

KWAZULU DEPT. OF EDUCATION

GREENBURY SECONDARY

FINAL EXAM

ENGLISH-P2: GRADE 10

DATE: 19 -06-2017

TIME: 2 HRS

MARKS: 80

EXAMINERS & MODERATORS: J.V. SINGH; V. SINGH, J. BHIKRAJ;

R. NUNDKUMAR

NAME:

GRADE: 10

INSTRUCTIONS AND INFORMATION TO CANDIDATES:

This question paper consists of 13 pages and THREE sections:

1. Read these instructions carefully before you begin to answer the questions.
2. This question paper consists of THREE sections:
SECTION A: Poetry – Prescribed and Unseen (30)
SECTION B: Novel – ‘Mother to Mother’ (25)
SECTION C: Drama – ‘Romeo and Juliet’ (25)
3. Follow the instructions at the beginning of each section carefully.
4. 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 – The question is compulsory.

P1

p.t.o. p. 2 ... SECTION B: NOVEL

SECTION B: NOVEL – *MOTHER TO MOTHER*

Answer ONE question.

SECTION C: DRAMA – *ROMEO AND JULIET*

Answer ONE question.

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

6. Start EACH section on a NEW page.

7. Suggested time management:

SECTION A: approximately 40 minutes

SECTION B: approximately 40 minutes

SECTION C: approximately 40 minutes

8. LENGTH OF ANSWERS:

- Essay questions on Poetry should be answered in about 200 – 250 words.
- Essay questions on the Novel and Drama sections should be answered in 300 – 350 words (Approximately 1 ¼- 1 ½ pages).
- The length of answers to contextual questions should be determined by the mark allocation. Candidates should aim for conciseness and relevance.

9. 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 only the contextual question in SECTION C. If you answer the contextual question in SECTION B, you must answer only the essay question in SECTION C.

10. Write neatly and legibly.

SECTION A: POETRY

PRESCRIBED POETRY

Answer any two of the following questions.

QUESTION 1: POETRY – ESSAY QUESTION

ALWAYS A SUSPECT - Oswald M Mtshali

I get up in the morning
and dress up like a gentleman –
A white shirt, a tie and a suit.

I walk into the street
to be met by a man **5**
who tells me "to produce."

I show him
the document of my existence
to be scrutinised and given the nod.

Then I enter the foyer of the building **10**
to have my way barred by a commissionaire
"What do you want?"

I trudge the city pavements
side by side with "madam"
who shifts her handbag **15**
from my side to the other,
and looks at me with eyes that say

"Ha! Ha! I know who you are;
beneath those fine clothes
ticks the heart of a thief." **20**

In this poem, the poet describes the life of the black person who was constantly under suspicion in his everyday life under apartheid laws in South Africa.

By close reference to the diction (choice of words), imagery, feelings and tone used in the poem, discuss the above statement in an essay of 200-250 words (about $\frac{3}{4}$ page). **[10]**

OR

QUESTION 2: POETRY – CONTEXTUAL QUESTION

THE ANIMALS - WALT WHITMAN

I think I could turn and live with animals, they are **1**

so placid and self-contained:

I stand and look at them long and long.

They do not sweat and whine about their condition:

They do not lie awake in the dark and weep for their **5**

sins;

They do not make me sick discussing their

duty to God:

Not one is dissatisfied - not one is demented with the

mania of owning things; **10**

Not one kneels to another, nor to his kind that

lived thousands of years ago,

Not one is respectable or unhappy over the whole

earth. **14**

2.1 Explain why the speaker admires animals. (3)

2.2 Refer to line 1 and comment on the importance of the word 'turn'. (3)

2.3 Critically discuss the theme of the poem. (4)

[10]

P4

p.t.o. ... p5

OR

QUESTION 4: POETRY – CONTEXTUAL QUESTION

Shall I compare thee to a summer's day? (Sonnet 18)

William Shakespeare

Shall I compare thee to a summer's day?	1
Thou art more lovely and more temperate.	
Rough winds do shake the darling buds of May,	
And summer's lease hath all too short a date.	
Sometime too hot the eye of heaven shines,	5
And often is his gold complexion dimmed;	
And every fair from fair sometime declines,	
By chance, or nature's changing course, untrimmed;	
But thy eternal summer shall not fade,	
Nor lose possession of that fair thou ow'st,	10
Nor shall Death brag thou wand'rest in his shade,	
When in eternal lines to Time thou grow'st.	
So long as men can breathe, or eyes can see,	
So long lives this, and this gives life to thee.	14

- 4.1. According to the poet, why is his beloved 'more lovely and more temperate' (L-2) than a summer's day? (3)
- 4.2. 'Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed' (L5-6)
- Explain the effectiveness of the imagery above. (3)
- 4.3. Critically comment on the message the rhyming couplet, 'So long as men ... life to thee.' (L 13-14) conveys about the poet's love? (4)

[10]

P6

p.t.o. ... p7

Unseen Poetry (compulsory)

QUESTION 5: CONTEXTUAL QUESTION

Read the poem below and answer the questions that follow.

Brother Africa	-	Colin Ian Jeffery
He lies near to death Dying in the dust Broken and forgot.		3
Now his children Once mighty tribes Fall like flies before the setting sun.		6
His women - young and old Dead and dying Host the killer AIDS.		9
He calls for help To rich brothers in the West But his cries fall upon stone-deaf ears.		12
For they can find no profit In supplying HIV drugs To those who cannot pay.		15

Questions:

- 5.1. Show how the diction in stanza 1 effectively conveys Africa's devastation. (3)
- 5.2. Refer to lines 5-6: "Once mighty tribes...the setting sun."
Discuss the appropriateness of the above image in context. (3)
- 5.3. The speaker's attitude is that the "rich brothers in the West" do not care about their African brothers who are dying of AIDS.
Do you agree with this statement? Justify your response by referring to the imagery and/or diction in stanzas 4 and 5. (4)

TOTAL: 10 MARKS

SECTION B : NOVEL

MOTHER TO MOTHER : SINDIWE MAGONA

Answer EITHER Question 6 (Essay Question) OR Question 7 (Contextual Question).

QUESTION 6 : ESSAY QUESTION

Mxolisi is a victim of circumstance in an apartheid-ridden South Africa.

Based on your reading of the first three chapters of the novel, critically discuss the extent to which you agree with this statement. [25]

QUESTION 7 : CONTEXTUAL QUESTION

Read the extracts below and answer the questions that follow.

EXTRACT A

Mandisa's Lament

My son killed your daughter.

People look at me as though I did it. The generous ones, as though I made him do it. As though I could make this child do anything. Starting from when he was less than six years old, even before he lost his first tooth or went to school. Starting, if truth be known, from before he was conceived; when he, with total lack of consideration, if not downright malice, seeded himself inside my womb.

*But now, people look at me as if I'm the one who woke up one hot [*shushu] day and said, Boyboy, run out and see whether, somewhere out there, you can find a white girl with nothing better to do than run around Gugulethu, where she does not belong.*

And hey, while you're at it, Sonnyboy, hey, if she's American, all the better! As though that were something – a badge or label – she would have worn on her face. As though he would go out there, weigh the pros and cons and carefully choose her for her sake, for being who she truly was.

My revilers seem to think that, with such perfect understanding between mother and son, I wouldn't have had to say one word more. Naturally, he'd've just known what it was I wanted done ...what I wanted him to do.

I should have such an obedient son! Why do they think he did what he did if he were such a lamb, a model child?

Let me say out plain, I was not surprised that my son killed your daughter. That is not to say I was pleased. It is not right to kill.

But, let me ask you something: what was she doing, vagabonding all over Gugulethu, of all places, taking her foot where she had no business? Where did she think she was going? Was she blind not to see there were no white people in this place?

QUESTIONS :

- 7.1 Briefly explain what you understand by the title, "Mandisa's lament". [3]
- 7.2 "My son killed your daughter" (line 1).
Comment on the significance of the above statement. [3]
- 7.3 The writer's tone in lines 9 – 13 : "But now, people look at me ... where she does not belong" is :
- A – sad
 - B – fearful
 - C – sarcastic
 - D – anxious [2]
- 7.4 Refer to lines 23 – 24 : "Why do they ... a model child?"
Discuss the effectiveness of the imagery in the above lines. [3]
- 7.5 Refer to lines 25 – 26 : "Let me say ... killed your daughter."
What do these lines reveal about Mandisa's attitude towards Mxolisi? [4]
- 7.6 Examine lines 29 – 33 : "But, let me ... in this place."
In your view, is Mandisa justified in asking these questions?
Motivate your response. [4]

[19]

AND

EXTRACT B

She hears herself blurt: 1

'I'll take you home.' She cannot believe she has said that.

'You will?' asks one of her friends, in disbelief.

'Sure!' answers your daughter, convinced now this is something she should do. 'But I can't stay. I'll just drop you 5
guys off.'

'I don't think so,' says Lumka, another of the Gugulethu trio. 'You said you have lots to do still.'

'But taking you to Gugs will only take a few minutes, it's just a detour.' 10

'No! No! We can take a taxi,' Lumka is adamant. She is uneasy about your daughter, a white person after all, going to the townships at this time of day – late afternoon, when people return from work and wherever else their day had taken them. Earlier, perhaps. But not this late. No, not this 15
late.

'I insist! You cannot refuse me this last wish,' your daughter jokes.

'Okay, then,' Lumka acquiesces. She doesn't want to be a spoilsport. Since the other two girls from Gugulethu do not 20
help her in declining the offer, she understands that they want to be driven home. They want to be with this friend, who is leaving them, just a little longer.

Your daughter's generosity has endeared her to many. She knows she should not be doing this ... not with all the 25
packing she still has to do. Packing.

QUESTIONS :

7.7 Refer to lines 17 – 18 : "I insist ! You cannot refuse me this last wish,"
your daughter jokes.

Explain the irony of Amy's "last wish".

[3]

7.8 Refer to line 24 : "Your daughter's generosity has endeared her to many."

Explain how this line contributes to your understanding of Amy's character. [3]

[6]

TOTAL : [25]

SECTION C : DRAMA [25]

“Romeo and Juliet” – William Shakespeare

Answer either Question 8 (Essay question) or Question 9 (Contextual question).

QUESTION 8 : ESSAY

“ The love between Romeo and Juliet is doomed from the beginning.”

Critically discuss the extent to which you agree with the above statement in a well- constructed essay of 300 – 350 words (1 ½ pages)

[25]

QUESTION 9 : CONTEXTUAL

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

EXTRACT A

LADY CAPULET: Nurse, where's my daughter? Call her forth to me.

NURSE: Now by my maidenhead at twelve year old,
I bade her come. What, lamb! What, ladybird!
God forbid, where's this girl? What Juliet!

Enter JULIET

JULIET: How now, who calls? 5

NURSE: Your mother

JULIET: Madam, I am here, what is your will?

LADY CAPULET: This is the matter. Nurse, give leave a while,
We must talk in secret. Nurse, come back again,
I have remembered me, thou s' hear our counsel. 10
Thou knowest my daughter's of a pretty age.

NURSE: Faith, I can tell her age unto an hour.

LADY CAPULET: She's not fourteen.

...

NURSE: Peace, I have done. God mark thee to his grace!
Thou wast the prettiest babe that e'er I nursed. 15
And I might live to see thee married once,
I have my wish.

(Act1, Sc3)

9.1. Refer to Line 1 : " Nurse, where's my... forth to me."
The word that best describes the tone in the above lines is:

A. anger

B. frustration

C. authoritative

(2)

9.2. Examine line 3: "What lamb! What ladybird!"

Comment on the nurse's description of Juliet in the above line.

(2)

9.3. Refer to line 7 : " Madam, I am here, what is your will?"

Discuss how Juliet goes against Lady Capulet's 'will'

(3)

9.4. With reference to lines 16 and 17 :

"And I might live to see thee married once, I have my wish."

Show how Nurse assists Juliet to marry Romeo.

(3)

EXTRACT B

FRIAR LAWRENCE: Romeo, come forth, come forth, thou fearful man:
Affliction is enamoured of thy parts,
And thou art wedded to calamity.
[Enter] Romeo

ROMEO: Father, what news? What is the Prince's doom?
What sorrows craves acquaintance at my hand,
That I yet know not?

5

FRIAR LAWRENCE: Too familiar
Is my dear son with such sour company!
I bring thee tidings of the prince's doom.

ROMEO: What less than doomsday is the Prince's doom?

FRIAR LAWRENCE: A gentler judgement vanished from his lips:
Not body's death, but body's banishment.

10

ROMEO: Ha, banishment? be merciful, say 'death':
For exile hath more terror in his look,
Much more than death. Do not say 'banishment'!

FRIAR LAWRENCE: Here from Verona art thou banished.
Be patient, for the world is broad and wide.

15

ROMEO: There is no world without Verona walls,
But purgatory, torture, hell itself:
Hence 'banished' is banished from the world,
And world's exile is death; then 'banished'
Is death misnamed. Calling death 'banished',
Thou cut'st my head off with a golden axe,
And smilest upon the stroke that murders me.

20

(Act 3, Sc3)

9.6. Refer to lines 2 – 3 : “ Affliction is ... wedded to calamity.”

Briefly explain what Friar Lawrence implies about Romeo’s and Juliet’s relationship in the lines above

(4)

9.7. “What sorrow craves acquaintance at my hand,” (line5)

9.7.1. State the figure of speech in the above line.

(2)

9.7.2. Explain how ‘sorrow’ follows Romeo later in the play

(3)

9.8. Refer to lines 19 – 21 : “ Hence ‘banished’ is ... Calling death banished.”

Critically account for Romeo’s repetition of the word “banished” in the above lines.

(3)

[25]

GRAND TOTAL=80

GREENBURY SECONDARY SCHOOL



DEPARTMENT OF LANGUAGES
H.O.D. MR S R PANDAY

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MEMO – SUGGESTED ANSWERS

QUESTION 1 – ALWAYS A SUSPECT - ESSAY

MESSAGE

In his poem 'Always a Suspect' Mtshali highlights that for a black person in South Africa during Apartheid, daily life was a contest for survival both physically and mentally. The purpose is to provide insight into racial alienation and its effect on an individual. It also gives a voice for the people who suffered under the Apartheid. And by alluding to the poet's intelligence and educated manner, he disrupts society's rules and prejudices based on outward appearances.

The subject is contained within the title 'Always A Suspect', and is evidently the distrust and discrimination between races.

DICTION

- Formal and proper language such as 'scrutinized' and 'commissionaire' implies Mtshali possesses an educational background. This informs the reader that despite society's stereotypical nature, he is not 'a thief' because of his skin colour, rather an educated and respectable man.
- Language such as 'scrutinized', 'barred' and 'looks at' suggest persecution and probing interrogation by the world around him because of his outward appearance.
- Each stanza begins with a verb such as 'I get up', 'I show' etc, displaying his journey throughout the day. It symbolizes the hope he feels in the beginning of the day which slowly transforms into disparity as he unceasingly experiences discrimination. Evidence of this is the juxtaposition of 'I get up' at the beginning of the first stanza and 'I trudge' at beginning of the last.

MOOD/ TONE/ FEELINGS

The mood and tone of the poem is relentless despondency. There is seemingly no relief for the poet and he slowly grows more disheartened as the day continues. The atmosphere created is sombre, bitter and tormented.

IMAGERY

- Incorporated by Mtshali is an extended metaphor for his daily journey through reference to paths and endless movement, 'I walk onto the street' and 'I trudge the city pavements'.
- Another instance of imagery is the line 'ticks the heart of a thief', suggesting that 'madam' presumes the man is not fully a human being but rather a calculating robot or machine.
- Onomatopoeia is incorporated through 'ticks', and adds auditory imagery.
- The full stop at the end of every stanza symbolizes that one ordeal has ceased and signalling the commencement of another tribulation.
- 'Always A Suspect' is written in first person which incorporates first hand experiences but additionally an element of bias. This is because the accounts of his daily life predominately depend on perspective. Perhaps the woman was simply shifting her bag to the other shoulder because her arm was sore, but the poet interpreted the movement as a sign of

racism. This scene is also an example of insinuated hyperbole, because the poet has previously experienced injustice, every encounter becomes hyperbolic.

[10]

QUESTION 2 – THE ANIMALS

- 2.1 The speaker finds that animals have many virtues which are lacking in men. They do not hanker after things that have no value for them. They always remain calm and self-satisfied. [3]
- 2.2 'Turn' suggests that the poet wishes to tune his back on human beings. He wishes to reject them and turn away from the lives humans lead. He turns towards animals as a source of inspiration about how human should live. [3]
- 2.3 The speaker wants to tell us that humans have become complicated and false. They have forgotten their true nature. They want to earn more and more, so that they can own more and more luxurious commodities. They commit sins in order to earn then they repent. Their sins have made them restless. Humans trouble their companions discussing their duties to God. On the other hand, animals are free from all types of trivial anxieties, so they are still living their natural life. [4]

[10]

QUESTION 3 – THE GAMBLERS

- 3.1. The fishermen play games of high stakes with the sea – they play against the dangers posed by nature/ weather/ elements especially the sea as the sea is the hub of their livelihood. They could die at any time therefore they are gambling with their lives. [3]
- 3.2. The sea is personified. The water is quite cold and continuously moves, therefore, it never rests. Furthermore, this is a pointer to the men's physical condition – like the sea, they are always on the move, not resting. [3]
- 3.3. Use of personification – day is personified. It is as if day is turning over ('flipping') – turning night to day with the appearance of the 'golden coin' – the sun- use of metaphor. This is another image based on gambling. The fishermen lead hard lives, therefore, they 'mock' at the warmth the sun brings them – there is no warmth or comfort in their lives. [4]

[10]

Question 3 – SHALL I COMPARE THEE ...

- 4.1. His beloved has a mild/ moderate temperament while summer has extreme changes in weather. 'rough winds do shake the darling buds of May'. Summer has a short time framework. Summer has a short time framework – sun- very hot – sometimes covered by storm or cloud. Everything that is beautiful loses its beauty 'Fair from fair declines'. Her beauty lasts forever – it is 'eternal'. [3]
- 4.2. The poet effectively personifies the sun as 'the eye of heaven'. The sun observes the entire world perched high up in the sky ('heaven'). It is unbearably hot. Often, its surface {'golden complexion'} is covered by clouds or storms. [3]
- 4.3. He is able to express his love and admiration for his beloved through this poem. He immortalises her youth and beauty – this gives her eternal life. His love for her and her beauty will live as long as people read this poem. [4]

[10]

SUGGESTED ANSWERS - QUESTION 5

5.1. The poet personifies Africa - "He lies near death" suggesting a weak, feeble continent. Alliteration - "death dying in the dust" is effective in conveying the harsh reality of Africa - uncared for, stagnant, neglected, left to die. "Brotten and bropt" conveys the devastation wrought on her - ruined and forgotten. Picture of complete disregard. (3)

5.2. Africa had once been home to fierce, strong warrior tribes. But they had fallen victim to the poverty and disease that beset the continent. Aids - raging out of control / savaging the continent of Africa. Simile "fall like flies" effectively conveys the large numbers of people who are falling ill / dying around the same time; "falling like flies" refers to the short lifespan of a fly. (3)

5.3. Yes. The speaker comments on the West's indifferent, insensitive and unsympathetic attitude towards Africa. They ignore "calls for help"; Africa's cries fall upon "stone-deaf ears" (stone-deaf refers to people with severe hearing difficulties; points to speaker's critical, scathing tone). Africa's pleas for help are completely ignored / disregarded. The West cannot profit from Africa "those who cannot pay". (4)

GRADE 10

LITERARY ESSAY – MEMO

- Grows up in a Black township – Gugulethu – poverty and unemployment is rife – crime is a way of life.
- Education was hampered by political interference – boycotts, teacher strikes, violence and unrest.
- Police presence not adequate to curb violence.
- Indifference and apathy to violence – a disease.
- Mxolisi – hated school – 20 years old and in Std 6 only.
- In Std 5 – he was beaten for not paying school fees.
- Leaves school.
- Education in the township – sub-standard.
- Mandisa, Mxolisi's mum – a domestic assistant in the home of Mrs Nelson (a White woman).
- Works long hours and 6 days a week – at the expense of her own children being neglected.
- Loses control over Mxolisi becoming a “street child”, indoctrinated by ruthless politicians – “Operation Barcelona”.
- Also treats him very partially and spoils him.
- He is lazy and a bully and spends time doing nothing mostly.
- Township reality – black-on-black violence and barbaric acts of burning and “necklacing” – Mxolisi's reality.
- Life-changing experiences for Mxolisi :
 - His father's disappearance.
 - His innocent denouncement of his friends who are subsequently killed by police forces him into a prolonged period of silence, stemming from guilt.
 - Blacks are indoctrinated to hate Whites – viewed as Dogs who must be killed.
- Saves a girl from rape – inherently good.
- Amy Biehl – a symbol of the White oppressor in the wrong place at the wrong time.
- Mxolisi “Burning and hatred for the oppressor possessed his being” – a victim of mob mentality.
- From a victim of violence, he becomes a perpetrator.
- The novel is “the enactment of a deep, dark, private yearning of a subjugated race” – a tool of his race.
- Amy Biehl “died when the time and place and hands were all in perfect congruence, cruel congruence of time, place and agent.”

SUGGESTED ANSWERS – CONTEXTUAL

- 7.1 It effectively portrays a mother's (Mandisa's) expression of grief at her son's (Mxolisi's) murder of Amy Biehl. Her grief also makes her question her role as a parent. Mandisa's lament takes the form of a letter written by her to the mother of Amy Biehl. [3]
- 7.2 It is a cold, harsh, unemotional statement that lays bare the facts. Significant because it is a stand-alone statement that highlights Mandisa's acceptance of her son's role in Amy's murder. [3]
- 7.3 Sarcastic [2]
- 7.4 Metaphor highlights the irony of Mxolisi being thought of as a lamb / model child – pure / innocent / harmless / meek; he was, in fact, far from an obedient, gently child. [3]
- 7.5 She reveals a realistic attitude about her son; acknowledges that her son is not a man of solid character – he was sullen, disobedient, violent. Therefore, his role in Amy's murder is not all that surprising to her. His conception had been a shock to her (unplanned) and this prepared her, in a way, for his violence. She admits that she expected him to kill someone. [4]
- 7.6 Subjective response.
No – Mandisa is trying to exonerate her son – tries to place blame elsewhere by suggesting that Amy is responsible for her own death. Illogical and unfair. Amy was doing a good deed and paid for it with her life. Cruelty of the murder. [4]
- 7.7 Irony is that this does, indeed, prove to be Amy's last wish, which led to her untimely, cruel death. She was punished for doing a good deed. Perhaps Lumka had tried to dissuade her, but Amy's kindness sadly worked against her. [3]
- 7.8 It attests to the fact that Amy was a generous, kind, sociable, friendly person. She was considerate of others – giving a lift to her friends despite the danger. She had also promised to secure bursaries for her friends when she returned to the US. She was loved by those whose lives she'd touched. [3]

TOTAL : [25]

SUGGESTED ANSWERS: "ROMEO AND JULIET"

QUESTION 8: ESSAY

As per DOE

Points to consider:

-Fate of the stars-Romeo and Juliet are described as "star-crossed" because things happen beyond their control.

-Imagery of stars are reinforced, "Then I defy you stars" shows his deep despair for he is ready to defy fate and rushes to buy poison.

-Juliet is also aware of the fate in stars, "Alack, alack that heaven a subject as myself."

- Conflict between passion and reason- the quarrel between the two houses are based on age-old feud with no reason given.

- Romeo and Juliet fall in love too quickly because they feel the powerful emotion and Juliet realises the danger of quick love, "Although, I joy..."Act 2sc116-120.

-Also Friar Lawrence also warns them, "These violent delights have violent ends."

-Generational gap- The relationship with Juliet with her father and her mother not understanding her daughter's refusal to marry Paris.

- The nurse loves Juliet and aids in her marriage to Romeo. However, she then encourages her to marry Paris. She is unable to support her making Juliet to fall alone with her dilemma and leading to her thoughts of suicide.

-The family feud also contributes to the complication of Romeo and Juliet's love. They are unable to disclose their marriage which leads to the untimely death of Tybalt and Mercutio.

- This leads to Romeo's banishment and Juliet's proposed marriage to Paris that eventually leads to an elaborate risky plan for them to be together.

SUGGESTED ANSWERS

QUESTION 9: CONTEXTUAL

EXTRACT A

9.1. C (2)

9.2. The Nurse's description shows that she loves Juliet/ affectionate/cares deeply. The word 'lamb' creates a gentle and meek image of Juliet's character/ 'lamb' is significant of sacrifice which Juliet becomes to bring about restoration of peace between the Montague's and Capulet. 'ladybird' is dainty and well-loved insect emphasising her affection for Juliet. (2)

9.3. Lady Capulet wants Juliet to consider Paris's proposal for marriage- a man who is older than her and with whom she is not in love. Juliet goes against her mother's will by disobeying her and marrying her enemy's son, Romeo in secret. Thus, Juliet's will prevails. (3)

9.4. Nurse helps Juliet to carry messages between Juliet and Romeo. She brings news to Juliet of Romeo's plan to marry Juliet in secret. She assists Romeo's man Balthasar to bring the rope ladder so that Romeo can go into Juliet's room. Nurse ensures that Friar Lawrence is able to marry Romeo and Juliet. (3)

EXTRACT B

9.5. Romeo had killed Tybalt and is hiding in Friar Lawrence's cell fearing he would be executed by the Prince of Verona. He is awaiting his punishment when Friar Lawrence informs him of his banishment than death. (3)

9.6. Friar Lawrence reiterates the misfortune that plagues Romeo's and Juliet's love. 'Affliction' emphasize that there is danger in their relationship. 'wedded to calamity' implies that misfortune follows Romeo/ implies that he is married to Juliet, the daughter of a hated family. (4)

9.7.1 Personification (2)

9.7.2. Romeo has to flee Verona and live in Mantua- away from the women he so desperately loves. She is betrothed to another man- Paris. He hears of Juliet's 'death'. In a fit of despair, he kills himself not knowing that his Juliet is really alive. (3)

9.8. The repetition of 'banished' shows Romeo's anguish and inner turmoil for trying to live a life without Juliet. His reaction shows his depth of his love for Juliet. For Romeo, the term 'banished' does not merely mean exile of the body to another place-his love for Juliet is so great that his separation from her is liken to physical death. (3)