



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2019

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKS: 70

TIME: 2 hours



This question paper consists of 28 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 texts you have studied this year. Read these questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

SECTION A: Novel	(35)
SECTION B: Drama	(35)
SECTION C: Short Stories	(35)
SECTION D: Poetry	(35)

3. Answer questions from TWO sections, as follows:

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

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

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

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

Use the checklist on page 4 to assist you.

4. Follow the instructions at the beginning of each section carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Start EACH section on a NEW page.
7. Spend approximately 60 minutes on each section.
8. Write neatly and legibly.

TABLE OF CONTENTS**SECTION A: NOVEL**

Answer ANY ONE question on the novel you have studied.

	QUESTION	QUESTION	MARKS	PAGE
1.	<i>Cry, the Beloved Country</i>	Contextual questions	35	5
OR				
2.	<i>Strange Case of Dr Jekyll and Mr Hyde</i>	Contextual questions	35	9
SECTION B: DRAMA				
Answer ANY ONE question on the drama you have studied.				
3.	<i>Macbeth</i>	Contextual questions	35	13
OR				
4.	<i>My Children! My Africa!</i>	Contextual questions	35	17
SECTION C: SHORT STORIES				
Answer questions set on BOTH short stories.				
5.1	'Transforming Moments'	Contextual question	18	21
AND				
5.2	'The Last Breath'	Contextual question	17	23
SECTION D: POETRY				
Answer the questions set on BOTH poems.				
6.1	'Alexandra'	Contextual question	18	25
AND				
6.2	'Death'	Contextual question	17	27

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	1–2	1	
B: Drama	3–4	1	
C: Short Stories	5	1	
D: Poetry	6	1	

NOTE: Ensure that you have answered questions on TWO sections only.

SECTION A: NOVEL

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

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *STRANGE CASE OF DR JEKYLL AND MR HYDE* by Robert Louis Stevenson

Answer ALL the questions on the novel that you have studied.

QUESTION 1: CRY, THE BELOVED COUNTRY

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 1.1 AND QUESTION 1.2.

1.1 EXTRACT A

[Stephen Kumalo and Msimangu are looking for Kumalo's sister.]

-That is the building of the Bantu Press, our newspaper. Of course, there are Europeans in it too, and it is moderate and does not say all that could be said. Your brother John thinks little of the Bantu Press. He and his friends call it the Bantu Repress.

So they walked till they came to Claremont and Kumalo was shocked by its shabbiness and dirtiness, and the closeness of the houses, and the filth in the streets.

-Do you see that woman, my friend?

- I see her.

- She is one of the queens, the liquor sellers. They say she is one of the richest of our people in Johannesburg.

- And these children? Why are they not at school?

-Some because they do not care, and some because their parents do not care, but many because the schools are full.

They walked down Lily Street, and turned off into Hyacinth Street, for the names there are very beautiful.

-It is here, brother. Number eleven. Do you go in alone?

- It would be better.

-When you are ready, you will find me next door at number thirteen.

There is a woman of our church there, and a good woman who tries with her husband to bring up good children. But it is hard. Their eldest daughter whom I prepared for confirmation has run away.

[Book 1, Chapter 6]

- 1.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers 1.1.1(a)–1.1.1(d) in the ANSWER BOOK.

priest; nurse; Sophiatown; lawyer; Claremont; Mrs Lithebe; Gertrude; prostitute
--

- This chapter is set in (a) Msimangu takes Stephen Kumalo to where (b) ... lives. Stephen Kumalo being a (c) ... feels ashamed by his sister who is a (d) ... (4)
- 1.1.2 Why is Kumalo looking for his sister? (1)
- 1.1.3 Using your OWN words, explain why Stephen Kumalo is shocked in line 6. (1)
- 1.1.4 Explain why John Kumalo and his friend call the newspaper '*Bantu Repress*'. (1)
- 1.1.5 Refer to line 12 ('And these children ... not at school').
- (a) Identify the tone Kumalo uses in this line. (1)
- (b) Why is Kumalo's tone appropriate in this line? (2)
- 1.1.6 Refer to line 15 ('They walked down ... into Hyacinth Street').
- What is ironic about the names of the streets? (2)
- 1.1.7 One of the themes in the novel, *Cry, the Beloved Country*, is **urban versus rural life**. Discuss this theme. (3)
- 1.1.8 Do you think Gertrude's way of living is justified?
- Discuss your view. (3)

AND

1.2 EXTRACT B

[Kumalo visits the chief.]

Kumalo climbed the hill to the place of the chief and was told to wait.	
This was no strange thing, for if he wished a chief could tell a man to wait simply because he was a chief. If he wished he could tell a man to wait while he idly picked his teeth, or stared out day-dreaming over a valley.	
But Kumalo was glad of the chance to rest. He took off his coat and sat in the shade of a hut, and pondered over the ways of a chief. For who would be chief over this desolation? It was a thing the white man had done, knocked these chiefs down, and put them up again, to hold the pieces together.	5
But the white men had taken most of the pieces away. And some chiefs sat with arrogant and blood-shot eyes, rulers of pitiful kingdoms that had no meaning at all. They were not all like this; there were some who had tried to help their people, and who had sent their sons to schools. And the government had tried to help them too. But they were feeding an old man with milk, and pretending that he would one day grow into a boy. Kumalo came to himself with a start and realised how far he had travelled since that journey to Johannesburg.	10
	15

[Book 3; Chapter 2]

- 1.2.1 State TWO reasons why Kumalo visits the chief. (2)
- 1.2.2 Why is Steven Kumalo not worried when he is asked to wait for the chief? (2)
- 1.2.3 Refer to lines 5–7 ('He took off ... over this desolation').
 - (a) Quote ONE word from these lines to show that Stephen carefully considers how the chief works. (1)
 - (b) Explain why Ndotsheni is in 'desolation'. (2)
- 1.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.4) in the ANSWER BOOK.

In lines 7–8 the narrator states that ('It was a ... these chiefs down').

This means that the chiefs were ...

- A united.
- B combined.
- C toppled.
- D assembled. (1)

- 1.2.5 Explain the meaning of 'to hold the ... the pieces away' (lines 8–9). (2)
- 1.2.6 Why is the following statement TRUE?
The chiefs ruled worthless kingdoms. (1)
- 1.2.7 Refer to lines 13–15 ('But they were ... into a boy').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain this figure of speech in the context of the novel. (2)
- 1.2.8 The restoration of Ndotsheni comes too late.
Discuss your view. (3)
- [35]**

- 2.1.3 Quote TWO consecutive words from line 3 to prove that the body of the victim was badly beaten. (1)
- 2.1.4 Refer to lines 4–5 ('heavy wood had ... insensate cruelty;')
- Provide evidence from these lines to show that the murder weapon was of a good quality. Use your OWN words. (1)
- 2.1.5 Refer to line 13. ('I shall say ... seen the body')
- What does this line suggest about the character of Mr Utterson? (2)
- 2.1.6 Give a reason why the police goes to Utterson with the news of Danver's murder. (1)
- 2.1.7 Give a description of Sir Carew Danvers and Mr Hyde according to the maid. (2)
- 2.1.8 Explain why it is difficult for the police to arrest Mr Hyde as the murderer. (2)
- 2.1.9 Discuss the reliability of the eyewitness' testimony in this chapter. (3)

AND

2.2 EXTRACT D

[Utterson and Enfield are taking a walk.]

The middle one of the three windows was half-way open; and sitting close beside it, taking the air with an infinite sadness of mien, like some disconsolate prisoner, Utterson saw Dr Jekyll.	
‘What! Jekyll!’ he cried. ‘I trust you are better.’	
‘I am very low, Utterson,’ replied the doctor drearily, ‘very low. It will not last long, thank God.’	5
‘You stay too much indoors,’ said the lawyer. ‘You should be out, whipping up the circulation like Mr Enfield and me. (This is my cousin – Mr Enfield – Dr Jekyll.) Come now; get your hat and take a quick turn with us’.	10
‘You are very good,’ sighed the other. ‘I should like to very much; but no, no, no, it is quite impossible; I dare not. But indeed, Utterson, I am very glad to see you; this is really a great pleasure; I would ask you and Mr Enfield up, but the place is really not fit.	15
Why then,’ said the lawyer good-naturedly, ‘the best thing we can do is to stay down here and speak with you from where we are.’	
‘That is just what I was about to venture to propose,’ returned the doctor, with a smile.	
‘But the words were hardly uttered, before the smile was struck out of his face and succeeded by an expression of such abject terror.	20
[Incident at the window]	

2.2.1 Refer to lines 2–3 (‘... Like some disconsolate prisoner ...’).

- (a) Identify the figure of speech in these lines. (1)
- (b) Explain how this figure of speech is relevant in describing Dr Jekyll. (2)

2.2.2 Refer to line 7 (‘You stay too much indoors.’).

- (a) Give a reason why Utterson is concerned about Dr Jekyll. (1)
- (b) What does this line reveal about Utterson’s character? (2)

2.2.3 Refer to lines 11–12 (‘I should like ... I dare not’).

- (a) Identify Jekyll’s tone in this line. (1)
- (b) What does this tone suggest about Jekyll’s state of mind? (2)

2.2.4 Explain why the following statement is FALSE.

Jekyll is sick with some blood related disease. (1)

2.2.5 With reference to the entire story, what is Dr Jekyll’s biggest fear? (2)

- 2.2.6 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde*, is '**primitive**' and '**civilised**' society. Discuss this theme. (3)
- 2.2.7 With reference to the entire novel, do you think that Jekyll successfully manages to maintain a good reputation? Discuss your view. (3)

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

- 3.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (3.1.1(a)–3.1.1(d)) in the ANSWER BOOK.

The witches; envious; bravely; Lady Macbeth; ambitious;
Fife; Cawdor; awkwardly

- After the battle the Thane of (a) ... is killed for being a traitor. King Duncan decides to give his title to Macbeth as a reward for fighting so (b) ... in the battle. Being (c) ... Macbeth and (d) ... make plans to kill the king. (4)
- 3.1.2 Refer to line 5 ('We will proceed ... in this business').
- (a) What business is Macbeth referring to? (1)
- (b) Give a reason why he thinks he should not proceed with the business. (1)
- 3.1.3 Refer to line 6 ('He hath honoured me of late ...').
- With reference to the entire drama, explain the irony contained in this line. (2)
- 3.1.4 Refer to lines 10–11 ('was the hope ... you dressed yourself?').
- If you were the stage director of this play, which TWO things would you tell Lady Macbeth to do? (2)
- 3.1.5 Refer to line 20 ('Like the poor cat i'th adage').
- (a) The figure of speech in this line is an example of ...
- A metaphor.
B simile.
C personification.
D euphemism. (1)
- (b) Why is this figure of speech appropriate when referring to Macbeth at this point in the drama? (2)
- 3.1.6 What does this extract reveal about Lady Macbeth's character? Explain your answer. (2)
- 3.1.7 Do you sympathise with Macbeth in this extract? Discuss your view. (3)

AND

3.2 EXTRACT F

[Enter Ross bringing the news from Scotland.]

ROSS:	I have said.	
MALCOLM:	Be comforted. Let's make medicines of our great revenge, To cure this deadly grief.	
MACDUFF:	He has no children. All my pretty ones? Did you say all? O hell-kite! All? What, all my pretty chickens and their dam At one fell swoop?	5
MALCOLM:	Dispute it like a man.	
MACDUFF:	I shall do so, But I must also feel it as a man. I cannot but remember such things were, That were most precious to me. Did Heaven look on, And would not take their part? Sinful Macduff, They were all struck for thee! Naught that I am, Not for their own demerits, but for mine, Fell slaughter on their souls. Heaven rest them now!	10 15
MALCOLM:	Be this whetstone of your sword; let grief Convert to anger; blunt not the heart, enrage it.	
MACDUFF:	O, I could play the woman with mine eyes, And braggart with my tongue! But, gentle Heavens, Cut short all intermission; front to front Bring thou this fiend of Scotland and myself; Within my sword's length set him. If he 'scape, Heaven forgive him too!	20 25
MALCOLM:	This tune goes manly. Come, go we to the King; our power is ready, Our lack is nothing but our leave. Macbeth Is ripe for shaking, and the powers Above Put on their instruments. Receive what cheer you may, The night is long that never finds the day.	30

[Act 4, Scene 3]

3.2.1 Refer to lines 5–8 ('All my pretty ... one fell swoop?').

- (a) What do all these questions asked by Macduff reveal about his state of mind? Give a reason for answer. (2)
- (b) Who is 'He' referred to in line 5? (1)
- (c) Explain the meaning of lines 6–8 ('O hell-kite ... one fell swoop'). (2)

3.2.2 Refer to line 9. ('Dispute it like a man').

Explain how this advice is later put into practice by Macduff. (2)

- 3.2.3 In lines 28–29 Malcolm says, ‘Macbeth is ripe for shaking’.
- (a) Identify the tone Malcolm uses in this line. (1)
- (b) Why is Malcolm’s tone appropriate in this line? (1)
- 3.2.4 What character trait does Malcolm and Macduff have in common? Give a reason for your answer. (2)
- 3.2.5 One of the themes in the drama *Macbeth*, **is good versus evil**. Discuss this theme. (3)
- 3.2.6 Do you think Macduff should be praised for leaving his family to save his country? Discuss your view. (3)
- [35]**

QUESTION 4: MY CHILDREN! MY AFRICA!

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

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

4.1 EXTRACT G

[Mr M leaves Thami and Isabel alone after the debate.]

ISABEL:	Well I think he’s wonderful.	
THAMI:	He’s okay.	
ISABEL:	I had a Geography teacher in standard seven who was a little bit like him. Full of fun and lots of energy.	
THAMI:	Ja, that’s Mr M all right. <i>[Pause]</i>	5
ISABEL:	I meant what I said to him. I really did have a good time.	
THAMI:	Same here.	
ISABEL:	You did? Because to be honest with you, I wasn’t expecting it.	
THAMI:	Me neither.	
ISABEL:	No?	10
THAMI:	Nope.	
ISABEL:	Why not?	
THAMI:	<i>[Embarrassed]</i> Well ... you know.	
ISABEL:	Let me guess. You’ve never debated with girls before. <i>[He nods smiling sheepishly]</i> And white girls at that! I don’t believe it. You boys are all the same.	15
THAMI:	But you were good!	
ISABEL:	Because I happen to feel very strongly about what we were debating. But it was also the whole atmosphere, you know. It was so ... so free and easy. The debates at my school are such stuffy affairs. And so boring most of the time. Everything is done according to the rules with everybody being polite and nobody getting excited ... lots of discipline but very little enthusiasm. This one was a riot!	20
THAMI:	<i>[Finger to his lips]</i> Be careful.	25
ISABEL:	Of what?	
THAMI:	That word.	
ISABEL:	Which one?	
THAMI:	Riot! Don’t say it in a black township. Police start shooting as soon as they hear it.	30
ISABEL:	Oh ...	
THAMI:	<i>[Having a good laugh]</i> I’m sorry. It’s a joke, Isabel.	

[Act 1, Scene 1]

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

apartheid; education; Mr Mbikwana; high; lazy; brilliant;
primary; Mr Myalatya

- The drama is about a (a) ... schoolteacher named (b) ... who is also known as Mr M. He wants to resist (c) ... peacefully. Mr M has one (d) ... student whom he sees as a future leader. (4)
- 4.1.2 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.2) in the ANSWER BOOK.
- (a) Isabel says in line 6 that she had ‘a good time’ because ...
- A she won the debate.
B the students were friendly to her.
C everybody was polite.
D the atmosphere was exciting. (1)
- (b) State the differences between Thami’s school and Isabel’s school. (2)
- 4.1.3 Refer to line 13 (‘[*Embarrassed*] Well ... you know’).
- (a) If you were the director of this play, what would you tell Thami to do when saying this line? State TWO points. (2)
- (b) Using your OWN words, explain why Thami is embarrassed. (2)
- 4.1.4 Explain why the following statement is FALSE.
- In this extract, Mr M leaves Thami and Isabel alone because he is going to a choir practice. (1)
- 4.1.5 Discuss the theme of **friendship** as evident in this extract. (3)
- 4.1.6 Thami can be admired. Discuss your view. (3)

AND

4.2 EXTRACT H

[Thami tells Isabel that he is quitting the quiz competition.]

THAMI:	In the eyes of the location ... yes! My world is also changing, Isabel. I'm breaking the boycott by being here. The Comrades don't want any mixing with whites. They have ordered that contact must be kept at a minimum.	
ISABEL:	And you go along with that?	5
THAMI:	Yes.	
ISABEL:	Happily!	
THAMI:	<i>[Goaded by her lack of understanding]</i> Yes! I go along happily with that!!	
ISABEL:	Man Thami, this great Beginning of yours sounds like... <i>[Shakes her head]</i> ... I don't know. Other people deciding who can and who can't be your friends, what you must do and what you can't do. Is this the Freedom you've been talking to me about? That you were going to fight for?	10
	<i>[Mr M enters quietly. His stillness is a disturbing contrast to the bustle and energy we have come to associate with him.]</i> Don't let me interrupt you. Please carry on.	15
MR M:	<i>[To Thami]</i> I'm most interested in your reply to that question. <i>[Pause]</i> I think he's forgotten what it was, Isabel. Ask him again.	20
ISABEL:	<i>[Backing out of confrontation]</i> No. Forget it.	
MR M:	<i>[Persisting]</i> Isabel was asking you how you managed to reconcile your desire for Freedom with what the Comrades are doing.	
ISABEL:	I said forget it, Mr M. I'm not interested any more.	25
MR M:	<i>[Insistent]</i> But I am.	

[Act 2, Scene 1]

4.2.1 Refer to lines 1–4 ('In the eyes ... at a minimum').

- (a) Explain how Thami's world changes. (2)
- (b) What do these lines reveal about Thami's commitment to the struggle? (2)

4.2.2 Refer to line 5–10 ('And you go ... yours sounds like ...').

- (a) Identify Isabel's tone in this line. (1)
- (b) Why is Isabel's tone appropriate in this line? (2)

- (c) Refer to line 10 ('Man Thami, this ... yours sounds like ...').

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

The 'great Beginning' is an example of a(n) ...

- A sarcasm.
- B euphemism.
- C antithesis.
- D apostrophe. (1)

- (d) Why is this figure of speech appropriate when referring to Thami at this point in the drama? (2)

- 4.2.3 Refer to lines 11–14 ('Other people deciding ... to fight for').

Discuss the irony in these lines. (2)

- 4.2.4 What does this extract reveal about Isabel's character? Explain your answer. (2)

- 4.2.5 Do you think Mr M has successfully achieved his ambition of liberating his learners' minds? Discuss your view. (3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- TRANSFORMING MOMENTS by Gcina Mhlophe
- THE LAST BREATH by Sam Kahiga

QUESTION 5

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

NOTE: Answer the questions set on BOTH EXTRACTS, i.e. QUESTION 5.1 AND QUESTION 5.2.

5.1 'TRANSFORMING MOMENTS'**EXTRACT I**

[The narrator attends a meeting with Father Fikeni.]

I had heard of *imbongi* – a praise poet – but I'd never dreamt that I'd see one in action. I was staring open-mouthed; even today looking back, I still don't know exactly how to describe the feeling I had right then. I only remember that when the man had finished and people moved forward to congratulate him, I knew I was too tired to even clap my hands or join in the ululation and whistles. I just sat there and in my dreamy mind saw myself in a kind of similar attire, doing what I had just seen the man do. I made my decision there and then that I was also a praise poet. That was a beautiful moment, to think of myself as such. I shook a few people's hands and the minister introduced me to the chief, who thanked him for coming and laughingly asked what I was doing at such a meeting.

5

10

And then the poet came to greet Father Fikeni. After their longish chat I was introduced to him as a very good student – during which time I was frozen and dumb from disbelief and God knows what else. To feel the poet's hot, sweaty hand holding mine I felt baptized as a poet too.

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

The narrator in the story is a (a) ...year-old girl. She was (b) ... of herself although she was doing (c) ... at school. Other girls (d) ... her because boys were not interested in her.

sixteen; unsure; liked; poorly; seventeen; sure; teased; well

(4)

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

When the narrator says she ‘was staring open-mouthed’ (line 2) she means she was ...

- A frightened.
- B sleepy.
- C greedy.
- D shocked. (1)

- 5.1.3 Describe how the narrator feels about herself earlier in the story. Mention TWO points. (2)

- 5.1.4 Refer to lines 12–13 (‘during which time ... knows what else’).

- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is appropriate. (2)

- 5.1.5 What does the narrator mean by ‘I felt baptised’ in line 14? (2)

- 5.1.6 One of the themes in this short story is **self-discovery**. Discuss this theme. (3)

- 5.1.7 Father Fikeni is instrumental in boosting the narrator’s self-esteem. Discuss your view. (3)

AND

5.2 ‘THE LAST BREATH’

EXTRACT J

[The narrator and his father go home]

I sank back in my seat. This was hopeless. For how long would Dad keep on beating home the fact? As if it wasn't home already – and what was more, accepted!

‘Then give her eyes.’ My voice was hoarse with anger.

A look of surprise momentarily came to Dad's face. Then he looked grim. 5
 Though he didn't seem to realise it he increased his speed. I thought I knew what had got hold of Dad, and the thought brought a faint smile on to my lips.

Dad was confused and angry with himself for it. He had until now thought Eva as a blind, helpless creature who had stolen my heart. Now he had 10
 seen her and perhaps caught a glimpse of the angel in her – and had even seen, perhaps, how very far from helpless Eva was.

‘What are you going to do?’ I asked in a shout, for now the mad roar of the car would have drowned anything less.

Dad didn't reply. A terrible cough shook his frame and the car swerved 15
 dangerously to the edge of the road.
 He corrected this (just in time too!) and settled comfortably in his seat.
 Neither of us talked again till we got back home.

- 5.2.1 Where is the narrator and his father coming from? (1)
- 5.2.2 Refer to line 2 ('home the fact').
 - (a) What is the 'fact' that the narrator is referring to? (1)
 - (b) Explain how the narrator is showing acceptance of the 'fact'. (1)
- 5.2.3 With reference to the story as a whole, discuss the relationship between the narrator and his father. (2)
- 5.2.4 Refer to lines 10–11 ('Now he had ... angel in her').
 Explain the meaning of 'angel in her'. (1)
- 5.2.5 Refer to line 13 ('What are you going to do?').
 - (a) Identify the narrator's tone used in this line. (1)
 - (b) Explain why the narrator's tone is appropriate. (2)
- 5.2.6 How does the narrator's mother feel about Eva? (1)

- 5.2.7 Quote TWO CONSECUTIVE WORDS from the extract to show that the narrator's father is very ill. (1)
- 5.2.8 Refer to line 4 ('Then give her eyes').
- In the context of the short story, explain the significance of these words. (3)
- 5.2.9 Do you think the narrator's father is justified in being discriminatory towards Eva? Discuss your view. (3)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- Alexandra by Mongane Wally Serote
- Death by Anonymous

NOTE: Answer the questions set on BOTH poems, i.e. QUESTION 6.1. AND QUESTION 6.2.

QUESTION 6

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

Alexandra – Mongane Wally Serote

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

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

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

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

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

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

criticism; born; mother; Alexandra; brother; brought;
 Johannesburg; admiration

The poet, Wally Serote is writing about the township (a) He calls it (b) ... because he was (c) ... there. The poem is a mixture of praise and (d)

(4)

- 6.1.2 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.2) in the ANSWER BOOK.

The figure of speech used in this poem where the poet creates an imaginary character is called a(n) ...

- A antithesis.
 B apostrophe.
 C metaphor.
 D oxymoron.

(1)

- 6.1.3 Refer to lines 2–3 ('Mother, I have ... most loving mother').

Explain why the speaker refers to Alexandra as 'mother'.

(2)

- 6.1.4 Explain the difference between what the speaker says about his mother in the first stanza and what he says about her in the fourth stanza.

(2)

- 6.1.5 Refer to line 11 ('My beginning was knotted to you').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why the figure of speech is appropriate. (2)
- 6.1.6 Discuss the theme of **poverty** as evident in this poem. (3)
- 6.1.7 Do you think the poet has made a truthful assumption about Alexandra? Discuss your view. (3)

AND

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

Death - Anonymous

1 One night as I lay on my bed,
2 And sleep on fleeting foot had fled,
3 Because, no doubt, my mind was heavy
4 With concern for my last journey:

5 I got me up and called for water,
6 That I might wash, and so feel better;
7 But before I wet my eyes so dim,
8 There was Death on the bowl's rim,

9 I went to church that I might pray,
10 Thinking sure he'd keep away;
11 But before I got on to my feet,
12 There sat Death upon my seat.

13 To my chamber then I hied,
14 Thinking sure he'd keep outside;
15 But though I firmly locked the door,
16 Death came from underneath the floor.

17 Then to sea I rowed a boat,
18 Thinking surely Death can't float;
19 But before I reached the deep,
20 Death was captain of the ship.

6.2.1 Refer to stanza 1.

- (a) Quote THREE CONSECUTIVE words from stanza 1 to prove that the speaker is deep in thought. (1)

Other than a sound device used in line 2, there is also a figure of speech used.

- (b) Identify this figure of speech. (1)

- (c) Explain why this figure of speech is appropriate. (2)

- (d) 'My last journey' in line 4 is an example of ...

A alliteration.

B assonance.

C euphemism.

D apostrophe. (1)

6.2.2 Explain why the following statement is FALSE.

The speaker called for water because he was sick. (1)

6.2.3 Refer to stanza 4.

- (a) Quote ONE word which shows that the speaker quickly ran to his bedroom. (1)

- (b) Explain the irony contained in lines 14–16 ('but though I ... underneath the door'). (2)

6.2.4 With reference to the whole poem, explain the speaker's reaction to death. (2)

6.2.5 Explain the meaning of line 20 ('Death was captain of my ship'). (2)

6.2.6 Why is 'Death' written with a capital 'D' throughout the poem? (1)

6.2.7 Do you sympathise with the speaker in this poem? Discuss your view. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70

