



Hillcrest High School

Grade 11

ENGLISH HOME LANGUAGE P2 NOVEMBER 2023

MARKS: 80

TIME: 2 ½ Hours

EXAMINER: Miss S. Boyce

MODERATOR: Mrs N. Atkinson

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 45 minutes
 - b. **SECTION B: Drama Contextual** (25 marks) – approximately 50 minutes
 - c. **SECTION C: Novel Essay** (25 marks) – approximately 55 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 Drama Contextual** and **Section C Novel 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 the novel section should be answered in 350 – 400 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>Anthem for Doomed Youth</i>	Essay question	10
OR		
2. <i>The Ride</i>	Contextual question	10
OR		
3. <i>The Woman</i>	Contextual question	10
OR		
4. <i>Hanging Fire</i>	Contextual question	10
AND		
Unseen poetry		
5. <i>Once upon a time</i>	Contextual question	10
SECTION B: Drama Contextual		
6. <i>Macbeth</i>	Contextual question	25
SECTION C: Novel Essay		
7. <i>Tsotsi</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: Drama Contextual	6	ALL	
C: Novel Essay	7	1	

SECTION A: PRESCRIBED POETRY

Answer TWO of the following questions

QUESTION 1: *Anthem for doomed youth...* by Wilfred Owen (ESSAY QUESTION)

What passing-bells for these who die as cattle? — Only the monstrous anger of the guns. Only the stuttering rifles' rapid rattle Can patter out their hasty orisons. No mockeries now for them; no prayers nor bells; Nor any voice of mourning save the choirs,— The shrill, demented choirs of wailing shells; And bugles calling for them from sad shires.	5
What candles may be held to speed them all? Not in the hands of boys, but in their eyes Shall shine the holy glimmers of goodbyes. The pallor of girls' brows shall be their pall; Their flowers the tenderness of patient minds, And each slow dusk a drawing-down of blinds.	10

[Source: <https://www.poetryfoundation.org/poems/47393/anthem-for-doomed-youth>]

In "Anthem for Doomed Youth", Wilfred Owen conveys his heartfelt sadness and disgust for the loss of life in World War I.

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).

[10]

OR

QUESTION 2: *The Ride* by Joyce Chigivi (CONTEXTUAL QUESTION)

A relay of notes in untidy piles
is played back to front
the partially displaced tout
bending his jean-clad butt
through an open window
holds on tight lest he be puked
by this bursting vehicle
as he relays back change
*Please pay the fare, we buy fuel
from the black market*

5

Source: https://www.poetryinternational.com/en/poets-poems/poems/poem/103-5794_THE-RIDE

- 2.1 Explain the effectiveness of the title. (2)
- 2.2 Why does the poet make use of enjambment throughout her poem? (2)
- 2.3 Refer to lines 6–7: 'holds on tight... bursting vehicle'.
Discuss the effectiveness of this image in the context of the poem. (3)
- 2.4 Critically discuss how the poet's attitude towards the situation in Zimbabwe is conveyed in the poem. Make close reference to the diction in lines 1, 2, 9 and 10 to support your response. (3)

[10]

OR

- 3.1 What does the word, 'ground' (line 8) reveal about the speaker's feelings about her chores? (2)
- 3.2 Does the speaker's husband assist with daily chores? Quote from the poem to substantiate your response. (2)
- 3.3 Refer to lines 9–10: 'As I bore...painful umbrella.'
Discuss the effectiveness of this image in the context of the poem. (3)
- 3.4 Critically discuss how the speaker's acceptance of her living conditions is established in the poem. (3)

[10]

OR

QUESTION 4: *Hanging Fire* by Audre Lorde (CONTEXTUAL QUESTION)

I am fourteen and my skin has betrayed me the boy I cannot live without still sucks his thumb in secret	5
how come my knees are always so ashy what if I die before morning and momma's in the bedroom with the door closed.	10
I have to learn how to dance in time for the next party my room is too small for me suppose I die before graduation they will sing sad melodies but finally tell the truth about me	15
There is nothing I want to do and too much that has to be done and momma's in the bedroom with the door closed.	20
Nobody even stops to think about my side of it I should have been on Math Team my marks were better than his why do I have to be the one wearing braces	25
I have nothing to wear tomorrow will I live long enough to grow up and momma's in the bedroom with the door closed.	30
	35

Source: <https://www.poetryfoundation.org/poems/42580/hanging-fire>

- 4.1 Refer to lines 3-5: 'the boy...in secret'.
Explain the problem the speaker faces in these lines. (2)
- 4.2 Account for the repetition of 'and momma's in the bedroom with the door closed' at
the end of each stanza. (2)
- 4.3 Refer to line 2: 'my skin has betrayed me'.
Discuss the effectiveness of this image in the context of the poem. (3)
- 4.4 Critically discuss how the poet conveys that adolescence is a difficult period of
one's life by making close reference to the final stanza. (3)

[10]

AND

UNSEEN POETRY:**QUESTION 5: *Once upon a time* by Gabriel Okara (CONTEXTUAL QUESTION)**

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

Once upon a time, son, they used to laugh with their hearts and laugh with their eyes: but now they only laugh with their teeth, while their ice-block-cold eyes search behind my shadow.	5
There was a time indeed they used to shake hands with their hearts: but that's gone, son. Now they shake hands without hearts while their left hands search my empty pockets.	10
'Feel at home!' 'Come again': they say, and when I come again and feel at home, once, twice, there will be no thrice- for then I find doors shut on me.	15
So I have learned many things, son. I have learned to wear many faces like dresses – homeface, officeface, streetface, hostface, cocktailface, with all their conforming smiles like a fixed portrait smile.	20
And I have learned too to laugh with only my teeth and shake hands without my heart. I have also learned to say, 'Goodbye', when I mean 'Good-riddance': to say 'Glad to meet you', without being glad; and to say 'It's been nice talking to you', after being bored.	25 30
But believe me, son. I want to be what I used to be when I was like you. I want to unlearn all these muting things. Most of all, I want to relearn how to laugh, for my laugh in the mirror shows only my teeth like a snake's bare fangs!	35

So show me, son,
how to laugh; show me how
I used to laugh and smile
once upon a time when I was like you.

40

[Source: <https://thehenrybrothers.wordpress.com/2011/06/04/once-upon-a-time-gabriel-okara/>]

- 5.1 What effect does the phrase 'ice-block-cold eyes' (line 5) have in the context of the poem? (2)
- 5.2 Why does the persona wish 'to unlearn all these muting things' (line 36)? (2)
- 5.3 Refer to lines 38-39: 'for my laugh... bare fangs!' Identify and explain the effectiveness of the figure of speech contained in these lines. (3)
- 5.4 With close reference to the diction in the poem, comment on the speaker's attitude towards modern society. (3)

[10]

Total for Section A: 30 marks

SECTION B: Drama Contextual

Answer ALL the questions below.

Question 6: *Macbeth* – William Shakespeare**TEXT A**

<p>MACBETH So foul and fair a day I have not seen.</p> <p>BANQUO How far is't called to Forres. What are these, <i>The mist thins</i> So withered, and so wild in their attire, That look not like th'inhabitants o'the earth, And yet are on't? Live you? Or are you aught That man may question? You seem to understand me, By each at once her choppy finger laying Upon her skinny lips. You should be women, And yet your beards forbid me to interpret That you are so.</p> <p>MACBETH Speak, if you can! What are you?</p> <p>1 WITCH All hail, Macbeth! Hail to thee, Thane of Glamis!</p> <p>2 WITCH All hail, Macbeth! Hail to thee, Thane of Cawdor!</p> <p>3 WITCH All hail, Macbeth, that shalt be king hereafter!</p> <p>BANQUO Good sir, why do you start, and seem to fear Things that do sound so fair? I'the name of truth, Are ye fantastical, or indeed Which outwardly ye show? My noble partner You greet with present grace and great prediction, Of noble having and of royal hope, That he seems rapt withal. To me you speak not If you can look into the seeds of time, And say which grain will grow and which will not, Speak then to me, who neither beg nor fear Your favours or your hate.</p> <p>1 WITCH Hail!</p> <p>2 WITCH Hail!</p> <p>3 WITCH Hail!</p> <p>1 WITCH Lesser than Macbeth, and greater.</p> <p>2 WITCH Not so happy, yet much happier.</p> <p>[Act 1 Scene 3]</p>	<p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p> <p>30</p>
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<p>Must be provided for; and you shall put This night's great business into my dispatch, Which shall to all our nights and days to come Give solely sovereign sway and masterdom. MACBETH We will speak further. LADY MACBETH Only look up clear: To alter favour ever is to fear. Leave all the rest to me. [Act 1 Scene 5]</p>	30
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Refer to Text B

- 6.7 What does the word 'fatal' (line 2) suggest about Lady Macbeth's plan for King Duncan? (2)
- 6.8 Refer to lines 1-10: The raven himself... Th'effect of it!
What impression is created of Lady Macbeth in these lines? Refer closely to the extract in your response. (3)
- 6.9 Refer to lines 22-26: 'Your face...serpent under't...'
- 6.9.1 What advice is Lady Macbeth giving Macbeth in these lines? (2)
- 6.9.2 How is this advice linked to an important theme in the play? (2)
- 6.10 Critically discuss the nature of Macbeth and Lady Macbeth's relationship. Be sure to make close reference to the extract in your response. (3)

Total for Section B: 25 marks

SECTION C: Novel Essay

QUESTION 7: *Tsotsi* – Athol Fugard

Answer the following question:

Despite Tsotsi's final act of sacrifice before his death, he does not fully redeem himself by the end of the novel.

Critically discuss the extent to which you agree with this statement in a well-constructed essay of 350-400 words.

[25]

Total for Section C: 25 marks

Total for Paper: 80 marks