BERGVLIET HIGH SCHOOL

GRADE 10

ENGLISH HOME LANGUAGE

Paper 2 - Literature

Task 10

November 2024

Marks: 80

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

Examiners: MS M ISSERI & MR OCKTOBER

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 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.

"Siegfried Sassoon describes a powerful feeling of jubilation and haunting reflection experienced during and after World War I. He captures moments of spontaneous collective singing by a group of people, describing it as overwhelming and comparing the experience to a bird freed from captivity"

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**.

ESSAY:

Siegfried Sassoon's Everyone Sang is a short yet powerful poem that reflects on a moment of joy and liberation, likely inspired by the end of World War I.

DICTION

The diction in the poem is simple and direct, but carries immense emotional weight. Words like "singing," "ecstasy," and "free" evoke a sense of profound relief and happiness, contrasting with the horrors of war that Sassoon often wrote about.

STRUCTURE

The structure of the poem is divided into two stanzas, each with five lines. This compact form mirrors the sudden and overwhelming nature of the collective outburst of singing. The poem follows a regular rhyme scheme (ABABA), contributing to its musicality and flowing rhythm, which reflects the joy of the scene described.

POETIC DEVICES

Sassoon employs various poetic devices to enhance the emotional impact. One key device is i**magery**, particularly in the second stanza where birds are used as metaphors for freedom: "The singing will never be done." This line suggests that the joy of peace will last forever, like the endless flight of birds. Sassoon also uses **alliteration** in phrases like "singing shook," adding to the poem's sonic quality, making the reader almost hear the jubilant noise.

Overall, Everyone Sang combines simple diction, a structured form, and vivid imagery to convey a sense of collective joy and liberation.

(VAR: Valid Alternative Responses)

[10]

QUESTION 2: 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

2.1 How does the title, "Road not taken" contribute to the central theme of the Poem? (2)

The central theme is the concept of choice and consequence. The poem reflects the decision we make in life and they define our destiny.

2.2 Line 12: "In leaves no step had trodden black"
Explain how nature plays a significant role in this line and in the poem as a Whole? (3)

Nature serves as a metaphor for life's journey and choices.
Nature, in this context, provides the backdrop for human decision-making, illustrating how choices in life are often made with limited information, much like the obscured paths in the forest.
Nature serves as a metaphor for life's journey and choices. (VAR)

2.3 Line 1: “Two roads diverged in a yellow wood”

Explain how the imagery in this line enhance the overall message of the Poem? (2)

The setting of the poem, a "yellow wood," the imagery represents the complexity of life, filled with possibilities and uncertainties.
The diverging roads symbolize the decisions and choices that we encounter in life.

2.4 Line 16: “I shall be telling this with a sigh”

What is the significance of the word sigh in this line? (2)

The "sigh" in the final stanza has been interpreted in various ways.
It could be a sigh of satisfaction, contentment, or nostalgia, but it might also suggest regret or longing for what might have been. This ambiguity adds depth to the poem, as it mirrors the human emotions when reflecting on past choices. (VAR)

2.5 Provide one theme of the poem: “The Road not taken”? (1)

Choice; Decisions (VAR)

[10]

QUESTION 3: 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.

3.1	Briefly describe how the setting of the poem influences the mood.	(2)
3.2	What is the significance of the title, “Soccer,Karoo Style”.	(2)
3.3	Lines 5-8: “Shortly after half-time…” What role does nature play in the poem, and how does it contrast with the soccer game? .	(3)
3.4	Lines 9-11: “Both captains tried to shove…” What is the figure of speech in these lines and how does it convey the experience of playing soccer in the Karoo?	(2)
3.5	With reference to the poem, comment on the tone of the overall poem.	(1)

[10]

QUESTION 4: POETRY – CONTEXTUAL QUESTION

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

TELEPHONE CONVERSATION – by Wole Soyinka

1	The price seemed reasonable, location Indifferent. The landlady swore she lived Off premises. Nothing remained But self-confession. "Madam" , I warned, "I hate a wasted journey - I am African." Silence. Silenced transmission of pressurized good-breeding. Voice, when it came, Lipstick coated, long gold-rolled Cigarette-holder pipped. Caught I was, foully. "HOW DARK?"...I had not misheard...."ARE YOU LIGHT OR VERY DARK?" Button B. Button A. Stench Of rancid breath of public hide-and-speak. Red booth. Red pillar-box. Red double-tiered Omnibus squelching tar. It was real! Shamed By ill-mannered silence, surrender Pushed dumbfoundment to beg simplification. Considerate she was, varying the emphasis- "ARE YOU DARK? OR VERY LIGHT" Revelation came "You mean- like plain or milk chocolate?" Her accent was clinical, crushing in its light Impersonality. Rapidly, wave-length adjusted I chose. "West African sepia"_ and as afterthought. "Down in my passport." Silence for spectroscopic Flight of fancy, till truthfulness clanged her accent Hard on the mouthpiece "WHAT'S THAT?" conceding "DON'T KNOW WHAT THAT IS." "Like brunette." "THAT'S DARK, ISN'T IT?" "Not altogether. Facially, I am brunette, but madam you should see the rest of me. Palm of my hand, soles of my feet. Are a peroxide blond. Friction, caused- Foolishly madam- by sitting down, has turned My bottom raven black- One moment madam! - sensing Her receiver rearing on the thunderclap About my ears- "Madam," I pleaded, "wouldn't you rather See for yourself?"	1 5 10 15 20 25 30 35

4.1 What is the significance of the title: “Telephone Conversation”? (2)

4.2 Line 5: "I hate a wasted journey - I am African." (3)
How does this line contribute to the central theme of the poem?

4.3 Lines 30-33: “Palm of my hand, soles of my feet…”

4.3.1	How does the poet use contrast in these lines to contribute to overall message of the poem?	(2)
4.3.2	What is the significance of colour in these lines?	(2)
4.4	What is the tone of poem and how does it contribute to the message of the poem?	(1)
		[10]

QUESTION 5: UNSEEN POETRY – COMPULSORY QUESTION

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

I saw your mother- Jeremy Cronin

I saw your mother
with two guards
through a glass plate
for one quarter hour
on the day that you died
‘Extra visit, special favour’
I was told, and warned
“The visit will be stopped
if politics is discussed.
Verstaan – understand!?’
On the day that you died
I couldn’t place
my arm around her,
around your mother
when she sobbed
Fifteen minutes up
I was led back to the workshop
Your death, my wife,
one crime they managed
not to perpetrate
on the day that you died

5.1 What is the central theme of the poem, “I saw your mother”? (2)

5.2 Lines 1-5: “I saw your mother with two guards…” (2)
How does the imagery of these lines contribute to the message the poem is trying to convey?

5.3 Lines 8-9: “ The visit will be stopped …”
What political context does the poem describe and justify your response with reference to the poem? (3)

5.4 Lines 11-15: “On the day that you died I couldn’t place…”
5.4.1 What emotions do these lines evoke to the reader? (1)
5.4.2 Quote a word from the poem to support your answer (1)

5.5 With reference to the poem, comment on the tone of the overall poem. (1)

[10]

TOTAL SECTION A: [30
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,	**12-15** - Outstanding response: 14-15 Excellent response: 12-13 - In-depth interpretation of	**9-11** - Shows understanding and has interpreted topic well	**6-8** - Mediocre interpretation of topic; not all aspects explored in detail	**4-5** - Scant interpretation of topic; hardly any aspects explored in	**0-3** - Very little understanding of the topic - Weak attempt to