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GRADE 12

SEPTEMBER 2020

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKS: 70

TIME: 2 hours

This question paper consists of 29 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 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 set on the novel you have studied.

SECTION B: DRAMA

Answer the question set 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.

Use the checklist on page 4 to assist you.

4. Follow the instructions at the beginning of each section carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Start EACH section on a NEW page.
7. Suggested time management: Spend approximately 60 minutes on each section.
8. Write neatly and legibly.

TABLE OF CONTENTS**SECTION A: NOVEL**

Answer ANY ONE question on the novel you have studied.

| QUESTION NUMBERS | | | MARKS | PAGE |
|---|--|--|--------------|-------------|
| 1. | <i>Cry, the Beloved Country</i> | | 35 | 5 |
| 2. | <i>Strange Case of Dr Jekyll and Mr Hyde</i> | | 35 | 9 |
| SECTION B: DRAMA Answer ANY ONE question on the drama you have studied. | | | | |
| 3. | <i>Macbeth</i> | | 35 | 13 |
| 4. | <i>My Children! My Africa!</i> | | 35 | 18 |
| SECTION C: SHORT STORIES Answer the questions set on BOTH short stories. | | | | |
| 5.1 | 'A chip of glass ruby' | | 17 | 22 |
| | AND | | | |
| 5.2 | 'Village people' | | 18 | 24 |
| SECTION D: POETRY Answer the questions set on BOTH poems. | | | | |
| 6.1 | 'Captive' | | 18 | 26 |
| | AND | | | |
| 6.2 | 'Mid-term break' | | 17 | 28 |

CHECKLIST**NOTE:**

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

| SECTION | 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 search for Absalom begins.]

- | | |
|---|----|
| - I understand you well. We shall not use the bus. The man thanked them and went to another would-be traveller. | |
| -That man has a silver tongue, said Kumalo. | |
| -That is the famous Dubula, said Msimangu quietly. A friend of your brother John. But they say – excuse me, my friend – that Tomlinson has the brains, and your brother the voice, but that this man has the heart. | 5 |
| He is the one the Government is afraid of, because he himself is not afraid. He seeks nothing for himself. They say he has given up his own work to do this picketing of the buses, and his wife pickets the other bus rank at Alexandra. | 10 |
| -That is something to be proud of. Johannesburg is a place of wonders. | |
| -They were church people, said Msimangu regretfully, but are so no longer. Like your brother, they say the church has a fine voice, but no deeds. Well, my friend, what do we do now? | |
| -I am willing to walk. | 15 |
| -Eleven miles, and eleven miles back. It is a long journey. | |
| -I am willing. You understand I am anxious, my friend. This Johannesburg - it is no place for a boy to be alone. | |
| -Good. Let us begin then. | |

[Book 1, Chapter 8]

- 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)–1.1.1(d)) in the ANSWER BOOK.

| COLUMN A | COLUMN B |
|-------------------|----------------------------------|
| (a) Mrs Lithebe | A the lawyer who defends Absalom |
| (b) Mr Mafole | B rents a room out to Kumalo |
| (c) Mr Carmichael | C John's wife |
| (d) Esther | D takes Kumalo to Msimangu |
| | E rents a room out to Absalom |

(4 x 1) (4)

- 1.1.2 Refer to line 1 ('We shall not use the bus').

Explain why should Kumalo and Msimangu not take the bus. (2)

- 1.1.3 Refer to line 3 ('That man has a silver tongue').

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

(b) Explain why this figure of speech is appropriate. (2)

- 1.1.4 State the difference between John and Dubula in your own words. (2)

- 1.1.5 Refer to line 15 ('I am willing to walk').

What does this line tell you about the character of Kumalo?

Substantiate your answer. (2)

- 1.1.6 Refer to lines 17–18 ('This Johannesburg – it ... to be alone').

Discuss the irony in Kumalo's words in this line. (2)

- 1.1.7 Absalom is a victim of urbanisation.

Discuss your view. (3)

AND

1.2 EXTRACT B

[Kumalo receives a warm welcome in Ndotsheni.]

| | |
|---|----|
| - We did not understand him, she says. It is only our umfundisi that we understand. We are glad that he is back. | |
| The path is dropping now, from the green hills where mist feeds the grass and bracken. It runs between the stones, and one must walk carefully for it is steep. A woman with child must walk carefully, so Kumalo's wife goes before the girl, and tells her, here is a stone, be careful that you do not slip. Night is falling, and the hills of East Griqualand are blue and dark against the sky. | 5 |
| The path is dropping into the red land of Ndotsheni. It is a wasted land, a land of old men and women and children, but it is home. The maize hardly grows to the height of a man, but it is home. | 10 |
| - It is dry here, umfundisi. We cry for rain. | |
| - I have heard it, my friend. | |
| - Our mealies are nearly finished, umfundisi. It is known to <i>Tixo</i> alone what we shall eat. | 15 |
| The path grows more level, it goes by the little stream that runs by the church. Kumalo stops to listen to it, but there is nothing to hear. | |
| -The stream does not run, my friend. | |
| [Book 3, Chapter 1] | |

- 1.2.1 State TWO reasons why the people of Ndotsheni do not understand the umfundisi they have when Kumalo is away. (2)
- 1.2.2 Refer to lines 1–2 ('We did not ... he is back'). Explain why it is so important to Kumalo to hear such welcoming words from Ndotsheni people. (1)
- 1.2.3 Explain in TWO points how Ndotsheni is a wasted land. (2)
- 1.2.4 Refer to line 12 ('It is dry ... cry for rain').
- (a) What tone would Kumalo's friend use in this line? (1)
- (b) Why would Kumalo's friend use this tone in this line? (1)
- 1.2.5 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.
- In the Zulu language '*Tixo*' in line 14 means ...
- A Big One.
 B Wise One.
 C Great Spirit.
 D Saviour. (1)

1.2.6 Why is the following statement FALSE?

The girl that Kumalo comes back with is Gertrude's daughter. (1)

1.2.7 Explain why Kumalo comes to Ndotsheni with this girl. (2)

1.2.8 One of the themes evident in the novel is comfort in desolation.

Discuss how this theme is relevant to Kumalo and the people of Ndotsheni. (3)

1.2.9 Refer to the novel as a whole.

Tragedy brings the two fathers – Jarvis and Kumalo – closer to their sons.

Discuss your view. (3)

[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the following extracts from the novel 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.

Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 and QUESTION 2.2.

2.1 EXTRACT C

[Mr Utterson finally meets Mr Hyde.]

| | |
|---|----|
| Mr Utterson stepped out and touched him on the shoulder as he passed. 'Mr Hyde, I think?' | |
| Mr Hyde shrank back with a hissing intake of the breath. But his fear was only momentary; and though he did not look the lawyer in the face, he answered coolly enough: 'That is my name. What do you want?' | 5 |
| 'I see you are going in,' returned the lawyer. 'I am an old friend of Dr Jekyll's – Mr Utterson of Gaunt Street – you must have heard my name; and meeting you so conveniently, I thought you might admit me.' | |
| 'You will not find Dr Jekyll; he is away from home,' replied Mr Hyde, blowing in the key. And then suddenly, but still without looking up, 'How did you know me?' he asked. | 10 |
| 'On your side,' said Mr Utterson, 'will you do me a favour?' | |
| 'With pleasure,' replied the other. 'What shall it be?' | |
| 'Will you let me see your face?' asked the lawyer. | |
| Mr Hyde appeared to hesitate, and then, as if upon some sudden reflection, fronted about with an air of defiance; and the pair stared at each other pretty fixedly for a few seconds. 'Now I shall know you again,' said Mr Utterson. 'It may be useful.' | 15 |
| 'Yes,' returned Mr Hyde, 'it is as well we have met; and <i>a propos</i> , you should have my address.' | 20 |
| [Search for Mr Hyde] | |

- 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)–2.1.1(d)) in the ANSWER BOOK.

| COLUMN A | COLUMN B |
|----------------------|--|
| (a) Cavendish Square | A Dr Jekyll's footman |
| (b) Newcomen | B a chemist |
| (c) Messrs Maw's | C Dr Jekyll's butler |
| (d) Bradshaw | D Dr Lanyon's residence/consulting rooms |
| | E a police officer |

(4 x 1) (4)

2.1.2 Refer to lines 1–2 ('Mr Utterson stepped ... Hyde, I think?').

(a) At what place do Mr Hyde and Mr Utterson meet? (1)

(b) Explain why the two people meet there. (2)

2.1.3 Refer to line 3 ('Hyde shrank back ... of the breath').

(a) Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (2.1.3)
in the ANSWER BOOK.

When Mr Hyde 'shrank back' it means that he ...

A advances towards Utterson.

B approaches Utterson.

C challenges Utterson.

D withdraws from Utterson. (1)

(b) Explain the relevance of the word 'hissing' in the context of this extract. (2)

2.1.4 Refer to line 8 ('meeting you so ... might admit me').

Explain why Mr Utterson says they are meeting 'conveniently'. (1)

2.1.5 Refer to line 14 ('Will you let ... asked the lawyer').

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

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

2.1.6 Describe the atmosphere between Mr Utterson and Mr Hyde in this extract.

Substantiate your answer. (2)

2.1.7 Mr Utterson is a good lawyer.

Discuss your view. (3)

AND

2.2 EXTRACT D

[Dr Jekyll struggles to keep Hyde under control.]

| | |
|---|----|
| I made this choice perhaps with some unconscious reservation, for I neither gave up the house in Soho, nor destroyed the clothes of Edward Hyde, which still lay ready in my cabinet. For two months, however, I was true to my determination; for two months I led a life of such severity as I had never before attained to, and enjoyed the compensations of an approving conscience. But time began at last to obliterate the freshness of my alarm; the praises of conscience began to grow into a thing of course; I began to be tortured with throes and longings, as of Hyde struggling after freedom; and at last, in an hour of moral weakness, I once again compounded and swallowed the transformation draught. | 5 |
| I do not suppose that, when a drunkard reasons with himself upon his vice, he is once out of five hundred times affected by the dangers that he runs through his brutish, physical insensibility; neither had I, long as I had considered my position, made enough allowance for the complete moral insensibility and insensate readiness to evil, which were the leading characters of Edward Hyde. Yet it was by these that I was punished. My devil had been long caged, he came out roaring. I was conscious, even when I took the draught, of a more unbridled, a more furious propensity to ill. | 10 |
| | 15 |
| | 20 |
| [Henry Jekyll's Full Statement of the Case] | |

2.2.1 Refer to lines 1–3 ('I made this ... in my cabinet').

- (a) What compelled Dr Jekyll to create Edward Hyde?
State TWO points. (2)
- (b) Discuss what is ironic about the choices Dr Jekyll makes concerning Edward Hyde. (2)

2.2.2 Refer to lines 3–4 ('For two months ... to my determination').

- (a) Explain what Dr Jekyll means when he says, 'I was true to my determination for two months'. (1)
- (b) Explain why the following statement is FALSE.

Dr Jekyll decides to stay true to his determination for two months because he is done being Edward Hyde. (1)

2.2.3 Refer to lines 18–19 ('My devil had ... came out roaring').

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

2.2.4 With reference to the novel, compare the characters of Dr Jekyll and Edward Hyde. (2)

2.2.5 One of the themes evident in this novel is the importance of reputation.

Discuss how this theme is revealed through Dr Jekyll. (3)

2.2.6 Dr Jekyll shows signs of a drug addict from the beginning of the novel.

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 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 (as *King*) has a banquet with the Lords.]

| | | |
|---------------|--|----|
| ROSS: | His absence, sir Lays blame upon his promise. Please't your highness To grace us with your royal company. | |
| MACBETH: | The table's full. | |
| LENNOX: | Here is a place reserved, sir. | 5 |
| MACBETH: | Where? | |
| LENNOX: | Here, my good lord. What is't that moves your highness? | |
| MACBETH: | Which of you have done this? | |
| LORDS: | What, my good lord? | 10 |
| MACBETH: | Thou canst not say I did it. Never shake Thy gory locks at me. | |
| ROSS | Gentlemen, rise. His highness is not well. | |
| LADY MACBETH: | Sit, worthy friends. My lord is often thus, And hath been from his youth. Pray you, keep seat; The fit is momentary, upon a thought He will again be well. If much you note him, You shall offend him and extend his passion. Feed, and regard him not. (to Macbeth) Are you a man? | 15 |
| MACBETH: | Ay, and a bold one, that dare look on that Which might appal the Devil. | 20 |

| | | |
|------------------|--|--|
| LADY MACBETH: | O proper stuff! This is the very painting of your fear. This is the air-drawn dagger which, you said, Led you to Duncan. O, these flaws and starts, Impostors to true fear, would well become A woman's story at a winter's fire, Authorized by her grandam. Shame itself! Why do you make such faces? When all's done, You look but on a stool. | 25 30 |
| MACBETH | Prithee, see there! Behold! Look! Lo! How say you? Why, what care I? | |
| [Act 3, Scene 4] | | |

- 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)–3.1.1(d)) in the ANSWER BOOK.

| COLUMN A | COLUMN B |
|--------------|---|
| (a) Fife | A a traditional coronation site of Scottish kings |
| (b) Fleance | B Macduff's castle |
| (c) Colmkill | C Banquo's son |
| (d) Scone | D a sacred house where the king's predecessors are buried |
| | E Macbeth's castle |

(4 x 1) (4)

- 3.1.2 Refer to lines 1–2 ('His absence, sir ... upon his promise').

- (a) Explain what Ross means in these lines. (2)
- (b) What is the real reason why Banquo is not at the banquet as he promised? (1)

- 3.1.3 Refer to line 11 ('Thou canst not say I did it').

- (a) What does 'it' refer to in this line? (1)
- (b) Explain why Macbeth decides to kill Banquo.
State TWO points. (2)

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

Refer to line 12 ('Thy gory locks at me').

'Gory locks' are/is ...

- A dreadlocks.
- B bloodstained hair.
- C curly hair.
- D attractive long hair.

(1)

- 3.1.5 Refer to line 19 ('Are you a man?').

(a) What tone would Lady Macbeth use in this line?

(1)

(b) Why would Lady Macbeth use this tone in this line?

(1)

- 3.1.6 Refer to line 31 ('Prithee, see there! ... How you say?').

If you were the director of this play, what would you tell Macbeth to do when saying this line?

State TWO points.

(2)

- 3.1.7 Macbeth is not an evil person; circumstances force him to kill.

Discuss your view.

(3)

AND

3.2 EXTRACT F

[Enter Ross, bringing the news from Scotland.]

| | | |
|----------|--|----------------|
| MACBETH: | Where are they? Gone? Let this pernicious hour Stand aye accursed in the calendar! Come in, without there! | |
| | <i>Enter Lennox</i> | |
| LENNOX | What's your grace's will? | 5 |
| 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? | 10 |
| LENNOX: | 'Tis two or three, my lord, that bring you word Macduff is fled to England. | |
| MACBETH: | Fled to England! | 15 |
| 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? Come, bring me where they are. | 20 25 30 |
| | <i>Exeunt.</i> | |
| | [Act 4, Scene 1] | |

3.2.1 Refer to lines 1–2 ('Where are they? ... in the calendar').

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

(b) Explain why this figure of speech is appropriate in these lines. (2)

3.2.2 Refer to line 11. ('And damned all those that trust them').

With reference to the play discuss the irony in this statement. (2)

3.2.3 Refer to lines 17–19 ('Time, thou anticipatest ... go with it').

What does Macbeth mean in these lines? (2)

3.2.4 Explain why Macduff fled to England.

State TWO points. (2)

3.2.5 What does this extract reveal about the character of Macbeth?

Substantiate your answer. (2)

3.2.6 One of the themes in the play is guilt and its consequences.

Discuss how this theme is relevant to Macbeth and Lady Macbeth. (3)

3.2.7 Macbeth's anger towards Macduff is justified.

Discuss your view. (3)

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

Read the extracts from the play below and answer the set questions. 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

[The great debate.]

| | | |
|------------------|---|----|
| MR M: | Order please! | |
| ISABEL: | I never said anything of the kind. | |
| THAMI: | Yes, you did. You said that women were more ... | |
| MR M: | I call you both to order! | |
| ISABEL: | What I said was that women ... | 5 |
| THAMI: | ... were more emotional than men ... | |
| ISABEL: | Correction! That women were more intuitive than men ... | |
| MR M: | Miss Dyson and Mr Mbikwana! Will you both please ... | |
| ISABEL: | You are twisting my words and misquoting me. | |
| THAMI: | I am not. I am simply asking you ... | 10 |
| MR M: | Come to order! [<i>Grabs the school bell and rings it violently. It works. Silence</i>] | |
| | I think it is necessary for me to remind all of you exactly what a debate is supposed to be. [<i>Opens and reads from a little black dictionary that is at hand on the table.</i>] My dictionary defines it as follows: 'The orderly and regulated discussion of an issue with opposing viewpoints receiving equal time and consideration.' | 15 |
| | Shouting down the opposition so that they cannot be heard does not comply with that definition. | |
| | Enthusiasm for your cause is most commendable but without personal discipline it is as useless as having a good donkey and a good cart but no harness. | 20 |
| | We are now running out of time. I am therefore closing the open section of our debate. No more interruptions from the floor, please. | |
| [Act 1, Scene 1] | | |

- 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)–4.1.1(d)) in the ANSWER BOOK.

| COLUMN A | COLUMN B |
|-------------------|----------------------------|
| (a) Lilian | A Choir Mistress |
| (b) Mr Pienaar | B Mayor |
| (c) Renee Vermaas | C Thami's mother |
| (d) Mrs Magada | D Learner at Camdeboo G.H. |
| | E Isabel's aunt |

(4 x 1) (4)

- 4.1.2 (a) In your own words, state the topic debated by Thami and Isabel. (1)

- (b) Explain how Isabel wins the debate. (2)

- 4.1.3 With reference to this extract, state TWO points for the use of the ellipses in lines 3–7. (2)

- 4.1.4 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (4.1.4) in the ANSWER BOOK.

'Intuitive' in line 7 means ...

- A instinctive.
B fearless.
C respected.
D intimidated. (1)

- 4.1.5 Refer to lines 20–22 ('Enthusiasm for your ... but no harness').

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

- (b) Explain why this figure of speech is appropriate in these lines. (2)

- 4.1.6 What does this extract reveal about the character of Mr M?

Substantiate your answer. (2)

- 4.1.7 Dialogue and personal discipline are a better solution than violence.

Discuss your view. (3)

AND

4.2 EXTRACT H

[Thami refuses to learn.]

| | | |
|--------|--|----|
| THAMI: | Do you understand now why it is not as easy as it used to be to sit behind that desk and learn only what Oom Dawie has decided I must know? My head is rebellious. It refuses now to remember when the Dutch landed, and the Huguenots landed, and the British landed. It has already forgotten when the old Union became the proud young Republic. But it does know what happened in Kliptown in 1955, in Sharpeville on 21 March 1960, and in Soweto on 16 June 1976. Do you? Better find out because those are dates your children will have to learn one day. | 5 |
| | We don't need the Zolile classrooms any more. We know now what they really are ... traps which have been carefully set to catch our minds, our souls. No, good people. We have woken up at last. We have found another school ... the streets, the little rooms, the funeral parlours of the location ... anywhere the people meet and whisper names we have been told to forget, the dates of events they try to tell us never happened, and the speeches they try to say were never made. Those are the lessons we are eager and proud to learn, because they are lessons about our history, about our heroes. But the time for whispering them is past. Tomorrow we start shouting. | 10 |
| | AMANDLA! | 15 |
| | | 20 |

[Act 1, Scene 6]

- 4.2.1 State TWO points why Mr Grobbelaar insists that the learners call him 'Oom Dawie'. (2)
- 4.2.2 Explain the difference in learning about the 'arrival of the Huguenots' and learning about 'Kliptown in 1955' according to Thami. (2)
- 4.2.3 Refer to line 11 ('We don't need Zolile classrooms anymore').
- (a) What tone would Thami use in this line? (1)
- (b) Why would Thami use this tone in this line? (1)
- 4.2.4 Explain why the following statement is FALSE.
- Mr Grobbelaar is the principal at Zolile High School. (1)
- 4.2.5 With reference to the drama, what is ironic about Thami finding another school where people whisper? (2)

4.2.6 Refer to lines 13–14 ('No, good people. We have woken up at last').

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

State TWO points. (2)

4.2.7 One of the themes in the play is the meaning of a useful life.

Discuss how this theme is relevant to Mr M and Isabel. (3)

4.2.8 Thami declares Bantu Education as completely useless.

Discuss your view. (3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- A CHIP OF GLASS RUBY by Nadine Gordimer
- VILLAGE PEOPLE by Bessie Head

QUESTION 5

Read the extracts from the TWO short stories and answer the questions set on each. The number of marks allocated 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 'A CHIP OF GLASS RUBY'

EXTRACT I

[Mrs Bamjee gets arrested.]

The man held it away from her.

'What does it matter, Ma?'

It was true that no one in the house had ever read it; but she said, 'It's for my children.' - 'Ma leave it.' Jimmy who was squat and plump, looked like a merchant advising a client against a roll of silk she had set her heart on. 5

She went into the bedroom and got dressed. When she came out in her old yellow sari with a brown coat over it, the faces of the children were behind her like faces on the platform at a railway station. They kissed her good-bye. The policemen did not hurry her, but she seemed to be in a hurry just the same.

'What am I going to do?' Bamjee accused them all. 10

The police looked away patiently.

'It'll be all right. Girlie will help. The big children can manage. And Yusuf' – The children crowded in around her; two of the younger ones had awakened and appeared, asking shrill questions. 'Come on,' said the policemen.

'I want to speak to my husband.' She broke away and came back to him, and the movement of her sari hid them from the rest of the room for a moment. 15

- 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)–5.1.1(d)) in the ANSWER BOOK.

| COLUMN A | | COLUMN B | |
|----------|------------------|----------|-------------------------------|
| (a) | Mrs Zanip Bamjee | A | a hawker |
| (b) | Yusuf Bamjee | B | conservative coloured teacher |
| (c) | Fathima | C | intelligent and outspoken |
| (d) | Jimmy | D | works in a factory |
| | | E | an anti-governmental rebel |

(4 x 1) (4)

- 5.1.2 Refer to line 1 ('The man held it away from her').

- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.1.2) in the ANSWER BOOK.

'it' in this sentence refers to a ...

- A duplicating machine.
 B pamphlet.
 C ruby.
 D tome. (1)

- (b) Explain why this 'it' is important to Mrs Bamjee. Mention TWO points. (2)

- 5.1.3 With reference to the story, why is it ironic that the coloured policemen come to arrest Mrs Bamjee? (2)

- 5.1.4 Explain why the following statement is FALSE.

Mrs Bamjee was arrested because she joined a hunger strike in prison. (1)

- 5.1.5 Refer to line 10 ('What am I going to do?').

- (a) What tone would Mr Bamjee use in this line? (1)

- (b) Why would Mr Bamjee use this tone in this line? (1)

- (c) What does this line tell us about the character of Mr Bamjee?
 Substantiate your answer. (2)

- 5.1.6 Mrs Bamjee is involved in the political affairs of black people that have nothing to do with her.

Discuss your view. (3)

5.2 'VILLAGE PEOPLE'

EXTRACT J

[The narrator assists an old lady.]

| | |
|--|----|
| Yet she seemed so strong that it was a shock when she suddenly bent double, retched and coughed emptily, and crumbled to the ground like a quiet sigh. | |
| 'What is it, Mmm? 'What is the matter?' I asked. | |
| 'Water, water,' she said faintly. | 5 |
| 'Wait a minute. I shall ask at this hut here if there is any water.' | |
| 'What is the matter?' they asked. | |
| 'The old lady is ill,' I said. | |
| 'No,' she said curtly. 'I am not ill. I am hungry.' | |
| The crowd laughed in embarrassment that she should display her need so nakedly. They turned away; but old ladies have no more shame left. They are like children. They give way to weakness and cry openly when they are hungry. | 10 |
| 'Never mind, 'I said. 'Hunger is a terrible thing. My hut is not far away. This small child will take you. Wait till I come back, then I shall prepare food for you.' | 15 |
| Then it was late afternoon. The old lady had long passed from my mind when a strange young woman, unknown to me, walked into the yard with a pail of water on her head. She set it down outside the door and squatted low. | 20 |
| 'Good-day. How are you?' I said. | |
| She returned the greeting, keeping her face empty and carefully averted. It is impossible to say: what do you want? | |

5.2.1 Refer to lines 2–3 ('retched and coughed ... a quiet sigh').

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

5.2.2 Explain the crowd's reaction to the old lady. (2)

5.2.3 How does the narrator help the old lady?

State TWO points. (2)

5.2.4 In your own words explain the meaning of 'display her need so nakedly'. (1)

5.2.5 Why does the old lady's family repay the narrator with a bucket of water? (2)

5.2.6 With reference to the story, compare the character of the old woman and the young woman (who brings her water). (2)

5.2.7 One of the themes in the short story is kindness and compassion.

Discuss how this theme is relevant to the village people in this story. (3)

5.2.8 In this story, the narrator states that poverty-stricken people 'are not outgoing' and open to change.

Discuss your view. (3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Captive' by Francis C. Slater
- 'Mid-term break' by Seamus Heaney

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.

Captive – Francis C. Slater

Lament of a sick Xhosa mine-labourer in a compound hospital

- 1 As a wild bird caught in a slip-knot snare –
- 2 The plaited tail-hairs of a dun-coloured cow,
- 3 Almost invisible –
- 4 So, tethered in the toils of fever, do I lie
- 5 And burn and shiver while I listen to the buzzing
- 6 Of flies that flutter vainly
- 7 Against cold, hard, deceiving window-panes:
- 8 Like them would I escape, and escaping hasten
- 9 To my home that shines in a valley afar,
- 10 My home – brightest tooth in the jaws of distance.
- 11 There, now, the cows I love are feeding
- 12 In some quiet sun-washed vale;
- 13 Their lazy shadows drink the sunlight
- 14 Rippling on the grasses;
- 15 There, through the long day, girls and women
- 16 Among the mealies chant and hoe,
- 17 Their swinging hoes are like the glitter
- 18 Of sunshine on water;
- 19 There, now, shouting, happy herd boys,
- 20 While they watch the cattle browse,
- 21 Are busy moulding mimic cattle
- 22 From clay moist and yellow.
- 23 There, when the sun has folded his wings that dazzle,
- 24 And has sunken to his hidden nest beyond the hills,
- 25 All shall group together gaily, around the crackling fires,
- 26 And chew the juicy cud of gathered day;
- 27 And greybeards shall tell stories of ancient battles,
- 28 And cattle-races of the days of old,
- 29 Of hunters, bold and fearless, who faced the lion's thunder
- 30 And stalked the lightning leopard to his lair.
- 31 -But here I burn and shiver and listen to the buzzing
- 32 Of flies against deceiving window-panes.

- 6.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (6.1.1(a)–6.1.1(d)) in the ANSWER BOOK.

| COLUMN A | COLUMN B |
|---------------|--|
| (a) lament | A sentimental longing for a period in the past |
| (b) lair | B a passionate expression of grief or sorrow |
| (c) captive | C a creature's home or hiding place |
| (d) nostalgia | D a prisoner or someone in jail |
| | E a trap for animals |

(4 x 1) (4)

- 6.1.2 Refer to lines 1–2 ('As a wild ... dun-coloured cow').

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

- 6.1.3 Refer to line 5 ('And burn and shiver while I listen to the buzzing').

Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (6.1.3) in the ANSWER BOOK.

'Buzzing' in this line is an example of a(n) ...

- A antithesis.
B apostrophe.
C onomatopoeia.
D oxymoron. (1)

- 6.1.4 Explain what is meant by, 'And chew the juicy cud of gathered day' in line 26. (2)

- 6.1.5 Give TWO examples which show that the poet has some knowledge of rural life. (2)

- 6.1.6 One of the themes evident in this poem is the evils of migrant labour.
Discuss the theme in the context of the poem. (3)

- 6.1.7 The condition of the compound hospital in which the speaker finds himself justifies his longing for home.
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.

Mid-term break – Seamus Heaney

1 I sat all morning in the college sick bay
2 Counting bells knelling classes to a close.
3 At two o'clock our neighbours drove me home.

4 In the porch I met my father crying –
5 He had always taken funerals in his stride –
6 And Big Jim Evans saying it was a hard blow.

7 The baby cooed and laughed and rocked the pram
8 When I came in, and I was embarrassed
9 By old men standing up to shake my hand

10 And tell me they were 'sorry for my trouble'.
11 Whispers informed strangers I was the eldest,
12 Away at school, as my mother held my hand

13 In hers and coughed out angry tearless sighs.
14 At ten o'clock the ambulance arrived
15 With the corpse, stanced and bandaged by nurses.

16 The next morning, I went up to the room. Snowdrops
17 And candles soothed the bedside; I saw him
18 For the first time in six weeks. Paler now,

19 Wearing a poppy bruise on his left temple,
20 He lay in the four foot box as in his cot.
21 No gaudy scars, the bumper knocked him clear.

22 A four foot box, a foot for every year.

- 6.2.1 Refer to line 2 ('counting bells knelling classes to a close').

Why is the bell described as 'knelling'? (1)

- 6.2.2 Refer to line 5 ('He had always taken funerals in his stride').

Explain what is meant by 'taken funerals in his stride'. Use your OWN words. (2)

- 6.2.3 In line 7 the 'baby cooed and laughed'.

With reference to the poem, what does this suggest about the baby? (2)

- 6.2.4 Refer to line 10 ('And tell me they were sorry for my trouble').
- (a) Identify the tone in this line. (1)
- (b) Why would the old men use this tone in this line? (1)
- 6.2.5 Explain why the following statement is FALSE.
- The speaker sees his brother for the first time in six weeks because the brother has been in hospital. (1)
- 6.2.6 Refer to stanza 5 ('In hers and ... by the nurses').
- Quote ONE word to show that the nurses had tried to stop the boy's bleeding before he died. (1)
- 6.2.7 Refer to line 20 ('He lay in the four foot box as in his cot').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is relevant in this poem. (2)
- 6.2.8 Explain the irony in the title of the poem. (2)
- 6.2.9 Tragic death is more painful to adults than it is to children.
- Discuss your view. (3)

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TOTAL SECTION D: 35
GRAND TOTAL: 70