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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2020

MARKS: 70

TIME: 2 hours

This question paper consists of 27 pages.

INSTRUCTIONS AND INFORMATION

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

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

2. This question paper consists of FOUR sections:

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

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

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

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.

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Answer ANY ONE question.		
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Answer the questions set on BOTH extracts.		
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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

[Stephen Kumalo and Father Vincent have a conversation about Absalom.]

So they rose to separate, and Father Vincent put his hand on the old man's arm. Be of good courage, he said. Whatever happens, your son will be severely punished, but if his defence is accepted, it will not be the extreme punishment. And while there is life, there is hope for amendment of life.

– That is now always in my mind, said Kumalo. But my hope is little. 5

– Stay here and speak with me, said Father Vincent.

– And I must go, said the young white man. But umfundisi, I am ready to help if my help is needed.

When the young man had gone, Kumalo and the English priest sat down, and Kumalo said to the other, You can understand that this has been a sorrowful journey. 10

– I understand that, my friend.

– At first it was a search. I was anxious at first, but as the search went on, step by step, so did the anxiety turn to fear, and this fear grew deeper step by step. It was at Alexandra that I first grew afraid, but it was here in your house, when we heard of the murder, that my fear grew into something too great to be borne. 15

The old man paused and stared at the floor, remembering, indeed quite lost in remembering.

[Book 1, Chapter 15]

- 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) John Kumalo	A accidentally killed when stepping into traffic
(b) Mrs Lithebe	B a servant at the home of Arthur Jarvis
(c) Michael Mpanza	C a good speaker, able to sway people
(d) Richard Mpiring	D agricultural demonstrator sent to Ndotsheni
	E offers Stephen Kumalo a room

(4 x 1) (4)

- 1.1.2 Refer to lines 2–4 ('Whatever happens, your ... amendment of life').

(a) What is the 'defence' that Father Vincent is referring to? (2)

(b) Explain what Father Vincent means by 'And while there is life, there is hope for amendment of life.' (2)

- 1.1.3 How does the young white man (lines 7–8) help Stephen Kumalo?

State TWO points. (2)

- 1.1.4 Refer to lines 13–15 ('At first it ... step by step').

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

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

- 1.1.5 One of the themes in the novel is comfort in despair.

Discuss how this theme is relevant to Stephen Kumalo. (3)

- 1.1.6 Msimangu demonstrates his human principles when Stephen Kumalo is in Johannesburg.

Discuss your view. (3)

AND

1.2 **EXTRACT B**

[Stephen Kumalo goes to the house of Smith's daughter.]

– The mistress of the house is out, the daughter of uSmith. But she will soon be returning, and you may wait for her if you wish.	
Jarvis dismissed the boy and waited till he was gone.	
– I know you, umfundisi, he said.	
The suffering in the old man's face smote him, so that he said, Sit down, umfundisi. Then the old man would be able to look at the ground, and he would not need to look at Jarvis, and Jarvis would not need to look at him, for it was uncomfortable to look at him. So the old man sat down and Jarvis said to him, not looking at him, There is something between you and me, but I do not know what it is.	5 10
– Umnumzana.	
– You are in fear of me, but I do not know what it is. You need not be in fear of me.	
– It is true, umnumzana. You do not know what it is.	
– I do not know but I desire to know.	15
– I doubt if I could tell it, umnumzana.	
– You must tell it, umfundisi. Is it heavy?	
– It is very heavy, umnumzana. It is the heaviest thing of all my years.	
He lifted his face, and there was in it suffering that Jarvis had not seen before. Tell me, he said, it will lighten you.	20
[Book 2, Chapter 8]	

1.2.1 Why is the following statement FALSE?

Kumalo goes to Barbara Smith's house in search of Gertrude. (1)

1.2.2 From where does James Jarvis know Stephen Kumalo (line 4)? (1)

1.2.3 Refer to line 5 ('The suffering in the old man's face smote him').

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

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

1.2.4 Refer to line 11 ('Umnumzana').

Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (1.2.4) in the ANSWER BOOK.

'Umnumzana' means ...

- A sir.
- B lad.
- C man.
- D dad.

(1)

- 1.2.5 Refer to line 18 ('It is very ... all my years').
- (a) Explain why Kumalo says, 'It is the heaviest thing of all my years.' (2)
- (b) What is Jarvis's reaction when Kumalo tells him what the heaviest thing is?
- State TWO points. (2)
- 1.2.6 Refer to line 20 ('Tell me, he ... will lighten you').
- Explain the irony in Jarvis's words. (2)
- 1.2.7 Explain what this extract reveals about Jarvis's character.
- Substantiate your answer. (2)
- 1.2.8 Mrs Kumalo plays a significant role in this novel.
- 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

[Utterson and Enfield are discussing the story of the door.]

Though even that, you know, is far from explaining all, he added, and with the words fell into a vein of musing.

From this he was recalled by Mr Utterson asking rather suddenly: 'And you don't know if the drawer of the cheque lives there?'

'A likely place, isn't it?' returned Mr Enfield. 'But I happened to have noticed his address; he lives in some square or other.' 5

'And you never asked about — the place with the door?' said Mr Utterson.

'No, sir: I had a delicacy,' was the reply. 'I feel very strongly about putting questions; it partakes too much of the style of the day of judgement. You start a question, and it's like starting a stone. You sit quietly on the top of a hill; and away the stone goes, starting others; and presently some bland old bird (the last you would have thought of) is knocked on the head in his own backgarden and the family have to change their name. No, sir, I make it a rule of mine: the more it looks like Queer Street, the less I ask.' 10

'A very good rule too,' said the lawyer. 15

'But I have studied the place for myself,' continued Mr Enfield. 'It seems scarcely a house.'

[Story of the door]

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) Lanyon	A a large, well-made, smooth-faced man
(b) Utterson	B an aged, beautiful and white-haired man
(c) Jekyll	C a pale, dwarfish, disgusting and loathsome man
(d) Carew	D a hearty, healthy, dapper, red-faced man
	E a lean, long, dusty, dreary man

(4 x 1)

(4)

- 2.1.2 Mr Enfield tells Mr Utterson a very 'odd story' before this extract. What is 'odd' about this story? (2)
- 2.1.3 Refer to line 5 ('A likely place, ..." returned Mr Enfield').
- Why does Mr Enfield believe it is unlikely that 'the drawer of the cheque lives there'? (2)
- 2.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.4) in the ANSWER BOOK.
- Mr Enfield calls 'the place with the door' (line 7) ... House.
- A Gloomy
B Mysterious
C Blackmail
D Servant's (1)
- 2.1.5 Refer to lines 9–10 ('You start a ... starting a stone').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 2.1.6 One of the themes in the novel is curiosity.
- Discuss how this theme is relevant to Mr Utterson and Dr Jekyll. (3)
- 2.1.7 Dr Lanyon is sympathetic towards Dr Jekyll.
- Discuss your view. (3)

AND

2.2 EXTRACT D

[Mr Utterson and Poole are in Dr Jekyll's cabinet.]

The lawyer unsealed it, and several enclosures fell to the floor. The first was a will, drawn in the same eccentric terms as the one which he had returned six months before, to serve as a testament in case of death and as a deed of gift in case of disappearance; but, in place of the name of Edward Hyde, the lawyer, with indescribable amazement, read the name of Gabriel John Utterson. He looked at Poole, and then back at the paper, and last of all at the dead malefactor stretched upon the carpet. 5

'My head goes round,' he said. 'He has been all these days in possession; he had no cause to like me; he must have raged to see himself displaced; and he has not destroyed this document.' 10

He caught up the next paper; it was a brief note in the doctor's hand, and dated at the top. 'O Poole!' the lawyer cried, 'he was alive and here this day. He cannot have been disposed of in so short a space, he must still be alive, he must have fled! And then, why fled? and how? and in that case, can we venture to declare this suicide? 15

Oh, we must be careful. I foresee that we may yet involve your master in some dire catastrophe.'

[The last night]

- 2.2.1 Explain why Mr Utterson and Poole are in Dr Jekyll's cabinet. (2)
- 2.2.2 Why is the following statement FALSE?
- When the lawyer opens the envelope, he finds the will as well as a note from Dr Lanyon. (1)
- 2.2.3 Refer to lines 6–7 ('He looked at ... upon the carpet').
- Why is this person referred to as a 'malefactor'?
- State TWO points. (2)
- 2.2.4 Refer to lines 8–10 ('My head goes ... destroyed this document').
- (a) What tone would Mr Utterson use in these lines? (1)
- (b) Why would Mr Utterson use this tone in these lines? (1)
- 2.2.5 Refer to lines 12–14 ('O Poole! the ... must have fled!').
- Explain the irony in Mr Utterson's words. (2)
- 2.2.6 Why does Mr Utterson suspect that it was suicide (line 15)? (1)
- 2.2.7 What does Mr Utterson mean when he says that Dr Jekyll might be involved in 'some dire catastrophe' (line 17)? (2)

2.2.8 What does this extract reveal about Mr Utterson's character?

Substantiate your answer. (2)

2.2.9 Mr Utterson deliberately fails to take action against Dr Jekyll's involvement with Mr Hyde.

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 question 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

[Duncan and some noblemen pay Macbeth a visit.]

MACBETH:	My dearest love, Duncan comes here to-night.	
LADY M:	And when goes hence?	
MACBETH:	Tomorrow, as he purposes.	
LADY M:	O never	5
	Shall sun that morrow see! Your face, my Thane, is as a book where men May read strange matters. To beguile the time, Look like the time; bear welcome in your eye, Your hand, your tongue. Look like the innocent flower,	10
	But be the serpent under't. He that's coming Must be provided for; and you shall put This night's great business into my dispatch; Which shall to all our nights and days to come Give solely sovereign sway and masterdom.	15
MACBETH:	We will speak further.	
LADY M:	Only look up clear; To alter favour ever is to fear; Leave all the rest to me.	
	<i>Exeunt.</i>	20
	<i>Before Macbeth's castle. Hautboys and torches. Enter Duncan, Malcolm, Donalbain, Banquo, Lennox, Macduff, Ross, Angus and Attendants.</i>	
DUNCAN:	This castle hath a pleasant seat; the air Nimbly and sweetly recommends itself Unto our gentle senses.	25

BANQUO:	<p>This guest of summer, The temple-haunting martlet, does approve By his loved masonry that the heaven's breath Smells wooingly here. No jutting, frieze, Buttress, nor coign of vantage, but this bird Hath made his pendent bed and procreant cradle; Where they most breed and haunt, I have observed The air is delicate.</p>	30
[Act 1 Scenes 5 and 6]		

- 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) Inverness	A Duncan's grave
(b) Fife	B Macbeth's castle
(c) Colme-kill	C Macbeth's coronation
(d) Scone	D Macduff's castle
	E Banquo's castle

(4 x 1) (4)

- 3.1.2 Why does Duncan visit Macbeth? (1)
- 3.1.3 Refer to lines 5–6 ('O never Shall ... that morrow see!').
- (a) What tone would Lady Macbeth use in these lines? (1)
- (b) Why would Lady Macbeth use this tone in these lines? (1)
- 3.1.4 Explain why Lady Macbeth makes reference to Macbeth's face in lines 7–8 ('Your face, my ... read strange matters').
- Substantiate your answer. (2)
- 3.1.5 State TWO ways in which Duncan will be 'provided for' (line 12). (2)
- 3.1.6 What do the words 'We will speak further' (line 16) reveal about Macbeth's state of mind at this point in the play?
- Substantiate your answer. (2)
- 3.1.7 Explain the irony in Banquo's words, 'This guest of ... martlet, does approve' (lines 27–28). (2)
- 3.1.8 Macbeth is a tragic hero.
- Discuss your view. (3)

AND

3.2 **EXTRACT F**

[Ross and Lady Macduff discuss Macduff's absence.]

LADY M:	What had he done, to make him fly the land?	
ROSS:	You must have patience, madam.	
LADY M:	He had none.	
	His flight was madness. When our actions do not, Our fears do make us traitors.	5
ROSS:	You know not Whether it was his wisdom or his fear.	
LADY M:	Wisdom! To leave his wife, to leave his babes, His mansion and his titles, in a place From whence himself does fly? He loves us not; He wants the natural touch. For the poor wren, The most diminutive of birds, will fight, Her young ones in her nest, against the owl. All is the fear and nothing is the love; As little is the wisdom, where the flight So runs against all reason.	10 15
ROSS:	My dearest coz, I pray you, school yourself. But, for your husband, He is noble, wise, judicious, and best knows The fits o'th' season. I dare not speak much further; But cruel are the times, when we are traitors And do not know ourselves; when we hold rumour From what we fear, yet know not what we fear, But float upon a wild and violent sea Each way and move. I take my leave of you, Shall not be long, but I'll be here again. Things at the worst will cease, or else climb upward To what they were before. My pretty cousin, Blessing upon you!	20 25

[Act 4 Scene 2]

3.2.1 In lines 3–5, Lady Macduff says, 'He had none ... make us traitors.'

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

State TWO points. (2)

3.2.2 Refer to lines 11–13 ('For the poor ...against the owl').

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

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

- 3.2.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.2.3) in the ANSWER BOOK.

When Ross says, 'I pray you, school yourself' (line 18), he means that Lady Macduff must ... herself.

- A spoil
- B bathe
- C compose
- D beautify

(1)

- 3.2.4 Refer to lines 21–23 ('But cruel are ... what we fear').

Explain in what way Macbeth's rule negatively affects the people of Scotland.

State TWO points.

(2)

- 3.2.5 What does this extract reveal about Ross' character?

Substantiate your answer.

(2)

- 3.2.6 Why is the following statement FALSE?

Macduff's family is killed immediately after his failure to attend Macbeth's banquet.

(1)

- 3.2.7 One of the themes in the play is the reversal of values.

Discuss how this theme is relevant to Macbeth.

(3)

- 3.2.8 Macduff is the true hero in this play.

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 talking to Isabel and Thami.]

THAMI:	Hi folks. Sorry I'm late.	
ISABEL:	I've just got here myself. Mr M is the one who's been waiting.	
THAMI:	Sorry, teacher. The game went into extra time.	
ISABEL:	Did you win?	
THAMI:	No. We lost one-nil.	5
ISABEL:	Good.	
THAMI:	But it was a good game. We're trying out some new combinations and they nearly worked. The chaps are really starting to come together as a team. A little more practice, that's all we need.	
ISABEL:	Hear that, Mr M? What did I tell you? And look at him. Smiling! Happy! Even in defeat, a generous word for his team-mates.	10
THAMI:	What's going on?	
ISABEL:	Don't try to look innocent, Mbikwana. Your secret is out. Your true identity has been revealed. You are a good loser, and don't try to deny it.	15
THAMI:	Me? You're wrong. I don't like losing.	
ISABEL:	It's not a question of liking or not liking, but of being able to do so without a crooked smile on your face, a knot in your stomach and murder in your heart.	
THAMI:	You lost your game this afternoon.	20
ISABEL:	Whatever made you guess! We were trounced. So be careful. I'm looking for revenge.	
MR M:	Good! Then let's see if you can get it in the arena of English literature. What do we deal with today?	
THAMI:	Nineteenth-century poetry.	25

[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 Grobbelaar	A Thami's class mate
(b) Stephen Gaika	B debating team member
(c) Mr Pienaar	C a school inspector
(d) Cathy Bullard	D principal of Zolile High
	E mayor of Camdeboo

(4 x 1)

(4)

- 4.1.2 In line 12, Thami asks, 'What's going on?'
- If you were the director of this play, what would you tell Thami to do when saying this line?
- State TWO points. (2)
- 4.1.3 Refer to lines 17–19 ('It's not a ... in your heart').
- What is Isabel's definition of a 'good loser'? Use your OWN words. (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.
- When Isabel says that she is looking for revenge (lines 21–22), she means that she wants to beat ...
- A her opponents at hockey.
B Thami at the debate.
C Thami at the revision.
D her opponents in the quiz. (1)
- 4.1.5 Refer to lines 23–24 ('Then let's see ... of English literature').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 4.1.6 One of the themes in the play is conflict.
- Discuss how this theme is relevant to Thami. (3)
- 4.1.7 Isabel can be admired.
- Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Thami comes to warn Mr M.]

MR M:	You've already done that and I've already told you that you are wasting your breath. Now take your stones and go. There are a lot of unbroken windows left.	
THAMI:	I'm not talking about the bell now. It's more serious than that.	
MR M:	In my life nothing is more serious than ringing the school bell.	5
THAMI:	There was a meeting last night. Somebody stood up and denounced you as an informer. <i>[Pause. Thami waits. Mr M says nothing]</i> He said you gave names to the police. <i>[Mr M says nothing]</i> Everybody is talking about it this morning. You are in big danger.	
MR M:	Why are you telling me all this?	10
THAMI:	So that you can save yourself. There's a plan to march to the school and burn it down. If they find you here ... <i>[Pause]</i>	
MR M:	Go on. <i>[Violently]</i> If they find me here, what?	
THAMI:	They will kill you.	
MR M:	'They will kill me.' That's better. Remember what I taught you ... if you've got a problem put it into words so that you can look at it, handle it and ultimately solve it. They will kill me! You are right. That is very serious. So then ... what must I do? Must I run away and hide somewhere?	15
THAMI:	No, they will find you. You must join the boycott.	20
MR M:	I'm listening.	

[Act 2 Scene 3]

- 4.2.1 Where does this conversation between Mr M and Thami take place? (1)
- 4.2.2 Why is ringing the school bell more important than anything else (line 5) for Mr M?
State TWO points. (2)
- 4.2.3 Refer to the stage directions in lines 7–8 ('*Mr M says nothing*').
Explain why Mr M does not respond to Thami's statements. (2)
- 4.2.4 Refer to line 10 ('Why are you telling me all this?').
(a) What tone would Mr M use in this line? (1)
(b) Why would Mr M use this tone in this line? (1)
- 4.2.5 Refer to lines 11–12 ('So that you ... find you here').
Explain the irony in Thami's warning in these lines. (2)

- 4.2.6 Why is the following statement FALSE?
Isabel intends to become a teacher like Mr M. (1)
- 4.2.7 Refer to lines 15–17 ('Remember what I ... ultimately solve it').
How do these words of Mr M differ from what Thami believes to be the solution to problems? (2)
- 4.2.8 What does this extract reveal about Thami's character?
Substantiate your answer. (2)
- 4.2.9 Mr M's actions during the school boycott are justified.
Discuss your view. (3)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'VILLAGE PEOPLE' by Bessie Head
- 'TRANSFORMING MOMENTS' by Gcina Mhlophe

QUESTION 5

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

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

5.1 'VILLAGE PEOPLE'**EXTRACT I**

[The young girl's thoughts in *Summer sun*.]

She has to think about how she will feed the baby, clothe it, and wash it. My sister's baby is lovely, though. He laughs a lot for no reason at all.

My geography book makes me wonder and wonder. It tells me that water is formed by hydrogen and oxygen. I wonder so much about that. If we had green things everywhere, they might help to make the oxygen to make the rain. The soil is very fertile. If there is only a little rain, green things come out everywhere, and many strange flowers. How can we live like this? Here are our bags with the seeds of maize, and millet, and the land is hard as stone. 5

Tomorrow the sun will rise, quietly. The many birds in the bush will welcome it. I do not. Alone, without the help of rain it is cruel, killing and killing. All day long we look on it, like on death. Then, at evening, all is as gentle as we are. Mother roasts goat meat over the coals of the wood fire. Sister feeds her baby. Grandfather and cousin Lebenah talk quietly to each other about little things. The stars spread across the sky and bend down at the horizon. The quiet talk of grandfather and cousin Lebenah seem to make earth and heaven come together. 10 15

- 5.1.1 Show the differences in behaviour of the mother and the child in lines 1–2 ('She has to ... reason at all'). (2)
- 5.1.2 Refer to line 3 ('My geography book ... wonder and wonder').
- (a) Who has given the speaker the geography book? (1)
- (b) What is the significance of the geography book in this short story? (2)

- 5.1.3 Refer to line 7 ('How can we live like this?').
- (a) What tone would the speaker use in these lines? (1)
- (b) Why would the speaker use this tone in these lines? (1)
- 5.1.4 Refer to line 12 ('All day long ... like on death').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is relevant to the short story. (2)
- 5.1.5 Why are goats (line 13) so popular in the drought-stricken area? (2)
- 5.1.6 Using your OWN words, explain the meaning of lines 16–17 ('The quiet talk ... heaven come together'). (2)
- 5.1.7 The young girl in this extract can be admired.
- Discuss your view. (3)

AND**5.2 'TRANSFORMING MOMENTS'****EXTRACT J**

[The speaker relates the story of the boy from Port Elizabeth.]

Some girls were forced to be my part-time friends for this reason. But then came one day when we were rehearsing a new school play and the boy from Port Elizabeth walked up to me and told me that he loved me and wished I'd try to love him too.

Well, I thought he was crazy! What did a good-looking boy like that want with me – and besides I went to that school to study, not to sleep with boys! I told him so. He tried to convince me that he did not particularly mean to rush things – I did not have to sleep with him, he just liked me and he wanted to be my boyfriend. He said he really wanted to spend time with me and we could have good times together talking and reading if that's what I wanted. I asked him to please leave me alone.

Well, the boy didn't leave me alone but many girls did. They thought he was too good for me, they claimed he was a city boy and should therefore go for a city girl. There were many remarks too that I was ugly and did not have any fashionable clothes. Many girls looked the other way when I walked past or towards them and many unkind remarks were whispered behind my back.

- 5.2.1 How do we know that the speaker in this short story is clever?
- State TWO points. (2)

- 5.2.2 What is the English teacher's reaction when the boy from Port Elizabeth (lines 2–3) becomes the speaker's boyfriend?
State TWO points. (2)
- 5.2.3 Why does the speaker think the boy from Port Elizabeth is crazy (line 5)? (2)
- 5.2.4 Refer to lines 15–16 ('Many girls looked ... behind my back').
(a) 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.
'To look the other way' (line 15), means to ...
A admire something.
B look unsure.
C look lonely.
D deliberately ignore. (1)
(b) Explain why 'unkind remarks' (line 16) are whispered behind the speaker's back. (2)
- 5.2.5 Why is the following statement FALSE?
Father Fikeni pays for the speaker's education. (1)
- 5.2.6 What does this extract reveal about the boy's character?
Substantiate your answer. (2)
- 5.2.7 One of the themes in this short story is self-discovery.
Discuss how this theme is relevant to the speaker. (3)
- 5.2.8 The speaker is justified in wanting to be like Mrs Fikeni.
Discuss your view. (3)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Spring' by Gerard Manley Hopkins
- 'Poem' by Barolong Seboni

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.

Spring – Gerard Manley Hopkins

1 Nothing is so beautiful as Spring –
 2 When weeds, in wheels, shoot long and lovely and lush;
 3 Thrush's eggs look little low heavens, and thrush
 4 Through the echoing timber does so rinse and wring
 5 The ear, it strikes like lightnings to hear him sing;
 6 The glassy peartree leaves and blooms, they brush
 7 The descending blue; that blue is all in a rush
 8 With richness; the racing lambs too have fair their fling.

9 What is all this juice and all this joy?
 10 A strain of the earth's sweet being in the beginning
 11 In Eden garden. – Have, get, before it cloy,
 12 Before it cloud, Christ, lord, and sour with sinning,
 13 Innocent mind and Mayday in girl and boy,
 14 Most, O maid's child, thy choice and worthy the winning.

- 6.1.1 Give TWO reasons why this poem can be identified as a sonnet. (2)

- 6.1.2 Refer to stanza 1.

Using your OWN words, give TWO examples in this stanza to confirm the speaker's statement in line 1 ('Nothing is so beautiful as Spring'). (2)

- 6.1.3 Refer to line 2 ('When weeds, in ... lovely and lush').

- (a) Identify the sound device used in this line. (1)

- (b) Explain why this sound device is relevant to this poem. (2)

- 6.1.4 Why does the speaker make reference to 'echoing timber' (line 4)? (2)
- 6.1.5 Refer to line 6 ('The glassy peartree leaves and blooms').
What do the words 'glassy' and 'blooms' tell us about the 'peartree'? (2)
- 6.1.6 Refer to lines 1–8 ('Nothing is so ... fair their fling').
(a) Identify the tone used in these lines. (1)
(b) Why does the speaker use this tone in these lines? (1)
- 6.1.7 What is being compared in lines 10–11 ('A strain of ... In Eden garden')? (2)
- 6.1.8 Would you classify lines 11–14 ('Have, get, before ... worthy the winning') as a prayer?
Discuss your view. (3)

AND

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

Poem – Barolong Seboni

1 We do not need
2 these jagged words
3 that dig a trench between us
4 each time they are uttered

5 those epithets
6 sharp like spokes
7 that pierce the heart when spoken

8 there is no room in my cup
9 for these acidic words of sarcasm
10 that corrode my sensitivity

11 these cold and icy terms tossed
12 to deaden the heart
13 venomous words
14 from your serpentine tongue
15 that infect the feeling ...

16 Let us speak, love
17 in gentler tones
18 timid as the lamb
19 is soft
20 woolly words
21 worn to stand strong against the
22 cold-bitterness of the world.

23 Better still
24 let us search in our speech
25 for words deep as the soul is still
26 that will spell our thoughts
27 in the silence of our smiles.

- 6.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) and the question number (6.2.1) in the ANSWER BOOK.

'sharp like spokes' (line 6) is a ...

- A metaphor.
- B simile.
- C paradox.
- D euphemism.

(1)

- 6.2.2 Explain why the speaker compares sarcasm to acid (lines 8–10). (2)
- 6.2.3 Why does the speaker use ellipsis in line 15 ('that infect the feeling ... ')? (2)
- 6.2.4 Refer to lines 20–21 ('woolly words worn').
- (a) Apart from alliteration, identify another figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is relevant in this poem. (2)
- 6.2.5 Why is the following statement FALSE?
- Hurtful words are carefully chosen. (1)
- 6.2.6 Explain the meaning of lines 26–27 ('that will spell ... of our smiles'). (2)
- 6.2.7 One of the themes of this poem is love and hate.
- Discuss how this theme is relevant to the poem. (3)
- 6.2.8 Do you think the speaker's use of 'jagged words' (line 2) contribute effectively to the message of the poem?
- Discuss your view. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70