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**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2013

MARKS: 70

TIME: 2 hours

This question paper consists of 38 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 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.

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Answer ANY ONE question.				
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11.	<i>The Luncheon</i>	Essay question	35	27
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Answer ANY TWO questions.				
13.	An elementary school classroom in a slum	Contextual question	17½	31
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15.	Mementos, 1	Contextual question	17½	35
16.	The birth of Shaka	Contextual question	17½	37

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 question OR the contextual question) on the novel you have studied.

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

Tom Robinson and Boo Radley are similar in many ways.
Write an essay in which you compare these two characters.

In your essay, you may consider the following ideas, among others:

- Tom in the Maycomb society
- Boo in the Maycomb society
- How Tom and Boo are like mockingbirds

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 [Boo Radley is described as the malevolent phantom.]

<p>Inside the house lived a malevolent phantom. People said he existed, but Jem and I had never seen him. People said he went out at night when the moon was down, and peeped in windows. When people's azaleas froze in a cold snap, it was because he had breathed on them. Any stealthy small crimes committed in Maycomb were his work. Once the town was terrorized by a series of morbid nocturnal events: people's chickens and household pets were found mutilated; although the culprit was Crazy Addie, who eventually drowned himself in Barker's Eddy, people still looked at the Radley Place, unwilling to discard their initial suspicions. A Negro would not pass the Radley Place at night, he would cut across to the sidewalk opposite and whistle as he walked. The Maycomb school grounds adjoined the back of the Radley lot; from the Radley chickenyard tall pecan trees shook their fruit into the schoolyard, but the nuts lay untouched by the children: Radley pecans would kill you. A baseball hit into the Radley yard was a lost ball and no questions asked.</p>	5
<p>The misery of that house began many years before Jem and I were born. The Radleys, welcome anywhere in town, kept to themselves, a predilection unforgivable in Maycomb.</p>	10
[Chapter 1]	15

2.1.1 Complete the following sentences by using the words provided in the list below. Write down only the word(s) next to the question number (2.1.1(a)–2.1.1(d)).

1950s; 1930s; Industrial Revolution; Great Depression; America; Maycomb; age; race

The novel is set in the (a) ... during the (b) ... in (c) ..., Alabama. People were judged according to their (d) ... and class. (4)

2.1.2 In line 1, the 'malevolent phantom' is Boo Radley.

Relate THREE events that led to Boo being called a 'malevolent phantom'. (3)

2.1.3 In line 9, we are told that the people are 'unwilling to discard their initial suspicions'.

What does this tell you about the people of Maycomb? (1)

- 2.1.4 At this point in the novel, Scout and Jem choose not to go near the Radley house. What does this tell you about them? State TWO points. (2)
- 2.1.5 In lines 17–18, we are told that the Radleys are different from the other people of Maycomb. State TWO ways in which they are different. (2)
- 2.1.6 Is the following statement TRUE or FALSE? Give a reason for your answer.
Boo is kind and generous. (2)
- 2.1.7 Later, the children try in various ways to make Boo come out. Why do they try to make Boo come out? (1)
- 2.1.8 Why do you think Boo Radley can be regarded as a mockingbird? Discuss your view. (2)

AND

2.2 [Scout reads the newspaper report on Tom's death.]

How could this be so, I wondered, as I read Mr Underwood's editorial. Senseless killing – Tom had been given due process of law to the day of his death; he had been tried openly and convicted by twelve good men and true; my father had fought for him all the way. Then Mr Underwood's meaning became clear: Atticus had used every tool available to free men to save Tom Robinson, but in the secret courts of men's hearts Atticus had no case. Tom was a dead man the minute Mayella Ewell opened her mouth and screamed.	5
The name Ewell gave me a queasy feeling. Maycomb had lost no time in getting Mr Ewell's views on Tom's demise and passing them along through that English Channel of gossip, Miss Stephanie Crawford. Miss Stephanie told Aunt Alexandra in Jem's presence ('Oh foot, he's old enough to listen,') that Mr Ewell said it made one down and about two more to go. Jem told me not to be afraid, Mr Ewell was more hot gas than anything. Jem also told me that if I breathed a word to Atticus, if in any way I let Atticus know I knew, Jem would personally never speak to me again.	10
[Chapter 25]	15

- 2.2.1 Briefly state TWO events that lead to the newspaper article Scout is reading. (2)
- 2.2.2 In line 4, the narrator says that her father 'fought for' Tom 'all the way'. What does she mean by this? State TWO points. (2)
- 2.2.3 In line 6, the writer refers to, 'the secret courts of men's hearts'.
- (a) Identify the figure of speech used in this line. (1)
- (b) Why has the narrator used this figure of speech here? (2)

- 2.2.4 In line 7, Tom is described as 'a dead man'.
Give TWO reasons why Tom was considered a dead man the minute Mayella Ewell opened her mouth and screamed. (2)
- 2.2.5 Explain why the name Ewell gives Scout a 'queasy feeling' in line 8? (2)
- 2.2.6 In line 12, Mr Ewell says, 'it made one down and about two more to go'.
(a) Who are the two people referred to in this line? (2)
(b) Choose the correct answer to complete the following sentence:
Bob Ewell is angry because ...
A he has committed a crime.
B he has been convicted of a crime.
C Atticus has proved that he is guilty.
D Mayella has been assaulted by Tom. (1)
- 2.2.7 In lines 13–14, Jem tells Scout not to tell Atticus what Bob said. Do you think that it was a good idea not to tell? Discuss your view. (2)
- 2.2.8 After reading this novel, what do you think should be the qualities of a person serving on a jury? (2)
- [35]**

OR

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

In the novel, *Lord of the Flies*, good and evil are illustrated in various ways.

Write an essay in which you discuss this statement.

In your essay, you may consider the following points, among others:

- Ralph and Jack
- The conch
- The beast

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. QUESTION 4.1 and QUESTION 4.2.

4.1 [The boy with the birthmark tells about the beast.]

Jack held out his hand for the conch. 'There's pigs,' he said. 'There's food; and bathing-water in that little stream along there – and everything. Didn't anyone find anything else?'	
He handed the conch back to Ralph and sat down. Apparently no one had found anything.	5
The older boys first noticed the child when he resisted. There was a group of little boys urging him forward and he did not want to go. He was a shrimp of a boy, about six years old, and one side of his face was blotted out by a mulberry-coloured birthmark. He stood now, warped out of the perpendicular by the fierce light of publicity, and he bored into the coarse grass with one toe. He was muttering and about to cry.	10
The other little boys, whispering but serious, pushed him towards Ralph. 'All right,' said Ralph, 'come on then.' The small boy looked round in panic. 'Speak up!'	15
The small boy held out his hands for the conch and the assembly shouted with laughter; at once he snatched back his hands and started to cry. 'Let him have the conch!' shouted Piggy. 'Let him have it!' At last Ralph induced him to hold the shell but by then the blow of laughter had taken away the child's voice. Piggy knelt by him, one hand on the great shell, listening and interpreting to the assembly.	20
[Chapter 2]	

4.1.1 Describe Jack's attitude towards Ralph when they first meet. (2)

4.1.2 Choose the correct answer to complete the following sentence:

The boys are evacuated because of ...

- A a war.
- B a plane crash.
- C an epidemic.
- D an earthquake. (1)

4.1.3 How do the boys conclude that they are on a deserted island?
State THREE points. (3)

- 4.1.4 Explain Jack's action and the symbolism of this action in line 1 of the extract. (2)
- 4.1.5 In line 7, the group of little boys is 'urging' the boy with the birthmark forward. What does the action of the little boys tell you about their feelings? State TWO points. (2)
- 4.1.6 Why is the boy's face described as being 'blotted out' by the birthmark in line 9? (1)
- 4.1.7 In line 18, Piggy argues that the little boy must be given the conch. What TWO facts do we learn about Piggy in this line? (2)
- 4.1.8 Is the following statement TRUE or FALSE? Give a reason for your answer.

The little boy does not have anything important to report to the group. (2)
- 4.1.9 Describe your feelings about the little boy who is crying in this extract. (2)
- 4.1.10 The older boys try to prevent the little boy from expressing himself freely. Do you think it is important for people to be free to express themselves? Discuss your view. (2)

AND

4.2 [Ralph meets Jack after Piggy's death.]

Then the sea breathed again in a long, slow sigh, the water boiled white and pink over the rock; and when it went, sucking back again, the body of Piggy was gone.

This time the silence was complete. Ralph's lips formed a word but no sound came. 5

Suddenly Jack bounded out from the tribe and began screaming wildly.

'See? See? That's what you'll get! I meant that! There isn't a tribe for you any more! The conch is gone –'

He ran forward, stooping.

'I'm Chief!' 10

Viciously, with full intention, he hurled his spear at Ralph. The point tore the skin and flesh over Ralph's ribs, then sheared off and fell in the water. Ralph stumbled, feeling not pain but panic, and the tribe, screaming now like the Chief, began to advance. Another spear, a bent one that would not fly straight, went past his face and one fell from on high where Roger was. The twins lay hidden behind the tribe and the anonymous devils' faces swarmed across the neck. Ralph turned and ran. 15

[Chapter 11]

- 4.2.1 Complete the following sentences by using the words provided in the list below. Write down only the word next to the question number (4.2.1(a)–4.2.1(d)).

disappearance; rescue; forest; cave; destroy; death; hunt; save

- After Piggy's (a) ..., Jack's tribe decides to (b) ... Ralph. They try to smoke him out of the (c) ... but they (d) ... part of the island in the process. (4)
- 4.2.2 Why was it necessary for Ralph and Piggy to go to Castle Rock? State TWO points. (2)
- 4.2.3 Which TWO of Jack's characteristics are shown in line 7 ('See? See? That's what you'll get!')? (2)
- 4.2.4 Describe how Jack feels about the destruction of the conch. Give a reason for your answer. (2)
- 4.2.5 How do we know, from this extract, that Jack has an evil influence on the boys in his tribe? (1)
- 4.2.6 Why are the boys' faces described as 'anonymous' in line 16? (1)
- 4.2.7 Do you think the behaviour of Jack's tribe in this extract is believable? Discuss your view. (2)
- 4.2.8 Discuss your feelings towards Ralph after he is attacked by Jack's tribe. (2)

[35]

OR

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

In the novel, *A Grain of Wheat*, the act of betrayal affects several characters.

Write an essay in which you show how any **THREE** characters are affected by the act of betrayal.

In your essay, you may consider the following ideas, among others:

- Mugo's betrayal and how it affects him and others
- Karanja's betrayal and how it affects him
- Mumbi's betrayal and how it affects her

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 [Mugo thinks about attending the freedom celebrations.]

<p>He woke up in the morning hoping that last night's experience was another dream. But the sight of the stools on which the delegates had sat dispelled such illusions. The words spoken passed through his head with a nightmarish urgency. Why did they want him to lead the Uhuru celebrations? Why not Gikonyo, Warui, or one of the forest fighters? Why Mugo? Why? Why?</p>	5
<p>He thought of going to the shamba. No, he could not do any work. Besides he did not want to walk through the village. He did not want to meet Warui, Wambui, Githua or the old woman. A walk to Rung'ei would be better. It was another hot day; the sand burnt his bare feet; dust collected and stuck to his sweating toes. The heat accentuated the feverish excitement and confusion in his head. Yes ... they want me ... me ... to make a speech ... praise Kihika and ... and all that ... God ... I have never made a speech ... oh, yes! ... I have ... they said so ... said it was a good one ... Ha! ha! ha! ... told them lies upon lies ... they believed ... Anybody ... why me ... me ... me ... want to trap me ...</p>	10
<p>Gikonyo – Kihika's brother-in-law ... General R. ... Lt Koina ... Oh yes ... a speech ... speak ... words ...</p>	15
[Chapter 6]	

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

Thabai; Wajir; Uhuru; shamba; Mau-Mau; Kikuyu; Gakaraku; Rika
--

The name of Mugo's village is (a) ... A strip of land where food is grown is called a (b) ... The (c) ... was an armed struggle against British rule. They fought for independence called (d) ... in Kenya. (4)

6.1.2 In lines 1–2, Mugo hopes 'that last night's experience was another dream'.

What makes Mugo realise that he is not dreaming? (1)

6.1.3 When Mugo remembers the words of the delegates in lines 3–4, it feels like a nightmare. Explain why he feels this way. (2)

- 6.1.4 Give TWO reasons why Mugo has been asked to speak at the freedom celebrations. (2)
- 6.1.5 Why do Mugo's thoughts in lines 12–17 seem so confused ('Yes ... they want ... speech ... speak ... words ...')? (2)
- 6.1.6 What TWO facts do you learn about Mugo in lines 14–15 ('Ha! ha! ha! ... told them lies upon lies')? (2)
- 6.1.7 Discuss your feelings towards Mugo in this extract. (2)
- 6.1.8 The novel shows the negative effect of keeping secrets in relationships. Give your views on keeping secrets from people close to you. (2)

AND

6.2 [Gikonyo is in hospital.]

<p>It was on the fifth day that he recalled Mweya and his desire to carve a stool. He stirred in the hospital bed, careful not to lie on the plastered arm. At first it was a small flicker, the sort he used to feel at the sight of wood. Then, as he thought about it, he became more and more excited and his hands itched to touch wood and a chisel. He would carve the stool now, after the hospital, before he resumed his business, or in-between the business hours. He worked the motif in detail. He changed the figures. He would now carve a thin man, with hard lines on the face, shoulders and head bent, supporting the weight. His right hand would stretch to link with that of a woman, also with hard lines on the face. The third figure would be that of a child on whose head or shoulders the other two hands of the man and woman would meet. Into that image would he work the beads on the seat? A field needing clearance and cultivation? A jembe? A bean flower? He would settle this when the time came.</p>	5
<p>On the sixth day, Mumbi did not appear at the hospital. Gikonyo was hurt, and also surprised to find how much he had looked forward to the visit. All day he remained restless and wondered what had happened to her. Had she stopped coming altogether? Had she reacted against his obdurate silence? He anxiously waited for the dawn, the following morning. If she did not –</p> <p style="text-align: right;">[Harambee]</p>	10 15

- 6.2.1 Briefly relate the events that lead to Gikonyo being in hospital. State THREE points. (3)
- 6.2.2 Choose the correct answer to complete the following sentence:
- Gikonyo was a ...
- A fireman.
B carpenter.
C builder.
D labourer. (1)

- 6.2.3 Is the following statement TRUE or FALSE? Give a reason to support your answer.
- Gikonyo has a special reason for wanting to carve a stool for Mumbi. (2)
- 6.2.4 The stool that Gikonyo wants to carve is described in detail in lines 7–11.
- (a) State TWO things that the 'hard lines' on the faces of the man and woman represent. (2)
- (b) In line 9, his right hand links with that of a woman. What does this represent? (2)
- (c) How does Gikonyo plan to show that he will accept Mumbi's child? (1)
- 6.2.5 In line 15, Mumbi does not visit Gikonyo.
- (a) Why does she not visit Gikonyo? (1)
- (b) Describe how Gikonyo feels when Mumbi does not visit him. (2)
- 6.2.6 In the novel, Mugo confesses to betraying Kihika. Do you think Mugo's confession has any effect on Gikonyo regarding his feelings for Mumbi? Discuss your view. (2)
- 6.2.7 One of the main ideas in the novel is forgiveness. Discuss your views on forgiveness in relationships. (2)
- 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 question OR the contextual question) on the drama you have studied.

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

The lives of Romeo and Juliet become complicated when they fall in love.

Discuss this statement by referring to characters and incidents in the play.

In your answer, you may discuss the following ideas, among others:

- Romeo and Juliet before they meet
- Difficulties that Romeo and Juliet face
- How they respond to their difficulties

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 [Romeo and Juliet are speaking.]

JULIET:	Hist! Romeo, hist! O for a falconer's voice To lure this tassel-gentle back again! Bondage is hoarse and may not speak aloud, Else would I tear the cave where Echo lies And make her airy tongue more hoarse than mine With repetition of 'My Romeo!'	5
ROMEO:	It is my soul that calls upon my name. How silver-sweet sound lovers' tongues by night, Like softest music to attending ears!	
JULIET:	Romeo!	10
ROMEO:	My nyas?	
JULIET:	What o'clock tomorrow? Shall I send to thee?	
ROMEO:	By the hour of nine.	
JULIET:	I will not fail. 'Tis twenty years till then. I have forgot why I did call thee back.	15
ROMEO:	Let me stand here till thou remember it.	
JULIET:	I shall forget, to have thee still stand there, Remembering how I love thy company.	
ROMEO:	And I'll still stay, to have thee still forget, Forgetting any other home but this.	20
JULIET:	'Tis almost morning. I would have thee gone, And yet no farther than a wanton's bird, That lets it hop a little from her hand, Like a poor prisoner in his twisted gyves, And with a silken thread plucks it back again,	25
[Act 2, Scene 2]		

- 8.1.1 Match the terms in COLUMN 1 to the descriptions in COLUMN 2. Write down only the question number (8.1.1(a)–8.1.1(d)) and the letter (A–E) of your answer.

COLUMN 1	COLUMN 2
(a) Tybalt	A Romeo and Juliet's hometown
(b) Verona	B Juliet's cousin
(c) Escalus	C a neighbouring town
(d) Mantua	D ruler of Verona
	E Romeo's cousin

(4)

- 8.1.2 Refer to lines 1–6. ('Hist! Romeo, hist! ... of 'My Romeo'.')
- (a) If you were the stage director, what tone of voice would you want Juliet to use when she speaks these lines? (1)
- (b) Why would you want her to use this tone of voice? (1)
- 8.1.3 In line 13 Juliet refers to a messenger she will send to Romeo. Explain why Juliet sends this person to Romeo. (2)
- 8.1.4 In lines 18 and 20 the word 'still' has been repeated three times. Why has this word been repeated? (1)
- 8.1.5 Why does Romeo refer to his enemy's home as his own home in line 21? (1)
- 8.1.6 Why is it strange that Romeo is so obsessed with Juliet at this point? Give TWO reasons for your answer. (2)
- 8.1.7 Why does Romeo compare himself to a prisoner in line 25? State TWO points. (2)
- 8.1.8 Romeo and Juliet fall in love with each other at first sight.
- (a) Explain the risks of love at first sight. (2)
- (b) Do you think that Romeo and Juliet's love would have lasted, if they had not died so tragically? Discuss your view. (2)

AND

8.2 [Juliet visits Friar Lawrence.]

JULIET:	O shut the door! And when thou hast done so, Come weep with me, past hope, past cure, past help!	
FRIAR:	O Juliet, I already know thy grief. It strains me past the compass of my wits. I hear thou must, and nothing may prorogue it, On Thursday next be married to this County.	5
JULIET:	Tell me not, Friar, that thou hearest of this, Unless thou tell me how I may prevent it. If in thy wisdom thou canst give no help, Do thou but call my resolution wise, And with this knife I'll help it presently. God joined my heart and Romeo's, thou our hands; And ere this hand, by thee to Romeo's sealed, Shall be the label to another deed, Or my true heart with treacherous revolt Turn to another, this shall slay them both. Therefore, out of thy long-experienced time, Give me some present counsel; or, behold, 'Twixt my extremes and me this bloody knife Shall play the umpire, arbitrating that Which the commission of thy years and art Could to no issue of true honour bring.	10 15 20
[Act 4, Scene 1]		

- 8.2.1 Earlier in the play Romeo is upset when he visits the Friar. Explain why he is so upset. (2)
- 8.2.2 Is the following statement TRUE or FALSE? Using your OWN words give a reason for your answer.
- Paris knows about Romeo and Juliet's relationship. (2)
- 8.2.3 Choose the correct answer to complete the following sentence:
- In this extract Juliet's mood can be described as ...
- A desperate.
B angry.
C quarrelsome.
D sad. (1)
- 8.2.4 Give TWO reasons why Juliet chooses to go to the Friar for help. (2)
- 8.2.5 The Friar plans to help Juliet.
- (a) State TWO ways in which the Friar plans to help Juliet. (2)
- (b) Do you think the Friar was wise in helping her in this way? Discuss your view. (2)

- 8.2.6 State TWO ways in which Juliet could have solved her problem herself. (2)
- 8.2.7 Explain what Juliet means in line 12, 'God joined my ... than my hands'. (2)
- 8.2.8 Do you think Juliet behaves in a mature way at the end of the play? Discuss your view. (2)
- [35]**

OR

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

Forgiveness truly frees one of pain, disappointment and anger. This is what *Nothing but the Truth* is all about.

Discuss how this statement applies to Siphso.

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

- Siphso and his family
- Siphso and his employers
- Mandisa and Siphso

Length: 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 [Thando and Sipho prepare to go to the airport.]

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 is not for the money.	
SIPHO:	You can stop anytime you want. Where is Mr Khahla? I want to be there when the plane arrives.	5
THANDO:	<i>[looking at her watch]:</i> We still have time. I wonder what she looks like?	
SIPHO:	Who?	
THANDO:	My sister, Mandisa.	
SIPHO:	If she is Themba's daughter, I will know her.	
THANDO:	I bet she looks like Uncle Themba.	10
SIPHO:	She could also look like her mother.	
THANDO:	<i>[laughing]:</i> And me?	
SIPHO:	I have told you already. You look like your mother. <i>Long pause.</i>	
THANDO:	Oh yes. My mother ... There's another mystery. Not a word, not even a letter from her. All I have is that picture of both of you in front of the library in town. Nothing else. You think she's still alive?	15
SIPHO:	Who?	
THANDO:	My mother.	
SIPHO:	Yes.	20
[Act 1 Scene1]		

- 10.1.1 Match the terms in COLUMN 1 to the descriptions in COLUMN 2. Write down only the question number (10.1.1(a)–10.1.1(d)) and the letter (A–E) of your answer.

COLUMN 1	COLUMN 2
(a) Activist	A the fight for freedom against the apartheid government
(b) Amnesty	B a person who belongs to the same political party
(c) Truth and Reconciliation Commission	C someone involved in bringing about political change in the apartheid era
(d) The Struggle	D a state pardon for someone for the crimes he/she has committed
	E the body set up to expose the crimes of the apartheid era to allow for confession and forgiveness

(4)

- 10.1.2 What do lines 1–3 of this extract tell you about the kind of person Thando is? Give a reason for your answer. (2)

- 10.1.3 Choose the correct answer to complete the following sentence.

Sipho and Thando go to the airport to ...

- A collect Mr Khahla.
B take a package.
C fetch Themba's body.
D see Mandisa off.

(1)

- 10.1.4 Explain why Sipho is upset when they arrive at the airport. State THREE points. (3)

- 10.1.5 Is the following statement TRUE or FALSE? Using your OWN words, give a reason for your answer.

Thando has never met Mandisa before.

(2)

- 10.1.6 Give TWO reasons why Thando refers to her mother as a 'mystery' in line 15. (2)

- 10.1.7 Do you think Thando is justified in asking all these questions about Mandisa, Themba and her mother in this extract? Discuss your view. (2)

- 10.1.8 What is Sipho's attitude in line 18 when he says, 'Who'? (1)

AND

10.2 [Mandisa and Thando are trying to convince Sipho.]

THANDO:	How will going with Mandisa change that?	
SIPHO:	Oh it will.	
MANDISA:	That's rubbish. I don't want to take her away from you. I just want to take her to Johannesburg and London.	
SIPHO:	The taking never stops. I've always known this would happen one day.	5
THANDO:	I don't know what you are talking about. I am still waiting for one good reason why you don't want me to go.	
MANDISA:	Forget it Thando. You can stay, if that will make him happy. I am a little surprised though, because my father said that Uncle Sipho always put other people's happiness first. His family's happiness came first, even before his own. Well it's obvious then that Uncle Sipho has changed.	10
SIPHO:	What else did your father say about me?	
THANDO:	<i>[going into the bedroom to change the dress]</i> : It doesn't matter any more.	15
SIPHO:	I still want to know. What else did your father tell you about me?	
MANDISA:	He said you were very conservative.	
SIPHO:	You mean dull.	
MANDISA:	That too. No sense of humour. You took life too seriously. You and your library. All that ever mattered to you was that library. Well, Uncle Sipho, you've lost the library. You did not become the Chief Librarian.	20
[Act 2 Scene 1]		

- 10.2.1 Explain why Mandisa wants to take Thando to Johannesburg AND London. (2)
- 10.2.2 Sipho refuses to allow Thando to go with Mandisa to Johannesburg.
- (a) What reason does Sipho give Thando? (1)
- (b) What is the real reason he does not want Thando to go? (1)
- 10.2.3 If you were the stage director, what TWO things would you tell Mandisa to do when she says, 'That's rubbish. I don't want to take her away from you', in line 3? (2)
- 10.2.4 In line 5, Sipho says, 'The taking never stops.' State TWO examples in the play when this happens to Sipho. (2)
- 10.2.5 Give TWO reasons why Thando says (in line 7) that she does not know what Sipho is talking about. (2)
- 10.2.6 What TWO facts do we learn about Themba in lines 9–12 ('I am a ... before his own')? (2)

- 10.2.7 Quote a line that supports the idea that Sipho was concerned about what Themba thought of him. (1)
- 10.2.8 Why was Sipho not appointed as the Chief Librarian? (1)
- 10.2.9 Do you think Mandisa's behaviour towards her uncle in this extract is acceptable? Discuss your view. (2)
- 10.2.10 Sibling rivalry is one of the themes in this drama. Discuss your views on sibling rivalry. (2)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- *THE LUNCHEON* by W Somerset Maugham
- *THE SOFT VOICE OF THE SERPENT* by Nadine Gordimer

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

QUESTION 11 (ESSAY QUESTION)***THE LUNCHEON* – W Somerset Maugham**

The main theme of the story, *THE LUNCHEON*, is that in reality things are not always what they appear to be.

Write an essay in which you discuss this statement.

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

- What we know about the two characters
- What the two characters pretend to be
- What the outcome of this pretence is

Length: 250–300 words

[35]

OR

QUESTION 12 (CONTEXTUAL QUESTION)**THE SOFT VOICE OF THE SERPENT – Nadine Gordimer**

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 lady wheels the man into the garden.]

A first slight wind lifted again in the slack, furled sail of himself; he felt it belly gently, so gently he could just feel it, lifting inside him.

So she wheeled him along, pushing hard and not particularly well with her thin pretty arms – but he would not for anything complain of the way she did it or suggest that the nurse might do better, for he knew that would hurt her – and when they came to a spot that he liked, she put the brake on the chair and settled him there for the morning. That was the first time and now he sat there every day. He read a lot, but his attention was arrested sometimes, quite suddenly and compellingly, by the sunken place under the rug where his leg used to be. There was his one leg, and next to it, the rug flapped loose. Then looking, he felt his leg not there; he felt it go, slowly, from the toe to the thigh. He felt that he had no leg. After a few minutes he went back to his book. He never let the realisation quite reach him; he let himself realise it physically, but he never quite let it get at *him*. He felt it pressing up, coming, coming, dark, crushing, ready to burst – but he always turned away, just in time, back to his book.

5

10

15

12.1.1 Complete the following sentences by filling in the missing words. Write down only the word(s) next to the question number (12.1.1(a)–12.1.1(d)).

The man is being pushed in a (a) ... by his (b) ... He spends much time (c) ... in the garden. Sometimes he thinks about the (d) ... he lost.

(4)

12.1.2 Refer to 'slack, furled sail of himself' (line 1).

(a) Identify the figure of speech used here.

(1)

(b) Explain why the writer has used this figure of speech.

(2)

12.1.3 How do you know that the lady is not good at pushing the man around?

(1)

12.1.4 The man does not complain about how the lady pushes him. What does this tell you about him? State TWO points.

(2)

- 12.1.5 Using your own words, briefly describe how the man feels about his loss. State TWO points. (2)
- 12.1.6 Refer to lines 14–15. ('He felt it ... ready to burst'.)
What does the use of the word 'crushing' tell you about the man's feelings? (2)
- 12.1.7 In your view, should the man keep quiet about how he feels regarding his loss? Give a reason for your answer. (2)

AND

12.2 [The lady and the man find an injured locust in the garden.]

'Get another little chair made for him and you can wheel him out here with me.'	
'Yes,' she laughed. 'Only for him it would have to be a kind of little cart, with wheels.'	
'Or maybe he could be taught to use crutches. I'm sure the farmers would like to know that he was being kept active.'	5
'The poor old thing,' she said, bending over the locust again. And reaching back somewhere into an inquisitive childhood she picked up a thin wand of twig and prodded the locust, very gently. 'Funny thing is, it's even the same leg, the left one,' she looked round at him and smiled.	10
'I know,' he nodded, laughing. 'The two of us ...' And then he shook his head, and smiling, said it again: 'The two of us.'	
She was laughing and just then she flicked the twig more sharply than she meant to and at the touch of it there was a sudden flurried papery whirr, and the locust flew away.	15
She stood there with a stick in her hand, half afraid of it again, and appeared unnerved as a child. 'What happened. What happened.'	
There was a moment of silence.	
'Don't be a fool,' he said irritably.	
They had forgotten that locusts can fly.	20

- 12.2.1 In line 1, the man says that the locust needs a 'little chair'.
- (a) Why does the locust need a chair? (1)
- (b) Who does the man think is responsible for the locust's injury? (1)
- (c) Do you think he is being serious when he suggests that the lady should wheel the locust around? Explain your answer. (2)

- 12.2.2 What point is the man making in his statement in lines 5–6 when he says, 'I'm sure the ... being kept active'. (2)
- 12.2.3 Choose the correct answer to complete the following sentence:
When the man refers to 'The two of us' in lines 11–12, he means the ...
A man and the locust.
B lady and the locust.
C man and the lady.
D man and his nurse. (1)
- 12.2.4 At the end of the story the locust flies off.
(a) Explain how the man's mood changes. (2)
(b) Why does his mood change in this way? (2)
- 12.2.5 Is the following statement TRUE or FALSE? Give a reason for your answer.
In the title of the story, the serpent refers to a real snake in the garden. (2)
- 12.2.6 Consider the story as a whole. The lady experiences mixed feelings towards the locust. What are these feelings? (2)
- 12.2.7 Do you admire the lady? Discuss your view. (2)
- 12.2.8 The main theme of the story is about coming to terms with one's disability. How can disabled people be helped to come to terms with their loss? Discuss your view stating at least TWO points. (2)

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

SECTION D: POETRY

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

- 'An elementary school classroom in a slum' by Stephen Spender
- 'Death be not proud' by John Donne
- 'Mementos, 1' by WD Snodgrass
- 'The birth of Shaka' by MO Mtshali

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

Read the following poem and then answer the set questions.

An elementary school classroom in a slum – Stephen Spender

Far far from gusty waves these children's faces. Like rootless weeds, the hair torn round their pallor. The tall girl, with her weighed-down head. The paper- seeming boy, with rat's-eyes. The stunted, unlucky heir Of twisted bones, reciting a father's gnarled disease,	5
His lesson from his desk. At the back of the dim class One unnoted, sweet and young. His eyes live in a dream Of squirrel's game, in tree room, other than this.	
On sour cream walls, donations. Shakespeare's head, Cloudless at dawn, civilised dome riding all the cities. Belled, flowery, Tyrolese valley. Open-handed map Awarding the world its world. And yet, for these Children, these windows, not this world, are world.	10
Where all the future's painted with a fog, A narrow street sealed in with a lead sky,	15
Far far from rivers, capes, and stars of words.	
Surely, Shakespeare is wicked, the map a bad example With ships and sun and love tempting them to steal – For lives that slyly turn in their cramped holes From fog to endless night? On their slag heap, these children Wear skins peeped through by bones and spectacles of steel With mended glass, like bottle bits on stones. All of their time and space are foggy slum. So blot their maps with slums as big as doom.	20
Unless, governor, teacher, inspector, visitor, This map becomes their window and these windows That shut upon their lives like catacombs, Break O break open till they break the town And show the children to green fields and make their world	25

Run azure on gold sands, and let their tongues Run naked into books, the white and green leaves open History theirs whose language is the sun.	30
--	----

- 13.1 Complete the following sentences by using the words provided in the list below. Write down only the word next to the question number (13.1.1–13.1.3).

rich; moral; inferior; living; poor; superior

- The children in this school are (13.1.1) ... The speaker feels they are receiving (13.1.2) ... education. He is also worried about their (13.1.3) ... conditions. (1½)
- 13.2 In your own words, explain what the words 'weighed-down head' in line 3 show about the girl. (2)
- 13.3 Choose the correct answer to complete the following sentence:
The tone in the poem is one of ...
- A approval.
B criticism.
C aggression.
D joy. (1)
- 13.4 Why does the speaker refer to the stunted boy as an 'unlucky heir' in line 4? (1)
- 13.5 Refer to lines 6–8.
Do you think the boy at the back of the classroom is affected by the slum conditions? Explain your answer. (2)
- 13.6 Using your own words, state TWO things that are displayed on the classroom walls. (2)
- 13.7 Explain what the speaker means in line 14 when he says that the children's future is 'painted with a fog'. State TWO points. (2)
- 13.8 Is the following statement TRUE or FALSE? Give a reason for your answer.
The speaker feels the map is a valuable resource in the classroom. (2)
- 13.9 Refer to line 24 ('So blot their ... big as doom').
- 13.9.1 Identify the figure of speech used here. (1)
- 13.9.2 Using your own words, explain what two things are being compared. (2)
- 13.10 This poem was written about a school in England. Is it relevant in South Africa today? Give a reason for your answer. (1)

[17½]**OR**

QUESTION 14

Read the following poem and then answer the set questions.

Death be not proud – John Donne

Death be not proud, though some have called thee Mighty and dreadful, for thou art not so, For those, whom thou think'st thou dost overthrow, Die not, poor death, nor yet canst thou kill me. From rest and sleep, which but thy pictures be,	5
Much pleasure, then from thee much more must flow, And soonest our best men with thee do go, Rest of their bones, and souls' delivery. Thou art slave to Fate, Chance, kings, and desperate men, And dost with poison, war, and sickness dwell.	10
And poppy or charms can make us sleep as well, And better than thy stroke; why swell'st thou then? One short sleep past, we wake eternally, And death shall be no more; death, thou shalt die.	

- 14.1 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question number (14.1.1–14.1.3).

challenges; admires; personification; alliteration; afraid; unafraid
--

- In this poem, the speaker (14.1.1) ... Death and he is (14.1.2) ... of Death. He uses (14.1.3) ... to describe Death. (1½)
- 14.2 Refer to line 2.
Using your own words, explain what the speaker means by, 'thou art not so'. State TWO points. (2)
- 14.3 In lines 3–4, the speaker says that Death does not kill anyone. Give TWO reasons why he feels this way. (2)
- 14.4 Identify the sound device used in line 6. (1)
- 14.5 Is the following statement TRUE or FALSE? Using your own words, give a reason for your answer.
The speaker says that Fate, Chance and kings are afraid of Death. (2)
- 14.6 Refer to line 9.
Name TWO ways in which 'desperate men' can cause death. (2)

14.7 Choose the correct answer to complete the following sentence:

In line 12, 'thy stroke' refers to ...

- A being struck by lightning.
- B suffering from a stroke.
- C being hit by someone.
- D the touch of Death.

(1)

14.8 Identify the speaker's tone in lines 13–14.

(1)

14.9 In the last line, the speaker says that Death will die. Explain what is unusual about this statement.

(2)

14.10 Do you agree with the speaker's view that death does not really kill anyone? Discuss your view.

(2)

14.11 This poem was written more than four hundred years ago. Do you think it is still relevant today? Give a reason for your answer.

(1)

[17½]

OR

QUESTION 15

Read the following poem and then answer the set questions.

Mementos, 1 – WD Snodgrass

<p>Sorting out letters and piles of my old Canceled checks, old clippings, and yellow note cards That meant something once, I happened to find Your picture. <i>That</i> picture. I stopped there cold, Like a man raking piles of dead leaves in his yard Who has turned up a severed hand.</p>	5
<p>Still, that first second, I was glad: you stand Just as you stood – shy, delicate, slender, In that long gown of green lace netting and daisies That you wore to our first dance. The sight of you stunned Us all. Well, our needs were different, then, And our ideals came easy.</p>	10
<p>Then through the war and those two long years Overseas, the Japanese dead in their shacks Among dishes, dolls, and lost shoes; I carried This glimpse of you, there, to choke down my fear, Prove it had been, that it might come back. That was before we got married.</p>	15
<p>– Before we drained out one another's force With lies, self-denial, unspoken regret And the sick eyes that blame; before the divorce And the treachery. Say it: before we met. Still, I put back your picture. Someday, in due course, I will find that it's still there.</p>	20

- 15.1 Complete the following sentence by using the words provided in the list below. Write down only the words next to the question number (15.1.1–15.1.3).

collecting; old; spring-cleaning; dreams; memories; new

- When the poet is (15.1.1) ..., he comes across a/an (15.1.2) ... photograph which brings back (15.1.3) ... of the past. (1½)
- 15.2 Quote FOUR consecutive words from stanza 1 which show that the photograph was important to the speaker in the past. (1)
- 15.3 Refer to lines 5–6.
- 15.3.1 Identify the figure of speech used here. (1)
- 15.3.2 Explain why the speaker has used this figure of speech. (2)

- 15.4 State TWO needs the speaker could be referring to in line 11. (2)
- 15.5 Is the following statement TRUE or FALSE? Give a reason for your answer.
When the speaker was overseas, he was sometimes scared. (2)
- 15.6 Choose the correct answer to complete the following sentence:
The speaker's marriage was NOT...
- A smooth and successful.
 - B ended by divorce.
 - C filled with lies.
 - D filled with blame. (1)
- 15.7 Describe TWO different feelings the speaker is experiencing at the end of the poem. (2)
- 15.8 What does the speaker do with the photograph? Use your own words. (1)
- 15.9 After reading this poem, do you think it is possible to forget painful experiences? Discuss your view. (2)
- 15.10 Explain why the title, 'Mementos, 1' is a suitable one. (2)

[17½]**OR**

QUESTION 16

Read the following poem and then answer the set questions.

The birth of Shaka – MO Mtshali

His baby cry
was of a cub
tearing the neck
of the lioness
because he was fatherless. 5

The gods
boiled his blood
in a clay pot of passion
to course in his veins.

His heart was shaped into an ox shield 10
To foil every foe.

Ancestors forged
his muscles into
thongs as tough
as water bark 15
and nerves
as sharp as
syringa thorns.

His eyes were lanterns
that shone from the dark valleys of Zululand 20
to see white swallows
coming across the sea.

His cry to two assassin brothers:
'lo! You can kill me
But you'll never rule this land!' 25

- 16.1 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question number (16.1.1–16.1.3).

ruthless; praise; loving; epic; gifted; bad

The birth of Shaka is a/an (16.1.1) ... poem. Although (16.1.2) ..., Shaka was also a (16.1.3) ... leader.

(1½)

- 16.2 Refer to stanza 1.
- 16.2.1 Quote ONE word to show that even as a baby Shaka was fierce. (1)
- 16.2.2 Is the following statement TRUE or FALSE? Quote ONE word to support your answer.
- Both Skaka's parents were present at his birth. (2)
- 16.3 Refer to lines 6–7.
- Why would the gods 'boil' Shaka's blood? (1)
- 16.4 Refer to stanzas 2–4.
- 16.4.1 Write down TWO words from the poem that support the idea that the ancestors played a role in creating Shaka. (2)
- 16.4.2 (a) Identify the figure of speech used in lines 14–15. (1)
- (b) Explain why the poet has used this figure of speech. (2)
- 16.5 Explain why the speaker has used the word 'lanterns' in line 19 to refer to Shaka's eyes. (2)
- 16.6 Choose the correct answer to complete the following sentence:
- The tone of the speaker in lines 19–22 is one of ...
- A anger.
B joy.
C admiration.
D hopelessness. (1)
- 16.7 After studying this poem, do you think Shaka could not be defeated? Discuss your view. (2)
- 16.8 Do you admire Shaka? Discuss your view. (2)

[17½]**TOTAL SECTION D: 35**
GRAND TOTAL: 70