



HILLCREST HIGH SCHOOL

Grade 12

ENGLISH HOME LANGUAGE P2

JUNE 2025

MARKS: 80

TIME: 2 ½ Hours

EXAMINER: Miss S. Boyce

MODERATOR: Mrs N. Atkinson

This paper consists of 12 pages.

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 THREE sections (you are required to answer questions from all three sections):
 - a. SECTION A: Poetry (30 marks) – approximately 50 minutes
 - b. SECTION B: Novel Contextual (25 marks) – approximately 50 minutes
 - c. SECTION C: Drama Essay (25 marks) – approximately 50 minutes
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. There is no choice in Section B Novel Contextual and Section C Drama Essay. You are required to answer **ALL QUESTIONS IN THESE SECTIONS**.
8. Number your answers correctly according to the numbering system used in this question paper.
9. Length of answers:
 - a. Essay questions on poetry should be answered in about 250 – 300 words.
 - b. The essay question in Drama section should be answered in 400 – 450 words.
 - c. 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 TWO questions		
Question number	Question type	Marks
1. <i>The child who was shot dead...</i>	Essay question	10
OR		
2. <i>Sonnet 130</i>	Contextual question	10
OR		
3. <i>The Shipwreck</i>	Contextual question	10
OR		
4. <i>The Morning Sun is Shining</i>	Contextual question	10
AND		
Unseen poetry		
5. <i>Time and Children</i>	Contextual question	10
SECTION B: Novel Contextual		
6. <i>The Picture of Dorian Gray</i>	Contextual question	25
SECTION C: Novel Literary Essay		
7. <i>Othello</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 (Prescribed Poetry)	1 – 4	2	
A: Poetry (Unseen Poem)	5	ALL	
B: Novel Contextual/Essay	6	1	
C: Drama Contextual/Essay	7	1	

SECTION A: PRESCRIBED POETRY

Answer TWO of the following questions

QUESTION 1: *The child who was shot dead...* by Ingrid Jonker (ESSAY QUESTION)

The child is not dead
the child raises his fists against his mother
who screams Africa screams the smell
of freedom and heather
in the locations of the heart under siege

The child raises his fists against his father
in the march of the generations
who scream Africa scream the smell
of justice and blood
in the streets of his armed pride

The child is not dead
neither at Langa nor at Nyanga
nor at Orlando nor at Sharpeville
nor at the police station in Philippi
where he lies with a bullet in his head

The child is the shadow of the soldiers
on guard with guns saracens and batons
the child is present at all meetings and legislations
the child peeps through the windows of houses and into the hearts of mothers
the child who just wanted to play in the sun at Nyanga is everywhere
the child who became a man treks through all of Africa
the child who became a giant travels through the whole world

Without a pass

Source: https://www.poetryinternational.com/en/poets-poems/poems/poem/103-11239_THE-CHILD-WHO-WAS-SHOT-DEAD-BY-SOLDIERS-IN-NYANGA

Despite the poem's tragic subject matter, it also suggests a sense of hope and resistance against oppression.

With close reference to diction, imagery and tone, critically discuss the validity of this statement.

Your response should take the form of a well-constructed essay of 250–300 words (about ONE page).

OR

[10]

QUESTION 3: *The Shipwreck* by Emily Dickinson (CONTEXTUAL QUESTION)

Glee! The great storm is over!
Four have recovered the land;
Forty gone down together
Into the boiling sand.

Ring, for the scant salvation! 5
Toll, for the bonnie souls, -
Neighbour and friend and bridegroom,
Spinning upon the shoals!

How they will tell the shipwreck 10
When winter shakes the door,
Till the children ask, 'But the forty?
Did they come back no more?'

Then a silence suffuses the story,
And a softness the teller's eye; 15
And the children no further question,
And only the waves reply.

Source: <https://www.monyetlaproject.co.za/files/new/27-july-2024/Shipwreck.docx>

- 3.1 Account for the use of the word 'Glee!' (line 1) in the context of the poem. (2)
- 3.2 Discuss the significance of the dash used at the end of line 6. (2)
- 3.3 Refer to lines 10: 'When winter shakes the door'.
Identify and explain the effectiveness of the image in the context of the poem. (3)
- 3.4 Critically discuss how the final two lines of the poem support the central message of the poem. (3)

[10]

OR

QUESTION 4: *The Morning Sun is Shining* by Olive Shreiner (CONTEXTUAL QUESTION)

The morning sun is shining on The green, green willow tree, And sends a golden sunbeam To dance upon my knee.	
The fountain bubbles merrily, The yellow locusts spring, Of life and light and sunshine The happy brown birds sing.	5
The earth is clothed with beauty, The air is filled with song, The yellow thorn trees load the wind With odours sweet and strong.	10
There is a hand I never touch And a face I never see; Now what is sunshine, what is song, Now what is light to me?	15

Source: [https://www.monyetlaproject.co.za/files/new/2024-08-03/Sun%20\(1\).docx](https://www.monyetlaproject.co.za/files/new/2024-08-03/Sun%20(1).docx)

- 4.1 Discuss the impact of the repetition of the word ‘green’ in line 2. (2)
- 4.2 Explain the mood that is created by the phrase ‘bubbles merrily’ (line 5). (2)
- 4.3 Refer to line 9: ‘The earth is clothed with beauty’
Discuss the effectiveness of this image in the context of the poem. (3)
- 4.4 By referring to the last four lines, critically discuss how the change in the speaker’s tone (3)
supports the central idea of the poem.

[10]

AND

UNSEEN POETRY:**QUESTION 5: *Time and Children* by Gabeba Baderoon (CONTEXTUAL QUESTION)**

Read the following poem and answer the questions set on it.

Every Sunday when I was young,
the whole family crowded into cars to visit
my aunt who lived as far away as banishment.

Led by my grandparents in their white Vauxhall,
after the last stretch of gravel track, barely 5
wide enough for a car and impassable
in heavy rain, we always arrived
in the narrow road in front of the house ready
for lunch and my aunt's loud welcome.

And later, in that order of things 10
that has to do with Sundays,
and the way old men understand time
and children, my grandfather in his bowtie
and black felt hat would call the children
of the neighbourhood to his Vauxhall, 15
and they would crowd
into the back seat from one side
and lever onto one another's laps
and shut the heavy door with a bang.

The visiting children would stand at the kerb 20
and watch him drive to the end
of the road and manoeuvre the car around.
Slowly my grandfather would pull up again
at my aunt's house, and a fan of children,
would spill out of the back seat. 25

All my life I have remembered
the order of such Sunday afternoons.
Even now, recalling
the moment they drove away from us,
my head rears back 30
at the return of something.
In our watching and waiting
was the beginning of recognition and loss,
of apprehending something
we didn't even know we had. 35

[Source: <https://www.poemhunter.com/poem/time-and-children/>]

- 5.1 Identify and explain the figure of speech in line 3. (3)
- 5.2 Discuss the impact of the word 'loud' (line 9) in the context of the poem. (2)
- 5.3 Refer to lines 23-25: 'Slowly my grandfather... out of the back seat'.
Identify and explain the tone conveyed in these lines. (2)
- 5.4 Critically discuss how lines 32-35 convey the central message of the poem. (3)

[10]

Total for Section A: 30 marks

SECTION B: Novel Contextual (*The Picture of Dorian Gray* – Oscar Wilde)**Question 6: *The Picture of Dorian Gray* – Contextual Questions****TEXT A**

<p>‘I know, now, that when one loses one’s good looks, whatever they may be, one loses everything. Your picture has taught me that. Lord Henry Wotton is perfectly right. Youth is the only thing worth having. When I find that I am growing old, I shall kill myself.’</p> <p>Hallward turned pale, and caught his hand. ‘Dorian! Dorian!’ he cried, ‘don’t talk like that. I have never had such a friend as you, and I shall never have such another. You are not jealous of material things, are you? – you who are finer than any of them!’</p> <p>‘I am jealous of everything whose beauty does not die. I am jealous of the portrait you have painted of me. Why should it keep what I must lose? Every moment that passes takes something from me, and gives something to it. Oh, if it were only the other way! If the portrait could change, and I could be always what I am now! Why did you paint it? It will mock me some day – mock me horribly!’ The hot tears welled into his eyes; he tore his hand away and, flinging himself on the divan, he buried his face in the cushions, as though he was praying.</p> <p>‘This is your doing, Harry,’ said the painter bitterly.</p> <p>Lord Henry shrugged his shoulders. ‘It is the real Dorian Gray – that is all.’</p> <p>‘It is not.’</p> <p>‘If it is not, what have I to do with it?’</p> <p>‘You should have gone away when I asked you,’ he muttered.</p> <p>[Chapter 2]</p>	<p>5</p> <p>10</p> <p>15</p>
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Refer to Text A

- 6.1 Place this extract in context. (2)
- 6.2 Refer to lines 2-3: ‘Youth is the only thing worth having.’
Discuss what this statement tells us about Victorian society. (2)
- 6.3 Refer to lines 4-6: ‘Hallward turned pale... than any of them!’
Critically discuss what is revealed about Basil Hallward’s character in these lines.
Refer closely to the diction in your response. (3)
- 6.4 Refer to line 13: ‘This is your doing, Harry,’ said the painter bitterly.
Critically discuss the validity of this statement. (3)
- 6.5 Refer to line 17: ‘You should have gone away when I asked you,’ he muttered.
Why did Basil initially want Lord Henry to leave before Dorian had even arrived? (2)
- 6.6 What impression is created of Dorian Gray in the extract? Refer closely to the extract in your response. (3)

AND

TEXT B

<p>‘Well, I can’t help going to see Sibyl play,’ he cried, ‘even if it is only for a single act. I get hungry for her presence; and when I think of the wonderful soul that is hidden away in that little ivory body, I am filled with awe.’</p> <p>‘You can dine with me to-night, Dorian, can’t you?’</p> <p>He shook his head. ‘Tonight she is Imogen,’ he answered, ‘and to-morrow night she will be Juliet.’</p> <p>‘When is she Sibyl Vane?’</p> <p>‘Never.’</p> <p>‘I congratulate you.’</p> <p>‘How horrid you are! She is all the great heroines of the world in one. She is more than an individual. You laugh, but I tell you she has genius. I love her, and I must make her love me. You, who know all the secrets of life, tell me how to charm Sibyl Vane to love me! I want to make Romeo jealous. I want the dead lovers of the world to hear our laughter, and grow sad. I want a breath of our passion to stir their dust into consciousness, to wake their ashes into pain. ‘My God, Harry, how I worship her!’ He was walking up and down the room as he spoke. Hectic spots of red burned his cheeks. He was terribly excited.</p> <p>Lord Henry watched him with a subtle sense of pleasure. How different he was now from the shy, frightened boy he had met in Basil Hallward’s studio. His nature had developed like a flower, had borne blossoms of scarlet flame. Out of its secret hiding-place had crept his Soul, and Desire had come to meet it on the way.</p> <p>‘And what do you propose to do?’ said Lord Henry at last.</p> <p>‘I want you and Basil to come with me some night and see her act. I have not the slightest fear of the result. You are certain to acknowledge her genius. I must get her out of the Jew’s hands. She is bound to him for three years – at least for two years and eight months – from the present time. I shall have to pay him something, of course. When all that is settled, I shall take a West End theatre and bring her out properly. She will make the world as mad as she has made me.’</p> <p>‘That would be impossible, my dear boy.’</p> <p>‘Yes, she will. She has not merely art, consummate art instinct in her, but she has personality also; and you have often told me that it is personalities, not principles that move the age.’</p> <p>[Chapter 4]</p>	<p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p>
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Refer to Text B

- 6.7.1 When Lord Henry asks, ‘When is she Sibyl Vane?’, what does Dorian's response ‘Never’ imply about Sibyl's identity in his eyes? (2)
- 6.7.2 Refer to lines 9-14: ‘She is all the greatest heroines... how I worship her!’ Discuss whether you think Dorian is truly in love with Sibyl Vane or not. (3)
- 6.8 What does Dorian intend to do to ‘get her out of the Jew's hands’ (line 21)? (2)
- 6.9 What impression is created of Lord Henry in this extract? Refer closely to the extract in your response. (3)

[25]**Total for Section B: 25 marks**

SECTION C: Drama Essay (*Othello* – William Shakespeare)

QUESTION 7: *Othello* Essay Question

Answer the following question:

The play, “Othello”, highlights the danger of appearances and the ease with which truth can be distorted.

Critically discuss the extent to which you agree with this statement.

Your response should take the form of a well-constructed essay of 400–450 words (2–2½ pages).

[25]

Total for Section C: 25 marks

Total for Paper: 80 marks