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NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKS: 70

TIME: 2½ hours

This question paper consists of 28 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 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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SECTION A: NOVEL			
Answer ANY ONE question.			
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1. <i>Cry, the Beloved Country</i>	Contextual questions	35	5
OR			
2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	Contextual questions	35	9
SECTION B: DRAMA			
Answer ANY ONE question.			
3. <i>Macbeth</i>	Contextual questions	35	13
OR			
4. <i>My Children! My Africa!</i>	Contextual questions	35	17
SECTION C: SHORT STORIES			
Answer questions set on BOTH extracts.			
5.1 'Triumph in the face of adversity'	Contextual questions	18	21
AND			
5.2 'The wind and a boy'	Contextual questions	17	23
SECTION D: POETRY			
Answer the questions set on BOTH poems.			
6.1 'Hard to find'	Contextual questions	17	25
AND			
6.2 'What life is really like'	Contextual questions	18	27

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

[Khumalo meets Gertrude.]

- Where is the child?	
She looks round vaguely. She gets up and goes to the yard. She calls, but the voice that was once so sweet has a new quality in it, the quality of the laughter that he heard in the house. She is revealing herself to him.	
- I have sent for the child, she says.	5
- Where is it?	
- It shall be fetched, she says.	
There is discomfort in her eyes, and she stands fingering the wall. The anger wells up in him.	
- Where shall I sleep? He asks.	10
The fear in her eyes is unmistakable. Now she will reveal herself, but his anger masters him, and he does not wait for it.	
- You have shamed us, he says in a low voice, not wishing to make it known to the world. A liquor seller, a prostitute, with a child and you do not know where it is. Your brother a priest. How could you do this to us?	15
She looks at him sullenly, like an animal that is tormented.	
- I have come to take you back. She falls on to the floor and cries; her cries become louder and louder, she has no shame.	
- They will hear us, he says urgently.	
She tries to control her sobs.	20
-Do you wish to come back?	

[Book 1, Chapter 6]

- 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 Stephen Khumalo	A worked in a factory in Doornfontein
(b) Mr Msimangu	B works at the reformatory in Johannesburg
(c) Mr James Jarvis	C a highly moral priest in Ndotsheni
(d) Absalom Khumalo	D helps Khumalo to locate his sister
	E provides people of Ndotsheni with milk

(4 x 1) (4)

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

- 1.1.3 Refer to lines 11–12 ('The fear in ... wait for it').

Explain the meaning of the phrase 'but his anger masters him'. (2)

- 1.1.4 Refer to lines 13–15 ('You have shamed ... this to us?').

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

Substantiate your answer. (2)

- 1.1.5 Refer to line 16 ('She looks at ... that is tormented').

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

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

- 1.1.6 Why is the following statement FALSE?

Reverend Khumalo is in Johannesburg looking for a job. (1)

- 1.1.7 Reverend Khumalo is too harsh and judgemental in his condemnation of his sister.

Discuss your view. (3)

AND

1.2 EXTRACT B

[Absalom's letter.]

Stephen, she said sharply.
 He looked at her.
 Read it, finish it, she said. Then let us go to our work.
 He took the letter and read it, it was short and simple, and except for the
 first line, it was in Zulu, as is often the custom: 5
 My dear Father and Mother: I am hoping you are all in health as I am. They
 told me this morning there will be no mercy for the thing I have
 done. So I shall not see you or Ndotsheni again.
 This is a good place. I am locked in, and no one may come and talk to
 me. But I may smoke and read and write letters and the white men do not 10
 speak badly to me.
 There is a priest who comes to see me, a black priest from Pretoria. He
 is preparing me and speaks well to me.
 There is no more news here, so I close my letter. I think of you all at
 Ndotsheni, and if I were back there I should not leave it again. Your son, 15
 ABSALOM
 Is the child born? If it is a boy, I should like his name to be Peter. Have you
 heard of the case of Matthew and Johannes?

[Book 3, Chapter 3]

- 1.2.1 Choose the correct answer to complete the following sentence.
 Write only the letter (A–D) next to the question number (1.2.1) in the
 ANSWER BOOK.
- The word 'custom' in line 5 means ...
- A religion.
 B tradition.
 C belief.
 D conviction. (1)
- 1.2.2 Refer to lines 6–8 ('They told me ... or Ndotsheni again').
- (a) What tone would Absalom use in these lines? (1)
 (b) Why would Absalom use this tone in these lines? (1)
- 1.2.3 Refer to lines 9–11 ('This is a ... badly to me').
- Explain Absalom's attitude towards prison. (2)
- 1.2.4 Refer to lines 14–15 ('I think of ... leave it again').
- Explain the irony in these lines. (2)

- 1.2.5 Name the person to whom Stephen is reading the letter. (1)
- 1.2.6 Refer to the novel as a whole.
- (a) How does Johannes facilitate the execution of the plan for burglary at Arthur Jarvis' residence? (2)
- (b) Explain how Absalom is linked to the death of Arthur Jarvis. (2)
- 1.2.7 One of the themes in the novel, *Cry, the Beloved Country*, is inequality.
- Discuss this theme. (3)
- 1.2.8 Absalom's death sentence for murdering Arthur Jarvis is justified.
- Discuss your view. (3)

[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the 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.

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

2.1 EXTRACT C

[Mr Utterson visits Dr Jekyll.]

‘And now,’ said Mr Utterson, as soon as Poole had left them, ‘you have heard the news?’	
The doctor shuddered. ‘They were crying it in the square,’ he said. ‘I heard them in my dining-room.’	
‘One word,’ said the lawyer. ‘Carew was my client, but so are you, and I want to know what I am doing. You have not been mad enough to hide this fellow?’	5
‘Utterson, I swear to God,’ cried the doctor, ‘I swear to God I will never set eyes on him again. I bind my honour to you that I am done with him in this world. It is all at an end. And indeed he does not want my help; you do not know him as I do; he is safe, he is quite safe; mark my words, he will never more be heard of.’	10
The lawyer listened gloomily; he did not like his friend’s feverish manner. ‘You seem pretty sure of him,’ said he; ‘and for your sake, I hope you may be right. If it came to a trial your name might appear.’	15
‘I am quite sure of him,’ replied Jekyll; ‘I have grounds for certainty that I cannot share with anyone.’	
	[Incident of the letter]

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) Mr Edward Hyde	A an expert in handwriting
(b) Dr Jekyll	B Dr Jekyll’s loyal servant
(c) Mr Guest	C a doctor and scientist
(d) Mr Utterson	D murders Sir Danvers Carew
	E a well-respected lawyer

(4 x 1) (4)

- 2.1.2 Describe the time and place where this extract is set. (2)
- 2.1.3 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.
- The word ‘shuddered’ as used in line 3 suggests that the doctor is ...
- A happy.
B scared.
C excited.
D angry. (1)
- 2.1.4 Refer to lines 5–7 (‘One word, said ... ‘hide this fellow’).
Explain why Utterson demands an explanation from Dr Jekyll. (2)
- 2.1.5 Refer to lines 13–14 (‘The lawyer listened ... friend’s feverish manner’).
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 2.1.6 Refer to lines 14–15 (‘You seem pretty ... name might appear’).
- (a) What tone would Mr Utterson use in these lines? (1)
- (b) Why would Mr Utterson use this tone in these lines? (1)
- 2.1.7 Mr Utterson’s visit to Dr Jekyll goes against his professional ethics as a lawyer.
Discuss your view. (3)

AND

2.2 EXTRACT D

[Dr Jekyll's letter.]

The next day came the news that the murder had been overlooked that the guilt of Hyde was patent to the world and that the victim was a man high in public estimation. It was not only a crime, it had been a tragic folly. I think I was glad to know it; I think I was glad to have my **better impulses** thus **buttressed** and guarded by **the terrors of the scaffold**. Jekyll was now my city of refuge; let but Hyde peep out an instant, and the hands of all men would be raised to take and slay him. I resolved in my future conduct to redeem the past; and I can say with honesty that my resolve was fruitful of some good. You know yourself how earnestly in the last month of year, I laboured to relieve suffering; you know that much was done for others, and that the days passed quietly, almost happily for myself. Nor can I truly say that I wearied of this beneficent and innocent life; I think instead that I daily enjoyed it more completely; but I was still cursed with my duality of purpose, and as the first edge of my penitence wore off, the lower side of me, so long indulged, so recently chained down, began to growl for licence. Not that I dreamed of resuscitating Hyde;

[Henry Jekyll's full statement of the case]

2.2.1 To whom is Dr Jekyll referring as the 'man of high public estimation' (line 3)? (1)

2.2.2 Refer to lines 4–6 ('I think I ... of the **scaffold**').

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

Substantiate your answer. (2)

2.2.3 Explain what Dr Jekyll means when he says, 'Jekyll was now my city of refuge' (line 6). (2)

2.2.4 Refer to line 8 ('I resolved in ... of some good').

Why does Dr Jekyll decide to change his future conduct?

State TWO reasons. (2)

2.2.5 Why is the following statement FALSE?

Dr Jekyll prefers to be Hyde. (1)

2.2.6 Refer to lines 12–13 ('Nor can I ... it more completely;').

Explain Dr Jekyll's attitude towards his 'innocent' life. (2)

- 2.2.7 Refer to lines 17–18 ('Not that I dreamed ... of resuscitating Hyde;')
Explain the irony in these lines. (2)
- 2.2.8 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde* is duality of mankind.
Discuss this theme. (3)
- 2.2.9 Dr Jekyll's inversion of Hyde is justified.
Discuss your view. (3)

[35]**TOTAL SECTION A: 35**

SECTION B: DRAMA

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

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

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

QUESTION 3: MACBETH

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

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

3.1 EXTRACT E

[Macbeth returns from murdering king Duncan.]

MACBETH:	Still it cried 'Sleep no more' to all the house 'Glamis hath murdered sleep, and therefore Cawdor Shall sleep no more, Macbeth shall sleep no more.'	
MACBETH:	I'll go no more I am afraid to think what I have done, Look on't again I dare not.	5
LADY MACBETH:	Infirm of purpose! Give me the daggers. The sleeping and the dead Are but as pictures. 'Tis the eye of childhood That fears a painted devil. If he do bleed I'll gild the faces of grooms withal, For it must seem their guilt <i>Knock within</i>	10
MACBETH:	Whence is that knocking? - How is't with me when every noise appals me? What hands are here! Ha, they pluck out mine eyes. Will all great Neptune's ocean wash this blood Clean from my hand? No, this my hand will rather The multitudinous seas incarnadine, Making the green one red. <i>Enter Lady Macbeth</i>	15 20
LADY MACBETH:	My hands are of your colour, but I shame To wear a heart so white. <i>Knock within</i> Hark, more knocking. Get on your nightgown, lest occasion call us And show us to be watchers. Be not lost So poorly in your thoughts.	25

MACBETH:	To know my deed 'twere best not know myself. <i>Knock within</i> Wake Duncan with thy knocking. I would thou couldst.	<i>Exeunt</i>
[Act 2, Scene 2]		

- 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) Malcom	A thane of Fife
(b) Macduff	B plans Duncan's murder
(c) Duncan	C son of Duncan
(d) Lady Macbeth	D king of Scotland
	E thane of Glamis

(4 x 1) (4)

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

- 3.1.3 Refer to lines 7–10 ('Infirm of purpose ... a painted devil').

What do these lines reveal about Lady Macbeth's character?

Substantiate your answer. (2)

- 3.1.4 Refer to line 10 ('That fears a painted devil').

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

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

- 3.1.5 Refer to lines 17–20 ('Will all great ... green one red').

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

Substantiate your answer. (2)

- 3.1.6 Why is the following statement FALSE?

Macbeth drugs Duncan's guards before killing Duncan. (1)

- 3.1.7 Macbeth is genuinely remorseful for killing Duncan.

Discuss your view. (3)

3.2 EXTRACT F

[Macbeth meets Macduff.]

MACBETH:	Why should I play a Roman fool, and die On my own sword? Whiles I see lives, the gashes Do better upon them. <i>Enter Macduff</i>	
MACDUFF:	Turn, hell-hound, turn.	5
MACBETH:	Of all men else I have avoided thee. But get thee back. My soul is too much charged With blood of thine already.	
MACDUFF:	I have no words My voice is in my sword, thou bloodier villain That terms can give thee out. <i>They fight; alarum</i>	10
MACBETH:	Thou lovest labour. As easy mayst thou the intrenchant air Let fall thy blade on vulnerable crests; I bear a charmed life, which must not yield To one of woman born.	15
MACDUFF:	Despair thy charm And let the angel whom thou still hast served Tell thee Macduff was from his mother's womb Untimely ripped.	20
MACBETH:	Accursed be that tongue that tells me so, For it hath cowed my better part of man; And be these juggling fiends no more believed, That palter with us in double sense, That keep the word of promise to our ear And break it to our hope. I'll not fight with thee.	25
MACDUFF:	Then yield thee, coward, And live to be the show and gaze o'th'time. We'll have thee as our rarer monsters are, Painted upon a pole, and underwrit 'Here may you see tyrant.'	30

[Act 5, Scene 10]

3.2.1 Refer to lines 1–3 ('Why should I ... better upon them').

Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (3.2.1) in the ANSWER BOOK.

Macbeth dismisses the thought of ...

- A killing Macduff.
- B committing suicide.
- C spilling blood.
- D fighting Romans. (1)

3.2.2 Refer to line 5 ('Turn, hell-hound, turn').

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

State TWO actions. (2)

(b) From your knowledge of the play, why is Macduff determined to fight Macbeth? (2)

3.2.3 Refer to lines 6–8 ('Of all men ... of thine already').

Explain the irony in Macbeth's words. (2)

3.2.4 Refer to lines 13–17 ('Thou lovest labour ... of woman born').

In your own words, state the reason why Macbeth believes that it is pointless for Macduff to fight him. (2)

3.2.5 Refer to lines 22–27 ('Accursed be that ... to our hope').

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

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

3.2.6 Refer to line 27 ('I will not fight with thee').

What does Macduff later say that makes Macbeth feel he has to fight? (1)

3.2.7 One of the themes in the play *Macbeth* is appearance versus reality.

Discuss this theme. (3)

3.2.8 Macduff's decision to flee to England is justified.

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 is worried about Thami.]

ISABEL:	I don't think it's something you can learn. You've either got it or you haven't. Like Thami. Without even thinking about it. I know he's a good loser.	
MR M:	Maybe.	
ISABEL:	No. No maybes about it. He'd never grab his hockey stick and take it out on somebody else if he doesn't win.	5
MR M:	You're right. I can't see him doing that. You've become good friends, haven't you?	
ISABEL:	The best. These past few weeks have been quite an education. I owe you a lot, you know. I think Thami says the same ... if you would only give him the chance to do so.	10
MR M:	What do you mean by that remark, young lady?	
ISABEL:	You know what I mean by that remark, Mr Teacher! It's called freedom of speech.	
MR M:	I've given him plenty of freedom, within reasonable limits, but he never uses it.	15
ISABEL:	Because you're always the teacher and he's always the pupil. Stop teaching him all the time, Mr M. Try just talking to him for a change ... you know, like a friend. I bet you in some ways I already know more about Thami than you.	20
MR M:	I dare say that is true. In which case tell me, is he happy?	
ISABEL:	What do you mean? Happy with what? Us? The competition?	
MR M:	Yes, and also his schoolwork and ... everything else.	
ISABEL:	Why don't you ask him?	

[Act 1, Scene 5]

- 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) Mr M	A debates for Camdeboo Girls High
(b) David Grobbelaar	B wants to be a lawyer
(c) Thami	C principal of Camdeboo Girls High
(d) Isabel	D believes education can bring liberation
	E inspector of Bantu Education schools

(4 x 1) (4)

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

- 4.1.3 Refer to lines 1–3 ('You've either got ... a good loser').

What do these lines reveal about Thami's character?

Substantiate your answer. (2)

- 4.1.4 Refer to lines 19–20 ('I bet you ... Thami than you').

Explain the irony in Isabel's words. (2)

- 4.1.5 Why is the following statement FALSE?

Mr M is Thami's father. (1)

- 4.1.6 Refer to line 21 ('I dare say ... is he happy?').

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

Substantiate your answer. (2)

- 4.1.7 To which competition (line 22) is Isabel referring? (1)

- 4.1.8 Mr M's top-down approach compromises his relationship with Thami.

Discuss your view. (3)

AND

4.2 EXTRACT H

[Mr M's conversation with Thami.]

THAMI:	No I don't. You never taught me those lessons.	
MR M:	Oh, I see. You have got other teachers, have you?	
THAMI:	Yes. Yours were lessons in whispering. There are men now who are teaching us to shout. Those little tricks and jokes of yours in the classroom liberated nothing. The struggle doesn't need the big English words you taught me how to spell.	5
MR M:	Be careful, Thami. Be careful! Be careful! Do not scorn words. They are sacred! Magical! Yes, they are. Do you know that without words a man can't think? Yes, it's true. Take that thought back with you as a present from the despised Mr M and share it among the Comrades. Tell them the difference between a man and an animal is that Man thinks, and he thinks with words. Consider the mighty ox. Four powerful legs, massive shoulders, and a beautiful thick hide that gave our warriors shields to protect them when they went into battle. Think of his beautiful head Thami, the long horns, the terrible bellow from his lungs when he charges a rival!	10 15
THAMI:	No, I won't. You talk about them as if they were a lot of sheep waiting to be led. They know what they are doing. They'd call me a traitor if I tried to persuade them otherwise.	

[Act 2, Scene 1]

- 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.

'other teachers' in line 2 refers to ...

- A parents.
 - B comrades.
 - C friends.
 - D Isabel.
- (1)

- 4.2.2 Explain what Thami means when he says, 'Yes. Yours were ... classroom liberated nothing' (lines 3–5). (2)

- 4.2.3 Refer to lines 7–8 (Be careful, Thami ... Yes, they are').

If you were the director of this play, what would you tell Mr M to do when saying these lines?

State TWO actions. (2)

- 4.2.4 Refer to lines 9–11 ('Take that thought ... among the Comrades').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain the figure of speech as used in these lines. (2)
- 4.2.5 Refer to lines 17–19 ('No, I won't ... persuade them otherwise').
- (a) What tone would Thami use in these lines? (1)
- (b) Why would Thami use this tone? (1)
- 4.2.6 Refer to the play *My Children! My Africa!* as a whole.
- Explain how Mr M's death negatively affects Thami's career. (2)
- 4.2.7 One of the themes in the play *My Children! My Africa!* is the power of words.
- Discuss this theme. (3)
- 4.2.8 Thami is justified for joining the boycott.
- Discuss your view. (3)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- TRIUMPH IN THE FACE OF ADVERSITY by Kedibone Seku
- THE WIND AND THE BOY by Bessie Head

QUESTION 5

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

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

5.1 'TRIUMPH IN THE FACE OF ADVERSITY'**EXTRACT I**

[Mr Nkwane is concerned about Thulisile's performance.]

<p>"Thulisile, you really can't continue like this! What is going on? Have you forgotten that getting an education is the most important thing in life?" the teacher said.</p>	
<p>"Sir I ... I ..." said sheepishly.</p>	
<p>"Don't give me that, I want to know what is going on and I want to know now," he said:</p>	5
<p>So I told him, I expected him to feel sorry for me and offer his help but instead he said:</p>	
<p>"You cannot allow your home situation to control you. You have to control your situation." I was very angry. How could he say that? It was easy for him to judge me when he lived in a nice house, drove a nice car and didn't worry about where his next meal was going to come from.</p>	10
<p>"But how?" was all I could manage to say to him.</p>	
<p>"Focus," he said, and that drove me up the wall.</p>	15
<p>"Sir I really think that I should leave now; it is one thing to act concerned but making a mockery of me is more that I am willing to take," I said and walked towards the door.</p>	
<p>"Thulisile wait ..." he said, but I kept on walking.</p>	
<p>The following day I did not go to school, and I told myself that I was never going back.</p>	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) Thulisile	A helps Thulisile find a job
(b) Mr Rathebe	B presenter of a kids' programme
(c) Nthabiseng	C Thulisile's most loved younger sister
(d) Zanele	D owns a fish and chips shop
	E is abusive to her husband

(4 x 1) (4)

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

- 5.1.3 Refer to line 9 ('You cannot allow ... to control you').

What is Thulisile's 'home situation' the speaker is referring to? (1)

- 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.

'and that drove me up the wall' (line 15) means Thulisile is extremely ...

- A tired.
 B irritated.
 C confused.
 D calm. (1)

- 5.1.5 Refer to lines 16–18 ('Sir I really ... willing to take').

- (a) What tone would Thulisile use in these lines? (1)
 (b) Why would Thulisile use this tone in these lines? (1)

- 5.1.6 What does this extract reveal about Mr Nkwane's character? (2)

- 5.1.7 One of the themes in 'Triumph in the face of adversity' is determination.

Discuss this theme. (3)

- 5.1.8 Thulisile is justified for storming out of the classroom whilst Mr Nkwane addresses her.

Discuss your view. (3)

5.2 'THE WIND AND A BOY'

EXTRACT J

[The death of Friedman and Mme Sejosenye]

People of Ga-Sefete-Molemo ward never forgot the last coherent words Sejosenye spoke to the police. A number of them climbed into the police truck and accompanied it to her lands. They saw her walk slowly and enquiringly towards the truck, they heard the matter-of-fact voice of the policeman announce the death, then they heard Sejosenye say 5
piteously:

'Can't you return those words back?'

She turned away from them, either to collect her wits or the few possessions she had brought with her. Her feet and buttocks quivered anxiously as she stumbled towards her hut. Then her feet tripped her up and she fell to the ground like a stunned log. 10

The people of Ga-Sefete-Molemo ward buried the boy Friedman but none of them would go near the hospital where Sejosenye lay. The stories, brought to them by way of the nurses were too terrible for words. They said the old woman sang and laughed and talked to herself all the time. So they merely asked each other: 'Have you been to see Mma-Sejosenye?' 'I'm afraid I cannot. It would kill my heart.' Two weeks later, they buried her. 15

As was village habit, the incident was discussed thoroughly from all sides till it was understood. 20

5.2.1 What is the relationship between Mma Sejosenye and Friedman? (1)

5.2.2 Refer to the short story as a whole.

Explain how the truck driver's negligence leads to the accident that claims Friedman's life.

State TWO points (2)

5.2.3 Refer to line 7 ('Can't you return those words back')

What does this line reveal about Sejosenye's state of mind?

Substantiate your answer. (2)

5.2.4 Refer to line 11 ('... she fell to the ground like a stunned log').

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

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

5.2.5 Refer to lines 12–13 ('The people of ... where Sejosenye lay')

Explain the irony in these lines. (2)

- 5.2.6 Refer to the short story as a whole.
Explain why Friedman is not raised by his mother. (2)
- 5.2.7 Why is the following statement FALSE?
Friedman is named after a famous lawyer. (1)
- 5.2.8 What does the speaker mean by 'It would kill my heart' (line 17)? (1)
- 5.2.9 The people of Ga-Sefete-Molemo ward are justified for not having
courage to visit Sejosenye in hospital.
Discuss your view. (3)
- [35]**

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Hard to find' by Sinesipo Jojo
- 'What life is really like' by Beverly Rycroft

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 that follow.
The number of marks allocated to each question serves as a guide to the expected length of your answer.

Hard to find – Sinesipho Jojo

1 Words are everywhere
2 daily
3 we read them, and they fly out
4 like nobody's business when we are provoked ...

5 but there's always something hard to understand ...

6 they are hard to find
7 when they are needed by the heart;

8 when the heart feels,
9 words hide like they are not part of life.

10 While words are busy playing some twisted game
11 my heart looks sadly through the glass windows
12 as the raindrops slowly slide down, gently
13 on a cloudy lifetime,
14 hoping that one day,

15 words will realise what my heart wants to say.

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

COLUMN A	COLUMN B
(a) fly out	A deceptive
(b) provoked	B slither
(c) twisted	C capture
(d) slide	D triggered
	E escape

(4 x 1) (4)

- 6.1.2 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.2) in the ANSWER BOOK.

'everywhere daily' as used in lines 1–2 suggests that words are ...

- A scarce.
 B abundant.
 C scattered.
 D hurtful. (1)

- 6.1.3 Refer to lines 1–2 ('Words are everywhere daily').

Explain the irony in these lines in the context of the poem's central theme. (2)

- 6.1.4 Refer to lines 10–13 ('While words are ... a cloudy lifetime').

What is the speaker's state of mind in these lines?

Substantiate your answer. (2)

- 6.1.5 Give the literal meaning of the word raindrops as used in line 12. (1)

- 6.1.6 Why is the following statement FALSE?

Words will never be able to express the deeper emotions of the heart. (1)

- 6.1.7 Refer to lines 14–15 ('hoping that one ... wants to say').

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

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

- 6.1.8 In this poem the speaker successfully proves that words are hard to find.

Discuss your view. (3)

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

What life is really like – Beverly Rycroft

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

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

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

25 *You see life is a fight for survival*
26 he'd shout, forgetting
27 he was not lecturing his students
28 or giving his inaugural address
29 *You gotta roll with the punches.*

30 i waited and waited for the bitter
31 roughness to spy me and circle
32 in to land
33 years and years

34 of flinching anticipation until

35 the day i came home from hospital

36 and my father dressed my wound.

37	Easing with practiced hands
38	the drip from my bulldozed chest
39	he renewed the plaster in breathing silence
40	never speaking never
41	once saying
42	<i>Life's a bastard</i>
43	<i>Toughen Up.</i>

6.2.1 Describe the time and place where this poem is set. (2)

6.2.2 Refer to stanza 1.

(a) What tone would the father use in this stanza? (1)

(b) Why would the father use this tone in this stanza? (1)

6.2.3 Refer to the poem as a whole.

Using your own words, state TWO real life situations the father suggests or exposes the speaker to as a way of demonstrating the realities of life. (2)

6.2.4 Refer to line 25 (*'You see life is a fight for survival'*).

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

(b) Comment on the effectiveness of the figure of speech as used in this line. (2)

6.2.5 Refer to lines 26–28 (*'he'd shout forgetting ... his inaugural speech'*).

What do these lines reveal about the father's character?

Substantiate your answer. (2)

6.2.6 What does the father mean when he says *'You gotta roll with the punches'* (line 29)? (1)

6.2.7 One of the themes in *'What life is really like'*, is parenthood.

Discuss your view. (3)

6.2.8 The father is justified for using graphic, real-life demonstrations to teach the speaker how difficult life can be.

Discuss your view. (3)

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TOTAL SECTION D: 35

GRAND TOTAL: 70