BERGVLIET HIGH SCHOOL

GRADE 11

ENGLISH HOME LANGUAGE

Paper 2 - Literature

Task 10

November 2022

Marks: 80
Time: 2½ hours
Examiners: E. Bester and L. Barnwell
Moderators: English Department

INSTRUCTIONS AND INFORMATION

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

2. This question paper consists of THREE sections:

   SECTION A: Poetry (30 marks)
   SECTION B: Novel (25 marks)
   SECTION C: Drama (25 marks)

3. Answer FIVE QUESTIONS in all: THREE in SECTION A, ONE in SECTION B and ONE in SECTION C as follows:

   SECTION A: POETRY
   PRESCRIBED POETRY – Answer TWO questions.
   UNSEEN POETRY – COMPULSORY question.

   SECTION B: NOVEL
   Answer ONE question.

   SECTION C: DRAMA
   Answer ONE question.

4. LENGTH OF ANSWERS:

   - The essay question on Poetry should be answered in about 200-250 words.
   - The essay question on the Drama section should be answered in 350-400 words.
   - The length of answers to contextual questions should be determined by the mark allocation. Candidates should aim for conciseness and relevance.

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

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

7. Start EACH section on a NEW page.

8. Suggested time management:
   SECTION A: approximately 40 minutes
   SECTION B: approximately 55 minutes
   SECTION C: approximately 55 minutes

9. 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.

FIRST DAY AFTER THE WAR – by M Kunene

We heard the songs of a wedding party.
We saw a soft light
Coiling round the young blades of grass
At first we hesitated, then we saw her footprints,
Her face emerged, then her eyes of freedom!
She woke us up with a smile saying,
'What day is this that comes so suddenly?'
We said, 'It is the first day after the war.'
Then without waiting we ran to the open space
Ululating to the mountains and the pathways
Calling people from all the circles of the earth.
We shook up the old man demanding a festival.
We asked for all the first fruits of the season
We held hands with a stranger
We shouted across the waterfalls
People came from all lands
It was the first day of peace.
We saw our Ancestors traveling tall on the horizon.

In his poem 'First Day after the War' Kunene explores how, after times of great hardship and suffering, there is a great capacity for renewal and hope.

By close reference to **diction, imagery and tone**, discuss how the above statement is reflected in the poem.

Your response should take the form of a well-constructed essay of 200-250 words (1 page).

[10]

QUESTION 2: POETRY – CONTEXTUAL QUESTION

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

SONNET 130 – By William Shakespeare

My mistress' eyes are nothing like the sun;
Coral is far more red, than her lips red:
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damasked, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound:
I grant I never saw a goddess go,
My mistress, when she walks, treads on the ground:
And yet by heaven, I think my love as rare,
As any she belied with false compare.

2.1 Refer to line 1:
'My mistress' eyes are nothing like the sun'
Discuss how the speaker's use of the word 'nothing' sets the tone for the lines that follow in the poem. (2)

2.2 Refer to lines 7-8:
'And in some perfumes is there more delight
Than in the breath that from my mistress reeks.'
Comment on the impact of the diction in these lines. (2)

2.3 Refer to lines 9-10:
'I love to hear her speak, yet well I know
That music hath a far more pleasing sound:'
Discuss how the speaker's contradiction in these lines contributes to your understanding of the poem's message. (3)

2.4 Analyse how the sonnet form of the poem supports the speaker's overall attitude to his mistress. (3)

[10]

QUESTION 3: POETRY – CONTEXTUAL QUESTION

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

THE CHILD WHO WAS SHOT DEAD BY SOLDIERS AT NYANGA – By Ingrid Jonker

The child is not dead
the child raises his fists against his mother
who screams Africa screams the smell
of freedom and heather
in the locations of the heart under siege

The child raises his fists against his father
in the march of the generations
who scream Africa scream the smell
of justice and blood
in the streets of his armed pride

The child is not dead
neither at Langa nor at Nyanga
nor at Orlando nor at Sharpeville
nor at the police station in Philippi
where he lies with a bullet in his head

The child is the shadow of the soldiers
on guard with guns saracens and batons
the child is present at all meetings and legislations
the child peeps through the windows of houses and into the hearts of mothers
the child who just wanted to play in the sun at Nyanga is everywhere
the child who became a man treks through all of Africa
the child who became a giant travels through the whole world

Without a pass

3.1 Refer to line 1:
'The child is not dead'
Discuss how this opening line sets the tone for the rest of the poem. (2)

3.2 Refer to lines 7-9:
'in the march of the generations
who scream Africa scream the smell
of justice and blood'
Comment on the appropriateness of the diction in these lines in the context of the poem. (3)

3.3 Consider stanza 3.
Comment on the impact of the repetition of the word 'nor' in this stanza. (2)

3.4 Discuss how the imagery used in lines 21-23 contributes to the mood in the conclusion of the poem. (3)

[10]

QUESTION 4: POETRY – CONTEXTUAL QUESTION

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

THE MORNING SUN IS SHINING – By Olive Schreiner

The morning sun is shining on
The green, green willow tree,
And sends a golden sunbeam
To dance upon my knee.
The fountain bubbles merrily,
The yellow locusts spring,
Of life and light and sunshine
The happy brown birds sing.
The earth is clothed with beauty,
The air is filled with song,
The yellow thorn trees load the wind
With odours sweet and strong.
There is a hand I never touch
And a face I never see;
Now what is sunshine, what is song,
Now what is light to me?

4.1 Refer to lines 3-4:
'And sends a golden sunbeam
To dance upon my knee'
Identify the figure of speech in these lines and comment on how it sets the initial mood of the poem. (2)

4.2 Discuss the sensory impact of lines 5-8 in the poem. (2)

4.3 Account for the sudden shift in the tone of the poem that occurs from line 13-16. (3)

4.4 Refer to lines 15-16:
'Now what is sunshine, what is song,
Now what is light to me?'
Suggest a reason for the inclusion of a rhetorical question in these lines. (3)

[10]

QUESTION 5: UNSEEN POETRY – COMPULSORY QUESTION

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

IT IS A BEAUTEOUS EVENING, CALM AND FREE – By William Wordsworth

It is a beauteous evening, calm and free,
The holy time is quiet as a Nun
Breathless with adoration; the broad sun
Is sinking down in its tranquility;
The gentleness of heaven broods o'er the Sea;
Listen! the mighty Being is awake,
And doth with his eternal motion make
A sound like thunder—everlastingly.

Dear child! dear Girl! that walkest with me here,
If thou appear untouched by solemn thought,
Thy nature is not therefore less divine:
Thou liest in Abraham's bosom all the year;
And worshipp'st at the Temple's inner shrine,
God being with thee when we know it not.

5.1 Consider the structure of the poem.

5.1.1 What type of poem is this? (1)

5.1.2 Provide 2 features of the poem to support your answer to question 5.1.1. (2)

5.2 Refer to lines 2-3: 'The holy time is quiet as a Nun… with adoration'. (3)
Comment on the effectiveness of the imagery presented in these lines.

5.3 Critically discuss how the diction in this poem conveys the speaker's message about God being ever-present in the life of the 'child'. (4)

[10]

TOTAL SECTION A: 30

SECTION B: NOVEL

LIFE OF PI – YANN MARTEL

QUESTION 6: CONTEXTUAL QUESTION

Read the extracts below and answer the questions that follow.

EXTRACT A

I was named after a swimming pool. Quite peculiar considering my parents never took to water. One of my father's earliest business contacts was Francis Adirubasamy. He became a good friend of the family. I called him Mamaji, mama being the Tamil word for uncle and ji being a suffix used in India to indicate respect and affection. When he was a young man, long before I was born, Mamaji was a champion competitive swimmer, the champion of all South India. He looked the part his whole life. My brother Ravi once told me that when Mamaji was born he didn't want to give up on breathing water and so the doctor, to save his life, had to take him by the feet and swing him above his head round and round…

But no swimming pool in Mamaji's eyes matched the glory of the Piscine Molitor. It was the crowning aquatic glory of Paris, indeed, of the entire civilised world.

"It was a pool the gods would have delighted to swim in. Molitor had the best competitive swimming club in Paris. There were two pools, an indoor and an outdoor. Both were as big as small oceans… It was - it was..." It was the only pool that made Mamaji fall silent, his memory making too many lengths to mention.

Mamaji remembered, Father dreamed. That is how I got my name when I entered this world…

[Chapter 3]

6.1 Provide the English translation of Piscine's first name. (1)

6.2 What is Mamaji's full name? (1)

6.3 How did the Author, with whom Pi is in conversation, first meet Mamaji? (2)

6.4 Explain the significance of the role that Mamaji plays in Pi's Life. (2)

6.5 Refer to lines 13-14: "It was - it was..." It was the only pool that made Mamaji fall silent, his memory making too many lengths to mention."

Account for the use of ellipsis and repetition in this line. (2)

6.6 Refer to line 15: "Mamaji remembered, Father dreamed. That is how I got my name…"

Discuss the reason why Pi's father gave him that name. (2)

AND

EXTRACT B

My name isn't the end of the story about my name. When your name is Bob no one asks you, "How do you spell that?" Not so with Piscine Molitor Patel.

Some thought it was P. Singh and that I was a Sikh, and they wondered why I wasn't wearing a turban.

In my university days I visited Montreal once with some friends. It fell to me to order pizzas one night. I couldn't bear to have yet another French speaker guffawing at my name, so when the man on the phone asked, "Can I 'ave your name?" I said, "I am who I am." Half an hour later two pizzas arrived for "Ian Hoolihan"…

My Roman soldier stood in the schoolyard one morning when I was twelve. I had just arrived. He saw me and a flash of evil genius lit up his dull mind. He raised his arm, pointed at me and shouted, "It's Pissing Patel!"

In a second everyone was laughing. It fell away as we filed into the class. I walked in last, wearing my crown of thorns…

I got up from my desk and hurried to the blackboard. Before the teacher could say a word, I picked up a piece of chalk and said as I wrote:

My name is Piscine Molitor Patel,

known to all as

- I double underlined the first two letters of my given name -

Pi Patel.

For good measure I added

Pi = 3.14

and I drew a large circle, which I then sliced in two with a diameter, to evoke that basic lesson of geometry.

There was silence. The teacher was staring at the board. I was holding my breath. Then he said, "Very well, Pi. Sit down. Next time you will ask permission before leaving your desk."…

And so, in that Greek letter that looks like a shack with a corrugated tin roof, in that elusive, irrational number with which scientists try to understand the universe, I found refuge.

[Chapter 5]

6.7 Refer to line 8: “two pizzas arrived for Ian Hoolihan”.

Explain why the pizzas arrived for “Ian Hoolihan” when it was Pi who placed the order. (2)

6.8 Refer to line 11: “It’s Pissing Patel”.

Discuss Pi’s reaction and feelings about his first nickname. (2)

6.9 Refer to line 13: “wearing my crown of thorns”.

Explain the analogy that Pi is trying to make with this reference in line 13. (3)

6.10 Refer to lines 26-27: “in that Greek letter…I found refuge.”

Critically discuss the effectiveness of Piscine becoming known as ‘Pi’. (3)

EXTRACT C

He was a very plain-featured man, with nothing in his looks or in his dress that made memory cry hark. I'm not surprised I didn't see him the first time we met. Even when I knew him very well, encounter after encounter, I had difficulty recognising him. His name was Satish Kumar. These are common names in Tamil Nadu, so the coincidence ls not so remarkable. Still, it pleased me that this pious baker, as plain as a shadow and of solid health, and the Communist biology teacher and science devotee, the walking mountain on stilts, sadly afflicted with polio in his childhood, carried the same name. Mr. and Mr. Kumar taught me biology and Islam. Mr. and Mr. Kumar led me to study zoology and religious studies at the University of Toronto. Mr. and Mr. Kumar were the prophets of my Indian youth. [Chapter 20]	1 5

6.11 Refer to line 8: “Mr. and Mr. Kumar led me to study zoology and religious studies…”

Explain the irony of both men being named ‘Satish Kumar’. (2)

6.12 Refer to line 9: “Mr. and Mr. Kumar were the prophets of my Indian youth.”

Critically discuss the environment in which Pi feels closest to God in relation to Pi’s view on religion. (3)

TOTAL SECTION B: 25

SECTION C: DRAMA

MACBETH – WILLIAM SHAKESPEARE

QUESTION 7: MACBETH - ESSAY QUESTION

“Macbeth’s relationships with other characters can be seen primarily as power struggles which prove crucial to the outcome of the play.”

Discuss the above statement in relation to at least two of Macbeth’s relationships with other characters.

Your response should take the form of a well-constructed essay of **350–400 words** (2 pages).

TOTAL SECTION C: 25

GRAND TOTAL: 80

GR 11 PAPER 2 NOVEMBER

NAME AND SURNAME: _____ TOTAL: _____/80

CLASS: _____ TEACHER: _____

DETACH PAGE 11 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

SECTION B AND C: Assessment rubric for literary essay – Novel and Drama: 25 Marks

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**

- **There must not be more than two categories' variation between the Structure and Language mark and the Content mark.**
- **A creative response must be awarded 0 for Content and 0 for Language and Structure.**