



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2015

MARKS: 70

TIME: 2 hours

This question paper consists of 26 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 and choose the ones you wish to answer.
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 questions from TWO sections, as follows:

SECTION A: NOVEL
Answer the question on the novel that you have studied.

SECTION B: DRAMA
Answer the question on the drama that you have studied.

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

SECTION D: POETRY
Answer the questions 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 your answers exactly as the questions are numbered in the question paper.
6. Start EACH section on a NEW page.
7. 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>To Kill a Mockingbird</i> | 35 | 5 |
| 2. <i>Lord of the Flies</i> | 35 | 8 |
| 3. <i>A Grain of Wheat</i> | 35 | 11 |
| SECTION B: DRAMA | | |
| Answer ANY ONE question. | | |
| 4. <i>Romeo and Juliet</i> | 35 | 14 |
| 5. <i>Nothing but the Truth</i> | 35 | 17 |
| SECTION C: SHORT STORIES | | |
| Answer the questions set on BOTH extracts. | | |
| 6.1 'Manhood' | 18 | 20 |
| 6.2 'The Sisters' | 17 | 21 |
| SECTION D: POETRY | | |
| Answer the questions set on BOTH poems. | | |
| 7.1 'Cheetah' | 18 | 23 |
| 7.2 'A prayer for all my countrymen' | 17 | 25 |

CHECKLIST**NOTE:**

- Answer questions from ANY TWO sections.
- Tick (✓) the sections you have answered.

| SECTION | QUESTION NUMBERS | NO. OF QUESTIONS TO ANSWER | TICK (✓) |
|--|-------------------------|-----------------------------------|-----------------|
| A: Novel | 1–3 | 1 | |
| B: Drama | 4–5 | 1 | |
| C: Short stories | 6 | 1 | |
| D: Poetry | 7 | 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:

- *TO KILL A MOCKINGBIRD* by Harper Lee
- *LORD OF THE FLIES* by William Golding
- *A GRAIN OF WHEAT* by Ngũgĩ wa Thiong'o

Answer ALL the questions on the novel you have studied.

QUESTION 1: *TO KILL A MOCKINGBIRD*

Read BOTH 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 [The men confront Atticus.]

Jem shrieked and tried to catch me, but I had a lead on him and Dill. I pushed my way through dark smelly bodies and burst into the circle of light.

'H-ey, Atticus?'

I thought he would have a fine surprise, but his face killed my joy. A flash of plain fear was going out of his eyes, but returned when Dill and Jem wriggled into the light. 5

There was a smell of stale whisky and pig-pen about, and when I glanced around I discovered that these men were strangers. They were not the people I saw last night. Hot embarrassment shot through me: I had leaped triumphantly into a ring of people I had never seen before. 10

Atticus got up from his chair, but he was moving slowly, like an old man. He put the newspaper down very carefully, adjusting its creases with lingering fingers. They were trembling a little.

'Go home, Jem,' he said. 'Take Scout and Dill home.'

We were accustomed to prompt, if not always cheerful acquiescence to Atticus's instructions, but from the way he stood Jem was not thinking of budging. 15

'Go home, I said.'

[Chapter 15]

- 1.1.1 Choose the correct answer to complete the following sentence. Write only the question number (1.1.1(a)) and the letter (A–D) in the ANSWER BOOK.
- (a) The setting of this extract is at ...
- A Atticus's house.
B the school.
C the jailhouse.
D the church. (1)
- (b) Explain why the children decided to come here. (2)
- 1.1.2 Refer to lines 2–3: 'I pushed my ... "H-ey, Atticus?"'
- (a) Explain why the men are here. (2)
- (b) Why is Atticus here? (1)
- 1.1.3 Refer to lines 4–6: 'I thought he ... into the light.'
- (a) Explain why the following statement is FALSE.
- Atticus is happy to see Scout. (1)
- (b) Quote no more than FIVE consecutive words from the extract to support your answer to QUESTION 1.1.3(a). (1)
- 1.1.4 After the events described in this extract, Scout talks to the men.
- Fill in ONE word that shows the difference between the characters of the men and Scout. Write only the question number (1.1.4(a)–(b)) and the word in the ANSWER BOOK.
- (a) Scout is ... (1)
- (b) The men are ... (1)
- 1.1.5 Identify and explain ONE theme of the novel evident in this extract. (3)
- 1.1.6 Do you think Atticus's actions in this extract can be admired? Discuss your view. (3)

AND

1.2 [The children are returning home from the pageant when they are attacked.]

| | |
|---|----|
| <p>From somewhere near by came scuffling, kicking sounds, sounds of shoes and flesh scraping dirt and roots. Someone rolled against me and I felt Jem. He was up like lightning and pulling me with him but, though my head and shoulders were free, I was so entangled we didn't get very far.</p> | |
| <p>We were nearly to the road when I felt Jem's hand leave me, felt him jerk backwards to the ground. More scuffling, and there came a dull crunching sound and Jem screamed.</p> | 5 |
| <p>I ran in the direction of Jem's scream and sank into a flabby male stomach. Its owner said, 'Uff!' and tried to catch my arms, but they were tightly pinioned. His stomach was soft but his arms were like steel. He slowly squeezed the breath out of me. I could not move. Suddenly he was jerked backwards and flung on the ground, almost carrying me with him. I thought, Jem's up.</p> | 10 |
| <p>One's mind works very slowly at times. Stunned, I stood there dumbly. The scuffling noises were dying; someone wheezed and the night was still again.</p> | 15 |
| <p>Still but for a man breathing heavily, breathing heavily and staggering. I thought he went to the tree and leaned against it. He coughed violently, a sobbing, bone-shaking cough.</p> | |
| [Chapter 28] | |

1.2.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (1.2.1(a)–1.2.1(d)) in the ANSWER BOOK.

| COLUMN A | COLUMN B |
|--------------|----------------------------------|
| (a) Finch | A black family living in Maycomb |
| (b) Ewell | B well educated, middle class |
| (c) Robinson | C ill-mannered, filthy |
| (d) Radley | D inquisitive, loves to gossip |
| | E secretive, antisocial |

(4 x 1) (4)

1.2.2 Explain why Bob Ewell attacks the children. (2)

1.2.3 What do Bob Ewell's actions in the extract reveal about his character? State THREE points. (3)

1.2.4 Refer to line 10: '... his arms were like steel.'

(a) Identify the figure of speech. (1)

(b) Explain how this figure of speech adds to the description in this line. (2)

- 1.2.5 The children are rescued shortly after the events in the extract.
- (a) Who rescues them? (1)
- (b) Explain how this person differs from what everybody thinks he is. (2)
- 1.2.6 Later in the novel Heck Tate decides not to investigate Bob Ewell's death. Do you think he makes the right decision? Discuss your view. (4)
- [35]**

OR

QUESTION 2: LORD OF THE FLIES

Read BOTH extracts from the novel 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 2.1 and QUESTION 2.2.

2.1 [The boys have just made their first fire.]

| | |
|---|--|
| <p>'We haven't made a fire,' he said, 'what's any use. We couldn't keep a fire like that going, not if we tried.'</p> <p>'A fat lot you tried,' said Jack contemptuously. 'You just sat.'</p> <p>'We used his specs,' said Simon, smearing a black cheek with his forearm. 'He helped that way.'</p> <p>'I got the conch,' said Piggy indignantly. 'You let me speak!'</p> <p>'The conch doesn't count on top of the mountain,' said Jack, 'so you shut up.'</p> <p>'I got the conch in my hand.'</p> <p>'Put on green branches,' said Maurice. 'That's the best way to make smoke.'</p> <p>'I got the conch –'</p> <p>Jack turned fiercely.</p> <p>'You shut up!'</p> <p>Piggy wilted. Ralph took the conch from him and looked round the circle of boys.</p> <p>'We've got to have special people for looking after the fire. Any day there may be a ship out there' – he waved his arm at the taut wire of the horizon – 'and if we have a signal going they'll come and take us off. And another thing. We ought to have more rules. Where the conch is, that's a meeting. The same up here as down there.'</p> <p>They assented. Piggy opened his mouth to speak, caught Jack's eye and shut it again.</p> | <p>5</p> <p>10</p> <p>15</p> <p>20</p> |
|---|--|

[Chapter 2]

- 2.1.1 The boys have just made their first fire on the island.
- (a) Whose idea is it to make a fire? (1)
- (b) What is this boy's main reason for wanting a fire? (1)
- 2.1.2 Refer to line 1: 'We haven't made ... what's any use.'
- (a) Explain why Piggy feels this way. (2)
- (b) What are the consequences of the fire? State TWO points. (2)
- 2.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.3) in the ANSWER BOOK.
- The word 'contemptuously' (line 3) means ...
- A politely. (1)
- B admiringly.
- C respectfully.
- D disrespectfully.
- 2.1.4 Compare the characters of Jack and Piggy as they are revealed in this extract. (4)
- 2.1.5 Quote a sentence from the extract to prove that the following is TRUE: (1)
- Jack intimidates Piggy.
- 2.1.6 Explain how Ralph shows leadership skills in this extract. Use your OWN words. (2)
- 2.1.7 Do you think Simon can be regarded as a symbol of everything good in this novel? Discuss your view. (4)

AND

2.2 [The hunters attack Ralph and Piggy.]

| |
|--|
| <p>'Piggy, what's wrong?'</p> <p>Piggy looked at him in astonishment.</p> <p>'Do you mean the –?'</p> <p>'No, not it ... I mean ... what makes things break up like they do?'</p> <p>Piggy rubbed his glasses slowly and thought. When he understood how far 5</p> <p>Ralph had gone towards accepting him he flushed pinkly with pride.</p> <p>'I dunno, Ralph. I expect it's him.'</p> <p>'Jack?'</p> <p>'Jack.' A taboo was evolving round that word too.</p> |
|--|

| | |
|---|--------------|
| Ralph nodded solemnly. 'Yes,' he said, 'I suppose it must be.' The forest near them burst into uproar. Démoniac figures with faces of white and red and green rushed out howling, so that the littluns fled screaming. Out of the corner of his eye, Ralph saw Piggy running. Two figures rushed at the fire and he prepared to defend himself but they grabbed half-burnt branches and raced away along the beach. The three others stood still, watching Ralph; and he saw that the tallest of them, stark naked save for paint and a belt, was Jack. | 10 15 |
| Ralph had his breath back and spoke. 'Well?' Jack ignored him, lifted his spear and began to shout. 'Listen all of you. Me and my hunters, we're living along the beach by a flat rock. We hunt and feast and have fun. If you want to join my tribe come and see us. Perhaps I'll let you join. Perhaps not.' <div style="text-align: right;">[Chapter 8]</div> | 20 |

2.2.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (2.2.1(a)–2.2.1(d)) in the ANSWER BOOK.

| COLUMN A | COLUMN B |
|-----------|--------------------------------------|
| (a) Roger | A the central character of the novel |
| (b) Simon | B a very fat boy |
| (c) Jack | C the boy who kills Piggy |
| (d) Ralph | D leader of the choir |
| | E suffers from epilepsy |

(4 x 1) (4)

2.2.2 Piggy tries to put the blame for things going wrong on Jack. This is only partly true. Give another reason for things going wrong on the island. (1)

2.2.3 Explain why the boys do not accept Piggy. (2)

2.2.4 Refer to line 12: 'The forest near them burst into uproar.'

(a) Identify the figure of speech. (1)

(b) Explain how the figure of speech contributes to the meaning of this line. (2)

2.2.5 Identify and discuss the theme of the novel evident in this passage. (3)

2.2.6 Who do you think is the better leader, Ralph or Jack? Give reasons for your answer. (4)

[35]

OR

QUESTION 3: A GRAIN OF WHEAT

Read BOTH extracts from the novel 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 3.1 AND QUESTION 3.2.

3.1 [Kihika is captured.]

A price was put on his head.
Anybody who brought Kihika, dead or alive, would receive a huge sum of money.

A year later, Kihika was captured alone at the edge of the Kinenie Forest.
Believe the news? The man who compelled trees and mountains to move, 5
the man who could go for ten miles crawling on his stomach through sand and thorny bush, was surely beyond the arm of the whiteman.

Kihika was tortured. Some say that the neck of a bottle was wedged into his body through the anus as the white people in the Special Branch tried to wrest the secrets of the forest from him. Others say that he was offered a lot of money and a free trip to England to shake the hand of the new woman on the throne. But he would not speak. 10

Kihika was hanged in public, one Sunday, at Rung'ei Market, not far from where he had once stood calling for blood to rain on and water the tree of freedom. A combined force of Homeguards and Police whipped and drove 15
people from Thabai and other ridges to see the body of the rebel dangling on the tree, and learn.

[Chapter 2]

- 3.1.1 Explain why 'a price was put on his head' (line 1). (2)
- 3.1.2 Refer to line 4: 'A year later ... the Kinenie Forest'
- (a) Who betrays Kihika? (1)
- (b) Explain why this person betrays Kihika. (2)
- 3.1.3 Write down FOUR character traits of Kihika. (4)

- 3.1.4 In lines 8–12 Kihika is tortured ('Kihika was tortured ... would not speak').
- (a) Why is Kihika tortured? Use your OWN words. (1)
- (b) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.4(b)) in the ANSWER BOOK.
- Kihika's torture can best be described as ...
- A mild.
B good.
C bad.
D barbaric. (1)
- 3.1.5 The people of Thabai are forced to come and see Kihika's body 'dangling on the tree' (lines 16–17).
- (a) What is the officials' goal in doing this? (1)
- (b) Do the officials succeed in their goal? Give reasons for your answer. (2)
- 3.1.6 Refer to the novel as a whole. Do you think the Kenyan people can be admired in their fight for freedom? Discuss your view. (4)

AND

3.2 [Karanja is leaving Thabai.]

Soon the dust and the soot soaked and started to slug down. He walked towards the bus stop at Thabai Trading Centre, through the greying mist, looking neither to the right nor to the left. A bus arrived at the stop, dropped passengers and then went away. Karanja walked in the steady pace of a person not in a hurry to reach his destination. He saw Mumbi (she must have come out of that bus) cross the road into the village, shielding her head from the drizzle by a Gikoi. His heart beat suddenly rose from near paralysis and quickened at the sight of Mumbi. Caught in the mist and the drizzle, she appeared more beautiful than ever before. 5

But how could he forget the deep concern on her face as she bent over Gikonyo, after the fall? This had thrust Karanja back into pain and despair. If she had only glanced at him, ever so slightly, he might have hoped. But she had seemed unaware of his existence. 10

[Karanja]

- 3.2.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (3.2.1(a)–3.2.1(d)) in the ANSWER BOOK.

| COLUMN A | | COLUMN B | |
|----------|---------------|----------|---|
| (a) | John Thompson | A | has an affair with Margery |
| (b) | General R | B | Dr Lynd's former houseboy |
| (c) | Dr Van Dyke | C | a very cruel District Officer |
| (d) | Lt Koina | D | tries to find the person who betrays Kihika |
| | | E | married to Margery |

(4 x 1) (4)

- 3.2.2 Why does Karanja leave Thabai? State TWO points. (2)

- 3.2.3 Refer to lines 7–13: 'His heart beat ... of his existence.'

- (a) Explain why the following statement is TRUE:

Karanja is obviously in love with Mumbi. (1)

- (b) Quote no more than FIVE consecutive words from the extract to support your answer to QUESTION 3.2.3(a). (1)

- 3.2.4 What is the relationship between Karanja and Mumbi? (1)

- 3.2.5 What is being celebrated when Gikonyo falls (line 11)? (1)

- 3.2.6 Identify and explain ONE theme of the novel evident in this extract. (3)

- 3.2.7 Do you think Mumbi and Gikonyo are victims of their circumstances? Discuss your view. (4)

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

SECTION B: DRAMA

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

- *ROMEO AND JULIET* by William Shakespeare
- *NOTHING BUT THE TRUTH* by John Kani

Answer the question on the drama you have studied.

QUESTION 4: *ROMEO AND JULIET*

Read the following extracts from the play 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 [At the Capulet ball]

| | | |
|----------|---|----|
| CAPULET: | Why, how now, kinsman? Wherefore storm you so? | |
| TYBALT: | Uncle, this is a Montague, our foe, A villain that is hither come in spite To scorn at our solemnity this night. | |
| CAPULET: | Young Romeo, is it? | 5 |
| TYBALT: | 'Tis he, that villain Romeo. | |
| CAPULET: | Content thee, gentle coz, let him alone. 'A bears him like a portly gentleman, And, to say truth, Verona brags of him To be a virtuous and well-governed youth. I would not for the wealth of all this town Here in my house do him disparagement. Therefore be patient; take no note of him. It is my will, the which if thou respect, Show a fair presence and put off these frowns, An ill-beseeming semblance for a feast. | 10 |
| TYBALT: | It fits when such a villain is a guest; I'll not endure him. | 15 |
| CAPULET: | He shall be endured! What, goodman boy, I say he shall. Go to! Am I the master here or you? Go to! You'll not endure him? God shall mend my soul. You'll make a mutiny among my guests! You will set cock-a-hoop! You'll be the man! | 20 |
| TYBALT: | Why, uncle, 'tis a shame. | 25 |

[Act 1, Scene 5]

- 4.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question number (4.1.1(a)–4.1.1(d)) in the ANSWER BOOK.

Benvolio; friend; Rosaline; illiterate;
Balthasar; Juliet; blind; servant

- Capulet's (a) ... who is (b) ... asks Romeo for help. Upon seeing the name of (c) ... on the guest list, Romeo goes to the feast where he sees (d) ... for the first time. (4)
- 4.1.2 Refer to line 1: 'Why, how now ... storm you so?' (1)
- (a) Identify Capulet's tone in this line. (1)
- (b) Explain why Capulet uses the tone mentioned in QUESTION 4.1.2(a). (2)
- 4.1.3 Refer to line 2: 'Uncle, this is a Montague, our foe' (1)
- (a) What emotion might Tybalt be experiencing in this line? (1)
- (b) If you were the director of this play, how would you direct Tybalt to portray this emotion? State TWO different actions. (2)
- 4.1.4 Write down TWO character traits which can be seen in this extract for each of the following characters: (2)
- (a) Lord Capulet (2)
- (b) Tybalt (2)
- 4.1.5 Consider the play as a whole. Was Tybalt justified in his decision to take revenge on Romeo? Discuss your view. (4)

AND

- 4.2 [At Friar Laurence's cell]

| | | |
|-----------------|--|----|
| FRIAR JOHN: | Holy Franciscan Friar! Brother, ho! | |
| | <i>Enter Friar Laurence</i> | |
| FRIAR LAURENCE: | This same should be the voice of Friar John. Welcome from Mantua! What says Romeo? Or, if his mind be writ, give me his letter. | 5 |
| FRIAR JOHN: | Going to find a barefoot brother out – One of our order – to associate me Here in this city visiting the sick, And finding him, the searchers of the town, Suspecting that we both were in a house Where the infectious pestilence did reign, Sealed up the doors, and would not let us forth, So that my speed to Mantua there was stayed. | 10 |

| | | |
|------------------|---|----|
| FRIAR LAURENCE: | Who bare my letter then to Romeo? | |
| FRIAR JOHN: | I could not send it – here it is again – Nor get a messenger to bring it thee, So fearful were they of infection. | 15 |
| FRIAR LAURENCE: | Unhappy fortune! By my brotherhood, The letter was not nice, but full of charge, Of dear import; and the neglecting it May do much danger. Friar John, go hence; Get me an iron crow, and bring it straight Unto my cell. | 20 |
| FRIAR JOHN: | Brother, I'll go and bring it thee. <i>Friar John hurries off</i> | 25 |
| FRIAR LAURENCE: | Now must I to the monument alone. Within this three hours will fair Juliet wake. She will beshrew me much that Romeo Hath had no notice of these accidents. But I will write again to Mantua, And keep her at my cell till Romeo come. Poor living corpse, closed in a dead man's tomb! | 30 |
| [Act 5, Scene 2] | | |

- 4.2.1 Why is Romeo in Mantua? (1)
- 4.2.2 Explain why the following statement is TRUE:
The letter not reaching Romeo has serious consequences. (1)
- 4.2.3 Refer to lines 14–15: 'Who bare my ... not send it'
(a) Explain why Friar John 'could not send' the letter to Romeo. (2)
(b) What information does the letter contain? (2)
- 4.2.4 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (4.2.4) in
the ANSWER BOOK.
'Poor living corpse' (line 32) is an example of ...
A simile.
B personification.
C oxymoron.
D metaphor. (1)
- 4.2.5 Write down ONE word to describe how Friar Laurence might feel in
line 26 ('Now must I to the monument alone'). (1)
- 4.2.6 Explain how a weakness in Romeo's character leads to the tragic
events in the play. (2)

- 4.2.7 Identify and discuss the theme of the play which is evident in this extract. (4)
- 4.2.8 Do you think the 'Holy Franciscan Friar' Laurence is indeed a holy person? Discuss your view. (3)
- [35]**

OR

QUESTION 5: NOTHING BUT THE TRUTH

Read the following extracts from the play 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 [Thando and Sipho talk about Themba.]

| | | |
|------------------|--|----|
| THANDO: | <i>[from the bedroom]</i> : Why didn't Auntie Thelma accompany his body instead of Mandisa? | |
| SIPHO: | The letter just said 'My daughter will be coming with him'. He wanted to be buried here at home, not far from Mom and Dad. | |
| THANDO: | Why didn't Uncle Themba come back when most of the exiles came home? | 5 |
| SIPHO: | They were settled and comfortable where they were. Many exiles felt that way. Some came back to look around, to check out the scene, so to speak. Then realised that they would be better off where they had jobs, families. | 10 |
| THANDO: | But Bra Hugh, Sis Miriam and the others, they came back. | |
| SIPHO: | That's different. Some had homes and families to come home to. Some had jobs in the government. | |
| THANDO: | So why did Uncle Themba not even visit after the first election? He could have? Couldn't he? | 15 |
| SIPHO: | <i>[after a long pause]</i> : HE DIDN'T! Is the Cradock case over? | |
| THANDO: | <i>[coming back into the room]</i> : Tomorrow. | |
| SIPHO: | You think they are going to get amnesty? | |
| THANDO: | I don't know. I am not the judge. | |
| SIPHO: | Is everything OK? | 20 |
| THANDO: | Yes! Why? | |
| SIPHO: | Because you always know. | |
| THANDO: | One gets confused sometimes. Especially when so many lies are told. One loses perspective. You find yourself wanting to believe. I don't know why I am doing this because it's not for the money. | 25 |
| [Act 1, Scene 1] | | |

- 5.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question number (5.1.1(a)–5.1.1(d)) in the ANSWER BOOK.

| | | | |
|--------|------------|----------|------------|
| ashes; | birth; | America; | democracy; |
| death; | autocracy; | England; | body |

- Mandisa accompanies her father's (a) ... to return to his country of (b) ... He spent many years in (c) ... never experiencing (d) ... in South Africa. (4)
- 5.1.2 Refer to lines 3–4: 'He wanted to ... Mom and Dad.'
What do we learn about Themba in these lines? (2)
- 5.1.3 Give TWO reasons why Themba did not return from exile. (2)
- 5.1.4 Explain why the following statement is FALSE:
Bra Hugh and Sis Miriam were only known as entertainers. (1)
- 5.1.5 Explain why Thando finds it strange that Themba did 'not even visit after the first election' (line 14). (2)
- 5.1.6 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.1.6) in the ANSWER BOOK.
The word 'amnesty' (line 18) means to ...
A reduce.
B remove.
C pardon.
D punish. (1)
- 5.1.7 Explain how the TRC not only plays a political part in the play, but also has a personal impact on Siphso. (3)
- 5.1.8 Consider the play as a whole. Do you think Siphso and Themba's parents treat them fairly as they grow up? Discuss your view. (3)

AND

5.2 [Mandisa and Thando speak the night before the funeral.]

| | | |
|----------|---|----|
| THANDO: | This has nothing to do with my father. It's what I want to do. That's what this community expects of us and you are going to do the same. | |
| MANDISA: | OK. I will stay. What are we going to eat? Can I help? | |
| THANDO: | That sounds better. I'll whip up something quickly. <i>Exits to the kitchen.</i> | 5 |
| MANDISA: | Listen. After the funeral why don't you come with me to Johannesburg? I've decided I am going to stay for a few extra days. You know I have to see a few designers. Look we can spend a week there together. Please say yes! | 10 |
| THANDO: | Nandipa is the best. I have one of her designs. I will show you. I bought one of her dresses when we went to the Rand Easter Show with Mpho last year. Wait, let me show you. <i>Exits to put on the designer dress.</i> <i>The phone rings.</i> | 15 |
| THANDO: | <i>[from the bedroom]:</i> Answer it, Mandisa. | |
| MANDISA: | Hello, Makhaya residence. Can I help you? No ... He is not in. He has just walked out. Yes ... I am sure he will be back soon. Thando is not available. Can I take a message? Yes. Mrs <i>[spelling it out]</i> P O T G ... I E T E R. Thank you. I will tell him. He is all right. I will. Thank you. Yes, I am his niece from London. Thanks. | 20 |
| THANDO: | <i>[from the bedroom]:</i> Who was that? | |
| MANDISA: | <i>[mispronouncing the name]:</i> A Mrs Potgiator. | |
| THANDO: | Mrs Potgieter! That's my father's former Chief Librarian. What did she say? | 25 |

[Act 2, Scene 1]

- 5.2.1 The characters in the play have very different occupations.
- (a) What does Mandisa do for a living? (1)
- (b) What kind of work does Thando do? (2)
- (c) What is Sipho's occupation? (1)
- 5.2.2 If you were the director of this play, how would you direct Mandisa to portray her emotions in lines 7–10 ('Listen. After the ... Please say yes!')? (1)
- 5.2.3 Identify TWO different character traits each for Mandisa and Thando. (4)
- 5.2.4 Identify and discuss ONE theme of the play that is evident in this extract. (4)
- 5.2.5 Do you think it is fair that Sipho is not appointed to the job that he applies for? Discuss your view. (4)

[35]**TOTAL SECTION B: 35**

SECTION C: SHORT STORIES

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

- 'MANHOOD' by John Wain
- 'THE SISTERS' by Pauline Smith

QUESTION 6

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 6.1 AND QUESTION 6.2.

'MANHOOD'

6.1 [Rob's parents hear of his boxing plans.]

| | |
|---|----|
| Mr Willison put out a hand and felt Rob's biceps. 'Not bad, not bad at all,' he said critically. 'But if you're going to be a boxer and represent the school, you'll need more power up there. I tell you what. We'll train together.' | |
| 'That'll be fun,' said Rob. 'I'm training at school too.' | |
| 'What weight do they put you in?' | 5 |
| 'It isn't weight, it's age. Under fifteen. Then when you get over fifteen you get classified into weights.' | |
| 'Well,' said Mr Willison, tying his tie, 'you'll be in a good position for the under-fifteens. You've got six months to play with. And there's no reason why you shouldn't steadily put muscle on all the time. I suppose you'll be entered as a team, for tournaments and things?' | 10 |
| 'Yes. There's a big one at the end of next term. I'll be in that.' | |
| Confident, joking, they went down to breakfast. 'Two eggs for Rob, Mum,' said Mr Willison, 'He's in training. He's going to be a heavyweight.' | |
| 'A heavyweight what?' Mrs Willison asked, teapot in hand. | 15 |
| 'Boxer,' Rob smiled. | |
| Grace Willison put down the teapot, her lips compressed, and looked from one to the other. ' <i>Boxing?</i> ' she repeated. | |
| 'Boxing,' Mr Willison replied calmly. | |
| 'Over my dead body,' said Mrs Willison. 'That's one sport I'm definite that he's never going in for.' | 20 |

6.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question number (6.1.1(a)–6.1.1(d)) in the ANSWER BOOK.

| |
|--|
| jogging; punching; appetite; sixteen; |
| soccer; cycling; intelligence; thirteen |

At the start of the story Mr Willison and Rob are (a) ... When they arrive home Rob receives a (b) ... ball from his father. Mrs Willison is worried about Rob's lack of (c) ... and she says a lad of (d) ... should have more energy.

(4)

- 6.1.2 Explain why the following statement is TRUE. State TWO points.
Rob deliberately lies to his father about being selected for the boxing team. (2)
- 6.1.3 What does line 3 ('We'll train together') tell you about Mr Willison's character? State TWO points. (2)
- 6.1.4 Explain how Mrs Willison's treatment of Rob is different from that of Mr Willison's. (4)
- 6.1.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.5) in the ANSWER BOOK.
Refer to lines 17–18: 'Grace Willison put ... "*Boxing?*" she repeated.'
Grace Willison's feelings in these lines can be described as ...
A happiness.
B horror.
C relief.
D sadness. (1)
- 6.1.6 Explain BOTH the LITERAL and FIGURATIVE meaning of 'Over my dead body' in line 20. (2)
- 6.1.7 Do you feel sorry for Rob when he is exposed as a liar? Discuss your view. (3)

AND**'THE SISTERS'**

6.2 [Sukey is speaking to her father.]

'Pa, pray if you like, but I shall not pray with you. There is no God or surely He would have saved our Marta. But if there is a God as surely will He burn our souls in Hell for selling Marta to old Jan Redlinghuis.'

From that time I could do what I would with my father, and my heart was bitter to all the world but my sister Marta. When my father said to me: 5

'Is it not wonderful, Sukey, what we have done with the water that old Jan Redlinghuis lets pass to my furrow?'

I answered him: 'What is now wonderful? It is blood that we lead on our lands to water them. Did not my mother die for it? And was it not for this that we sold my sister Marta to old Jan Redlinghuis?' 10

Yes, I said that. It was as if my heart must break to see my father water his lands while old Jan Redlinghuis held my sister Marta up to shame before all Platkops.

I went across the river to my sister Marta as often as I could, but not once after he married her did old Jan Redlinghuis let Marta come back to my father's house. 15

'Look now, Sukey de Jager,' he would say to me, 'your father has sold me his daughter for his lands. Let him now look to his lands and leave me his daughter.' And that was all he would say about it.

- 6.2.1 Explain why Marta de Jager marries Jan Redlinghuis. (3)
- 6.2.2 Why does Sukey refuse to pray in line 1 ('Pa, pray if ... pray with you')? (2)
- 6.2.3 Refer to lines 6–9: 'Is it not ... to water them.'
- (a) Write down ONE word that best describes Sukey's feelings when her father says, 'Is it not ... to my furrow?' (lines 6–7). (1)
- (b) Identify the figure of speech in lines 8–9: 'It is blood ... to water them.' (1)
- (c) Explain how this figure of speech contributes to the meaning of these lines. (2)
- 6.2.4 Identify and discuss ONE theme of the short story which is evident in this extract. (4)
- 6.2.5 Do you agree that innocent women are sacrificed at the hands of selfish, greedy men in this story? Discuss your view. (4)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Cheetah' by Charles Eglinton
- 'A prayer for all my countrymen' by Guy Butler

NOTE: Answer the questions set on BOTH poems, i.e. QUESTION 7.1 AND QUESTION 7.2.

QUESTION 7

- 7.1 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.

| Cheetah – Charles Eglinton | |
|---|----|
| Indolent and kitten-eyed, This is the bushveld's innocent The stealthy leopard parodied With grinning, gangling pup-content. | |
| Slouching through the tawny grass Or loose-limbed lolling in the shade, Purring for the sun to pass And build a twilight barricade | 5 |
| Around the vast arena where; In scattered herds, his grazing prey Do not suspect in what wild fear They'll join with him in fatal play; | 10 |
| Till hunger draws slack sinews tight And vibrant as a hunter's bow; Then, like a fleck of mottled light, He slides across the still plateau. | 15 |
| A tremor rakes the herds: they scent The pungent breeze of his advance; Heads rear and jerk in vigilant Compliance with the game of chance | 20 |
| In which, of thousands, only one Is centred in the cheetah's eye; They wheel and then stampede, for none Knows which it is that has to die. | |
| His stealth and swiftness fling a noose And as his loping strides begin To blur with speed, he ropes the loose Buck on the red horizon in. | 25 |

- 7.1.1 Complete the following sentence by using the words in the list below. Write only the word next to the question number (7.1.1(a)–7.1.1(c)) in the ANSWER BOOK.

| |
|--|
| clumsy; speed; disturbs; hunts; leisure; playful |
|--|

- In this poem the speaker describes the cheetah as (a) ..., but actually he (b) ... his prey cleverly and attacks them with great (c) ... (3)
- 7.1.2 Refer to stanza 2.
- (a) Identify the sound device in line 6. (1)
- (b) Use your OWN words to describe what the cheetah is doing in this stanza. (2)
- 7.1.3 Quote THREE consecutive words from stanza 3 to prove that the following statement is FALSE:
- The grazing herds are aware of the cheetah. (1)
- 7.1.4 Explain the irony in the LAST TWO words of stanza 3 ('fatal play'). (2)
- 7.1.5 Using your OWN words, explain the cheetah's movement in stanza 4. (2)
- 7.1.6 Of what is the 'red horizon' in the last stanza symbolic? (1)
- 7.1.7 Identify and discuss the theme evident in this poem. (3)
- 7.1.8 Do you think the speaker is an expert on wildlife? Discuss your view. (3)

AND

- 7.2 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.

A prayer for all my countrymen – Guy Butler

Though now few eyes
can see beyond
this tragic time's
complexities,
dear God, ordain
such deed be done,
such words be said,
that men will praise
Your image yet
when all these terrors
and hates are dead:

5

Through rotting days,
beaten, broken,
some stayed pure;
others learnt how
to grin and endure;
and here and there
a heart stayed warm,
a head grew clear.

15

- 7.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (7.2.1) in the ANSWER BOOK.

The speaker appeals to God to help heal the ...

- A birds.
B ocean.
C animals.
D people.

(1)

- 7.2.2 Refer to lines 3–4: 'this tragic time's complexities'

- (a) Why are the times referred to as 'tragic'? (1)
(b) What are the 'complexities' and 'terrors' the speaker refers to in lines 4 and 10? (2)

- 7.2.3 Refer to lines 5–9: 'dear God, ordain ... Your image yet'

- (a) Identify the speaker's tone in these lines. (1)
(b) Explain why the speaker appeals to God for help. (2)

- 7.2.4 Refer to line 12: 'Through rotting days'
- (a) Identify the figure of speech. (1)
 - (b) Explain how the figure of speech is used here to express the hardship the people endured. (2)
 - (c) Using your OWN words, give THREE examples to show that some people remained hopeful. (3)
- 7.2.5 Do you think the title is appropriate to the content of this poem? Discuss your view. (4)

TOTAL SECTION D: 35
GRAND TOTAL: 70