



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS



**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**MAY/JUNE 2025**



**MARKS: 70**

**TIME: 2½ hours**

**This question paper consists of 30 pages.**



**INSTRUCTIONS AND INFORMATION**

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on the texts you have studied this year. Read these questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)  
SECTION B: Drama (35)  
SECTION C: Short stories (35)  
SECTION D: Poetry (35)

3. Answer TWO QUESTIONS in all, ONE question each from ANY TWO sections.

**SECTION A: NOVEL**

Answer the question on the novel you have studied.

**SECTION B: DRAMA**

Answer the question on the drama you have studied.

**SECTION C: SHORT STORIES**

Answer the questions set on BOTH short stories.

**SECTION D: POETRY**

Answer the questions set on BOTH poems.

4. Use the checklist on page 4 to assist you.
5. Follow the instructions at the beginning of each section carefully.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Start EACH section on a NEW page.
8. Suggested time management: Spend approximately 75 minutes on each section.
9. Write neatly and legibly.



**TABLE OF CONTENTS**

<b>SECTION A: NOVEL</b>		
<b>Answer ANY ONE question.</b>		
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2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	9
<b>SECTION B: DRAMA</b>		
<b>Answer ANY ONE question.</b>		
3. <i>Macbeth</i>	35	13
4. <i>My Children! My Africa!</i>	35	18
<b>SECTION C: SHORT STORIES</b>		
<b>Answer the questions set on BOTH extracts.</b>		
5.1 'The girl who can't see'	18	22
<b>AND</b>		
5.2 'A bag of sweets'	17	24
<b>SECTION D: POETRY</b>		
<b>Answer the questions set on BOTH poems.</b>		
6.1 'What life is really like'	18	26
<b>AND</b>		
6.2 'You laughed and laughed and laughed'	17	28



**CHECKLIST****NOTE:**

- Answer questions from ANY TWO sections.
- Tick (✓) the sections you have answered.

SECTIONS	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A: Novel	1–2	1	
B: Drama	3–4	1	
C: Short stories	5	1	
D: Poetry	6	1	

**NOTE:** Ensure that you have answered questions on TWO sections only.





**SECTION A: NOVEL**

In this section, questions are set on the following novels:

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *STRANGE CASE OF DR JEKYLL AND MR HYDE* by Robert Louis Stevenson

Answer ALL the questions on the novel that you have studied.

**QUESTION 1: CRY, THE BELOVED COUNTRY**

Read the extracts from the novel below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 1.1 AND QUESTION 1.2.

**1.1 EXTRACT A**

[The umfundisis are on a quest.]

- I have nothing to do with the police, I wish to have nothing to do with them. But there is an old man suffering because he cannot find his son.
- That is a bad thing, she said, but she spoke as one speaks who must speak so.
- It is a bad thing, he said, and I cannot leave you until you have told what you would not tell. 5
- I have nothing to tell, she said.
- You have nothing to tell because you are afraid. And you do not tremble because it is cold.
- And why do I tremble? she asked. 10
- That I do not know. But I shall not leave you till I discover it. And if it is necessary, I shall go to the police after all, because there will be no other place to go.
- It is hard for a woman who is alone, she said resentfully.
- It is hard for an old man seeking his son. 15
- I am afraid, she said.
- He is afraid also. Could you not see he is afraid?
- I could see it, umfundisi.
- Then tell me, what sort of life did they lead here, these two young men? But she kept silent, with the fear in her eyes, and tears near to them. 20
- He could see she would be hard to move.

[Book 1, Chapter 8]



- 1.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–D) next to the question numbers (1.1.1(a) to 1.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Mrs Kumalo	A is forgiving towards Stephen Kumalo
(b) Johannes Pafuri	B is prepared to house Gertrude
(c) James Jarvis	C is in need of a stove
(d) Mrs Lithebe	D is a ringleader of a robbery gang
	E is generous to the Ndotsheni community

(4 x 1) (4)

- 1.1.2 Describe the time and place where this extract is set. (2)

- 1.1.3 Who is the 'old man' (line 2)? (1)

- 1.1.4 What do lines 5–9 ('It is a ... it is cold') reveal about Msimangu's character?

Substantiate your answer. (2)

- 1.1.5 Refer to line 10 ('And why do I tremble?').

- (a) What tone would the woman use in this line? (1)

- (b) Why would the woman use this tone in this line? (1)

- 1.1.6 To whom do the 'two young men' (line 19) refer? (2)

- 1.1.7 Explain what is meant by, 'she would be hard to move' (line 21). (2)

- 1.1.8 Refer to the novel as a whole.

Stephen Kumalo is a brave man.

Discuss your view. (3)

**AND**





1.2 **EXTRACT B**

[Jarvis gives Stephen Kumalo a letter.]

... and the rain made less noise on the roof.  
It was nearly over when Jarvis rose and came and stood in the aisle near Kumalo. Without looking at the old man he said, Is there mercy?  
Kumalo took the letter from his wallet with trembling hands; his hands trembled partly because of the sorrow, and partly because he was always so with this man. Jarvis took the letter and held it away from him so that the dull light fell on it. Then he put it back again in the envelope, and returned it to Kumalo. 5  
– I do not understand these matters, he said, but otherwise I understand completely. 10  
– I hear you, umnumzana.  
Jarvis was silent for a while, looking towards the altar and the cross on the altar.  
– When it comes to this fifteenth day, he said, I shall remember. Stay well, umfundisi. 15  
But Kumalo did not say go well. He did not offer to carry the saddle and the bridle, nor did he think to thank Jarvis for the milk. And least of all did he think to ask about the matter of the sticks. And when he rose and went out, Jarvis was gone. It was still raining, but lightly, and the valley was full of sound, of streams and rivers, all red with the blood of the earth. 20  
[Book 3, Chapter 3]

1.2.1 State why the following statement is FALSE:

Absalom fired the gun because he was attacked. (1)

1.2.2 Refer to line 1 ('and the rain ... on the roof').

(a) Identify the figure of speech used in this line. (1)

(b) Explain why the figure of speech is relevant in this extract. (2)

1.2.3 Explain the irony in Jarvis's words, 'Is there mercy?' (line 3). (2)

1.2.4 Refer to lines 4–6 ('Kumalo took the ... with this man').

What do these lines tell us about Kumalo's state of mind?

Substantiate your answer. (2)



1.2.5 Refer to lines 17–18 ('nor did he ... of the sticks').



- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.5 (a)) in the ANSWER BOOK.

James Jarvis donates the milk to ...

- A feel better about himself.
- B save the local toddlers.
- C feed the starving cattle.
- D feed the local villagers.

(1)

- (b) Explain to what the 'matter of the sticks' refers.

State TWO points.

(2)

1.2.6 One of the themes in *Cry, the Beloved Country* is fear.

Discuss this theme.

(3)

1.2.7 Refer to the novel as a whole.

James Jarvis displays true human values.

Discuss your view.

(3)

**[35]**





## QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the extracts from the novel below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 AND QUESTION 2.2.

### 2.1 EXTRACT C

[Dr Jekyll and Mr Utterson are in conversation.]

'I have been wanting to speak to you, Jekyll,' began the latter. 'You know that will of yours?'

A close observer might have gathered that the topic was distasteful; but the doctor carried it off gaily. 'My poor Utterson,' said he, 'you are unfortunate in such a client. I never saw a man so distressed as you were by my will; unless it were that hide-bound pedant, Lanyon, at what he called my scientific heresies. Oh, I know he's a good fellow – you needn't frown – an excellent fellow, and I always mean to see more of him; but a hide-bound pedant for all that; an ignorant, blatant pedant. I was never more disappointed in any man than Lanyon.'

'You know I never approved of it,' pursued Utterson, ruthlessly disregarding the fresh topic.

'My will? Yes, certainly, I know that,' said the doctor, a trifle sharply. 'You have told me so.'

'Well, I tell you so again,' continued the lawyer. 'I have been learning something of young Hyde.'

The large handsome face of Dr Jekyll grew pale to the very lips, and there came a blackness about his eyes. 'I do not care to hear more,' said he. 'This is a matter I thought we had agreed to drop.'

'What I heard was abominable,' said Utterson.

[Dr Jekyll was Quite at Ease]

2.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question numbers (2.1.1(a) to 2.1.1(d)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Jekyll	A	loyal friend and respected lawyer
(b)	Lanyon	B	student and critic of handwriting
(c)	Guest	C	estranged colleague and dear friend
(d)	Utterson	D	esteemed citizen and secretive scientist
		E	loyal and reliable head servant

(4 x 1) (4)



- 2.1.2 Describe the time and place where this extract is set. (2)
- 2.1.3 What is strange about the contents of Dr Jekyll's will (line 2)? (1)
- 2.1.4 What do lines 11–12 ('You know I ... the fresh topic') reveal about Mr Utterson's character? (2)
- Substantiate your answer. (2)
- 2.1.5 State why the following statement is FALSE: (1)
- The butler witnesses the killing of Sir Carew. (1)
- 2.1.6 Refer to line 20 ('What I heard was abominable'). (1)
- (a) What tone would Mr Utterson use in this line? (1)
- (b) Why would Mr Utterson use this tone in this line? (1)
- 2.1.7 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is the two-sided nature of man. (3)
- Discuss this theme. (3)
- 2.1.8 Refer to the novel as a whole. (3)
- Dr Lanyon is a good scientist. (3)
- Discuss your view. (3)

AND





## 2.2 EXTRACT D

[Dr Jekyll reflects on his life.]

I sat in the sun on a bench; the animal within me licking the chops of memory; the spiritual side a little drowsed, promising subsequent penitence, but not yet moved to begin. After all, I reflected, I was like my neighbours; and then I smiled, comparing myself with other men, comparing my active goodwill with the lazy cruelty of their neglect. And at the very moment of that vainglorious thought a qualm came over me, a horrid nausea and the most deadly shuddering. These passed away, and left me faint; and then, as in its turn the faintness subsided, I began to be aware of a change in the temper of my thoughts, a greater boldness, a contempt of danger, a solution of the bonds of obligation. I looked down; my clothes hung formlessly on my shrunk limbs; the hand that lay on my knee was corded and hairy. I was once more Edward Hyde. A moment before I had been safe of all men's respect, wealthy, beloved – the cloth laying for me in the dining-room at home; and now I was the common quarry of mankind, hunted, houseless, a known murderer, thrall to the gallows.

My reason wavered, but it did not fail me utterly. I have more than once observed that in my second character, my faculties seemed sharpened ...

[Henry Jekyll's Full Statement of the Case]

2.2.1 Refer to lines 1–2 ('I sat in ... chops of memory').

- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.2.1(a)) in the ANSWER BOOK.

Dr Jekyll sits on a bench in ...

- A Regent's Park.  
 B his garden.  
 C his laboratory.  
 D Cavendish Square. (1)

- (b) Identify the figure of speech used in these lines. (1)

- (c) Explain why the figure of speech is relevant in this extract. (2)

2.2.2 Explain what Dr Jekyll means by, 'the spiritual side ... promising subsequent penitence' (line 2). (2)

2.2.3 Explain the irony in Dr Jekyll's words, 'comparing myself with ... of their neglect' (lines 4–5). (2)





2.2.4 Refer to lines 8–11 ('I began to ... corded and hairy.')

What do these lines tell us about Dr Jekyll's state of mind?

Substantiate your answer. (2)

2.2.5 Refer to lines 14–15 ('I was the ... to the gallows').

(a) Explain why Mr Hyde describes himself as 'hunted' and 'houseless' (line 14). (2)

(b) What does the 'known murderer' do to change back into Dr Jekyll without being seen?

State TWO points. (2)

2.2.6 Refer to the novel as a whole.

Mr Hyde is responsible for Dr Jekyll's downfall.

Discuss your view. (3)  
[35]

**TOTAL SECTION A: 35**



**SECTION B: DRAMA**

In this section, questions are set on the following dramas:

- *MACBETH* by William Shakespeare
- *MY CHILDREN! MY AFRICA!* by Athol Fugard

Answer ALL the questions on the drama that you have studied.

**QUESTION 3: MACBETH**

Read the extracts from the play below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 3.1 AND QUESTION 3.2.

**3.1 EXTRACT E**

[Macbeth is crowned.]

BANQUO:	Thou hast it now: King, Cawdor, Glamis, all, As the Weird Women promised, and I fear Thou play'dst most foully for't. Yet it was said It should not stand in thy posterity, But that myself should be the root and father Of many kings. If there come truth from them, As upon thee, Macbeth, their speeches shine, Why, by the verities on thee made good, May they not be my oracles as well And set me up in hope? But hush, no more.	5          10
<i>Sennet sounded. Enter Macbeth, as King; Lady Macbeth, as Queen; Lennox, Ross, Lords and Attendants.</i>		
MACBETH:	Here's our chief guest.	
LADY M:	If he had been forgotten, It had been as a gap in our great feast, And all-thing unbecoming.	15
MACBETH:	Tonight we hold a solemn supper, sir, And I'll request your presence.	
BANQUO:	Let your highness Command upon me, to the which my duties Are with a most indissoluble tie For ever knit.	20



MACBETH:	Ride you this afternoon?	
BANQUO:	Ay, my good lord.	
MACBETH:	We should have else desired your good advice, Which still hath been both grave and prosperous, In this day's council; but we'll take tomorrow. Is't far your ride?	25
BANQUO:	As far, my lord, as will fill up the time 'Twillt this and supper. Go not my horse the better, I must become a borrower of the night For a dark hour or twain.	30
MACBETH:	Fail not our feast.	

[Act 3, Scene 1]

3.1.1

Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question numbers (3.1.1(a) to 3.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Lady Macbeth	A fights bravely for the English army
(b) Lady Macduff	B administers to the sick Lady Macbeth
(c) King Duncan	C disapproves of her husband helping Malcolm
(d) Young Siward	D stands for social and political order
	E falls into madness and despair eventually

(4 x 1) (4)

3.1.2

Refer to lines 1–3 ('Thou hast it ... most foully for't').

What do these lines tell us about Banquo's state of mind?

Substantiate your answer.

(2)

3.1.3

What are the witches' predictions about Banquo?

(2)

3.1.4

Choose the correct answer to complete the following sentence.  
Write only the question number (3.1.4) and the letter (A–D) in the ANSWER BOOK.

The 'gap' (line 15) refers to Banquo ...

- A suddenly becoming sick.
- B missing the banquet.
- C attending the banquet.
- D fleeing the country.

(1)







3.1.5

What do lines 19–22 ('Let your highness ... For ever knit') reveal about Banquo's character?

Substantiate your answer.

(2)

3.1.6

State why the following statement is FALSE.

Malcolm is Banquo's only son.

(1)

3.1.7

One of the themes in *Macbeth* is violence.

Discuss this theme.

(3)

3.1.8

Refer to the drama as a whole.

Lady Macbeth is a tragic hero.

Discuss your view.

(3)

**AND**

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3.2

**EXTRACT F**

[Macbeth summons Lennox.]

FIRST WITCH:	I'll charm the air to give a sound, While you perform your antic round, That this great King may kindly say Our duties did his welcome pay. <i>Music. The Witches dance, and then vanish.</i>	5
MACBETH:	Where are they? Gone? Let this pernicious hour Stand aye accursèd in the calendar! Come in, without there!	
LENNOX:	<i>Enter Lennox.</i> What's your grace's will?	10
MACBETH:	Saw you the Weird Sisters?	
LENNOX:	No, my lord.	
MACBETH:	Came they not by you?	
LENNOX:	No indeed, my lord.	
MACBETH:	Infected be the air whereon they ride, And damned all those that trust them! I did hear The galloping of horse; who was't came by?	15
LENNOX:	'Tis two or three, my lord, that bring you word Macduff is fled to England.	
MACBETH:	Fled to England!	20
LENNOX:	Ay, my good lord.	
MACBETH:	( <i>aside</i> ) Time, thou anticipatest my dread exploits. The flighty purpose never is o'ertook Unless the deed go with it; from this moment The very firstlings of my heart shall be The firstlings of my hand. And even now, To crown my thoughts with acts, be it thought and done: The castle of Macduff I will surprise, Seize upon Fife, give to the edge of the sword His wife, his babes, and all unfortunate souls That trace him in his line. No boasting like a fool, This deed I'll do before this purpose cool! But no more sights! Where are these gentlemen?	25 30

[Act 4, Scene 1]

- 3.2.1 Describe the time and place where this extract is set. (2)
- 3.2.2 Refer to line 6 ('Where are they? Gone?').
- (a) What tone would Macbeth use in these lines? (1)
- (b) Why would Macbeth use this tone in these lines? (1)
- 3.2.3 Explain the irony in Macbeth's words in, 'And damned all those that trust them!' (line 16). (2)





3.2.4 Refer to line 19 ('Macduff is fled to England').

(a) Why does Macduff flee to England? (1)

(b) If you were the director of this play, what would you tell Lennox to do when saying this line?

State TWO actions. (2)

3.2.5 Refer to line 22 ('Time, thou anticipatest my dread exploits').

(a) Identify the figure of speech used in this line. (1)

(b) Explain why the figure of speech is relevant in this extract. (2)

3.2.6 Explain what Macbeth means by, 'Seize upon Fife ... in his line' (lines 29–31). (2)

3.2.7 Refer to the drama as a whole.

The witches are to be blamed for the chaos in Scotland.

Discuss your view.

(3)  
**[35]**





**QUESTION 4: MY CHILDREN! MY AFRICA!**

Read the extracts from the play below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 AND QUESTION 4.2.

**4.1 EXTRACT G**

[Isabel confronts Thami.]

THAMI:	So? He can watch me as much as he likes. I've got nothing to hide. Even if I did he'd be the last person to find out. He sees nothing, Isabel.	
ISABEL:	I think you are very wrong.	
THAMI:	No I'm not. That's his trouble. He's got eyes and ears but he sees and hears nothing.	5
ISABEL:	Go on. Please. <i>[Pause]</i> I mean it, Thami. I want to know what's going on.	
THAMI:	He is out of touch with what is really happening to us blacks and the way we feel about things. He thinks the world is still the way it was when he was young. It's not! It's different now, but he's too blind to see it. He doesn't open his eyes and ears and see what is happening around him or listen to what the people are saying.	10
ISABEL:	What are they saying?	15
THAMI:	They've got no patience left, Isabel. They want change. They want it now!	
ISABEL:	But he agrees with that. He never stops saying it himself.	
THAMI:	No. His ideas about change are the old-fashioned ones. And what have they achieved? Nothing. We are worse off now than we ever were. The people don't want to listen to his kind of talk any more.	20
ISABEL:	I'm still lost, Thami. What sort of talk is that?	
THAMI:	You've just heard it, Isabel. It calls our struggle vandalism and lawless behaviour.	25

[Act 1, Scene 5]





4.1.1

Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question numbers (4.1.1(a) to 4.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Isabel	A attends Zionist Church every Sunday
(b) Thami	B works at Cape Town railways
(c) Anela	C lives with sister in Brakwater
(d) Samuel	D determined to become a journalist
	E devotes his life to pupils

(4 x 1) (4)

4.1.2 Explain the irony in Thami's words, 'He's got eyes ... and hears nothing' (lines 5–6). (2)

4.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.3) in the ANSWER BOOK.

Mr M's 'kind of talk' (line 21) is based on ...

- A observation.
- B recommendation.
- C demonstration.
- D negotiation. (1)

4.1.4 Refer to line 23 ('I'm still lost, Thami').

- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)

4.1.5 Apart from burning schools, what other acts of vandalism do the pupils commit? (2)

4.1.6 One of the themes in *My Children! My Africa!* is change.

Discuss this theme. (3)

4.1.7 Refer to the drama as a whole.

The Zolile High pupils can be pitied.

Discuss your view. (3)

AND





4.2

**EXTRACT H**

[Thami talks to Mr M.]

THAMI:	There was a meeting last night. Somebody stood up and denounced you as an informer. <i>[Pause. Thami waits. Mr M says nothing]</i> He said you gave names to the police. <i>[Mr M says nothing]</i>	
	Everybody is talking about it this morning. You are in big danger.	5
MR M:	Why are you telling me all this?	
THAMI:	So that you can save yourself. There's a plan to march to the school and burn it down. If they find you here ... <i>[Pause]</i>	
MR M:	Go on. <i>[Violently]</i> If they find me here, what?	10
THAMI:	They will kill you.	
MR M:	'They will kill me.' That's better. Remember what I taught you ... if you've got a problem put it into words so that you can look at it, handle it and ultimately solve it. They will kill me! You are right. That is very serious. So then ... what must I do? Must I	15
THAMI:	No, they will find you. You must join the boycott.	
MR M:	I'm listening.	
THAMI:	Let me go back and tell them that we have had a long talk and that you have realised you were wrong and have decided to join us. Let me say that you will sign the declaration and that you won't have anything to do with the school until all demands have been met.	20

[Act 2, Scene 3]

- 4.2.1 Describe the time and place where this extract is set. (2)
- 4.2.2 Refer to lines 8–9 ('There's a plan ... find you here').
- (a) What tone would Thami use in these lines? (1)
- (b) Why would Thami use this tone in these lines? (1)
- (c) Explain why Thami does not complete his sentence. (2)
- 4.2.3 What does, 'They will kill ... and hide somewhere?' (lines 14–16) reveal about Mr M's character?
- Substantiate your answer. (2)
- 4.2.4 Refer to line 17 ('No, they will ... join the boycott').
- What does this line reveal about Thami's state of mind?
- Substantiate your answer. (2)







4.2.5

Refer to lines 19–23 ('Let me go ... have been met').

- (a) If you were the director of this play, what would you tell Thami to do when saying these lines?

State TWO actions.

(2)

- (b) What are the pupils' demands (line 22) that need to be met?

(1)

4.2.6

State why the following statement is FALSE:

Isabel's father is a mayor.

(1)

4.2.7

Refer to the drama as a whole.

Mr M is inconsiderate.

Discuss your view.

(3)

**[35]****TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES**

In this section there are questions set on the following short stories:

- 'THE GIRL WHO CAN' by Ama Ata Aidoo
- 'A BAG OF SWEETS' by Agnes Sam

**QUESTION 5**

Read the following extracts from the TWO short stories and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 5.1 AND QUESTION 5.2.

**5.1 'THE GIRL WHO CAN'****EXTRACT I**

[Nana and Maami argue about education.]

Nana thought it would be a waste of time. I never understood what she meant. My mother seemed to know, and disagreed. She kept telling Nana that she, that is, my mother, felt that she was locked into some kind of darkness because she didn't go to school. So that if I, her daughter, could learn to write and read my own name and a little besides – perhaps be able to calculate some things on paper – that would be good. I could always marry and may be ... 5

Nana would just laugh. 'Ah, may be with legs like hers, she might as well go to school.'

Running with our classmates on our small sports field and winning first place each time never seemed to me to be anything about which to tell anyone at home. 10

This afternoon was different. I don't know how the teachers decided to let me run for the junior section of our school in the district games. But they did.

When I went home to tell my mother and Nana, they had not believed it at first. 15

So Nana had taken it upon herself to go and 'ask into it properly.' She came home to tell my mother that it was really true. I was to be one of my school's runners.





5.1.1

Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question numbers (5.1.1(a) to 5.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Kaya	A a talented seven-year-old learner
(b) Nana	B a very protective parent
(c) Adjoa	C the school's athletic coach
(d) Mensah	D the clothes-pressing iron owner
	E a traditional, disapproving grandparent

(4 x 1) (4)

5.1.2

Explain the irony in the narrator's words, 'Nana thought it ... waste of time' (line 1).

(2)

5.1.3

Refer to lines 2–7 ('She kept telling ... and may be').

(a) Explain why Maami feels that not going to school keeps her in 'darkness'.

(2)

(b) What do these lines reveal about Maami's character?

Substantiate your answer.

(2)

5.1.4

Refer to lines 18–19 ('I was to ... my school's runners').

(a) How does Nana later show that she is proud of Adjoa's achievement?

State TWO points.

(2)

(b) What are Adjoa's achievements after she is selected as one of her 'school's runners'?

(2)

5.1.5

State why the following statement is FALSE:

Adjoa is a Malawian citizen.

(1)

5.1.6

Refer to the short story as a whole.

Nana is set in her ways.

Discuss your view.

(3)

AND





## 5.2 'A BAG OF SWEETS'

## EXTRACT J

[Khadija brings back memories.]

Three years ago I had wanted her to go, for the disgrace she was bringing to our family. Yet I begged her not to go, thinking we could avert the gossip and shame. But now, I did not want her to go. I wanted to stand looking at her face, noting the eyes, the brow, the mouth that was so much like our mother's. And it seemed ironic that of all of us, she should be the one to remind me of our mother. 5

Instead of saying that to her, instead of reaching out to hold her, of sharing my grief with her, I reached up and pulled down the blinds in the windows, switched off the lights and moved to the door with the keys in my hand.

Love is a funny thing. Khadija, her face softened, smiling and vulnerable, said, 'I'll visit you again, Kaltoum,' then she left. 10

Over the past year she had been calling at our home daily without fail, knocking at our door, waiting like a stranger for someone to answer, smiling sweetly at whoever opened the door, asking if she could visit us – now. Now our parents were dead. Just the way a stranger would have done. And throughout that year we had quietly shut the door in her face. As if we were strangers. 15

5.2.1 Describe the time and place where this extract is set. (2)

5.2.2 How does Khadija bring 'disgrace' to her family (line 1)? (1)

5.2.3 Refer to lines 3–4 ('But now, I ... like our mother's').

What do these lines tell us about Kaltoum's state of mind?

Substantiate your answer. (2)

5.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) and the question number (5.2.4) in the ANSWER BOOK.

When the narrator says that Khadija is 'vulnerable', (line 10), she means that she ...

- A displays her utmost grief.
- B reunites with her family.
- C needs her family's support.
- D shows off her baby.

(1)





5.2.5 Refer to line 11 ('I'll visit you again, Kaltoum').

(a) What tone would Khadija use in this line? (1)

(b) Why would Khadija use this tone in this line? (1)

5.2.6 Refer to lines 16–17 ('... we had quietly ... we were strangers').

(a) Identify the figure of speech used in this line. (1)

(b) Explain why the figure of speech is relevant in this extract. (2)

5.2.7 One of the themes in 'A bag of sweets' is pretence.

Discuss this theme. (3)

5.2.8 Refer to the short story as a whole.

Khadija can be admired.

Discuss your view. (3)

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**[35]**

**TOTAL SECTION C: 35**



**SECTION D: POETRY**

In this section there are questions set on the following poems:

- 'What life is really like' by Beverly Rycroft
- 'You laughed and laughed and laughed' by Gabriel Okara

**NOTE:** Answer the questions set on BOTH poems, i.e. QUESTION 6.1 AND QUESTION 6.2.

**QUESTION 6**

- 6.1 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**What life is really like – Beverly Rycroft**

1     *You need to toughen up*  
2     my father would complain  
3     when I was small  
4     *I ought to take you to see*  
5     *chickens having their heads*  
6     *chopped off.*  
7     *That'd teach you*  
8     *what life is **really** like.*

9     He'd seek me out  
10    when one of his pigeons  
11    – crazed for home or  
12    mad with terror from a  
13    roaming hawk –  
14    would tumble into  
15    the loft  
16    mutilated by  
17    wire or beak.

18    *I was the one made to*  
19    clench my palms round  
20    its pumping chest,  
21    to keep it still while  
22    my father's hairy fingers stitched  
23    its garotted throat  
24    angrily to rights again.





25 You see life is a fight for survival  
 26 he'd shout, forgetting  
 27 he was not lecturing his students  
 28 or giving his inaugural address  
 29 You gotta roll with the punches.  
 30 i waited and waited for that bitter  
 31 roughness to spy me and circle  
 32 in to land  
 33 years and years  
 34 of flinching anticipation until  
 35 the day i came home from hospital  
 36 and my father dressed my wound.  
 37 Easing with practiced hands  
 38 the drip from my bulldozed chest  
 39 he renewed the plaster in breathing silence  
 40 never speaking never  
 41 once saying  
 42 Life's a bastard  
 43 Toughen Up.

- 6.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (6.1.1 (a) to 6.1.1 (d)) in the ANSWER BOOK.

exposes; cancer; forgets; harsh; tuberculosis;  
recalls; restrains; gentle

- The speaker (a) ... how her father wants to prepare her for adult life. He (b) ... her to a form of cruelty but he has a (c) ... love for her, which is shown when she is diagnosed with (d) ... (4)
- 6.1.2 Describe the time and place in stanza 2. (2)
- 6.1.3 What do lines 1–8 ('You need to ... is **really** like') reveal about the character of the speaker's father? (2)
- Substantiate your answer. (2)
- 6.1.4 State why the following statement is FALSE: (1)
- The bird in the poem has its throat sliced with a thin knife. (1)
- 6.1.5 Refer to lines 18–24 ('I was the ... to rights again'). (2)
- What do these lines tell us about the speaker's state of mind?
- Substantiate your answer. (2)



- 6.1.6 Choose the correct answer to complete the following sentence.  
Write only the letter (A–D) and the question number (6.1.6) in the ANSWER BOOK.

'that bitter roughness to spy me' (lines 30–31) is an example of ...

- A assonance.
- B metonymy.
- C personification.
- D onomatopoeia.

(1)

- 6.1.7 Refer to line 38 ('my bulldozed chest').

(a) Identify the figure of speech in this line.

(1)

(b) Explain why the figure of speech is relevant in this line.

(2)

- 6.1.8 The speaker's father is justified in showing that '*life is a fight for survival*'.

Discuss your view.

(3)

AND

### You laughed and laughed and laughed – Gabriel Okara

1 In your ears my song  
2 is motor car misfiring  
3 stopping with a choking cough;  
4 and you laughed and laughed and laughed.

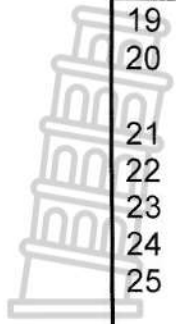
5 In your eyes my ante  
6 natal walk was inhuman, passing  
7 your 'omnivorous understanding'  
8 and you laughed and laughed and laughed.

9 You laughed at my song,  
10 you laughed at my walk.

11 Then I danced my magic dance  
12 to the rhythm of talking drums pleading,  
13 but you shut your eyes  
14 and laughed and laughed and laughed.

15 And then I opened my mystic  
16 inside wide like  
17 the sky, instead you entered your  
18 car and laughed and laughed and laughed.





19 You laughed at my dance,  
 20 you laughed at my inside.  
 21 You laughed and laughed and laughed,  
 22 But your laughter was ice-block  
 23 laughter and it froze your inside froze  
 24 your voice froze your ears  
 25 froze your eyes and froze your tongue.  
 26 And now it's my turn to laugh;  
 27 but my laughter is not  
 28 ice-block laughter. For I  
 29 know not cars, know not ice-blocks.  
 30 My laughter is the fire  
 31 of the eye of the sky, the fire  
 32 of the earth, the fire of the air,  
 33 the fire of the seas and the  
 34 rivers fishes animals trees  
 35 and it thawed your inside,  
 36 thawed your voice, thawed your  
 37 ears, thawed your eyes and  
 38 thawed your tongue.  
 39 So a meek wonder held  
 40 your shadow and you whispered:  
 41 'Why so?'  
 42 And I answered:  
 43 'Because my fathers and I  
 44 are owned by the living  
 45 warmth of the earth  
 46 through our naked feet.'

6.2.1 Refer to stanza 1.

How does the White man view the speaker's song?

State TWO points.

(2)

6.2.2 Refer to lines 11–12 ('Then I danced ... of talking drums').

(a) What tone would the speaker use in these lines?

(1)

(b) Why would the speaker use this tone in these lines?

(1)





- 6.2.3 Explain the irony in, 'Then I danced ... laughed and laughed' (lines 11–14). (2)
- 6.2.4 Refer to lines 15–17 ('And then I ... the sky, instead'). (1)
- (a) Identify the figure of speech used in these lines.
- (b) Explain why this figure of speech is relevant in this poem. (2)
- 6.2.5 How does the speaker's laughter differ from that of the coloniser? (2)
- 6.2.6 One of the themes in the poem, 'You laughed and laughed and laughed' is mockery.
- Discuss this theme. (3)
- 6.2.7 The speaker in this poem can be admired.
- Discuss your view. (3)

**TOTAL SECTION D: 35**  
**GRAND TOTAL: 70**

