



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

ENGLISH HOME LANGUAGE P2

GUIDELINES

EXEMPLAR PAPER

MARKS: 80

TIME: 3 hours

These guidelines consist of 10 pages.

101 2 H

EXPLANATORY NOTE

The purpose of this document is to provide guidelines to teachers in the setting of PAPER 2: Literature.

Notes to teachers will be in a text block and/or in italics and the paper itself will be in normal and bold font. This differentiation is to satisfy the demands of the two audiences at which these guidelines are aimed.

The front page should have the following instructions, including the duration of the examination and the marks/total.

INSTRUCTIONS AND INFORMATION

1. Start each section on a NEW page.
2. Leave a line after each answer to a contextual question.
3. Write neatly and legibly.
4. Pay attention to spelling, sentence construction and language.
5. Rule off after each section.

CHOICE OF ANSWERS:

1. This question paper consists of THREE sections: SECTION A: POETRY (prescribed poems and an unseen poem), SECTION B: NOVEL and SECTION C: DRAMA.
2. Carefully follow the instructions for each question.
3. Answer ONE essay question and ONE contextual question from SECTION B and SECTION C. **If you choose to answer the essay question from SECTION B, then you have to answer the contextual question from SECTION C and vice versa.**

4. LENGTH OF ANSWERS:
 - 4.1 Essay questions: Your answer should be about 300 - 350 words (approximately 1½ pages).
 - 4.2 Contextual questions: Always aim for strict relevance and conciseness, but note that marks are allocated to questions in terms of their complexity. The answer to a 4-mark question should therefore be longer than the answer to a 2-mark question.
5. You are encouraged to express your views/opinion with support from the text.

SECTION A: POETRY***General comments:***

- * QUESTION 1: Prescribed/Seen poetry - Questions will be set on FOUR poems/extracts and candidates will be required to answer questions on TWO poems/extracts. There will be contextual questions on THREE poems/extracts and an analysis/appreciation/essay question on ONE.***
- * QUESTION 2: Unseen poem - ONE poem with the option of answering contextual questions or a critical appreciation/analysis/essay question.***

QUESTION 1: PRESCRIBED POETRY**(20 marks)**

Answer the questions on TWO of the four prescribed poems below.

- * Contextual questions should be geared towards asking learners to explain how word choices, imagery and sound devices affect mood, meaning and theme; how lines, stanza forms, rhyme, rhythm and punctuation affect meaning (LO2: AS 3.3.1, 3.3.2).***
- * In the case of the longer poems, questions may be set on extracts, rather than the whole poem. Knowledge of the poem as a whole, however, would be essential to answering the questions fully.***
- * Other learning outcomes that lend themselves to the asking of questions on poetry, could also be integrated into the contextual questions.***
- * Contextual questions should lead the learner from easy to complex - a 2:2:3:3 mark allocation totalling 10 marks for each poem may be used as a guideline. Alternatively, grade the questions so that the average learner has a fair chance to score at least 40% of the marks, the above average learner 41% - 79%, while the high flyer will be challenged with the remaining 20% in order to score his/her distinction.***
- * A critical appreciation/analysis/essay would require learners to discuss a statement or comment on the poem. The essay should be a substantiated response to the set question rather than a paraphrase of the poem.***

QUESTION 2: UNSEEN POEM**(10 marks)**

Read the poem below and answer EITHER the contextual questions OR the essay question set on it.

- * ***ONE unseen poem should be set and a choice given to learners between answering contextual questions or an essay question.***
- * ***The same types of questions suggested in QUESTION 1 apply to QUESTION 2 and learners may be asked to give a personal response to some questions.***
- * ***The critical essay would require a response to a statement or comment on the poem and may include aspects such as the development of the theme(s), the use of poetic devices and figures of speech and diction to show how these meaningfully support the main idea of the poem. Whatever comment or appraisal the candidate makes must always be done in the context of the poem.***
- * ***If prescribed poetry is diligently taught and learnt, the learners ought to be able to answer the questions on the unseen poem with relative ease.***
- * ***The unseen poem should not be too long or have too many levels of meaning; neither should it be simplistic, childish verse. The selection should be guided by the target audience (learners in Grade 10 - 12) and the time they have to answer this question.***
- * ***The total for this question is 10, preferably following a 2:2:3:3 ratio.***

TOTAL SECTION A: 30

SECTION B: NOVEL**General comments:**

- * *The emphasis in Grade 10 will shift from reading mainly for enjoyment and a smattering of analysis to a more serious appraisal of the novel and the issues which arise out of its content.*

- * *Teachers should be aware of the level of understanding of the text in their classes as research shows that an alarming percentage of learners are only able to decode print without understanding it.*

1. *Bearing the above-mentioned in mind, testing the novel should include the following:*

- * *Explaining the narrator's viewpoint, giving supporting evidence from the novel.*
- * *Explaining/Discussing the socio-political and cultural milieu of the novel.*
- * *Explaining the inferences/conclusions made by the narrator and being able to compare these with one's own beliefs/values.*
- * *Giving and motivating one's own personal response to the novel.*

2. *More specifically, the following questions may be asked:*

- * *Explain/Discuss the development of a plot, subplot, conflict, the character and role of the narrator where relevant.*
- * *Identify and explain/discuss concerns and themes and relate them to selected passages in the rest of the text.*
- * *Explain/Discuss how background and setting relate to the character and/or theme.*
- * *Identify and discuss mood, time and ending.*

Note that in Grades 11 and 12, learners will be expected to analyse, interpret, evaluate and comment on the above-mentioned (see NCS p 27 grade 10 AS vs grade 11 AS).

Answer either QUESTION 3 (essay question) or QUESTION 4 (contextual questions).

QUESTION 3: ESSAY**(25 marks)**

- * *The essay question will require discussion of a statement/comment that deals with central issues/themes/points of view, etc. Learners should be encouraged to give and substantiate their own views/reading of the text in the light of the given statement.*

OR

QUESTION 4: CONTEXTUAL QUESTIONS**(25 marks)**

Read the following passage and answer the questions that follow:

- * *In the choice of a passage(s), ensure that there is sufficient reference to characters, events and themes to enable one to ask questions which are linked to the passage, as well as being related to the rest of the novel.*
- * *The total length of the passage(s) should be between 30 and 50 lines.*

TOTAL SECTION B: 25

SECTION C: DRAMA***General comments:***

Perhaps the most important point to be made is that a learner must be reminded that he/she is studying a play (drama) and that it is a very specific genre with its own expectations and conventions. It should not be seen as either a novel or a short story (i.e. continuous narrative). The fact that a dramatic text only really comes alive when seen in performance, should also be emphasised when studying any play, but teachers should bear in mind that in most cases learners ONLY HAVE THE TEXT in front of them and should work around this contextual factor by approaching the study of drama as a print text, in the first instance.

1. Some key questions to ask about a dramatic text:

- * ***Characters: Are they believable?***
- * ***Dialogue: Does it sound natural? Is it deliberately contrived, witty, serious, sarcastic, etc?***
- * ***Plot: Is it clear and interesting? How do acts and scenes function in telling the story?***
- * ***Action: What is happening to keep the audience involved/ engaged?***
- * ***Setting: Where does the action take place and how does this influence the plot?***
- * ***Costumes: How do these contribute to the overall 'message' and atmosphere of the play? (This may be asked where there is room for extended opportunity.)***
- * ***Stage directions, including the use of sound effects and music: Are these necessary to what is happening on stage or do they merely add to the atmosphere being created on stage?***
- * ***Actors who have to play the parts (physical appearances, plus delivery of lines).***

- 2. Bearing these points in mind, questions should include the following:**
- * The development of plot, theme, imagery, etc.**
 - * Structure and the significance of the juxtaposition and composition of scenes.**
 - * The central characters (and also perhaps the subsidiary characters that are important).**
 - * The character(s) from whose point of view we are experiencing the action.**
 - * The dialogue and what it tells of the characters.**
 - * The importance of a specific scene/act to the play as a whole.**
 - * The setting, stage directions and inclusion of effects/music.**
 - * The socio-political significance and relevance of the work.**

Answer either QUESTION 5 (essay question) or QUESTION 6 (contextual questions).

QUESTION 5: ESSAY

(25 marks)

- * The essay question will require discussion of a statement/comment that deals with central issues/themes/points of view, etc. Learners should be encouraged to give and substantiate their own views/reading of the text in the light of the given statement.**

OR

QUESTION 6: CONTEXTUAL QUESTIONS**(25 marks)**

Read the following passage and answer the questions that follow:

- * *In the choice of a passage(s), ensure that there is sufficient reference to characters, events and themes to enable one to ask questions which are linked to the passage, as well as being related to the rest of the novel.*
- * *The total length of the passage(s) should be between 30 and 50 lines.*

TOTAL SECTION C: 25**GRAND TOTAL: 80**