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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P1

NOVEMBER 2019

GAUTENG

MARKS: 120

TIME: 2½ hours

This question paper consists of 33 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR sections:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language Structures and Conventions	(40)
SECTION D: Literature	(40)

2. Answer ALL the questions in SECTIONS A–C.

- Use your OWN WORDS, unless you are required to quote.
- For one-word answers, write only the question number and the word.
- For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.

In SECTION D, answer either QUESTION 6 OR QUESTION 7 OR QUESTION 8 OR QUESTION 9 OR QUESTION 10.

3. Start EACH section on a NEW page.
4. Rule off after each section.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Leave a line after each answer.
7. Pay special attention to spelling and sentence construction.
8. Suggested time allocation:

SECTION A: 50 minutes
SECTION B: 20 minutes
SECTION C: 40 minutes
SECTION D: 40 minutes
9. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1**

Read the passage (TEXT A) below and answer the questions that follow.

TEXT A**BEWARE OF SOCIAL NETWORKING SITES**

- 1 Social networking is widespread. It is common to find people across the world on sites such as Twitter, MySpace, Facebook, YouTube and LinkedIn. They have access to tools and options on social networks that were non-existent previously. Social networking has opened new doors to cybercrime and, because many people on social networks are new to technology, it is more important than ever to make sure they are aware of the risks. 5
- 2 There are many inherent dangers to social networking sites, such as identity theft. Because networking sites are based on the concept of friends sharing bits of personal information, thieves soon realise the opportunity to strike. There are endless social networking scams and so far we have only seen the tip of the iceberg. 10
- 3 Scammers on social networks try to steal your personal information – information that could be used for potential crime. There are websites that have been set up to appear to look like your favourite social networks in order to have access to and steal your password. Having your password means someone can use it to destroy your profile or send out spam messages and viruses, which could do irreparable damage to your online reputation. Sites that require logging on would never ask you to send your password. Instead, forward the message to the network's support or privacy department. 15
- 4 The latest mainstream social network is Twitter. It is based on people following others' status updates or tweets, which consist of 140 characters or less. One of the dangers of social networking sites is that many people want as many followers as possible and are not shy or cautious about what they say in their tweets or updates. This highlights one of the dangers of Twitter and many other networking sites. If the goal for many people is to have the most friends or followers, they might not consider the consequences before they message or add friends. Unfortunately, this sets them up to be victimised by scammers. 20 25
- 5 The biggest social network in the world is Facebook, started by Mark Zuckerberg in 2004. This site has had a sudden rise, becoming a huge software platform that houses every application imaginable and thousands of games and groups. This brings me to another danger of social networking sites. 30

6	Children under the age of 13 should not use the internet without some form of parental supervision. Make sure children do not enter too much private data, such as their home address or school details. Just as it is simple for a young child to fake their age online, it is easy for a potential predator to fake a profile, claiming to be the same age and have the same interests as your child.	35
7	If it is not a predator that could be after a child, it could be someone out to humiliate an innocent person. There have been cases like this and it has devastated some teens. This could result in the teen becoming depressed, or worse, taking his or her life.	40

[Source: YOU, 20 December 2017]

1.1 Refer to paragraph 1.

- 1.1.1 State why social networking is described as 'widespread'. (Do NOT quote.) (1)
- 1.1.2 Explain in a sentence what the author means by the words, 'were non-existent previously'. (1)
- 1.1.3 Quote a word which implies that there are people who want to hurt others via social networking. (1)

1.2 Refer to paragraph 2.

- 1.2.1 Using your OWN WORDS, state why it has become so easy for thieves to exploit the social network. (1)
- 1.2.2 What is 'identity theft' (line 8)? (1)
- 1.2.3 In the context of the passage, what does the author mean when he says, '... we have only seen the tip of the iceberg'? (2)

1.3 Refer to paragraph 3.

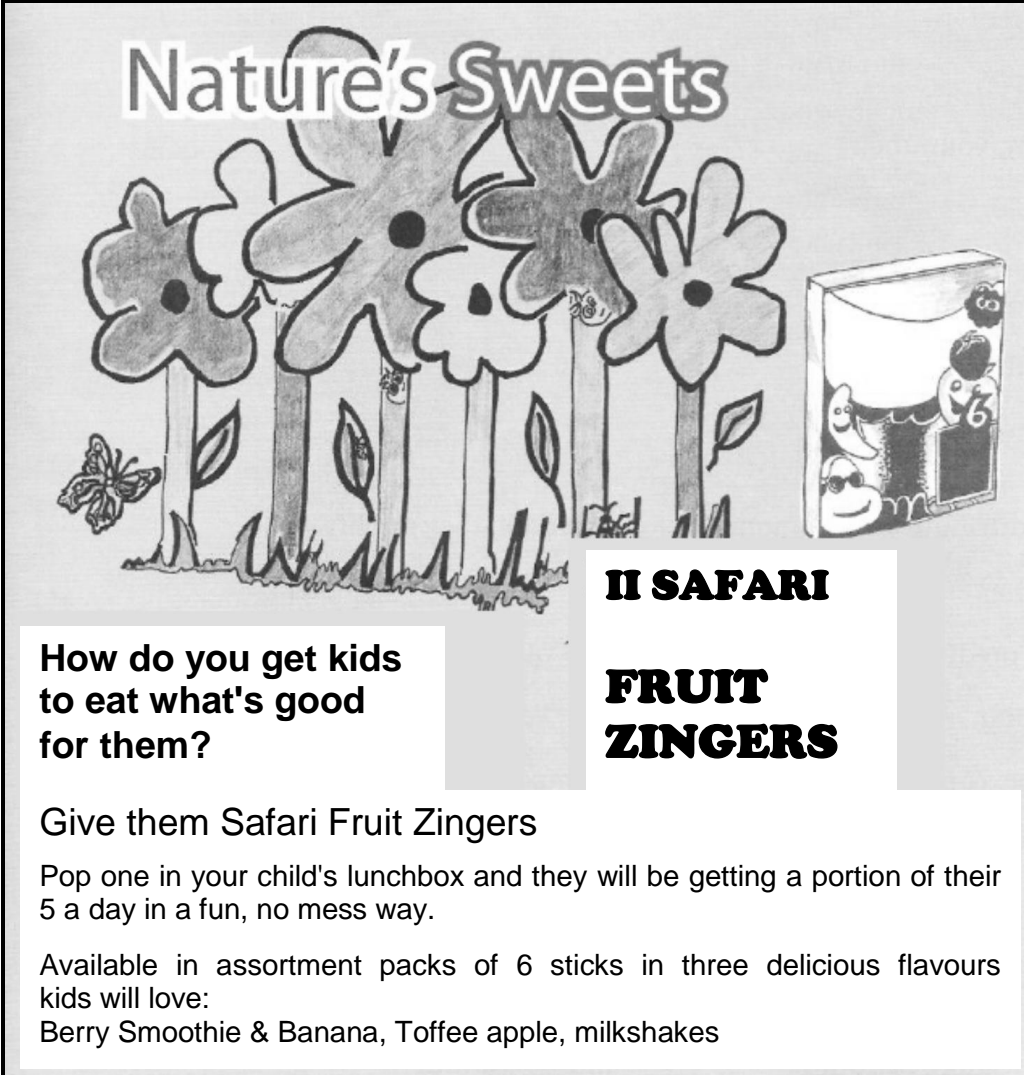
- 1.3.1 Choose the correct answer from those given below. Write down only the letter (A–D) next to the question number (1.3.1) in the ANSWER BOOK.
- The term 'potential crime' would refer to ...crime.
- A organised.
B internet.
C petty.
D possible. (1)
- 1.3.2 Why does the author warn the readers against using their passwords freely? (2)
- 1.3.3 Why is it important to contact the support network or privacy department of your network of choice if you receive a request to send your passwords? Substantiate your answer. (2)

- 1.4 Refer to paragraph 4.
- 1.4.1 Many people on a site such as Twitter want to have as many followers as possible. Explain how this is dangerous. (2)
- 1.4.2 Why is it difficult to protect people from internet scammers and thieves? Give TWO reasons. (2)
- 1.5 Refer to paragraph 5.
- How can scammers and imposters exploit a social network such as Facebook? (1)
- 1.6 Refer to paragraph 6.
- 1.6.1 How can children be protected from becoming victims of cybercrime? (2)
- 1.6.2 How can a potential predator gain the interest of a child? (1)
- 1.7 The author points out the negative side of social networks. Do you agree with the author or do you think social networks have a positive side as well? State TWO points. (2)
- 1.8 In your opinion, how does the title of the passage serve as a warning to the reader? (2)

AND

Study the picture (TEXT B) below and answer the questions that follow.

TEXT B



Nature's Sweets

II SAFARI

FRUIT ZINGERS

How do you get kids to eat what's good for them?

Give them Safari Fruit Zingers

Pop one in your child's lunchbox and they will be getting a portion of their 5 a day in a fun, no mess way.

Available in assortment packs of 6 sticks in three delicious flavours kids will love:
Berry Smoothie & Banana, Toffee apple, milkshakes

[Source: *The Cape Times*, 15 March 2017]

NOTE: All questions must be answered in your own words, unless you are asked for a quotation.

1.9 Explain why the following statement is FALSE:

This text is aimed at young children and teenagers. (1)

1.10 What does the word 'Pop' mean in 'Pop one in your child's lunchbox'? (1)

1.11 Why is 'Nature's Sweets' an appropriate heading for this text? (2)

1.12 Do you think the picture in this advertisement is appropriate? Discuss your view. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

You have been asked to speak to learners about **how they should get rid of plastic items**.

Read the passage (TEXT C) below and list SEVEN points you will include in your talk.

INSTRUCTIONS:

1. List the SEVEN points in full sentences.
2. Use your own words as far as possible.
3. Number the sentences from 1 to 7.
4. Write each sentence on a new line.
5. Your seven-point summary should be NO MORE THAN 60 WORDS.
6. Indicate the TOTAL NUMBER OF WORDS you have used in brackets at the end of your summary.

TEXT C**PLASTIC IS KILLING OUR PLANET –
HERE'S HOW WE CAN CHANGE THINGS**

Do you know that every single piece of plastic that has ever been created since the 1800s is still somewhere on our planet? So what can we do to rid the planet of plastic?

If you want people to know how dangerous plastic is for the environment, you need to talk about it to family and friends, people in the community and even government officials. You can also write to the producers of your favourite brand to use biodegradable packaging. When you want to buy toys for a small child, buy a toy that is made of wood, fabric or cardboard, which will not harm the environment.

Instead of buying processed vegetables, rather go for fresh vegetables, which you can buy from the local grocer. Although drinking water from a plastic bottle is very popular these days, a healthier and safer option will be to refill your water each time using a glass bottle.

The next time you go to your favourite supermarket, ask the packer to show you the biodegradable sign on the plastic bag so that you can help save the environment. Save up enough money so you can buy a bag made of fabric in which to pack your groceries when shopping at a store next time. Remember, the effects of plastic will be felt for years to come. So, take action.

[Adapted from *The Green Times*, 31 July 2017]

TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ADVERTISEMENT

Read the advertisement (TEXT D) below and answer the questions that follow.

TEXT D

Cadbury

FEATHERS DON'T STAND A CHANCE
with the new cadbury Dairy Milk BUBBLY ...

Bubbly

*so light,
it floats in the mouth*

IT'S TRULY SOPHISTICATED IN HOW IT MELTS

[Source: YOU, 14 March 2017]

3.1 Identify the product the company is advertising. (1)

3.2 'It's truly sophisticated in how it melts.'

Replace the word 'sophisticated' with a more suitable word to describe the taste of the product. (1)

3.3 Give TWO reasons why the advertisers use a picture of a woman with this advertisement. (2)

3.4 Refer to 'Feathers don't stand a chance'.

3.4.1 Why are 'feathers' compared to Cadbury Bubbly? (2)

3.4.2 The apostrophe is used INCORRECTLY in ONE of the following sentences. Which sentence is INCORRECT?

Write down only the question number (3.4.2) and the letter (A–D) of the correct answer in the ANSWER BOOK.

- A It's my favourite chocolate.
- B Don't eat too much chocolate.
- C The girl loves it's taste.
- D Chocolate doesn't make you sick. (1)

3.5 Write down the slogan of the advertisement. (1)

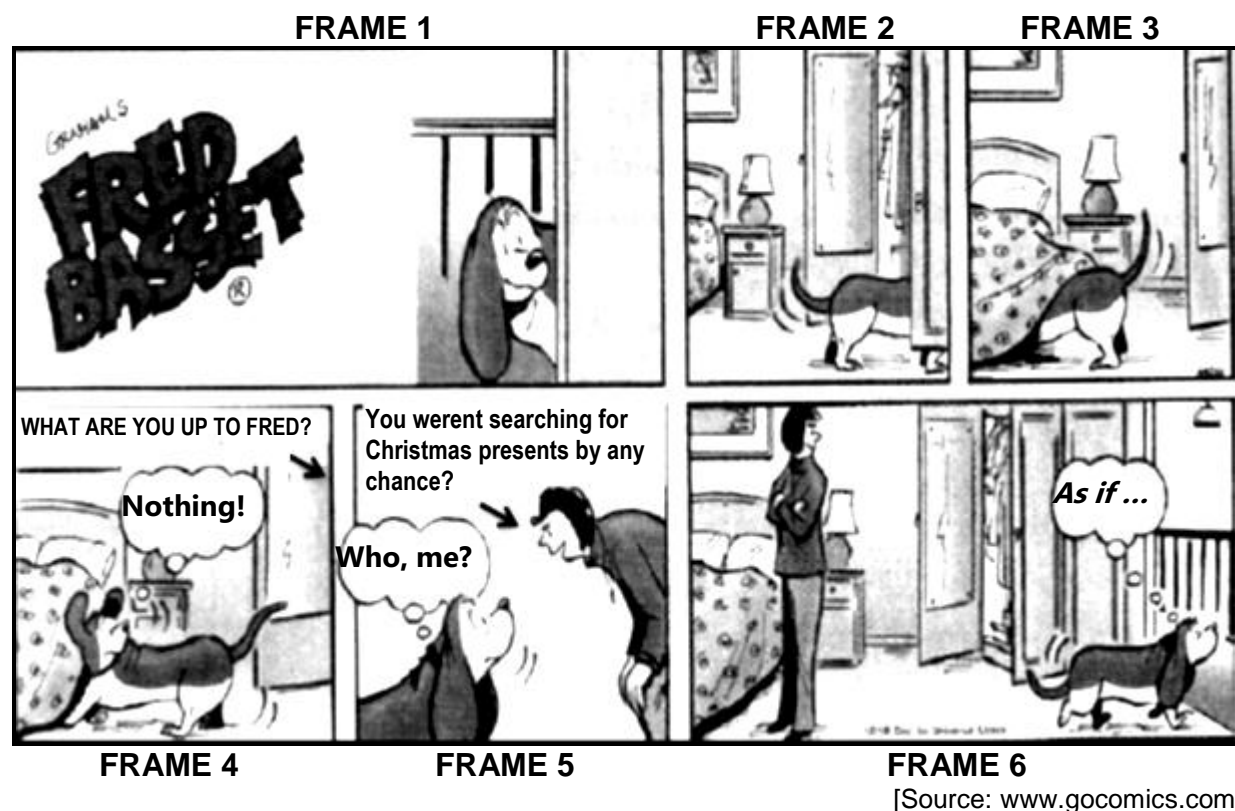
3.6 Would this advertisement make you want to buy the product? Give TWO reasons. (2)
[10]

QUESTION 4: CARTOON

Study the cartoon (TEXT E) below and answer the questions that follow.

TEXT E

Fred Basset by Graham



[Source: www.gocomics.com]

- 4.1 Refer to FRAMES 1 to 3.
- 4.1.1 How does the cartoonist show that the dog is happy and excited? (1)
- 4.1.2 Why do you think the dog peeps around the doorway in FRAME 1? (1)
- 4.2 Refer to FRAMES 4 and 5.
- 4.2.1 Explain how the cartoonist shows that the woman is speaking loudly to the dog. State TWO ways. (2)
- 4.2.2 How does the dog feel at this point? (1)
- 4.2.3 What does the following expression mean:
What are you up to, Fred? (1)
- 4.2.4 A punctuation mark has been omitted in FRAME 5. Write down the word and insert the punctuation mark.
You werent searching for Christmas presents by any chance? (1)

- 4.3 Choose the correct answer to complete the following sentence. Write only the question number (4.3) and the letter (A–D) in the ANSWER BOOK.

In FRAME 5 the dog is ...

- A pretending to be scared.
- B trying to scare the woman.
- C pretending to be innocent.
- D trying to win the woman's trust.

(1)

- 4.4 In your opinion, do the woman and the dog know each other well?

(2)

[10]

QUESTION 5: LANGUAGE USAGE

- 5.1 Read the passage (TEXT F) below and then answer the questions that follow.

TEXT F

WASTE NOT

My husband and I went out to our favourite restaurant for lunch today. At the next table was a mother with two young children. The mother ate only a few mouthfuls of her salad, the daughter ate one triangle of her tramezzini and the young son ate one-and-a-half pieces of his enormous pizza. They paid for their meal and left all that food on the table.

5

People, please don't waste. Take doggie bags and give the food to the car guard or the person begging at the next traffic light, who most probably hasn't eaten today. There are so many hungry people and you have more money than sense.

[Adapted from *YOU*, 3 September 2017]

- 5.1.1 Give the PLURAL form of the word in brackets in the following sentence:

The (story) can make you cry.

(1)

- 5.1.2 Choose the correct preposition to complete the following sentence. Write down only the words next to the question numbers (5.1.2(a) to 5.1.2(b)) in the ANSWER BOOK.

to;	from;	on;	into
-----	-------	-----	------

The waiter brought the food (a) ... the table, but let the tray fall (b) ... the floor.

(2)

- 5.1.3 Give the OPPOSITE of the word 'husband' as used in the following sentence:

My husband and I went out for lunch today.

(1)

5.1.4 Replace the words in brackets with a SINGLE word:

We had a superb lunch this afternoon, but this morning we were treated to a tasty (meal eaten in the morning). (1)

5.1.5 Rewrite the following sentence in the PRESENT tense:

They ate and the mother left in a hurry. (2)

5.1.6 Rewrite the following sentence in REPORTED SPEECH:

She told the waiter, 'We want to order from the menu, but have to leave very soon.'

Start with: She told the waiter that ... (3)

5.1.7 Rewrite the following sentence in the PASSIVE FORM:

The son gave the food to the car guard.

Start with the underlined part. (1)

5.1.8 Give the correct form of the word in brackets:

When they stopped at the traffic light, they saw how the (begging) asked for food. (1)

5.1.9 Refer to lines 6–8.

'the car guard ... hasn't eaten today.'

Write out the underlined word in full. (1)

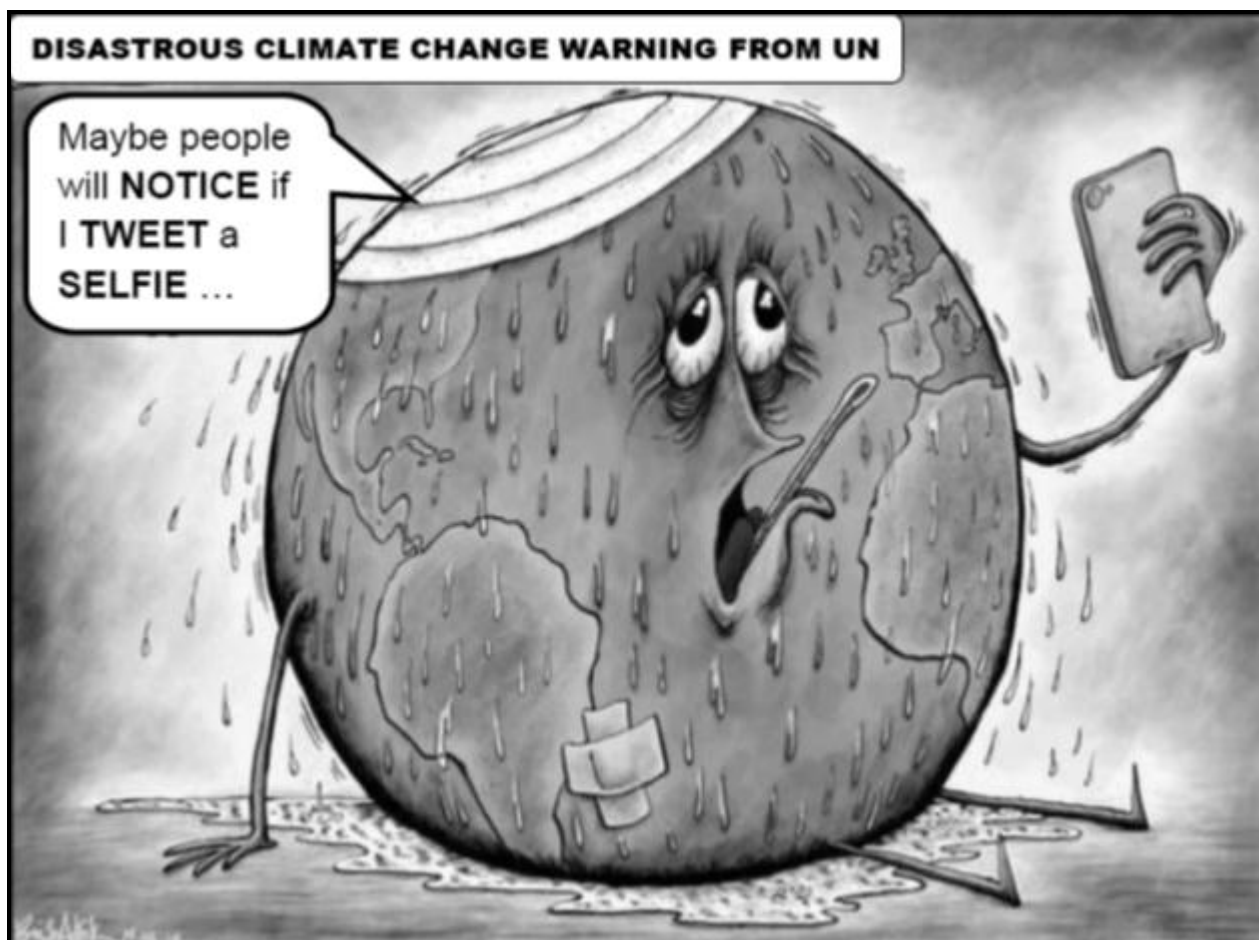
5.1.10 Write down the missing words (question tag) in the following sentence:

People are very thankful for what they have,? (1)

AND

5.2 Study the text (TEXT G) below and then answer the questions that follow.

TEXT G



[Source: *Independent*, <http://www.englishblog.com/>]

5.2.1 Write out the abbreviation *UN* in full. (1)

5.2.2 Choose the correct answer from those given below. Write down only the letter (A–D) next to the question number (5.2.2) in the ANSWER BOOK.

The word 'disastrous' means ...

- A fortunate.
 - B tragic.
 - C change.
 - D climate.
- (1)

5.2.3 Complete the following sentence by filling in the correct verb:

In the cartoon, Earth is hoping that people will ... attention to global warming. (1)

5.2.4 Give the correct form of the word in brackets:

People should listen to the warning by the UN, otherwise we will be facing a (disastrous). (1)

5.2.5 Choose the correct word in brackets in the sentence below:

(A/An) agent from the UN issued the warning. (1)

5.2.6 Write down ONE neologism (new word in English) from the cartoon. (1)

[20]

TOTAL SECTION C: 40

SECTION D: LITERATURE**INSTRUCTIONS AND INFORMATION**

Questions have been set on FOUR genres. Answer ONE question on the genre that you have studied, as follows:

QUESTION 6: NOVEL (Answer QUESTION 6.1 AND QUESTION 6.2.)

OR

QUESTION 7: DRAMA (Answer QUESTION 7.1 AND QUESTION 7.2.)

OR

QUESTION 8: SHORT STORIES (Answer QUESTION 8.1 AND QUESTION 8.2.)

OR

QUESTION 9: SHORT STORIES (Answer QUESTION 9.1 AND QUESTION 9.2.)

OR

QUESTION 10: POETRY (Answer QUESTION 10.1 AND QUESTION 10.2.)

QUESTION 6 : NOVEL***THE MENDING SEASON* – Kagiso Lesego Molope**

Answer QUESTION 6.1 AND QUESTION 6.2.

6.1 Read the extract below and then answer the questions.

TEXT H

[The family goes shopping.]

In the taxi, we all sat in the backseat – the four-seater – and talked excitedly to each other. People we knew sat uncomfortably, silently, in the seats ahead of us. I never did understand what they thought we would do to them. If we were going to poison them with witchcraft, it wouldn't be in a taxi, would it? It was funny to see them trying not to touch our money as they passed it forward to the driver. I could imagine them washing the paranoia off their hands with soap when they got home. 5

At a store I had never been to before, I tried on my new school uniform – a blue dress with a white collar and white trim at the hem of the short sleeves. There were other girls there, White girls, trying on the same uniform. The women who worked at the shop chatted with my aunts about when I would be starting at the White school. 10

[Chapter 3]

- 6.1.1 Complete the sentences below by using the words given in the list. Write down only the word next to the question numbers (6.1.1(a) to 6.1.1(c)) in the ANSWER BOOK.

suburb; township; Tshidiso; Tihelo; Bofelong; Sandton

The speaker's name in this extract is (a) ... She stays with her aunts in a (b) ... called (c) ... (3)

- 6.1.2 Refer to lines 1–2 ('and talked excitedly to each other').

- (a) Explain why the family is talking 'excitedly to each other'? (2)
- (b) Give TWO reasons why the other people sitting in front of the Masemolas are uncomfortable. (2)

- 6.1.3 Refer to lines 4–5 ('If we were ... taxi, would it?').

- (a) In these lines the speaker uses a/an ... tone. (1)
- A unhappy
B hostile
C cheerful
D sarcastic
- (b) Explain why the speaker uses this tone. (2)

- 6.1.4 Refer to lines 6–7 ('I could imagine...they got home').

- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain this figure of speech. (2)

- 6.1.5 Quote SIX consecutive words to prove the following FALSE.

The speaker's uniform is bought from a shop she is familiar with. (1)

- 6.1.6 Write down ONE characteristic of the narrator that is revealed in this extract. Explain your answer. (2)

- 6.1.7 Refer to lines 9–12 ('blue dress with ... the White school').

Which theme of the short story is highlighted by the repetition of the word 'white'? (1)

- 6.1.8 Do you think the Masemolas are treated fairly by their neighbours? Substantiate your answer. (3)

AND

6.2 Read the extract below and then answer the questions.

TEXT I

[The girls attend a birthday celebration.]

She stepped forward and got me a Slush Puppy, a bag of popcorn and a bar of Kit-Kat. I thanked her and followed them into the movie theatre. I already knew what was on the 'agenda', as KB put it. First the movie, then lunch at a restaurant of our choice and to KB's house for a swim in their pool. I had deliberately left my bathing suit at home and planned to say that I had forgotten it. I was not yet a good swimmer. 5
At lunch, we sat in a booth at Pizza Hut, drinking cooldrinks from large glasses and each enjoying our own pizza. 'Get whatever you want, my dad's paying,' KB had announced when we walked in. I was not saying much, but who noticed? Sumaya hardly stopped to take a breath as she fed us stories of her new private boarding school. 10

[Chapter 7]

6.2.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–D) next to the question numbers (6.2.1(a) to 6.2.1(c) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) KB	A an Indian girl with straight hair
(b) Sumaya	B a white girl with a bob hairstyle
(c) Brittany	C a girl from the township
	D a rich girl from the suburb

(3)

6.2.2 Give TWO reasons why the girl buys 'a Slush Puppy, a bag of popcorn and a bar of Kit-Kat' (lines 1–2) for the speaker. (2)

6.2.3 Refer to line 3 ('I already knew ... KB put it').

(a) Why is 'agenda' written in inverted commas? (1)

(b) Explain why KB is the one who decides on the 'agenda'? (2)

6.2.4 Quote a SINGLE word from the passage to prove that the speaker left her swimsuit intentionally at home. (1)

- 6.2.5 Refer to lines 10–11 ('Sumaya hardly stopped ... private boarding school').
- (a) When the speaker says Sumaya, 'fed us stories,' does she mean it LITERALLY or FIGURATIVELY? (1)
 - (b) Explain your answer in QUESTION 6.2.5(a). (1)
 - (c) Write down TWO characteristics of Sumaya that are evident in these two lines. (2)
- 6.2.6 Explain how the theme of acceptance is evident in Tshidiso's actions in this extract. (2)
- 6.2.7 In your view, do the other girls treat the speaker well during the outing? (2)
- 6.2.8 Do you think KB's offering her friends treats at her father's expense is acceptable? Substantiate your view. (3)
- [40]**

OR

QUESTION 7: DRAMA***DARK VOICES RING* – Zakes Mda****Answer QUESTION 7.1 AND QUESTION 7.2.**

7.1 Read the extract below and then answer the questions.

TEXT J

[MAN and WOMAN discuss dreams.]

WOMAN:	I don't live on dreams, child. If I did I would have gone berserk with worry long ago. (<i>Confidentially</i>) With neighbours like ours one cannot be too careful with dreams.	
MAN:	I am talking of decent dreams ... not the kind of dream you fear.	5
WOMAN:	I have experienced how decent dreams will turn dirty at the bat of an eye. A sweet, handsome man may turn into a raving maniac. No, child, there are no decent dreams.	
MAN:	You can dream of the good times ... when Nontobeko was born. It must have been a happy event for you and the old man.	10
WOMAN:	In truth it was. Our first child, Nontobeko. The pains of birth started in the morning when I was weeding our vegetable patch. I was a very strong woman in those days, my child. Even when Nontobeko was kicking in my belly I used to work from sunrise till dusk.	15

7.1.1 Complete the sentences below by using the words given in the list. Write down only the word next to the question numbers (7.1.1(a) to 7.1.1(c)) in the ANSWER BOOK.

young; jealous; excited; marry; happy; old
--

WOMAN tells MAN of the village men who wanted to (a) ... her. Some were bitter when she chose the (b) ... man; others were (c) ... because he had a good job.

(3)

7.1.2 Quote a SINGLE word which shows that living on dreams would have made WOMAN insane.

(1)

7.1.3 Refer to lines 2–3 ('With neighbours like ... careful with dreams').

(a) If you were the director of this play, what would you tell WOMAN to do when saying these lines? State TWO points.

(2)

(b) What tone of voice would WOMAN use when saying these lines?

(1)

(c) What do these lines tell us about WOMAN's attitude towards her neighbours?

(1)

- 7.1.4 Choose the correct answer from those given below. Write down only the letter (A–D) next to the question number (7.1.4) in the ANSWER BOOK.

In lines 6–7, WOMAN says that decent dreams will 'turn dirty at the bat of an eye'. 'At the bat of an eye', means to ...

- A place a cricket bat at the eye.
- B follow a flying bat with your eye.
- C show no signs of shock or surprise.
- D blink your eyes every now and then. (1)

- 7.1.5 Describe how Nontobeko's birth is a 'happy event' for her parents. State TWO points. (2)

- 7.1.6 How does MAN know that WOMAN was a hard worker? State TWO points. (2)

- 7.1.7 What does this extract reveal about the character of MAN? (2)

- 7.1.8 Do you agree with WOMAN when she says 'I don't live on dreams' in line 1? (2)

- 7.1.9 By referring to the play as a whole, do you agree with MAN that there are 'decent dreams' and 'dreams of fear'? Substantiate your view. (3)

AND

- 7.2 Read the extract below and then answer the questions.

TEXT K

[MAN and WOMAN speak about Nontobeko.]

MAN:	An extraordinarily beautiful dream the story of the birth of Nontobeko would be. It would make you forget the indecent dreams you fear so much.	
WOMAN:	It is beautiful insofar as it is not a dream. Once it becomes a dream the ugliness creeps in. In a dream instead of having the missis coming to take me to the <i>huis</i> I would have been surrounded by a gang of ogling farm labourers ... watching Nontobeko's struggle to break free from the dark prison of the womb ... laughing their lungs out ... whilst I sleep there ... unconscious.	5 10
MAN:	A beautiful dream still. What is better than having the daughter of the <i>Kaptein</i> welcomed with cheers from a hundred of her father's subjects.	
WOMAN:	With jeers, my child. And in a dream you would have been there. My son-in-law watching the birth of his wife.	15
MAN:	Since when do I feature in your dreams?	
WOMAN:	I feature in yours.	

- 7.2.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–D) next to the question numbers (7.2.1(a) to 7.2.1 (c)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) blou baadjies	A farm labourers
(b) billycans	B police vans
(c) kwela-kwelas	C prisoners' uniforms
	D cooking pots

- (3)
- 7.2.2 Who is the missis (line 6)? (1)
- 7.2.3 What is meant by 'a gang of ogling farm labourers' (line 7)? (2)
- 7.2.4 Refer to lines 7–9 ('watching Nontobeko's struggle ... of the womb').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain this figure of speech. (2)
- 7.2.5 Explain what WOMAN means by 'laughing their lungs out' (line 9). (2)
- 7.2.6 Refer to lines 11–15 ('having the daughter... have been there').
- Quote TWO words to show the different views about how the labourers feel when Nontobeko is born. (2)
- 7.2.7 ONE of the themes in the play is psychological damage. Discuss this theme. (2)
- 7.2.8 Do you think it is acceptable of MAN to ask WOMAN 'Since when do I feature in your dreams' (line 16)? Discuss your view. (2)
- 7.2.9 Does WOMAN have the right to call MAN her son-in-law? Substantiate your view. (3)

[40]**OR**

QUESTION 8: SHORT STORIES**FOCUS – Compiled by R Meyer**

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

- 'PLYMOUTH' – Mervyn Woodrow
- 'THE JACKAL' – Hannah Browne

Answer **BOTH QUESTION 8.1 AND QUESTION 8.2.**

8.1 'PLYMOUTH' – Mervyn Woodrow

Read the extract below and then answer the questions.

TEXT L

[Kerneels sits and thinks about the Plymouth]

It was very quiet. Kerneels closed his eyes and folded his arms. Slumped into the seat, he may have slept. For a long time he sat very still. Then he became aware of the sounds of little birds. Further away, the jeering call of a crested 5
lourie. Then the soothing coer-coer of mating bushdoves. At last he opened the door and stood on the crisp sand. He walked slowly around to the front of the Plymouth. He stretched out his right hand and stroked the mascot with the ship in it. There was something of a farewell in the gesture.
'Plymouth,' he said contemplatively. 'Plymouth Brethren.'
Plymouth Rock. A good car. Good people. Good chickens. 'But I know now, 10
not good for me, Plymouth. A good car for Corrie. Next week it will be Christmas.'
He turned away and walked past the house towards the mule camp.

- 8.1.1 Choose a description from COLUMN B that matches the character in COLUMN A. Write down only the letter (A–D) next to the question numbers (8.1.1 (a) to 8.1.1(c)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Corrie	A petrol attendant
(b) At Naude	B truck driver
(c) Jurie Steyn	C Kerneels's son
	D garage owner

(3)

- 8.1.2 Refer to lines 1–4: 'It was very ... of mating bushdoves.'
- (a) Explain why 'it was very quiet' at this point in the story. (2)
 - (b) What do the sounds of 'birds', 'louries' and 'bushdoves' in lines 3–4 tell us about the setting of the story? (1)
- 8.1.3 Kerneels decides to buy the Plymouth.
- (a) Write down TWO character traits of Kerneels BEFORE he buys the Plymouth. (2)
 - (b) Explain why Kerneels decides to buy the Plymouth and NOT the Ford. (2)
 - (c) What does Kerneels's interaction with the car salesman show about his character? (1)
- 8.1.4 Refer to lines 5–7: 'He walked slowly ... in the gesture.'
- (a) Choose the correct answer to complete the following sentence. Write only the question number 8.1.4(a) and the letter (A–D) in the ANSWER BOOK.

Kerneels's action tells us that he feels ... about buying the car at this point.

 A proud
 B regretful
 C pleased
 D happy (1)
 - (b) Why does he feel this way? (2)
- 8.1.5 What does Kerneels realise which makes him walk to the mule camp (line 12)? State TWO points. (2)
- 8.1.6 Kerneels feels jealous of his son's ability to drive at first.
- Do you think it is appropriate for Kerneels to feel this way? Give a reason for your response. (2)
- 8.1.7 Do you think Kerneels will ever tell Corrie why he gives him the car as a Christmas gift (lines 10–11)? Discuss your view. (2)

AND

8.2 'THE JACKAL' – Hannah Browne

Read the extract below and then answer the questions.

TEXT M

[The boy goes for a walk.]

The cubs were very thirsty and intermittently sucked at their own little paws and the bodies of one another. By the third day they had become lethargic, and were just lying there, breathing shallowly. Another three days went by. About midday the boy stood up and went out. Taboets was still busy with the cows. He would go and kill those cubs now; his mother could not afford any more losses. He would be strong. 5

They were only vermin after all. This was their farm and he would farm it properly. His mind made up, he skipped over a stone and ran down the footpath.

He stopped at the hollow where he had found the cubs. They were not there. 10

So that sly fox had taken them away. Ha, we shall see, Jackal.

He walked towards the trap.

- 8.2.1 Complete the sentences below by using the words provided in the list. Write down only the words next to the question numbers (8.2.1(a) to 8.2.1(d)) in the ANSWER BOOK.

lambs; horses; traps; kennels; wolf; jackal

The boy and his mother live on a farm. The (a) ... has killed many of their (b) In order for the family to survive, they have to set (c) ... to protect their livestock. (3)

- 8.2.2 The boy comes across the cubs twice in the story.

- (a) Explain why he does not kill the cubs the first time he sees them. (2)
- (b) State TWO characteristics of the boy as shown by his unwillingness to kill the cubs. (2)
- (c) How does the boy react when he comes across the cubs for the second time? Give a reason for your answer. (2)

- 8.2.3 State why the following statement is FALSE.

The boy is responsible for setting the traps. (1)

- 8.2.4 One of the themes in this short story is survival. Discuss this theme. (2)

- 8.2.5 'His mind made up ...' (line 8).

- (a) Give ONE word to describe how the boy feels at this point. Explain why he feels this way. (2)
- (b) How are the boy's actions similar to the jackal's actions in the story? (2)

- 8.2.6 In your opinion, why should the boy not feel guilty for the death of the cubs? (2)
- 8.2.7 If you were Klasie's mother, would you use traps to protect your livestock? Give a reason for your answer. (2)
- [40]**

OR

QUESTION 9: SHORT STORIES**STORIES SOUTH AFRICAN compiled by A Lennox-Short and RE Lighton**

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

- 'IN THE WITHAAK'S SHADE' – Herman Charles Bosman
- 'MICHIEL OBERHOLSTER' – Sannie Uys

Answer **BOTH QUESTION 9.1 and QUESTION 9.2.**

9.1 'IN THE WITHAAK'S SHADE' – Herman Charles Bosman

Read the extract below and then answer the questions.

TEXT N

[Oom Schalk thinks about the leopard.]

The leopard began to take up a lot of my thoughts. And there was no man to whom I could talk about it who would be able to help me in any way. Even now, as I am telling you this story, I am expecting you to wink at me, as Krisjan Lemmer did.

Still, I can only tell you the things that happened as I saw them, and what the rest was about only Africa knows. 5

It was some time before I again walked along the path that leads through the bush to where the withaaks are. But I didn't lie down on the grass again. Because, when I reached the place, I found that the leopard had got there before me. He was lying on the same spot, half-curved up in the withaak's shade, and his fore-paws were folded as a dog's are, sometimes. But he lay very still. 10

- 9.1.1 Choose a description from COLUMN B that matches the character in COLUMN A. Write down only the letter (A–D) next to the question numbers (9.1.1(a) to 9.1.1(c)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Frans Welman	A his <i>voorkamer</i> serves as a post-office
(b) Schalk Lourens	B refers to General Pienaar's speech
(c) Fanie Snyman	C rests in the withaak's shade
	D tells story of a twenty-foot mamba

(3)

- 9.1.2 In line 1, the narrator refers to 'The leopard'.
Briefly describe the events this specific leopard has been involved in before this extract. (2)
- 9.1.3 How do the farmers in Fanie's *voorkamer* react when Oom Schalk tells them about the leopard the next day? (2)
- 9.1.4 Refer to lines 3–4: 'as I am ... Krisjan Lemmer did.'
(a) Write down ONE characteristic of Krisjan Lemmer in this story. Explain your answer. (2)
(b) Explain why Oom Schalk does not like the way in which Krisjan Lemmer winks at him. State TWO points. (2)
- 9.1.5 Choose the correct answer to complete the following sentence. Write only the question number (9.1.5) and the letter (A–D) in the ANSWER BOOK.
The farmers have to change their attitude towards Oom Schalk's story later.
The farmers' attitude changes because they find the leopard('s) ...
A hiding in the mountains.
B killing sheep in the area.
C spoor at several waterholes.
D sleeping under a tree. (1)
- 9.1.6 Explain the meaning of Oom Schalk's remark in lines 5–6 'and what the ... only Africa knows.' (2)
- 9.1.7 Refer to lines 10–11: 'He was lying ... dog's are, sometimes.'
Oom Schalk and the leopard meet on two occasions.
Using your OWN words describe the similarities of these two meetings. (2)
- 9.1.8 Why is it difficult to believe that Oom Schalk is telling the truth about the leopard? Give a reason for your answer. (2)
- 9.1.9 After the death of the leopard, do you think Oom Schalk is convinced that he really met this leopard when it was alive? (2)

AND

9.2 **'MICHEL OBERHOLSTER' – Sannie Uys**

Read the extract below and then answer the questions.

TEXT O

[Michiel awakes from a terrible dream.]

'I've had an awful dream. I dreamed that you wanted to kill Tant Sienie.'
'Come now, go and rest. It is my turn to keep watch.' He did not notice that Ellie had turned down the lamp and that the body on the bed was still, very still. Sienie was dead. While he was struggling in the toils of his dream, she had had her second and last stroke. 5
Tant Sienie left everything she possessed and for which Karl Potgieter had laboured all his life, to Michiel.
A year after her death Michiel and Ellie were married. They lived very happily at Swagershoek. Michiel's three sons had a splendid education, grew into fine young men who were already making their mark in the community. 10
Many were Michiel's and Ellie's charitable deeds: throughout the length and breadth of the district they were known for their generosity and hospitality, and no-one ever left Swagershoek with empty hands.

- 9.2.1 Complete the sentences below by using the words provided in the list. Write down only the words next to the question numbers (9.2.1(a) to 9.2.1(c)) in the ANSWER BOOK.

foreman; Zeerust; tenant; Klaarstroom; owner; bywoner

Michiel Oberholster lives as (a) ... on the farm Swagershoek in the (b) ... district. He wishes Tant Sienie would ask him to be the (c) ... of the farm. (3)

- 9.2.2 Refer to line 1: 'I've had an ... kill Tant Sienie.'

- (a) Keeping the previous events in mind, explain why Michiel had this 'dream'. (2)
- (b) What does the fact that he calls the dream 'awful', reveal about Michiel's inner feelings? State TWO points. (2)

- 9.2.3 Refer to line 2: 'Come now, go ... to keep watch.'

What does it mean that Ellie has 'to keep watch'? (2)

9.2.4 Refer to lines 6–7: 'Tant Sienie left ... life, to Michiel'.

State TWO character traits of Tant Sienie which are evident in her leaving all her possessions to Michiel. (2)

9.2.5 Refer to line 8: 'A year after her death Michiel and Ellie were married.'

(a) Choose the correct answer to complete the following sentence. Write only the question number (9.2.5) and the letter (A–D) in the ANSWER BOOK.

Michiel and Ellie get married because ...

- A they had an affair during Sienie's illness.
- B Michiel wants to have a mother for his sons.
- C the love they share, never dies.
- D Ellie wants to share in Michiel's riches.

(1)

(b) Can Ellie be admired for accepting Michiel's marriage proposal? Explain your answer. (2)

9.2.6 Refer to lines 9–10: 'Michiel's three sons ... in the community.'

Quote TWO CONSECUTIVE words to prove that Michiel's dreams for his sons have been realised. (1)

9.2.7 Refer to line 11: 'Many were Michiel's and Ellie's charitable deeds'.

What do Michiel and Ellie do to honour the memory of Tant Sienie? (1)

9.2.8 ONE of the themes in this short story is sacrifice. Discuss this theme. (2)

9.2.9 In your view, how could Tant Sienie have improved her sad and lonely life? (2)

[40]

OR

QUESTION 10: POETRY**LANDSCAPE OF POEMS – An anthology by Blanche Scheffler**

In this question, contextual questions are set on the following poems:

- 'Song of the unemployed' by Andries Walter Oliphant
- 'Where is the freedom for which we died' by Chris 'Zithulele' Mann

Answer BOTH QUESTION 10.1 AND QUESTION 10.2

10.1 Read the poem below and then answer the questions.

SONG OF THE UNEMPLOYED – Andries Walter Oliphant

1 This room with its brooding coal stove
 2 And aluminium pots, unnerves me.
 3 The broom standing in the corner.
 4 And the black coat hanging from the wall.
 5 What's in the cupboard below the window?
 6 I stand in the doorway or look from the window
 7 And see a grey dustbin
 8 At the hingeless gate.
 9 An aloe with spear-shaped leaves
 10 Catches my eye:
 11 What does it want to say?
 12 Later today, I will take a plastic bucket
 13 And fetch water
 14 From a tap down the street.
 15 I will step around puddles.
 16 And avoid hungry-long dogs.
 17 Where do all the emaciated animals come from?
 19 At dusk, when the first trains pull up,
 20 I will stoke the fire,
 21 Cook a huge pot of porridge,
 22 Some vegetables
 23 And a small portion of meat. Then
 24 I will wait for my wife and children to return from work.

10.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (10.1.1(a) to 10.1.1(c)) in the ANSWER BOOK.

son; mother; retired; wife; unemployed; father
--

This poem relates the feelings of a (a) ... who is (b) The speaker is alone at home while the (c) ... and children are away.

(3)

10.1.2 Why is the speaker unnerved by the 'aluminium pots' in line 2?

(2)

- 10.1.3 Using your OWN words, explain why the following statement is FALSE:

The speaker is familiar with things in the kitchen. (1)

- 10.1.4 Quote TWO consecutive words from stanza 2 which suggest that the garden is neglected. (1)

- 10.1.5 Choose the correct answer to complete the following sentence. Write only the question number (10.1.5) and the letter (A–D) in the ANSWER BOOK.

Refer to line 9 ('An aloe with spear-shaped leaves').

The figure of speech used in this line is ...

- A personification.
- B apostrophe.
- C alliteration.
- D hyperbole. (1)

- 10.1.6 Refer to line 11 ('What does it want to say?').

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

(b) Explain this figure of speech in the context of the poem. (2)

- 10.1.7 Refer to stanzas 3 and 4.

State THREE tasks the speaker must do. (3)

- 10.1.8 Refer to line 17 ('Where do all the emaciated animals come from?')

What does the word 'emaciated' tell us about the dogs? (2)

- 10.1.9 Do you agree that the poet creates an image of poverty in this poem? (2)

- 10.1.10 Would you regard the title of the poem suitable? Substantiate your answer. (2)

AND

10.2 Read the poem below and then answer the questions.

WHERE IS THE FREEDOM FOR WHICH WE DIED? – Chris 'Zithule' Mann

1 Whenever I dream during these violent times
2 I meet up with the martyrs for freedom
3 I see Steve Biko again,
4 and Achmat Timol,
5 and David Webster,
6 all, all of them murdered by deeds of hatred.
7 I also see Nelson Mandela,
8 a man buried alive in prison
9 who stepped from his tomb still living
10 and is the Lazarus of our times.
11 These are the heroes I think of often,
12 who knock at the door of our memory,
13 who travel around our country
14 talking together as they look about them
15 like ancestral spirits of the new South Africa.
16 Going into the home of a drunkard
17 they see him beating his wife and children.
18 'Look at that!' says one of the heroes,
19 'Is this the freedom we fought for?'
20 Entering a township
21 they find the skies full of flames
22 and people running confusedly round the streets
23 like termites whose home has been kicked over.
24 'And look at that!' says another of the heroes,
25 'Is this the freedom for which we died?'
26 Going into a school
27 they see the pupils bickering with the teachers
28 and two boys stabbing each other.
29 'And look at that!' says another of the heroes,
30 'Is this the freedom for which we died?'
31 Walking the city streets at night
32 they find the homes locked and barred
33 as if the people had built their own prisons
34 and lived inside them huddled in fear.
35 'I can't believe it!' another of them says,
36 'Is this the freedom for which we died?'
37 These are the heroes I think of often,
38 these are the shades of the new South Africa,
39 and this is the question they ask of the living,
40 'Where is the freedom for which we died?'

- 10.2.1 Name TWO of the heroes the speaker often thinks of? (2)
- 10.2.2 Refer to line 12 ('who knock at ... of our memory').
- (a) Is this line meant LITERALLY or FIGURATIVELY? (1)
- (b) Explain your answer in QUESTION 10.2.2 (a). (2)
- 10.2.3 Line 21 ('they find the skies full of flames') is an example of a metaphor.
- Explain this metaphor. (2)
- 10.2.4 Refer to line 23 ('Like termites whose ... been kicked over').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain this figure of speech. (2)
- 10.2.5 Refer to stanza 7.
- Using your OWN words, give TWO examples of bad behaviour in schools. (2)
- 10.2.6 Refer to line 35 ('I can't believe it!' another of them says').
- (a) What tone of voice would the speaker use in this line? (1)
- (b) Why is this tone suitable? (1)
- 10.2.7 Despair is one of the themes of this poem.
- Discuss this theme. (2)
- 10.2.8 Do you think the speaker is correct when he compares Nelson Mandela to Lazarus? Discuss your view. (2)
- 10.2.9 Do you think the title of this poem is relevant? Discuss your view. (2)
- [40]**

TOTAL SECTION D: 40
GRAND TOTAL: 120