



education

Department:
Education
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NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2
SEPTEMBER 2024

MARKS: 70

TIME: 2½ hours



This question paper consists of 28 pages.

INSTRUCTIONS AND INFORMATION

Read these instructions carefully before you begin to answer 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.

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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

[Reverend Kumalo meets Father Vincent at the Mission House.]

Kumalo returned to the Mission House, and there had tea with Father Vincent. After the tea was over there was a knock at the door, and the tall grave man was shown into the room. And Father Vincent treated him also with respect, and called him sir, and then Mr. Carmichael. He introduced Kumalo to him, and Mr. Carmichael shook hands with him, and called him Mr. Kumalo, which is not the custom. 5

They had more tea, and fell to discussing the case. – I shall take it for you, Mr. Kumalo, said Mr. Carmichael. I shall take it pro deo, as we say. It is a simple case,

for the boy says simply that he fired because he was afraid, not meaning to kill. And it will depend entirely on the judge and his assessors, for I think we will ask for that, and not for a jury. But with regard to the other two boys, I do not know what to say. I hear, Mr. Kumalo, that your brother had another lawyer for them, and indeed I could not defend them, for I understand that their defence will be that they were not there at all, and that your son is for reasons of his own trying to implicate them. 10 15

[Book 1, Chapter 17]



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

| COLUMN A | COLUMN B |
|--------------------|-------------------------------------|
| (a) Mr. Carmichael | A a minister at the Mission House |
| (b) The Harrisons | B a landowner whose son is murdered |
| (c) Father Vincent | C Arthur's father-in-law |
| (d) Msimangu | D Absalom's lawyer |
| | E a priest from England |

(4 x 1) (4)

- 1.1.2 Why does Father Vincent treat Mr. Carmichael with respect? (1)

- 1.1.3 Refer to lines 8-9 ('It is a simple case').

Give TWO reasons why Mr. Carmichael says 'it is a simple case'. (2)

- 1.1.4 Refer to lines 14-15 ('and indeed I...there at all').

Explain the irony in Mr. Carmichael's words in these lines. (2)

- 1.1.5 What does this extract tell us about Mr Carmichael's state of mind?

Substantiate your answer. (2)

- 1.1.6 What does this extract reveal about Father Vincent's character?

Substantiate your answer. (2)

- 1.1.7 Refer to the novel as a whole.

What was the outcome of the court with regards to Absalom's case? (2)

- 1.1.8 Matthew Kumalo is responsible for misleading Absalom Kumalo in Johannesburg.

Discuss your view. (3)

AND

1.2 EXTRACT B

[Reverend Stephen Kumalo meets James Jarvis.]

— Are you sure you are not ill, umfundisi?
— I am recovered, umnumzana.
— And what are you seeking, umfundisi?
The old parson put his hat and his stick down again on the step, and with
trembling hands pulled out a wallet from the inside pocket of the old 5
green coat, and the papers fell out on the ground, because his hands
would not be still.
— I am sorry, umnumzana.
He stooped to pick up the papers, and because he was old he had to
kneel, and the papers were old and dirty, and some that he had picked 10
up fell out of his hands while he was picking up others, and the wallet fell
too, and the hands were trembling and shaking. Jarvis was torn between
compassion and irritation, and he stood and watched uncomfortably.
— I am sorry to detain you, umnumzana.
— It is no matter, umfundisi. 15
At last the papers were collected, and all were restored to the wallet
except one, and this one he held out to Jarvis, and on it were the name
and address of this place where they were.

[Chapter 8, Book 2]

- 1.2.1 Describe the time and place where this extract is set. (2)
- 1.2.2 Why is the following statement FALSE?
Stephen Kumalo lives in Johannesburg. (1)
- 1.2.3 Refer to line 1 ('Are you sure you are not ill, umfundisi?').
(a) What tone will James Jarvis use in this line? (1)
(b) Why would Jarvis use this tone in this line? (1)
- 1.2.4 What was James Jarvis' reaction after Kumalo identified himself
as the father of his son's murderer? (1)

1.2.5 Refer to line 12 ('...and the hands were trembling...')



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

'trembling' in this line means ...

- A happy
- B excited
- C anxiety
- D quivering

(1)

- (b) Why were Kumalo's hands 'trembling and shaking'?

(1)

1.2.6 Refer to lines 12–13 ('torn between compassion and irritation').

- (a) Identify the figure of speech in these lines.

(1)

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

(2)

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

Discuss this theme.

(3)

1.2.8 Mrs Lithebe can be admired.

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 hosting a dinner party.]

A fortnight later, by excellent good fortune, the doctor gave one of his pleasant dinners to some five or six old cronies, all intelligent, reputable men, and all judges of good wine; and Mr Utterson so contrived that he remained behind after the others had departed. This was no new arrangement, but a thing that had befallen many scores of times. Where Utterson was liked, he was liked 5 well. Hosts loved to detain the dry lawyer, when the light-hearted and the loose-tongued had already their foot on the threshold; they liked to sit awhile in his unobtrusive company, practising for solitude, sobering their minds in the man's rich silence after the expense and strain of gaiety.

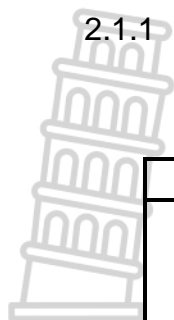
To this rule Dr Jekyll was no exception; and as he now sat on the opposite 10 side of the fire – a large, well-made, smooth-faced man of fifty with something of a slyish cast perhaps, but every mark of capacity and kindness – you could see by his look that he cherished for Mr Utterson a sincere and warm affection.

'I have been wanting to speak to you, Jekyll,' began the latter.

'You know that will of yours?' 15

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.' 20

[Dr Jekyll was Quite at Ease]



- 2.1.1 Choose a description from COLUMN B that matches a 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) Bradshaw | A a clerk of Mr Utterson |
| (b) Newcomen | B an inspector of Scotland Yard |
| (c) Geust | C a footman in Dr Jekyll's house |
| (d) Hyde | D Dr Lanyon's butler |
| | E the antagonist |

(4 x 1) (4)

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

- 2.1.3 Refer to lines 5–9 ('Where Utterson was liked ... strain of gaiety').

Explain why Mr Utterson was liked well? (2)

- 2.1.4 Refer to lines 11 – 13 ('a large, well-made ... and warm affection').

Explain the irony in the description of Dr Jekyll's appearance. (2)

- 2.1.5 Mr Utterson asks Dr Jekyll a question in lines 14–15.

(a) What tone would Mr Utterson use in these lines? (1)

(b) Why would Mr Utterson use this tone in these lines? (1)

- 2.1.6 Refer to lines 18–20 ('I never saw ... my scientific heresies')

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

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

- 2.1.7 The title, '*Strange case of Dr Jekyll and Mr Hyde*' is suitable for this novel.

Discuss your view. (3)

AND

2.2 EXTRACT D

[Dr Jekyll writes his statement about Mr Hyde.]

| | |
|--|----|
| I had soon dressed, as well as I was able, in clothes of my own size: had soon passed through the house, where Bradshaw stared and drew back at seeing Mr Hyde at such an hour and in such a strange array; and ten minutes later Dr Jekyll had returned to his own shape, and was sitting down, with a darkened brow, to make a feint of breakfasting. | 5 |
| Small indeed was my appetite. This inexplicable incident, this reversal of my previous experience, seemed, like the Babylonian finger on the wall, to be spelling out the letters of my judgment; and possibilities of my double existence. That part of me which I had the power of projecting had lately been much exercised and nourished; it had seem to me at late as though the body of Edward Hyde had grown in stature, as though (when he wore that form) I were conscious of a more generous tide of blood; and I began to spy a danger that, if this were much prolonged, the balance of my nature might be permanently overthrown, the power of voluntary change be forfeited, and the character of Edward Hyde become irrevocably mine. | 10 |
| The power of the drug had not always been equally displayed. Once, very early in my career, it had totally failed me; since then I had been obliged on more than one occasion to double, and once, with infinite risk of death, to treble the amount; and these rare uncertainties had cast hitherto the sole shadow on my contentment. | 15 |
| | 20 |

[Henry Jekyll's Full Statement of the Case.]

2.2.1 Why is the following statement FALSE?

Dr Jekyll still had the ability to change from Jekyll to Hyde at the end of this novel. (1)

2.2.2 Choose the correct answer to complete the following sentence.

Write only the letter (A–D) next to the question number (2.2.2) in the ANSWER BOOK

Dr Jekyll was 'sitting down, with a darkened brow' (lines 4–5) shows he was ...

- A daydreaming.
- B nostalgic.
- C despondent.
- D indifferent. (1)

2.2.3 What does this extract reveal about the character of Dr Jekyll?

Substantiate your answer. (2)



2.2.4 Refer to line 7 ('like the Babylonian finger on the wall').

Using your own words, explain what this line means. (2)

2.2.5 Refer to the last chapter in this novel.

(a) Who is narrating this last chapter? (1)

(b) Who is reading this statement? (1)

2.2.6 Refer to the novel as a whole.

(a) From whom did Dr Jekyll seek help? (1)

(b) What happened during and after this encounter? (2)

2.2.7 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is the importance of reputation.

Discuss this theme. (3)

2.2.8 Dr Jekyll was a successful scientist.

Discuss your view. (3)

[35]

TOTAL SECTION A: 35



SECTION B: DRAMA

In this section, there are questions 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*

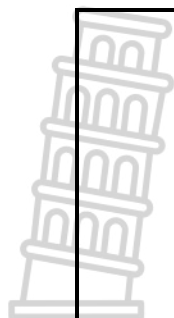
Read the extracts from the play below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

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

3.1 EXTRACT E

[Malcolm is named as Duncan's successor and Macbeth's letter to Lady Macbeth.]

| | | |
|---|--|----------------|
| DUNCAN: | My worthy Cawdor! | |
| MACBETH: | (<i>aside</i>) The Prince of Cumberland! That is a step On which I must fall down, or else o'erleap, For in my way it lies. Stars, hide your fires, Let not light see my black and deep desires. The eye wink at the hand; yet let that be Which the eye fears, when it is done, to see. <i>Exit.</i> | 5 |
| DUNCAN: | True, worthy Banquo; he is full so valiant, And in his commendations I am fed; It is a banquet to me. Let's after him, Whose care is gone before to bid us welcome. It is a peerless kinsman. <i>Flourish. Exeunt.</i> | 10 |
| <i>Inverness. Macbeth's castle. Enter Lady Macbeth, reading a letter.</i> | | |
| Lady M: | 'They met me in the day of success; and I have learned by the perfectest report, they have more in them than mortal knowledge. When I burned in desire to question them further, they made themselves air, into which they vanished. Whiles I stood rapt in the wonder of it, came missives from the King, who all-hailed me "Thane of Cawdor", by which title, before, these Weird Sisters saluted me, and referred me to the coming on of time, with "Hail, King that shalt be!" This I have thought good to deliver thee, my dearest partner of greatness, that thou mightst not lose the dues of rejoicing, by being ignorant of what greatness is promised thee. Lay it to thy heart, and farewell.' | 15 20 25 |
| | Glamis thou art, and Cawdor, and shalt be | |



What thou are promised; yet do I fear thy nature.
It is too full o'th' milk of human kindness
To catch the nearest way; thou wouldst be great, 30
Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou'ldst have, great Glamis,
That which cries 'Thus thou must do, if you have it!' 35
And that which rather thou dost fear to do
Than wishest should be undone. Hi thee hither,
That I may pour my spirits in thine ear,
And chastise with the valour of my tongue
All that impedes thee from the golden round, 40
Which Fate and metaphysical aid doth seem
To have crowned withal.

[Act 1 Scenes 4 and 5]

- 3.1.1 Choose a description from COLUMN B that matches a 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) Fife | A slain by Macbeth |
| (b) Macdonwald | B Goddess of the witches |
| (c) Sinel | C Macduff's castle |
| (d) Hecate | D Duncan's brother |
| | E Macbeth's castle |

(4 x 1) (4)

- 3.1.2 What is the title of the successor to the throne? (1)

- 3.1.3 Explain Macbeth's wish in, 'Stars, hide your fires...and deep desires' (lines 4–5). (2)

- 3.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number.

The word 'commendations' (line 9) means ...

- A integrity.
B excellence.
C praise.
D victory. (1)



- 3.1.5 Refer to line 12 ('It is a peerless kinsman').
Explain the irony of Duncan's words in this line. (2)
- 3.1.6 Refer to line 29 ('It is too full o'th' milk of human kindness').
What does Lady Macbeth mean in this line? (1)
- 3.1.7 Refer to lines 34–35 ('Thou'dst have, great Glamis, That which
cries 'Thus thou must do, if you have it!').
(a) What tone would Lady Macbeth use in these lines? (1)
(b) Why would Lady Macbeth use this tone in these lines? (1)
- 3.1.8 What does this extract reveal about Lady Macbeth's character?
Substantiate your answer. (2)
- 3.1.9 Consider the play as a whole.
Lady Macbeth can be pitied.
Discuss your view. (3)

AND



3.2 EXTRACT F

[A doctor and Gentlewoman watch as Lady Macbeth walks in her sleep.]

| | | |
|--------------|--|----|
| DOCTOR: | How came she by that light? | |
| GENTLEWOMAN: | Why, it stood by her; she has light by her continually, 'tis her command. | |
| DOCTOR: | You see, her eyes are open. | |
| GENTLEWOMAN: | Ay, but their sense is shut. | 5 |
| DOCTOR: | What is it she does now? Look, how she rubs her hands. | |
| GENTLEWOMAN: | It is an accustomed action with her, to seem thus washing her hands. I have known her continue in this a quarter of an hour. | 10 |
| LADY M: | Yet here's a spot. | |
| DOCTOR: | Hark! She speaks. I will set down what comes from her, to satisfy my remembrance the more strongly. | |
| LADY M: | Out, damned spot! Out, I say! One. Two. Why, then 'tis time to do't. Hell is murky. Fie, my Lord, fie! A soldier and afeard? What need we fear who knows it, when none can call our power to account? Yet who would have thought the old man to have so much blood in him? | 15 |
| DOCTOR: | Do you mark that? | 20 |
| LADY M: | The Thane of Fife had a wife, where is she now? What, will these hands ne'er be clean? No more o' that, my lord, no more o' that; you mar all with this starting. | |
| DOCTOR: | Go to, go to; you have known what you should not. She has spoke what she should not, I am sure of that. | 25 |
| GENTLEWOMAN: | Heaven knows what she has known. | |
| LADY M: | Here's the smell of the blood still; all the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh! | |

[Act 5 Scene 1]

- 3.2.1 Describe the time and place where this extract is set. (2)
- 3.2.2 Explain why Lady Macbeth always has a candle with her. (1)
- 3.2.3 Refer to lines 6–7 ('Look, how she rubs her hands.') and lines 8–9 ('It is an accustomed action with her, to seem thus washing her hands.')
- Explain why Lady Macbeth is continuously rubbing her hands. (2)



3.2.4 Refer to lines 12–13, ('Hark! She speaks. I will set ... the more strongly.')

If you were the director of the play, what would you tell the Doctor to do while saying these lines?

State TWO actions. (2)

3.2.5 In lines 14–15 ('One. Two. Why, then 'tis time to do't'.) Lady Macbeth refers to a past crime she committed.

Explain how Lady Macbeth executed this plan. (2)

3.2.6 To whom does Lady Macbeth refer in line 21 (The Thane of Fife had a wife, where is she now?')? (1)

3.2.7 Why is the following statement FALSE?

Lady Macbeth lives a peaceful life. (1)

3.2.8 Refer to lines 28–29 ('all the perfumes of Arabia will not sweeten this little hand').

(a) Identify the figure of speech in these lines. (1)

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

3.2.9 One of the themes in Macbeth is betrayal.

Discuss this theme. (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

[Mr M invites Isabel to the literature quiz.]

| | | |
|---------|---|----------|
| ISABEL: | Tell me more about the competition. | |
| MR M: | First prize is five thousand rand which the bank has stipulated must be spent on books for the school library. We will obviously divide it equally between Camdeboo and Zolile when you and Thami win. | 5 |
| ISABEL: | Yes, what about my team-mate? What does he say? Have you asked him yet? | |
| MR M: | No, I haven't asked him Isabel, and I won't. I will tell him, and when I do I trust he will express as much enthusiasm for the idea as you have. I am an old-fashioned traditionalist in most things, young lady, and my classroom is certainly no exception. I teach, Thami learns. He understands and accepts that that is the way it should be. You don't like the sound of that, do you? | 10 15 |
| ISABEL: | Does sound dictatorial, you know. | |
| MR M: | It might sound that way but I assure you it isn't. We do not blur the difference between the generations in the way that you white people do. Respect for authority, right authority, is deeply ingrained in the African soul. It's all I've got when I stand there in Number One. Respect for my authority is my only teaching aid. If I ever lost it those young people will abandon their desks and take to the streets. I expect Thami to trust my judgement of what is best for him, and he does. That trust is the most sacred responsibility in my life. | 20 25 |
| ISABEL: | He's your favourite, isn't he? | |

[Act 1, Scene 3]



- 4.1.1 Choose a description from COLUMN B that matches a 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) Lucille Dyson | A. School principal |
| (b) Mr Pienaar | B. Works for the railways |
| (c) Miss Brockway | C. Isabel's sister |
| (d) Amos Mbikwana | D. The Mayor |
| | E. Thami's brother |

(4 x 1) (4)

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

- 4.1.3 Refer to line 1 ('Tell me more about the competition').

What competition is Isabel referring to in this line? (1)

- 4.1.4 Refer to lines 6–7 ('Yes, what about . . . asked him yet?').

(a) What tone would Isabel use in these lines? (1)

(b) Why would Isabel use this tone in these lines? (1)

(c) If you were the director of this play, what would you tell Isabel to do when saying these lines? (1)

- 4.1.5 Refer to lines 8–14 ('No, I haven't ... it should be').

Explain the Irony of Mr M's words in these lines. (2)

- 4.1.6 Explain in your own words what Mr M means with these words, 'I teach, Thami learns' (line 13). (1)

- 4.1.7 What does this extract reveal about Mr M's character?

Substantiate your answer. (2)

- 4.1.8 Refer to the drama as a whole.

Mr M was a dictator.

Discuss your view. (3)

AND

4.2 EXTRACT H

[Thami warns Mr M.]

| | | |
|--------|--|----|
| THAMI: | No! Don't go out there. Let me speak to them first. Listen to me! I will tell them I have confronted you with the charges and that you have denied them and that I believe you. I will tell them you are innocent. | |
| MR M: | You will lie for me, Thami? | 5 |
| THAMI: | Yes. | |
| MR M: | <i>[Desperate to hear the truth] Why? [Thami can't speak.]</i> | |
| MR M: | Why will you lie for me, Thami? | |
| THAMI: | I've told you before. | |
| MR M: | The 'Cause'? | 10 |
| THAMI: | Yes. | |
| MR M: | Then I do not need to hide behind your lies. | |
| THAMI: | They will kill you. | |
| MR M: | Do you think I'm frightened of them? Do you think I'm frightened of dying? | 15 |
| | <i>[Mr M breaks away from Thami. Ringing his bell furiously he goes outside and confronts the mob. They kill him.]</i> | |
| | [Act 2, Scene 3 | |

4.2.1 Refer to line 1 ('No! Don't go ... to them first').

What does this line tell us about Thami's state of mind?

Substantiate your answer. (2)

4.2.2 Refer to lines 2–3 ('I will tell ... I believe you').

Explain the charges that Thami refers to in these lines. (2)

4.2.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.3) in the ANSWER BOOK.

When Thami speaks about the 'Cause' (line 10), he means the reason for ...

- A Mr M's killing.
- B black people's fight for liberation.
- C pulling out of the literature quiz.
- D going to exile. (1)

4.2.4 Why is the following statement FALSE?

In this extract, the atmosphere between Thami and Mr M is relaxed. (1)



4.2.5 Refer to line 12 ('Then I do . . . behind your lies').

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

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

4.2.6 Using your knowledge of the drama as a whole, differentiate between Thami and Isabel's reaction to Mr M's killing. (2)

4.2.7 One of the themes in *My Children! My Africa!* is loyalty.

Discuss this theme. (3)

4.2.8 The drama ends on a sad note.

Discuss your view. (3)

[35]

TOTAL SECTION B: 35



SECTION C: SHORT STORIES

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

- 'CLASS ACT' by Namhla Tshisana
- 'TRIUMPH IN THE FACE OF ADVERSITY' by Kedibone Seku

QUESTION 5

Read the following extracts from the TWO short stories 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 5.1 AND QUESTION 5.2.

5.1 'CLASS ACT'

EXTRACT I

[The narrator relates her experiences at school.]

I've had a terrible time at school this week. My classmates are rude and make a lot of noise. Dino brought a small battery operated radio to school and played it in class. Our English teacher, Mr Sauls, couldn't get the class to keep quiet during the last period so he took his briefcase from the cupboard, put it on his desk and laid his head on it.

5

There are at least ten repeaters in class. Some, like Renato, have failed Standard 6 three times. He made us – the freshers – stand in front of the blackboard while he surveyed our uniforms. "The tunic should be a respectable length. At least three fingers above the knee," he said pacing up and down, all the while pinching his nose. With a piece of chalk in his hand he turned, and pointed at me. 'Tell me, tell us, Sister Mary Clarence, what's your excuse? This is not a convent.'

10

The class's laughter sounded like thunder in my ears and I could feel my head spinning. I looked at myself in the mirror when I got home. Indeed, I looked like the nuns in the film *Sister Act*.

15

I asked Mama again but she said she was busy and would fix it over the weekend.

Ayanda is back from Alice. She's lucky she has finished school. No one wears uniform at varsity. I told her how embarrassed I was and about my classmates' taunts. I also told her that Aunt Connie had refused to fix it with white cotton.

20



- 5.1.1 Choose a description from COLUMN B that matches a 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) Connie | A narrator's sister |
| (b) Mr Sauls | B pompous classmate |
| (c) Sister Mary Clarens | C narrator's aunt |
| (d) Khanyisa | D English teacher |
| | E narrator's nickname |

(4 x 1) (4)

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

- 5.1.3 What does this extract reveal about the character of Mr Sauls?

Substantiate your answer (2)

- 5.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.1.4) in the ANSWER BOOK.

– 'the freshers' (line 7) refers to ...

- A girl learners
 - B new learners in the school
 - C learners who wear long uniforms
 - D learners who are repeating Standard 6
- (1)

- 5.1.5 Refer to lines 13–14 ('The class's laughter ... my head spinning').

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

- 5.1.6 One of the themes in 'Class Act' is bullying.

Discuss this theme. (3)

- 5.1.7 The narrator is to blame for the treatment she is subjected to by other learners at school.

Discuss your view. (3)

AND

5.2 **‘TRIUMPH IN THE FACE OF ADVERSITY’**
EXTRACT J

[Narrator is annoyed with her father.]

| | |
|---|----|
| “Mr Rathebe don’t you think you have short-paid me this month?” I asked. | |
| He reminded me that I had sent my father to him. | |
| “Oh, how stupid of me to forget,” I said forcing a smile and wishing that I could disappear. | 5 |
| I was very disturbed because it seemed my father was unstoppable. I was sick and tired of fighting a battle where I was the loser all the time. I felt I was stuck in my situation forever. I stopped talking to him. I told my mother what happened and she told me to forget it. | |
| “You really don’t want to upset your father,” she said, and it was clear that she did not want any discussions about it. | 10 |
| “Upset him! What about me? What about how I feel?” My questions were never answered. | |
| There I was, trying to save my family but my efforts were not appreciated. The path ahead seemed very bleak. I hated feeling like a victim. That night I cried but in the morning I had calmed down. | 15 |

5.2.1 Refer to lines 1–5 (‘Mr Rathebe don’t ... I could disappear’).

(a) Explain why Mr Rathebe had short-paid the narrator. (2)

(b) Why did the narrator pretend to be smiling?

Mention TWO points. (2)

5.2.2 Refer to line 7 (‘I was sick ... all the time’).

Mention one other similar incident when the narrator was a loser. (1)

5.2.3 Refer to line 10 (‘You really don’t want to upset your father’).

Explain the irony in the mother’s words in this line. (2)

5.2.4 Refer to line 12 (‘Upset him! ... how I feel?’)

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

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

5.2.5 Why is the following statement FALSE?

The narrator cried at her father’s funeral. (1)



5.2.6 Refer to lines 14–16 ('There I was ... had calmed down').

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

Substantiate your answer. (2)

5.2.7 Compare the treatment of the narrator's grandmother from her mother's side to that of her grandmother from her father's side. (2)

5.2.8 The narrator can be pitied.

Discuss your view. (3)
[35]

TOTAL SECTION C: 35



SECTION D: POETRY

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

- 'On the grasshopper and the cricket' by John Keats
- 'Reciprocities' by Cathal Lagan

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.

On the grasshopper and the cricket – John Keats

1 The Poetry of earth is never dead:
2 When all the birds are faint with the hot sun,
3 And hide in cooling trees, a voice will run
4 From hedge to hedge about the new-mown mead;
5 That is the Grasshopper's – he takes the lead
6 In summer luxury, – he has never done
7 With his delights; for when tired out with fun
8 He rests at ease beneath some pleasant weed.

9 The poetry of earth is ceasing never:
10 On a lone winter evening, when the frost
11 Has wrought a silence, from the stove there shrills
12 The Cricket's song, in warmth increasing ever,
13 And seems to one in drowsiness half lost,
14 The Grasshopper's among some grassy hills.

- 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.

| | | | |
|--------------|-------------|---------------|---------|
| Elizabethan; | sestet; | metaphorical; | summer; |
| destruction; | Petrarchan; | octave; | winter |

In this (a) ... sonnet, the poet celebrates the beauty of nature.
The (b) ... focuses on the grasshopper as an agent of (c) ...
while the (d) ... looks into the role played by the cricket. (4)

- 6.1.2 What does 'the Poetry of earth' (line 1) mean? (2)

- 6.1.3 Although the day is very hot, quote TWO consecutive words from the poem suggesting a sense of relief from the heat. (1)



- 6.1.4 Refer to line 7 ('With his delights; for when tired out with fun').
Describe the character of the grasshopper. (2)
- 6.1.5 Describe the time and place of lines 9–14. (2)
- 6.1.6 One of the themes in this poem is hope.
Discuss this theme. (3)
- 6.1.7 The poet succeeds in illustrating commonality between the grasshopper and the cricket.
Discuss your view. (3)

AND

- 6.2 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.

Reciprocities – Cathal Lagan

1 She gave me skeins of wool
2 To hold out (like a priest at Mass),
3 With stern rubrics not to fidget, while she
4 Wound it into a ball, unwinding me,
5 Unravelling my hands and arms, checking
6 My lapses with a gentle tug
7 When I wandered off through images
8 Her chat had made, for though
9 She kept the line between us taut,
10 She kept my heart at ease with all her talk.

11 And when her ball compacted grew,
12 And my few strands fell limp away,
13 I knew there was no loss, for she
14 Would knit it back again to fit me perfectly.

15 But richer still,
16 I see today these lines are drawn out from me
17 To knit through this faltering verse
18 A thread of memory
19 Time has pulled away from consciousness.





6.2.1 Using your OWN words, explain the word 'reciprocities'. (1)

6.2.2 Refer to line 2 'To hold out (like a priest at Mass)'.

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

(b) Why is this figure of speech relevant in this line? (2)

6.2.3 Quote ONE word in line 6 that means 'a loss of attention'. (1)

6.2.4 How do we know that the young boy was already thinking like a poet? (2)

6.2.5 Refer to line 10 ('She kept my ... all her talk'.)

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

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

6.2.6 Refer to line 14 ('Would knit it... fit me perfectly'.)

State TWO points to show that the mother knows her son well. (2)

6.2.7 Refer to line 17 ('To knit through this faltering verse').

In your OWN words, explain what the mother has been able to 'knit through' her son. (2)

6.2.8 Compare the attitude of the poet to his mother as a boy and then as an adult. (2)

6.2.9 The lessons learned from his mother affected the poet's role as a priest.

Discuss your view. (3)

[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70

