

Soek jy 'n fantastiese tutor?

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2019

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.

TABLE OF CONTENTS**SECTION A: NOVEL****Answer ANY ONE question.**

QUESTION NO.	MARKS	PAGE NO.
1. <i>Cry, the Beloved Country</i>	35	5
2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	8

SECTION B: DRAMA**Answer ANY ONE question.**

3. <i>Macbeth</i>	35	12
4. <i>My Children! My Africa!</i>	35	16

SECTION C: SHORT STORIES**Answer the questions set on BOTH extracts.**

5.1 'Next door'	18	20
AND		
5.2 'The last breath'	17	22

SECTION D: POETRY**Answer the questions set on BOTH poems.**

6.1 'Everything has changed (except graves)'	18	24
AND		
6.2 'To learn how to speak ...'	17	26

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 is upset.]

– My son was not a thief, said Kumalo harshly. There was a white man, a good man, devoted to his wife and children. And worst of all – devoted to our people. And his wife, these children, they are bereaved because of my son. I cannot suppose it to be less than the greatest evil I have known.

– A man may repent him of any evil. 5

– He will repent, said Kumalo bitterly. If I say to him, Do you repent? he will say, It is as my father says. If I say to him, Was this not evil? he will say, It is evil. But if I speak otherwise, putting no words in his mouth, if I say, What will you do now? he will say, I do not know, or he will say, It is as my father says.

Kumalo's voice rose as though some anguish compelled him. 10

– He is a stranger, he said, I cannot touch him, I cannot reach him. I see no shame in him, no pity for those he has hurt. Tears come out of his eyes, but it seems that he weeps only for himself, not for his wickedness, but for his danger.

The man cried out, Can a person lose all sense of evil? A boy, brought up as he was brought up? 15

[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) Theophilus Msimangu	A a servant of Arthur Jarvis
(b) John Kumalo	B a reverend in Sophiatown
(c) Johannes Pafuri	C the owner of High Place
(d) James Jarvis	D lives at Mrs Mkize's house
	E a former carpenter, turned politician

(4 x 1)

(4)

- 1.1.2 Refer to lines 1–3 ('There was a ... to our people').
Explain how this white man was 'devoted to our people'. (2)
- 1.1.3 What does Stephen Kumalo mean when he says that he 'cannot reach' his son (line 11)? (2)
- 1.1.4 What does this extract reveal about Stephen Kumalo's character?
Substantiate your answer. (2)
- 1.1.5 With whom does Stephen Kumalo have the conversation in this extract? (1)
- 1.1.6 One of the themes in *Cry, the Beloved Country* is religion.
Discuss how this theme is relevant to the various priests in the novel. (3)
- 1.1.7 Stephen Kumalo's attitude towards his son is harsh in this extract.
Discuss your view. (3)

AND**1.2 EXTRACT B**

[The small boy visits the Kumalos.]

– Something bright will go out of Ndotsheni, said Kumalo in Zulu.
– Something about Ndotsheni. But it's so hard for me. Say it in English, umfundisi.
– Something bright will go out of Ndotsheni, said Kumalo in English.
– Yes, I see. When I go, something bright will go out of Ndotsheni. 5
The small boy laughed with pleasure. I hear you, he said in Zulu.
And Kumalo clapped his hands in astonishment, and said Au! Au! You speak Zulu, so that the small boy laughed with still greater pleasure, and Kumalo clapped his hands again, and made many exclamations. The door opened and his wife came in, and he said to the small boy, This is my wife, 10 and he said to his wife in Zulu, This is the son of the man. The small boy stood up and made a bow to Kumalo's wife, and she stood and looked at him with fear and sorrow. But he said to her, You have a nice house here, and he laughed. She said to her husband in Zulu, I am overcome, I do not know what to say. And the small boy said in Zulu, I hear you, so that she took a step 15 backwards in fear.

[Book 3, Chapter 4]

- 1.2.1 Refer to lines 2–3 ('Something about Ndotsheni ... in English, umfundisi').

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.

'Umfundisi' is the isiZulu word for ...

- A mister.
- B priest.
- C lawyer.
- D father. (1)

- 1.2.2 Refer to line 4 ('Something bright will ... Kumalo in English').

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

- 1.2.3 Refer to lines 7–8 ('You speak Zulu').

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

- 1.2.4 In line 11 Stephen Kumalo says, 'This is the son of the man'.

Why does Stephen Kumalo not call the man by his name? (2)

- 1.2.5 State TWO actions from the extract to show that the small boy is polite. (2)

- 1.2.6 Describe the atmosphere between Stephen Kumalo and the small boy in this extract.

Substantiate your answer. (2)

- 1.2.7 Why is the following statement FALSE?

In this extract Mrs Kumalo has a long conversation with the small boy. (1)

- 1.2.8 Refer to the novel as a whole.

Explain the irony in the killing of Arthur Jarvis. (2)

- 1.2.9 Refer to the novel as a whole.

Stephen Kumalo's journey to Johannesburg increases his awareness of the good qualities of human beings.

Discuss your view. (3)
[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

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

2.1 EXTRACT C

[Mr Utterson is at one of Dr Jekyll's dinner parties.]

'What I heard was abominable,' said Utterson.

'It can make no change. You do not understand my position,' returned the doctor, with a certain incoherency of manner. 'I am painfully situated, Utterson; my position is a very strange – a very strange one. It is one of those affairs that cannot be mended by talking.'

5

'Jekyll,' said Utterson, 'you know me: I am a man to be trusted. Make a clean breast of this in confidence; and I make no doubt I can get you out of it.'

'My good Utterson,' said the doctor, 'this is very good of you, this is downright good of you, and I cannot find words to thank you in. I believe you fully; I would trust you before any man alive – ay, before myself, if I could make the choice; but indeed it isn't what you fancy; it is not so bad as that; and just to put your good heart at rest, I will tell you one thing: the moment I choose, I can be rid of Mr Hyde. I give you my hand upon that; and I thank you again and again; and I will just add one little word, Utterson, that I'm sure you'll take in good part: this is a private matter, and I beg of you to let it sleep.'

10

15

[Dr Jekyll was Quite at Ease]

- 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) Utterson	A Jekyll's butler
(b) Poole	B lawyer
(c) Guest	C police inspector
(d) Enfield	D handwriting expert
	E Utterson's cousin

(4 x 1)

(4)

- 2.1.2 Refer to lines 1–5 ('What I heard ... mended by talking').

(a) What is 'abominable' (line 1) about what Mr Utterson has heard?

(2)

(b) Describe the atmosphere between Dr Jekyll and Mr Utterson in lines 1–5.

Substantiate your answer.

(2)

- 2.1.3 Refer to lines 8–9 ('My good Utterson ... thank you in').
- (a) What tone would Dr Jekyll use in these lines? (1)
- (b) Why would Dr Jekyll use this tone in these lines? (1)
- 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.
- When Dr Jekyll mentions 'it' (line 15), he refers to the ...
- A experiment.
B letter.
C will.
D confession. (1)
- 2.1.5 What does this extract reveal about Mr Utterson's character?
Substantiate your answer. (2)
- 2.1.6 Refer to the novel as a whole.
Explain the irony in the death of Mr Hyde. (2)
- 2.1.7 Refer to the novel as a whole.
Dr Lanyon's attitude to science is better than that of Dr Jekyll.
Discuss your view. (3)

AND

2.2 **EXTRACT D**

[Mr Utterson and Poole are discussing Dr Jekyll's strange behaviour.]

'This is a strange note,' said Mr Utterson; and then sharply, 'How do you come to have it open?'

'The man at Maw's was main angry, sir, and he threw it back to me like so much dirt,' returned Poole.

'This is unquestionably the doctor's hand, do you know?' resumed the lawyer. 5

'I thought it looked like it,' said the servant rather sulkily; and then, with another voice, 'But what matters hand-of-write?' he said. 'I've seen him!'

'Seen him?' repeated Mr Utterson. 'Well?' 10

'That's it!' said Poole. 'It was this way. I came suddenly into the theatre from the garden. It seems he had slipped out to look for this drug, or whatever it is; for the cabinet door was open, and there he was at the far end of the room digging among the crates. He looked up when I came in, gave a kind of cry, and whipped upstairs into the cabinet. It was but for one minute that I saw him, but the hair stood up on my head like quills. Sir, if that was my master, why had he a mask upon his face? If it was my master, why did he cry out like a rat, and run from me? I have served him long enough. And then ...', the man paused and passed his hand over his face. 15

[The Last Night]

2.2.1 Refer to lines 1–4 ('This is a ... dirt,' returned Poole').

(a) What is written in the note? (2)

(b) Why does the man at Maw's throw the note back at Poole in lines 3–4? (1)

2.2.2 Refer to line 17 ('why had he ... upon his face?').

Mr Utterson tells Poole that the man he (Poole) saw was wearing a mask.

(a) How does Mr Utterson explain the 'mask' to Poole after this extract? (2)

(b) If the man wearing the mask, as Mr Utterson suspects, is indeed Mr Hyde, what is so strange about Mr Hyde's behaviour? (2)

2.2.3 Refer to line 18 ('he cry out ... run from me?').

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

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

2.2.4 Why is the following statement FALSE?

In this extract, the conversation between Mr Utterson and Poole takes place in Hyde's house in Soho.

(1)

2.2.5 One of the themes in the novel is that good and evil exist in all human beings.

Discuss how this theme is revealed through Dr Jekyll and Mr Hyde.

(3)

2.2.6 Friendship plays an important role in revealing the mystery of Mr Hyde.

Discuss your view.

(3)

[35]

TOTAL SECTION A: 35

- 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) Lady Macbeth	A loyal to Scotland
(b) Macduff	B a cruel leader
(c) Duncan	C later commits suicide
(d) Macbeth	D a kind king
	E flees to Norway

(4 x 1) (4)

- 3.1.2 Refer to line 1, ('So foul and ... have not seen').

Explain what Macbeth means in this line? (4)

- 3.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.3) in the ANSWER BOOK.

Forres (line 2) in this extract is ... castle.

- A Macbeth's
B Banquo's
C Duncan's
D Macduff's (1)

- 3.1.4 Refer to lines 7–8 ('By each at ...her skinny lips').

Why do the witches perform this action? (1)

- 3.1.5 Explain the real reason why the witches address Macbeth as the 'Thane of Cawdor' (line 13). (2)

- 3.1.6 What does this extract reveal about Banquo's character?

Substantiate your answer. (2)

- 3.1.7 How do Macbeth's and Banquo's reactions differ after their encounter with the witches? (2)

- 3.1.8 The witches are responsible for Macbeth's actions after their first meeting with him.

Discuss your view. (3)

AND

3.2 **EXTRACT F**

[Ross meets with Macduff and Malcolm in England.]

MACDUFF:	Stands Scotland where it did?	
ROSS:	Alas, poor country!	
	Almost afraid to know itself! It cannot	
	Be called our mother, but our grave; where nothing,	5
	But who knows nothing, is once seen to smile;	
	Where sighs and groans and shrieks that rend the air,	
	Are made, not marked; where violent sorrow seems	
	A modern ecstasy. The dead man's knell	
	Is there scarce asked for who, and good men's lives	
	Expire before the flowers in their caps,	10
	Dying or ere they sicken.	
MACDUFF:	O, relation,	
	Too nice, and yet too true!	
MALCOLM:	What's the newest grief?	
ROSS:	That of an hour's age doth hiss the speaker,	15
	Each minute teems a new one.	
MACDUFF:	How does my wife?	
ROSS:	Why, well.	
MACDUFF:	And all my children?	
ROSS:	Well too.	20
MACDUFF:	The tyrant has not battered at their peace?	
ROSS:	No they were well at peace when I did leave 'em.	
MACDUFF:	Be not a niggard of your speech, how goes't?	
ROSS:	When I came hither to transport the tidings,	
	Which I have heavily borne, there ran a rumour	25
	Of many worthy fellows that were out,	
	Which was to my belief witnessed the rather,	
	For that I saw the tyrant's power a-foot.	
	Now is the time of help; your eye in Scotland	
	Would create soldiers, make our women fight,	30
	To doff their dire distresses.	

[Act 4 Scene 3]

- 3.2.1 Why does Macduff ask Ross, 'Stands Scotland where it did' in line 1? (2)
- 3.2.2 Refer to lines 9–10 ('Is there scarce ... in their caps').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 3.2.3 Why is the following statement FALSE? (1)
- Malcolm has fled to Ireland to seek help for Scotland.

- 3.2.4 If you were the director of this play, what would you tell Ross to do when saying line 18 ('Why, well')?
State TWO points. (2)
- 3.2.5 Refer to line 22 ('No they were ... did leave 'em').
Discuss the irony of Ross' words in this line. (2)
- 3.2.6 Refer to line 23 ('Be not a ... speech, how goes't?').
(a) What tone would Macduff use in this line? (1)
(b) Why would Macduff use this tone in this line? (1)
- 3.2.7 One of the themes in the play is betrayal.
Discuss how this theme is relevant to the character of Macbeth. (3)
- 3.2.8 It is Lady Macbeth's ambition, and not Macbeth's, which causes their destruction.
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

[Thami and Isabel are having a conversation in Thami's classroom.]

ISABEL:	And where does ... <i>[She finds his name in the register.]</i> Thami Mbikwana sit? <i>[Thami points. Isabel goes to the desk and sits.]</i>	
THAMI:	Yes, that's the one. For nearly two years I've sat there ... being educated!	5
ISABEL:	<i>[Reading names carved into the wood of the desk]</i> John, Bobby, Zola, Bo ... Boni ...	
THAMI:	Bonisile.	
ISABEL:	Where's your name?	
THAMI:	You won't find it there. I don't want to leave any part of me in this classroom.	10
ISABEL:	That sounds heavy.	
THAMI:	It's been heavy. You got no problems with it, hey?	
ISABEL:	With school! No. Not really. Couple of teachers have tried their best to spoil it for me, but they haven't succeeded. I've had a pretty good time, in fact. I think I might even end up with the old cliché ... you know, school years, best years, happiest years ... Whatever it is they say.	15
THAMI:	No, I won't be saying that.	
ISABEL:	That surprises me.	20
THAMI:	Why?	
ISABEL:	Ja, come on, so would you be if I said it. You're obviously clever. I bet you sail through your exams.	
THAMI:	It's not as simple as just passing exams, Isabel. School doesn't mean the same to us that it does to you.	25
ISABEL:	Go on.	
THAMI:	I used to like it. Junior school? You should have seen me. I wanted them to have school on Saturdays and Sundays as well. Yes, I did. Other boys wanted to kill me. I hated the holidays.	

[Act 1, Scene 1]

- 4.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (4.1.1(a) to 4.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Sipho Fondini	A a learner at Camdeboo
(b) Thami	B the standard six learner
(c) Mr M	C a learner at Zolile High
(d) Isabel	D passionate about educating the learners
	E delivery man at Karoo pharmacy

(4 x 1) (4)

- 4.1.2 When does the conversation in this extract occur between Thami and Isabel? (1)

- 4.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.3) in the ANSWER BOOK.

Zolile High is situated in ...

- A Cradock.
B Cookhouse.
C Brakwater.
D Grahamstown. (1)

- 4.1.4 Refer to lines 10–11 ('I don't want ... in this classroom').

- (a) What tone would Thami use in these lines? (1)
(b) Why would Thami use this tone in these lines? (1)
(c) If you were the director of this play, what would you tell Thami to do while saying these lines?

State TWO points. (2)

- 4.1.5 What does Thami mean when he says, 'It's not as ... passing exams, Isabel' (line 24)? (2)

- 4.1.6 Refer to lines 27–29 ('I used to ... hated the holidays').

Discuss the irony of Thami's words in these lines. (2)

- 4.1.7 Mr M's relationship with Isabel is different to his relationship with Thami.

Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Thami comes to warn Mr M.]

MR M:	You haven't come for a lesson, have you?	
THAMI:	No I haven't.	
MR M:	Of course not. What's the matter with me? Slogans don't need much in the way of grammar, do they? As for these ... <i>[The stone in his hand]</i> No, you don't need me for lessons in stone-throwing either. You've already got teachers in those very revolutionary subjects, haven't you? <i>[Picks up his dictionary ... the stone in one hand, the book in the other]</i> You know something interesting, Thami ... if you put these two on a scale I think you would find that they weighed just about the same. But in this hand I am holding the whole English language. This ... <i>[The stone]</i> ... is just one word in that language. It's true! All that wonderful poetry that you and Isabel tried to cram into your beautiful heads ... in here! Twenty-six letters, sixty thousand words. The greatest souls the world has ever known were able to open the floodgates of their ecstasy, their despair, their joy! ... with the words in this little book. Aren't you tempted? I was. <i>[Opens the book at the fly-leaf and reads]</i> Anela Myalatya. Cookhouse. 1947. One of the first books I ever bought. <i>[Impulsively]</i> I want you to have it.	5 10 15
THAMI:	<i>[Ignoring the offered book]</i> I've come here to warn you.	20

[Act 2, Scene 3]

- 4.2.1 Refer to lines 10–12 ('But in this ... in that language').
- Identify the figure of speech in these lines. (1)
 - Explain why this figure of speech is relevant in this extract. (2)
- 4.2.2 Give TWO reasons why Mr M has entered Thami and Isabel for the literary quiz. (2)
- 4.2.3 Using your OWN words, explain what Mr M tells Thami in lines 14–16 ('The greatest souls ... this little book'). (2)
- 4.2.4 Why is the following statement FALSE?
- Isabel's father is a lawyer. (1)
- 4.2.5 Why does Thami warn Mr M in line 20 ('I've come here to warn you')?
- State TWO points. (2)
- 4.2.6 What does this extract reveal about Mr M's character?
- Substantiate your answer. (2)

4.2.7 Friendship is one of the themes in this play.

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

4.2.8 The play ends on a hopeful note.

Discuss your view. (3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'NEXT DOOR' by Kurt Vonnegut
- 'THE LAST BREATH' by Sam Kahiga

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 'NEXT DOOR'**EXTRACT I**

[Paul is upset about what has happened at the Hargers.]

<p>She and Paul screamed at the same time, and then she grabbed him as he started to run.</p> <p>'You want candy?' she said wildly. 'Bicycle?'</p> <p>'No, thank you,' said Paul shrilly. 'Not at this time.'</p> <p>'You haven't seen or heard a thing!' she said. 'You know what happens to squealers?'</p> <p>'Yes!' cried Paul.</p> <p>She dug into her purse, and brought out a perfumed mulch of face tissues, bobbypins and cash. 'Here!' she panted. 'It's yours! And there's more where that came from, if you keep your mouth shut.' She stuffed it into his trousers pocket.</p> <p>She looked at him fiercely, then fled into the street.</p> <p>Paul ran back into his apartment, jumped into bed, and pulled the covers up over his head. In the hot, dark cave of the bed, he cried because he and All-Night Sam had helped to kill a man.</p> <p>A policeman came clumping into the house very soon, and he knocked on both apartment doors with his billyclub.</p> <p>Numb, Paul crept out of the hot, dark cave, and answered the door. Just as he did, the door across the hall opened, and there stood Mr Harger, haggard but whole.</p> <p>'Yes, sir?' said Harger. He was a small, balding man, with a hairline mustache. 'Can I help you?'</p>	<p>5</p> <p>10</p> <p>15</p> <p>20</p>
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5.1.1 Refer to lines 1–2 ('She and Paul ... started to run').

- | | |
|---|-----|
| (a) To whom does 'she' refer in line 1? | (1) |
| (b) Why does she grab Paul? | (1) |

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

When the woman refers to 'squealers' in line 6 she means people who ...

- A speak very softly.
- B tell a secret.
- C start crying loudly.
- D keep a secret.

(1)

- 5.1.3 Refer to lines 9–11 ('And there's more ... his trousers pocket').

Identify TWO items that Paul's mother expects to find when she later feels the ball of money in his pocket.

(2)

- 5.1.4 Explain how 'All-Night Sam had helped to kill a man' (line 15).

(2)

- 5.1.5 Refer to line 18 ('Numb, Paul crept ... answered the door').

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

(1)

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

(2)

- 5.1.6 Refer to lines 21–22 ('Yes, sir?' said ... I help you?').

(a) What tone would Mr Harger use in these lines?

(1)

(b) Why would Mr Harger use this tone in these lines?

(1)

- 5.1.7 What does this extract reveal about the character of the woman?

Substantiate your answer.

(2)

- 5.1.8 Paul's mother is over-protective.

Discuss your view.

(3)

AND

5.2 'THE LAST BREATH'

EXTRACT J

[The young man and woman discuss the operation.]

'What do you mean?' I asked.	
I saw a tear creep down her cheek, underneath her dark glasses.	
'That's what I wanted to tell you,' she said. 'I've got my bags packed!'	
Packed? I didn't quite ... see ...	
'Yes,' she said. 'I'm going to the hospital to receive a new cornea from someone else – someone who is about to – to cross over.'	5
I stared at her. I licked my lips. 'You mean that someone has –?'	
She nodded. 'I have no idea who it is,' she said. 'But God bless him. I don't know why he should want to do this for me. But I'm going to see again! God bless him ...!'	10
I just stared. I couldn't find any words to say. My heart was beating hard and loud – with unspeakable joy. But sorrow was equally great.	
July too passed away and a great grey blanket seemed to have been lifted back to let the sun smile again. It was August, and life was once more brisk and lively.	15
I walked down the garden path whistling to myself. The oranges, for which I was aiming with my basket, looked beautiful and yellow in the sun.	
Suddenly I stopped, the smile dying on my face. I stood still. Then I walked towards the mound of earth a little way off.	

- 5.2.1 Refer to line 1 ('What do you mean?').
- Why is the speaker asking this question? (2)
- 5.2.2 With reference to the story, state TWO points why the speaker uses ellipses in line 4 ('I didn't quite ... see ...'). (2)
- 5.2.3 Give TWO reasons for the speaker's happiness in lines 11–12 ('My heart was ... – with unspeakable joy'). (2)
- 5.2.4 Refer to lines 13–14 ('July too passed ... sun smile again').
- Explain the figurative meaning of these lines in the context of this short story. (2)
- 5.2.5 What is the 'mound of earth' referred to in line 19? (1)
- 5.2.6 Why is the following statement FALSE?
- The speaker would marry the woman when he turns thirty. (1)
- 5.2.7 State TWO points to show that the young man in this story has a good relationship with his mother. (2)

5.2.8 One of the themes in the short story is love.

Discuss how this theme is relevant to the speaker and Eva. (3)

5.2.9 'What will you do? You can't marry her like that!' he shouted above the roar of the engine.

The young man's father is prejudiced towards Eva.

Discuss your view. (3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Everything has changed (except graves)' by Mzi Mahola
- 'To learn how to speak ...' by Jeremy Cronin

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.

Everything has changed (except graves) – Mzi Mahola

1 I stood at the ruins
 2 of my former school
 3 where I was patiently moulded;
 4 wild plants own every space now;
 5 my soul was paralyzed.
 6 What happened to the roofs
 7 the doors and windows?
 8 Can these dumb lonely walls
 9 still recognise me?
 10 Everything has changed;
 11 the ground where we ran and laughed
 12 and the corner of the playground
 13 where I pummelled a schoolmate almost to pulp
 14 are scarfed with wattle
 15 to conceal my shame.
 16 A short distance away
 17 stands a renovated Church
 18 (a Dutch Reformed formerly,
 19 now a Methodist)
 20 embraced by a mute little cemetery
 21 that claims the past
 22 (the dividing fence has vanished)
 23 though growth strangles it to near extinction;
 24 cold names of departed whites
 25 who were part of this community
 26 and made monumental contributions
 27 are etched on the headstones.
 28 Sometimes whites come here
 29 *to clean and put flowers*
 30 *on their family graves;*
 31 a voice whispers next to me
 32 but I do not recognise its face
 33 because Lushington has changed
 34 except the graveyard.

6.1.1 'I stood at the ruins' (line 1).

Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (6.1.1) in the
ANSWER BOOK.

The word 'ruins' means that the school is ...

- A new.
- B maintained.
- C renovated.
- D neglected. (1)

6.1.2 Refer to line 4 ('wild plants own every space now').

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

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

6.1.3 Explain the metaphor used in line 5. (2)

6.1.4 Refer to lines 11–15 ('the ground where ... conceal my shame').

Quote TWO words to show that the speaker has experienced joy as
well as embarrassment at school. (2)

6.1.5 Explain what is meant by, 'though growth strangles it to near
extinction' in line 23. Use your OWN words. (2)

6.1.6 Discuss why the speaker uses the words 'voice' and 'its' in
lines 31–32. (2)

6.1.7 One of the themes of the poem is change.

Discuss this theme in the context of the poem. (3)

6.1.8 The speaker overreacts when he describes the visit to his former
school.

Discuss your view. (3)

AND

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

To learn how to speak ... – Jeremy Cronin

1 To learn how to speak
 2 With the voices of the land,
 3 To parse the speech in its rivers,
 4 To catch in the inarticulate grunt,
 5 Stammer, call, cry, babble, tongue's knot
 6 A sense of the stoneness of these stones
 7 From which all words are cut.
 8 To trace with the tongue wagon-trails
 9 Saying the suffix of their aches in -kuil, -pan, -fontein,
 10 In watery names that confirm
 11 The dryness of their ways.
 12 To visit the places of occlusion, or the lick
 13 In a vlei-bank dawn.
 14 To bury my mouth in the pit of your arm,
 15 In that planetarium,
 16 Pectoral beginning to the nub of time
 17 Down there close to the water-table, to feel
 18 The full moon as it drums
 19 At the back of my throat
 20 Its cow-skinned vowel.
 21 To write a poem with words like:
 22 I'm telling you,
 23 Stompie, stickfast, golovan,
 24 Songololo, just boombang, just
 25 To understand the least inflections,
 26 To voice without swallowing
 27 Syllables born in tin shacks, or catch
 28 The 5.15 ikwata bust fife
 29 Chwannisberg train, to reach
 30 The low chant of the mine gang's
 31 Mineral glow of our people's unbreakable resolve.
 32 To learn how to speak
 33 With the voices of this land.

- 6.2.1 Complete the following sentences by using the word(s) provided in the list below. Write only the word(s) next to the question numbers (6.2.1(a) to 6.2.1(b)) in the ANSWER BOOK.

American; Johannesburg; South African; Pietermaritzburg

Jeremy Cronin, a/an (a) ... poet, writes about communication. He uses words like 'Chwannisberg', which refers to (b) ..., to show that even the pronunciation of words poses a problem.

(2)

- 6.2.2 Refer to line 2 ('With the voices of the land').
To what does 'voices' refer?
State TWO points. (2)
- 6.2.3 Refer to line 5 ('Stammer, call, cry, babble, tongue's knot').
(a) Identify the tone used in this line? (1)
(b) Why would the speaker use this tone in this line? (1)
- 6.2.4 Refer to line 9 ('Saying the suffix ... -kuil, -pan, -fontein').
Why does the speaker use '-kuil, -pan, -fontein'? (2)
- 6.2.5 Refer to line 20 ('Its cow-skinned vowel').
(a) Identify the figure of speech in this line. (1)
(b) Explain why this figure of speech is relevant in this poem. (2)
- 6.2.6 Why is the following statement FALSE?
'just boombang' (line 24) means the way words are divided into syllables. (1)
- 6.2.7 Explain the difference between the first two and the last two lines of this poem. (2)
- 6.2.8 The poem loses its effectiveness because the speaker uses too many unfamiliar words and phrases.
Discuss your view. (3)

[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70