Bergvliet High School
English Home Language

Name: _____

Grade: _____

FINAL EXAMINATION 2025
Grade: 11
English Paper 2 (Task 10) - 80 Marks

	Marks	Learner Mark
TOTAL SECTION A, B & C	**80**	

Section	Question	Title of Poem	Marks	Learner Mark
A (Circle the question numbers of the 2 prescribed poems of choice)	1	Funeral Blues (1936) – W H Auden	10	
	2	An African Thunderstorm– David Rubadiri	10	
	3	The child who was shot dead by soldiers in Nyanga – Ingrid Jonker	10	
	4	Sonnet 130 – William Shakespeare	10	
	5	**UNSEEN POEM – COMPULSORY**	**10**	
		Total Section A	**30**	

Section	Question	Novel	Marks	Learner Mark
B (Circle the question number of your choice)	6	'Life of Pi' Part One - Essay	25	
	7	'Life of Pi' Part One - Contextual	25	

Section	Question	Drama	Marks	Learner Mark
C (Circle the question number of your choice)	8	'Macbeth' - Essay	25	
	9	'Macbeth' - Contextual	25	

Time: 2 ½ hours
Examiner: Mr N Ebrahim, Ms M Isseri
Moderator: English Department

DETACH THIS PAGE AND ATTACH IT TO THE FRONT OF YOUR ANSWER SHEETS

SECTION A: Assessment rubric for literary essay: Poetry (10 Marks)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT **6 MARKS** Interpretation of topic. Depth of argument, justification and grasp of text.	**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 **4 MARKS** Structure, logical flow and presentation. Language, tone and style used in the essay	**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

SECTIONS B and C: Assessment rubric for literary essay: Novel and Drama (25 marks)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT **15 MARKS** Interpretation of topic. Depth of argument, justification and grasp of text.	**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 **10 MARKS** Structure, logical flow and presentation. Language, tone and style used in the essay	**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 and logical flow of argument - Introduction and conclusion and other paragraphs coherently organised - Logical flow of argument - Language, tone and style largely correct	**4-5** -Some evidence of structure -Logic and coherence apparent, but flawed - Some language errors; tone and style mostly appropriate - Paragraphing mostly correct	**2-3** -Structure shows faulty planning. -Arguments not logically arranged -Language errors evident. -Inappropriate tone and 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 and style - Paragraphing faulty
MARK RANGE	**20-25**	**15-19**	**10-14**	**5-9**	**0-4**

INSTRUCTIONS AND INFORMATION

1. Please read this page carefully before you answer the questions.

2. This question paper consists of THREE sections.

3. SECTION A: POETRY (30)
   SECTION B: NOVEL (25)
   SECTION C: DRAMA (25)

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

5. Answer FIVE QUESTIONS in all: THREE in SECTION A, ONE in SECTION B and ONE in SECTION C.

   SECTION A: POETRY
   PRESCRIBED POETRY – Answer TWO questions
   UNSEEN POEM – Compulsory poem

   SECTION B: NOVEL
   Answer ONE question

   SECTION C: DRAMA
   Answer ONE question

6. CHOICE OF ANSWERS FOR SECTIONS B (NOVEL) AND C (DRAMA):

   - Answer ONE ESSAY QUESTION and ONE CONTEXTUAL QUESTION.
   - If you answer the essay question in SECTION B, you must answer the contextual question in SECTION C.
   - If you answer the contextual question in SECTION B, you must answer the essay question in SECTION C.

7. LENGTH OF ANSWERS:

   - The essay question on Poetry should be answered in 200 – 250 words.
   - The essay question on the Novel and Drama sections 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.

8. Number the answers exactly as the questions have been numbered in the question paper.

9. Start each section on a NEW page.

10. Write neatly and legibly.

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

SECTION A: POETRY

PRESCRIBED POETRY

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

QUESTION 1: ESSAY QUESTION

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

FUNERAL BLUES – W H Auden

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

Let the aeroplanes circle moaning overhead
Scribbling on the sky the message He is Dead.
Put crepe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last forever: I was wrong.

The stars are not wanted now; put out every one,
Pack up the moon and dismantle the sun,
Pour away the ocean and sweep up the woods;
For nothing now can ever come to any good.

The overwhelming nature of grief and the human need to mourn is reinforced in Funeral Blues by William H Auden.

With close reference to **diction**, **imagery** and **tone**, critically discuss the validity of the above statement.

Your response should take the form of a well-constructed essay of 200 – 250 words (about one page). **(10)**

QUESTION 2: CONTEXTUAL QUESTION

Read the poem below and answer the question that follows.

AN AFRICAN THUNDERSTORM – David Rubadiri

From the west
Clouds come hurrying with the wind
Turning sharply
Here and there
Like a plague of locusts
Whirling,
Tossing up things on its tail
Like a madman chasing nothing.

Pregnant clouds
Ride stately on its back,
Gathering to perch on hills
Like sinister dark wings;
The wind whistles by
And trees bend to let it pass.

In the village
Screams of delighted children,
Toss and turn
In the din of the whirling wind,
Women,
Babies clinging on their backs
Dart about
In and out
Madly;
The wind whistles by
Whilst trees bend to let it pass.

Clothes wave like tattered flags
Flying off
To expose dangling breasts
As jagged blinding flashes
Rumble, tremble and crack
Amidst the smell of fired smoke
And the pelting march of the storm.

2.1 Refer to lines 1 – 8: “From the West… chasing nothing.”

Discuss how Rubadiri’s use of diction in stanza one helps to create a tone of chaos and tension. (2)

2.2 Refer to lines 9 to 10: “Pregnant clouds…on its back,”

Account for the clouds being ‘pregnant’ in the above lines. (2)

2.3 Refer to lines 15 to 18: “In the village…whirling wind,”

2.3.1 Identify the poetic device contained in these lines. (1)

2.3.2 Comment on the effectiveness of the above response. (2)

2.4 Refer to line 26 to 32: “Clothes waved like tattered flags…pelting march of the storm.”

Comment on how the foreboding atmosphere of the impending storm in the last stanza, reinforces the central theme of the poem. (3)

[10]

QUESTION 3: POETRY – CONTEXTUAL QUESTIONS

Read the poem below and answer the question that follows.

THE CHILD WHO WAS SHOT DEAD BY SOLDIERS IN NYANGA – 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 2: 'the child raises his fists… his mother,'

Identify and explain the tone that is created by the phrase 'raises his fist' in the above line. (2)

3.2 Account for the phrase 'the child' being repeated throughout the poem. (2)

3.3 Refer to line 16: 'The child is… the soldiers'

3.3.1 Identify the figure of speech in the above line. (1)

3.3.2 Discuss the effectiveness of this image. (2)

3.4 Refer to lines 23: 'Without a pass'.

Comment on how these lines reinforce the central message of the poem. (3)
[10]

QUESTION 4: POETRY – CONTEXTUAL QUESTIONS

Read the poem below and answer the question that follows.

Sonnet 130 – 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 demasked, 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.

4.1 Refer to line 1: 'My mistress' ... like the sun,'

What does this comparison suggest about the speaker's attitude towards traditional love poetry? (2)

4.2 Refer to line 3: 'If snow be white, why then her breasts are dun,'

Explain the tone in the above line. (2)

4.3 Refer to line 4: 'If hairs be wires, black wires grow on her head.'

4.3.1 Identify the figure of speech used in line 4. (1)

4.3.2 Comment on the effectiveness of the image in line 4. (2)

4.4 Refer to lines 13 – 14: 'And yet, by heaven ... with false compare.'

Critically discuss how these lines convey the central theme of the poem. (3)
[10]

UNSEEN POETRY (COMPULSORY)

QUESTION 5 CONTEXTUAL QUESTIONS

Read the poem below and answer the question that follows.

DUST IF YOU MUST – Rose Mulligan

Dust if you must, but wouldn't it be better
To paint a picture, or write a letter,
Bake a cake, or plant a seed;
Ponder the difference between want and need?

Dust if you must, but there's not much time,
With rivers to swim, and mountains to climb;
Music to hear, and books to read;
Friends to cherish, and life to lead.

Dust if you must, but the world's out there
With the sun in your eyes, and the wind in your hair;
A flutter of snow, a shower of rain,
This day will not come around again.

Dust if you must, but bear in mind,
Old age will come and it's not kind.
And when you go (and go you must)
You, yourself, will make more dust.

5.1 Refer to lines 1-4: “Dust if you… want and need?”

Explain the difference between ‘want’ and ‘need’ in the above lines. (2)

5.2 Account for the refrain “Dust if you must,” at the beginning of each stanza. (2)

5.3 Refer to line 12: “This day will not come around again.”

5.3.1 Identify the figure of speech in the above line. (1)

5.3.2 Comment on the effectiveness of the above image. (2)

5.4 Refer to lines 13-18: Dust if you… will make more dust.”

Critically discuss how imagery in the above lines reinforce the central message of the poem. (3)
(10)

SECTION B: NOVEL

Answer EITHER QUESTION 6 (essay question) OR QUESTION 7 (contextual question).

LIFE OF PI – Yann Martel

QUESTION 6: *LIFE OF PI* – ESSAY QUESTION

In Life of Pi, reason and faith are not enemies but companions in Pi's search for truth.

Critically discuss the validity of the above statement. Refer specifically to his upbringing in Pondicherry.

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

QUESTION 7: *LIFE OF PI* – CONTEXTUAL QUESTION

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

EXTRACT A

"Gita, my bird, it's for their sake. What if Piscine had stuck his hand through the bars of the cage one day to touch the pretty orange fur? Better a goat than him, no?

His voice was soft, nearly a whisper. He looked contrite. He never called her "my bird" in front of us.

We were huddled around her. He joined us. But the lesson was not over, though it was gentler after that.

Father led us the lions and leopards.

"Once there was a madman in Australia who was a black belt in karate. He wanted to prove himself against the lions. He lost. Badly. The keepers found half of his body in the morning."

"Yes, Father."

The Himalayan bears and the sloth bears.
"One strike of the claws from these cuddly creatures and your innards will be scooped out and splattered all over the ground."

"Yes, Father

Chapter 8

7.1 Refer to lines 1 – 2: 'Gita, my bird … Better a goat than him, no?'

7.1.1 Name the animal being refer to as the one with 'the pretty orange fur'. (1)

7.1.2 Briefly explain how Pi's father tries to teach his children to respect and understand animals leading up to this scene. (2)

7.2 What is the meaning of 'anthropomorphism'?
Choose the correct meaning from the list below.

a. The concept of becoming best friends with animals.
b. The act of giving human characteristics to animals.
c. The attribution of animal-like qualities given to people. (1)

7.3 Refer to line 5: "We huddled around her."

7.3.1 What is the name of "her" in the above line. (1)

7.3.2 Describe her relationship with Pi. (2)

7.4 Using the above extract as a starting point, comment on Pi's father's parenting style. (3)

AND

EXTRACT B

His house is a temple. In the entrance hall hangs a framed picture of Ganesha, he of the elephant head. He sits facing out – rosy-coloured, pot-bellied, crowned and smiling – three hands holding various objects, the fourth held palm out in blessing and in greeting. He is the lord overcomer of obstacles, the god of good luck, the god of wisdom, the patron of learning. Simpatico in the highest. He brings a smile to my lips. At his feet is an attentive rat. His vehicle. Because when ***Lord Ganesha*** *travels, he travels atop a rat. On the wall opposite the picture is a plain wooden Cross.*

In the living room, on a table next to the sofa, there is a small framed picture of the ***Virgin Mary of Guadalupe****, flowers tumbling from her open mantle. Next to it is a framed photo of the black-robed* ***Kaaba****, holiest sanctum of Islam, surrounded by a ten-thousand-foot swirl of the faithful.*

Chapter 15

7.5 Refer to line 1: 'His house is a temple.'

7.5.1 Who is speaking in the above extract? (1)

7.5.2 Account for the inclusion of chapters like the one in the extract. (2)

7.6 Refer to the bolded words: 'Lord Ganesha, Virgin Mary of Guadalupe, Kaaba".

With reference to the above symbols, name his multiple religions. (3)

AND

EXTRACT C

"I don't think it's a crime, but I suppose you're right," Father replied.

The three murmured agreement and looked heavenward, as did Father, whence they left the decision must come. Mother looked at me.

A silence fell heavily on my shoulders.

"Hmmm, Piscine?" Mother nudged me. "How do you feel about the question?"

"Bapu Ghandhi said, 'All religions are true.' I just want to love God," I blurted out, and looked down, red in the face.

My embarrassment was contagious. No one said anything. It happened that we were not far from the statue of Ghandhi on the esplanade. Stick in hand, an impish smile on his lips, a twinkle in his eyes, the Mahatma walked. I fancy that he heard our conversation, but that he paid even greater attention to my heart. Father cleared his throat and said in a half-voice, "I suppose that's what we're all trying to do – love God."

I thought it very funny that he should say that, he who hadn't stepped into a temple with a serious intent since I had had the faculty of memory. But it seemed to do the trick.

Chapter 23

7.7 Place the above extract in context. (Explain the events leading up to this extract.) (2)

7.8 Refer to lines 6 – 7: "Bapu Ghandhi said, 'All religions are true.' ... red in the face."

Briefly discuss what the above lines reveal about Pi's character? (2)

7.9 Refer to line 8: "My embarrassment was contagious... anything."

Account for his embarrassment being contagious. (2)

7.10 Comment on how Pi's exposure to different religions influences his philosophy on faith. (3)

[25]

TOTAL SECTION B: 25

SECTION C: DRAMA

MACBETH – William Shakespeare

Answer EITHER QUESTION 8 (essay question) OR QUESTION 9 (contextual question).

SECTION C: DRAMA

MACBETH – William Shakespeare

Answer **EITHER** QUESTION 8 (essay question) OR QUESTION 9 (contextual question).

QUESTION 8: MACBETH – ESSAY QUESTION

In Macbeth, Shakespeare contrasts the difference between appearance and reality through ambition, deception, and tragedy.

Critically discuss the validity of the above statement through the actions of Macbeth, Lady Macbeth, and the witches.

Your response should take the form of a well-constructed essay of 350 – 400 words (2 pages). **[25]**

QUESTION 9: MACBETH – CONTEXTUAL QUESTION

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

EXTRACT D

Enter the Ghost of Banquo and sits in Macbeth's place.

MACBETH:
Sweet remembrancer! (1)
Now good digestion wait on appetite
And health on both.

LENNOX:
May't please your highness, sit.

MACBETH:
Here had we now our country's honour roof'd, (5)
Were the grac'd person of our Banquo present
Whom may I rather challenge for unkindness
Than pity for mischance

ROSS:
His absence, sir, Lays blame upon his promise. Please't your highness
To grace us with your royal company? (10)

MACBETH:
The table's full.

LENNOX:
Here is a place reserv'd, sir.

MACBETH:
Where?

LENNOX:
Here, my good lord. What is't that moves your highness?

MACBETH:
Which of you have done this? (15)

LORDS:
What, my good lord?

MACBETH:
Thou canst not say I did it; it would never shake thy gory locks at me!
ROSS:
Gentlemen rise, his highness is not well.

Lady Macbeth joins the lords.

LADY MACBETH:

Sit, worthy friends. My lord is often thus, and had been from his youth.
Pray you, keep seat. The fit is momentary; upon a thought (20)
He will again be well. If much you note him,
You shall offend him and extend his passion.
Feed and regard him not. [To Macbeth] Are you a man?

MACBETH:
Ay, and a bold one, that dare not look that
Which might appal the devil. (25)

Act 3, scene 4

9.1 Place the above extract in context. (2)

9.2 Identify the unexpected guest that appears at Macbeth's banquet? (1)

9.3 Refer to line 4: "May't please your highness, sit."

Discuss how Macbeth reacts to this request?
(Support your answer with a quote from the extract.) (2)

9.4 Refer to line 15: "Which of you have done this?"

Explain the significance of the ghost of Banquo only appearing to Macbeth. (2)

9.5 Comment on how this scene marks a turning point in Macbeth's mental state. (2)

9.6 Refer to lines 20- 24: "Sit, worthy friends… extend his passion."

What role does lady Macbeth play in trying to maintain control over the situation? (2)

9.7 How does Shakespeare use dramatic irony and supernatural elements to build tension? (2)

9.8 Comment on how the Banquet scene reflects the theme of guilt and the disruption of the natural and social order. (3)

EXTRACT E

A cry within

MACBETH:
What is that noise?

SEYTON:
It is the cry of women, my good lord.

MACBETH:
I have almost forgotten the taste of fears;
The time has been, my senses would have cool'd
To hear a night-shriek and fell of my hair
Would at a dismal treatise rouse and stir
As life were in't. I have supped full with horrors;
Direness familiar to my slaughterous thoughts
Cannot once start me. Wherefore was that cry?

SEYTON:
The queen, my lord, is dead.

MACBETH:
She should have died hereafter;
There would have been a time for such a word.
Tomorrow, and tomorrow and tomorrow
Creeps in this petty pace from day to da
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle
Life's but a walking shadow, a poor player
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

Enter a Messenger

Thou com'st to use thy tongue: thy story quickly.

MESSENGER:
Gracious my lord, I should report that which I say I saw,
But know not how to do't.

MACBETH: Well, say, sir.

MESSENGER:
As I did stand my watch upon the hill
I look'd toward Birnam and anon methought
The wood began to move.

MACBETH:
Liar and slave! (30)

Act 5, scene 5

9.9 How does Macbeth react when he receives news of his wife's death? (1)

9.10 Refer to line 11: "She should have died hereafter,"

What does Macbeth mean when he says this? (2)

9.11 What bizarre report does the messenger bring to Macbeth after the news of Lady Macbeth's death? (1)

9.12 Refer to lines 13 – 22: "Tomorrow, and tomorrow… Signifying nothing."

Critically discuss Macbeth's state of mind in those words and state what theme is emphasised through his reflection. (3)

9.13 Refer to lines 28 – 29: "I look'd toward Birnam and anon methought
The wood began to move."

From your knowledge of the drama, explain how these words tie in with the apparition's predictions. (2)

[25]

TOTAL SECTION C: 25

GRAND TOTAL: 80