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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2011**

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 40 pages.**

**INSTRUCTIONS AND INFORMATION**

Please read this page carefully before you 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 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 you have studied.

SECTION B: DRAMA

Answer ONE question on the drama 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 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**

<b>SECTION A: NOVEL</b>				
<b>Answer ANY ONE question.</b>				
<b>QUESTION NO.</b>	<b>QUESTION</b>	<b>MARKS</b>	<b>PAGE NO.</b>	
1.	<i>To Kill a Mockingbird</i>	Essay question	35	5
2.	<i>To Kill a Mockingbird</i>	Contextual question	35	6
3.	<i>Lord of the Flies</i>	Essay question	35	10
4.	<i>Lord of the Flies</i>	Contextual question	35	11
5.	<i>A Grain of Wheat</i>	Essay question	35	14
6.	<i>A Grain of Wheat</i>	Contextual question	35	15
<b>SECTION B: DRAMA</b>				
<b>Answer ANY ONE question.</b>				
7.	<i>Romeo and Juliet</i>	Essay question	35	18
8.	<i>Romeo and Juliet</i>	Contextual question	35	19
9.	<i>Nothing but the Truth</i>	Essay question	35	23
10.	<i>Nothing but the Truth</i>	Contextual question	35	24
<b>SECTION C: SHORT STORIES</b>				
<b>Answer ANY ONE question.</b>				
11.	<i>Manhood</i>	Essay question	35	28
12.	<i>The Dube Train</i>	Contextual question	35	29
<b>SECTION D: POETRY</b>				
<b>Answer ANY TWO questions.</b>				
13.	Death be not proud	Contextual question	17½	33
14.	An elementary school classroom in a slum	Contextual question	17½	35
15.	The birth of Shaka	Contextual question	17½	37
16.	A prayer for all my countrymen	Contextual question	17½	39

**CHECKLIST**

## NOTE:

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

<b>SECTION</b>	<b>QUESTION NUMBERS</b>	<b>NO. OF QUESTIONS TO ANSWER</b>	<b>TICK</b>
<b>A: Novel</b> (Essay OR Contextual)	1–6	1	
<b>B: Drama</b> (Essay OR Contextual)	7–10	1	
<b>C: Short Stories</b> (Essay OR Contextual)	11–12	1	
<b>D: Poetry</b> (Contextual)	13–16	2	
<b>NOTE: Ensure that you have answered questions on TWO sections only.</b>			

**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***

The novel shows how innocent people are harmed when they are treated unjustly.

Write an essay in which you discuss how Tom Robinson, Mayella Ewell and Boo Radley are affected by unjust treatment.

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

- How they are treated unfairly
- How this unfair treatment affects these characters
- How this unfair treatment makes other characters behave

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 [A group of men gathers at the jail.]

In ones and twos, men got out of the cars. Shadows became substance as light revealed solid shapes moving towards the jail door. Atticus remained where he was. The men hid him from view.

'He in there, Mr Finch?' a man said.

'He is,' we heard Atticus answer, 'and he's asleep. Don't wake him up.'

5

In obedience to my father, there followed what I later realized was a sickeningly comic aspect of an unfunny situation: the men talked in near-whispers.

'You know what we want,' another man said. 'Get aside from the door, Mr Finch.'

10

'You can turn around and go home again, Walter,' Atticus said pleasantly. 'Heck Tate's around somewhere.'

'The hell he is,' said another man. 'Heck's bunch's so deep in the woods they won't get out till mornin'.'

'Indeed? Why so?'

15

'Called 'em off on a snipe hunt,' was the succinct answer. 'Didn't you think a'that, Mr Finch?'

'Thought about it, but didn't believe it. Well then,' my father's voice was still the same, 'that changes things, doesn't it?'

'It do,' another deep voice said. Its owner was a shadow.

20

'Do you really think so?'

This was the second time I heard Atticus ask that question in two days, and it meant somebody's man would get jumped.

[Chapter 15]

- 2.1.1 When Atticus leaves his home a little earlier, his children find his behaviour strange. Give TWO reasons why. (2)
- 2.1.2 Refer to lines 1–2 ('Shadows became substance ... the jail door').  
Briefly explain why Atticus is at the jail. Name TWO points. (2)
- 2.1.3 Refer to lines 2–3 ('Atticus remained where he was').  
Explain what this sentence suggests about Atticus's character. (1)

- 2.1.4 Choose the correct answer to complete the following sentence:  
When Jem and Scout go to the jail, ... goes with them.
- A Walter  
B Calpurnia  
C Dill  
D Aunt Alexandra (1)
- 2.1.5 In lines 6–7, Scout makes the following remark: 'there followed what I later realized was a sickeningly comic aspect of an unfunny situation: ... '  
Explain why the situation is described as 'unfunny'. State TWO points. (2)
- 2.1.6 Refer to line 11 ('You can turn around and go home again, Walter').  
Give ANY TWO details about Walter as revealed in the novel. (2)
- 2.1.7 Refer to line 18 ('Thought about it, but didn't believe it').  
The word 'it' refers to the 'snipe hunt'. Explain why Atticus cannot believe that Heck Tate was called out on a 'snipe hunt'. (2)
- 2.1.8 How does Scout prevent a possible disaster at the jail? (2)
- 2.1.9 Atticus goes to the jail unarmed. Is he brave or foolish? Explain your answer. (2)
- 2.1.10 Do you think people have the right to take the law into their own hands in certain circumstances? Discuss your view. (2)

**AND**



2.2 [Sheriff Tate explains to Atticus his view about Bob Ewell's killer.]

Mr Tate stopped pacing. He stopped in front of Atticus, and his back was to us. 'I'm not a very good man, sir, but I am sheriff of Maycomb County. Lived in this town all my life an' I'm goin' on forty-three years old. Know everything that's happened here since before I was born. There's a black boy dead for no reason, and the man responsible for it's dead. Let the dead bury the dead this time, Mr Finch. Let the dead bury the dead.'	5
Mr Tate went to the swing and picked up his hat. It was lying beside Atticus. Mr Tate pushed back his hair and put his hat on.	
'I never heard tell that it's against the law for a citizen to do his utmost to prevent a crime from being committed, which is exactly what he did, but maybe you'll say it's my duty to tell the town all about it and not hush it up. Know what'd happen then? All the ladies in Maycomb includin' my wife'd be knocking on his door bringing angel food cakes. To my way of thinkin', Mr Finch, taking the one man who's done you and this town a great service an' draggin' him with his shy ways into the limelight – to me, that's a sin.	10
[Chapter 30]	15

2.2.1 Match the names in COLUMN 1 to the descriptions in COLUMN 2. Write down only the question number (2.2.1(a)–2.2.1(c)) and the letter (A–D) of your answer.

COLUMN 1	COLUMN 2
(a) Aunt Alexandra	A is remarkably calm after Bob Ewell's attack
(b) Boo	B phones Dr Reynolds
(c) Scout	C phones the police
	D saves the children from Bob Ewell

(3)

2.2.2 How does Jem bravely protect his sister when they are attacked after the school play? State TWO points. (2)

2.2.3 Refer to line 1 ('Mr Tate stopped pacing').

Why has Mr Tate been 'pacing' up and down? (1)

2.2.4 Refer to lines 4–5 ('There's a black boy dead for no reason, and the man responsible for it's dead').

(a) Who is the 'black boy'? (1)

(b) Who is the 'man'? (1)

- 2.2.5 Refer to lines 9–10 ('I never heard ... what he did').  
Explain what Mr Tate means by these words. (2)
- 2.2.6 Is the following statement TRUE or FALSE? Quote no more than FOUR consecutive words from the extract to prove your answer.  
If the truth about Boo Radley's role in saving Scout and Jem were revealed, nobody would feel sorry for him. (2)
- 2.2.7 Later in the novel, Scout compares the way Boo's parents had punished him to shooting a mockingbird. How is Boo similar to a mockingbird? (2)
- 2.2.8 Do you approve of Sheriff Tate's decision in this extract? Discuss your view. (3)
- [35]**

**OR**

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

Simon plays an important role in getting the message of the novel across to us.

Write an essay in which you discuss the role of Simon in the novel. In your answer, refer also to specific incidents and characters in the novel in support of your discussion.

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

- Simon's relationship with Ralph
- Simon as a symbol of goodness and kindness
- How Simon's death affects the behaviour 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. QUESTION 4.1 and QUESTION 4.2.

## 4.1 [Ralph and Piggy have just met.]

"We got to do something."	
Ralph looked through him. Here at last was the imagined but never fully realized place leaping into real life. Ralph's lips parted in a delighted smile and Piggy, taking this smile to himself as a mark of recognition, laughed with pleasure.	5
"If it really is an island – "	
"What's that?"	
Ralph had stopped smiling and was pointing into the lagoon. Something creamy lay among the ferny weeds.	
"A stone."	10
"No. A shell."	
Suddenly Piggy was a-bubble with decorous excitement.	
"S'right. It's a shell! I seen one like that before. On someone's back wall. A conch he called it. He used to blow it and then his mum would come. It's ever so valuable –"	15
Near to Ralph's elbow, a palm sapling leaned out over the lagoon. Indeed, the weight was already pulling a lump from the poor soil and soon it would fall. He tore out the stem and began to poke about in the water, while the brilliant fish flicked away on this side and that. Piggy leaned dangerously.	
"Careful! You'll break it!"	20
"Shut up."	
	[Chapter 1]

- 4.1.1 Refer to lines 2–3 ('Here at last ... into real life').  
Choose the correct answer to complete the following sentence:

In Ralph's imagination, the 'imagined but never fully realized place' is a place ...

- A with no school.  
B with many playmates.  
C without adults.  
D with beaches and palm trees. (1)

- 4.1.2 Is the following statement TRUE or FALSE? Quote ONE line from the text to support your answer.

At this stage, Piggy and Ralph know exactly where they are. (2)

- 4.1.3 Later, Piggy tells Ralph twice that all the adults are dead.
- (a) Who told Piggy this? (1)
- (b) How were all the adults killed? (1)
- 4.1.4 State THREE points about Piggy's life before he arrives on the island. (3)
- 4.1.5 Refer to lines 8–15 ('Ralph had stopped ... ever so valuable –'). Finding the conch is an important moment in the novel.
- (a) What does Piggy want to use the conch for at this point in the novel? (1)
- (b) Piggy and Ralph have different ideas about the conch when they find it. What do these different ideas tell you about the two boys? (2)
- (c) How does the conch become 'ever so valuable' to the boys later in the novel? State TWO points. (2)
- 4.1.6 Refer to line 19 ('Piggy leaned dangerously').
- Using your knowledge of the novel as a whole, explain why this behaviour is unusual for Piggy. (1)
- 4.1.7 Refer to line 21 ('Shut up').
- How do you feel about the way Ralph speaks to Piggy? Discuss your view. (3)

**AND**

- 4.2 [Ralph and Piggy prepare to go to Castle Rock.]

<p>They went towards the platform.          "Blow the conch," said Piggy. "Blow as loud as you can."          The forest re-echoed; and birds lifted, crying out of the tree-tops, as on that first morning ages ago. Both ways the beach was deserted. Some littluns came from the shelters. Ralph sat down on the polished trunk and the three others stood before him. He nodded, and Samneric sat down on the right. Ralph pushed the conch into Piggy's hands. He held the shining thing carefully and blinked at Ralph.          "Go on, then."          "I just take the conch to say this. I can't see no more and I got to get my glasses back. Awful things has been done on this island. I voted for you for chief. He's the only one who ever got anything done. So now you speak, Ralph, and tell us what – Or else –"          Piggy broke off, snivelling. Ralph took back the conch as he sat down.</p>	<p>5</p> <p>10</p>
---	--------------------

[Chapter 11]

- 4.2.1 Refer to line 2 ('Blow the conch ... as you can').
- (a) Briefly describe the events that lead to the conch being blown at this point. (2)
- (b) Why is the blowing of the conch so important to Piggy? State TWO points. (2)
- 4.2.2 Match the names in COLUMN 1 to the descriptions in COLUMN 2. Write down only the question number (4.2.2(a)–4.2.2(c)) and the letter (A–D) of your answer.

COLUMN 1	COLUMN 2
(a) Sam and Eric	A lazy and disloyal
(b) Jack and Roger	B loyal to Ralph
(c) Piggy and Simon	C savage and violent
	D identical twins

(3)

- 4.2.3 Refer to lines 6–7 ('Ralph pushed the conch into Piggy's hands').
- (a) What does the word 'pushed' show about Ralph's feelings? (1)
- (b) Explain why Ralph feels this way. (1)
- 4.2.4 Refer to line 11 ('Awful things has been done on this island').
- What does this sentence suggest about the behaviour of some the boys? State TWO points. (2)
- 4.2.5 Refer to lines 12–13 ('So now you speak, Ralph, and tell us what – Or else –').
- (a) Why is Piggy's sentence incomplete? (1)
- (b) What, do you think, was Piggy going to say before he suddenly stopped?
- Complete the sentence he begins:
- Or else ... (2)
- (c) Do you agree with Piggy that it was time for Ralph to take a stand and speak up? Explain your answer. (2)
- 4.2.6 Do you think Piggy is right to criticise Ralph's leadership? Discuss your view. (2)

**[35]****OR**

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

Mumbi is at the centre of the rivalry and conflict between Gikonyo and Karanja.

Write an essay in which you discuss this rivalry and conflict.

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

- Reasons for the rivalry between Gikonyo and Karanja before the State of Emergency
- The rivalry during the State of Emergency
- How Mumbi is affected by this rivalry

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 [General R, Gikonyo and Lieutenant Koina are visiting Mugo.]

'General, you almost made us forget why we came here,' he announced, now the voice of a businessman who had no time for rituals. 'But I am glad you came for this also concerns you. It is like this. The Movement and leaders of the village have thought it a good idea to honour the dead. On Independence Day we shall remember those from our village and ridges near, who lost their lives in the fight for freedom. We cannot let Kihika's name die. He will live in our memory, and history will carry his name to our children in years to come.' He paused and looked straight at Mugo and his next words addressed to Mugo were full of plain admiration. 'I don't want to go into details – but we all know the part you played in the movement. Your name and that of Kihika will ever be linked together. As the General here has said, you gave Kihika shelter without fear of danger to your own life. You did for Thabai out here and in detention what Kihika did in the forest. We have therefore thought that on this important day, you should lead in the sacrifice and ceremonies to honour those who died that we might live.'	5
	10
	15

[Chapter 3]

6.1.1 Match the names in COLUMN 1 to the descriptions in COLUMN 2. Write down only the question number (6.1.1(a)–6.1.1(c)) and the letter (A–D) of your answer.

COLUMN 1	COLUMN 2
(a) Uhuru	A setting of the novel
(b) Thabai	B Independence Celebrations
(c) Tom Robson	C administrative secretary
	D District Officer

(3)

6.1.2 Refer to lines 6–7 ('We cannot let Kihika's name die').

Briefly describe who Kihika was. State TWO points. (2)

6.1.3 Explain why the community has great respect for Mugo. State TWO points. (2)



- 6.1.4 Refer to lines 10–11 ('Your name and ... be linked together').  
What is the actual reason that Mugo and Kihika's names will be linked for ever? (2)
- 6.1.5 Is the following statement TRUE or FALSE? Give a reason for your answer.  
Mugo sheltered Kihika without fearing for his own life. (2)
- 6.1.6 In the above extract, Mugo receives visitors.  
(a) According to the visitors, what is the reason for this visit? (1)  
(b) What is Mugo's answer to his visitors at this point? (1)  
(c) Why does Mugo react in this way? State TWO points. (2)  
(d) What is General R's personal reason for visiting Mugo? (1)
- 6.1.7 Mugo isolates himself from the community. Discuss why he does so. (2)

**AND**

6.2 [Warui and Wambui are discussing Mugo.]

'A man has nowhere else but where he lays his head,' was the cryptic rejoinder to the many compliments on her tidiness. Warui had not seen her since the day of the big sacrifice. For the last two days people in Thabai had more or less kept to themselves, avoiding, by general consent, public discussions on the events of Uhuru day. There were things that puzzled Warui, questions for which, in vain, he sought answers in the heart. Failing, he had come to see Wambui. Yet they now conversed, as if they did not know what the other was talking about, as if they were both ashamed of certain subjects in one another's presence.	5
'Perhaps it is this cold that killed her,' he tried again. 'Who?' 'The old woman.'	10
'Yes!' she said, irrelevantly, and sighed. 'We all forgot her on that day. We should not have left her alone. She was old. Loneliness killed her.'	
'Why on that day, I keep on asking myself. She used to live alone, or is that not so?'	15
'Then, life was around her. The smoke and the noise of children. On that day, all of us went to the meeting. All of us. There was no smoke anywhere, and there were no cries or laughter of children in the streets. The village was empty.' She spoke as if building up a case in an argument.	20
[Warui, Wambui]	

- 6.2.1 Briefly discuss each of the following characters. State TWO points on each character.  
(a) Warui (2)  
(b) Wambui (2)

- 6.2.2 The Day of Independence is supposed to be a celebration. Briefly discuss the shocking events that take place during this celebration. State TWO points. (2)
- 6.2.3 Explain why the people of the village find it difficult to discuss what happened on the Day of Independence. (2)
- 6.2.4 Warui has a specific reason for visiting Wambui.
- (a) Why does he come to see her? State TWO points. (2)
- (b) Is this visit successful? Explain your answer. (2)
- 6.2.5 Refer to line 12 ('The old woman').
- Choose the correct answer to complete the following sentence:
- The old woman is the mother of ...
- A Karanja.  
B Gikonyo.  
C Gitogo.  
D Mumbi. (1)
- 6.2.6 Explain why the title *A Grain of Wheat* is suitable. (2)
- 6.2.7 Mugo is a traitor, but no one in the village suspects him. If you were in Mugo's situation, would you have confessed to your crime? Discuss your view. (2)

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

**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***

In this play, Juliet develops from an innocent young girl into a young woman who also has to deal with complicated relationships and make huge sacrifices.

Write an essay in which you discuss Juliet's character.

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

- How Juliet matures during the course of the play
- How her relationships become complicated
- The sacrifices Juliet makes in her search for happiness

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 [The Nurse visits Friar Lawrence's cell after Romeo's banishment.]

NURSE:	O holy Friar, O, tell me, holy Friar, Where is my lady's lord, where's Romeo?	
FRIAR:	There on the ground, with his own tears made drunk.	
NURSE:	O, he is even in my mistress' case, Just in her case! O woeful sympathy! Piteous predicament! Even so lies she, Blubbering and weeping, weeping and blubbering. Stand up, stand up! Stand, an you be a man! For Juliet's sake, for her sake, rise and stand! Why should you fall into so deep an O?	5      10
ROMEO:	Nurse –	
NURSE:	Ah sir! Ah sir! Death's the end of all.	
ROMEO:	Spakest thou of Juliet? How is it with her? Doth not she think me an old murderer, Now I have stained the childhood of our joy With blood removed but little from her own? Where is she? And how doth she? And what says My concealed lady to our cancelled love?	15
NURSE:	O, she says nothing, sir, but weeps and weeps, And now falls on her bed, and then starts up, And Tybalt calls, and then on Romeo cries, And then down falls again.	20
[Act 3, Scene 3]		

8.1.1 Complete the following sentence by filling in the missing words.  
Write down only the question number and the words.

Juliet sends the Nurse to Friar Lawrence's cell to take Romeo a  
(a) ... and tell him to come to her that night and say (b) ... (2)

8.1.2 Juliet sends the Nurse to Romeo. What does this show the  
audience about the relationship between Juliet and the Nurse?  
State TWO points. (2)

8.1.3 Quote no more than TWO lines from the extract which show that  
Romeo and Juliet are equally upset. (1)

- 8.1.4 Refer to line 3 ('... with his own tears made drunk').  
Briefly explain why Romeo is crying. State TWO points. (2)
- 8.1.5 Refer to line 7 ('Blubbering and weeping, weeping and blubbering').
- (a) How do the events that caused Juliet's 'blubbering and weeping', affect her personal life? (2)
- (b) Explain why the Nurse repeats the words 'blubbering and weeping'. (2)
- 8.1.6 Refer to line 8 ('Stand up, stand up! Stand, an you be a man!').
- (a) What would Romeo's posture (bodily position) on the stage be at this moment in the play? (1)
- (b) Do you think that the Nurse is being cruel and unkind here? Discuss your view. (2)
- 8.1.7 Soon after this scene in the play, Friar Lawrence reminds Romeo that he has many reasons to be grateful.  
Give THREE reasons why Romeo should be grateful. (3)
- 8.1.8 Refer to the words 'cancelled love' in line 18.  
Are these words a prediction of the future of Romeo and Juliet's relationship? Give a reason for your answer. (1)

**AND**

## 8.2 [Romeo buys poison from an apothecary.]

APOTHECARY:	Who calls so loud?	
ROMEO:	Come hither, man. I see that thou art poor. Hold, there is forty ducats. Let me have A dram of poison, such soon-speeding gear As will disperse itself through all the veins, That the life-weary taker may fall dead, And that the trunk may be discharged of breath, As violently as hasty powder fired Doth hurry from the fatal cannon's womb.	5
APOTHECARY:	Such mortal drugs I have. But Mantua's law Is death to any he that utters them.	10
ROMEO:	Art thou so bare and full of wretchedness, And fearest to die? Famine is in thy cheeks, Need and oppression starveth in thy eyes, Contempt and beggary hangs upon thy back. The world is not thy friend, nor the world's law; The world affords no law to make thee rich. Then be not poor, but break it and take this.	15
APOTHECARY:	My poverty but not my will consents.	
ROMEO:	I pay thy poverty and not thy will.	20
APOTHECARY:	Put this in any liquid thing you will And drink it off, and if you had the strength Of twenty men it would dispatch you straight.	
ROMEO:	There is thy gold – worse poison to men's souls, Doing more murder in this loathsome world, Than these poor compounds that thou mayst not sell. I sell thee poison, thou hast sold me none. Farewell. Buy food and get thyself in flesh. Come, cordial and not poison, go with me To Juliet's grave, for there must I use thee.	25
		30
[Act 5, Scene 1]		

- 8.2.1 Romeo is in Mantua, but it is not his hometown. What is his hometown? (1)
- 8.2.2 Choose the correct answer to complete the following sentence:  
While in Mantua, Romeo is visited by ...
- A Friar John.  
B Benvolio.  
C Balthasar.  
D Sampson. (1)
- 8.2.3 Romeo is visiting the apothecary because a very important letter from Friar Lawrence has not reached him. Give THREE reasons why this letter has been delayed. (3)

- 8.2.4 Refer to lines 7 and 8 ('the trunk may ... hasty powder fired').
- (a) Which figure of speech is used here? (1)
- (b) According to these lines, which TWO qualities does Romeo expect from the poison? (2)
- 8.2.5 Refer to lines 10 and 11 ('But Mantua's law ... that utters them').
- What is 'Mantua's law' regarding the sale of poison? (1)
- 8.2.6 Is the following statement TRUE or FALSE? Quote ONE line from the extract to support your answer.
- Romeo feels that gold is more harmful than poison. (2)
- 8.2.7 Using your own words, explain how Romeo convinces the apothecary to sell him the poison. (2)
- 8.2.8 Do you think that Romeo is admirable, even though he is not perfect? Discuss your view. (2)
- 8.2.9 If you were Romeo, discuss TWO things you would do differently to avoid the tragic ending of this play. (2)
- [35]**

**OR**

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

There are differences AND similarities in the characters of Mandisa and Thando.

Discuss this statement.

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

- The upbringing of the two women – how it developed their individual characters
- Culture and tradition: differences and similarities
- Their opinions on The Truth and Reconciliation Commission (TRC)

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 are having an argument.]

THANDO:	Have you tried to find her?	
SIPHO:	She left me. I don't think she wanted to be found.	
THANDO:	And me?	
SIPHO:	No. She loved you very much.	
THANDO:	How can you say that! How could you know that?	5
SIPHO:	I know. She loved you.	
THANDO:	How could you know that?	
SIPHO:	Because I do!	
THANDO:	There are three things you know because you do. Three things you do not want to talk about – my mother, my brother, Luvuyo, and my Uncle Themba.	10
SIPHO:	Let the dead rest.	
THANDO:	You have just said my mother is not dead.	
SIPHO:	I know.	
THANDO:	Because you do.	15
SIPHO:	Are we going to use your car to follow the undertaker? I don't fancy riding in the hearse.	
THANDO:	Of course. You are alive aren't you? How could I let you ride in a hearse?	
SIPHO:	Not yet. It's not my time yet. This old ticker <i>[pointing to his heart]</i> tells me it's not going to be long though.	20
THANDO:	You! You will outlive us all.	
SIPHO:	That's what my father said. It's like a punishment, to witness the pain of losing all those you love, to be alone.	
THANDO:	Dad, you will never be alone. I'll always be with you.	25
SIPHO:	What about Mpho! When you get married?	
[Act 1, Scene 1]		

10.1.1 State the relationship between the two speakers in this extract. (1)

10.1.2 Refer to line 1 ('Have you tried to find her?').

About whom are Thando and Sipho speaking? (1)

- 10.1.3 Refer to line 2 ('She left me ... to be found').  
If you were the stage director of this play, what would you:
- (a) Tell Sipho to do while saying these words? (1)
  - (b) Want his face to express? (1)
- 10.1.4 What do Thando's words in these lines (1–8) tell us about her feelings? State TWO points. (2)
- 10.1.5 Refer to lines 9–11 ('There are three ... my Uncle Themba').  
Briefly explain why Sipho does not want to talk about Thando's mother, Luvuyo or Themba. State TWO points. (2)
- 10.1.6 Refer to lines 16 and 17 ('Are we going ... in the hearse?').  
Why do Thando and Sipho arrange for a hearse to go to the airport? (1)
- 10.1.7 Describe what happens when Thando and Sipho reach the airport. State TWO points. (2)
- 10.1.8 Is the following statement TRUE or FALSE? Give a reason to support your answer.  
Sipho loses all the people he loves. (2)
- 10.1.9 Complete the following sentence by filling in the missing word. Write down only the question number and the word.  
Sipho never talks about ... because he is afraid of losing Thando to him. (1)
- 10.1.10 Refer to line 23 ('It's like a punishment ...').  
Do you think Sipho was unfairly treated all his life? Discuss your view. (3)

**AND**

## 10.2 [Sipho is very angry.]

THANDO:	What are you going to do?	
SIPHO:	I am going to blow it up!	
MANDISA:	Great!	
SIPHO:	No! I am going to burn it down!	
MANDISA:	Even better! NO! You are drunk! You don't really mean that, do you?	5
SIPHO:	Yes, yes I do! I am dead serious. I am going to burn it down. I am going to watch all those books burn and light up the sky.	
THANDO:	You will be arrested.	
MANDISA:	They will say you are mad.	10
SIPHO:	That's even better. I will prove to them that my crime too was politically motivated. They will have to grant me amnesty. They have no choice. I qualify, don't I Thando? You know these things.	
THANDO:	This is silly. You are going to do no such thing! Stop laughing, Mandisa!	15
SIPHO:	How are you going to stop me?	
THANDO:	I'll tell the police to stop you.	
SIPHO:	You will inform the police about me? You will sell me out?	
THANDO:	It's not selling out. We will stop you.	20
SIPHO:	Why?	
THANDO:	Because what you want to do is wrong.	
SIPHO:	What they did to me was wrong too. Why do you want to stop me?	
THANDO:	Because I love you. I don't want to lose you!	25
MANDISA:	She's right. I love you too, Uncle Sipho. You are the only father I have now.	

[Act 2, Scene 1]

- 10.2.1 Refer to lines 1–4 ('What are you ... burn it down!').  
Give TWO reasons why Sipho is so angry at this point in the play. (2)
- 10.2.2 To what does 'it' refer in lines 2 and 4? (1)
- 10.2.3 Refer to line 5 ('You are drunk!')  
How do you know that Thando is not used to seeing her father drunk? (2)
- 10.2.4 Refer to line 8 ('... light up the sky').  
What does Sipho mean by the expression 'light up the sky'? (2)
- 10.2.5 Refer to line 9 ('You will be arrested').  
Why does Thando say that Sipho will be arrested? (1)

- 10.2.6 Refer to line 12 ('They will have to grant me amnesty').  
Why does Siphon think that the Truth and Reconciliation Commission (TRC) will grant him amnesty? State TWO points. (2)
- 10.2.7 Refer to lines 13 and 14. ('You know these things').  
Why does Siphon expect Thando to 'know these things'? (1)
- 10.2.8 In this extract, Siphon is faced with a particular matter that disappoints him. How does he plan to deal with this disappointment? State TWO points. (2)
- 10.2.9 Choose the correct answer to complete the following sentence:  
Mandisa says that Siphon is the only father she now has because ...  
A he is her grandfather.  
B he is an old man.  
C she is his cousin.  
D her father has died. (1)
- 10.2.10 Consider the play as a whole.  
Thando and Mandisa help Siphon to face his pain and anger. Do you agree? Explain your answer. (2)
- 10.2.11 After studying this play, do you think it is important to forgive people who have caused you pain and sorrow? Discuss your view. (2)

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

**SECTION C: SHORT STORIES**

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

- *MANHOOD* by John Wain
- *THE DUBE TRAIN* by Can Themba

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

**QUESTION 11 (ESSAY QUESTION)*****MANHOOD* – John Wain**

The main message of the story is that parents should not put too much pressure on their children.

Write an essay in which you discuss this statement. In your answer refer to specific incidents in the story.

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

- Why Mr Willison puts pressure on Rob
- The effect this pressure has on Rob
- Lessons that can be learnt by Rob and Mr Willison

Length: 250–300 words

**OR**

**QUESTION 12 (CONTEXTUAL QUESTION)****THE DUBE TRAIN – Can Themba**

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 a typical Monday morning.]

The morning was too cold for a summer morning, at least, to me, a child of the sun. But then on all Monday mornings I feel rotten and shivering, with a clogged feeling in the chest and a nauseous churning in the stomach. It debilitates my interest in the whole world around me.

The Dube Station, with the prospect of congested trains filled with sour-smelling humanity, did not improve my impression of a hostile life directing its malevolence plumb at me. Despairing thoughts of every kind darted through my mind: the lateness of the trains, the shoving savagery of the crowds, the grey aspect around me. Even the announcer over the loudspeaker gave confusing directions. I suppose it had something to do with the peculiar chemistry of the body on Monday morning. But for me all was wrong with the world. 5

Yet, by one of those flukes that occur in all routines, the train I caught was not full when it came. I usually try to avoid seats next to the door, but sometimes it cannot be helped. So it was on that Monday morning when I hopped into the Third Class carriage. 10

12.1.1 Read the following statement and complete the sentence by filling in the missing words. Write down only the question number and the words.

In lines 1 and 2 'a child of the sun' is an example of personification.

The (a) ... is being described as the (b) ... of the narrator. (2)

12.1.2 Refer to paragraph 1.

(a) Quote no more than FOUR consecutive words from the extract to show that this story is written in the first person. (1)

(b) Using your own words, briefly describe how the narrator feels on a Monday morning. State TWO points. (2)

(c) In your view, why does he feel this way? State TWO points. (2)

- 12.1.3 Refer to paragraph 2.  
Quote TWO consecutive words to show that the narrator has a negative outlook on life. (1)
- 12.1.4 Refer to line 8 ('... shoving savagery of the crowds ...').  
Which figure of speech is used here? (1)
- 12.1.5 Choose the correct answer to complete the following sentence:  
In line 13, the word 'flukes' refers to ...  
A unfortunate accidents.  
B lucky charms.  
C unlucky coincidences.  
D a stroke of good luck. (1)
- 12.1.6 Refer to the story as a whole.  
Is the following statement TRUE or FALSE? Give a reason to support your answer.  
The narrator's journey was dull and uneventful. (2)
- 12.1.7 What point is the narrator making by including the description of the train carriage and the station? State TWO ideas. (2)
- 12.1.8 A girl boards the train at Phefeni station.  
(a) Explain what the narrator finds unusual for a girl of her age. State TWO points. (2)  
(b) Explain why the narrator is surprised by the girl's reactions later, when the tsotsi attacks her. State TWO points. (2)

**AND**

## 12.2 [The narrator describes the reactions of the passengers.]

Our caveman lover was still at the girl while people were changing from our train to the Westgate train in New Canada. The girl wanted to get off, but the tsotsi would not let her. When the train left the station, he gave her a vicious slap across the face so that her beret went flying. She flung a leg over me and rolled across my lap in her hurtling escape. The tsotsi followed, and as he passed me he reeled with the sway of the train.	5
To steady himself, he put a full paw in my face. It smelled sweaty-sour. Then he ploughed through the humanity of the train, after the girl. Men gave way shamelessly, but one woman would not take it. She burst into a spitfire tirade that whiplashed at the men.	10
"Lord, you call yourselves men, you poltroons! You let a small ruffian insult you. Fancy, he grabs at a girl in front of you – might be your daughter – this thing with the manner of a pig! If there were real men, here, they'd pull his pants off and give him such a leathering he'd never sit down for a week. But, no, you let him do this here; tonight you'll let him do it in your homes. And all you do is whimper, 'The children of today have never no respect!' Sies!"	15

- 12.2.1 Refer to line 1.
- (a) Who is 'our caveman lover'? (1)
- (b) Why is this person described as a 'caveman'? (1)
- (c) Quote ONE word from paragraph 2 which shows that the narrator is comparing the 'caveman' to an animal. (1)
- 12.2.2 Refer to line 6.
- What caused the 'caveman' to reel? (1)
- 12.2.3 Refer to line 11.
- Using your own words, explain why the woman calls the men 'poltroons'. (1)
- 12.2.4 Refer to paragraph 3 of the extract.
- Quote FOUR consecutive words to show that the woman believes that the men have strong fatherly instincts. (1)
- 12.2.5 Refer to line 16.
- What does the use of the word 'Sies!' suggest about the woman's feelings? (1)



- 12.2.6 Later in the story, the attacker draws a knife when the big man confronts him.
- How do the following people react when they see the knife?
- (a) The woman (1)
- (b) The male passengers (1)
- 12.2.7 The big man, who has been sitting quietly all the time, comes to life because of the incident described in the extract.
- (a) Why, do you think, does he not react when the tsotsi attacks the young girl? State TWO points. (2)
- (b) What causes the big man's violent reaction later? (2)
- 12.2.8 Do you feel sorry for the attacker who is flung from the train and probably killed? Explain your answer. (2)
- 12.2.9 The passengers on the Dube train choose not to get involved when the tsotsi attacks the girl. They also do nothing when he is flung from the train. Why do you think this is the case? Discuss your view. (2)
- TOTAL SECTION C: 35**

**SECTION D: POETRY**

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

- 'Death be not proud' by John Donne
- 'An elementary school classroom in a slum' by Stephen Spender
- 'The birth of Shaka' by Mbuyiseni Oswald Mtshali
- 'A prayer for all my countrymen' by Guy Butler

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 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.	

- 13.1 Refer to the following words in line 1 ('Death be not proud').
- 13.1.1 Identify the figure of speech used here. (1)
- 13.1.2 Explain why the poet has used this figure of speech. (2)
- 13.2 Is the following statement TRUE or FALSE? Quote ONE word from the poem to support your answer.
- Everyone fears Death. (2)

- 13.3 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question number (13.3.1–13.3.3).

entertainment; temporary; relaxation; end; look; final
--

- The poet says that 'rest and sleep' are 'pictures' of Death, meaning they only (13.3.1) ... like death. However, people rest and sleep for (13.3.2) ... and Death is not (13.3.3) ... (1½)
- 13.4 Using your own words, write down THREE causes of death stated in the poem. (3)
- 13.5 Refer to the following words in line 12 ('why swell'st thou then?')
- Explain the meaning of these words as they are used in the poem. (1)
- 13.6 Refer to lines 10–14.
- Name TWO things that have the same effect as death. (2)
- 13.7 Choose the correct answer to complete the following sentence:
- In the last two lines (13–14) the speaker's tone is ...
- A triumphant and victorious.  
B submissive and angry.  
C sad and disappointed.  
D thoughtful and fearful. (1)
- 13.8 Discuss the message the poem has for its readers. (2)
- 13.9 Has this poem changed your attitude towards death? Discuss your view. (2)  
[17½]

**OR**

**QUESTION 14**

Read the following poem and 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 their future's painted with a fog, A narrow street sealed in with a lead sky, Far far from rivers, capes, and stars of words.	15
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 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.	25      30

- 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).

good; primary; children; resources; high; poor
--

The setting (background) of the poem is a (14.1.1) ... school in a (14.1.2) ... area. There are very few (14.1.3) ... in the classroom.

(1½)

- 14.2 Using your own words, describe the children in the classroom. State THREE points. (3)
- 14.3 Refer to lines 6–8.
- In your own words, say how this child is different from the rest of the children in his class. (1)
- 14.4 Refer to stanza 2.
- How does the speaker feel about the 'donations'? Give a reason for your answer. (2)
- 14.5 Refer to line 15 ('A narrow street sealed in with a lead sky').
- 14.5.1 Identify the figure of speech used here. (1)
- 14.5.2 Explain why the poet has used this figure of speech. (2)
- 14.6 Refer to stanza 3.
- Is the following statement TRUE or FALSE? Quote TWO consecutive words to support your answer.
- The children's homes are large and comfortable. (2)
- 14.7 Choose the correct answer to complete the following sentence:
- In stanza 4, the speaker's tone shows that he is ...
- A commenting critically.  
B pleading passionately.  
C complaining bitterly.  
D demanding forcefully. (1)
- 14.8 Refer to stanza 4.
- Name ONE experience the speaker wishes the children to have. (1)
- 14.9 In your view, how does the speaker feel towards the children? Using your OWN words, give TWO reasons for your answer. (3)
- [17½]

**OR**

**QUESTION 15**

Read the following poem and answer the set questions.

**The birth of Shaka – Mbuyiseni Oswald 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 to foil every foe.	10
Ancestors forged his muscles into thongs as tough as water bark and nerves as sharp as syringa thorns.	15
His eyes were lanterns that shone from the dark valleys of Zululand to see white swallows coming across the sea. His cry to two assassin brothers:	20
'Lo! You can kill me but you'll never rule this land!'	25

- 15.1 Complete the following sentences 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).

mourned; cruel; warrior; praised; father; loving
--

In this poem Shaka, the Zulu king, is (15.1.1) ... . He was a (15.1.2) ... man, but a brave (15.1.3) ...

(1½)

- 15.2 Refer to lines 1 and 2 ('His baby cry/was of a cub ...').

15.2.1 Identify the figure of speech used here.

(1)

15.2.2 Explain why the poet has used this figure of speech.

(2)

- 15.3 Refer to lines 3 and 4 ('tearing the neck/of the lioness').  
To whom does the word 'lioness' refer? (1)
- 15.4 Refer to stanza 2.
- 15.4.1 In your own words, explain how the gods created Shaka. (1)
- 15.4.2 State ONE of Shaka's characteristics suggested by the use of the words 'clay pot'. (1)
- 15.5 Choose the correct answer to complete the following sentence:  
In line 11, the words 'to foil every foe' mean to ...
- A free every prisoner.  
B betray every enemy.  
C stop every enemy.  
D kill every prisoner. (1)
- 15.6 Refer to lines 12 and 13 ('Ancestors forged his muscles ...').  
What does the use of the word 'forged' in these lines tell the reader about Shaka's physical abilities? (2)
- 15.7 Refer to stanza 4.  
Quote TWO separate words to prove that Shaka was both physically and mentally strong. (2)
- 15.8 Refer to stanza 5.  
Is the following statement TRUE or FALSE? Quote a line to support your answer.  
Shaka could see what was going to happen in the future. (2)
- 15.9 In the first five stanzas the tone of the speaker shows admiration. Describe the tone in the last stanza (lines 24–25). (1)
- 15.10 What, in your view, are the qualities of a good leader? (2)
- [17½]**

**OR**

**QUESTION 16**

Read the following poem and answer the set questions.

**A prayer for all my countrymen – Guy Butler**

Though now few eyes can see beyond this tragic time's complexities, dear God, ordain	5
such deed be done, such words be said, that men will praise Your image yet	10
when all these terrors and hates are dead:	
Through rotting days, beaten, broken, some stayed pure; others learnt how	15
to grin and endure; and here and there a heart stayed warm, a head grew clear.	

- 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).

America; people; South Africa; pardon; prayer; men
--

- This poem is written as a (16.1.1) ... for all the (16.1.2) ... of (16.1.3) ... (1½)
- 16.2 Refer to line 1 ('Though now few eyes').
- To whom do the 'few eyes' belong? (1)
- 16.3 Refer to line 3 ('this tragic time's').
- Explain why this period in history is regarded as 'tragic'. (2)



- 16.4 Choose the correct answer to complete the following sentence:  
In line 4, the word 'complexities' means ...
- A hardships and shortages.  
B hardships and answers.  
C answers and solutions.  
D problems and difficulties. (1)
- 16.5 Refer to lines 5–9 ('dear God ordain, ... Your image yet').  
Explain why the poet wants his countrymen to behave as described in these lines. (2)
- 16.6 Refer to lines 10 and 11 ('when all these terrors/and hates are dead').  
Use ONE word to describe how the speaker feels about the future. (1)
- 16.7 Refer to the poem as a whole and give TWO examples of alliteration used. (2)
- 16.8 Refer to the second stanza.  
Using your own words, describe THREE different ways in which people reacted at that time. (3)
- 16.9 Refer to the last stanza.  
Is the following statement TRUE or FALSE? Quote a line to support your answer.  
The speaker was one of the few people who enjoyed the period of time described in this poem. (2)
- 16.10 At the present time in our history, do you think the poet's prayer has been answered? Discuss your view. (2)  
[17½]
- TOTAL SECTION D: 35**  
**GRAND TOTAL: 70**