



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2012

MARKS: 70

TIME: 2 hours

This question paper consists of 41 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. Then read these questions and choose the ones you wish to answer.
2. This question paper consists of FOUR sections:

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

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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 each of 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***

Calpurnia plays an important role in the novel.
Write an essay in which you discuss this statement.

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

- Calpurnia as a mother-figure to Jem and Scout
- Calpurnia and Atticus
- Calpurnia's role in the community

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 [Aunt Alexandra arrives for a stay with the Finches.]

'Have you come for a visit, Aunty?' I asked. Aunt Alexandra's visits from the Landing were rare, and she travelled in state. She owned a bright green square Buick and a black chauffeur, both kept in an unhealthy state of tidiness, but today they were nowhere to be seen.	
'Didn't your father tell you?' she asked.	5
Jem and I shook our heads.	
'Probably he forgot. He's not in yet, is he?'	
'Nome, he doesn't usually get back till late afternoon,' said Jem.	
'Well, your father and I decided it was time I came to stay with you for a while.'	10
'For a while' in Maycomb meant anything from three days to thirty years. Jem and I exchanged glances.	
'Jem's growing up now and you are too,' she said to me. 'We decided that it would be best for you to have some feminine influence. It won't be many years, Jean Louise, before you become interested in clothes and boys –'	15
I could have made several answers to this: Cal's a girl, it would be many years before I would be interested in boys, I would never be interested in clothes ... but I kept quiet.	
'What about Uncle Jimmy?' asked Jem. 'Is he comin', too?'	
'Oh no, he's staying at the Landing. He'll keep the place going.'	20
[Chapter 13]	

2.1.1 Match the names in COLUMN 1 to the descriptions in COLUMN 2. Write down only the question number (2.1.1(a)–2.1.1(c)) and the letter (A–D) of your answer.

COLUMN 1	COLUMN 2	
(a) Alexandra	A Narrator of the story	
(b) Jean Louise	B Employed by Atticus	
(c) Jem	C Jem and Scout's aunt	
	D Scout's brother	(3)

2.1.2 Why does Aunt Alexandra come to stay with Atticus and the children? State TWO points. (2)

- 2.1.3 Is the following statement TRUE or FALSE? Give a reason for your answer.
Aunt Alexandra shares a good relationship with Calpurnia. (2)
- 2.1.4 Refer to lines 2–4 ('She owned a ... to be seen').
(a) Use your own words to explain why it is strange to describe 'tidiness' as 'unusual'. State TWO points. (2)
(b) What does the absence of Aunt Alexandra's car and chauffeur suggest about her plans? (1)
- 2.1.5 Refer to lines 9–10 ('Well, your father ... for a while').
Explain why this is not completely true. State TWO points. (2)
- 2.1.6 From your knowledge of the novel as a whole, explain whether Scout is interested in clothes. (2)
- 2.1.7 Refer to line 20 ('Oh no, he's staying at the Landing').
To what does the 'Landing' refer? (1)
- 2.1.8 Do you think Aunt Alexandra has a positive influence on Scout? Discuss your view. (2)
- 2.2 [Dill describes Atticus's visit to Helen.]

'Scout,' said Dill, 'she just fell down in the dirt. Just fell down in the dirt, like a giant with a big foot just came along and stepped on her. Just ump –' Dill's fat foot hit the ground. 'Like you'd step on an ant.'

Dill said Calpurnia and Atticus lifted Helen to her feet and half carried, half walked her to the cabin. They stayed inside a long time, and Atticus came out alone. When they drove back by the dump, some of the Ewells hollered at them, but Dill didn't catch what they said. 5

Maycomb was interested by the news of Tom's death for perhaps two days; two days was enough for the information to spread through the county. 'Did you hear about? ... No? Well, they say he was runnin' fit to beat lightnin'...' To Maycomb, Tom's death was Typical. Typical of a nigger to cut and run. Typical of a nigger's mentality to have no plan, no thought for the future, just run blind first chance he saw. 10

[Chapter 25]

- 2.2.1 Describe the events leading up to Helen's collapse. State TWO points. (2)

- 2.2.2 Refer to lines 1–3 ('just fell down ... on an ant').
- (a) Which TWO things are being used to describe Helen's collapse? (2)
- (b) What do these words show you about the effect the news has on Helen? (1)
- 2.2.3 Refer to lines 4–6 ('Dill said Calpurnia ... came out alone').
- Why do you think Atticus 'came out alone'? State TWO points. (2)
- 2.2.4 Refer to the words ('the Ewells hollered at them') in lines 6–7.
- (a) What does the attitude of the Ewells towards Atticus suggest about them? State TWO points. (2)
- (b) Why do the Ewells have such an attitude? State TWO points. (2)
- 2.2.5 Refer to the words in line 10–11 ('runnin' fit to beat lightnin' ').
- Choose the correct answer to complete the following sentence.
- These words mean that he was running ...
- A very fast.
B during a storm.
C dangerously.
D in a criss-cross way. (1)
- 2.2.6 Refer to lines 8–13 ('Maycomb was interested ... chance he saw').
- (a) What do these lines tell you about the people of Maycomb? State TWO points. (2)
- (b) Do you think Tom's attempt to escape from jail really had 'no plan, no thought for the future'? Explain your answer. (2)
- 2.2.7 Do you think the Maycomb community now has a responsibility to take care of Tom's family? Discuss your view. (2)

[35]**OR**

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

The conch plays a very important role in the lives of the boys on the island.

Write an essay in which you discuss the role of the conch in the novel.

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

- How the conch is discovered and used in the beginning
- How Jack undermines the 'power' of the conch
- How the 'power' of the conch is destroyed by the end of the novel

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 'beast' is being described.]

<p>The figure fell and crumpled among the blue flowers of the mountain-side, but now there was a gentle breeze at this height too and the parachute flopped and banged and pulled. So the figure, with feet that dragged behind it, slid up the mountain. Yard by yard, puff by puff, the breeze hauled the figure through the blue flowers, over the boulders and red stones, till it lay huddled among the shattered rocks of the mountain-top. Here the breeze was fitful and allowed the strings of the parachute to tangle and festoon: and the figure sat, its helmeted head between its knees, held by a complication of lines. When the breeze blew the lines would strain taut and some accident of this pull lifted the head and chest upright so that the figure seemed to peer across the brow of the mountain. Then, each time the wind dropped, the lines would slacken and the figure bow forward again, sinking its head between its knees. So as the stars moved across the sky, the figure sat on the mountain-top and bowed and sank and bowed again.</p>	5
<p style="text-align: right;">[Chapter 6]</p>	10

4.1.1 Match the names in COLUMN 1 to the descriptions in COLUMN 2. Write down only the question number (4.1.1(a)–4.1.1(c)) and the letter (A–D) of your answer.

COLUMN 1	COLUMN 2	
(a) Littl'uns	A killed Piggy	
(b) Biguns	B hunted for meat	
(c) Roger	C often fainted	
	D afraid of the beastie	(3)

4.1.2 (a) To what does 'the figure' in the extract refer? (1)

(b) How does the figure end up on the island? State TWO points. (2)

(c) Who discovers the figure on the mountain-top later? (1)

- 4.1.3 Refer to line 6 ('Here the breeze was fitful ...').
- (a) Why does the writer describe the breeze in this way? (1)
- (b) What is the effect of this breeze on the figure? (1)
- 4.1.4 The figure lands close to where the fire normally was.
- (a) How does this affect the boys' plans? State THREE things. (3)
- (b) How do Jack and Ralph differ in their views on the importance of the fire? (2)
- 4.1.5 Just before the figure appears on the island, Ralph wishes for a sign from the adult world to help the boys. Does this 'sign' help them? Discuss your view. (3)

AND

- 4.2 [Ralph meets a naval officer on the beach.]

He staggered to his feet, tensed for more terrors, and looked up at a huge peaked cap. It was a white-topped cap, and above the green shade of the peak was a crown, an anchor, gold foliage. He saw white drill, epaulettes, a revolver, a row of gilt buttons down the front of a uniform.

A naval officer stood on the sand, looking down at Ralph in wary astonishment. On the beach behind him was a cutter, her bows hauled up and held by two ratings. In the stern-sheets another rating held a sub-machine gun. 5

The ululation faltered and died away.

The officer looked at Ralph doubtfully for a moment, then took his hand away from the butt of the revolver. 10

'Hullo.'

Squirming a little, conscious of his filthy appearance, Ralph answered shyly.

'Hullo.'

The officer nodded, as if a question had been answered.

'Are there any adults – any grown-ups with you?'

Dumbly, Ralph shook his head. He turned a half-pace on the sand. A semicircle of little boys, their bodies streaked with coloured clay, sharp sticks in their hands, were standing on the beach making no noise at all. 20

'Fun and games,' said the officer.

[Chapter 12]

- 4.2.1 Is the following statement TRUE or FALSE? Using your own words, give a reason for your answer.
- The naval officer is on the island because he saw the signal fire. (2)

- 4.2.2 The officer thinks the boys are playing a game.
Briefly describe what is actually happening on the island when the officer arrives. State TWO points. (2)
- 4.2.3 Refer to lines 2–4 ('It was a ... of a uniform').
The writer describes the officer's uniform in great detail.
How does the appearance of the officer differ from that of the boys? (2)
- 4.2.4 Refer to the words 'wary astonishment' in lines 5–6.
Using your own words, explain what these two words show about the officer's feelings towards Ralph. State TWO things. (2)
- 4.2.5 Choose the correct answer to complete the following sentence:
In line 6 the word 'cutter' means ...
A boat.
B helicopter.
C tank.
D ship. (1)
- 4.2.6 Refer to lines 10–16 ('The officer looked ... had been answered').
(a) Quote ONE word from the extract to show that Ralph is feeling uncomfortable. (1)
(b) Explain why it is so important to the officer to have the 'question' in his mind answered. State TWO points. (2)
- 4.2.7 Just before the events in the extract, Ralph thinks of the boys as 'savages'. Why does he now see them as 'little boys'? (1)
- 4.2.8 The officer is disappointed because the boys cannot tell him how many they are.
Why does he expect them to be more organised? (1)
- 4.2.9 The games on the island often get out of control.
Do you think the boys' violent behaviour can be excused? Explain your answer. (2)
- 4.2.10 Consider the novel as a whole.
Do you think evil wins in the end? Discuss your view. (2)

[35]**OR**

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

In this novel, the writer seems to be suggesting that we should not condemn Mugo, but rather sympathise with him.

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

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

- Mugo's childhood
- Mugo's life during the Struggle
- His life after the Struggle

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 [Gikonyo visits Mugo.]

'No. It is not that which brought me here tonight.' He told Mugo about his visit to Nairobi and his meeting with the M.P.	
Mugo, who sat on the bed opposite Gikonyo, waited for him to continue. The fire contained in the hearthplace by three stones glowed between them.	
'But it is not that which brought me here. It is my troubles, troubles of the heart.' Gikonyo smiled and tried to sound casual. 'I was really coming to ask you a question,' he finished with a dramatic pause.	5
Mugo's heart sagged between fear and curiosity.	
'Do you know that you and I were once in the same detention camp?' Gikonyo said, feeling his way into a talk.	10
'Were we? I can't remember.' Though slightly relieved, Mugo was still suspicious. 'There were so many people,' he added quickly.	
'It was at Muhia camp. We knew you were to be brought there. We had, of course, heard about you in connection with the hunger-strike at Rira. The authorities did not tell us. It was supposed to be a secret, but we knew.'	15
Mugo vividly remembered Rira and Thompson, who beat him. Of Muhia, he could only recall the barbed-wire and the flat dry country. But then most camps were in such areas.	
'Why do you tell me all this? I don't like to remember.'	
'Do you ever forget?'	20
'I try to. The government says we should bury the past.'	
[Chapter 6]	

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)	Gikonyo	A	wants to find the traitor
(b)	Kihika	B	served as a cook during the war
(c)	General R.	C	a carpenter and clever businessman
		D	was betrayed by one of the villagers

(3)

- 6.1.2 Refer to lines 1–2 ('No. It is ... with the M.P.').
- (a) What does Mugo think is the reason for Gikonyo's visit? (1)
 - (b) What does Gikonyo tell Mugo about his visit to Nairobi? State TWO points. (2)
 - (c) What does the outcome of Gikonyo's visit to Nairobi show the reader about the new government? State TWO points. (2)
- 6.1.3 Refer to lines 5–6 ('It is my troubles, troubles of the heart').
- (a) To what does Gikonyo refer when he says, 'troubles of the heart'? State TWO points. (2)
 - (b) Explain why Gikonyo repeats the word 'troubles'. (1)
- 6.1.4 Refer to the words 'fear' (line 8) and 'suspicious' (line 12). Explain why Mugo is afraid and suspicious at this point. (2)
- 6.1.5 Is the following statement TRUE or FALSE? Give a reason for your answer.
- The hunger-strike at Rira was not important to the authorities. (2)
- 6.1.6 Later Mugo refers to the government's request to 'bury the past'. Do you think it is possible for a person to 'bury the past'? Discuss your view. (2)

AND

6.2 [Karanja and Mumbi meet by accident.]

'How is Gikonyo?' he asked, without thinking much about the question. He guessed she had gone to the hospital because he had not seen her at the meeting.	
'He is all right. The nurses told me he might be out soon.'	
'I looked for you at the meeting. I wanted to see you. I wanted to thank you for the note.'	5
'It's nothing. It cost me no effort. In any case, you ignored it.'	
'Then I had not known what the warning was all about. I'd thought you wanted to see me.'	
'No.'	10
'Never?'	
'Never again.' They spoke hurriedly because of the drizzle.	
'Anyway, thank you,' he said after a small pause. 'They wanted to kill me?'	
'I don't know.'	
'I know. Mwaura told me.'	15
'Who is Mwaura?'	
'He works with me. When Mugo came to the meeting –'	
'Mugo, to the meeting?'	
'Yes. And confessed –'	
'Confessed?'	20
'Haven't you heard? He came to the meeting and in front of us all said it. He seems to be a courageous man.'	
'Yees!' She agreed, recovering from the shock, and starting to edge away from Karanja. 'It's raining. I must go home,' she said.	
'Can't I ... may I not see the child ... last time?'	25
'Can't you be a man and leave me alone, Karanja?' she said with passion, and immediately turned away. Karanja watched her go until she was swallowed by the mist and the village huts.	
	[Karanja]

6.2.1 Refer to line 1 ('How is Gikonyo?')

Briefly outline the events that lead to Gikonyo being in hospital. State TWO points.

(2)

6.2.2 Choose the correct answer to complete the following sentence.

The words '... without thinking much about the question' in line 1 mean that Karanja is ...

- A really worried about Mumbi.
- B not really worried about Gikonyo.
- C really worried about Gikonyo's family.
- D not really worried about Mumbi.

(1)

- 6.2.3 Refer to lines 5–6 ('I wanted to thank you for the note').
- (a) Explain why Mumbi sends Karanja a note. (2)
- (b) The note has different meanings for Mumbi and Karanja. Explain what it means to each of them. State TWO points on each character. (4)
- 6.2.4 Refer to line 13 ('They wanted to kill me?').
- (a) To whom does 'They' refer? (1)
- (b) Why do these people not kill Karanja? (1)
- 6.2.5 What role does Mwaura play in the few days before the freedom celebrations? (1)
- 6.2.6 Refer to line 25 ('Can't I ... may I not see the child ... last time?')
- How does this line make you feel towards Karanja? Discuss your view. (2)
- 6.2.7 Refer to lines 27–28 ('she was swallowed by the mist and the village huts').
- These words have both a LITERAL and FIGURATIVE meaning.
- (a) Explain the literal way in which Mumbi is 'swallowed'. (1)
- (b) Explain the figurative way in which she is 'swallowed'. (1)
- 6.2.8 Consider the novel as a whole.
Do you think Mumbi is cold and unfeeling towards Karanja?
Discuss your view. (2)

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

SECTION B: DRAMA

In this section, there is an essay and a contextual question on each of 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***

The focus of the play is on the two young people, Romeo and Juliet. However, their parents play an important role in their lives and tragic deaths.

Write an essay in which you discuss the role of Romeo's and Juliet's parents.

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

- The feud between the two families
- The relationship between the children and their parents, especially the Capulets
- The consequences of the parents' actions

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 on BOTH extracts, i.e. QUESTION 8.1 AND QUESTION 8.2.

8.1 [Benvolio has just witnessed the brawl between the servants.]

MONTAGUE:	Who set this ancient quarrel new abroad? Speak, nephew, were you by when it began?	
BENVOLIO:	Here were the servants of your adversary And yours, close fighting ere I did approach. I drew to part them. In the instant came The fiery Tybalt, with his sword prepared; Which, as he breathed defiance to my ears, He swung about his head and cut the winds, Who nothing hurt withal, hissed him in scorn. While we were interchanging thrusts and blows, Came more and more, and fought on part and part, Till the Prince came, who parted either part.	5 10
LADY MONTAGUE:	O where is Romeo? Saw you him today? Right glad I am he was not at this fray.	
BENVOLIO:	Madam, an hour before the worshipped sun Peered forth the golden window of the east, A troubled mind drove me to walk abroad; Where, underneath the grove of sycamore That westward rooteth from this city side, So early walking did I see your son. Towards him I made, but he was ware of me And stole into the covert of the wood.	15 20
[Act 1, Scene 1]		

- 8.1.1 Refer to line 3 ('Here were the servants of your adversary').
To whom does the word 'adversary' refer? (1)
- 8.1.2 Refer to lines 5–9 ('I drew to ... him in scorn').
What do these lines show about the following characters:
- (a) Tybalt (1)
- (b) Benvolio (1)

- 8.1.3 Not long after the brawl, Tybalt is involved in a fight with Mercutio. Explain how this fight affects later events. (3)
- 8.1.4 Complete the following sentence by filling in the missing words. Write down only the question numbers and the answers.
- There have been quarrels between the (a) ... and (b) ... families for ages. Prince (c) ... is very upset with the two families because even the (d) ... are fighting. (4)
- 8.1.5 Refer to line 12 ('Till the Prince came, who parted either part').
- Benvolio does not give details of what the Prince said. State TWO things the Prince tells the fighting citizens when he parts them. (2)
- 8.1.6 Refer to lines 13 and 14 ('O where is ... at this fray'). Lady Montague's tone changes from line 13–14.
- Describe her tone in each line. (2)
- 8.1.7 Refer to the following words in line 16: 'the golden window of the east'.
- (a) What figure of speech is used here? (1)
- (b) Explain what is being described in this figure of speech. (2)
- 8.1.8 Choose the correct answer to complete the following sentence:
- In the last line of the extract Romeo hides from Benvolio because he ...
- A is sad about being rejected by Rosaline.
B wants to spend some time with Juliet.
C feels rejected by Juliet.
D is jealous of Benvolio. (1)
- 8.1.9 Lady Montague does not seem to know where Romeo is. How do you feel about the fact that she seems uninvolved in his life? Discuss your view. (2)

AND

8.2 [The scene at the tomb following the deaths of Paris, Romeo and Juliet.]

<i>Enter some of the Watch with Balthasar.</i>	
2nd WATCH: Here's Romeo's man. We found him in the churchyard.	
1st WATCH: Hold him in safety till the Prince come hither.	
<i>Enter Friar Lawrence and another of the Watch.</i>	
3rdWATCH: Here is a friar that trembles, sighs and weeps.	5
We took this mattock and this spade from him	
As he was coming from this churchyard's side.	
1st WATCH: A great suspicion! Stay the friar too.	
<i>Enter the Prince and Attendants.</i>	
PRINCE: What misadventure is so early up,	10
That calls our person from our morning rest?	
<i>Enter Capulet, Lady Capulet and others.</i>	
CAPULET: What should it be, that is so shrieked abroad?	
LADY CAPULET: O the people in the street cry 'Romeo!'	
Some 'Juliet!', and some 'Paris!'; and all run	15
With open outcry toward our monument.	
PRINCE: What fear is this which startles in our ears?	
1st WATCH: Sovereign, here lies the County Paris slain,	
And Romeo dead, and Juliet, dead before,	
Warm and new killed.	20
PRINCE: Search, seek, and know how this foul murder comes.	
1st WATCH: Here is a friar, and slaughtered Romeo's man,	
With instruments upon them fit to open	
These dead men's tombs.	
CAPULET: O heavens! O wife, look how our daughter bleeds!	25
This dagger hath mista'en, for lo, his house	
Is empty on the back of Montague,	
And it mis-sheathèd in my daughter's bosom!	
LADY CAPULET: O me! This sight of death is as a bell	
That warns my old age to a sephulcre.	30
[Act 5, Scene 3]	

8.2.1 Refer to line 2 ('Here's Romeo's man').

- (a) Who is 'Romeo's man'? (1)
- (b) How has he disobeyed Romeo's orders? (2)
- (c) Give the reason for his disobedience. (1)

- 8.2.2 Refer to line 5 ('... a friar that trembles, sighs and weeps').
- (a) Explain why Friar Lawrence is in this state. Give TWO reasons. (2)
- (b) Explain how the Friar's behaviour earlier in the play is different from his behaviour here. State TWO points. (2)
- (c) Do you feel sorry for Friar Lawrence? Discuss your view. (3)
- 8.2.3 Is the following statement TRUE or FALSE? Give a reason for your answer.
- Lines 18 and 19 mean that Juliet died before Paris and Romeo. (2)
- 8.2.4 Refer to line 21 ('Search, seek, and know how this foul murder comes').
- If you were the actor playing the role of the Prince, what would your actions (movements) be as you spoke those words? (1)
- 8.2.5 Write down ONE word to describe the mood in the tomb at this stage. (1)
- [35]**

OR

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

Sipho is treated unfairly throughout his life. Do you agree with this statement?

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

- Sipho's childhood
- Sipho's adult life
- Sipho in his old age

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 [Opening scene]

SIPHO:	Typical. Just like him. Always not there to take responsibility. Even when we were kids. It was never his fault. Even when he lost my blazer, it wasn't his fault. So said my Mother. Damn you, Themba. All I wanted was a little time. Just for the two of us. There are things I wanted to talk to you about. There are questions I needed to ask. But no. Themba doesn't arrive. He is not available. As usual. I am the eldest. I must understand. [<i>Checks the time.</i>] Oh my God. Where is Thando? It's getting late. [<i>Goes to the telephone and dials.</i>] Hello, is that Mr Khahla – it's me, yes Sipho. No, not yet. I was just reminding you. [<i>THANDO rushes in, carrying her briefcase, handbag and books.</i>] Yes, we will be ready. OK Mr Khahla ...	5
THANDO:	I am home. I am sorry I'm late.	
SIPHO:	Shh! No, no, it's still OK. I've just called the undertaker. Anyway we still have time. There is hot water for you in the kettle if you want to freshen up.	10
THANDO:	Oh Daddy you really spoil me, you know. Thanks. Hey, any news about the job?	15
[Act 1 Scene 1]		

10.1.1 Complete the following sentences by filling in the missing words. Write down only the question numbers and the word(s).

Thando is the daughter of (a) ... while Mandisa is the daughter of (b) ... Thando is a teacher but she is also an (c) ... at the TRC. Mandisa is a (d) ... designer. (4)

10.1.2 Refer to line 1: 'Typical. Just like him.'

What do these words tell the audience about Sipho's feelings towards Themba? (1)

10.1.3 Refer to lines 1–3 ('Typical. Just like ... So said my Mother').

Why does Sipho remember his childhood at this moment in the play? State TWO points. (2)

- 10.1.4 Refer to line 5 ('There are things I wanted to talk to you about').
State TWO things that Sipho wanted to discuss with Themba. (2)
- 10.1.5 Sipho and Themba bring their daughters up with different values.
Explain how this is seen in:
- (a) Sipho's daughter. State TWO points. (2)
- (b) Themba's daughter. State TWO points. (2)
- 10.1.6 Choose the correct answer to complete the following sentence.
In lines 18 and 19, the job Thando is referring to is that of a(n) ...
- A librarian.
B chief librarian.
C assistant chief librarian.
D lawyer. (1)
- 10.1.7 Sipho is bitter because he has been treated unfairly.
- (a) How has this bitterness affected him? State TWO points. (2)
- (b) Do you think it is possible for people to remain bitter for a long time? Give a reason for your answer. (1)

AND

10.2 [Thando and Mandisa return to Siphos house.]

THANDO:	Hello Tata. No sign of him. Anybody home? [<i>Looking into Siphos room.</i>] That's strange he's always here by now.	
MANDISA	[<i>opening a bottle of whisky which was in the duty free bag</i>]: Keep close tabs on him as much as he does on you? Do you?	5
THANDO:	It's just that he is a creature of habit and you get used to people like that. [<i>Pause.</i>] Why are you so quiet? You hardly said a thing in the car on the way back.	
MANDISA	[<i>pouring herself a shot of whisky</i>]: No, I am thinking.	
THANDO:	The hearings make you do that sometimes.	10
MANDISA:	That's all there is to it? No more. We can all go home. All is forgiven. Somebody died for God's sake. Someone is guilty.	
THANDO:	You don't understand. That's how we chose to do it. That's the option we took.	
MANDISA:	Then make me understand. Pretend I am an idiot. Explain it to me. A man sends a parcel bomb to two women and a child. It blows their guts out and he is not guilty of any crime.	15
THANDO:	It's not as simple as that. There are conditions to be met.	
	[Act 2 Scene 1]	

- 10.2.1 Refer to line 1 ('Hello Tata. No sign of him. Anybody home?').
To whom does 'Tata' refer in the play? (1)
- 10.2.2 Refer to line 4 ('*opening a bottle of whisky which was in the duty free bag*').
What does this stage-direction tell you about Mandisa's lifestyle? (1)
- 10.2.3 Refer to line 6 ('... he is a creature of habit').
What does Thando mean when she calls Siphos 'a creature of habit'? (1)
- 10.2.4 Refer to lines 7–8 ('Why are you ... the way back').
(a) From which particular 'hearing' are Thando and Mandisa returning? (1)
(b) Explain why Mandisa is so quiet. State TWO points. (2)
(c) Explain why the Truth and Reconciliation Commission (TRC) hearings are held. State THREE points. (3)
- 10.2.5 Refer to lines 13–14 ('You don't understand ... option we took').
To whom does 'we' refer in these lines? (1)

- 10.2.6 How does Sipho feel about the Truth and Reconciliation Commission hearings? State TWO points. (2)
- 10.2.7 Is the following statement TRUE or FALSE? Give a reason for your answer.
The Truth and Reconciliation Commission grants amnesty easily. (2)
- 10.2.8 Refer to lines 15–17 ('Then make me ... of any crime').
Mandisa believes that the man who sent the parcel bomb is guilty of a crime. Do you agree? Explain your answer. (2)
- 10.2.9 Sipho is a very traditional man. Do you think tradition is still relevant in South Africa today? Discuss your view. (2)
- [35]**

TOTAL SECTION B: 35

OR

SECTION C: SHORT STORIES

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

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

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

QUESTION 11 (ESSAY QUESTION)**THE SOFT VOICE OF THE SERPENT – Nadine Gordimer**

In this short story, the main character sees a locust with a missing leg in the garden.

Discuss how this short meeting affects the man.

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

- The man's feelings about his disability before he discovers the locust
- The man's reaction to the injured locust
- The man's reaction and feelings when the locust flies away

Length: 250–300 words

[35]

OR

QUESTION 12 (CONTEXTUAL QUESTION)**THE LUNCHEON – W Somerset Maugham**

Read each extract from the short story below and answer the set questions that follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer questions in your own words unless you are asked to quote. Answer the questions set on BOTH extracts, i.e. QUESTION 12.1 AND QUESTION 12.2.

12.1 [The narrator and his guest are about to order their meals.]

I was startled when the bill of fare was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

'I never eat anything for luncheon,' she said.

'Oh, don't say that!' I answered generously.

'I never eat more than one thing. I think people eat far too much nowadays. 5

A little fish, perhaps. I wonder if they have any salmon.'

Well, it was early in the year for salmon and it was not on the bill of fare, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in, it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked. 10

'No,' she answered, 'I never eat more than one thing. Unless you had a little caviare. I never mind caviare.'

My heart sank a little. I knew I could not afford caviare, but I could not very well tell her that. I told the waiter by all means to bring caviare. For myself I chose the cheapest dish on the menu and that was a mutton chop. 15

12.1.1 Describe the events that lead to the narrator and his guest having lunch together. (2)

12.1.2 Refer to lines 1–2 ('I was startled ... I had anticipated.').

(a) Explain what the word 'startled' suggests about the kind of restaurants the narrator usually visits. (2)

(b) Write down the more commonly used word for 'bill of fare'. (1)

(c) Choose the correct answer to complete the following sentence.

The real reason that the narrator agrees to take the guest out for lunch is because he is ...

A flattered.

B forced.

C intimidated.

D kind. (1)

- 12.1.3 Refer to the following sentence in line 2: 'But she reassured me.'
From your knowledge of the story as a whole, explain why the guest is NOT reassuring. (2)
- 12.1.4 Complete the following sentences by using the words provided in the list below.
- | |
|--|
| sensitive; polite; sincere; manipulative |
|--|
- The narrator and his guest are different in character. The narrator is (a) ... while his guest is (b) ... (2)
- 12.1.5 Is the following statement TRUE or FALSE? Using your own words, give a reason for your answer.
- The narrator does not order asparagus for himself because he hates it. (2)
- 12.1.6 Refer to line 13 ('My heart sank a little.').
- (a) Identify the figure of speech used here. (1)
- (b) Explain why the narrator has used this figure of speech. (2)
- 12.1.7 Consider the story as a whole.
If you were the narrator, what would you have done in this situation? (2)

AND

12.2 [The narrator and his guest are leaving the restaurant.]

'You see, you've filled your stomach with a lot of meat' – my one miserable little chop – 'and you can't eat any more. But I've just had a snack and I shall enjoy a peach.'

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for an instant on the three francs I left for the waiter and I knew that she thought me mean. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

'Follow my example,' she said as we shook hands, 'and never eat more than one thing for luncheon.'

'I'll do better than that,' I retorted. 'I'll eat nothing for dinner tonight.'

'Humorist!' she cried gaily, jumping into a cab. 'You're quite a humorist!'

But I have had my revenge at last. I do not believe that I am a vindictive man, but when the immortal gods take a hand in the matter it is pardonable to observe the result with complacency. Today she weighs twenty-one stone.

12.2.1 Refer to paragraph 1.

Quote ONE word to show that the narrator has not enjoyed his meal.

(1)

12.2.2 Consider the story as a whole.

Is the guest telling the truth when she says, 'But I've just had a snack...'? Explain your answer.

(2)

12.2.3 Refer to paragraph 1.

Why does the narrator become even more anxious when his guest takes a peach, in particular? State TWO points.

(2)

12.2.4 Why does the narrator feel the tip he leaves for the waiter is 'inadequate'?

(1)

12.2.5 Refer to line 8 ('Follow my example ...').

Explain why it would not be good to follow the guest's example. State TWO points.

(2)

12.2.6 Refer to line 10 ('I'll eat nothing for dinner tonight.').

Using your own words, explain the following:

(a) How the guest understands these words

(1)

(b) What the narrator actually means

(1)

- 12.2.7 Refer to the last paragraph (lines 10–14).
- (a) Write down ONE word to describe how the narrator feels. (1)
- (b) Explain why the narrator's desire for revenge is 'pardonable'. (2)
- 12.2.8 From your knowledge of the story as a whole, do you think the narrator is a 'mean' person? Explain your answer. (2)
- 12.2.9 The narrator is to blame for what happens at the restaurant.
Do you agree? Discuss your view. (2)
- 12.2.10 Explain why the title 'The luncheon' is suitable. (1)
- [35]**
- TOTAL SECTION C: 35**

SECTION D: POETRY

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

- 'Sonnet 116: Let me not to the marriage of true minds' by William Shakespeare
- 'Mementos, 1' by WD Snodgrass
- 'Cheetah' by Charles Eglington
- 'Auto wreck' by Karl Shapiro

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 extract and answer the questions which follow.

Sonnet 116: Let me not to the marriage of true minds – William Shakespeare

Let me not to the marriage of true minds

Admit impediments. Love is not love

Which alters when it alteration finds,

Or bends with the remover to remove.

O, no, it is an ever-fixèd mark

5

That looks on tempests and is never shaken;

It is the star to every wand'ring bark,

Whose worth's unknown, although his height be taken.

Love's not Time's fool, though rosy lips and cheeks

Within his bending sickle's compass come;

10

Love alters not with his brief hours and weeks,

But bears it out even to the edge of doom.

 If this be error and upon me proved,

 I never writ, nor no man ever loved.

- 13.1 Complete the following sentence by using the words provided in the list below.

Petrarchan; sestet; Elizabethan; couplet; quatrains; octave

This is a typical (13.1.1) ... sonnet because of the three (13.1.2) ... and the (13.1.3) ... that rhymes.

(1½)

- 13.2 Refer to the following words in line 1 ('... the marriage of true minds').

To what do these words refer?

(2)

- 13.3 Refer to lines 2–4 ('Love is not love ... remover to remove').

Using your own words, explain the meaning of these lines.

(2)

- 13.4 Choose the correct answer to complete the following sentence.
In line 5, the words 'O, no ...' show that the speaker is ...
- A uncertain.
B arrogant.
C doubtful.
D convinced. (1)
- 13.5 Refer to line 7 ('It is the star to every wand'ring bark').
Give the literal meaning of the underlined words. (1)
- 13.6 Is the following statement TRUE or FALSE? Quote THREE consecutive words to support your answer.
It is impossible to measure the value of love. (2)
- 13.7 Refer to the following words in line 9 ('Love's not Time's fool').
Identify the figure of speech used here. (1)
- 13.8 Refer to lines 11 and 12 ('Love alters not ... edge of doom').
- 13.8.1 To what does 'his' in line 11 refer? (1)
- 13.8.2 What does the speaker say about love in these lines? (2)
- 13.9 Refer to lines 13 and 14 ('If this be ... man ever loved').
How does the poet use the last two lines to make his argument on true love convincing? (2)
- 13.10 Do you agree with the speaker's view of love? Explain your answer. (2)
[17½]

OR

QUESTION 14

Read the following poem and answer the questions which follow.

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

- 14.1 Complete the following sentences by using the words provided in the list below.

lyrical; rhyme; describe; narrative; contrast; rhythm

The poem is a typical (14.1.1) ... poem because it tells a story. It uses a regular (14.1.2) ... scheme to (14.1.3) ... the cheetah's movements.

(1½)

- 14.2 Using your own words, describe the actions of the cheetah in this poem. (3)
- 14.3 Refer to stanza 1.
Quote TWO separate words to indicate that the cheetah seems harmless. (2)
- 14.4 Refer to stanzas 3 and 4.
Is the following statement TRUE or FALSE? Give a reason for your answer.
The cheetah hunts whenever there is a herd nearby. (2)
- 14.5 Refer to line 14 ('And vibrant as a hunter's bow').
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 5.
What do the reactions of the herd reveal about them? (2)
- 14.7 Choose the correct answer to complete the following sentence.
In the last line, the word 'red' is symbolic of the ...
A blood of the cheetah.
B colour of the cheetah.
C blood of the prey.
D colour of the grass. (1)
- 14.8 Refer to line 20 ('Compliance with the game of chance').
Do you think the use of the word 'compliance' is suitable? Discuss your view. (2)
- 14.9 What message does this poem have for you? (1)
[17½]

OR

QUESTION 15

Read the following poem and answer the questions which follow.

Auto wreck – Karl Shapiro

Its quick soft silver bell beating, beating, And down the dark one ruby flare Pulsing out red light like an artery, The ambulance at top speed floating down Past beacons and illuminated clocks	5
Wings in a heavy curve, dips down, And brakes speed, entering the crowd. The doors leap open, emptying light; Stretchers are laid out, the mangled lifted And stowed into the little hospital.	10
Then the bell, breaking the hush, tolls once, And the ambulance with its terrible cargo Rocking, slightly rocking, moves away, As the doors, an afterthought, are closed.	
We are deranged, walking among the cops Who sweep glass and are large and composed. One is still making notes under the light. One with a bucket douches ponds of blood Into the street and gutter.	15
One hangs lanterns on the wrecks that cling, Empty husks of locusts, to iron poles.	20
Our throats were tight as tourniquets, Our feet were bound with splints, but now, Like convalescents intimate and gauche, We speak through sickly smiles and warn With the stubborn saw of common sense, The grim joke and the banal resolution.	25
The traffic moves around with care, But we remain, touching a wound That opens to our richest horror.	30
Already old, the question Who shall die? Becomes unspoken Who is innocent? For death in war is done by hands; Suicide has cause and stillbirth, logic; And cancer, simple as a flower, blooms.	35
But this invites the occult mind, Cancels our physics with a sneer, And spatters all we knew of denouement Across the expedient and wicked stones.	

- 15.1 Choose the correct answer to complete the following sentence.
- In the title, the word 'Auto' refers to a ...
- A ship.
 - B car.
 - C machine.
 - D wreck. (1)
- 15.2 Refer to stanza 1.
- 15.2.1 At what time of the day does this incident happen? (1)
- 15.2.2 In lines 4–6 ('The ambulance at ... and illuminated clocks') the ambulance is compared to a bird. Quote TWO separate words that support this idea. (2)
- 15.3 Refer to the following words in line 8 ('The doors leap open').
- 15.3.1 Identify the figure of speech used here. (1)
- 15.3.2 What does the word 'leap' suggest about the scene? (1)
- 15.4 Refer to line 15 ('We are deranged, walking among the cops').
- What does the use of the word 'deranged' tell us about the state of mind of the onlookers? (1)
- 15.5 Refer to lines 15 and 16 ('the cops/Who sweep glass and are large and composed').
- In your view, why do the policemen (cops) appear to be 'composed'? (1)
- 15.6 Refer to stanza 3.
- Is the following statement TRUE or FALSE? Give a reason for your answer.
- The onlookers have difficulty breathing. (2)
- 15.7 Refer to line 25 ('We speak through sickly smiles ...').
- Explain why the onlookers have 'sickly smiles'. (2)
- 15.8 Refer to stanza 4.
- Using your own words, name TWO things that the onlookers are concerned about. (2)

- 15.9 Complete the following sentences by using the words provided in the list below.

solution; confuses; reason; unnatural; clarifies; logical

In the last stanza, the speaker argues that there is always a (15.9.1) ... for suicide while stillbirth is (15.9.2) ... However, a car crash (15.9.3) ... the minds of ordinary people.

(1½)

- 15.10 Has this poem changed your understanding of the causes of road deaths? Discuss your view.

(2)
[17½]

OR

QUESTION 16

Read the following poem and answer the questions which follow.

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

- 16.1 Complete the following sentences by using the words provided in the list below.

stunned; mother; shocked; disappointed; ex-wife; glad

The speaker is sorting out old papers when he finds a photograph of his (16.1.1) ... Initially, he is (16.1.2) ... but then he is (16.1.3) ... to find it as it brings back old memories.

(1½)

- 16.2 Refer to line 4 ('Your picture. *That* picture. I stopped there cold,').

Explain why the word '*That*' is written in a different font (letter type).

(1)

- 16.3 Refer to lines 4–6 ('I stopped there ... a severed hand.').
- 16.3.1 Identify the figure of speech used here. (1)
- 16.3.2 Explain why the poet has used this figure of speech. (2)
- 16.4 Choose the correct answer to complete the following sentence.
- In line 10, the word 'stunned' suggests that the girl was ...
- A gorgeous.
B scary.
C motionless.
D happy. (1)
- 16.5 Refer to lines 11–12 ('Well, our needs ... ideals came easy.').
- Using your own words, say what the speaker and his wife's lives were like when they were young. (1)
- 16.6 Refer to stanza 3.
- 16.6.1 Quote THREE separate words to show that not only soldiers were affected by the war. (3)
- 16.6.2 Explain what the photograph meant to the speaker during the war. (1)
- 16.7 Refer to the last stanza.
- 16.7.1 Is the following statement TRUE or FALSE? Give a reason for your answer.
- The speaker's wife was responsible for the breakdown of their marriage. (2)
- 16.7.2 What does the speaker's decision to keep the photograph reveal about him? (1)
- 16.8 In the first stanza, the tone of the speaker is one of shock. What is the tone in the last stanza? (1)
- 16.9 After reading this poem, do you think it is a good idea to use old photographs as a way of remembering the past? Discuss your view. (2)

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