



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2010

MARKS: 70

TIME: 2 hours

This question paper consists of 35 pages.

INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer 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 those 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 ONE question on the novel that you have studied.

SECTION B: DRAMA

Answer ONE question on the drama that you have studied.

SECTION C: SHORT STORIES

Answer ONE question.

SECTION D: POETRY

Answer TWO questions.

Use the checklist 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.	QUESTION	MARKS
1.	<i>To Kill a Mockingbird</i>	Essay question 35
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3.	<i>Lord of the Flies</i>	Essay question 35
4.	<i>Lord of the Flies</i>	Contextual question 35
5.	<i>A Grain of Wheat</i>	Essay question 35
6.	<i>A Grain of Wheat</i>	Contextual question 35
SECTION B: DRAMA		
Answer ANY ONE question.		
7.	<i>Romeo and Juliet</i>	Essay question 35
8.	<i>Romeo and Juliet</i>	Contextual question 35
9.	<i>Nothing but the Truth</i>	Essay question 35
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SECTION C: SHORT STORIES		
Answer ANY ONE question.		
11.	<i>The Magic Man</i>	Essay question 35
12.	<i>The Necklace</i>	Contextual question 35
SECTION D: POETRY		
Answer ANY TWO questions.		
13.	The Zebras	Contextual question 17½
14.	The world is too much with us	Contextual question 17½
15.	An abandoned bundle	Contextual question 17½
16.	My parents kept me from children who were rough	Contextual question 17½

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 (Essay OR Contextual)	1 – 6	1	
B: Drama (Essay OR Contextual)	7 – 10	1	
C: Short Stories (Essay OR Contextual)	11 – 12	1	
D: Poetry (Contextual)	13 – 16	2	
NOTE: Ensure that you have answered questions on TWO sections only.			

SECTION A: NOVEL

In this section, there are essay questions and contextual questions 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 ONE question (EITHER the essay OR the contextual question) on the novel you have studied.

QUESTION 1 (ESSAY QUESTION)***TO KILL A MOCKINGBIRD***

In the novel, *To Kill a Mockingbird*, we see how injustice and evil can triumph in society.

Discuss this statement, mentioning characters and incidents in the novel in support of your discussion.

You may wish to explore the following ideas, among others:

- Social injustice
- Racial prejudice
- Bob Ewell's evil nature
- Injustice in the Tom Robinson case.

Length: 250 – 300 words

[35]

OR

QUESTION 2 (CONTEXTUAL QUESTION)***TO KILL A MOCKINGBIRD***

Read the following extracts from the novel 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 [Atticus Finch is questioning Tom Robinson during the trial.]

'What did he say?'	
Tom Robinson swallowed again, and his eyes widened. 'Somethin' not fittin' to say – not fittin' for these folks's chillun to hear—'	
'What did he say, Tom? You <i>must</i> tell the jury what he said.'	
Tom Robinson shut his eyes tight. 'He says: "You goddamn whore, I'll kill ya." '	5
'Then what happened?'	
'Mr Finch, I was runnin' so fast I didn't know what happened.'	
'Tom, did you rape Mayella Ewell?'	
'I did not, suh.'	
'Did you harm her in any way?'	10
'I did not, suh.'	
'Did you resist her advances?'	
'Mr Finch, I tried. I tried to 'thout bein' ugly to her. I didn't wanta be ugly, I didn't wanta push her or nothin'.'	
It occurred to me that in their own way, Tom Robinson's manners were as good as Atticus's. Until my father explained it to me later, I did not understand the subtlety of Tom's predicament: he would not have dared strike a white woman under any circumstances and expect to live long, so he took the first opportunity to run – a sure sign of guilt.	15
'Tom, go back once more to Mr Ewell,' said Atticus. 'Did he say anything to you?'	20
'Not anything, suh. He mighta said somethin', but I weren't there—'	
	[Chapter 19]

- | | | |
|-------|----------------------------------------------------------------------------------------------------------------------|-----|
| 2.1.1 | Relate the events that lead up to Tom Robinson's appearance in court. | (4) |
| 2.1.2 | Explain the irony of Mayella's accusation against Tom. | (3) |
| 2.1.3 | Consider Tom's responses to Atticus's questions in this extract. What do Tom's responses reveal about his character? | (2) |
| 2.1.4 | Refer to lines 15 – 19. Identify and discuss the theme of the novel revealed in these lines. | (4) |

- 2.1.5 Explain how the reaction to Atticus's defence of Tom affects the lives of Scout and Jem during the trial. (2)
- 2.1.6 Consider Mayella's role in the novel as a whole.
- (a) What does the novel reveal about the life Mayella Ewell leads? (2)
- (b) Discuss your feelings towards Mayella. (3)

AND

2.2 [Atticus Finch explains how Tom Robinson was killed.]

'What's the matter?' Aunt Alexandra asked, alarmed by the look on my father's face.	
'Tom's dead.'	
Aunt Alexandra put her hands to her mouth.	
'They shot him,' said Atticus. 'He was running. It was during their exercise period. They said he just broke into a blind raving charge at the fence and started climbing over. Right in front of them –'	5
'Didn't they try to stop him? Didn't they give him any warning?' Aunt Alexandra's voice shook.	
'Oh yes, the guards called to him to stop. They fired a few shots in the air, then to kill. They got him just as he went over the fence. They said if he'd had two good arms he'd have made it, he was moving that fast. Seventeen bullet holes in him. They didn't have to shoot him that much. Cal, I want you to come with me and help me tell Helen.'	10
'Yes sir,' she murmured, fumbling at her apron. Miss Maudie went to Calpurnia and untied it.	15
'This is the last straw, Atticus,' Aunt Alexandra said.	
'Depends on how you look at it,' he said. 'What was one Negro, more or less, among two hundred of 'em? He wasn't Tom to them, he was an escaping prisoner.'	20
Atticus leaned against the refrigerator, pushed up his glasses, and rubbed his eyes. 'We had such a good chance,' he said.	
	[Chapter 24]

- 2.2.1 Is the following statement TRUE or FALSE? Give a reason for your answer.
- Atticus volunteered to defend Tom Robinson when he heard about the case. (2)
- 2.2.2 Refer to lines 8 – 9 ('Didn't they try ... Alexandra's voice shook').
- Explain why Aunt Alexandra's reaction to the news of Tom's death is surprising. (2)

- 2.2.3 Refer to line 22 ("We had such a good chance,' he said").
In your view, did Atticus and Tom have a good chance of winning the case on appeal? Justify your answer. (3)
- 2.2.4 Explain how Tom's death affects his wife, Helen's, life. (2)
- 2.2.5 How do Atticus and Aunt Alexandra differ in their attitude towards Calpurnia? (2)
- 2.2.6 From your knowledge of the novel as a whole, discuss your views on Atticus's character. (4)
- [35]**

OR

QUESTION 3 (ESSAY QUESTION)***LORD OF THE FLIES***

Ralph and Jack are two very different types of leaders.

Discuss this statement. In your answer refer to characters and incidents in the novel that support your point of view.

You may discuss the following ideas, among others:

- Ralph and Jack's behaviour at the beginning of the novel
- The formation of two groups and the duties of each
- The strengths and weaknesses of the two boys as leaders
- Their influence on the behaviour of the rest of the boys.

Length: 250 – 300 words

[35]

OR

QUESTION 4 (CONTEXTUAL QUESTION)**LORD OF THE FLIES**

Read the following extracts from the novel 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. 4.1 and 4.2.

4.1 [The boys have just built a fire on the mountain.]

Roger took the conch and looked round at them gloomily. "I've been watching the sea. There hasn't been the trace of a ship. Perhaps we'll never be rescued."	
A murmur rose and swept away. Ralph took back the conch. "I said before we'll be rescued sometime. We've just got to wait; that's all."	5
Daring, indignant, Piggy took the conch. "That's what I said! I said about our meetings and things and then you said shut up——"	
His voice lifted into the whine of virtuous recrimination. They stirred and began to shout him down.	10
"You said you wanted a small fire and you been and built a pile like a hayrick. If I say anything," cried Piggy, with bitter realism, "you say shut up; but if Jack or Maurice or Simon——"	
He paused in the tumult, standing, looking beyond them and down the unfriendly side of the mountain to the great patch where they had found dead wood. Then he laughed so strangely that they were hushed, looking at the flash of his spectacles in astonishment. They followed his gaze to find the sour joke.	15
"You got your small fire all right."	
Smoke was rising here and there among the creepers that festooned the dead or dying trees. As they watched, a flash of fire appeared at the root of one wisp, and then the smoke thickened. Small flames stirred at the bole of a tree and crawled away through leaves and brushwood, dividing and increasing. One patch touched a tree trunk and scrambled up like a bright squirrel. The smoke increased, sifted, rolled outwards.	20
	25
[Chapter Two]	

- 4.1.1 What does the conch represent? State TWO points. (2)
- 4.1.2 Earlier in the novel Ralph argued that building a fire should be their first priority. Do you agree with his view? Give a reason for your answer. (3)
- 4.1.3 Describe how the boys start a fire. (2)
- 4.1.4 Why is Ralph so sure they will be rescued? (2)

- 4.1.5 Refer to lines 17 – 18 ('They followed his ... the sour joke').
Explain the reference to the 'sour joke' in these lines. (2)
- 4.1.6 Refer to lines 24 – 25 ('... and scrambled up like a bright squirrel').
- (a) Identify the figure of speech used here. (1)
- (b) Explain this figure of speech. (2)
- 4.1.7 Is the following statement TRUE or FALSE? Give a reason for your answer.
- Sam 'n Eric remain loyal to Jack throughout the novel. (2)
- 4.1.8 Considering what happens after this extract, explain why Piggy was right to be concerned about the 'little'uns'. (2)

AND

4.2 [Piggy suggests an alternative place for the fire.]

Simon whispered his answer. "What else is there to do?" His speech made, he allowed Piggy to lift the conch out of his hands. Then he retired and sat as far away from the others as possible.	
Piggy was speaking now with more assurance and with what, if the circumstances had not been so serious, the others would have recognised as pleasure.	5
"I said we could all do without a certain person. Now I say we got to decide on what can be done. And I think I could tell you what Ralph's going to say next. The most important thing on the island is the smoke and you can't have no smoke without a fire."	10
Ralph made a restless movement. "No go, Piggy. We've got no fire. That thing sits up there—we'll have to stay here."	
Piggy lifted the conch as though to add power to his next words. "We got no fire on the mountain. But what's wrong with a fire down here? A fire could be built on them rocks. On the sand, even. We'd make smoke just the same."	15
"That's right!" "Smoke!" "By the bathing-pool!" The boys began to babble.	20
[Chapter Eight]	

- 4.2.1 Briefly relate the events that lead to Simon's death. (3)
- 4.2.2 Refer to lines 3 – 11 ('His speech made ... without a fire').
Identify and discuss the theme of the novel revealed in these lines. (4)
- 4.2.3 Refer to line 8 ('I said we ... a certain person').
Explain how Piggy's behaviour has changed now that this 'certain person' is absent. (3)
- 4.2.4 In your view, who is the better leader, Jack or Ralph? Motivate your answer. (3)
- 4.2.5 Chapter Eight is entitled 'Gift for the Darkness'.
(a) What is this 'Gift'? (1)
(b) Discuss what the offering of this 'Gift' tells you about the boys at this stage in the novel. (3)

[35]**OR**

QUESTION 5 (ESSAY QUESTION)***A GRAIN OF WHEAT***

The independence of Kenya was worth the sacrifices made by various characters in the novel.

Do you agree with this statement? Discuss your views in an essay.

You may discuss the following ideas in your essay, among others:

- The need for independence in Kenya
- The sacrifices of freedom fighters like Gikonyo and Kihika
- The sacrifices of civilians like Mumbi and all the unnamed people of Kenya
- Your views on the changes in Kenya after independence is gained.

Length: 250 – 300 words

[35]

OR

QUESTION 6 (CONTEXTUAL QUESTION)**A GRAIN OF WHEAT**

Read the following extracts from the novel 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 6.1 and QUESTION 6.2.

6.1 [Karanja, Gikonyo and others participate in a race.]

Karanja's sudden appearance startled Gikonyo who, to avoid looking at Karanja, moved to where Warui stood and talked to him animatedly. Karanja was also hesitant; it had not occurred to him that Gikonyo might take part in the race. Then contempt for the carpenter filled his heart; he would not give up the race, he resolved, remembering their old race to the train. The unfinished drama was going to be re-enacted in front of Mumbi, and only a few yards from the same railway station. Perhaps this time he would win the race and Mumbi together. Why else had she written that note, he reasoned with anxious optimism, as he bent down to unlace his shoes. Mwaura was talking to General R. and Lt Koina and seemed to be emphasising a point with his right forefinger. The competitors, quite a small crowd consisting of women and men and schoolchildren, were now alerted. The whole field was suddenly hushed a second before the whistle went. Then a tumult of shouting from the spectators accompanied the pandemonium of the starting point. The runners trod on one another. A boy fell to the ground and miraculously escaped unhurt from the trampling feet.	5
Warui dropped out almost immediately. He went and sat next to Wambui and Mumbi.	
'You? I'll never trust your strength again,' Mumbi teased him. 'You have shamed all your faithful women.'	10
'Let the children play,' he said, and slowly shook his head. 'In our time, we ran for miles and miles after our cattle stolen by the Masai. And it was no play, I tell you.'	15
Before the end of the first lap, many runners had followed Warui's example and dropped out. Only one woman completed the third lap. It was at the end of the fourth round when many people had opted out of the race, that Mumbi suddenly noticed Karanja's presence. Her clapping abruptly stopped; her excitement slumped back to memories of yesterday. The sight of Karanja and Gikonyo on the same field embarrassed her so that she now wished she had stayed at home with her parents. Why had Karanja come, anyway, despite her warning note? Or did he not receive the message? Seeing General R. in the race, she was reminded of what the General had said two days before this. The irony of his words now struck her with her fuller knowledge of the situation. Circumstances had changed since she wrote that note. Then she had not known that the man who had actually betrayed Kihika was now the village hero. How could she tell this to anybody?	20
	25
	30
	35

Could she bear to bring more misery to Mugo, whose eyes and face seemed so distorted with pain? She recalled his fingers on her mouth, the others awkwardly feeling her throat. Then the terrible vacuum in his eyes. Suddenly at her question, he had removed his hands from her body. He knelt before her, a broken, submissive penitent.	40
[Chapter Fourteen]	

- 6.1.1 Describe the life led by Mumbi during Gikonyo's absence. (4)
- 6.1.2 Is the following statement TRUE or FALSE? Give a reason for your answer.
- When Mumbi has Karanja's child, Gikonyo's mother does not turn against her. (2)
- 6.1.3 Refer to lines 28 – 36 ('The sight of ... this to anybody').
- Identify and discuss the theme of the novel revealed in these lines. (4)
- 6.1.4 Refer to lines 33 – 34 ('The irony of ... of the situation').
- Explain the irony in General R.'s words. (3)
- 6.1.5 Is it important to find out who betrayed Kihika even though independence has been gained? Justify your answer. (2)
- 6.1.6 Discuss General R.'s character as revealed in the novel. (3)

AND

6.2 [Mumbi visits Warui and Wambui.]

'Something went wrong ...' Warui started again, slowly following his own thoughts. 'Everybody gone. And a minute before, the field was covered with so many people, like in the days of Harry, you know, at the procession. Then in the twitching of an eyelid, all gone. The field was so empty. Only four (or were we five?) left. We slaughtered the rams and prayed for our village. But it was like warm water in the mouth of a thirsty man. It was not what I had waited for, these many years.'	5
'You say that, and it was the same with me, with everybody. I'd never once suspected that he ... that Mugo had done it.' With effort Wambui had mentioned the one name she and Warui had been avoiding. Mumbi did not say anything for a while.	10
'He had not been found,' Mumbi at last said in a changed voice.	
'Nobody has seen him since that day,' Warui answered, as if Mumbi had asked a question.	
'Maybe he has bolted himself inside the hut,' Wambui said.	15
'I went there last night. The door was not locked, or bolted from the inside. I found nobody in.'	
'Perhaps he has left the village,' Warui observed.	
'Or maybe he was in the latrine when you went in.'	
'But I went back to the hut this morning before I went to the hospital.'	20
A small breeze blew rain-showers into their faces. Wambui rubbed the water from her face with the back of her hand. Warui bent his head and rubbed his face against the blanket. Mumbi tilted backwards as if to move back her seat, and did nothing. They all retained their places near the door.	
'Perhaps I could have saved him. Perhaps I could if I had gone into the hut that night,' Mumbi lamented.	25
'Who are you talking about?' Wambui asked quickly, and turned her eyes away from Mumbi.	
'Mugo.'	
'There was nothing to save,' Wambui said slowly. 'Hear me? Nobody could have saved him ... because ... there was nothing to save.'	30

6.2.1 Refer to lines 5 – 6 ('But it was ... a thirsty man').

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

6.2.2 Give your views on Warui and Wambui's reasons for lying to Mumbi about Mugo. (3)

6.2.3 Consider the novel as a whole.

- (a) What confession does Mugo eventually make to the people? (1)
- (b) Explain what happens to Mugo after this confession. (2)

- 6.2.4 Discuss the role Kihika plays in the struggle for freedom. (3)
- 6.2.5 From your knowledge of the novel as a whole, discuss your views on Mumbi's actions. (3)
- 6.2.6 Describe how independence affects the lives of the people of Kenya. (2)
- [35]**

TOTAL SECTION A: 35

SECTION B: DRAMA

In this section, there are essay questions and contextual questions on the following dramas:

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

Answer ONE question (EITHER the essay OR the contextual question) on the drama you have studied.

QUESTION 7 (ESSAY QUESTION)***ROMEO AND JULIET***

It has been argued that Romeo and Juliet are victims of circumstances beyond their control.

In your view, are they really victims of circumstances beyond their control? Discuss your views in an essay.

You may wish to discuss the following ideas, among others:

- The feud between the Capulets and the Montagues
- The role of Fate
- The consequences of decisions made by Romeo and Juliet.

Length: 250 – 300 words

[35]

OR

QUESTION 8 (CONTEXTUAL QUESTION)**ROMEO AND JULIET**

Read the following extracts from the play 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 8.1 AND QUESTION 8.2.

8.1 [Juliet asks the Nurse for advice.]

JULIET:	O God! O Nurse, how shall this be prevented? My Husband is on earth, my faith is in heaven. How shall that faith return again to earth, Unless that Husband send it me from heaven, By leaving earth? Comfort me, counsel me!	5
	Alack, alack, that heaven should practise stratagems Upon so soft a subject as myself! What say'st thou? Hast thou not a word of joy? Some comfort, Nurse!	
NURSE:	Faith, here it is: Romeo is banishèd, and, all the world to nothing, That he dares ne'er come back to challenge you— Or, if he do, it needs must be by stealth. Then, since the case so stands as now it doth, I think it is best you married with the County.	10 15
	Oh, he's a Lovely Gentleman: Romeo is a dish-clout to him: an Eagle, Madam, Hath not so green, so quick, so fair an eye As Paris hath! Beshrew my very heart, I think you are happy in this second match, For it excels your first; or if it did not, Your first is dead, or 'twere as good he were, As living here, and you no use of him.	20
JULIET:	Speak'st thou from thy heart?	
NURSE:	And from my soul, too—or else beshrew them both!	25
JULIET:	Amen!	
NURSE:	What?	
JULIET:	Well, thou hast comforted me marvellous much! Go in, and tell my Lady I am gone, Having displeasèd my Father, to Lawrence' Cell, To make confession, and to be absolved.	30
NURSE:	Marry, I will: and this is wisely done. <i>Exit Nurse.</i>	
JULIET:	Ancient damnation, O most wicked fiend! Is it more sin to wish me thus forsworn,	35

Or to dispraise my Lord with that same tongue
Which she hath praised him with above compare,
So many thousand times? Go, Counsellor,
Thou and my bosom henceforth shall be twain!

[Act 3 Scene 5]

- 8.1.1 Why do Juliet's parents arrange a marriage for her with Paris? (2)
- 8.1.2 Are her parents justified in arranging this marriage for Juliet?
Discuss your view. (3)
- 8.1.3 Compare Juliet's relationships with the Nurse and her mother. (2)
- 8.1.4 Refer to lines 10 – 23 ('Faith, here it ... use of him').
How does Juliet react to the Nurse's advice? State TWO points. (2)
- 8.1.5 What decision does Juliet make immediately after this conversation
with the Nurse? (2)

AND

8.2 [The prince tries to find out what has happened.]

PRINCE:	We still have known thee for a Holy man. Where's Romeo's man? What can he say to this?	
BALTHASAR:	I brought my Master news of Juliet's death, And then in post he came from Mantua To this same place, to this same Monument. This Letter he early bid me give his Father, And threatened me with death (going in the Vault) If I departed not, and left him there.	5
PRINCE:	Give me the Letter: I will look on it. Where is the County's Page that raised the Watch? Sirrah, what made your Master in this place?	10
PAGE:	He came with flowers to strew his Lady's grave, And bid me stand aloof, and so I did: Anon comes one with light to ope the Tomb, And by and by my Master drew on him, And then I ran away to call the Watch.	15
PRINCE:	This Letter doth make good the Friar's words: Their course of Love, the tidings of her death — And here he writes, that he did buy a poison Of a poor 'Pothecary, and therewithal Came to this Vault to die, and lie with Juliet.	20

	Where be these Enemies? Capulet, Montague, See what a scourge is laid upon your hate, That Heaven finds means to kill your joys with Love; And I, for winking at your discords too, Have lost a brace of Kinsmen. All are punished.	25
CAPULET:	O Brother Montague, give me thy hand: This is my Daughter's jointure, for no more Can I demand.	
MONTAGUE:	But I can give thee more: For I will raise her Statue in pure Gold, That whiles Verona by that name is known, There shall no figure at such Rate be set, As that of True and faithful Juliet.	30
CAPULET:	As rich shall Romeo by his Lady lie, Poor sacrifices of our enmity.	35
PRINCE	A glooming peace this morning with it brings: The Sun for sorrow will not show his head. Go hence, to have more talk of these sad things: Some shall be pardoned, and some punished. For never was a Story of more Woe, Than this of Juliet, and her Romeo.	40
[Act 5 Scene 3]		

- 8.2.1 Refer to line 6 ('This Letter he ... give his Father').
Explain how the letter helps Friar Lawrence. (3)
- 8.2.2 Refer to lines 22 – 26. Identify and discuss the theme of the drama revealed in these lines. (4)
- 8.2.3 Refer to line 38 ('The Sun for ... show his head').
(a) Identify the figure of speech used in this line. (1)
(b) Explain this figure of speech. (2)
- 8.2.4 Explain why Friar Lawrence's plan to help the two lovers does not succeed. (2)
- 8.2.5 How do Capulet and Montague show that they are willing to forget their feud? State TWO points. (2)
- 8.2.6 Refer to line 40. In your opinion, which one of the characters deserves to be pardoned, and which one punished? Discuss your view. (4)
- 8.2.7 From your knowledge of the play as a whole, discuss the characters of:
(a) The Prince (3)
(b) Capulet (3)

[35]**OR**

QUESTION 9 (ESSAY QUESTION)***NOTHING BUT THE TRUTH***

Culture and tradition are important themes in the play.

Discuss how the different characters' attitudes to culture and tradition influence the way they think and behave.

You may wish to discuss the following ideas, among others:

- What is meant by culture and tradition
- The views of Siphon, Themba, Thando and Mandisa on culture and tradition
- The way Thando and Mandisa were brought up
- The understanding the characters have about culture and tradition at the end of the play.

Length of essay: 250 – 300 words

[35]

OR

QUESTION 10 (CONTEXTUAL QUESTION)***NOTHING BUT THE TRUTH***

Read the following extracts from the play 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 10.1 AND QUESTION 10.2.

10.1 [Sipho and Thando talk about Themba.]

THANDO:	It's funny, every time I try to make you talk about Uncle Themba you change the subject. All I know about him is what everybody else has told me.	
SIPHO:	I've told you everything there is to know.	
THANDO:	Were you close?	5
SIPHO:	With whom?	
THANDO:	Uncle Themba.	
SIPHO:	He is dead.	
THANDO:	I mean before, before he left.	
SIPHO:	He is my brother.	10
THANDO:	He must have been very close to Grandpa. Uncle Themba, that's all he talked about.	
SIPHO:	Of course my father always talked about Themba. When Themba left the country, at first my father blamed me for not stopping him.	15
THANDO:	Really? I never knew that Grandpa felt that way. To me he said he loved you very much.	
SIPHO:	I wish he had told me too.	
THANDO:	You mean Grandpa never said he loved you?	
SIPHO:	We African men don't find it easy to say that to our sons. It's taken for granted that we do.	20
THANDO:	Was Uncle Themba close to Mom?	
SIPHO:	What do you mean?	
THANDO:	People say they got along very well.	
SIPHO:	Who are these people saying these things to you?	25
THANDO:	Well everybody ...	
SIPHO:	I suppose they were close, very close. He was my brother.	
THANDO:	Why did Uncle Themba go into exile?	
SIPHO:	HE LEFT THE COUNTRY! Leave it at that. [Pause.] Why are you asking these questions?	30
THANDO:	Mandisa will be here any time now. I know nothing about her father. What am I going to talk about? What is she going to think of me when I tell her that I don't know her father? [Pause.] People say he was a political activist. Weren't you proud of him? I would be.	35
SIPHO:	Oh yes, he was an activist. Believe me he was an activist. He caused a lot of trouble for everyone and a lot more for himself.	
	[Act 1 Scene 1]	

- 10.1.1 Why did Themba leave South Africa during the struggle for liberation? State TWO points. (2)
- 10.1.2 (a) How did Sipho feel when Themba left the country? (1)
- (b) Explain why he felt this way. State TWO points. (2)
- 10.1.3 Discuss the relationship between Sipho and Themba during their childhood. (3)
- 10.1.4 Is the following statement TRUE or FALSE? Give a reason for your answer.
- Sipho is pleased when Mandisa arrives with Themba's ashes for burial. (2)
- 10.1.5 Describe Sipho's relationship with Thando. (3)
- 10.1.6 Refer to lines 4 – 12 ('I've told you ... he talked about').
- Identify and discuss the theme of the drama as revealed in these lines. (4)
- 10.1.7 Refer to lines 13 – 15 ('When Themba left ... not stopping him').
- Was Sipho's father justified in blaming him for not stopping Themba from going to London? Discuss your view. (3)

AND

10.2 [Sipho discusses his decisions with Mandisa and Thando.]

SIPHO:	I wish I knew what he looked like now.	
MANDISA	[going into Thando's room]: I've got something for you.	
THANDO:	Can I ask you something too?	
SIPHO:	About your mother?	
THANDO:	No, you've already told me everything about her and I am very happy about that.	5
SIPHO:	What then?	
THANDO:	The Library. Are you really going to burn it down? [MANDISA laughs]. You weren't serious were you?	
SIPHO:	No Thando. You know me better than that. I can never burn books.	10
THANDO:	About Luvuyo. The policeman who shot him. Do you forgive him?	
Long pause — SIPHO does not answer.		
MANDISA comes back into the living room and gives SIPHO a photograph of her father.		15
SIPHO:	[looking at the photograph]: Is that him now?	
MANDISA	Yes. [Pause.] So, what are you going to do on Monday? Are you going back to work again?	
SIPHO:	Yes.	20
THANDO:	As the Assistant Chief Librarian?	
SIPHO:	Oh no. To collect my things and my early retirement package of course. They can have the job. I've got other things to do now. I am going to write a letter to President Mbeki. I want to remind him that I voted for him. I put them in power. I paid for this freedom. I paid with my son's life. My brother died in exile. They must never forget the little people like me. The little Assistant Chief somethings who make up the majority that has kept them in power and will still do for a long time to come. We have dreams too. We have our needs too. Small as they may be they are important to us. We want the 'Better life for all' now! Today! It's our time now.	25
		30
[Act 2 Scene 1]		

10.2.1 Refer to lines 12 – 13 ('About Luvuyo. The ... you forgive him?').

In your opinion, is it important for Sipho to forgive the policeman who shot Luvuyo? Explain why you think so.

(3)

10.2.2 Refer to line 14 ('Long pause – SIPHO does not answer').

How, do you think, does Sipho feel at this moment in the play?

(2)

10.2.3 Refer to line 22 ('To collect my ... early retirement package').

Why does Sipho decide to take the 'early retirement package'?

(2)

- 10.2.4 Refer to lines 24 – 27 ('I am going ... people like me').
What do these lines suggest about Sipho's opinion of the government led by President Mbeki? (2)
- 10.2.5 From your knowledge of the play as a whole, discuss Thando's character. (3)
- 10.2.6 Discuss Sipho's mood at the end of the play. (3)

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

In this section, questions have been set on the following stories:

- *THE MAGIC MAN* by Dianne Hofmeyr
- *THE NECKLACE* by Guy de Maupassant

Choose ONE of the short stories and answer the set questions.

QUESTION 11 (ESSAY QUESTION)***THE MAGIC MAN* – Dianne Hofmeyr**

Is the title *The Magic Man* appropriate for this short story?

Discuss your views in an essay.

You may wish to discuss the following ideas, among others:

- How the relationship develops between the young woman and the magic man
- The young woman's painful past
- The magic man's disability
- The impact they have on each other's lives
- Whether the title is suitable.

Length: 250 – 300 words

[35]

OR

QUESTION 12 (CONTEXTUAL QUESTION)**THE NECKLACE – Guy de Maupassant**

Read the following extracts from the short story 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 12.1 and QUESTION 12.2.

12.1 [The narrator describes dinner at the Loiseles' home.]

When she sat down to dinner at the round table covered with a three-days-old cloth opposite her husband, who took the lid off the casserole with the delighted exclamation: "Ah! Hot-pot again! How lovely! It's the best dish in the world!" she was dreaming of luxurious dinners with gleaming silver and tapestries peopling the walls with classical figures and exotic birds in a fairy forest; she dreamt of exquisite dishes served on valuable china and whispered compliments listened to with a sphinx-like smile, while toying with the pink flesh of a trout or the wing of a hazel-hen.	5
She had a rich friend who had been with her at a convent school, but she did not like going to see her now; the contrast was so painful when she went home. She spent whole days in tears; misery, regrets, hopeless longings caused her such bitter distress.	10
One evening her husband came home with a broad smile on his face and a large envelope in his hand: "Look!" he cried. "Here's something for you, dear!"	15
She tore open the envelope eagerly and pulled out a printed card with the words: "The Minister of Public Instruction and Mme Georges Ramponneau request the honour of the company of M and Mme Loisel at the Ministry on the evening of Monday, January 18th."	
Instead of being delighted as her husband had hoped, she threw the invitation pettishly down on the table, murmuring: "What's the good of this to me?"	20

- 12.1 12.1.1 Describe Mme Loisel's life before she is given the invitation. (2)
- 12.1.2 Is the following statement TRUE or FALSE? Quote no more than SIX consecutive words to support your answer.
- Mme Loisel is not proud of the dish she has prepared. (2)
- 12.1.3 Describe Monsieur Loisel's mood when he brings the invitation home. (2)
- 12.1.4 How does Monsieur Loisel persuade his wife to go to the party? (2)
- 12.1.5 Refer to lines 9 – 12 ('She had a ... such bitter distress').
- Identify and discuss the theme of the short story revealed in these lines. (4)

- 12.1.6 Why does Mme Loisel borrow the diamond necklace and not any of the other pieces Mme Forestier has? (2)
- 12.1.7 Later in the story, the party is described as a 'triumph' for Mme Loisel. Explain why. (2)
- 12.1.8 Explain why Mme Loisel leaves in a hurry after the ball. (2)
- 12.1.9 Compare the characters of Mme and Monsieur Loisel. (4)

AND

12.2 [Mme Loisel meets Mme Forestier after ten years.]

One Sunday, when she had gone for a stroll in the Champs-Élysées as a change from the week's grind, she suddenly saw a lady taking a child for a walk. It was Mme Forestier, still young, still beautiful, still attractive.	
Mme Loisel felt a wave of emotion. Should she speak to her? Yes, she would. Now that she had paid, she would tell her everything. Why not?	5
She went up to her: "Good morning, Jeanne!"	
The other woman did not recognise her, surprised at being addressed in this familiar fashion by a common woman; she stammered: "But, Madam ... I don't know you ... there must be some mistake."	
"No! I'm Mathilde Loisel!"	10
Her friend exclaimed: "Oh! Poor Mathilde, how you've changed!"	
"Yes, I've had a pretty grim time since I saw you last, with lots of trouble – and it was all your fault!"	
"My fault? What do you mean?"	
"You remember that diamond necklace you lent me to go to the party at the Ministry?"	15
"Yes, what about it?"	

- 12.2.1 The Loisels decide not to tell Mme Forestier that the necklace is lost. Do you think this was a wise decision? Give a reason for your answer. (2)
- 12.2.2 What does the extract suggest about Mme Forestier's life in the years since she and Mme Loisel last met? (2)
- 12.2.3 Explain why Mme Forestier does not recognise Mme Loisel. (2)
- 12.2.4 Refer to line 13 ('... and it was all your fault!').
Do you think Mme Loisel is justified in blaming Mme Forestier for their misfortune? Discuss your view. (4)
- 12.2.5 Explain the irony revealed at the end of the story. (3)

[35]**TOTAL SECTION C: 35**

SECTION D: POETRY

In this section, questions have been set on the following poems:

- 'The Zebras' by Roy Campbell
- 'The world is too much with us' by William Wordsworth
- 'An abandoned bundle' by Mbuyiseni Oswald Mtshali
- 'My parents kept me from children who were rough' by Stephen Spender

Answer questions on ANY TWO of the prescribed poems set. Read each 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.

QUESTION 13**The Zebras – Roy Campbell**

From the dark woods that breathe of fallen showers,
 Harnessed with level rays in golden reins,
 The zebras draw the dawn across the plains
 Wading knee-deep among the scarlet flowers.
 The sunlight, zithering their flanks with fire, 5
 Flashes between the shadows as they pass
 Barred with electric tremors through the grass
 Like wind along the gold strings of a lyre.

Into the flushed air snorting rosy plumes
 That smoulder round their feet in drifting fumes, 10
 With dove-like voices call the distant fillies,
 While round the herds the stallion wheels his flight,
 Engine of beauty volted with delight,
 To roll his mare among the trampled lilies.

- 13.1 Refer to stanza 1 of the poem ('From the dark ... of a lyre').
 Describe what the speaker sees in your own words. (3)
- 13.2 Quote a phrase of FOUR words that shows it has rained recently. (1)
- 13.3 This poem describes the zebras moving from one place to another. Identify these TWO places. (2)
- 13.4 Refer to line 4 ('Wading knee-deep among the scarlet flowers').
 Explain what this line suggests about nature. (2)

- 13.5 Refer to line 8 ('Like wind along ... of a lyre').
- 13.5.1 Identify the figure of speech used in this line. (1)
- 13.5.2 Explain this figure of speech. (2)
- 13.6 Refer to line 11 ('With dove-like voices call the distant fillies').
- In your own words, describe the voices of the fillies. (1½)
- 13.7 Refer to line 12 ('While round the ... wheels his flight').
- What do the words 'wheels his flight' suggest about the stallion? State TWO points. (2)
- 13.8 In line 13 the stallion is described as an 'Engine of beauty'. Do you consider this an appropriate comparison? Discuss your view. (3)
- [17½]**

OR

QUESTION 14**The world is too much with us – William Wordsworth**

The world is too much with us; late and soon, Getting and spending, we lay waste our powers: Little we see in Nature that is ours; We have given our hearts away, a sordid boon!	
This Sea that bares her bosom to the moon; The winds that will be howling at all hours, And are up-gathered now like sleeping flowers; For this, for everything, we are out of tune; It moves us not. – Great God! I'd rather be A Pagan suckled in a creed outworn;	5
So might I, standing on this pleasant lea, Have glimpses that would make me less forlorn; Have sight of Proteus rising from the sea; Or hear old Triton blow his wreathèd horn.	10

- 14.1 What type of poem is this? Give a reason for your answer. (1½)
- 14.2 Refer to line 2 ('Getting and spending, we lay waste our powers').
Explain why the act of 'getting and spending' is unacceptable to the speaker. (2)
- 14.3 Refer to line 5 ('This Sea that ... to the moon').
- 14.3.1 Identify the figure of speech used in this line. (1)
- 14.3.2 Explain this figure of speech. (2)
- 14.4 Refer to line 8 ('For this, for everything, we are out of tune').
Name TWO of the elements of nature with which 'we are out of tune', according to the speaker. (2)
- 14.5 Refer to line 9 ('It moves us not. – Great God!').
Explain why the poet has used an unusual word order in the sentence 'It moves us not'. (2)
- 14.6 Refer to lines 9 – 14 ('I'd rather be ... his wreathèd horn').
Is the following statement TRUE or FALSE? Give a reason for your answer.
The speaker would prefer to be a 'Pagan' so that he would be able to see Proteus and Triton. (2)
- 14.7 Describe the speaker's feelings towards mankind as conveyed in the poem. (2)
- 14.8 Do you agree with the speaker's views as expressed in this poem? Discuss your response. (3)

[17½]**OR**

QUESTION 15**An abandoned bundle – Mbuyiseni Oswald Mtshali**

The morning mist and chimney smoke of White City Jabavu flowed thick yellow as pus oozing from a gigantic sore.	5
It smothered our little houses like fish caught in a net.	
Scavenging dogs draped in red bandanas of blood fought fiercely for a squirming bundle.	10
I threw a brick; they bared fangs flicked velvet tongues of scarlet and scurried away, leaving a mutilated corpse – an infant dumped on a rubbish heap – 'Oh! Baby in the Manger sleep well on human dung.'	15 20
Its mother had melted into the rays of the rising sun, her face glittering with innocence her heart as pure as untrampled dew.	25

- 15.1 In your own words, describe the scene the speaker sees in White City Jabavu. (4)
- 15.2 Refer to line 3 ('of White City Jabavu').
Explain the irony in the name of this place. State TWO points. (2)
- 15.3 Refer to line 8 ('like fish caught in a net').
- 15.3.1 Identify the figure of speech used in this line. (1)
- 15.3.2 Explain this figure of speech. (2)
- 15.4 Explain why one may assume that the dogs are starving. State TWO points. (2)

- 15.5 Is the baby alive when the speaker first sees it? Quote a word from the poem to support your answer. (1½)
- 15.6 Refer to lines 19 – 21 ('Oh! Baby in ... on human dung').
Why does the speaker say 'sleep well'? State TWO points. (2)
- 15.7 Refer to lines 22 – 25 ('Its mother had ... as untrampled dew').
Discuss your views of the mother's actions in the poem. (3)
[17½]

OR

QUESTION 16**My parents kept me from children who were rough –
Stephen Spender**

My parents kept me from children who were rough
 Who threw words like stones and who wore torn clothes.
 Their thighs showed through rags. They ran in the street
 And climbed cliffs and stripped by the country streams.

I feared more than tigers their muscles like iron 5
 Their jerking hands and their knees tight on my arms.
 I feared the salt coarse pointing of those boys
 Who copied my lisp behind me on the road.

They were lithe, they sprang out behind hedges 10
 Like dogs to bark at my world. They threw mud
 While I looked the other way, pretending to smile.
 I longed to forgive them, but they never smiled.

- 16.1 What does the word 'kept' in line 1 suggest about the speaker's parents? (1)
- 16.2 Refer to lines 3 – 4 ('They ran in ... the country streams').
 Describe the lifestyle of the children. (3)
- 16.3 Is the following statement TRUE or FALSE? Give a reason for your answer.
 The speaker wanted to obey his parents and keep away from the rough children. (2)
- 16.4 Refer to line 5 ('I feared more than tigers').
- 16.4.1 Identify the figure of speech used here. (1)
- 16.4.2 Explain this figure of speech. (2)
- 16.5 Refer to line 10 ('Like dogs to ... at my world').
 Describe the children's attitude to the speaker's world. (2)
- 16.6 Discuss your views on the behaviour of the children towards the speaker. (3)
- 16.7 Why does the speaker not try to defend himself against these children? (2)
- 16.8 What is the theme of the poem? (1½)
[17½]

TOTAL SECTION D: 35
GRAND TOTAL: 70