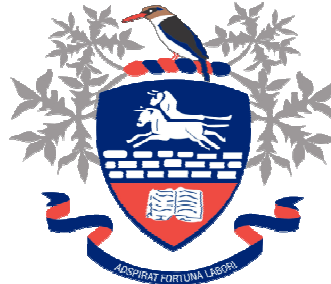


HILLCREST HIGH SCHOOL



NOVEMBER 2015

ENGLISH HOME LANGUAGE

PAPER 2: LITERATURE

Grade 9

Time: 1 ½ hours

Examiner: Mrs M. Burger

Marks: 80

Moderator: Mrs N. Atkinson

N.B. This question paper consists of 8 pages

INSTRUCTIONS TO CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. Draw a 2cm wide margin on the right-hand side of each page of your answer booklet.
2. Read and follow ALL instructions carefully.
3. Rule off on completion of EACH section and start each section on a new page.
4. Use your time carefully. Suggested time management:

Note: Section A on short stories (20 marks) was written at the end of the third term.

- Section B: approximately 30 minutes
- Section C: approximately 30 minutes
- Section D: approximately 30 minutes

SECTION B: NOVEL

QUESTION 3

Read the extracts below and answer the questions that follow:

Lennie went behind the tree and brought out a litter of dried leaves and twigs. He threw them in a heap on the old ash pile and went back for more and more. It was almost night now. A dove's wings whistled over the water. George walked to the fire pile and lighted the dry leaves. The flame cracked up among the twigs and fell to work. George undid his bindle and brought out three cans of beans. He stood them about the fire, close in against the blaze, but not quite touching the flame.

- 3.1.1 Why are George and Lennie camping? 2
- 3.1.2 What was the name of the ranch where they worked before? 1
- 3.1.3 Discuss why the men left the previous ranch. 3

The old man came slowly into the room. He had his broom in his hand. And at his heels there walked a drag-footed sheep dog, gray of muzzle, and with pale, blind old eyes. The dog struggled lamely to the side of the room and lay down, grunting softly to himself and licking his grizzled, moth-eaten coat. The swamper watched him until he was settled.

- 3.2.1 What is the old man's name? 1
- 3.2.2 Identify the disability that the old man has. 1
- 3.2.3 Why is the old man referred to as a swamper? 2
- 3.2.4 How is the old dog eventually put out of its misery? 1

Lennie looked helplessly at George, and then he got up and tried to retreat. Curley was balanced and poised. He slashed at Lennie with his left, and then smashed down his nose with a right. Lennie gave a cry of terror. Blood welled from his nose.

- 3.3.1 Why did Curley hit Lennie? 1
- 3.3.2 What did Lennie do when George said, "Get 'im, Lennie!" 2
- 3.3.3 What advice did Slim give to Curley after the incident? 2
- 3.3.4 Provide a characteristic for Curley and give a reason for your answer. 2
- 3.3.5 Discuss why Lennie allowed Curley to hit him. 2

She consoled him. "Don't you worry none. He was jus' a mutt. You can get another one easy. The country is fulla mutts."

... She moved closer to him and spoke soothingly.

"Don't you worry about talkin' to me. Listen to the guys yell out there. They got four dollars bet in that tenement. None of them ain't gonna leave till it's over."

- 3.4.1 Identify the woman in the above extract. 1
- 3.4.2 What is the significance of the fact that she is not given a name? 3
- 3.4.3 Who is she addressing in the above extract? 1
- 3.4.4 What is the 'mutt' that she refers to? 1
- 3.4.5 Why does she say, "Don't you worry about talking to me." 2
- 3.4.6 Rewrite the following sentence and correct the grammar: 2
- "None of them ain't gonna leave till it's over."

TOTAL SECTION B: [30]

SECTION C: FOLK TALES

QUESTION 4: THE RAIN BULL

So the rain made himself into the shape of a bull, though he had the thoughts of a man. On the shaft of lightning, the great Rain Bull came down from the sky and he trod the Earth like rippling thunder.

- 4.1.1 Why did the rain change its form and go down to earth? 2
- 4.1.2 Explain the simile "...he trod the earth like rippling thunder" 2

The young woman was wise. She did not wish to make him angry. Somewhere, behind the bull's shape and the man's mind, she caught the sweet smell of rain.

- 4.2.1 Who did the woman not wish to make angry? 1
- 4.2.2 Discuss the young woman's wisdom. 2
- 4.2.3 What did the young woman do to please the Rain Bull? 1

So the Rain Bull walked beneath the kiepersol tree and stopped. The young woman slipped down from his back. In the concealing shade, she reached under her kaross and took out a sprig of buchu.

- 4.3.1 What is a kaross? 1
- 4.3.2 Discuss the importance of the sprig of buchu? 3
- 4.4 Identify a theme in the folk tale and give a reason to support your answer. 3

[15]

QUESTION 5: HEN AND HAWK'S LOST FRIENDSHIP

They were very good friends. Now, Hawk had a treasured possession that no other bird in the kingdom had.

- 5.1.1 What was Hawk's treasured possession? 1
- 5.1.2 Why did Hen want to borrow Hawk's treasured possession? 1
- 5.1.3 What was Hen's treasured possession? 1

Hen jumped up. She got such a fright. She suddenly remembered the promise she had made to Hawk and the price she would have to pay...
She didn't say a word but hurried back to her little house. When she arrived home, she saw that the floor was spotlessly clean. There was not even a speck of dirt on the floor.

- 5.2.1 What promise did Hen make to Hawk? 1
- 5.2.2 What price would Hen pay if she broke the promise that she made to Hawk? 2
- 5.2.3 Why was the floor at Hen's house so clean? 1

Hawk was so disappointed and angry that he never again visited Hen. The friendship had been lost and was replaced by fear and distrust. Fear and distrust.

- 5.3.1 Identify and explain the repetition in the above extract. 3
- 5.3.2 What was the reason that Hen lost Hawk's prize possession? 2
- 5.4.1 Identify the setting. 1
- 5.4.2 Discuss the different ways in which the Sotho men and Sotho women wear the Sotho blanket. 2

TOTAL SECTION C: [30] [15]

ANSWER TWO QUESTIONS ONLY IN SECTION D

SECTION D: POETRY

QUESTION 6:

Fire and ice – Robert Frost

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.
But if it had to perish twice
I think I know enough of hate
To say that for destruction ice
Is also great.
And would suffice.

- 6.1.1 Give two examples of how the world could end in fire. 2
- 6.1.2 Robert Frost compares the end of the world to the ending of a relationship.
In your own words explain why this comparison is effective. 4
- 6.1.3 Provide a synonym for 'perish'. 1
- 6.1.4 Give two examples of how the world could end in hate. 2
- 6.1.5 Identify the change in the speaker's tone in line 5. 1
- [10]

QUESTION 7:

The great figure – William Carlos Williams

Among the rain

and lights
I saw the figure 5

in gold
on a red

fire truck
moving

tense
Unheeded
to gong clangs
siren howls

and wheels rumbling
through the dark city.

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- 7.1.1 Note that there are no fullstops or commas throughout the poem, except for the end.
Identify this technique. 1
- 7.1.2 How does this technique in question 7.1.1 add to the meaning of the poem? 2
- 7.1.3 Identify two examples of onomatopoeia in the poem. 2
- 7.1.4 Provide a synonym from the poem that means (not giving attention to). 1
- 7.1.5 Discuss the effectiveness of the short sentences in each line. 2
- 7.1.6 What is the significance of the colour red in the poem? 2
- [10]

QUESTION 8:

Leather-jackets, bikes and birds – Robert Davies

The streets are noisy
with the movement of passing motors.

The coffee bars get fuller.
The leather-jacket groups begin to gather

stand, and listen, pretending they are
looking for trouble 5

The juke box plays its continuous
tune, music appreciated by Most.
The aroma of Espresso
Coffee fill the nostrils and
the night. 10

Motorbikes pull up.
Riders dismount and join
their friends in the gang.
They stand, smoking, swearing, 15
playing with the girls;
making a teenage row.

They pretend not to notice the drizzle
falling out of the dark,
Because you've got to be hard to be a leather-jacket. 20

A couple
in a corner, snogging,

hope the motor lights will not be dipped too much, so that the others will see them. They must all have recognition; there must always be enough leather-jackets around them, the same as theirs.	25
The street lamp on the side of the street shows the rain for what it is – wet and cold. But it does not show their faces for what they are.	30

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|-------|---|------|
| 8.1.1 | What does 'leather-jackets' imply? | 1 |
| 8.1.2 | Identify and explain the effectiveness of the alliteration in line 15. | 3 |
| 8.1.3 | Explain the meaning of lines 18-20. | 1 |
| 8.1.4 | Identify and explain the teenage jargon in line 22. | 2 |
| 8.1.5 | Identify two stereotypical teenage traits in lines 26-29, using your own words. | 2 |
| 8.1.6 | What do the last two lines imply about teens? | 1 |
| | | [10] |

QUESTION 9:

<u>Silence – Marianne Moore</u>	
My father used to say, "Superior people never make long visits, have to be shown Longfellow's grave or the glass flowers at Harvard. Self-reliant like the cat –	5
that takes its prey to privacy, the mouse's limp tail hanging like a shoelace from its mouth – they sometimes enjoy solitude, and can be robbed of speech by speech which has delighted them.	10
The deepest feeling always shows itself in silence; not in silence, but restraint." Nor was he insincere in saying, "Make my house your inn." Inns are not residences.	

- | | | |
|-------|--|---|
| 9.1.1 | What does the speaker's father mean by the term 'superior people'? | 1 |
| 9.1.2 | Identify and explain the simile in line 5. | 2 |
| 9.1.3 | Discuss the alliteration in line 6. | 2 |

9.1.4 What does the speaker mean by “Make my house your inn”? 3

9.1.5 Provide synonyms from the poem that mean the following:

a. Isolation

b. Autonomous

2

[10]

TOTAL SECTION C: [20]

TOTAL: 80 MARKS