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SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2021

MARKS: 70

TIME: 2 hours

This question paper consists of 26 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. 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 total, 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 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 60 minutes on each section.
9. Write neatly and legibly.

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Answer the questions set on BOTH poems.		
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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

[The young man accompanies Stephen and John Kumalo.]

They pass through the great gate in the grim high wall. The young man talks for them, and it is arranged. John Kumalo is taken to one room, and the younger man goes with Stephen Kumalo to another. There the son is brought to them.

They shake hands, indeed the old man takes his son's hand in both his own, and the hot tears fall fast upon them. The boy stands unhappy, there is no gladness in his eyes. He twists his head from side to side, as though the loose clothing is too tight for him. 5

– My child, my child.

– Yes, my father.

– And it is too late. 10

To this the boy makes no answer. As though he may find some hope in this silence, the father presses him. Is it not too late? He asks. But there is no answer. Persistently, almost eagerly, Is it not too late? he asks. The boy turns his head from side to side, he meets the eyes of the young white man, and his own retreat swiftly. My father, it is what my father says, he answers. 15

– I have searched in every place for you.

To that also no answer. The old man loosens his hands, and his son's hand slips from them lifelessly.

[Book 1, Chapter 14]

- 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) Stephen Kumalo	A lawyer who defends Absalom
(b) Margaret Jarvis	B reverend who helps Stephen
(c) Mr Carmichael	C father of the accused
(d) Theophilus Msimangu	D John Kumalo's former wife
	E mother of Arthur Jarvis

(4 x 1) (4)

- 1.1.2 Describe the setting of this extract. (2)

- 1.1.3 Refer to line 1 ('They pass through ... grim high wall').

Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.1.3) in the ANSWER BOOK.

The sound device used in this line is an example of ...

- A onomatopoeia.
- B assonance.
- C repetition.
- D alliteration. (1)

- 1.1.4 Refer to line 9 ('My child, my child').

- (a) What tone would Stephen Kumalo use in this line? (1)

- (b) Why would Stephen Kumalo use this tone in this line? (1)

- 1.1.5 Refer to lines 14–16 ('The boy turns ... own retreat swiftly').

To whom does the 'young white man' refer? (1)

- 1.1.6 Refer to line 17 ('I have searched ... place for you').

Where has Stephen Kumalo looked for Absalom?

State TWO places. (2)

- 1.1.7 State ONE difference in the attitude of Stephen Kumalo and Absalom Kumalo in this extract. (2)

- 1.1.8 In the novel *Cry, the Beloved Country* Absalom is portrayed as a selfish person.

Discuss your view.

(3)

1.2 EXTRACT B

[The Bishop meets with Stephen Kumalo.]

Could you not have been here, O Bishop, the day when I came back to Ndotsheni? Would you not have seen that these people love me, although I am old? Would you not have heard a child say, We are glad the umfundisi is back; this other man we did not understand him? Would you take me away just when new things are beginning, when there is milk for the children, and the young demonstrator has come, and the sticks for the dam are planted in the ground? The tears fill the eyes, and the eyes shut, and the tears are forced out, and they fall on the new black suit, made for this confirmation with the money of the beloved Msimangu. The old head is bowed, and the old man sits there like a child, with not a word to be spoken.	5
– Mr. Kumalo, says the Bishop gently, and then again, more loudly, Mr. Kumalo.	10
– Sir. My lord.	
– I am sorry to distress you. I am sorry to distress you. But would it not be better if you went away?	15
– It is what you say, my lord.	
The Bishop sits forward in his chair, and rests his elbows upon his knees. Mr. Kumalo, is it not true that the father of the murdered man is your neighbour here in Ndotsheni? Mr. Jarvis?	
– It is true, my lord.	20
– Then for that reason alone I think you should go.	
[Book 3, Chapter 5]	

- 1.2.1 Refer to lines 1–2 ('Could you not ... back to Ndotsheni?').

Why is the following statement FALSE?

Kumalo has returned from Pietermaritzburg.

(1)

- 1.2.2 Refer to lines 4–7 ('Would you take ... in the ground?').

Explain why James Jarvis makes these contributions to Ndotsheni.

(2)

- 1.2.3 Refer to line 9–10 ('and the old ... to be spoken').

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

(1)

(b) Explain this figure of speech in the context of this extract.

(2)

- 1.2.4 What does this extract reveal about Stephen Kumalo's state of mind?

Substantiate your answer.

(2)

- 1.2.5 Explain the irony in the Bishop's reason to send Stephen Kumalo away from Ndotsheni. (2)
- 1.2.6 What do the actions of Msimangu, referred to in this extract, reveal about his character?
Substantiate your answer. (2)
- 1.2.7 One of the themes in *Cry, the Beloved Country* is compassion.
Discuss this theme. (3)
- 1.2.8 Stephen Kumalo succeeds in reuniting with people.
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

[Mr Utterson and Dr Jekyll discuss Mr Hyde.]

'I burned it,' replied Jekyll, 'before I thought what I was about. But it bore no postmark. The note was handed in.'

'Shall I keep this and sleep upon it?' asked Utterson.

'I wish you to judge for me entirely,' was the reply. 'I have lost confidence in myself.'

'Well, I shall consider,' returned the lawyer. — 'And now one word more: it was Hyde who dictated the terms in your will about that disappearance?'

The doctor seemed seized with a qualm of faintness; he shut his mouth tight and nodded.

'I knew it,' said Utterson. 'He meant to murder you. You have had a fine escape.'

'I have had what is far more to the purpose,' returned the doctor solemnly: 'I have had a lesson — O God, Utterson, what a lesson I have had!' And he covered his face for a moment with his hands.

On his way out, the lawyer stopped and had a word or two with Poole. 'By the by,' said he, 'there was a letter handed in to-day: what was the messenger like?' But Poole was positive nothing had come except by post; 'and only circulars by that,' he added.

This news sent off the visitor with his fears renewed.

[Incident of the letter]

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) Mr Poole	A a lawyer
(b) Sir Carew	B a butler
(c) Mr Bradshaw	C a politician
(d) Mr Utterson	D a footman
	E a scientist

(4 x 1) (4)

- 2.1.2 Describe the setting of this extract. (2)
- 2.1.3 What was written in the note to which Dr Jekyll refers (line 2)? State TWO points. (2)
- 2.1.4 Why is Mr Utterson so fascinated by Dr Jekyll's will? (1)
- 2.1.5 Refer to line 10 ('I knew it,' said Utterson').
- (a) What tone would Mr Utterson use in this line? (1)
- (b) Why would Mr Utterson use this tone in this line? (1)
- 2.1.6 What makes Dr Jekyll to say, 'I have had ... I have had!' (lines 12–13)? (2)
- 2.1.7 Refer to lines 1–14 ('I burned it ... with his hands').
- State ONE difference in the attitude of Dr Jekyll and Mr Utterson in these lines. (2)
- 2.1.8 Dr Jekyll is a selfish person.
- Discuss your view. (3)

AND**2.2 EXTRACT D**

[Dr Lanyon relates his meeting with Mr Hyde.]

'Have you got it? He cried. 'Have you got it?' and so lively was his impatience that he even laid his hand upon my arm and sought to shake me.

I put him back, conscious at his touch of a certain icy pang along my blood. 'Come, sir,' said I. 'You forget that I have not yet the pleasure of your acquaintance. Be seated, if you please.' And I showed him an example, and sat down myself in my customary seat and with as fair an imitation of my ordinary manner to a patient as the lateness of the hour, the nature of my pre-occupation, and the horror I had of my visitor, would suffer me to muster.

'I beg your pardon, Dr Lanyon,' he replied civilly enough. 'What you say is very well founded; and my impatience has shown its heels to my politeness. I come here at the instance of your colleague, Dr Henry Jekyll, on a piece of business of some moment; and I understood ...' he paused and put his hand to his throat, and I could see, in spite of his collected manner, that he was wrestling against the approaches of the hysteria – 'I understood, a drawer ...'

[Dr Lanyon's narrative]

- 2.2.1 What does this extract tell us about Mr Hyde's state of mind? Substantiate your answer. (2)

- 2.2.2 Refer to lines 5–8 ('And I showed ... me to muster').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain how this figure of speech is relevant in this extract. (2)
- 2.2.3 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (2.2.3) in the ANSWER BOOK.
- This meeting with Mr Hyde causes Dr Lanyon to ...
- A admire Dr Jekyll.
B blame Mr Utterson.
C fall seriously ill.
D confess his jealousy. (1)
- 2.2.4 Why is the following statement FALSE?
- Dr Lanyon personally tells Mr Utterson about his last meeting with Dr Jekyll. (1)
- 2.2.5 Earlier in the novel Dr Jekyll's says to Mr Utterson, 'the moment I choose, I can be rid of Mr Hyde'. Explain the irony of Dr Jekyll's words. (2)
- 2.2.6 What does this extract reveal about the character of Dr Lanyon? Substantiate your answer. (2)
- 2.2.7 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde*, is deception.
- Discuss this theme. (3)
- 2.2.8 In the novel *Strange Case of Dr Jekyll and Mr Hyde* Mr Utterson is portrayed as a trustworthy man.
- Discuss your view. (3)
- [35]

TOTAL SECTION A: 35

SECTION B: DRAMA

In this section, contextual questions are 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 and Lady Macbeth are talking about King Duncan.]

LADY M:	My husband!	
MACBETH:	I have done the deed. Didst thou not hear a noise?	
LADY M:	I heard the owl scream and the crickets cry.	
	Did you not speak?	
MACBETH:	When?	5
LADY M:	Now.	
MACBETH:	As I descended?	
LADY M:	Ay.	
MACBETH:	Hark!	
	Who lies i'th' second chamber?	10
LADY M:	Donalbain.	
MACBETH:	(looking on his hands) This is a sorry sight.	
LADY M:	A foolish thought, to say a sorry sight.	
MACBETH:	There's one did laugh in's sleep, and one cried 'Murder!' That they did wake each other. I stood and heard them. But they did say their prayers, and addressed them Again to sleep.	15
LADY M:	There are two lodged together.	
MACBETH:	One cried 'God bless us!' and 'Amen!' the other, As they had seen me with these hangman's hands. Listening their fear, I could not say 'Amen', When they did say 'God bless us!'	20
LADY M:	Consider it not so deeply.	
MACBETH:	But wherefore could not I pronounce 'Amen'? I had most need of blessing, and 'Amen' Stuck in my throat.	25
LADY M:	These deeds must not be thought After these ways; so, it will make us mad.	

<p>MACBETH: Methought I heard a voice cry 'Sleep no more! Macbeth does murder sleep' – the innocent sleep, Sleep that knits up the ravelled sleeve of care, The death of each day's life, sore labour's bath, Balm of hurt minds, great Nature's second course, Chief nourisher in life's feast-</p>	30
[Act 2, Scene 2]	

- 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) Donalbain	A King of Scotland
(b) Duncan	B son of Duncan
(c) Siward	C son of Banquo
(d) Fleance	D Earl of Northumberland
	E King of England

(4 x 1) (4)

- 3.1.2 Describe the setting of this extract. (2)

- 3.1.3 Refer to line 1 ('My husband!').
- (a) What tone would Lady Macbeth use in this line? (1)
- (b) Why would Lady Macbeth use this tone in this line? (1)

- 3.1.4 Why is the following statement FALSE?
- Lady Macbeth kills Duncan. (1)

- 3.1.5 Refer to lines 14–17 ('There's one did ... Again to sleep').
- If you were the director of the play, what would you tell Macbeth to do when saying these lines? State TWO actions. (2)

- 3.1.6 Explain the irony of Lady Macbeth's words in lines 27–28 ('These deeds must ... make us mad'). (2)

- 3.1.7 State ONE difference in the reaction of Macbeth and Lady Macbeth to the 'deed' (line 2) committed in this extract. (2)

- 3.1.8 Banquo's loyalty causes his death.
- Discuss your view. (3)

AND

3.2 **EXTRACT F**

[A doctor and gentlewoman observe Lady Macbeth's actions.]

DOCTOR:	Do you mark that?	
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.	5
GENTLEWOMAN:	She has spoke what she should not, I am sure of that. 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!	
DOCTOR:	What a sigh is there! The heart is sorely charged.	10
GENTLEWOMAN:	I would not have such a heart in my bosom for the dignity of the whole body.	
DOCTOR:	Well, well, well!	
GENTLEWOMAN:	Pray God it be, sir.	
DOCTOR:	This disease is beyond my practice, yet I have known those which have walked in their sleep who have died holily in their beds.	15
LADY M:	Wash your hands; put on your night gown; look not so pale; I tell you yet again, Banquo's buried; he cannot come out on's grave.	20
DOCTOR:	Even so?	
LADY M:	To bed, to bed; there's knocking at the gate; come, come, come, come, give me your hand. What's done cannot be undone; to bed, to bed, to bed.	
DOCTOR:	Will she go now to bed?	25
GENTLEWOMAN:	Directly.	

[Act 5, Scene 1]

- 3.2.1 What has happened to the wife of the Thane of Fife (line 2)? (1)
- 3.2.2 To which actions of Macbeth does Lady Macbeth refer when she says 'you mar all with this starting' (line 4)? (2)
- 3.2.3 Refer to line 7 ('Heaven knows what she has known').
What does this line tell us about the state of mind of the gentlewoman? Substantiate your answer. (2)
- 3.2.4 Refer to lines 8–9 ('Here's the smell ... this little hand').
(a) Identify the figure of speech used in these lines. (1)
(b) Explain this figure of speech as used in these lines. (2)
- 3.2.5 What does this extract reveal about the doctor's character? Substantiate your answer. (2)

- 3.2.6 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (3.2.6) in
the ANSWER BOOK.

'there's knocking at the gate' (line 22) refers to ... arriving at
Macbeth's castle.

- A Banquo
- B Donalbain
- C Macduff
- D Seyton

(1)

- 3.2.7 One of the themes in *Macbeth* is deception.

Discuss this theme.

(3)

- 3.2.8 In this play Macbeth is a tragic hero.

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

[Mr M reveals his fear.]

MR M:	<p>No yet again. Not in this life, and most certainly not in this world where I find myself, will those wonderful words of Confucius ever be mine. Not even if I lived to be one hundred and seventy, will I end up with a calm, gentle Chinese heart like his.</p> <p>I wish I could. Believe me, I really wish I could. Because I am frightened of the one I've got. I don't get gentle promptings from it, my friends. I get heart attacks. When I walk out into those streets, and I see what is happening to my people, it jumps out and savages me like a wild beast. <i>[Thumping his chest with a clenched fist]</i> I've got a whole zoo in here, a mad zoo of hungry animals ... and the keeper is frightened! All of them. Mad and savage! Look at me! I'm sweating today. I've been sweating for a week. Why? Because one of those animals, the one called Hope, has broken loose and is looking for food. Don't be fooled by its gentle name. It is as dangerous as Hate and Despair would be if they ever managed to break out. You think I'm exaggerating? Pushing my metaphor a little too far? Then I'd like to put you inside a black skin and ask you to keep Hope alive.</p>	<p>5</p> <p>10</p> <p>15</p>
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[Act 1, Scene 4]

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)	Mr Myalatya	A	a railway worker
(b)	Isabel Dyson	B	the mayor of Camdeboo
(c)	Mr Pienaar	C	a good hockey player
(d)	Thami Mbikwana	D	an English teacher
		E	a good soccer player

(4 x 1)

(4)

- 4.1.2 Describe the setting of this extract. (2)
- 4.1.3 Refer to lines 1–3 ('Not in this ... ever be mine').
Why does Mr M admire Confucius? (1)
- 4.1.4 Refer to lines 10–12 ([*Thumping his chest ... of hungry animals*]).
(a) Identify the figure of speech as used in these lines. (1)
(b) Explain this figure of speech as used in these lines. (2)
- 4.1.5 What does this extract tell you about Mr M's state of mind? Substantiate your answer. (2)
- 4.1.6 One of the themes in *My Children! My Africa!* is hope.
Discuss this theme. (3)
- 4.1.7 In this play, Mr M comes across as a selfish person.
Discuss your view. (3)

4.2 EXTRACT H

[Thami informs Isabel about his plans.]

THAMI:	[<i>He nods</i>] I'm going to join the movement. I want to be a fighter. I've been thinking about it for a long time. Now I know it's the right thing to do. I don't want to end up being one of the mob that killed Mr M ... but that will happen to me if I stayed here.	
ISABEL:	Oh, Thami.	5
THAMI:	I know I'm doing the right thing. Believe me.	
ISABEL:	I'll try.	
THAMI:	And you?	
ISABEL:	I don't know what to do with myself, Thami. All I know is that I'm frightened of losing him. He's only been dead four days and I think I'm already starting to forget what he looked like. But the worst thing is that there's nowhere for me to go and ... you know ... just be near him. That's so awful. I got my father to phone the police but they said there wasn't enough left of him to justify a grave. What there was has been disposed of in a 'Christian manner'. So where do I go? The burnt-out ruins of the school? I couldn't face that.	10 15
THAMI:	Get your father or somebody to drive you to the top of the Wapadsberg Pass. It's on the road to Cradock.	
ISABEL:	I know it.	20
THAMI:	It was a very special place for him. He told me that it was there where it all started.	

[Act 2, Scene 4]

- 4.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.1) in the ANSWER BOOK.
- Thami wants to join the Movement because he wants to ...
- A drop out of school.
B meet other fighters.
C fight for freedom.
D go to university. (1)
- 4.2.2 Refer to line 5 ('Oh, Thami').
- (a) What tone would Isabel use in this line? (1)
- (b) Why would Isabel use this tone in this line? (1)
- 4.2.3 If you were the director of this play, what would you tell Isabel to do when saying line 9 ('I don't know ... with myself, Thami'). State TWO actions. (2)
- 4.2.4 Why is the following statement FALSE?
- Mr M lives in a squatter camp. (1)
- 4.2.5 Explain why Isabel cannot face 'the burnt-out ruins of the school' (line 16). (2)
- 4.2.6 State ONE difference in the attitude between Thami and Isabel in this extract. (2)
- 4.2.7 What does this extract reveal about Thami's character? Substantiate your answer. (2)
- 4.2.8 During the school boycotts Sipho Fondini writes, 'Liberation first, then education.' However, he also asks Mr M whether his spelling is correct. Why is this ironic? (2)
- 4.2.9 In *My Children! My Africa!* Mr M's stubbornness causes his death. Discuss your view. (3)
- [35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'THE DOLL'S HOUSE' by Katherine Mansfield
- 'THE FUR COAT' by Sean O'Faolain

QUESTION 5

Read the 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 DOLL'S HOUSE'**EXTRACT I**

[The girls at school are discussing the doll's house.]

Days passed, and as more children saw the doll's house, the fame of it spread. It became the one subject, the rage. The one question was, 'Have you seen Burnells' doll's house? Oh, ain't it lovely!' 'Haven't you seen it? Oh, I say!'	
Even the dinner hour was given up to talking about it. The little girls sat under the pines eating their thick mutton sandwiches and big slabs of johnny cake spread with butter. While always, as near as they could get, sat the Kelveys, our Else holding on to Lil, listening too, while they chewed their jam sandwiches out of a newspaper soaked with large red blobs.	5
'Mother,' said Kezia, 'can't I ask the Kelveys just once?'	
'Certainly not, Kezia.'	
'But why not?'	
'Run away, Kezia; you know quite well why not.'	
At last everybody had seen it except them. On that day the subject rather flagged. It was the dinner hour. The children stood together under the pine trees, and suddenly, as they looked at the Kelveys eating out of their paper, always by themselves, always listening, they wanted to be horrid to them. Emmie Cole started the whisper.	15
'Lil Kelvey's going to be a servant when she grows up.'	
'O-oh, how awful!' said Isabel Burnell, and she made eyes at Emmie.	20

- 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)	Mrs Hay	A	tiny and quiet
(b)	Else Kelvey	B	rude and discriminating
(c)	Lena Logan	C	generous and kind
(d)	Mrs Kelvey	D	lazy and disobedient
		E	humble and hardworking

(4 x 1) (4)

- 5.1.2 Explain why the doll's house remains outside when the Burnell girls receive it. (2)
- 5.1.3 Refer to lines 5–9 ('The little girls ... large red blobs').
- (a) What evidence is there in these lines that the Kelvey girls are less fortunate than the other girls? State TWO points. (2)
- (b) Why do the Kelvey girls always try to be as near as possible to the other girls? (1)
- 5.1.4 Why is the following statement FALSE?
- Kezia likes the father and mother dolls most. (1)
- 5.1.5 Refer to lines 10–20 ('Mother,' said Kezia ... eyes at Emmie').
- State ONE difference in the attitude between Kezia and Emmie in these lines. (2)
- 5.1.6 What does this extract reveal about the character of Mrs Burnell? Substantiate your answer. (2)
- 5.1.7 Mrs Kelvey is portrayed as a good mother.
- Discuss your view. (3)

AND

5.2 **EXTRACT J****'THE FUR COAT'**

[Molly and Paddy are discussing the fur coat.]

Molly jumped up, let a scream out of her, and hurled the basket of mending at him.	
'Stop it! I told you I don't want a fur coat! And you don't want me to get a fur coat! You're too mean, that's what it is! And, like all the Irish, you have the peasant streak in you. You're all alike, every bloody wan of ye. Keep your rotten fur coat. I never wanted it ...'	5
And she ran from the room sobbing with fury and disappointment.	
'Mean?' gasped Maquire to himself. 'To think that anybody could say that I ... Mean!'	
She burst open the door to sob:	10
'I'll go to the garden party in a mackintosh. And I hope that'll satisfy you!' and ran out again.	
He sat miserably at his table, cold with anger. He murmured the hateful word over and over, and wondered could there be any truth in it. He added ten yards to the pier. He reduced the ten to five, and then, seeing what he had done, swept the whole thing off the table.	15
It took them three days to make it up. She had hit him below the belt and they both knew it. On the fourth morning she found a cheque for a hundred and fifty pounds on her dressing table.	

- 5.2.1 Describe the setting of this extract. (2)
- 5.2.2 Refer to lines 4–5 ('You're too mean ... streak in you').
- (a) Explain the irony in Molly's words when she tells Paddy, 'You're too mean'. (2)
 - (b) Identify the figure of speech as used in 'you have the ... streak in you'. (1)
 - (c) Explain this figure of speech as used in these lines. (2)
- 5.2.3 Refer to line 11 ('I'll go to ... in a mackintosh').
- (a) What tone would Molly use in this line? (1)
 - (b) Why would Molly use this tone in this line? (1)

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

When Paddy gives Molly a cheque she ...

- A buys a coat.
- B tears it up.
- C buys an outfit.
- D throws it away. (1)

- 5.2.5 What is Paddy's state of mind in this extract? Substantiate your
answer. (2)

- 5.2.6 One of the themes in 'The Fur Coat' is insecurity.
Discuss this theme. (3)

- 5.2.7 In this short story 'The Fur Coat', Molly can be admired.
Discuss your view. (3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Captive' by Francis Carey Slater
- 'Still I rise' by Maya Angelou

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

- 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 Carey 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 herdboys,
- 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 Complete the following sentences by filling in the missing words. Write only the word next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

hostel; fever; employer; ballad; family; lament; asthma; hospital
--

- This poem is a (a) ..., with the speaker being in (b) ... He suffers from ... (c) and longs to be with his (d) ... (4 x 1) (4)
- 6.1.2 Explain the comparison the speaker makes between his situation and that of the bird (lines 1–4). (2)
- 6.1.3 Refer to 'Against cold, hard, deceiving window-panes' (line 7).
- (a) Identify the figure of speech. (1)
- (b) Explain this figure of speech as used in this line. (2)
- 6.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.4) in the ANSWER BOOK.
- The figure of speech used in 'Their swinging hoes are like the glitter' (line 17), is an example of/a ...
- A sarcasm.
B simile.
C irony.
D metaphor. (1)
- 6.1.5 Describe the setting of the second stanza. (2)
- 6.1.6 One of the themes in *Captive* is captivity.
- Discuss this theme. (3)
- 6.1.7 The speaker in *Captive* can be pitied.
- 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.

Still I rise – Maya Angelou

1 You may write me down in history
2 With your bitter, twisted lies,
3 You may tread me in the very dirt
4 But still, like dust, I'll rise.

5 Does my sassiness upset you?
6 Why are you beset with gloom?
7 'Cause I walk like I've got oil wells
8 Pumping in my living room.

9 Just like moons and like suns,
10 With the certainty of tides,
11 Just like hopes springing high,
12 Still I'll rise.

13 Did you want to see me broken?
14 Bowed head and lowered eyes?
15 Shoulders falling down like teardrops,
16 Weakened by my soulful cries?

17 Does my haughtiness offend you?
18 Don't you take it awful hard
19 'Cause I laugh like I've got gold mines
20 Diggin' in my own backyard.

21 You may shoot me with your words,
22 You may cut me with your eyes,
23 You may kill me with your hatefulness,
24 But still, like air, I'll rise.

25 Does my sexiness upset you?
26 Does it come as a surprise
27 That I dance like I've got diamonds
28 At the meeting of my thighs?

29 Out of the huts of history's shame
30 I rise
31 Up from a past that's rooted in pain
32 I rise
33 I'm a black ocean, leaping and wide,
34 Welling and swelling I bear in the tide.

35	Leaving behind nights of terror and fear
36	I rise
37	Into a daybreak that's wondrously clear
38	I rise
39	Bringing the gifts that my ancestors gave,
40	I am the dream and the hope of the slave.
41	I rise
42	I rise
43	I rise.

6.2.1 Refer to lines 1–4 ('You may write ... dust, I'll rise').

(a) The speaker uses the word 'you' several times in these lines.
What would her tone be? (1)

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

(c) Why is the following statement FALSE?

The figure of speech in line four is an example of a metaphor. (1)

6.2.2 Refer to lines 5–8 ('Does my sassiness ... my living room').

What is the speaker's state of mind in this stanza? Substantiate your answer. (2)

6.2.3 Refer to stanza 4.

Using your OWN words, state TWO ways the speaker thinks her oppressors want her to behave. (2)

6.2.4 Refer to lines 21–23 ('You may shoot ... with your hatefulness').

What, according to the speaker, could her oppressors use to humiliate her? Use your OWN words. (2)

6.2.5 Refer to line 33 ('I'm a black ...leaping and wide').

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

(b) Explain this figure of speech as used in this line. (2)

6.2.6 Why does the speaker repeat the words 'I rise'? (2)

6.2.7 This poem, *Still I rise*, has a universal message.

Discuss your view. (3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70