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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2018

MARKS: 70

TIME: 2 hours

This question paper consists of 24 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, there are questions 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 arrives in Sophiatown, Johannesburg.]

The driver smoked carelessly, and it was impossible not to admire such courage. Street after street, light after light, as though they would never end, at times at such speed that the bus swayed from side to side, and the engine roared in the ears.

They alighted at a small street, and there were still thousands of people about. They walked a great distance, through streets crowded with people. His new friend helped to carry his bag, but he felt confidence in him. At last they stopped before a lighted house, and knocked. 5

The door opened and a young tall man in clerical dress opened to them.
– Mr. Msimangu, I bring a friend to you, the Reverend Kumalo from Ndotsheni. 10

– Come in, come in, my friends. Mr. Kumalo, I am glad to greet you. Is this your first visit to Johannesburg?

Kumalo could not boast any more. He had been safely guided and warmly welcomed. He spoke humbly. I am much confused, he said. I owe much to our friend. 15

– You fell into good hands. This is Mr. Mafolo, one of our big business men, and a good son of the Church.

– But not before he had been robbed, said the business man.

So the story had to be told, and there was much sympathy and much advice. 20

[Book 1, Chapter 4]

1.1.1 Stephen Kumalo finds that Mrs Lithebe's house is very different to his house in Ndotsheni. Describe what Stephen Kumalo finds different about Mrs Lithebe's house. (4)

1.1.2 Explain why the following statement is FALSE:

Stephen Kumalo has visited Johannesburg many times. (1)

- 1.1.3 Why does Stephen Kumalo travel to Johannesburg? (2)
- 1.1.4 Discuss TWO different aspects of human nature that Stephen Kumalo encounters on arrival in Johannesburg. (2)
- 1.1.5 Some of Stephen Kumalo's close family members have left Ndotsheni for Johannesburg.
- Why do the following members of his family leave Ndotsheni?
- (a) John Kumalo (1)
- (b) Gertrude (1)
- 1.1.6 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.1.6) in the ANSWER BOOK.
- While in Johannesburg, Stephen Kumalo spends much time with ...
- A Mrs Ndlela.
B Father Beresford.
C Reverend Msimangu.
D James Jarvis. (1)
- 1.1.7 Refer to line 12 ('Come in, come ... to greet you').
- (a) Identify the tone used by Reverend Msimangu in these lines. (1)
- (b) Why is Reverend Msimangu's tone appropriate in these lines? (1)
- 1.1.8 Do you think that Stephen Kumalo is able to survive on his own in Johannesburg? Substantiate your answer. (3)

AND

1.2 **EXTRACT B**

[Stephen Kumalo goes up the mountain.]

He thought of all those that were suffering, of Gertrude the weak and foolish one, of the people of Shanty Town and Alexandra, of his wife now at this moment. But above all of his son, Absalom. Would he be awake, would he be able to sleep, this night before the morning? He cried out, My son, my son, my son.

5

With his crying he was now fully awake, and he looked at his watch and saw that it was one o'clock. The sun would rise soon after five, and it was then it was done, they said. If the boy was asleep, then let him sleep, it was better. But if he was awake, then O Christ of the abundant mercy, be with him. Over this he prayed long and earnestly.

10

Would his wife be awake, and thinking of it? She would have come with him, were it not for the girl. And the girl, why he had forgotten her. But she was no doubt asleep; she was loving enough, but this husband had given her so little, no more than her others had done.

And there was Jarvis, bereaved of his wife and son, and his daughter-in-law bereaved of her husband, and her children bereaved of their father, especially the small boy, the bright laughing boy.

15

[Book 3, Chapter 7]

- 1.2.1 Explain why Stephen Kumalo makes this journey into the mountain. (2)
- 1.2.2 On which other occasion does Stephen Kumalo go to the mountain? (1)
- 1.2.3 Explain how 'the girl' becomes part of the Kumalo family. (2)
- 1.2.4 Discuss what this extract reveals about Stephen Kumalo's character. (2)
- 1.2.5 Refer to line 17 ('the bright laughing boy').
- (a) Identify the figure of speech. (1)
- (b) Explain how this figure of speech adds to the description of the boy. (2)
- 1.2.6 Explain how Gertrude and Mrs Lithebe differ in character. (2)
- 1.2.7 Considering the novel as a whole, discuss the theme of forgiveness. (3)
- 1.2.8 Discuss the suitability of Absalom's punishment. (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 knocks on Dr Jekyll's door.]

'I will see, Mr Utterson,' said Poole, admitting the visitor, as he spoke, into a large, low-roofed, comfortable hall, paved with flags, warmed (after the fashion of a country house) by a bright, open fire, and furnished with costly cabinets of oak. 'Will you wait here by the fire, sir? or shall I give you a light in the dining-room?'

5

'Here, thank you,' said the lawyer, and he drew near and leaned on the tall fender. This hall, in which he was now left alone, was a pet fancy of his friend the doctor's; and Utterson himself was wont to speak of it as the pleasantest room in London. But to-night there was a shudder in his blood; the face of Hyde sat heavy on his memory; he felt (what was rare with him) a nausea and distaste of life; and in the gloom of his spirits, he seemed to read a menace in the flickering of the firelight on the polished cabinets and the uneasy starting of the shadow on the roof. He was ashamed of his relief, when Poole presently returned to announce that Dr Jekyll was gone out.

10

'I saw Mr Hyde go in by the old dissecting-room door, Poole,' he said. 'Is that right, when Dr Jekyll is from home?'

15

'Quite right, Mr Utterson, sir,' replied the servant. 'Mr Hyde has a key.'

[Search for Mr Hyde]

2.1.1 Refer to the extract.

Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.1) in the ANSWER BOOK.

Mr Utterson is both a lawyer and a ... of Dr Jekyll.

- A patient
- B cousin
- C friend
- D colleague

(1)

2.1.2 In which city does Mr Utterson live?

(1)

2.1.3 What evidence is there in this extract that Dr Jekyll is a wealthy man? State TWO points.

(2)

- 2.1.4 What do the words, '... shall I give you a light' (line 4) suggest about when Mr Utterson visits Dr Jekyll's house? (1)
- 2.1.5 Refer to lines 4–5 ('Will you wait ... in the dining-room?').
- (a) Identify the tone used by Poole in these lines. (1)
- (b) Why is Poole's tone appropriate in these lines? (1)
- 2.1.6 Refer to lines 9–13 ('But to-night there ... on the roof').
- (a) Identify the figure of speech in line 9 ('there was a shudder in his blood'). (1)
- (b) Explain why this figure of speech is appropriate in this line. (2)
- 2.1.7 Refer to lines 15–16 ('I saw Mr Hyde ... is from home?').
- (a) How does the dissecting room (line 15) relate to the title of this novel, *Strange Case of Dr Jekyll and Mr Hyde*? (2)
- (b) Explain what Mr Utterson's question suggests about his character. (2)
- 2.1.8 How is it possible for Mr Hyde to have 'a key' (line 17) to Dr Jekyll's house? (1)
- 2.1.9 Discuss the relevance of the novel, *Strange Case of Dr Jekyll and Mr Hyde*, in modern-day life. (3)

AND

2.2 EXTRACT D

[Dr Jekyll reveals the truth about Mr Hyde.]

At the sight that met my eyes my blood was changed into something exquisitely thin and icy. Yes, I had gone to bed Henry Jekyll, I had awakened Edward Hyde. How was this to be explained? I asked myself; and then, with another bound of terror – how was it to be remedied? It was well on in the morning; the servants were up; all my drugs were in the cabinet – a long journey, down two pairs of stairs, through the back passage, across the open court and through the anatomical theatre, from where I was then standing horror-struck. It might indeed be possible to cover my face; but of what use was that, when I was unable to conceal the alteration in my stature? And then, with an overpowering sweetness of relief, it came back upon my mind that the servants were already used to the coming and going of my second self. I had soon dressed, as well as I was able, in clothes of my own size: had soon passed through the house, where Bradshaw stared and drew back at seeing Mr Hyde at such an hour and in such strange array; and ten minutes later Dr Jekyll had returned to his own shape, and was sitting down, with a darkened brow, to make a feint of breakfasting.

[Henry Jekyll's full statement of the case]

2.2.1 Earlier in the novel the maid witnesses Carew being murdered.

Describe what the maid reports to the police about what she has witnessed. (4)

2.2.2 In your OWN words, show how Dr Jekyll and Mr Hyde differ in character. (2)

2.2.3 Give TWO reasons why Dr Jekyll makes a confession. (2)

2.2.4 What evidence is there in this extract to prove the following statement TRUE:

Mr Hyde is a familiar figure at Dr Jekyll's house. (1)

2.2.5 Explain why Dr Jekyll pretends to be eating breakfast in line 16. (2)

2.2.6 Considering the novel as a whole, discuss the theme of good versus evil. (3)

2.2.7 In your opinion, can Dr Jekyll be admired for confessing? Discuss your view. (3)

TOTAL SECTION A: 35

SECTION B: DRAMA

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

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

Answer the 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

[Lady Macbeth talks to Macbeth.]

LADY M:	Is Banquo gone from court?	
SERVANT:	Ay, madam, but returns again tonight.	
LADY M:	Say to the King, I would attend his leisure For a few words.	
SERVANT:	Madam, I will.	<i>Exit.</i> 5
LADY M:	Nought's had, all's spent, Where our desire is got without content. 'Tis safer to be that which we destroy Than by destruction dwell in doubtful joy.	
	<i>Enter Macbeth.</i>	10
	How now, my lord! Why do you keep alone, Of sorriest fancies your companions making, Using those thoughts which should indeed have died With them they think on? Things without all remedy Should be without regard; what's done is done.	15
MACBETH:	We have scorched the snake, not killed it. She'll close and be herself, whilst our poor malice Remains in danger of her former tooth. But let the frame of things disjoint, both the worlds suffer, Ere we will eat our meal in fear, and sleep In the affliction of these terrible dreams That shake us nightly. Better be with the dead, Whom we, to gain our peace, have sent to peace, Than on the torture of the mind to lie In restless ecstasy. Duncan is in his grave; After life's fitful fever he sleeps well.	20 25

LADY M:	Treason has done his worst; nor steel, nor poison, Malice domestic, foreign levy, nothing, Can touch him further.	
	Come on, Gentle, my lord, sleek o'er your rugged looks; Be bright and jovial among your guests tonight.	30

[Act 3, Scene 2]

- 3.1.1 What prophecies do the witches make to Macbeth and Banquo when they first meet them? (4)
- 3.1.2 (a) Name the King of Scotland at this point in the play. (1)
- (b) Describe the events that lead to this person becoming the King of Scotland. (2)
- (c) Who becomes the King of Scotland at the end of the play? (1)
- 3.1.3 What does Lady Macbeth mean by, 'Nought's had, all's spent' (line 6)? (1)
- 3.1.4 Explain why the following statement is FALSE: (1)
- Malcolm attends Macbeth's coronation banquet.
- 3.1.5 Explain how Lady Macbeth and Macbeth differ in character in this extract. (2)
- 3.1.6 Refer to line 16 ('We have scorched the snake, not killed it').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain how this figure of speech reveals Macbeth's fear. (2)
- 3.1.7 Discuss the relevance of the play, *Macbeth*, in modern-day life. (3)

AND

3.2 **EXTRACT F**

[The Gentlewoman talks to the Doctor.]

GENTLEWOMAN:	That, sir, which I would not report after her.	
DOCTOR:	You may to me, and 'tis most meet you should.	
GENTLEWOMAN:	Neither to you nor anyone, having no witness to confirm my speech.	
	<i>Enter Lady Macbeth, with a taper.</i>	5
	Lo you, here she comes! This is her very guise, and, upon my life, fast asleep. Observe her; stand close.	
DOCTOR:	How came she by that light?	
GENTLEWOMAN:	Why, it stood by her; she has light by her continually, 'tis her command.	10
DOCTOR:	You see, her eyes are open.	
GENTLEWOMAN:	Ay, but their sense is shut.	
DOCTOR:	What is it she does now? Look, how she rubs her hands.	
GENTLEWOMAN:	It is an accustomed action with her, to seem thus washing her hands. I have known her continue in this a quarter of an hour.	15
LADY M:	Yet here's a spot.	
DOCTOR:	Hark! She speaks. I will set down what comes from her, to satisfy my remembrance the more strongly.	
LADY M:	Out, damned spot! Out, I say! One. Two. Why, then 'tis time to do't. Hell is murky. Fie, my lord, fie! A soldier and afeard? What need we fear who knows it, when none can call our power to account? Yet who would have thought the old man to have had so much blood in him?	20

[Act 5, Scene 1]

- 3.2.1 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.

The Gentlewoman is Lady Macbeth's ...

- A daughter.
- B sister.
- C attendant.
- D friend.

(1)

- 3.2.2 Refer to lines 6–7 ('Lo you, here ... her; stand close').

If you were the director of this play, what tone of voice would you tell the Gentlewoman to use while saying these lines? Give a reason for your answer.

(2)

- 3.2.3 Refer to lines 9–10 ('she has light by her continually').
Why does Lady Macbeth not want to be in darkness? (1)
- 3.2.4 What does the Gentlewoman mean by, 'Ay, but their sense is shut' (line 12)? (1)
- 3.2.5 What does this extract suggest about the Gentlewoman? (2)
- 3.2.6 Refer to line 17 ('Yet here's a spot').
Explain what the 'spot' is that Lady Macbeth refers to. (2)
- 3.2.7 Refer to lines 20–22 ('Out, damned spot! ... soldier and afeard?').
What do these lines suggest about Lady Macbeth's state of mind at this point in the play? (2)
- 3.2.8 Explain how the theme of justice is illustrated in the play. (3)
- 3.2.9 Consider the play as a whole. In your opinion, is Lady Macbeth responsible for Macbeth's downfall? Discuss your view. (3)
- [35]**

QUESTION 4: MY CHILDREN! MY AFRICA!

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 AND QUESTION 4.2.

4.1 EXTRACT G

[A conversation between Isabel and Thami after the debating competition.]

THAMI:	I told you. I'm not sure about anything yet.	
ISABEL:	What does Mr M say?	
THAMI:	It's got nothing to do with him.	
ISABEL:	But you're his favourite, aren't you? <i>[Non-committal shrug from Thami]</i> I bet you are. And I also bet you anything you like that he's got a career planned out for you.	5
THAMI:	<i>[Sharply]</i> What I do with my life has got nothing to do with him.	
ISABEL:	Sorry.	
THAMI:	I don't listen to what he says and I don't do what he says.	
ISABEL:	I said I'm sorry. I didn't mean to interfere.	10
THAMI:	That's all right. It's just that he makes me so mad sometimes. He always thinks he knows what is best for me. He never tries to ask me how I feel about things, I know he means well, but I'm not a child any more. I've got ideas of my own now.	
ISABEL:	<i>[Placating]</i> Ja, I know what you mean. I've had them in my life as well. They always know what is best for you, don't they? So anyway, listen ... I'm going to write up the debate for our school newspaper. I'll send you a copy if you like.	15
THAMI:	You got a school newspaper! How about that!	
ISABEL:	It's a bit unethical reporting on a contest in which I took part, and won, but I promise to be objective. I made notes of most of your main points.	20
[Act 1 Scene 1]		

- 4.1.1 During the school debate Mr M interrupts Thami and Isabel to remind them about how a debate should be conducted. What does he tell them? (4)
- 4.1.2 Refer to line 1 ('I'm not sure about anything yet').
What is it that Thami is not sure of? (1)
- 4.1.3 Refer to line 3 ('It's got nothing to do with him').
If you were the director of this play, what tone of voice would you tell Thami to use when saying these words? Explain your answer. (2)

- 4.1.4 Refer to line 4 ('But you're his favourite, aren't you?').
Give TWO reasons why Thami is Mr M's favourite. (2)
- 4.1.5 After the debate, when Isabel is alone, she says that she has 'discovered a new world'. What does she mean by this? (2)
- 4.1.6 Refer to line 19 ('You got a ... How about that!')
What does this line suggest about how Thami feels about Isabel's school having a newspaper? (1)
- 4.1.7 What does this extract reveal about Isabel's character? Explain your answer. (2)
- 4.1.8 Consider the play as a whole. Do you think Thami makes a wise decision to participate in the student protest? Discuss your view. (3)

AND**4.2 EXTRACT H**

[Mr M is alone in Number One Classroom.]

MR M:	Johnny Awu, living or dead? Christopher Bandla, living or dead? Zandile Cwati, living or dead? Semphiwe Dambuza ... Ronald Gxasheka ... Noloyiso Mfundweni Stephen Gaika ... Zachariah Jabavu ... Thami ... Thami Mbikwana ... <i>[Pause]</i> Living or dead? How many souls do I have to present this morning? There are a lot of well-aimed stray bullets flying around on the streets out there. Is that why this silence is so ... heavy?	5
	But what can I teach you? <i>[Picks up his little black dictionary on the table]</i> My lessons were meant to help you in this world. I wanted you to know how to read and write and talk in this world of living, stupid, cruel men. <i>[Helpless gesture]</i> Now? Oh my children! I have no lessons that will be of any use to you now. Mr M and all his wonderful words are ... useless, useless, useless! <i>[The sound of breaking glass. Stones land in the classroom. Mr M picks up one]</i>	10
	No! One of you is still alive. Ghosts don't throw stones with hot, sweating young hands. <i>[Grabs his bell and rings it wildly again]</i> Come to school! Come to school!	15
	<i>[Thami appears.]</i>	
THAMI:	<i>[Quietly]</i> Stop ringing that bell, Mr M.	
MR M:	Why? It's only the school bell, Thami. I thought you liked the sound of it. You once told me that it was almost as good as music ... don't you remember?	20

[Act 2 Scene 3]

- 4.2.1 Explain why Mr M's reading of the attendance register is unusual. (2)

- 4.2.2 Refer to line 7 ('Is that why this silence is so ... heavy?').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain the figure of speech in this line. (2)
- 4.2.3 Quote FOUR consecutive words from the extract to show that the following statement is TRUE:
- Mr M wants to teach his learners how to cope in this world. (1)
- 4.2.4 Refer to lines 12–13 ('Mr M and all ... useless, useless, useless!').
- Discuss the theme, the power of words versus violence, that is evident in this play. (3)
- 4.2.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.5) in the ANSWER BOOK.
- Thami's mood in this extract reflects his ...
- A relief.
B happiness.
C anger.
D anxiety. (1)
- 4.2.6 Refer to lines 19–22 ('Stop ringing that ... don't you remember?').
- (a) Explain why Thami wants Mr M to stop ringing the bell. (2)
- (b) When did Thami consider the ringing of the school bell to be as good as music? (1)
- (c) How does Thami plan to help Mr M? (1)
- 4.2.7 What eventually happens to Thami? (1)
- 4.2.8 Discuss the relevance of the play, *My Children! My Africa!*, in modern-day life. (3)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'TRANSFORMING MOMENTS' by Gcina Mhlophe
- 'NEXT DOOR' by Kurt Vonnegut

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 'TRANSFORMING MOMENTS'**EXTRACT I**

[The narrator has returned from the village with Father Fikeni.]

<p>It was Monday afternoon and I was lying on my stomach at my favourite corner under the black wattle trees when I wrote my first poem. I've never had a child, but the great feeling that swept over me was too overwhelming for words, maybe that's how people feel when they have their first baby, I don't know. I sat up and read it out loud. I liked the sound of my own voice – I liked to hear the poem. I put the paper down and ran my fingers on my face to feel my features – the smile that wouldn't leave my face, my nose, my cheekbones, my eyes, my ears – everything just felt fine. My voice sounded like it was a special voice made especially to recite poems – with dignity. Resonant – was that it? That's the day I fell in love with myself – everything about me was just perfect.</p> <p>I collected my books and the towel I was lying on, stood up and stretching my limbs – I felt tall and fit. I felt like jumping and laughing until I could not laugh any more. I wanted tomorrow to come so I could go buy myself a new notebook to write my poems in. A woman praise poet – I'd never heard of one, but what did it matter? – I could be the first one.</p>	<p>5</p> <p>10</p> <p>15</p>
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5.1.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.1.1) in the ANSWER BOOK.

The main reason Father Fikeni takes the narrator to the village is to visit the ...

- A tribal chief.
- B community elders.
- C church minister.
- D praise poet.

(1)

- 5.1.2 Using your OWN words, explain why the following statement is FALSE:
- The girls at school approve of the rugby boy's interest in the speaker. (1)
- 5.1.3 Earlier in the story, the narrator was popular among some of her classmates. Give a reason for her popularity. (1)
- 5.1.4 State the benefits that the narrator's love for reading has in her life. (2)
- 5.1.5 Refer to lines 2–4 ('I've never had ... their first baby').
- (a) Identify the narrator's tone in these lines. (1)
- (b) Why does the narrator use this tone? (1)
- 5.1.6 Refer to lines 8–9 ('My voice sounded ... a special voice').
- Explain whether the narrator's voice was always considered 'a special voice'. (2)
- 5.1.7 Consider the story as a whole. How does the narrator's relationship with Bulelwa differ from her relationship with her other classmates? (2)
- 5.1.8 Discuss the theme of confidence that is evident in this short story. (3)
- 5.1.9 Discuss the appropriateness of the title of this short story. (3)

AND**5.2 'NEXT DOOR'****EXTRACT J**

[Mrs Harger returns home.]

Before Paul could find an answer, there was a disturbance out on the street. A big, motherly woman was getting out of a taxicab and wailing at the top of her lungs. 'Lem! Lem, baby.'

She barged into the foyer, a suitcase bumping against her leg and tearing her stockings to shreds. She dropped the suitcase, and ran to Harger, throwing her arms around him. 5

'I got your message, darling,' she said, 'and I did just what All-Night Sam told me to do. I swallowed my self-respect, and here I am!'

'Rose, Rose, Rose – my little Rose,' said Harger. 'Don't ever leave me again.' They grappled with each other affectionately, and staggered into their apartment. 10

'Just look at this apartment!' said Mrs Harger. 'Men are just lost without women!' As she closed the door, Paul could see that she was awfully pleased with the mess.

'You sure you didn't hear any shots?' said the policeman to Paul.	15
The ball of money in Paul's pocket seemed to swell to the size of a watermelon. 'Yessir,' he croaked.	
The policeman left.	
Paul shut his apartment door, shuffled into his bedroom, and collapsed on the bed.	20
The next voices Paul heard came from his own side of the wall. The voices were sunny – the voices of his mother and father.	

- 5.2.1 Outline the events that lead to Rose returning home. (4)
- 5.2.2 Why does the policeman question Paul? (1)
- 5.2.3 Refer to lines 1–3 ('Before Paul could ... "Lem! Lem, baby." ').
Quote SEVEN consecutive words which indicate that the woman is shouting. (1)
- 5.2.4 Refer to lines 4–6 (She barged into ... arms around him').
What do the words 'barged', 'bumping' and 'tearing' suggest about the manner in which Rose runs to Lem? Explain your answer. (2)
- 5.2.5 Refer to lines 9–10 ('Rose, Rose, Rose ... leave me again').
What does Lem's response to Rose reveal about his character? Give a reason for your answer. (2)
- 5.2.6 Explain the irony of Rose's words in lines 12–13 ('Men are just lost without women!'). (2)
- 5.2.7 Refer to lines 16–17 ('The ball of money ... of a watermelon').
(a) Identify the figure of speech used in these lines. (1)
(b) How does the figure of speech add to the description of Paul's feelings at this point? (2)
- 5.2.8 Refer to the story as a whole. In your opinion, are Paul's parents irresponsible in leaving him home alone? Discuss your view. (3)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Mid-term break' by Seamus Heaney
- 'Alexandra' by Mongane Wally Serote

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.

Mid-term break – Seamus Heaney

- 1 I sat all morning in the college sick bay
- 2 Counting bells knelling classes to a close.
- 3 At two o'clock our neighbours drove me home.
- 4 In the porch I met my father crying –
- 5 He had always taken funerals in his stride –
- 6 And Big Jim Evans saying it was a hard blow.
- 7 The baby cooed and laughed and rocked the pram
- 8 When I came in, and I was embarrassed
- 9 By old men standing up to shake my hand
- 10 And tell me they were 'sorry for my trouble'.
- 11 Whispers informed strangers I was the eldest,
- 12 Away at school, as my mother held my hand
- 13 In hers and coughed out angry tearless sighs.
- 14 At ten o'clock the ambulance arrived
- 15 With the corpse, stanced and bandaged by the nurses.
- 16 Next morning I went up into the room. Snowdrops
- 17 And candles soothed the bedside; I saw him
- 18 For the first time in six weeks. Paler now,
- 19 Wearing a poppy bruise on his left temple,
- 20 He lay in the four foot box as in his cot.
- 21 No gaudy scars, the bumper knocked him clear.
- 22 A four foot box, a foot for every year.

- 6.1.1 Refer to stanza 1.
- (a) Why was the speaker waiting in the sick bay? State TWO points. (2)
- (b) Quote FOUR consecutive words which indicate the speaker waited in the sick bay for a long time. (1)
- 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.
- When the speaker went home, he met his father in/on the ...
- A lounge.
B bedroom.
C verandah.
D kitchen. (1)
- 6.1.3 Give the TWO meanings of 'a hard blow' in line 6. (2)
- 6.1.4 Identify the tone the strangers would have used in line 11 ('Whispers informed strangers I was the eldest'). (1)
- 6.1.5 Why does the speaker see his brother for 'the first time in six weeks' (line 18)? (1)
- 6.1.6 Refer to line 20 ('He lay in ... in his cot').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is appropriate. (2)
- 6.1.7 How old was the young boy who had passed away? (1)
- 6.1.8 Discuss how the theme of fragility of life is evident in this poem. (3)
- 6.1.9 Discuss the relevance of the title of the poem, 'Mid-term break'. (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.

Alexandra – Mongane Wally Serote

1 Were it possible to say,
2 Mother, I have seen more beautiful mothers,
3 A most loving mother,
4 And tell her there I will go,
5 Alexandra, I would have long gone from you.

6 But we have only one mother, none can replace,
7 Just as we have no choice to be born,
8 We can't choose mothers;
9 We fall out of them like we fall out of life to death.

10 And Alexandra,
11 My beginning was knotted to you,
12 Just like you knot my destiny.
13 You throb in my inside silences
14 You are silent in my heart-beat that's loud to me.
15 Alexandra often I've cried.
16 When I was thirsty my tongue tasted dust,
17 Dust burdening your nipples.
18 I cry Alexandra when I am thirsty.
19 Your breasts ooze the dirty waters of your dongas,
20 Waters diluted with the blood of my brothers, your children,
21 Who once chose dongas for death-beds.
22 Do you love me Alexandra, or what are you doing to me?

23 You frighten me, Mama,
24 You wear expressions like you would be nasty to me,
25 You frighten me, Mama,
26 When I lie on your breast to rest, something tells me
27 You are bloody cruel.
28 Alexandra, hell
29 What have you done to me?
30 I have seen people but I feel like I'm not one,
31 Alexandra what are you doing to me?

32 I feel I have sunk to such meekness!
33 I lie flat while others walk on me to far places.
34 I have gone from you, many times,
35 I come back.
36 Alexandra, I love you;
37 I know
38 When all these worlds became funny to me
39 I silently waded back to you
40 And amid the rubble I lay,
41 Simple and black.

- 6.2.1 Wally Serote is a protest poet.
- (a) In which country is this poem set? (1)
 - (b) What is Wally Serote protesting about in this poem? (2)
- 6.2.2 Explain the point that the speaker is making in lines 7–8 ('Just as we ... can't choose mothers'). (2)
- 6.2.3 Refer to lines 10–11 ('And Alexandra, My ... knotted to you').
- (a) Identify the figure of speech used in these lines. (1)
 - (b) Explain why this figure of speech is appropriate. (2)
- 6.2.4 State THREE challenges that the speaker experiences in stanza 3. (3)
- 6.2.5 Refer to lines 38–39 ('When all these ... back to you').
- Explain what the speaker means in these lines. (2)
- 6.2.6 Provide the literal interpretation of 'rubble' (line 40). (1)
- 6.2.7 Consider the poem as a whole. In your opinion, does the speaker succeed in conveying his love for Alexandra? Discuss your view. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70