BERGVLIET HIGH SCHOOL

GRADE 10

ENGLISH HOME LANGUAGE

Paper 2 - Literature

Task 10

November 2023

Marks: 80

Time: $2\frac{1}{2}$ hours

Examiners: MS M ISSERI

Moderators: English Department

INSTRUCTIONS AND INFORMATION

1. Read these instructions carefully before you begin to answer the questions.

2. This question paper consists of TWO sections:
   SECTION A: POETRY (30 marks)
   SECTION B: DRAMA (50 marks)

3. Answer FIVE QUESTIONS in all: THREE in SECTION A, TWO in SECTION B as follows:
   SECTION A: POETRY
   PRESCRIBED POETRY – Answer TWO questions.
   UNSEEN POETRY – COMPULSORY question.
   SECTION B: DRAMA
   CONTEXTUAL – COMPULSORY question.
   ESSAY- Choose ONE essay question.

4. **CHOICE OF ANSWERS FOR SECTIONS B (DRAMA):**
   Answer ONE ESSAY QUESTION **and** ALL CONTEXTUAL QUESTIONS.

5. **LENGTH OF ANSWERS:**
   - The essay question on Poetry should be answered in about 150-200 words.
   - The essay question on the Drama sections should be answered in 300-350 words.
   - The length of answers to contextual questions should be determined by the mark allocation. Candidates should aim for conciseness and relevance.

6. Follow the instructions at the beginning of each section carefully.

7. Number your answers correctly according to the numbering system used in this question paper.

8. Start EACH section on a NEW page.

9. Suggested time management:
   SECTION A: approximately 60 minutes
   SECTION B: approximately 90 minutes

10. Write neatly and legibly.

SECTION A: POETRY

PRESCRIBED POETRY

Answer any **TWO** of the following questions.

QUESTION 1: POETRY – ESSAY QUESTION

Read the poem below and then answer the question that follows.

THE ROAD NOT TAKEN by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

"Robert Frost describes a moment of indecision when he stands at the fork of a road and has to decide which way to go. The poet seems to be saying that there is only the path taken and the path not taken, with no regret, and that life is about choices."

In a well-constructed essay of 150 –200 words, discuss the above statement making reference to the poet's use of **diction**, **poetic devices**, and **structure**.

[10]

QUESTION 2: POETRY – CONTEXTUAL QUESTION

Read the poem below and then answer the questions that follow.

A SMALL BOY LONGS FOR SUMMER by

The kettle hisses
Mother moves about the kitchen
sliding from corner to corner.
The fire from the stove
pierces into the marrow.
And mother pushing towards the stove
warns of the steam.
My young brother, Thamu, jerks my arm
violently: Stop leaning on me, your elbow
has sunk into my thigh.
Apology
I wasn't aware.

The kettle sings
Some distant far-away song?
Mother picks it up
with an almost tender care.
Sets me thinking of a war-picture
The actor carefully setting the charge
and smiling all the time
I'll also be a soldier
when I'm old - why, Uncle Shoba was one.
Father drops the paper on the table
He comes to join us
- staring coldly round.
It's no frown really.
But he's grinding his jaws.
Maybe it's the July
Handicap.

The kettle purrs now
Steam is escaping; it kisses the ceiling
and vanishes. Mother is pouring the violent waters
into the coffee-jug. Coffee.
Yes, I need some coffee - a mug of hot coffee
Very rousing.
We can't play outside – I must not go, I know
How we danced in the rain. We are so tired
of the winter. It's so dingy outside.
We can't play inside – I'm so tied up.
It's so boring, I feel like bursting into
A cracking laughter; but father,
he'll go mad.
It's so steamy inside
I feel I could bite the walls down.
If only it makes the winter pass.

2.1 Discuss how the image of the kettle is used to show the passing of time. (3)

2.2 State the sound device evident in line 1. (1)

2.3 Discuss the boy's impressions of his father and quote from the poem to support your answer. (3)

2.4 Describe the mood of the poem from the perspective of the speaker. (2)

2.5 The following are characteristics of the poem:
Select the correct alternative from the list below:

A) Free verse, no rhyme scheme, informal structure
B) Free verse, formal structure, rhyme scheme.
C) Informal structure, free verse, formal rhyme scheme
D) Rhyme scheme, formal structure, regular rhythm (1)

[10]

QUESTION 3: POETRY – CONTEXTUAL QUESTION

Read the poem below and then answer the questions that follow.

EVERYONE SANG by Siegfried Sassoon

Everyone suddenly burst out singing;
And I was filled with such delight
As prisoned birds must find in freedom,
Winging wildly across the white
Orchards and dark-green fields; on – on – and out of sight.

Everyone's voice was suddenly lifted;
And beauty came like the setting sun:
My heart was shaken with tears; and horror
Drifted away … O, but Everyone
Was a bird; and the song was wordless; and the singing will never be done.

3.1. Refer to line 1: (1)
3.1.1 Why does everyone "burst out" singing?

3.1.2 Describe the tone in this line. (1)

3.2 Identify and explain the effect of the figure of speech used in lines 2 -3. (3)

3.3 Comment on the mood of the poem. Quote a word from the poem to support your answer. (2)

3.4.1	Name the poetic device used in lines 9 – 10.	(1)
3.4.2	Explain how this poetic device contributes to the central message of the poem.	(1)
3.5	Explain the meaning of, "…the singing will never be done."	(1)
		[10]

QUESTION 4: POETRY – CONTEXTUAL QUESTION

Read the poem below and then answer the questions that follow.

SOCCER, KAROO STYLE by Clive Lawrance

We had to shoo a fat sow, three piglets
and a family of chickens off the pitch,
then carry a somnambulant great dane
from the penalty spot before the game
could begin. Shortly after half-time
our goalkeeper hoofed the ball skyward
and it burst into flower and wobbled
to earth.

Both captains tried to shove the bulging
rubber back into its pod, but, with a sad
pssst, it died. I thought that was the end
of the game, but someone quickly collected
old socks and underpants and stuffed them
inside the leather casing, and the game
went on, to end in a goalless draw.

The teams trooped off the pitch
And the great dane, with a deep sigh,
Slouched towards the penalty spot.

4.1	Briefly describe the setting of the poem.	(2)
4.2	How does the poet portray the dog in the poem? Quote a specific word to support your answer.	(2)
4.3	Identify and explain the figure of speech in line 7.	(3)
4.4	What is the style of the poem?	(1)
4.5	With reference to the poem, comment on the poet's use of humour.	(2)
		[10]

QUESTION 5: UNSEEN POETRY – COMPULSORY QUESTION

Read the poem below and then answer the questions that follow.

HOW NOT TO STOP by Gabeba Baderoon

Pa came to collect us from school
in his white Valiant, 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.

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

Pa drove us home past the house he built,
from which his family was removed in 1968,
never looking again in its direction.

Pa bought his leaf tea and hard cheddar
from Queen Bess supermarket and bread
at Protea bakery, the same shops
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.

5.1 With reference to the poem show how Pa is shown to be emotionally detached from his family, even though he is physically present. (3)

5.2 Consider how the setting affects Pa's mood. (2)

5.3 Identify the figure of speech in line 11. (1)

5.4 Explain in your own words why "*Pa rehearsed how not to stop."* (2)

5.5 Suggest the political context that impacted the family in lines 15 – 16 in the poem. (2)

[10]

TOTAL SECTION A: [30]

SECTION B: DRAMA

THE MERCHANT OF VENICE BY William Shakespeare

QUESTION 6: MERCHANT OF VENICE - ESSAY QUESTION

Read the essay topics below and write a response to **ONE** of the topics.

Choose either TOPIC A or TOPIC B

TOPIC A

"There can be no doubt that Shakespeare intended for us to see Shylock as a villain."

Bearing in mind how he has been treated by Venetian citizens and his daughter, Do you agree with the above statement?

Your response should take the form of a well-constructed essay of 300 – 350 words (1½ - 2 pages).

[25]

OR

TOPIC B

"Justice and mercy, knowledge and evidence, wealth and power, hate, revenge, prejudice, love and friendship, appearance vs reality, are but a few of the themes Shakespeare explores in the *Merchant of Venice*."

Select three from the above statement and discuss in detail, making reference to the drama.

Your response should take the form of a well-constructed essay of 300 – 350 words (1½ - 2 pages).

[25]

QUESTION 7: THE MERCHANT OF VENICE – CONTEXTUAL QUESTION

Read the extract below and then answer the questions that follow.

EXTRACT A

SHYLOCK
How now, Tubal! What news from Genoa? Hast thou found my daughter?

TUBAL
I often came where I did hear of her, but cannot find her.

SHYLOCK
Why there, there, there, there! A diamond gone cost me two thousand ducats in Frankfurt! The curse never fell upon our nation till now;
I never felt it till now. Two thousand ducats in that, and other precious, precious jewels. I would my daughter were dead at my foot, and the jewels in her ear! Would she were hearsed at my foot, and the ducats in her coffin! No news of them? Why so! And I know not what's spent in the search. Why thou loss upon loss - the thief gone with so much, and so much to find the thief! - and no satisfaction, no revenge, nor no ill luck stirring but what lights o' my shoulders, no sighs but o' my breathing, no tears but o' my shedding.

TUBAL
Yes, other men have ill luck too. Antonio, as I heard in Genoa –

SHYLOCK
What, what, what? Ill luck, ill luck?

Act 3 Scene 1

7.1	Place the above scene in its context.	(2)
7.2.1	Who is Shylock's daughter?	(1)
7.2.2	Why is Shylock so angry with her? Provide two reasons.	(2)
7.3	Identify a theme that is evident in the extract. Quote from the extract to support your answer.	(2)
7.4	Refer to the words "no revenge" in line 69. Why does Shylock want revenge?	(2)

EXTRACT B

ANTONIO
But little. I am armed and well prepared.
Give me your hand Bassanio; fare you well.
Grieve not that I am fallen to this for you,
For herein Fortune shows herself more kind
Than is her custom: it is still her use
To let the wretched man outlive his wealth,
To view with hollow eye and wrinkled brow
An age of poverty; from which the ling'ring penance
Of such misery doth she cut me off.
Commend me to your honourable wife.
Tell her the process of Antonio's end,
Say how I loved you, speak me fair in death;
And when the tale is told, bid her be judge
Whether Bassanio had not once a love.
Repent but you that you shall lose your friend,
And he repents not that he pays your debt;
For if the Jew do cut deep enough,
I'll pay it instantly with all my heart.

BASSANIO
Antonio I am married to a wife
Which is as dear to me as life itself;
But life itself, my wife, and all the world
Are not esteemed with me above thy love.
I would lose all, ay sacrifice them all
Here to this devil, to deliver you.

PORTIA
Your wife would give you little thanks for that
If she were to hear you make the offer.

GRATIANO
I have a wife who I protest I love.
I would she were in heaven, so she could
Entreat some power to change this currish Jew.

NERRISA
'Tis well you offer it behind her back;
The wish would make else an unquiet house.

SHYLOCK
These be the Christians husbands! I have a daughter;
Would any of the Stock of Barrabas
Had been her husband, rather than a Christian!
We trifle time. I pray thee, pursue sentence.

PORTIA
A pound of that same merchant's flesh is thine.
The court awards it, and the law doth give it -

SHYLOCK
Most rightful judge!

PORTIA
And you must cut this flesh from off his breast.
The Law allows it, and the court awards it.
SHYLOCK
Most learned judge! A sentence! Come, prepare!

PORTIA
Tarry a little; there is something else.
This bond doth give thee here no jot of blood;
The words expressly are "a pound of flesh",
Take then thy thy bond, take thou thy pound of flesh;
But in cutting it, if thou dost shed
One drop of Christian blood, thy land and goods
Are by the laws of Venice confiscate
Unto the state of Venice.

GRATIANO
O upright judge! Mark, Jew. O learned judge!

SHYLOCK
Is that the law?

PORTIA
Thyself shalt see the act;
For, as thou urgest justice, be assured
Thou shalt have justice more than Thou desir'st.

GRATIANO
O learned judge! Mark, Jew. A learned judge!

SHYLOCK
I take this offer then. Pay the bond thrice and let the Christian go.

Act 4 Scene 1

7.5 Refer to lines 257- 274.
Paraphrase Antonio's words in such a way to show that you understand his speech. (2)

7.6 Explain the reason for Portia's response in lines 281 – 282. (1)

7.7 Comment on the relationship between Antonio and Shylock. Make reference to the drama to support your answer. (2)

7.8 Bassanio borrows money from Shylock and uses Antonio as "surety". State the terms and conditions of the 'bond' between Antonio and Shylock. (2)

7.9 Discuss in detail how Portia manages to save Antonio's life. (3)

EXTRACT C

PORTIA
Speak not so grossly. You are all amazed.
Here is the letter; read it at your leisure.
It comes from Padua from Bellario.
There you shall that Portia was the doctor,
And Nerissa there her clerk. Lorenzo here
Shall witness I set forth as soon as you,
And even but now returned: I have not yet
Entered my house. Antonio you are welcome,
And I have better news in store for you
Than you expect.

Act 5 Scene 1

7.10 Identify the setting in this extract. (1)

7.11 From your knowledge of the drama, do you think that the punishment meted out to Shylock was fair?
Give a reason for your answer. (2)

7.12 Refer to lines 272 - 273 in the above extract.
What was the "better news" that Portia had for Antonio? (1)

7.13 Comment briefly on Portia's character as revealed in the trial scene in Extract B. (2)

[25]

TOTAL SECTION B: [50]

GRAND TOTAL: [80]

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NAME AND SURNAME: _____ TOTAL: _____/80

CLASS: _____ TEACHER: _____

DETACH PAGE 13 AND STAPLE TO THE FRONT OF YOUR ANSWER SHEET.

POETRY ESSAY RUBRIC

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT Interpretation of topic. Depth of argument, justification and grasp of text. **6 MARKS**	**5–6** -In-depth interpretation of topic -Range of striking arguments; extensively supported from poem -Excellent understanding of genre and poem	**4** -Shows understanding and has interpreted topic well. -Fairly detailed response -Sound arguments given, but not all of them as well motivated as they could be -Understanding of genre and poem	**3** -Fair interpretation of topic -Some good points in support of topic -Some arguments supported, but evidence is not always convincing -Basic understanding of genre and poem	**2** -Unsatisfactory interpretation of topic -Hardly any points in support of topic -Inadequate understanding of genre and poem	**0–1** -No understanding of the topic -No reference to the poem -Learner has not come to grips with genre and poem
STRUCTURE AND LANGUAGE Structure, logical flow and presentation. Language, tone and style used in the essay **4 MARKS**	**4** -Coherent structure -Arguments well-structured and clearly developed -Language, tone and style mature, impressive, correct -Virtually error-free grammar, spelling and punctuation	**3** -Clear structure and logical flow of argument -Flow of argument can be followed -Language, tone and style largely correct	**2** -Some evidence of structure -Essay lacks a well- structured flow of logic and coherence -Language errors minor; tone and style mostly appropriate	**1** -Structure shows faulty planning -Arguments not logically arranged -Language errors evident -Inappropriate tone and style	**0–1** -Poorly structured -Serious language errors and incorrect style

NOTE: **If a candidate has ignored the content completely and written a creative essay instead, award a 0 mark for both Content and Structure and Language.**

LITERARY ESSAY RUBRIC

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT Interpretation of topic. Depth of argument, justification and grasp of text. **15 MARKS**	**12-15** - Outstanding response: 14-15 Excellent response: 12-13 - In-depth interpretation of topic - Range of striking arguments extensively supported from text - Excellent understanding of genre and text	**9-11** - Shows understanding and has interpreted topic well - Fairly detailed response - Some sound arguments given, but not all of them as well motivated as they could be - Understanding of genre and text evident	**6-8** - Mediocre interpretation of topic; not all aspects explored in detail - Some good points in support of topic - Some arguments supported, but evidence is not always convincing - Partial understanding of genre and text	**4-5** - Scant interpretation of topic; hardly any aspects explored in detail - Few points in support of topic - Very little relevant argument - Little understanding of genre and text	**0-3** - Very little understanding of the topic - Weak attempt to answer the question - Arguments not convincing -Learner has not come to grips with genre or text
STRUCTURE AND LANGUAGE Structure, logical flow and presentation. Language, tone and style used in the essay. **10 MARKS**	**8-10** -Coherent structure -Excellent introduction and conclusion -Arguments well-structured and clearly developed -Language, tone and style mature, impressive, correct	**6-7** -Clear structure & logical flow of argument - Introduction & conclusion & other paragraphs coherently organised - Logical flow of argument - Language, tone & style largely correct	**4-5** -Some evidence of structure -Logic and coherence apparent, but flawed - Some language errors; tone & style mostly appropriate - Paragraphing mostly correct	**2-3** -Structure shows faulty planning. -Arguments not logically arranged -Language errors evident. -Inappropriate tone & style -Paragraphing faulty	**0-1** -Lack of planned structure impedes flow of argument -Language errors and incorrect style make this an unsuccessful piece of writing - Inappropriate tone & style - Paragraphing faulty
MARK RANGE	**20-25**	**15-19**	**10-14**	**5-9**	**0-4**