romeo is banished' (line 2) because he:

- A gatecrashed the Capulet ball.
- B killed Tybalt.
- C fell in love with Juliet.

Write the correct letter only. (2)

9.6 Refer to lines 6-8: 'I think ..... dishclout to him'.

How do the above words affect Juliet's relationship with the nurse? (3)

9.7 Refer to lines 19: 'Well, thou hast comforted me marvellous much.'

Juliet's tone in the above line is:

- A joyous
- B appreciative
- C sarcastic (2)

Write the correct answer only

9.8 Refer to lines 20-22: 'Go in, and tell my lady I am gone..... to be absolved.'

Show how these lines reflect a change in Juliet's character. (3)

9.9 Friar Lawrence's impulsive actions contribute to the deaths of Romeo and Juliet.

Do you agree with this statement? Justify your answer. (3)

[25]

FINAL MARK: 30 + 25 + 25 = 80

