



Hillcrest High School

Grade 10

ENGLISH HOME LANGUAGE P2

MAY/JUNE 2024

MARKS: 80

EXAMINER: Mrs N. Atkinson

TIME: 2 ½ Hours

INSTRUCTIONS AND INFORMATION

1. Read these instructions 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 the questions. Choose the ones you are going to answer.
4. This question paper consists of TWO sections (you are required to answer questions from both sections):
 - a. **SECTION A: Poetry (30 marks)**
 - b. **SECTION B: Drama (50 marks)**
5. Follow the instructions at the beginning of each section carefully.
6. In Section A (Poetry) there are TWO questions:
 - Prescribed poems: Answer questions on TWO of the four poems.
 - Unseen poem: Answer all the questions set on the poem.
7. In Section B (Drama) answer **both** questions:

Drama – *Romeo and Juliet* – Contextual questions – 25 marks

AND

Literary essay – 25 marks
8. Number your answers correctly according to the numbering system used in this question paper.
9. Length of answers:
 - a. Essay questions in the Drama section should be answered in 300 – 350 words.
 - b. The length of answers to contextual questions should be determined by the mark allocation. Aim for conciseness and relevance.
10. Write neatly and legibly.

CONTENTS

SECTION A: POETRY		
Prescribed poetry: Answer any TWO questions		
Question number	Question type	Marks
1. <i>Caged Bird</i>	Contextual question	10
OR		
2. <i>a young man's thoughts before June the 16th</i>	Contextual question	10
OR		
3. <i>Reapers in a mieliefeld</i>	Contextual question	10
OR		
4. <i>How not to stop</i>	Contextual question	10
AND		
5. <i>From the air</i>	Contextual Question	10
AND		
SECTION B: DRAMA		
6. <i>Romeo and Juliet</i>	Contextual question	25
7. <i>Romeo and Juliet</i>	Essay question	25

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

SECTION	QUESTION NUMBER	NUMBER OF QUESTIONS TO ANSWER	TICK
A: Poetry	1 – 4	2	
Unseen poem	5	All	
B: Drama	6	All	
	7	1	

SECTION A: PRESCRIBED POETRY

Answer TWO of the following questions.

QUESTION 1: “Caged bird” by Maya Angelou (CONTEXTUAL QUESTION)

A free bird leaps on the back of the wind and floats downstream till the current ends and dips his wings in the orange sun rays and dares to claim the sky.	1 5
But a bird that stalks down his narrow cage can seldom see through his bars of rage his wings are clipped and his feet are tied so he opens his throat to sing.	10
The caged bird sings with a fearful trill of things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom.	15 20
The free bird thinks of another breeze and the trade winds soft through the sighing trees and the fat worms waiting on a dawn bright lawn and he names the sky his own.	25
But a caged bird stands on the grave of dreams his shadow shouts on a nightmare scream his wings are clipped and his feet are tied so he opens his throat to sing.	30
The caged bird sings with a fearful trill of things unknown but longed for still and his tune is heard on the distant hill for the caged bird sings of freedom.	35

- 1.1 What do the caged bird and the free bird represent? (2)
- 1.2 How does the caged bird 'escape' his cage? Quote to support your answer. (2)
- 1.3 Comment on how the verbs used in stanza 1 reflect the life lived by the free bird. (3)
- 1.4 Identify and comment on the effectiveness of the figure of speech in line 27:
"a caged bird stands on the grave of dreams". (3)

[10]

OR

QUESTION TWO : “a young man’s thoughts before June the 16th” by Fhazel Johennesse
(CONTEXTUAL QUESTION)

tomorrow i travel on a road	1
that winds to the top of the hill	
i take with me only the sweet	
memories of my youth	
my heart aches for my mother	5
for Friday nights with friends	
around a table with the broad belch of beer	
i ask only for a sad song	
sung by a woman with downturned eyes	
and strummed by an old man with	10
a broken brow	
o sing my sad song for me	
for my sunset is drenched with red	

- 2.1 What event in history is the title referring to? (2)
- 2.2 Refer to line 2: “winds to the top of the hill”
Explain what is suggested about the road the young man will take. (2)
- 2.3 Refer to line 5: “my heart aches for my mother”
Explain why the speaker’s heart aches. (2)
- 2.4 Refer to line 7: “belch”. (1)
Identify the sound device used.
- 2.5 Identify and comment on the effectiveness of the figure of speech in line 13:
“for my sunset is drenched with red”. (3)

[10]

OR

QUESTION 3: “Reapers in a mieliefield” by Mbuyiseni Oswald Mtshali (CONTEXTUAL QUESTION)

Faces furrowed and wet with sweat, 1

Bags tied to their wasp waists,

women reapers bend mielie stalks,

break cobs in rustling sheaths,

toss them in the bags 5

and move through row upon row of maize.

Behind them, like a desert tanker,

a dust-raising tractor

pulls a trailer,

driven by a pipe-puffing man 10

flashing tobacco-stained teeth

as yellow as the harvested grain.

He stops to pick up bags

loaded by thick-limbed labourers

in vests baked 15

brown with dust.

The sun lashes

the workers with

a red-hot rod;

they stop for a while 20

to wipe a brine-bathed brow

and drink from battered cans

bubbling with malty “maheu”

Thirst is slaked in seconds,

Men jerk bags like feather cushions 25

and women become prancing wild mares;

soon the day’s work will be done

and the reapers will rest in their kraals.

- 3.1 Provide two details that suggest this poem is South African. (2)
- 3.2 Refer to line 6: “and move through row upon row of maize”
What does this line reveal about the nature of the work? (2)
- 3.3 Refer to lines 11 and 12: “flashing tobacco-stained teeth/ as yellow as the harvested grain”
Discuss the meaning of this simile. (2)
- 3.4 Refer to lines 15 and 16: “baked/brown”
Identify the sound device. (1)
- 3.5 Refer to lines 17-19: “The sun lashes/the workers with/a red-hot rod”
Identify and comment on the effectiveness of this image in the context of the poem. (3)

[10]

OR

QUESTION 4: “How not to stop” by Gabeba Baderoon (CONTEXTUAL QUESTION)

Pa came to collect us from school, 1
the stern drive home.

Pa sat at the head of the table,
not talking at supper.

Pa stood in the driveway with his back to us, 5
throwing seed into the wind
with quick slings of the hand, drawing
the pigeons as though he'd called them.

Pa carved his own domino set;
on weekend games sly as chess, slapping 10
the final piece on the wood table.

Pa drove us home past the house he built,
from which his family was removed in '68,
never looking again in its direction.

Pa bought his leaf tea and hard cheddar 15
from Queen Bess supermarket,
down the street from their old house.

Pa rehearsed how not to stop, not to get out
and walk to the front door he made.

- 4.1 Explain why the family had to move. (2)
- 4.2 Refer to lines 1 to 4: "Pa came ...at supper."
Discuss what we learn about the speaker's father in these lines. (2)
- 4.3 Refer to line 10: "sly as chess"
Identify the figure of speech. (1)
- 4.4 Discuss the writer's intention in writing this poem. (2)
- 4.5 Refer to lines 18-19: "Pa rehearsed .. he made."
Comment on the impact of these lines by referring to diction. (3)

[10]

AND

UNSEEN POETRY: THIS QUESTION IS COMPULSORY

QUESTION 5: “From the air” by Michael Cope (CONTEXTUAL QUESTION)

He said that he could see it from the air,
Clipped in beneath his glider, almost free
Below cloud-base. He said, from there
You spy things that the road-bound never see.
It’s marked out like a picture book, he said. 5
Tucked in away behind some folded hill
The graveyards lie. Here the assembled dead
Are ranked by time. The older graves are still
Thee in their place. Some tended once a year,
Some with stones or flowers, dates and names. 10
The old-time regular deceased lie there.
And all around them, file on file, the graves
Of the new dead, packed with red earth
And marked with a cross or a stick or nothing,
And the grass still not grown about them 15
And the new ones, rows of pits,
And the diggers digging more,
Fresh earth in raw heaps,
Dark rectangular holes ...
And round these, fields of clear land, he said,
Waiting to be cultivated with the dead.

5.1 Where is the speaker?

(1)

- 5.2 Refer to line 4: “you spy things that the road-bound never see.”
What does this line mean? (2)
- 5.3 Describe how the older graves are different from the newer ones. (2)
- 5.4 How do we know more people are dying? Quote to support your answer. (2)
- 5.5 Identify and discuss the effectiveness of the figure of speech in the final two lines. (3)

AND

SECTION B: Drama - "Romeo and Juliet" by William Shakespeare

QUESTION 6: CONTEXTUAL QUESTION

Read the extracts below and answer the questions which follow.

EXTRACT A

ABRAHAM

Do you bite your thumb at us, sir?

SAMPSON

I do bite my thumb, sir.

ABRAHAM

Do you bite your thumb at us, sir?

SAMPSON

[*Aside to GREGORY*] Is the law of our side, if I say
ay?

5

GREGORY

[*Aside to Sampson*] No.

SAMPSON

No, sir, I do not bite my thumb at you, sir, but I
bite my thumb, sir.

GREGORY

Do you quarrel, sir?

ABRAHAM

Quarrel sir! No, sir.

10

SAMPSON

If you do, sir, I am for you: I serve as good a man as you.

ABRAHAM

No better.

SAMPSON

Well, sir.

Enter Benvolio

GREGORY

[*Aside to Sampson*] Say 'better:' here comes one of my master's kinsmen.

SAMPSON

Yes, better, sir.

15

ABRAHAM

You lie.

SAMPSON

Draw, if you be men. Gregory, remember thy swashing blow.

They fight

BENVOLIO

Part, fools!

Put up your swords; you know not what you do.

Enter TYBALT

TYBALT

What, art thou drawn among these heartless hinds?

20

Turn thee, Benvolio, look upon thy death.

BENVOLIO

I do but keep the peace. Put up thy sword,
Or manage it to part these men with me.

TYBALT

What, drawn, and talk of peace! I hate the word,
As I hate hell, all Montagues, and thee:
Have at thee, coward!

They fight

Enter, three or four Citizens with clubs or partisans

CITIZENS

Clubs, bills, and partisans! strike! beat them down! 30
Down with the Capulets! down with the Montagues!

Enter CAPULET in his gown, and LADY CAPULET

CAPULET

What noise is this? Give me my long sword, ho!

LADY CAPULET

A crutch, a crutch! why call you for a sword?

CAPULET

My sword, I say! Old Montague is come, 35
And flourishes his blade in spite of me.

Enter MONTAGUE and LADY MONTAGUE

MONTAGUE

Thou villain Capulet,—Hold me not, let me go.

LADY MONTAGUE

Thou shalt not stir a foot to seek a foe.

(Act 1 Scene 1)

Refer to Extract A

- 6.1 Place the above extract in context. (3)
- 6.2 Why does Gregory ask, “Do you quarrel, sir?” (line 9) (2)
- 6.3 Refer to lines: “Turn thee, Benvolio, look upon thy death.”
If you were the director of a stage production of the play, how would you instruct the actor to deliver this line? Motivate your instructions with reference to both body language and tone. (3)
- 6.4 What is Lady Capulet implying when she says, “A crutch, a crutch!”? (line 33) (2)
- 6.5 What important theme is introduced in this scene? Explain your answer clearly. (2)

PLEASE TURN OVER

EXTRACT B

ROMEO	
O, she doth teach the torches to burn bright!	1
It seems she hangs upon the cheek of night	
Like a rich jewel in an Ethiope's ear;	
Beauty too rich for use, for earth too dear!	
So shows a snowy dove trooping with crows,	5
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.	10
TYBALT	
This, by his voice, should be a Montague.	
Fetch me my rapier, boy. What dares the slave	
Come hither, cover'd with an antic face,	
To flear and scorn at our solemnity?	
Now, by the stock and honour of my kin,	15
To strike him dead, I hold it not a sin.	
CAPULET	
Why, how now, kinsman! wherefore storm you so?	
TYBALT	
Uncle, this is a Montague, our foe,	
A villain that is hither come in spite,	
To scorn at our solemnity this night.	20
CAPULET	
Young Romeo is it?	
TYBALT	
'Tis he, that villain Romeo.	
CAPULET	
Content thee, gentle coz, let him alone;	
He bears him like a portly gentleman;	
And, to say truth, Verona brags of him	25
To be a virtuous and well-govern'd youth:	
I would not for the wealth of all the town	
Here in my house do him disparagement:	
Therefore be patient, take no note of him:	
It is my will, the which if thou respect,	30
Show a fair presence and put off these frowns,	
And ill-beseeming semblance for a feast.	

(Act 1 Scene 5)

Refer to Extract B

- 6.6 Who is "she" (line 1)? Provide the full name. (1)
- 6.7 Refer to lines 1-4: "O, she doth ... dear!"
Comment on how the imagery Romeo uses portrays his reaction. (3)

- 6.8 Refer to lines 9-10: “Did my heart ...night.”
Comment on the irony of these words. (3)
- 6.9 Refer to line 17: “Wherefore storm you so?”
Why is Tybalt feeling this way? (2)
- 6.10 Refer to lines 23-32.
- 6.10.1 What is Capulet’s reaction to Tybalt? (1)
- 6.10.2 Account for his reaction. (3)

[25]

AND

QUESTION 7: ESSAY QUESTION

Please note:

- You must plan your essay
- Structure your essay with an introduction, body and conclusion.
- Substantiate your points.
- Use formal language.
- Include a word count at the end.

In the first two Acts of the drama, *Romeo and Juliet*, Tybalt can be described as violent, while Benvolio is a peacemaker and counsellor and Romeo is pre-occupied with matters of the heart.

In a well-structured essay of 300- 350 words, discuss the validity (truth) of this statement.

[25]

TOTAL: 80 MARKS