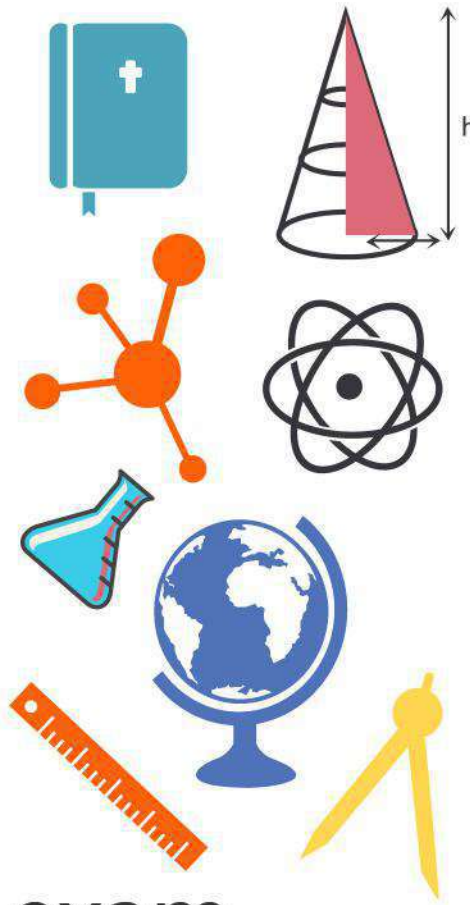


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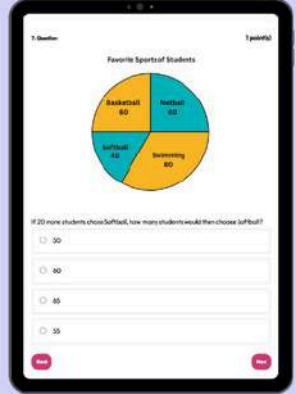


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LEAP⁷

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SECTION A	MARKS
TOTAL	

SCHOOL No.	CANDIDATE No.
INITIALS	SURNAME

**MINISTRY OF EDUCATION
BAHAMAS JUNIOR CERTIFICATE
EXAMINATION 2024**

0069 LITERATURE

**PAPER I (SECTION A: LITERARY APPRECIATION)
(35 Marks)**

Friday **31 May 2024** 10:30 A.M.–11:30 A.M.
1 hour

INSTRUCTIONS TO CANDIDATES:

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the question booklet.

This paper consists of Section A, **LITERARY APPRECIATION**.

Candidates are required to answer **ALL** questions.

Work should be neat and well organised. You should use clear English.

INFORMATION FOR CANDIDATES

This paper carries 35% of the total marks for the subject.

All answers must be written in the spaces provided in the booklet.

Special attention should be given to the directions for each question.



This question paper consists of 7 printed pages and 1 blank page.

SECTION A

LITERARY APPRECIATION – 35 Marks

INSTRUCTIONS:

Read the following poem at least twice, and then answer **ALL** of the questions that follow. Your answers should be based on the poem and, unless otherwise indicated, expressed in your own words.

THE WIND'S PROMISE

by *Trié Luom* (2022)

Stanza 1

At daybreak the wind sprang up from sleep,
Saying, "Fun time! I've got a promise to keep!
Now it's time for a wild, galloping chase.
I'll make a commotion in every place!"

Stanza 2

So it swept with a bustle right through a little town, 5
The doors all creaked, and shutters toppled down.
It whisked away straw hats and vendors' shop-front stalls,
With its merciless gusts that some people call squalls.
There never before was heard such a forceful shout,
As the mangoes and sour limes tumbled about; 10
And the children that stood watching with greedy eyes
Scrambled about and then ran off, each one with a sweet prize.

Stanza 3

Then away to the fields the wind went, heaving and humming,
And the sheep all wondered what creature was coming;
It plucked by their tails the chunky, cud-chewing cows, 15
And tossed the horses' manes all about their brows.
It puffed the birds' feathers as they sat on stacks of hay
And battered the stray dogs walking down the highway.

Stanza 4

It danced for hours like a whirling madman, all the while playing pranks:
Throwing clouds of dust over the fishermen sitting on the creek's banks; 20
It rudely and roughly emptied the overflowing bags
Of the town beggar, and fluttered his dirty rags;
It was so bold that it played a terribly cruel joke
Blowing off, through the window, the teacher's wig and her cloak.

Stanza 5

Oh, it pounced like a monster on house and on farm, 25
Striking the people inside with thoughts of approaching harm;
They scurried outside like swarms of beetles, frantically loud,
While the yard hens huddled together in a terrified crowd;
The men clambered up ladders, and much hammering was done
Because the shingles from the roofs threatened soon to be gone. 30

Stanza 6

Then through the forest the wind roared, bellowing, 'Now,
Now, you sturdy old pines, I'll make you bow!'
And it made them bow without more ado,
And snapped their huge branches through and through.



Stanza 7

Away whirled the wind, at last ready to rest,
 And drifted to sleep like the glowing sun in the west;
 Laughing as mischievously as it had leapt,
 Laughing, because its promise to itself had been kept.

35

Inspired by 'The Wind in a Frolic', a poem by William Howitt

1. The poem describes a number of people in a small town. Using information from stanza 2, identify the people whose businesses suffered financially when the wind swept through the town.

[1]

2. (a) Quote a two-word phrase from stanza 2 that tells how **adults** reacted to the wind's actions.

[1]

- (b) Explain how we know what kind of fruit the children collected.

[2]

3. With specific reference to stanza 3, and using your own words as far as possible, identify **ONE** detail in this stanza that supports the idea that the wind's effect on the animals was **minor** and **ONE** detail that supports the idea that its effect was also **major**.

[3]

4. What is the rhyme scheme of stanza 1 of the poem?

[1]

5. Setting has to do with place. Identify **ONE specific place** that is a setting in stanza 4.

[1]

6. Setting also has to do with time. Quote a four-word phrase from stanza 7 that lets you know the time when the blowing of the wind weakened.

_____ [1]

7. *Through the forest the wind roared, bellowing, 'Now,
Now, you sturdy old pines, I'll make you bow!'
And it made them bow without more ado,
And snapped their huge branches through and through.*

- (a) A sound device is a literary technique that emphasises certain sounds.

Identify the type of sound device that is being used in the fourth line from stanza 6 quoted above:
"*And snapped their huge branches through and through*"

_____ [1]

- (b) Tone refers to attitude. Underline the word that best indicates the wind's tone in the lines quoted above:

(i) admiring (ii) aggressive (iii) alarmed (iv) amiable [1]

- (c) Using information from the lines quoted above, explain *why* the description of the pines as "*sturdy*" and "*old*" (line 2) could be called the use of opposites.

_____ [2]

8. "*They scurried out like swarms of beetles, frantically loud*"

- (a) What is the type of figure of speech used in the above quoted line from stanza 5?

_____ [1]

- (b) What are **TWO** things being compared to each other in this line of poetry?

_____ [2]

- (c) Using your own words as far as possible, define the word "scurried" as it is used in the quotation above.

_____ [1]



9. *“And the children that stood watching with greedy eyes
Scrambled about and then ran off...”*

Using your own words as far as possible, explain what the above lines of poetry from stanza 2 suggest to us about the children.

[2]

10. The word **mood** refers to the emotional feeling in a piece of literature. Using the table below, identify **ONE** specific mood found in the lines below from stanza 5 of the poem. Then explain how **ONE** word or phrase in the quoted lines suggests or carries over the mood that you have identified:

*“Then it pounced like a monster on house and on farm,
Striking the people inside with thoughts of approaching harm;”*

Mood	Explanation

[3]

THERE ARE OTHER QUESTIONS ON PAGES 6 AND 7.

11. Suggest **ONE** reason why the title of the poem is “The Wind’s Promise”. Your answer should include the **specific** connection between the title and lines 3 and 4 of stanza 7.

[2]



12. The speaker's portrayal of the wind's pranks or tricks involves many of the senses. In a paragraph of no more than 140 words and using details from stanzas 3 and 4 only, (a) **quote ONE** sensory detail that involves the sense of *sight*, **ONE** sensory detail that involves the sense of *hearing* and **ONE** sensory detail that involves the sense of *touch* (b) Next, use your own words as far as possible to explain **each** quotation. Your answer should identify at least **ONE** specific literary technique and tell how this technique helps to create a vivid picture of the wind's activities for you.

[illegible]

[10]

TOTAL SECTION MARKS [35]

End]



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FOR EXAMINER'S USE ONLY	
SECTION B	MARKS
PART I: CONTEXT & SHORT ANSWERS <i>TEXT:</i> <i>GENRE:</i>	
PART II: ESSAYS <i>TEXT:</i> <i>GENRE:</i>	
TOTAL MARKS	

SCHOOL No.	CANDIDATE No.
INITIALS	SURNAME

MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2024

0069 LITERATURE

PAPER II (SECTION B: PRESCRIBED TEXTS) (55 Marks)

Monday

3 June 2024

9:00 A.M.–10:30 A.M.

1 hour and 30 minutes

INSTRUCTIONS TO CANDIDATES:

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided on the question booklet.

This paper consists of Section B: **PRESCRIBED TEXTS**. Section B has **TWO** parts.

Part I: Context & Short Answer Questions

Select **ONE** of the texts from this section; then answer **ALL** questions on that text. Each text is divided into several sub-questions: 1 – 5.

Part II: Essays. Answer only **ONE** question. Select a question that is **NOT** the same genre (prose, poetry, drama) as the text that you selected in **Part I: Context & Short Answer Questions**.

Work should be neat and well organised. You should use clear English.

INFORMATION FOR CANDIDATES

This Section carries 55% of the total marks for the subject.

You will find a list of contents on page 2. This should help you to find the questions on the texts you have studied.

All answers must be written in the spaces provided in the booklet.

Special attention should be given to the directions for each question.

This question paper consists of **36** printed pages.

LIST OF CONTENTS**PART I: PRESCRIBED TEXTS****CONTEXT & SHORT ANSWER QUESTIONS**

	PAGE
SHARON FLAKE: <u>The Skin I'm In</u> (Prose)	3
GORDON MILLS: <u>Born to Run</u> (Prose)	7
HOLT MCDOUGAL LITERATURE: (Prose)	11
HOLT MCDOUGAL LITERATURE: (Poetry)	15
BITE IN 2: (Poetry)	19
TELCINE TURNER: <u>Play Me</u> (Drama)	22
DOMINIC COOKE: <u>Noughts & Crosses</u> (Drama)	26

PART II: PRESCRIBED TEXTS**ESSAY QUESTIONS**

30



SECTION B

PRESCRIBED TEXTS

PART I: CONTEXT & SHORT ANSWER QUESTIONS [35 marks total]

SELECT **ONE** OF THE TEXTS FROM PART 1 OF THIS SECTION; THEN ANSWER **ALL** QUESTIONS ON THAT TEXT. EACH TEXT IS DIVIDED INTO SEVERAL QUESTIONS: 1–5.

TEXT: THE SKIN I'M IN (PROSE)

CONTEXT QUESTIONS (15 marks total)

1. *"My face says I'm smart, sassy, sexy, self-confident."*

- (a) Who is the speaker of the above quoted words?

_____ [1]

- (b) Identify the setting in which the speaker makes the above quoted statement about her/his face.

_____ [1]

- (c) What figure of speech is used in the above quoted line?

_____ [1]

- (d) How do others feel about what the speaker's face looks like? In your answer give **ONE** specific reason why they feel this way.

_____ [2]

2. *"Her feet sound more and more like bowling balls falling to the ground than feet. Then ... she stops and stares Miss Saunders up and down. 'You don't know what you're doing.'"*

- (a) Name the individual who stares Miss Saunders up and down in the above quotation.

_____ [1]

- (b) Tone refers to attitude. What is the tone of the individual who speaks in the above quotation?

_____ [1]

- (c) Explain why the speaker has come to see Miss Saunders.

_____ [1]

- (d) Using your own words as far as possible, state why it is false to say that the woman who stares at Miss Saunders walks lightly.

_____ [2]

3. "The sea is wild and mean. Water is crashing ... like a hundred angry lions."

- (a) Identify the setting where this incident is taking place.

_____ [1]

- (b) Name the **type** of figure of speech used in the expression "**crashing ... like a hundred angry lions**".

_____ [1]

- (c) Identify **ONE** of the five basic human senses being described in the **second** quoted sentence.

_____ [1]

- (d) Explain the meaning of the **underlined words** in the quotation above, which make up the first sentence.

_____ [2]



SHORT ANSWER QUESTIONS [20 marks total]

4. In a paragraph of about 120 words, **(a)** state what is Miss Saunders's profession and why she leaves it to teach temporarily **(b)** give **TWO** specific examples of how Miss Saunders attempts to encourage Maleeka to do well as a student **(c)** explain how Miss Saunders' presence in Maleeka's life finally helps her to stand up for herself, and **(d)** explain why you would have given up on Maleeka or why not, if you were Miss Saunders.

[10]

There is another short answer question on page 6.

- 5.

[10]

TEXT: BORN TO RUN (PROSE)**CONTEXT QUESTIONS (15 marks total)**

1. *“The puppy looked so small, miserable and in need of a good meal that Debbie simply fell in love with her.”*

- (a) The quotation informs us that Debbie Ferguson “simply fell in love with her”. Name the female puppy with which Debbie falls in love.

_____ [1]

- (b) How does Debbie come up with her name for the puppy?

_____ [1]

- (c) Underline the correct response to the following question:

Setting refers to place and time. What is the place setting for this portion of Debbie’s story?

- (i) Nassau, The Bahamas (ii) Texas, USA (iii) Westmoreland, Jamaica [1]

- (d) Explain how the writer’s description of the puppy and Debbie’s response to the animal tell you what type of person the little girl is.

_____ [2]

2. *“Then maybe Mr. Rahming can buy them,” retorted Ms. Ferguson, and the crestfallen Debbie had to leave it at that.*

- (a) What is Mr. Rahming’s relationship with Debbie?

_____ [1]

- (b) Underline the word that best describes the speaker’s tone.

- (i) curious (ii) frustrated (iii) hopeful [1]

- (c) What has Debbie just asked Ms. Ferguson for?

_____ [1]

- (d) Debbie finally receives what she has asked for. From whom does she get them and how does she show that she values them?

_____ [2]

3. *"The summer of 2002 was a special one for me and I relished every minute of it ... so I returned to Nassau on top of the world, but life plays some funny tricks ..."*

(a) What is **ONE** specific way in which the summer of 2002 was **pleasantly** special for Debbie?

 _____ [1]

(b) Paraphrase the expression, *"I relished every minute of it"*.

 _____ [1]

(c) Underline the best possible answer. The expression *"on top of the world"* suggests that Debbie's mood is:

(i) aggressive (ii) excited (iii) unhappy [1]

(d) Debbie goes on to say that *"life plays some funny tricks"*.

(e) Name the type of figure of speech that is used in the phrase, *"life plays some funny tricks"*. Then state what "funny trick" life played on Debbie immediately after she returned to Nassau.

 _____ [1]



SHORT ANSWER QUESTIONS [20 marks total]

4. Write a paragraph of about 120 words in which you (a) name **TWO** private schools in New Providence that Debbie had the opportunity to attend (b) state **THREE** specific different challenges that made it very difficult for Debbie to attend a private high school (c) explain *how* she felt about not being given the opportunity to attend such a school and *why*, and then (d) explain how she is like you or different from you in her attitude toward school.

[illegible]

There is another short answer question on page 10.

5. In a paragraph of about 120 words, (a) give at least **SIX** specific details about Debbie's relationship with the man to whom she became engaged, and then (b) say whether you think they were a good match, being sure to give a reason for your opinion.

[illegible]

[10]



TEXT: HOLT MCDOUGAL LITERATURE INTERACTIVE READER 8 (PROSE)**CONTEXT QUESTIONS (15 marks total)**

1. *"Gretchen ... has put out the tale that she is going to win the first-place medal this year. Ridiculous. In the second place, she's got short legs. In the third place, she's got freckles."*

(a) Name the speaker/character whose thoughts are quoted in the lines above.

_____ [1]

(b) What specific track event is this character referring to?

_____ [1]

(c) Based on the quoted lines above, underline the word that best describes Gretchen.

(i) confident (ii) dishonest (iii) threatening [1]

(d) The speaker thinks Gretchen's claim that she will win is ridiculous/silly. Quote the three-word phrase the speaker says that is also silly and explain why it is silly.

_____ [2]

2. *"He reached the house, ... vaulted over the outer stairs and pushed tentatively on the door. It was open."*

(a) From what story do the above quoted lines come?

_____ [1]

(b) Underline the word below that best describes the character in the above quoted lines.

(i) athletic (ii) clever (iii) embarrassed [1]

(c) Using your own words, tell how the character shows that he is uncertain about entering the house.

_____ [1]

(d) Explain why the character has left his own home and why he has entered the one in the quotation.

_____ [2]

3. **Grampa smiled ... “Wicincala, little girl,” he greeted her and then collapsed.**

(a) What is the name of the little girl?

_____ [1]

(b) The speaker in the quotation above faints. Be specific in stating exactly where he is standing when he falls.

_____ [1]

(c) Underline the word below that best describes the speaker’s tone.

(i) disappointed (ii) happy (iii) irritated [1]

(d) Explain why the speaker faints.

_____ [2]



5. In a paragraph of at least 120 words, (a) identify the tribe of the main character in the story "The Medicine Bag" and (b) write **FIVE** details the story tells about the tribe. (c) What do you find most interesting about the tribe and why?

[illegible]

TEXT: HOLT MCDUGAL LITERATURE INTERACTIVE READER 8 (POETRY)**CONTEXT QUESTIONS (15 marks total)**

1. *"The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead..."*

(a) From which poem are these lines taken?

_____ [1]

(b) What is the rhyme scheme of the lines quoted above?

_____ [1]

(c) Who is the speaker in the poem from which the quoted lines come?

(i) A cricket (ii) A grasshopper (iii) An observer [1]

(d) Explain the meaning of the line: "The poetry of earth is never dead".

_____ [2]

2. *"Thus, let me live, unseen, unknown;
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie."*

(a) Name the author of the poem from which the above lines are taken.

_____ [1]

(b) Underline the phrase below that best describes one of the themes of the poem.

(i) The bliss of solitude (ii) The dangers of solitude (iii) The meaning of solitude [1]

(c) Name the sound device used in the phrase, "**thus let me live**".

_____ [1]

(d) **Using your own words**, explain the last two lines of the above quotation.

_____ [2]

3. *"I say caress me.
She strokes my skin with her warm breath."*

(a) Name the poem from which the above quoted lines are taken.

_____ [1]

(b) Underline the best answer. What kind of mood is created by the words quoted in the lines above?

(i) excited (ii) relaxed (iii) tense [1]

(c) What **TWO** things are being compared in the poem from which the quoted lines come?

_____ [1]

(d) Throughout the poem, the speaker asks for specific actions to be taken or performed. Name **ONE** thing that the speaker asks for, other than the "caress", in order to satisfy his /her needs/desires. Then state what he/she is given when the request is made.

_____ [2]



SHORT ANSWER QUESTIONS [20 marks total]

4. In Bob Dylan's poem, "Boots of Spanish Leather", the female lover can be described as materialistic and the male lover as caring. In a paragraph of about 120 words, provide (a) **THREE** pieces of evidence to show that the female is more interested in material things than in her male lover's feelings, and (b) **THREE** pieces of evidence to show that the male lover is caring. (c) State whether you approve or disapprove of the way the male lover treats the female lover when he realises that she does not love him very much.

[10]

There is another short answer question on page 18.



5. In a paragraph of about 120 words, (a) state **FOUR** different ways Langston Hughes uses images of the staircase in the poem "Mother to Son" to suggest that life can be difficult. (b) Also, state **THREE** specific things that the mother encourages the son to avoid doing if he wishes to succeed, and then (c) explain whether you think the son will take his mother's advice or ignore it.

[10]



TEXT: BITE IN 2 (POETRY)**CONTEXT QUESTIONS (15 marks total)**

1. *“He was knock-knee’d,
flat footed and his clip clop sandals flapped across the concrete
flooring of his little shop ...”*

(a) Who is the speaker in the poem from which these lines are taken?

_____ [1]

(b) Quote **ONE** example of onomatopoeia used in the quoted lines above.

_____ [1]

(c) What is the occupation of the man who is being described in the poem?

_____ [1]

(d) “The man who is being described in the poem is wealthy.” Explain why you agree **or** disagree with this statement.

_____ [2]

2. *“Parting with his poison – flash
of diabolic tail in the dark room –
he risked the rain again.”*

(a) Name the author of the poem from which these lines are taken.

_____ [1]

(b) What **TWO** things are being compared in the expression, “**diabolic tail**”?

_____ [1]

(c) Why did the peasants in the poem wish that the creature with the “**diabolic tail**” would remain still?

_____ [1]

(d) Explain how the father in the poem is different from the peasants and the holy man.

_____ [2]

3. *"I have forgot the special, startling season
Of the pimento's flowering and fruiting;
... I have forgotten much, but still remember
The poinsettia's red, blood-red, in warm December."*

(a) From which poem are the above quoted lines taken?

_____ [1]

(b) What is the rhyme scheme of the lines quoted above?

_____ [1]

(c) Underline the word that best describes the literary device used in the quoted lines.

(i) imagery (ii) foreshadowing (iii) simile [1]

(d) The poet creates a mood of nostalgia as the speaker recalls happy memories from his childhood in his native land. Using your own words, describe **TWO** happy memories that the speaker recalls **in the rest of the poem**.

_____ [2]

SHORT ANSWER QUESTIONS [20 marks total]

4. Write a paragraph of about 120 words in which you (a) list **FOUR** specific things that the speaker in James Stephens' poem "The Shell" imagines as he presses the shell against his ear, (b) quote **TWO** figures of speech used in the poem and (c) explain which one of these quoted figures of speech you find more vivid or effective than the other.

_____ [10]



- [illegible]

TEXT: PLAY ME (DRAMA)**CONTEXT QUESTIONS (15 marks total)**

1. ***"Mummy! Mummy! You better come quick quick, Mummy!"***

(a) Who is the speaker in the above quotation?

_____ [1]

(b) Exactly where is the speaker when he/she makes the request quoted above?

_____ [1]

(c) Based on what is happening in the play, which one of the following words best identifies the speaker's tone?

(i) angry (ii) annoyed (iii) urgent [1]

(d) Explain why the speaker wants his/her mother to come quickly.

_____ [2]

2. ***"It is just not fair, Papa ... the way you decided what I should be."***

(a) What is the name of the play from which these lines are taken?

_____ [1]

(b) Who is being referred to as 'Papa'?

_____ [1]

(c) What is 'Papa's' occupation?

_____ [1]

(d) What does the speaker want to be **and** why does he choose this career?

_____ [2]



3. *“What all you children doin’ in here, anyhow?”*

- (a) Who is the speaker of the above quotation?

 [1]

- (b) Where does he/she expect the children to be?

 [1]

- (c) Setting refers to place and time. What time of day is this scene taking place?

 [1]

- (d) The speaker is misbehaving. Explain how his/her misbehaviour is stopped.

 [2]

The short answer questions are on pages 24 and 25.

SHORT ANSWER QUESTIONS [20 marks total]

4. In a scene from "Sunday Funday" a teacher tells her class a story. Write a paragraph of about 120 words in which you **(a)** name the teacher **(b)** give **TWO** personality traits of the teacher **(c)** identify **THREE** ways in which the boy in the story is disobedient, and **(d)** explain what eventually causes the boy to listen to his teacher.

[10]



5. A holy man visits a police station in one of the plays from Play Me. In a paragraph of about 120 words (a) name the holy man and the police officer (b) identify the complaint that the holy man makes (c) describe **TWO** specific actions that the officer and the holy man take to solve the problem, and (d) say whether you think this was the right approach for them to take, giving a reason for your opinion.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



TEXT: NOUGHTS & CROSSES (DRAMA)**CONTEXT QUESTIONS (15 marks total)**

1. *Speaker 1: Where are you going?*
Speaker 2: The shopping centre.
Speaker 3: You can't.
Speaker 2: I'll go where I ruddy like. Since when is it any of your business where I go?

(a) Name *Speaker 1*.

_____ [1]

(b) Give the specific name of the shopping centre mentioned in the quotation above.

_____ [1]

(c) Underline the word that best describes *Speaker 2*'s tone in the last line quoted above.

(i) concerned (ii) jolly (iii) raging [1]

(d) "Since when is it any of your business where I go?" What does this quoted line suggest to you about the relationship between *Speaker 1* and *Speaker 2*? Support your answer with evidence from the play.

 _____ [2]

2. *Speaker 1: I am there for you, you know.*
Speaker 2: I know.
Speaker 1: Would you put your arm around me, please?

(a) Name *Speaker 1*.

_____ [1]

(b) Identify the place setting of the conversation quoted above.

_____ [1]

(c) Underline the word below that best describes the speakers' relationship as suggested in the lines quoted above.

(i) considerate (ii) fun-loving (iii) hostile [1]

(d) Explain what *Speaker 1* has done that he/she now considers a huge mistake.

 _____ [2]



3. *Speaker 1:* *Ah, Callum. Come in. Sit down please.*

Callum sits

Callum, there's no easy way to say this so I'm going to get right to the point.

Callum: *Yes, sir?*

(a) Name *Speaker 1*.

_____ [1]

(b) Identify the place setting where this dialogue takes place.

_____ [1]

(c) What does Callum's response ("Yes, sir?") reveal about his personality?

_____ [1]

(e) Give at least **TWO** specific details about the news that *Speaker 1* is about to share with Callum.

_____ [2]

The short answer questions are on pages 28 and 29.

SHORT ANSWERS [20 marks total]

4. Lynette appears briefly in the play, but her presence has a major effect. In a paragraph of about 120 words, (a) give **TWO** of Lynette's character traits, with support (b) provide **FOUR** specific details about her death and its impact on other characters, and (c) explain whether her death affected you emotionally, giving a reason for feeling the way you do.

[illegible]

- [illegible]

[10]



PART II: ESSAY SECTION [20 marks total]**INSTRUCTIONS**

PART II is made up of fourteen questions. There are two questions on each text. **ANSWER ONLY ONE QUESTION FROM THIS SECTION.**

Select a question on a **DIFFERENT** text and genre (prose, poetry, drama) from the one to which you responded in **PART I** of the examination paper: **CONTEXT QUESTIONS & SHORT ANSWERS.**

For example, if you answered the context and short answer questions on the **prose** text, “The Skin I’m In”, then you should **NOT** answer a question from this section on “The Skin I’m In” or any other **prose** text.

Your answer to the question should be in the form of an essay. Use the lines provided on pages 33–36.

****Unless you are asked to do otherwise, in your answer you should discuss at least TWO techniques the writer or writers use, such as characters’ words and actions, plot, description, dialogue, symbolism, figurative language, tone, mood, reflection (a character’s thoughts), sound devices, irony, repetition, comparison, humour and diction/word choice.**



TEXT: THE SKIN I'M IN (PROSE)

1. Explain how Sharon Flake makes it clear that Maleeka has genuine/real and false female friends. In your answer you should give specific details about her relationship with **ONE** genuine/real friend and **ONE** false friend and you should refer to at least **TWO** techniques that Flake uses, such as characters' words and actions, plot, description, reflection, symbolism and diction/word choice.

OR

2. Explain how Sharon Flake reveals the challenges Juju faces as a substitute parent. Give details about at least **TWO** occasions in the novel where you are made aware of Juju's poor parenting skills, and explain how Charlese feels about her sister's guidance as a substitute mother. In your answer you should refer to at least **TWO** techniques that Flake uses, such as characters' words and actions, plot, description, reflection, symbolism and diction/word choice.

TEXT: HOLT MCDOUGAL LITERATURE INTERACTIVE READER 8 (PROSE)

3. Greg Ridley is one of the main characters in the story "The Treasure of Lemon Brown" by Walter Dean Myers. Provide at least **FOUR** pieces of background information about Greg Ridley and discuss at least **THREE** of his personality traits, being sure to provide support. In your answer you should refer to and explain at least **TWO** techniques that Myers uses, such as characters' words and actions, plot, description, figurative language, dialogue, reflection, symbolism and diction/word choice.

OR

4. A hero can be defined as an individual who acts bravely on behalf of another. Provide at least **FOUR** pieces of background knowledge for a character in the story "Out of Bounds" by Beverley Naidoo and then explain how this character reveals himself/herself to be heroic. Your response should include at least **TWO** examples of heroic acts performed by the character. In your answer you should also refer to at least **TWO** techniques that Naidoo uses, such as characters' words and actions, plot, description, imagery, irony, reflection, symbolism and diction/word choice.

TEXT: BORN TO RUN (PROSE)

5. Discuss how the writer Gordon Mills makes clear to you the importance of **ONE** field trip that Debbie Ferguson takes as a high school student. Give at least **SIX** specific details about the field trip in your answer and explain how Debbie's experiences while on the trip cause others to change their opinion of her. In your response you should refer to at least two techniques that Mills uses, such as characters' words and actions, plot, description, imagery, irony, reflection, symbolism and diction/word choice.

OR

6. Explain how the writer Gordon Mills presents one of Debbie's coaches in a negative way. In your answer you should refer to at least **THREE** ways in which you believe he/she comes across as an awful coach. You should also refer to at least **TWO** techniques that Mills uses in painting a picture of him/her, such as characters' words and actions, plot, description, imagery, irony, reflection, symbolism and diction/word choice.

TEXT: HOLT MCDOUGAL LITERATURE INTERACTIVE READER 8 (POETRY)

7. In the poem "O Captain! My Captain!" the poet, Walt Whitman, uses very vivid language in discussing the death of a ship's captain in a battle at sea. Explain **THREE** examples of vivid language Whitman uses in the poem to make clear for you different aspects of the captain's passing, including the journey of the ship back to land and its docking. You should refer to at least **TWO** techniques that the poet uses, such as diction/word choice, character's words and actions, figurative language, imagery and symbolism.

OR

8. Discuss how the poet Gwendolyn Brooks makes clear for you the main message of the poem, "Speech to the Young: Speech to the Progress – Toward". Your response should include at least **THREE** well explained examples of how Brooks brings across this message to you. In your answer you should include at least **TWO** techniques that Brooks uses, such as figurative language, repetition, symbolism, diction/word choice and tone and mood.

TEXT: BITE IN 2 (POETRY)

9. In the poem "On Killing A Tree" the poet Gieve Patel vividly describes how to completely destroy a tree. Explain how a tree is "killed", according to the poet. In your answer discuss at least **THREE** techniques that the poet uses in his description, such as imagery, figurative language, tone, mood, symbolism and diction/word choice. Which technique do you think Patel uses most effectively and why?

OR

10. It is often very difficult for people to make a living in the profession that they choose. Explain how **TWO** poems in *Bite In 2* make this difficulty very clear for you. In your answer you should discuss at least **TWO** appropriate examples from each poem you choose and refer to at least **ONE** technique that each poet uses in his/her description in order to bring the struggle alive, such as imagery, figurative language, symbolism, tone, mood, diction/word choice and contrast.

TEXT: NOUGHTS & CROSSES (DRAMA)

11. **Friendship between a Nought and a Cross is unacceptable.** Show how the playwright Dominic Cooke brings alive for you **TWO** moments in the play when it is clear that characters believe this statement to be true. In your response, you should refer to at least **SIX** specific details about each moment. You should also refer to Cooke's use of at least **TWO** techniques, such as characters' words and actions, plot details, description, imagery, symbolism, irony, reflection and diction/word choice.

OR

12. **It is difficult to feel sympathy for Callum.** Show that you agree or disagree with this statement by discussing at least **TWO** occasions in the play that would support your opinion. In your response, you should refer to at least **SIX** specific details about each moment. You should also refer to Cooke's use of at least **TWO** techniques, such as characters' words and actions, plot details, stage directions, imagery, symbolism, irony, reflection and diction/word choice.

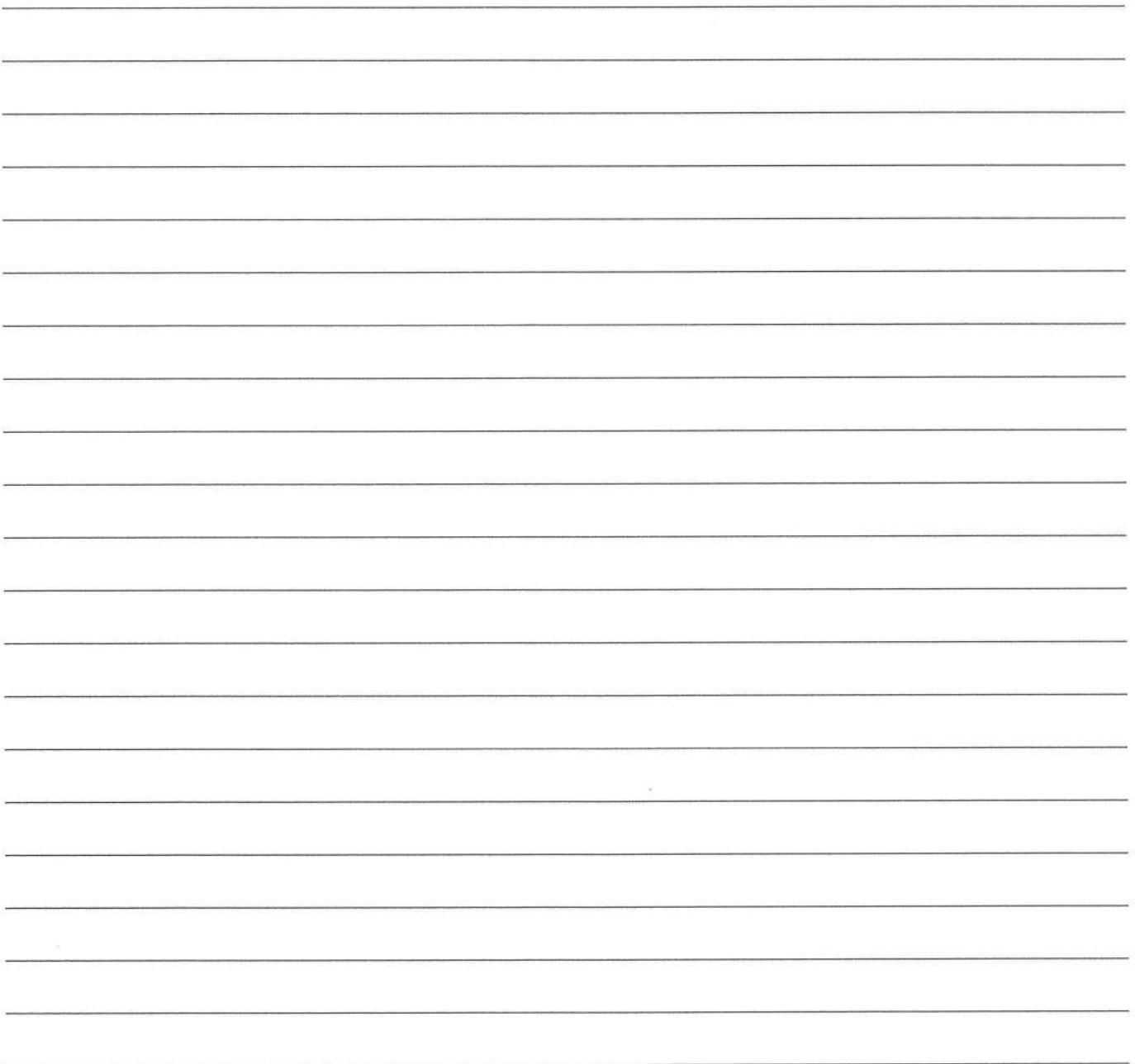
TEXT: PLAY ME (DRAMA)

13. How does Telcine Turner present life lessons in the play "Sunday Funday"? You should give details about at least **TWO** life lessons that can be learnt from at least two characters' behaviour, whether it is positive or negative. In your response, you should refer to at least **SIX** specific details about how each character behaves. You should also refer to Turner's use of at least **TWO** techniques, such as characters' words and actions, plot details, imagery, symbolism, irony, reflection, stage directions and diction/word choice in presenting these life lessons.

OR

14. In the play "The Master Thief", Telcine Turner uses Jack to provide much entertainment for the audience. Identify **TWO** occasions when Jack greatly amuses the audience. Give at least **SIX** specific details about each occasion. In your answer you should refer to at least **TWO** techniques Turner uses, such as character's words and actions, stage directions, plot details, description, diction/word choice and irony.





This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal blue or grey lines across its entire width, typical of notebook paper. There are no margins, text, or other markings on the page.