



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

NORTH WEST PROVINCE (NW)

HALF-YEARLY EXAMINATION

GRADE 12

**ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER 2 (LITERATURE)
10 JUNE 2019**

TIME : 2 HOURS

MARKS : 70

This question paper consists of 26 pages (including this cover page).



INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on the texts YOU HAVE STUDIED this year. Read these questions carefully and answer as per the instructions.
2. This question paper consists of FOUR sections:

SECTION A: Novel	(35)
SECTION B: Drama	(35)
SECTION C: Short stories	(35)
SECTION D: Poetry	(35)
3. Answer a total of TWO questions. ONE question from ANY TWO sections.

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

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

SECTION C: SHORT STORIES
Answer the questions set on TWO short stories.

SECTION D: POETRY
Answer the questions set on TWO poems:
4. Use the checklist on page 4 to assist you.
5. Follow the instructions at the beginning of each section carefully.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Start **EACH** section on a **NEW** page.
8. Spend approximately 60 minutes on EACH section.
9. Leave a line open (SKIP A LINE) after EACH answer.



10. Write neatly and legibly.

TABLE OF CONTENTS

SECTION A: NOVEL		
Answer ANY ONE question.		
QUESTION NO. AND TITLE	MARKS	PAGE NO.
1. <i>Cry, the Beloved Country</i>	35	5 – 8
OR		
2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	9 – 11
AND/OR		
SECTION B: DRAMA		
Answer ANY ONE question.		
3. <i>Macbeth</i>	35	12 – 15
OR		
4. <i>My Children! My Africa!</i>	35	16 – 19
AND/OR		
SECTION C: SHORT STORIES		
Answer the questions set on TWO short stories.		
5.1 'A chip of glass ruby'	35	20 – 21
OR		
5.2 'Transforming moments'	35	22
AND/OR		
SECTION D: POETRY		
Answer the questions set on TWO poems.'		
6.1 'Mid-Term Break'	35	23 – 25
OR		
6.2 'Death'	35	25 – 26



CHECKLIST**NOTE:**

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

SECTIONS	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A: Novel	1 – 2	1	
B: Drama	3 – 4	1	
C: Short stories	5 – 6	1	
D: Poetry	7 – 8	1	

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

SECTION A: NOVEL

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

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

Answer **ALL** the questions on the novel that YOU HAVE STUDIED.

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

QUESTION 1: *CRY, THE BELOVED COUNTRY* by Alan Paton

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

1.1 EXTRACT A**[Description of the land.]**

Stand unshod upon it, for the ground is holy, being even as it came from the Creator. Keep it, guard it, care for it, for it keeps men, guards men, cares for men. Destroy it and man is destroyed.

Where you stand the grass is rich and matted, you cannot see the soil. But the rich green hills break down. They fall to the valley below, and falling change their nature. For they grow red and bare; they cannot hold the rain and mist, and the streams are dry in the kloofs. 5

Too many cattle feed upon the grass, and too many fires have burned it. Stand shod upon it, for it is coarse and sharp, and the stones cut under the feet. It is not kept, or guarded or cared for, it no longer keeps men, guards men, cares for men. The titihoya does not cry here anymore. 10

The great red hills stand desolate, and the earth has torn away like flesh. The lightning flashes over them, the clouds pour down upon them, the dead streams come to life, full of the red blood of the earth. 15
Down in the valleys women scratch the soil that is left, and the maize hardly reaches the height of a | man. They are valleys of old men and old women, of mothers and children. The men are away, the young men and the girls are away.

[Book 1; Chapter 1]

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



Sibeko; Harry; Arthur; Johannes; James;
Absalom; Richard; Matthew; Dubula

In the novel, *Cry, the Beloved Country*, (a)... is an engineer that is killed by (b)... . (c)... is an accomplice when they burgle the house and (d)... attacks the male servant of the murdered engineer. (4)

1.1.2 Name TWO separate words from this extract to prove that this story was written in South Africa. (2)

1.1.3 Refer to line 1 ('Stand unshod upon it')
Describe this line in your own words. (2)

1.1.4 Refer to lines 13-14 ('The great red ... away like flesh').
(a) Identify the tone that the reader would use when reading these lines. (1)

(b) Why is this tone appropriate? (1)

1.1.5 With reference to the whole novel, state ONE difference in the character traits of John and Stephen Kumalo. (2)

1.1.6 One of the themes in the novel *Cry, the Beloved Country* is The Broken Tribe.
Discuss this theme. (3)

1.1.7 In this extract the author describes the countryside in detail. We see the contrast between the high places and the valley. The high places are green and lush, and the valley is overgrazed. Do you agree that the difference between these two places is fair?
Discuss your view. (3)

[18]

AND

1.2 **EXTRACT B****[The visit to John Kumalo.]**

- Are you ready, my friend?	
- Yes, I am writing to my wife.	
- Though I do not know her, send her my greetings.	
They walked up the street, and down another, and up yet another. It was true what they said, that you could go up one street and down another till the end of your days, and never walk the same one twice.	5
- Here is your brother's shop. You see his name.	
- Yes, I see it.	
- Shall I come with you?	
- Yes, I think it would be right.	10
His brother John was sitting on a chair, talking to two other men. He had grown fat, and sat with his hands on his knees like a chief. His brother he did not recognize, for the light from the street was on the backs of his visitors.	
- Good morning, my brother.	15
- Good morning, sir.	
- Good morning, my own brother, son of our mother.	
John Kumalo looked closely at him, and stood up with a great hearty smile.	
- My own brother. Well, well, who can believe! What are you doing in Johannesburg?	20
Kumalo looked at the visitors. I come on business, he said.	
- I am sure my friends will excuse us. My own brother, the son of our mother, has come.	
The two men rose, and they all said stay well and go well.	25
[Book 1; Chapter 7]	

1.2.1 Who are the TWO men talking to each other in lines 1 – 2? (2)

1.2.2 Name TWO reasons why the one man visits his brother. (2)

1.2.3 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (1.2.3) on the ANSWER BOOK.

Refer to line 7 (Here is your ... see his name').

The shop is a ...

- A grocery shop.
- B toy shop.
- C carpentry shop.
- D vegetable shop.

(1)



- 1.2.4 Refer to lines 11 – 12: ('His brother John ... like a chief').
- (a) Quote ONE word from these lines which shows that John Kumalo sees himself as an important man. (1)
- (b) Give TWO reasons why John Kumalo might see himself as an important man. (2)
- 1.2.5 Discuss the irony in the way that John Kumalo treats his brother in this extract. (2)
- 1.2.6 Why is the following statement FALSE?
- John Kumalo and his brother both lives in Johannesburg. (1)
- 1.2.7 Refer to lines 5 – 6: ('that you could ... same one twice').
- (a) Identify a figure of speech in these lines. (1)
- (b) Explain how this figure of speech is relevant. (2)
- 1.2.8 Do you think that Gertrude is a good mother?
- Discuss your view. (3)
- [17]**
- [35]**

OR

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE by Robert Louis Stevenson

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 AND QUESTION 2.2.

2.1 EXTRACT C

[Story of the door]

Mr Enfield and the lawyer were on the other side of the by street, but when they came abreast of the entry, the former lifted up his cane and pointed.	
'Did you ever remark that door?' he asked; and when his companion had replied in the affirmative, 'it is connected in my mind', added he, with a very odd story.	5
'Indeed?', said Mr Utterson with a slight change of voice, 'and what was that?'	
'Well, it was this way, returned Mr Enfield: ' I was coming home from some place at the end of the world, about three o'clock of a black winter morning, and my way lay through a part of town where there was literally nothing to be seen but lamps. Street after street, and all the folks asleep-street after street, all lighted up as if for a procession and all as empty as a church- till at last I got into that state of mind when a man listens and listens and begins to long for the sight of a policeman. All at once I saw two figures: one a little man who was stumping along eastward at a good walk, and the other a girl of maybe eight or ten, who was running as hard as she was able down a cross street. Well, sir, the two ran into one another naturally enough at the corner; and then came the horrible part of the thing; for the man trampled calmly over the child's body and left her screaming on the ground. It sounds nothing to hear, but it was hellish to see.	10 15 20
	[Chapter 1]

- 2.1.1 Who is "the lawyer" referred to in this extract? Line 1. (1)
- 2.1.2 Who is "the former" referred to in this extract? Line 2. (1)
- 2.1.3 How are the two related? Substantiate. (2)
- 2.1.4 Choose the correct answer. Write only the letter (A – D) next to the question number.

The word 'remark' (line 4) in this extract, means ...

- A. Comment
 B. Speak
 C. Mark again
 D. Notice (1)
- 2.1.5 Account for the door Enfield is referring to in this extract. (2)
- 2.1.6 What is your understanding of 'replied in the affirmative' as used in line 5? (2)
- 2.1.7 Describe the setting of this extract in detail. (2)
- 2.1.8 Explain what 'cross-street' (line 19) is. (2)
- 2.1.9 Briefly describe the incident that Enfield witnessed. (3)
- 2.1.10 In your own opinion, why do you think Enfield's description of the incident 'was hellish to see' (line 22)? (2)
- [18]**

AND

2.2 EXTRACT D

[The end of the Sunday routine]

<p>'I never saw a man I so disliked, and yet I scarce know why. He must be deformed somewhere; he gives a strong feeling of deformity, although I couldn't specify the point. He's an extraordinary-looking man, and yet I really can name nothing out of the way. No sir; I can make no hand of it; I can't describe him. And it's not want of memory; for I declare I can see him this moment.'</p>	5
<p>Mr Utterson again walked some way in silence and obviously under a weight of consideration. 'You are sure he used a key?' he inquired at last.</p>	
<p>'My dear sir –' began Enfield, surprised out of himself.</p>	10
<p>'Yes, I know,' said Utterson; 'I know it must seem strange. The fact is, if I do not ask you the name of the other party it is because I know it already, you see, Richard, your tale has gone home. If you have been inexact in any point, you had better correct it.'</p>	
<p>'I think you might have warned me; returned the other with a touch of sullenness. But I have been pedantically exact, as you call it. The fellow had a key; and what's more, he has it still. I saw him use it not a week ago.'</p>	15

[Chapter 1]



- 2.2.1 List at least three words that best describe a 'man' being referred to in this extract? (3)
- 2.2.2 What did the man do to rectify his evil actions/deeds? (2)
- 2.2.3 Briefly describe the house on which the key referred to in this extract was used? (3)
- 2.2.4 Refer to lines 12 – 13:
'the fact ...I know it already'
Who is the other party referred to in this extract?
Choose the correct answer:
A deformed character
B Hyde
C Dr Jekyll
D extraordinary looking man (1)
- 2.2.5 Refer to Line 13.
'your tale has gone home'
(a) Identify the figure of speech is used in the above line. (1)
(b) Explain the figure of speech used in this line. (2)
- 2.2.6 In your own words, describe Mr Utterson's character with specific reference to this extract? (3)
- 2.2.7 Briefly discuss how this extract explores the theme of Duality of Human Nature. (2)

[17]**[35]****TOTAL SECTION A: 35**

SECTION B: DRAMA

In this section, there are questions set on the following dramas:

- **MACBETH** by William Shakespeare
- **MY CHILDREN! MY AFRICA!** by Athol Fugard

Answer the question on the drama that you have studied.

QUESTION 3: MACBETH by William Shakespeare

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 3.1 AND QUESTION 3.2.

3.1 EXTRACT E**MACBETH**

[Aside] Glamis, and thane of Cawdor:
The greatest is behind.

To ROSS and ANGUS Thanks for your pains. **115**

To BANQUO Do you not hope your children shall be kings,
When those that gave the thane of Cawdor to me
Promised no less to them?

BANQUO

That trusted home
Might yet enkindle you unto the crown,
Besides the thane of Cawdor But 'tis strange: **120**

And oftentimes, to win us to our harm,
The instruments of darkness tell us truths,
Win us with honest trifles, to betray's
In deepest consequence.
Cousins, a word, I pray you **125**

MACBETH

[Aside] Two truths are told,
As happy prologues to the swelling act Of the imperial theme.
– I thank you, gentlemen.

[Aside] This supernatural soliciting
Cannot be ill, cannot be good: if ill, **130**
Why hath it given me earnest of success,



Commencing in a truth? I am thane of Cawdor: If good, why do I yield to that suggestion Whose horrid image doth unfix my hair And make my seated heart knock at my ribs, Against the use of nature? Present fears Are less than horrible imaginings: My thought, whose murder yet is but fantastical, Shakes so my single state of man, That function is smother'd in surmise, And nothing is, but what is not.	135 140
[Act 1, Scene 3]	
http://shakespeare.mit.edu/macbeth/full.html	

- 3.1.1 Macbeth's aside, "Glamis, and Thane of Cawdor: / The greatest is behind" (lines 114 – 115), is in reaction to the news that he has just received.
- 3.1.1.1 What is this news? (1)
- 3.1.1.2 What does he mean by "The greatest is behind"? (2)
- 3.1.1.3 The fact that Macbeth receives the title of Thane of Cawdor is ironic when one considers the reason why the original Thane of Cawdor lost his title. Explain the irony. (2)
- 3.1.2 ". . . those that gave the Thane of Cawdor to me" (line 118).
- 3.1.2.1 Who does Macbeth refer to by "those" in the quoted words? (1)
- 3.1.2.2 Did they, in fact, give him the title? Explain your answer. (2)
- 3.1.3 What was the witches' prophesy for Banquo? (2)
- 3.1.4 Refer to lines 122 – 126. 7.5.1 Banquo refers to the witches as "the instruments of darkness" (line 124). What does this say about his attitude towards them? (1)
- 3.1.5 In your OWN WORDS, say what he is trying to warn Macbeth about in lines 122 – 126. (2)
- 3.1.6 What is it that Macbeth clearly expresses for the first time in lines 129 – 130? (1)
- 3.1.7 "Cannot be ill; cannot be good" (line 132)
- 3.1.7.1 How do the quoted words reveal Macbeth's current state of mind? (2)
- 3.1.7.2 Quote a SINGLE LINE from the extract from lines 134 – 143 that



supports your answer to 7.7.1. (1)

3.1.7.3 Complete the statement made earlier in the play by the witches (1)
that is also contradictory, like the words spoken here by
Macbeth: Fair is,..... .. .

[18]

AND

3.2 EXTRACT F

MACBETH

Bring them before us. Exit Attendant
To be thus is nothing;
But to be safely thus.--Our fears in Banquo
Stick deep; and in his royalty of nature 50

Reigns that which would be fear'd: 'tis much he dares;
And, to that dauntless temper of his mind,
He hath a wisdom that doth guide his valour
To act in safety. There is none but he
Whose being I do fear: and, under him, 55

My Genius is rebuked; as, it is said,
Mark Antony's was by Caesar. He chid the sisters
When first they put the name of king upon me,
And bade them speak to him: then prophet-like
They hail'd him father to a line of kings: 30

Upon my head they placed a fruitless crown,
And put a barren sceptre in my gripe,
Thence to be wrench'd with an unlineal hand,
No son of mine succeeding. If 't be so, 35
For Banquo's issue have I filed my mind;

For them the gracious Duncan have I murder'd;
Put rancours in the vessel of my peace
Only for them; and mine eternal jewel
Given to the common enemy of man,
To make them kings, the seed of Banquo kings! 70

Rather than so, come fate into the list.
And champion me to the utterance! Who's there?
Re-enter Attendant, with two Murderers

[Act 3, Scene 1]

<http://shakespeare.mit.edu/macbeth/full.html>

3.2.1 "To be thus, is nothing; / But to be safely thus:" (lines 48 – 49).



- 3.2.1.1 What is Macbeth saying here? (2)
- 3.2.1.2 Why is it unlikely that Macbeth will ever feel safe as king? (2)
- 3.2.2 Why is Banquo's "royalty of nature" (line 50) a particular source of pain to Macbeth now? (2)
- 3.2.3 "And, to that dauntless temper of his mind," (line 52)
- 3.2.3.1 What do these words say about Banquo? (2)
- 3.2.3.2 How does Banquo display the "dauntless temper of his mind" when they first meet the witches earlier in the play? (2)
- 3.2.4 Who are "the sisters" (line 57)? (1)
- 3.2.5 The witches make prophecies for both Banquo and Macbeth.
- 3.2.5.1 How does Macbeth feel about the prophecies for Banquo after he has killed the king? (2)
- 3.2.5.2 How does Macbeth plan to make sure that the witches' prophecies concerning Banquo never come true? (2)
- 3.2.6 ". . . and mine eternal jewel / Given to the common enemy of man" (lines 68 – 69).
How does this line reveal that Macbeth is aware of the consequences of his murder of Duncan? (2)

(2)
[17]
[35]

OR

QUESTION 4: MY CHILDREN! MY AFRICA! by Athol Fugard

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

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

4.1 EXTRACT G

[Thami and Isabel in the classroom at Zolile High School.]		
THAMI:	Yes that's the one. For nearly two years I've sat there... being educated!	
ISABEL:	(Reading names carved into the wood of the desk): John, Bobby, Zola, Bo... Boni...	
THAMI:	Bonisile.	5
ISABEL:	Where is your name?	
THAMI:	You won't find it there. I don't want to leave any part of me in this classroom.	
ISABEL:	That sounds heavy.	
THAMI:	It's been heavy. You've got no problems with it, hey.	10
ISABEL:	With school? No not really. Couple of teachers have tried their best to spoil it for me, but they haven't succeeded. I've had a pretty good time in fact. I think I might even end up with the old cliché...you know, school years, best years, happiest years... whatever it is they say.	15
THAMI:	No, I won't be saying that.	
ISABEL:	That surprises me.	
THAMI:	Why?	
ISABEL:	<i>Ja</i> , come on, wouldn't you be if I said it? You're obviously clever. I'll bet you sail through your exams.	20
THAMI:	It's not as simple as just passing exams, Isabel. School doesn't mean the same to us that it does to you.	
ISABEL:	Go on.	
THAMI:	I used to like it. Junior school. You should have seen me. I wanted to have school on Saturdays and Sundays as well. Yes, I did. Other boys wanted to kill me. I hated holidays.	25
ISABEL:	So what happened?	
THAMI:	I changed.	
ISABEL:	<i>Ja</i> , I'm listening.	
THAMI:	(<i>A shrug</i>) That's all. I changed. Things changed. Everything changed.	30
ISABEL:	(<i>Realising she is not going to get any more out of him.</i>): Only five months to go	
THAMI:	I'm counting.	
		[Act 1, Scene 1]

- 4.1.1 Complete the following sentence by choosing the accurate word from the list below. Write only the word next to the question number. (4.1.1 (a)- (d))
Zolile, Thami, Camdeboo, Clearwater, Brakwater, Isabel
- 4.1.1.1 Isabel who is from (a)_____ high school debates against (b)_____ at (c)_____ high school which is situated in the (d)_____ location. (4)
- 4.1.2 Explain why the following statement is FALSE.
Isabel considers her schooling experience at Camdeboo to be complicated and unbearable.. (1)
- 4.1.3 If you were the director of this play, what would you tell Isabel to do in the stage direction given in lines 3-4 ('Reading names carved into the wood of the desk')? Give a reason for your answer. (2)
- 4.1.4 Identify Thami's tone in lines 30-31. ('I changed. Things changed, everything changed.) (1)
- 4.1.5 Explain the difference and similarities in Thami and Isabel's life. Mention TWO points for each. (4)
- 4.1.6 When do you think, did Thami consider the ringing of the bell to be as good as music? (2)
- 4.1.7 Describe the area where Zolile High School is situated. (3)

[17]**AND**

4.2 EXTRACT H

[Thami and Isabel in 'number one' class at Zolile High]		
THAMI:	I told you. I'm not sure about anything yet.	
ISABEL:	What does Mr M say?	
THAMI:	It's got nothing to do with him.	
ISABEL:	But you're his favourite, aren't you? [Non-committal shrug from Thami]. I bet you are. And I also bet you anything you like that he's got a career planned out for you.	5
THAMI:	[Sharply] What I do with my life has got nothing to do with him.	
ISABEL:	Sorry.	
THAMI:	I don't listen to what he says and I don't do what he says.	
ISABEL:	I said I am sorry. I didn't mean to interfere.	10
THAMI:	That's all right. It's just that he makes me so mad sometimes. He always thinks he knows what is best for me. He never tries to ask me how I feel about things. I know he means well, but I'm not a child anymore. I've got ideas of my own now.	
ISABEL:	[Placating] <i>Ja</i> , I know what you mean. I've had them in my life as well. They always know what is best for you, don't they? So anyway, listen... I'm going to write up the debate for our school newspaper. I'll send you a copy if you like.	15
THAMI:	You got a school newspaper! How about that!	
ISABEL:	It's a bit unethical reporting on a contest in which I took part, and won, but I promise to be objective. I made notes of your main points.	20
THAMI:	You can have my speech if you want it.	
ISABEL:	Hell, thanks. That will make it much easier...and guarantee there won't be any misquotes! [<i>Thami hands over the speech. It is obvious that they both want to prolong the conversation, but this is prevented by the sound of Mr M's bell being rung...</i>]	25
[Act 1 Scene 1]		

- 4.2.1. Refer to line 1, ('I'm not sure about anything yet')
What is it that Thami is not sure of? (1)
- 4.2.2 Refer to line 3, ('It's got nothing to do with him"). To whom is Thami referring? (1)
- 4.2.3 Refer to line 4, (' But you're his favourite, aren't you').
Give TWO reasons why Thami is Mr M's favourite. (2)
- 4.2.4 Refer to lines 12-14 (' He never tries...my own now')
Identify and discuss the theme that is evident in these lines. (4)

- 4.2.5 Write down ONE word which best describes Isabel's tone of voice in line 16 ('They always know... you, don't they?') (1)
- 4.2.6 Refer to line 19 ('You got a How about that!')
What does this line suggest about how Thami feels about Isabel's school having a newspaper? (2)
- 4.2.7 What does **this extract** reveal about Isabel's character? Explain your answer. (2)
- 4.2.8 Throughout the play, the bell has been mentioned several times. State TWO symbolic meanings of what the bell represents in the play. (2)
- 4.2.9 Consider the play as a whole. Do you think Thami makes a wise decision to participate in the student protest? (3)

**TOTAL SECTION B: [18]
35 :**



- 5.1.1. Complete the following statement by filling the correct words from the eight provided:

democratic students apartheid corruption
 protest Africans pass riots

The story is about (a) _____ against (b) _____ laws organised by (c) _____ during the (d) _____ era. (4)

- 5.1.2. Explain why Mrs Bamjee got up herself first to open the door instead of waking up her husband/Mr Bamjee . (Confine your answer to line 4) (2)
- 5.1.3. Who is 'Pahad' referred to in line 6? (1)
- 5.1.4. Choose the appropriate literary device used in lines 6 and 7 from the options provided. Write only the correct letter of the alphabet.

"- showed three o'clock when she snapped on the light..."

- A Metaphor
- B Irony
- C Onomatopoeia
- D Hyperbole (1)

- 5.1.5. Mention the figure of speech used in lines 8-9 and explain its importance.
 "-----her hands shook like a very old person's as she undid the locks and the complicated catch on the wire burglar-proofing". (2)
- 5.1.6. Why was the duplicating machine brought to the Bamjee's house? (2)
- 5.1.7. Identify and explain the theme revealed in the above extract. (2)
- 5.1.8. What is the tone of Mr Bamjee's comments in lines 21-23 and why is it used? Relate your answer to other incidents in the story. (2)
- 5.1.9. Do you think the title "A chip of glass ruby" is appropriate to the story? Motivate your answer. (2)

[18]

AND



5.2 **'TRANSFORMING MOMENTS'** by Gcina Mhlope**EXTRACT J**

Well, the boy didn't leave me alone but many girls did. They thought he was too good for me, they claimed he was a city boy and should therefore go for a city girl. There were many remarks too that I was ugly and did not have fashionable clothes. Many girls looked the other way when I walked past or towards them and many unkind remarks were whispered behind my back. At first it annoyed me- I told whoever would listen that I didn't want anything to do with the handsome city boy- they could have him. But the hostility got worse and the boy continued to follow me. And then I began to find it funny. I looked at the girls who hated me and I wondered what would happen if I decided to accept the rugby star as my boyfriend. Sometimes I laughed alone as I imagined what they could be whispering about me. Then I thought well, he's not blind, he can see that I'm ugly, he can see I don't have any fashionable clothes, he can see I read too much-I thought fine, I'll go out with him. He had chosen an unsuitable girl and set the whole school on fire. My English teacher thought it was really funny- he congratulated me causing such a stir! It turned out that Sizwe was a lovely person and we'd become quite good friends by the time he left the school at the end of that year.	5 10 15
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- 5.2.1. Identify and explain the theme revealed in the above extract. (3)
- 5.2.2. Mention the two settings of this story (2)
- 5.2.3. Mention any two outstanding qualities that are unique to the narrator's character in her studies. (2)
- 5.2.4. Identify and explain the importance of the literary device used in line 8. '...I began to find it funny.' (3)
- 5.2.5. Identify the literary device used in lines 12 and 13 and explain its importance. "...he can see that I'm ugly, he can see I don't have any fashionable clothes, he can see I read too much" (3)
- 5.2.6. Explain why the following statement is true: Minister Fikeni played a significant role in the narrator's character development. (2)
- 5.2.7. Was the narrator justified to let her physical appearance influence her self-esteem? (2)

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[35]

TOTAL SECTION C:



SECTION D: POETRY

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

- **'MID-TERM BREAK'** by Seamus Heany
- **'DEATH'** by Anonymous

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

QUESTION 6

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

'MID-TERM BREAK' by Seamus Heany

I sat all morning in the college sick bay
Counting the bells knelling classes to a close.
At two o'clock our neighbours drove me home.

In the porch I met my father crying –
He had always taken funerals in his stride –
And Big Jim Evans saying it was a hard blow.

The baby cooed and laughed and rocked the pram
When I came in, and I was embarrassed
By old men standing up to shake my hand

And tell me they were 'sorry for my trouble'.
Whispers informed strangers I was the eldest,
Away at school, as my mother held my hand

In hers and coughed out angry tearless sighs.
At ten o'clock the ambulance arrived
With the corpse, stanced and bandaged by the nurses.

Next morning I went up into the room. Snowdrops
And candles soothed the bedside; I saw him
For the first time in six weeks. Paler now,

Wearing a poopy bruise on his left temple,
He lay in the four foot box as in his cot.
No gaudy scars, the bumper knocked him clear.
A four foot box, a foot for every year.

- 6.1.1 Explain why the title of this poem is ironic? (2)
- 6.1.2 Refer to line 2 ('Counting bells ... to a close.')
- Discuss the appropriateness of the poet's use of the word "knelling" in the context of this poem. (2)
- 6.1.3 What evidence is there in the poem to indicate that something terrible has happened? Mention TWO points. (2)
- 6.1.4 Refer to line 5, ('He had always ... in his stride.')
- When the poet says his father has always taken funerals **in his stride**, it means that the father has always been ... about funerals.
- A. Crazy
B. Nervous
C. Calm
D. skeptic (1)
- 6.1.5 Refer to line 7 ('The baby cooed and laughed and rocked the pram')
- (a) Identify the figure of speech in the underlined words. (1)
- (b) Explain how this figure of speech contrasts with the rest of the poem. (2)
- 6.1.6 Refer to lines 3 and 14 ('At two o'clock ... me home' and 'At ten o'clock the ambulance arrived')
- State the reason why the speaker remembers the exact times of the above incidents. (1)
- 6.1.7 Refer to line 10, ('And tell me they were sorry for my trouble').
- a) Identify the tone in the old men's words. (1)
- b) What do you think the old men meant when they said "sorry for my trouble"? (2)
- 6.1.8 Refer to stanza 7
- Quote THREE consecutive words to prove that the following statement is TRUE:
- His little brother looked peaceful and undamaged. (1)

6.1.9 Explain the significance of the last line of this poem. (2)

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AND

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

'DEATH' by Anonymous

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

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

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

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

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

6.2.1. Refer to stanza 1. Quote a phrase of four (4) consecutive words to prove that the speaker was thinking a lot (1)

6.2.2. Refer to line 4 ('With concern for my last journey'). Identify and explain the figure of speech evident in this line. (2)

6.2.3. Why, according to you, did the speaker feel the need to wash? (1)

- 6.2.4. Refer to the whole poem, how does the speaker feel about death?
Support your answer with evidence from the poem. (2)
- 6.2.5. Refer to line 15-16 ('But though I ... underneath the floor').
Choose the correct answer to complete the following sentence.
Write only the question number and the letter (A – D) of the
correct answer. In these lines the speaker suggests that death
is ...
A. destructive
B. inevitable
C. incredible
D. avoidable (1)
- 6.2.6. Refer to the poem as a whole. State three measures the speaker tried
to escape from Death. (3)
- 6.2.7. Explain the effectiveness of personifying death throughout the poem. (2)
- 6.2.8. Refer to the line 20 ('Death was captain of the ship').
Explain what the poet means when he/she says death is "captain of the
ship". (2)
- 6.2.9. What conclusion can you make about death? Refer to the poem as a
whole. (1)
- 6.2.10. In your opinion, is this poem written to amuse or teach the reader?
Substantiate your answer. (2)

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