This is a Class 3 exam

Lebanon Evangelical School for Boys and Girls

Lebanon Evangelical School
for Boys and Girls Loueizeh - Baabda

Stage Exam 02

26MAR2025

Do NOT write in this box. Your MARK will be placed here.

Subject :	English
Class :	10A
Teacher :	Miss Jovana
Duration :	1 hour

A clean copy of the poems is required.

You are to answer the questions to this exam on : Lined paper

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

Anthology Poetry
Answer ONE question from this section.

EITHER

Re-read *Search For My Tongue* and *Half-caste*.
Compare how the writers present **concerns about language** in *Search For My Tongue* and *Half-caste*.
You should make reference to language, form and structure.
Support your answer with examples from the poems.
(Total for Question = 30 marks)

OR

Re-read *Poem at Thirty-Nine*.
Compare the ways the writers present **family relationships** *in Poem at Thirty-Nine* and one other poem from the anthology.
You should make reference to language, form and structure.
Support your answer with examples from the poems.
(Total for Question = 30 marks)

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Question Number	Indicative content
2	**Examiners should be alert to a variety of responses and should reward points that are clearly based on comparison of the two poems. Evidence of a degree of personal response must be given. It is not sufficient to summarise or paraphrase, nor is it sufficient simply to list literary devices.** ***Search For My Tongue*** **(AO2) Responses may include:** • the writer speaks about language concerns when using her 'mother tongue'. At times she thinks that she has forgotten it ('lost my tongue') but 'it grows back': 'Every time I think I've forgotten, ... / it blossoms out of my mouth' • the poem considers the issue of speaking and thinking in two languages: English and Gujarati; Gujarati is the poet's 'mother tongue'. The phrase 'lost my tongue' is a metaphor commonly meaning 'temporarily unable to speak' but could also be interpreted as forgetting one's language • the writer speaks directly to the reader in a conversational tone, as if answering a question: 'You ask me what I mean' • the writer speaks of the difficulties of having 'two tongues in your mouth'. The 'tongue' is used both literally for the organ in the mouth and metaphorically for the languages spoken with it. The speaker fears that her original language is forgotten as it 'would rot / rot and die' when not used as much as the alien 'foreign tongue' • there is a suggestion that the writer's true identity has been suppressed, because living in a foreign country you need to speak the language: 'lived in a place you had to / speak a foreign tongue' • the repetition of 'spit it out' suggests that the original language and identity of the writer are now no use to her, unlike the 'foreign tongue' • the writer uses an extended metaphor in the second part of the poem to describe how, in her dreams, her 'mother' language is a bud that 'grows back', 'pushes the other tongue aside' and 'blossoms' out of her mouth • the poem is structured in three parts: the first part expresses the difficulty of having two languages and not using her 'mother tongue'; in the second part, ideas are expressed in Gujarati together with a phonetic version; in the final part, the Gujarati section is translated and suggests that the 'mother tongue' remains and 'grows' stronger in her dreams. The writer recollects her language in an affectionate way when it 'blossoms'. ***Half-caste*** **(AO2) Responses may include:** • the writer takes issue with the language used by members of society, who persist in using the outdated, derogatory and insulting phrase 'Half-caste'. He is frustrated and angry • the writer uses analogies of things that are half-and-half but are admired. He gives three examples of other mixtures of colours that could be considered 'half-caste', if all mixed colours were treated consistently, for example, those of a Picasso canvas or the black and white keys of the piano for a Tchaikovsky symphony. He even refers to the changeable English weather, using a pun to describe how the mixture of sun and cloud changes to 'overcast'. The writer mocks the use of the phrase, 'half-caste', and shows how mixing things together is creative and natural

- the writer expresses his concerns about language; it is implied that language is used to control and suppress some members of society. He suggests that people need to open their minds to what the phrase 'half-caste' connotes. He takes the phrase literally with all its implications, such as 'standing on one leg', shaking with 'half-a-hand' and communicating half a story
- the writer addresses the reader directly: 'Explain yuself', 'I will tell yu'
- the use of non-standard, colloquial English and modified Afro-Caribbean patois conveys the writer's thoughts and feelings about society: 'half of mih eye'
- repetition of commands, questions and answers, such as the imperative 'explain yuself' and the question 'wha yu mean', helps bind the poem together
- the lack of punctuation, apart from dashes and obliques, together with the phonetic spelling, creates a sense of the spoken voice
- the use of the expletive, 'ah rass', emphasises the writer's tone of anger and frustration with issues of language
- the structure of the poem is in sections: the first half deals with the writer's questioning the implications for other things that are mixed if the phrase is used consistently; the second sees him questioning the implications for himself and other people.

Both poems

Both poems have particular merits and features and therefore there are a number of points of comparison which students will make. Examiners might consider the following areas of comparison where applicable: treatment of subject matter and theme, tone, voice, attitude, character, diction, imagery including figurative language, poetic form/structure including rhythm, line length, enjambement.

All points of comparison should be developed and supported by close reference and evaluation of specific examples.

(AO3) Responses may include:

- both poems consider concerns about use of language. Bhatt is concerned that she may have lost her 'mother tongue', whereas Agard is frustrated and angry over the use of the term 'half-caste'. Bhatt's poem gives her own feelings about language, whereas Agard's personal and emotional poem is directed at the use of language by other people who have prejudiced views
- both poets use phonetic language. Bhatt includes Gujarati, with each line given a phonetic translation in parenthesis to aid the reader. Agard uses phonetics and modified patois to demonstrate his aggravation with society and pride in his own heritage
- both poets structure their poems in sections and both use repetition
- both poems refer to dreams. Agard mocks both himself and others who use the term 'half-caste' when he dreams 'half-a-dream'. Bhatt regains her 'mother tongue' in her dream: 'overnight while I dream'.

These examples are suggestions only. Accept any valid responses.