



# Hillcrest High School

Grade 10

## **ENGLISH HOME LANGUAGE P2** **NOVEMBER 2025**

This paper consists of 11 pages.

**MARKS:** 80

**TIME:** 2 1/2 Hours

**EXAMINER:** Mr. L. Piccione

**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 both sections):
  - a. SECTION A: Poetry (30 marks)
  - b. SECTION B: Novel (25 marks)
  - c. SECTION C: Drama (25 marks)
5. Follow the instructions at the beginning of each section carefully.
6. In Section A (Poetry):
  - Prescribed poems: Answer questions on TWO of the four poems.
  - Unseen poem: Answer all the questions set on the poem.
7. In Section B (Novel) answer **ALL** the questions:

*The Mark* – Contextual questions – 25 marks
8. In Section C (Drama) answer the essay:

*Romeo and Juliet* – Literary essay – 25 marks
9. Number your answers correctly according to the numbering system used in this question paper.
10. Length of answers:
  - a. The Essay questions in the Drama section should be answered in 300 – 350 words.
  - b. The Essay questions in the poetry section should be answered in 250-300 words
  - c. The length of answers to contextual questions should be determined by the mark allocation. Aim for conciseness and relevance.
11. Write neatly and legibly.

**CONTENTS**

<b>SECTION A: POETRY</b>		
<b>Prescribed poetry: Answer any TWO questions</b>		
<b>Question number</b>	<b>Question type</b>	<b>Marks</b>
1. <i>How Not to Stop</i>	Essay question	10
<b>OR</b>		
2. <i>Shall I compare Thee to a Summer's Day</i>	Contextual question	10
<b>OR</b>		
3. <i>a young man's thoughts before June 16</i>	Contextual question	10
<b>OR</b>		
4. <i>Reapers in a Mieliefeld</i>	Contextual Question	10
<b>AND</b>		
<b>Unseen poetry</b>		
5. <i>Hard to Find</i>	Contextual Question	10
<b>AND</b>		
<b>SECTION B: Novel</b>		
6. <i>The Mark</i>	Contextual question	25
<b>AND</b>		
<b>SECTION C: Drama</b>		
7. <i>Romeo and Juliet</i>	Essay question	25

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

<b>SECTION</b>	<b>QUESTION NUMBER</b>	<b>NUMBER OF QUESTIONS TO ANSWER</b>	<b>TICK</b>
A: Poetry	1 - 4	2	
Unseen poem	5	All	
B: Novel	6	All	
C: Drama	7	ALL	

**SECTION A: PRESCRIBED POETRY**

Answer TWO of the following questions.

**QUESTION 1: ESSAY QUESTION**

**How not to Stop by Gabeba Baderoon**

Pa came to collect us from school, 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, throwing seed into the wind with quick slings of the hand, drawing the pigeons as though he'd called them.	5
Pa carved his own domino set; on weekend games sly as chess, slapping the final piece on the wood table.	10
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 from Queen Bess supermarket, down the street from their old house.	15
Pa rehearsed how not to stop, not to get out and walk to the front door he made.	

**In the poem *How Not to Stop*, Gabeba Baderoon shows the effects of displacement on her father.**

By making close reference to diction and imagery, discuss the validity (truth) of the above statement in an essay of 250-300 words.

[10]

**OR**





**QUESTION 4: CONTEXTUAL QUESTION**

**Reapers in a Mieliefield by Mbuyiseni Oswald Mtshali**

Faces furrowed and wet with sweat, Bags tied to their wasp waists, women reapers bend mielie stalks, break cobs in rustling sheaths, toss them in the bags and move through row upon row of maize.	5
Behind them, like a desert tanker, a dust-raising tractor pulls a trailer, driven by a pipe-puffing man flashing tobacco-stained teeth as yellow as the harvested grain.	10
He stops to pick up bags loaded by thick-limbed labourers in vests baked brown with dust.	15
The sun lashes the workers with a red-hot rod; they stop for a while to wipe a brine-bathed brow and drink from battered cans bubbling with malty “maheu”	20
Thirst is slaked in seconds, Men jerk bags like feather cushions and women become prancing wild mares; soon the day’s work will be done and the reapers will rest in their kraals.	25

- 4.1.1 Where is the poem set? (1)
- 4.1.2 Describe the weather in the poem. Quote to support your answer. (2)
- 4.2 **Refer to line 6: “row upon row of maize”**
- What does this line imply about the work the woman reapers have to do? (2)

- 4.3 **Refer to lines 16-18: “The sun lashes...Red-hot rod;”**
- 4.3.1 Identify the figure of speech in these lines. (1)
- 4.3.2. Comment on the effectiveness of the figure of speech used in these lines. (2)
- 4.3 **Refer lines 23-24: “Thirst slaked...feather cushions”**
- What is the impact of the maheu on the men? (2)

[10]

## AND

### UNSEEN POETRY:

#### THIS QUESTION IS COMPULSORY

#### QUESTION 5: CONTEXTUAL QUESTION

##### Hard to Find by Sinesipo Jojo

Words are everywhere daily we read them, and they fly out like nobody's business when we are provoked...	
but there's always something hard to understand...	5
they are hard to find when they are needed by the heart; when the heart feels, words hide like they are not part of life.	
While words are busy playing some twisted game my heart looks sadly through the glass windows as the raindrops slowly slide down, gently on a cloudy lifetime, hoping that one day,	10
words will realize what my heart wants to say.	15

- 5.1 **Refer to lines 1-4: “Words are everywhere...we are provoked...”**  
In your own words, explain what the speaker means in these lines. (2)
- 5.2 **Refer to line 5 -9: “but there's always something...of life”**  
Explain what the speaker does not understand. (2)
- 5.3 **Refer to lines 11-12: “my heart looks sadly...slowly slide down,”**
- 5.3.1. Identify the figure of speech in this line. (1)
- 5.3.2 Comment on the effectiveness of the figure of speech identified. (2)

- 5.4 **Refer to line 12: “Slowly slide”**  
Identify the sound device in this line. (1)
- 5.5.1 What is the central message of the poem? (1)
- 5.5.2 What does the speaker hope for at the end of the poem? (1)

[10]

Total for Section A: 30 marks

## SECTION B: Novel

Answer ALL the questions below

### QUESTION 6: *The Mark* - Edyth Bulbring (CONTEXTUAL QUESTION)

Read the extracts below and answer the questions which follow.

#### EXTRACT A

Traders bustle me off the pavement and I walk in the street, avoiding the Drainers who are elbow deep in waste from the gutters. I dodge sweating Pulaks pulling fat Posh to shops where they buy the food people like me cannot afford and are not meant to eat. I leap over potholes, and three blocks on I reach the Beautiful Like Me Beauty Parlour.

The salon is choked with men and women shouting out like a gaggle of Market Nags at the beginning of trading day. Trussed in chairs, they gaze at mirrors, their faces dripping with treatments; hair sweltering under caps. The air is plastic.

The ways of the Posh are a mystery to me. They roast themselves on the beach to turn brown. And burn their skin with acid to get white again.

"I'll be voting for the candidate from the sixth family. He looks trustworthy, I think," a woman says as she bakes inside a plastic body wrap. She has Kitty's honey-corn skin. Except for her face. The flesh has been burned off, leaving a mask of scab. Underneath, pale skin will grow. Fit for a Posh.

"Oh no, I like the candidate from the ninth family," another says. She picks away at the crust on her cheek. And stops. She must not risk scarring.

[Chapter 4]

#### Refer to extract A

- 6.1 Give the full name of the person speaking in this extract. (1)
- 6.2 Explain who the Pulaks are. (2)
- 6.3 **Refer to line 1: “Traders bustle me... avoiding the Drainers”**  
Describe the work done by the “traders” and the “Drainers”. (2)
- 6.4 According to the extract how do the Posh alter their appearance? (2)

- 6.5 What is suggested about the Posh's values through their obsession with skin colour and beauty treatments? (2)
- 6.6 How does the extract show the difference in the lives of the people from Slum City and the Posh? (2)
- 6.7 How can "The Mark" be described as a dystopian novel? Give two details from the novel to support your answer. (2)
- 6.8 Explain the significance of the title of the novel. (2)

[15]

**EXTRACT B**

<p>"I volunteer. Let me be part of this," a voice says.</p> <p>The music freezes in my head. There is only one person I know who has this voice. I have lived with it most of my life and know it as well as my own. I raise my eyes to the level of the windowsill and peep down into the room to make sure. A girl at the back is striding with purpose past the silent faces, to the front. I had not noticed her before, she must have crept in.</p> <p>"I want to go to The Laboratory," Kitty says.</p> <p>Oblivious to the risk, I stare down at her beautiful face. It is at this moment that everything I know, or thought I knew, falls away. My world flips on its axis. I cannot look away from her face. I search the features for the Kitty I know. She has not changed. She still appears to be the selfish, vain girl always looking for a good time. But she does not speak like my Kitty, who whines about mangoes and giggles about boys.</p> <p>[Chapter 8]</p>	<p>5</p> <p>10</p>
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**Refer to extract B**

- 6.9 Place this extract in context. (2)
- 6.10 What does Kitty volunteer to do? (1)
- 6.11 Ettie always wears a "mask" in front of Kitty and never reveals her true self. Discuss the irony of this statement with reference to the extract above and your knowledge of the novel. (4)
- 6.12 Outline what you know about Ettie's character. Support your answer with examples from the novel. (3)

[10]

**Total for Section B: 25 marks**

## SECTION C: Drama

### QUESTION 7: *Romeo and Juliet* by William Shakespeare (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 drama, *Romeo and Juliet*, Shakespeare highlights how the young couple is failed (let down) by the older generation.**

In a well-structured essay of 300- 350 words, discuss the extent to which you agree with this statement.

[25]

**Total for Section C: 25 marks**

**TOTAL: 80 MARKS**