

HILLCREST HIGH SCHOOL



JUNE 2016

ENGLISH HOME LANGUAGE

**GRADE 10
PAPER 2**

Time: 2 hours

Marks: 80

Examiner: Miss S. Ramsout

Moderator: Mrs N. Atkinson

N.B. This question paper consists of 17 pages

INSTRUCTIONS AND INFORMATION FOR CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. This question paper consists of THREE sections:

<i>Section A</i>	<i>Seen Poetry</i>	<i>20 marks</i>
	<i>Unseen Poetry</i>	<i>10 marks</i>
<i>Section B</i>	<i>To Kill a Mockingbird/Lord of the Flies</i>	<i>25 marks</i>
<i>Section C</i>	<i>Short Stories</i>	<i>15 marks</i>
	<i>Film Study</i>	<i>10 marks</i>

2. Follow the instructions at the beginning of each section carefully.
3. You are required to answer SIX questions in total:
Section A: 3 Questions
Section B: 1 Question
Section C: 2 Questions
4. Number your answers correctly according to the numbering system used in this question paper.

INSTRUCTIONS AND INFORMATION

1. Read this page carefully before you begin to answer the questions.
2. Read the entire question paper.
3. Consult the table of contents on Page 3 and read these questions and choose the ones you will answer.
4. Follow the instructions at the beginning of each section carefully.
5. Answer FIVE QUESTIONS in all: THREE in SECTION A, ONE in SECTION B and ONE in SECTION C as follows:

1. SECTION A: POETRY

PRESCRIBED POETRY – Answer TWO questions

UNSEEN POETRY – Answer ONE question.

2. SECTION B: NOVEL

Answer ONE question.

3. SECTION C: SHORT STORIES AND FILM STUDY

Answer TWO questions.

6. Use the checklist on page 4 to ensure you have followed instructions.
7. Number your answers correctly according to the numbering system used in this question paper.
8. Start EACH section on a NEW page.
9. Suggested time management:
SECTION A: approximately 40 minutes
SECTION B: approximately 40 minutes
SECTION C: approximately 40 minutes
10. LENGTH OF ANSWERS:
The length of answers to contextual questions should be determined by the mark allocation. Aim for conciseness and relevance.

TABLE OF CONTENTS

SECTION A: POETRY		
Prescribed Poetry: Answer ANY TWO questions.		
QUESTION NO.	MARKS	
1. <i>Invictus – William Earnest Henley</i>	10	
OR		
2. <i>My Mistress' Eyes – William Shakespeare</i>	10	
OR		
3. <i>The Discardment – Alan Paton</i>	10	
OR		
4. <i>Composed upon Westminster Bridge – William Wordsworth</i>	10	
AND		
Unseen Poetry: Answer ONE question		
5. <i>Boy on a Swing – Oswald Mbuyiseni Mtshali</i>	10	
SECTION B: NOVEL		
Answer ONE question. *Choose the novel you have studied in class.		
6. <i>To Kill A Mockingbird – Harper Lee</i>	25	
OR		
7. <i>Lord of the Flies – William Golding</i>	25	
SECTION C: SHORT STORIES		
Answer ALL questions		
8. <i>Short stories: Unto Dust, The Suit, Gada's Pool</i>	15	
OR		
9. <i>Film Study: Dead Poet's Society</i>	10	

CHECKLIST

Use this checklist to ensure that you have answered the correct number of questions.

SECTION	QUESTION NUMBERS	NO. OF QUESTIONS ANSWERED	TICK
A: Poetry (Prescribed Poetry)	1–4	2	
A: Poetry (Unseen Poem)	5	1	
B: Novel (Contextual)	6 – 7	1	
C: Short Story (Contextual)	8	1	
D. FILM (Contextual)	9	1	

**SECTION A: POETRY
PRESCRIBED POETRY**

Answer any TWO of the following questions.

QUESTION 1: POETRY

1. Invictus - William Earnest Henley

Out of the night that covers me, Black as the pit from pole to pole, I thank whatever gods may be For my unconquerable soul.	1
In the fell clutch of circumstance I have not winced nor cried aloud. Under the bludgeonings of chance My head is bloody, but unbowed.	5
Beyond this place of wrath and tears Looms but the Horror of the shade, And yet the menace of the years Finds and shall find me unafraid.	10
It matters not how strait the gate, How charged with punishments the scroll, I am the master of my fate, I am the captain of my soul.	15

QUESTIONS:

- 1.1. Translate the word “Invictus” to English. 1
- 1.2. Name and explain the figure of speech in lines 1 and 2 2
- 1.3. Refer to stanza 2: List 2 words which the poet has used to convey pain and suffering. 2
- 1.4. Refer to Stanza 3: Explain the concept, “the Horror of the shade” in your own words. 2
- 1.5. Comment critically on the poet’s intention in writing this poem. 3

10 MARKS

2. My Mistress' Eyes - William Shakespeare

My mistress' eyes are nothing like the sun;	1
Coral is far more red than her lips' red;	
If snow be white, why then her breasts are dun;	
If hairs be wires, black wires grow on her head.	
I have seen roses damasked, red and white,	5
But no such roses see I in her cheeks;	
And in some perfumes is there more delight	
Than in the breath that from my mistress reeks.	
I love to hear her speak, yet well I know	
That music hath a far more pleasing sound;	10
I grant I never saw a goddess go;	
My mistress when she walks treads on the ground.	
And yet, by heaven, I think my love as rare	
As any she belied with false compare.	

QUESTIONS:

- 2.1. What type of poem is this? How do you know? 2
- 2.2. Describe, in your own words, two characteristics of the mistress.
Quote to support your response. 4
- 2.3. What does the rhyming couplet reveal about the speaker's true feelings? 2
- 2.4. "My Mistress' Eyes" can be referred to as an "anti-love poem"
Discuss how Shakespeare's comparisons contribute to this description. 2

10 MARKS

3. The Discardment - Alan Paton

We gave her a discardment	1
A trifle, a thing no longer to be worn, Its purpose served, its life done. She put it on with exclamations, Her eyes shone, she called and cried,	5
The great bulk of her pirouetted She danced and mimed, sang snatches of a song. She called out blessings in her native tongue She called out to her fellow-servants To the strangers and passers-by	10
To all the continent of Africa To see this wonder, to participate In this intolerable joy.	
 And so for nothing Is purchased loyalty and trust	15
And the unquestioning obedience Of the earth's most rare simplicity. So for nothing The destruction of a world.	

QUESTIONS:

- | | |
|---------------------------------------------------------------------------------------------------|---|
| 3.1. Quote one word which indicates the value of the "discardment" | 1 |
| 3.2. What is the object that was given away? Quote a line from the poem to support your response. | 2 |
| 3.3. Name and explain the figure of speech in line 13. | 2 |
| 3.4. Do you agree with the speaker's observation made in lines 14 - 17? Justify your response. | 3 |
| 3.5. What is the speaker referring to in line 19? | 2 |

10 MARKS

4. Composed Upon Westminster Bridge – William Wordsworth

Earth has not anything to show more fair: Dull would he be of soul who could pass by A sight so touching in its majesty: This City now doth, like a garment, wear The beauty of the morning; silent, bare,	1 5
Ships, towers, domes, theatres, and temples lie Open unto the fields, and to the sky; All bright and glittering in the smokeless air. Never did sun more beautifully steep In his first splendour, valley, rock, or hill; Ne'er saw I, never felt, a calm so deep! The river glideth at his own sweet will: Dear God! the very houses seem asleep; And all that mighty heart is lying still!	10

QUESTIONS:

- | | |
|--------------------------------------------------------------------------------------------------|---|
| 4.1. Where is this poem set? How do you know? | 2 |
| 4.2. Name and explain the figure of speech in lines 4 & 5. | 2 |
| 4.3. Quote one word which indicates the time of day. | 1 |
| 4.4. Why is "all that mighty heart lying still?" | 2 |
| 4.5. Do you think that industrialization has negatively impacted our world? Explain your answer. | 3 |

10 MARKS

QUESTION 5: UNSEEN POETRY

Read the following poem and answer the questions which follow.

BOY ON A SWING - Oswald Mbuyiseni Mtshali

Slowly he moves to and fro, to and fro, then faster and faster he swishes up and down.	1
His blue shirt billows in the breeze like a tattered kite. The world whirls by: east becomes west, north turns to south; the four cardinal points meet in his head.	5 10
Mother! Where did I come from? When will I wear long trousers? Why was my father jailed?	15

QUESTIONS:

- 5.1. Why did the poet use repetition in lines 2 and 3? 1
- 5.2. Name the figure of speech in line 4. 1
- 5.3. Refer to stanza 2.
- 5.3.1. Find and quote two figures of speech. 2
- 5.3.2. Where would you find the “four cardinal points”? 1
- 5.4. State 2 things the final stanza tells us about the boy? 2
- 5.5. Mtshali is a renowned South African – do you think this poem achieves the aim of drawing attention to the problems created by the Apartheid government? 2

10 MARKS

TOTAL SECTION A: 30 MARKS

SECTION B: NOVEL

Answer questions ONLY on the novel you have studied. Do NOT answer both contextual questions.

QUESTION 6: TO KILL A MOCKINGBIRD – HARPER LEE

EXTRACT A:

1	Next morning she began earlier than usual, to 'go over our clothes'. When Calpurnia stayed overnight with us she slept on a folding-cot in the kitchen; that morning it was covered with our Sunday habiliments. She had put so much starch in my dress it came up like a tent when I sat down. She made me wear a petticoat and she wrapped a pink sash tightly around my waist. She went over my patent-leather shoes with a cold biscuit until she saw her face in them.	1
	'It's like we were goin' to Mardi Gras,' said Jem. 'What's all this for, Cal?'	
	'I don't want anybody saying' I don't look after my children,' she muttered. 'Mister Jem, you absolutely can't wear that tie with that suit. It's green.	
	""smatter with that?'	10
	'Suit's blue. Can't you tell?'	
	'Hee hee,' I howled, 'Jem's colour-blind.'	
	His face flushed angrily, but Calpurnia said, 'Now you all quit that. You're gonna go to First Purchase with smiles on your faces.' ...	
2	When they saw Jem and me with Calpurnia, the men stepped back and took off their hats; the women crossed their arms at their waists, weekday gestures of respectful attention. They parted and made a small pathway to the church door for us. Calpurnia walked between Jem and me, responding to the greetings of her brightly clad neighbours. 'What you up to, Miss Cal?' said a voice behind us.	15
		20
3	Calpurnia's hands went to our shoulders and we stopped and looked around; standing in the path behind us was a tall Negro woman. Her weight was on one leg; she rested her left elbow in the curve of her hip, pointing at us with upturned palm. She was bullet-headed with strange almond-shaped eyes, straight nose, and an Indian-bow mouth. She seemed seven feet high	25
	I felt Calpurnia's hand dig into my shoulder. 'What you want, Lula?' she asked, in tones I had never heard her use. She spoke quietly, contemptuously.	

QUESTIONS:

6.1 Place this extract in context. 2

REFER TO PARAGRAPH 1:

6.2. Describe what Calpurnia does to make the narrator look good. 2

6.3. Calpurnia refers to the children as 'my children'. Explain why she does this. 1

6.4. Referring to the extract, and the story as a whole, describe the relationship between the two children. 2

6.5. What is 'First Purchase'? 1

REFER TO PARAGRAPH 2:

6.6. What does the phrase, "weekday gestures of respectful attention" indicate about the congregants' attitude toward the children? Use your knowledge of the story as a whole. 3

REFER TO PARAGRAPH 3:

6.7. Discuss Harper Lee's use of language in describing Lula – what attitude is created? Support your response by quoting from the extract. 2

6.8. How does Calpurnia react to Lula? 2

EXTRACT B:

1	<p>'I wants to know why you bringing' white chillum to nigger church.'</p> <p>'They's my comp'ny,' said Calpurnia. Again I thought her voice strange: she was talking like the rest of them.</p> <p>'Yeah, an' I reckon you's comp'ny at the Finch house durin' this week.'</p> <p>A murmur ran through the crowd. 'Don't you fret,' Calpurnia whispered to me, but the roses on her hat trembled indignantly.</p> <p>When Lula came up the pathway towards us Calpurnia said, 'Stop right there, nigger.'</p> <p>Lula stopped, but she said, 'You ain't got no business bringin' white chillum here – they got their church, we got our'n. It is our church, ain't it, Miss Cal?'</p> <p>Calpurnia said, 'It's the same God, aint' it?'</p> <p>Jem said, 'Let's go home, Cal, they don't want us here – '</p>	1
1	<p>'Yeah, an' I reckon you's comp'ny at the Finch house durin' this week.'</p> <p>A murmur ran through the crowd. 'Don't you fret,' Calpurnia whispered to me, but the roses on her hat trembled indignantly.</p>	5
2	<p>I agreed: they did not want us here. I sensed, rather than saw, that we were being advanced upon. They seemed to be drawing closer to us, but when I looked up at Calpurnia there was amusement in her eyes. When I looked down the pathway again, Lula was gone. In her place was a solid mass of coloured people.</p> <p>One of them stepped from the crowd. It was Zeebo, the garbage collector. 'Mister Jem,' he said, 'we're mighty glad to have you all here. Don't pay no 'tention to Lula, she's contentious because Reverend Sykes threatened to church her. She's a trouble maker from way back, got fancy ideas an' haughty ways – we're mighty glad to have you all.'</p>	15
	<p>'Mister Jem,' he said, 'we're mighty glad to have you all here. Don't pay no 'tention to Lula, she's contentious because Reverend Sykes threatened to church her. She's a trouble maker from way back, got fancy ideas an' haughty ways – we're mighty glad to have you all.'</p>	20

REFER TO PARAGRAPH 1:

6.9 "She was talking like the rest of them". Is it logical that Calpurnia changed her manner of speaking at First Purchase? Explain your response. 2

6.10 ‘...I reckon you’s comp’ny at the Finch house durin’ this week.’ What effect does this statement have on Calpurnia? Quote to support your answer. 2

REFER TO PARAGRAPH 2:

6.11. Compare the actions of Lula and Zeebo in this extract. 4

REFER TO THE STORY AS A WHOLE:

6.12. Comment on Harper Lee’s use of language in *To Kill A Mockingbird*. How does this contribute to emphasizing the differences between the people of Maycomb? 2

TOTAL: QUESTION 6 – 25 MARKS

OR

QUESTION 7: LORD OF THE FLIES – WILLIAM GOLDING

EXTRACT A:

1	<p>“I can’t see no smoke,” said Piggy incredulously. “I can’t see no smoke. Ralph – where is it?”</p> <p>Ralph said nothing. Now both his hands were clenched over his forehead so that the fair hair was kept out of his eyes. He was leaning forward and already the salt was whitening his body.</p> <p>“Ralph – where’s the ship?”</p> <p>Simon stood by, looking from Ralph to the horizon. Maurice’s trousers gave way with a sigh and he abandoned them as a wreck, rushed towards the forest, and then came back again.</p>	1 5
2	<p>The smoke was a tight little knot on the horizon and was uncoiling slowly. Beneath the smoke was a dot that might be a funnel. Ralph’s face was pale as he spoke to himself.</p> <p>“They’ll see our smoke.”</p> <p>Piggy was looking in the right direction now.</p> <p>“It don’t look much.”</p> <p>He turned round and peered up at the mountain. Ralph continued to watch the ship, ravenously. Colour was coming back into his face. Simon stood by him, silent.</p>	10 15

REFER TO PARAGRAPH 1

7.1. Place this extract in context. 2

7.2. Describe Ralph’s body language in your own words. Quote in support of your answer. 2

7.8. Who are Percival, Henry and Johnny? 1

7.9. Why was Percival crying? 1

REFER TO THE STORY AS A WHOLE:

7.10. Describe the lives of the litt'uns and the biguns. 4

7.11. Select two separate events in the story and discuss how William Golding uses these events to highlight the theme of civilization vs. savagery. 4

TOTAL: QUESTION 7 – 25 MARKS

TOTAL SECTION B: 25

AND

SECTION C

QUESTION 8: SHORT STORIES

UNTO DUST – HERMAN CHARLES BOSMAN:

Once, during the malaria season in the Eastern Transvaal, it seemed to me, when I was in a high fever and like to die, that the whole world was a big burial-ground. I thought it was the earth itself that was a graveyard, and not just those little fenced-in bits of land dotted with tombstones, in the shade of a Western Province oak tree or by the side of a Transvaal koppie.

When I mentioned this to my friend, Stoffel Oosthuizen, who was in the Low Country with me at the time, he agreed with me whole-heartedly. There were people who talked in a high-flown way of death as the great leveller, he said, and those high-flown people also declared that everyone was made kin by death.

I found something very comforting in Stoffel Oosthuizen's words. Then, to illustrate his contention, Stoffel Oosthuizen told me a story of an incident that took place in a bygone Transvaal Kafir War. I don't know whether he told the story incorrectly, or whether it was just that kind of story, but by the time he had finished, all my uncertainties had, I discovered, come back to me.

QUESTIONS:

8.1. Where is this story set? 1

- 8.2. How did the narrator view the world during his fever? 2
- 8.3. What does the phrase “death as the great leveller” mean? 1
- 8.4. Why did Stoffel Oosthuizen’s story cause the narrator to become uncertain once again? 3
- 8.5. What is H.C. Bosman’s intention in writing this story? 1

THE SUIT – CAN THEMBA

It was not like the explosion of a devastating bomb. It was more like the critical breakdown in an infinitely delicate piece of mechanism. From outside, the machine just seemed to have gone dead. But deep in its innermost recesses, menacing electrical flashes were leaping from coil to coil, and hot, viscous, molten metal was creeping up on the fuel tanks...

Philemon heard gears grinding and screaming in his head...

“Dad,” he said hoarsely, “I... I have to go back home.”

He turned round and did not hear old Maphikela’s anxious, “Steady, son. Steady son”

The bus ride home was a torture of numb dread and suffocating despair.

With almost boyishly innocent urgency, he rushed through his kitchen into his bedroom. In the lightning flash that the eye can whip, he saw it all...

Slowly, he turned round and contemplated...the suit. Philemon lifted it gingerly under his arm and looked at the stark horror in Matilda’s eyes.

QUESTIONS:

- 8.6. Place this extract in context. 2
- 8.7. Describe the relationship between Philemon and Matilda before the arrival of The Suit. 2
- 8.8. Based on the story as a whole, discuss your response to Matilda and Philemon’s actions. 3

QUESTION 9: FILM STUDY

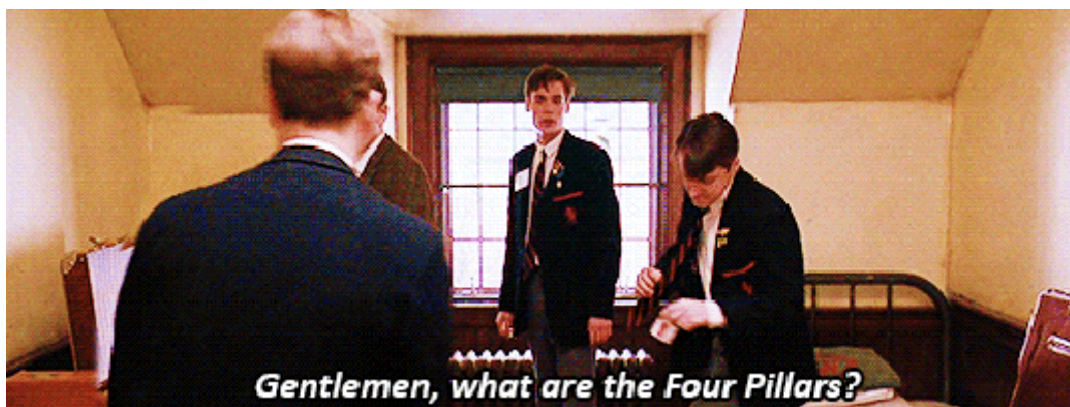
DEAD POETS SOCIETY

9.1.



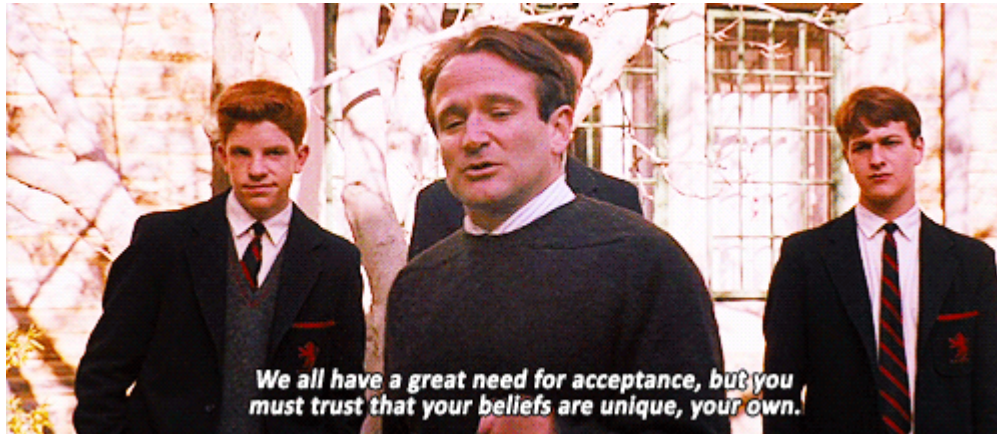
9.1. Provide the name and surname of the indicated characters.

3



9.2. Which school do these boys attend?

1



9.3. What is the effect of this character telling the students to be individuals? Explain your response with reference to the film. 2



9.4. Why are the boys standing on their desks? 2

9.5. Would you have stood or remained seated? Explain your response. 2

TOTAL SECTION C: 25

GRAND TOTAL: 80