

KWA-ZULU NATAL DEPARTMENT OF EDUCATION

NPP: 14

GREENBURY SECONDARY SCHOOL

JUNE EXAMINATION: 2016

ENGLISH HOME LANGUAGE – PAPER 2

GRADE: 10

DATE: 8/06/16

MARKS: 80

TIME: 2 HOURS

EXAMINERS AND MODERATORS: GM, LG, FAV, US

Name of Learner:

Grade/Division:

INSTRUCTIONS AND INFORMATION

1. This question paper consists of **THREE** sections:

SECTION A: Poetry (30)

SECTION B: Novel (25)

SECTION C: Drama (25)

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

SECTION A: POETRY

PRESCRIBED POETRY – Answer **TWO** questions.

UNSEEN POETRY – **COMPULSORY** question.

SECTION B: NOVEL

Answer **ONE** question.

SECTION C: DRAMA

Answer **ONE** question.

3. **CHOICE OF ANSWERS FOR SECTION B AND SECTION C :**

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

4. **LENGTH OF ANSWERS:**

*The essay question on Poetry should be answered in about 150 – 200 words.

*The essay questions on the Novel and Drama sections should be answered in 300 – 350 words.

*The length of answers to contextual questions should be determined by the mark allocation. Aim for conciseness and relevance.

5. Carefully follow the instructions at the beginning of each section.

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

7. Suggested time management: approximately 40 minutes on each SECTION.

8. Write neatly and legibly.

SECTION A: POETRY

PRESCRIBED POETRY

Answer any **two** of the following questions

QUESTION 1

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

WOMEN – Alice Walker

They were women then
My mama's generation
Husky of voice – Stout of
Step
With fists as well as 5
Hands
How they battered down
Doors
And ironed
Starched white 10
Shirts
How they led
Armies
Bedragged Generals
Across mined 15
Fields
Booby-trapped
Ditches
To discover books
Desks 20
A place for us
How they knew what we
Must know
Without knowing a page
Of it 25
Themselves.

“WOMEN is a poem about the strength and determination of older women.”

By making close reference to the diction, imagery and tone used in the poem, discuss the validity of this statement.

Your response should take the form of a well-constructed essay of 150-200 words (about ONE page). [10]

QUESTION 2

Read the poem below and answer the questions that follow.

THE RIGHT WORD – Imtiaz Dharker

Outside the door,
Lurking in the shadows,
is a terrorist.

Is that the wrong description?

Outside the door 5
taking shelter in the shadows,
is a freedom-fighter.

I haven't got this right.

Outside, waiting in the shadows,
is a hostile militant. 10

Are words no more
than waving, wavering flags?

Outside your door,
Watchful in the shadows,
Is a guerrilla warrior. 15

God help me.

Outside, defying every shadow,
stands a martyr.

I saw his face.

No words can help me now. 20

Just outside the door,
lost in shadows,
is a child who looks like mine.

One word for you.

Outside my door, 25

his hand too steady,
his eyes too hard,
is a boy who looks like your son, too.

I open the door.
Come in, I say.
Come in and eat with us.

30

The child steps in
and carefully, at my door,
takes off his shoes.

- 2.1 Refer to lines 1 – 3: “Outside the door.....is a terrorist.”
Explain clearly how the diction in line 2 supports the idea that this “is a terrorist” (3)
- 2.2 Refer to lines 11 - 12: “Are words no more....waving, wavering flags.”
Discuss the appropriateness of this image in context. (3)
- 2.3 Refer to line 16: “God help me”
The speaker appeals to God because :
A – the speaker is a religious person who likes prayer.
B – this matter is so serious that it requires divine intervention.
C – the speaker believes God created the problem.
D – all of the above.
(Choose the correct letter) (2)
- 2.4 Show how the word “child” (line 23) indicates a change in the speaker’s attitude. (2)

[10]

QUESTION 3

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

SHALL I COMPARE THEE TO A SUMMER’S DAY? – William Shakespeare

Shall I compare thee to a summer’s day?
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,
And often is his gold complexion dimm’d;
And every fair from fair sometime declines,
By chance or nature’s changing course untrimm’d;

5

But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st; 10
Nor shall death brag thou wander'st 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, and this gives life to thee. 14

3.1 Refer to line 2: "Thou art more lovely and more temperate."

Explain in your own words what two things the speaker loves most about his beloved. (3)

3.2 What does the word "lease" (line 4) suggest about the nature of summer? (2)

3.3 Refer to line 9: "But thy eternal summer shall not fade."

Discuss the appropriateness of this image in context. (3)

3.4 Identify the tone of the rhyming couplet (lines 13 - 14).

(Choose the correct answer. Write the letter only)

A – Hope

B – Conviction

C – Determination

D – Fear (2)

[10]

QUESTION 4

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

FOR DON M- Banned – Mongane Wally Serote

it is a dry white season
dark leaves don't last, their brief lives dry out
and with a broken heart they dive down gently headed for the
earth,
not even bleeding 5
it is a dry white season brother,
only the trees know the pain as they stand still erect
dry like steel, their branches dry like wire
indeed it is a dry white season
but seasons come to pass 10

4.1 What does “a dry white season” (line 1) represent in the poem?

- A – The autumn months when everything in nature is dry.
- B – The period of suffering in Apartheid South Africa.
- C – The shining steel sparkling in the sun.
- D – All of the above. (2)

4.2 Explain clearly how the words “not even bleeding” (line 5) support the message at this point. (3)

4.3 Refer to line 8: “dry like steel”

Discuss the appropriateness of this image, within the context of the poem. (3)

4.4 Does the poem end on a positive or negative note? Justify your response. (2)

[10]

QUESTION 5 – UNSEEN POETRY

This question is **COMPULSORY**

Read the following poem and answer the questions set.

What do you want?

Emily Droppo

What do you want? Because I have nothing to give, No clothes on my back, No money in my pockets, No shoes on my feet	5
Like a wild animal I am free from individuals like you People, would you call them people? They have no purpose, No dignity, They sit there and wait like fruit as they rot I, have dignity	10
But not to give, not to you Not to anyone Because dignity, dignity's mine! I know what you have But who cares, all you add up to is ignorance A beautiful peacock in a pen full of pigs Astonishing in appearance But no pure intentions within	15
What do you want? You are beautiful, And all I have is dignity.	20

5.1 Refer to lines 3 – 5 : “No clothes ... on my feet.”

Explain how the use of repetition in the above lines help to convey the speaker's concerns.

[3]

5.2 Refer to L17 : “A beautiful ... full of pigs.”

This is an example of :

- A – personification and oxymoron
- B – metaphor and alliteration
- C – simile and personification

[Choose the correct letter only]

[2]

5.3 The word that best describes the poet's tone in Lines 18 – 19 :
"Astonishing in ... intentions within" is :

- A – surprise
- B – admiration
- C – criticism

[Choose the correct letter only]

[2]

5.4 Refer to lines 21 – 22 "You are ... have is dignity."
Briefly discuss the poet's message in the above lines.

[3]

[10]

SECTION B : NOVEL

MOTHER TO MOTHER – Sindiwe Magona

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

QUESTION 6 : ESSAY QUESTION

The novel proves that Xolisi and Amy Biehl belong to two different worlds and therein lies the tragedy.

Critically discuss this view by referring to relevant issues from the text. (25)

OR

QUESTION 7 : CONTEXTUAL QUESTION

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

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. 5

*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.* 10

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. 15

My revilers seem to think that, with such perfect understanding between mother and son, I wouldn't have had to say 20

*Xhosa

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. 25

But, you have to understand my son. Then you'll understand why I am not surprised he killed your daughter. Nothing my son does surprises me anymore. Not after that first unbelieving shock, his implanting himself inside me; unreasonably and totally destroying the me I was... the me I would have become. 30

(Chapter 1)

7.1 "Laments" in the title means :

- A – the true version of the story.
- B - expressing grief or sorrow.
- C – a feeling of guilt.
- D – none of the above.

Choose the correct answer from above.

(2)

7.2 Refer to line 1 : "My son killed your daughter."

7.2.1 Briefly discuss the impact of the opening sentence to the novel.

(3)

7.2.2 Clearly explain why the writer chose the style of an extended letter for this story ?

(3)

7.3 "People" in line 2 refers to :

- A - White people.
- B - Black people.
- C - people in general.
- D - none of the above.

Choose the correct answer from above.

(2)

7.4 The writer's tone in the above letter is :

- A - sarcastic.
- B - bitter
- C - critical
- D - all of the above.

Choose the correct answer from above.

(2)

7.5 Refer to lines 5-8 : "Starting, if truthseeded himself inside my womb."

7.5.1 Account for the mothers's feelings towards her child.

(2)

7.5.2 Within the context of the story, discuss the effectiveness of the image used in the above lines.

(3)

7.6 Refer to lines 15-16 : "As though that were....on her face."

7.6.1 Clearly explain why the American girl was in Gugulethu on that particular day.

(3)

7.6.2 What is the narrator implying about her son in these lines ?

(3)

7.7 Briefly describe the narrator's relationship with her son in the novel.

(2)

(25)

SECTION C : DRAMA

Romeo and Juliet : William Shakespeare

Answer EITHER QUESTION 8 (essay question)

OR QUESTION 9 (contextual question)

QUESTION 8 : *Romeo and Juliet* – ESSAY QUESTION

In 'Romeo and Juliet', young love is doomed because of the intense rivalry. Critically discuss this view point in a well-constructed essay of 300 – 350 words (1 ½ pages).

[25]

EXTRACT A

ACT 2 SCENE 3

FRIAR LAWRENCE	God pardon sin! wast thou with Rosaline?	
ROMEO	With Rosaline, my ghostly father? no; I have forgot that name, and that name's woe.	45
FRIAR LAWRENCE	That's my good son, but where hast thou been then?	
ROMEO	I'll tell thee ere thou ask it me again: I have been feasting with mine enemy, Where on a sudden one hath wounded me That's by me wounded; both our remedies Within thy help and holy physic lies. I bear no hatred, blessèd man; for lo, My intercession likewise steads my foe.	50
FRIAR LAWRENCE	Be plain, good son, and homely in thy drift, Riddling confession finds but riddling shrift.	55
ROMEO	Then plainly know, my heart's dear love is set On the fair daughter of rich Capulet; As mine on hers, so hers is set on mine, And all combined, save what thou must combine By holy marriage. When and where and how We met, we wooed, and made exchange of vow, I'll tell thee as we pass, but this I pray, That thou consent to marry us today.	60

- 9.1 Refer to lines 44 – 47 : 'God pardon ... been then.'
What does Friar Lawrence assume about Romeo? [3]
- 9.2 Refer to lines 50 – 52 : 'Where on ... physic lies.'
There is a pun on the word "wounded" in these lines.
Provide the TWO possible meanings, within the context of the passage. [3]
- 9.3 Refer to lines 57 – 59 : 'Then plainly ... mine.'
Comment on Romeo's love for Juliet, as expressed in the lines above. [3]
- 9.4 Refer to lines 61 – 64 : "When and where ... us today."
The word which best describes Romeo's tone in the above lines is :
- A – impatience
B – regret
C – surprise
- Choose the correct letter only. [2]
- 9.5 Provide a synonym of your own for "consent" (line 64). [2]

AND

EXTRACT B

ACT 3 SCENE 5

CAPULET	And why, my Lady Wisdom? Hold your tongue, Good Prudence, smatter with your gossips, go.	170
NURSE	I speak no treason.	
CAPULET	O God-i-goden!	
NURSE	May not one speak?	
CAPULET	Peace, you mumbling fool! Utter your gravity o'er a gossip's bowl, For here we need it not.	
LADY CAPULET	You are too hot.	175
CAPULET	God's bread, it makes me mad! Day, night, work, play, Alone, in company, still my care hath been To have her matched; and having now provided A gentleman of noble parentage, Of fair demesnes, youthful and nobly ligned, Stuffed, as they say, with honourable parts, Proportioned as one's thought would wish a man, And then to have a wretched puling fool, A whining mammet, in her fortune's tender, To answer 'I'll not wed, I cannot love; I am too young, I pray you pardon me.' But and you will not wed, I'll pardon you: Graze where you will, you shall not house with me.	180 185

- 9.6 Place this extract in context. [3]
- 9.7 Refer to lines 170 – 171 : 'And why, my Lady Wisdom your gossips, go.'
Explain the irony of Lord Capulet's words. [3]
- 9.8 'Of fair demesnes, would wish a man.' (Lines 180 – 182)
Why does Capulet consider Paris a proper husband for Juliet? [3]
- 9.9 'But and you house with me.' (Lines 187 – 188)
In your view, is Juliet deserving of Lord Capulet's punishment?
Justify your answer. [3]
- [25]

TOTAL : 30 + 25 + 25 = [80]

SUGGESTED ANSWERS

1. 'Women'

Response to be presented in Essay structure – using paragraphs.
Must include but not be limited to the following points but must focus on diction, imagery, tone. (3 aspects for full marks)
*Also, correct structure (Paragraph 1)

"My" first person possessive pronoun and "mama's" term of endearment / affection conveys love, respect, admiration. The fact that they had no voice – were not heard / listened to / had no voting rights / power is implied in "husky". In contrast "stout of step" reflects a strength of character and resilience. This strength is further emphasized through the plosive 'b' and 'd' sounds and the alliteration in "battered down doors".

The metaphor "fists" conveys strength and power while "hands" indicate soft, nurturing nature of a mother. This combination of strong and gentle highlights women's determination to succeed despite the challenges – both ^{*****} and external. The war imagery conveyed by 'led Armies', "mined fields" etc all emphasize the difficulties faced and the tenacity of spirit required to overcome and achieve success.

The speaker's tone is one of admiration, respect and pride. She shows how these women who had no training or skill were able to conquer only because they never gave up.

2. 'The Right Word'

2.1 "lurking" and shadows both have negative connotations of creeping, stealthily in the darkness hiding in wait. They convey a message of something dangerous and threatening lying awaiting for an opportunity to attack which is what a "terrorist" is known to do. [3]

2.2 The image of "waving flags" conveys the message that words are not static but constantly changing with subtle nuances and connotations. Flags too are never static or still but constantly moving as the air passes and the breeze cause it to flutter. [3]

2.3 B [2]

2.4 There is a change from perceiving the person as threatening and dangerous to someone innocent who requires protection.
Answer focus on change. [2]

3. 'Shall I compare thee ...'
- 3.1 He loves his beloved's beautiful appearance and her balanced / even-keeled nature. [3]
- 3.2 Summer is short-lived / temporary. [2]
- 3.3 The metaphor of summer is used to describe his beloved's beauty as an ever-lasting one. This is apt since summer is generally acknowledged as the season of abundant life, colour, growth and vitality. To describe her as "eternal summer" is to give his beloved an everlasting abundance of beauty and vitality. [3]
- 3.4 B [2]
- [10]
4. 'Banned'
- 4.1 B [2]
- 4.2 Bleeding requires a physical wound therefore "not bleeding" implies a non-physical wound. This is thus a reference to the pain and suffering that comes with being banned / exiled which does not harm the body but destroys the heart, spirit and soul. [3]
- 4.3 The simile "dry like steel" focuses on the powerful, highly resistant qualities of this strong metal. It is used to describe "the trees" which symbolise those extra-ordinary people who stood out for being strong and resilient and were therefore targeted for punishment in the form of jail, torture, etc. [3]
- 4.4 Positive. Firstly the tone and message reflect hope. Secondly, he refers to this time as a passing season implying it will soon end. [Any 1] [2]
- [10]

SUGGESTED ANSWERS – UNSEEN POEM

- 5.1 The repetition of the word "No" emphasises the plight of the speaker / reinforces the speaker's situation.
The repetition of 'my' makes it a personal issue / means that the speaker is referring to herself and her problems. Does not have materialistic things, lack (deprivation) but has something more ie. dignity. [3]
- 5.2 B – metaphor and alliteration [2]
- 5.3 C – criticism [2]
- 5.4 While the speaker / poet acknowledges that the person she is talking to / add. Is beautiful / superficial / pleasing to the eye if all she has is her dignity / this belongs to her only – no one else – cannot give this to anyone.
Proud of her value system. [3]
- [10]

SECTION B: NOVEL

"MOTHER TO MOTHER": SUGGESTED ANSWERS

Q6

ESSAY

(Use DOE rubric to assess)

Points to consider:

- (1) Amy - white American from first world country - represents privileges and different way of life.
Xolisi - Black South African - victim of apartheid policies - represent deprivation (Introduction)
- (2) Amy fighting for a foreign cause (= restore social equity on eve of 1994 elections) Xolisi fighting for a personal, national cause (social, economic and political deprivation)
- (3) At outset of novel Amy is content - winning a tune in student apartment - drives her own car whilst Xolisi lives in a tin shack (hokkie)
- (4) Xolisi & siblings - scarcity of food - requests egg for breakfast & mother warns him not to "push" certain food - Amy eats at cafeteria - affords life of luxury privilege.
- (5) Amy post graduate but Xolisi victim of school boycotts called by COSAS (in support of teachers' strike). Falls under Bantu Education - deprivation - later leaves school because cannot afford books - vicious cycle of unskilled workers cont.
- (6) Xolisi represents revolutionaries - stayaway, loot, burn homes & cars - want to be heard
- (7) Xolisi belongs to younger generation of

activists (sing freedom songs, toyi-toyi, involved in secret intelligence work, Chant, dance, hold secret meetings despite police blockades at school)

(8) Amy learns Xhosa language, African dances, eats African food but will never understand/experience hardship first-hand.

(9) Xolisi belongs to a youth sub-culture (involved in political rallying). Group splits up & then they re-convene randomly to a student leader, too - supports PAC call: "One settler, one bullet."

(10) Amy socialises with Black friends on social & academic level only (does not understand their poverty, exposure to violence, victims of police brutality and forced removals - Biko)

(11) Conclusion: Amy is incidental victim but Xolisi and his people are the real victims - their lives are cheap. Xolisi driven by student hype and a paranoia when they see a white woman in their area (during a time of political upheaval). They do not understand why she is there and vice-versa (same with rest of world) - tragedy of misunderstanding.

(12) Tragedy is that innocent white American died at the hands of people she supported. Greater tragedy is that student protest/suffering made them blind.

Challenges to address key issues: "two-different worlds" and "therein lies the tragedy"

Q7.

7.1 B - expressing grief or sorrow.

(2)

- 7.2.1 • Concess, succinct introduction which ^{immediately} highlights killing (Main thing)
- Matter-of-fact tone provides a direct, bold, truthful perspective, Narrator wins respect/attention of reader.
 - Words are simple & economical - allows reader some opportunity to arrive at own decision/conclusion.
 - Sentence unbiased - narrator attempts to be objective
 - Short line creates tension, suspense, draws reader in.
 - It immediately establishes a relationship between the two mothers - both share the grief.
 - Sentence stands alone - implies impact of their grief loss. Also, felt alienated from their people - ^{feelings of} desolation highlighted.
- (Any 2 reasonable points) (3)

7.2.2. letter is personal - reaches out to her on a personal level - shows empathy and compassion.

- letter is informal - allows narrator to bare her soul.
 - letter establishes/reinforces a relationship between two mothers
 - letter allows privacy - one to another - heart to heart.
- (Any 2 logical points) (3)

7.3 C - people in general.

(2)

7.4 D - all of the above

(2)

7.5.1 He was an unplanned child - came unexpectedly and shattered her hopes and dreams. She is bitter and resentful towards this child who makes her even more vulnerable to life. Regards him as ill-fated and initially regarded him as her nemesis.

(Tone + explanation)

(1+2)

7.5.2 The image of a seed, child/bow compared to a seed which, despite the hostile environment, takes root and grows (highly resistant seed). It/child grows/anchors itself in the womb of the mother (who already suffers ^{from} deprivation and hardships).
(Image - 1; discussion - 2) (3)

7.6.1 As a recipient of a scholarship, she was studying at the University of Western Cape. A day before she could return home to America, she offered her 3 Black friends a lift home. They lived in Gugulethu.
(Holistic Context) (3)

7.6.2 That he was not involved in pre-meditated cold-blooded murder. He had no knowledge (naive) that she was an American. They (he included) killed her because she was white & at the time of political upheaval any white represented the enemy. It is therefore unfair that the burden of worldwide criticism be she carried on the shoulders of these young political activists (rebels) - absolves him but ^{does} not condone him. OR

He was young, naive and blinded by politics. Amy was a victim of circumstances, unfortunately.
(Any 2 sensible, valid points) (1/2 x 2)

7.7 She shares a love-hate relationship with Xolisi. Experiences mixed feelings because from a tender age he seemed to have a mind of his own (eg when he refused to speak / last speech). In latter years he is so influenced by his political aspirations and she finds it hard to influence and guide him - was also a student leader. Nonetheless, she loves him & has made huge sacrifices for him.
(Description + explanation) (1+1)
(25)

Section C:

Essay - Question 3 - Drama

Points to consider:

- Opening scene - Prince Escalus and rivalry between feuding families (Capulets and Montagues)
- Romeo appears at masked ball (Capulet's party)
- Tybalt and Romeo's encounter results in Tybalt's death (Juliet's cousin)
- Rivalry between Capulets and Montagues - Lord Capulet's choice of Paris as suitor for Juliet who rebels at all cost.
- Impact of Paris as suitor for young Juliet leads to:
 - secret marriage of Romeo to Juliet by Friar Lawrence
 - conflict arises among Juliet, Lord Capulet + Lady Capulet.
 - Juliet's melancholic state over Romeo + the pressure of falsely accepting marriage to Paris
 - Lord and Lady Capulet's response to Juliet over refusal of marriage to Paris.
 - Consumption of poison on the part of Juliet = simulated death.
 - Failure of Friar Lawrence plan.
 - Encounter of Paris + Romeo at family tomb = Paris murdered by Romeo.
 - Suicide of Romeo + Juliet.

Suggested Answers - Extract A - A 2 S3

9.1. Friar Lawrence is under the impression that Romeo has sinned by spending the night with Rosaline as he is unaware of Romeo's love for Juliet at this point. Therefore Friar Lawrence regards this as a sin according to his belief and his status as a friar.

2 points ($1\frac{1}{2} \times 2$) (3)

9.2. Romeo purposely chooses to be unclear because in doing so he knows that the Friar would believe he was involved in swordfighting yet figuratively Romeo and Juliet's hearts have been pierced by Cupid's arrow. Therefore young Romeo's only solution in his young mind is that the priest's holiness is the only remedy to cure their pain.

2 points ($1\frac{1}{2} \times 2$ for literal + figurative explanation) (3)

9.3. Romeo declares, "my heart's dear love is set", declaring that he intensely loves Juliet from the heart as two hearts beating as one since their love is requited, "As mine on hers, so hers is set on mine."

2 points ($1\frac{1}{2} \times 2$) (3)

9.4. A - impatience (2)

9.5. agree (accept any other in context) (2)

Suggested Answers - Extract B - A3 SS

9.6. This extract deals with Lady and Lord Capulet who are highly enraged by Juliet's refusal to marry a young nobleman named Paris. Juliet is berated by Lord Capulet for her disobedience towards him, who also threatens to disown his only daughter.

2 points ($1\frac{1}{2} \times 2$) (3)

9.7. Lord Capulet is indirectly implying that the Nurse is absolutely unwise in her remarks, presenting stupidity that should be shared with immoral people of her social class. He implies that while she thinks she is wise she is in fact foolish and nonsensical in her speech/remarks.

2 points ($1\frac{1}{2}$ for irony + $1\frac{1}{2}$ for explanation) (3)

9.8

9.3. These lines imply that Paris is an affluent man of noble status who is also perfectly charming, handsome and one that any young woman would fancy as her husband. Furthermore, his relation to Prince Escalus affects him much higher status in Verona and this places in feather in Lord Capulet's cap if he marries Juliet.

2 points ($1\frac{1}{2} \times 2$) (3)

9.9.
9.4. No, Juliet is a young, immature, typical teenager who in the event of her rebellion becomes disowned would endanger her own well-being and her image. Instead Capulet should have established a much stronger and deeper bond of love and communication, providing advice about her decisions and understanding her foolish mind. Although young, she is entitled to her opinion.

Yes, he is her father and establishes an authoritative position over his only daughter and by imposing disowning her he perhaps hopes to instill fear in her to succumb to his request to marry Paris. Probably proclaiming such punishment would position her in line of obedience as a young girl.

2 points ($1\frac{1}{2} \times 2$)

(3)
TOTAL - (25)