



Education and Sport Development

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

NORTH WEST PROVINCE

NW PROVINCIAL ASSESSMENT

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE

PAPER 2

JUNE 2018

MARKS: 70

TIIME: 2 H00

This question paper consists of 24 pages.



INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer 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 QUESTIONS in all, ONE question each from ANY TWO sections.
SECTION A: NOVEL
Answer the question on the novel you have studied.
SECTION B: DRAMA
Answer the question on the drama you have studied
SECTION C: SHORT STORIES
Answer the questions on BOTH short stories.
SECTION D: POETRY
Answer the questions on BOTH poems
Use the checklist on page 4 to assist you.

4. Follow the instructions at the beginning of each section carefully.

5. Number the answers correctly according to the numbering system used in this question paper.

6. Start EACH section on a NEW page

7. Suggest the time management: Spend approximately 60 minutes on EACH section

8. Write neatly and legibly.

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SECTION B: DRAMA Answer ANY ONE question		
3. Macbeth	35	13
4. My Children! My Africa!	35	16
SECTION C: SHORT STORIES Answer the questions set on BOTH extracts.		
5.1. "The Doll's House"	17	19
5.2. "A chip" of glass ruby"	18	21
SECTION D: POETRY Answer the questions set on BOTH poems		
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CHECKLIST**NOTE:**

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

SECTIONS	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TO	Tick (√)
A: Novel	1-2	1		
B. Drama	3-4	1		
C. Short Stories	5	1		
D. Poetry	6	1		

NOTE: Ensure that you have answered questions on TWO sections ONLY

SECTION A: NOVEL

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *Dr JEKYLL AND Mr HYDE* by Robert Louis Stevenson

QUESTION 1

CRY, THE BELOVED COUNTRY

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

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

1.1. EXTRACT A

There is a lovely road that runs from Ixopo into the hills. These hills are grass- 1
covered and rolling, and they are lovely beyond any singing of it. The road climbs
seven miles into them, to Carisbrooke; and from there, if there is no mist, you look
down on one of the fairest valleys of Africa. About you there is grass and bracken
and you may hear the forlorn crying of the titihoya, one of the birds of the veld. 5
Below you is the valley of the Umzimkulu, on its journey from the Drakensberg to
the sea; and beyond and behind the river, great hill after great hill; and beyond and
behind them, the mountains of Ingeli and East Griqualand.

The grass is rich and matted, you cannot see the soil. It holds the rain and the mist, 10
and they seep into the ground, feeding the streams in every kloof. It is well-tended,
and not too many cattle feed upon it; not too many fires burn it, laying bare the soil.
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 15
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. 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, 20
guards men, cares for men. The titihoya does not cry here.

- 1.1.1 Choose the description from COLUMN B that matches the name(s) in COLUMN A. write only the letter (A-D) next to the question number 1.1.1(a) – 1.1.1 (d)

COLUMN A	COLUMN B
Arthur Jarvis	Stayed at the Mission House in Sophiatown.
Father Vincent	Mary's brother.
John Harrison	Mary's father.
Mr Carmichael	He was an engineer
	He defended Absalom <i>pro deo</i> .
	Lived at High Place, in the hills above Ndotsheni.

- 1.1.2 Refer to line 2. Explain what is meant by "They are lovely beyond any singing"
- 1.1.3 Refer to lines 2-3
"The road climbs seven miles into them..."
- (a) Identify the figure of speech.
- (b) Explain how the figure of speech contributes to the meaning of the expr
- 1.1.4 Find a word in paragraph one which means "Pitifully sad, abandoned and lone"
- 1.1.5 Explain why the following statement is not true:
From Carisbrooke, one can always see one of the fairest valleys of Africa.
- 1.1.6 Refer to paragraph two.
Quote a four letter phrase which indicates that one can be barefoot on the hills
- 1.1.7 This introductory passage contrasts the rolling grass covered hills and the red
Give two other examples of contrast that are found in the novel.
- 1.1.8 Identify and discuss the theme revealed in lines 16 -21.

AND

EXTRACT B

[The priest and his wife are having a discussion.]

You have said it, he said. It is said now. This money which was saved for that purpose will never be used for it. You have opened a door, and because you have opened it, we go through. And *Tixo* alone knows where we shall go.

It was not I who opened it, she said, hurt by his accusation. It has a long time been open, but you would not see.

We had a son, he said harshly. *Zulus* have many children, but we had only one son. He went to Johannesburg, and as you said – when people go to Johannesburg, they do not come back. They do not even write anymore.

They do not go to St. Chad's, to learn that knowledge without which no black man can live.

They go to Johannesburg, and there they are lost, and no one hears of them at all. And this money... But she had no words for it, so he said, It is here in my hand. And again she did not speak, so he said again, It is here in my hand.

You are hurting yourself, she said.

Hurting myself? Hurting myself? I do not hurt myself, it is they who are hurting me. My own son, my own sister, my own brother. They go away and they do not write any more.

Book One, Chapter 2

1.2.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write down on the letter (A–E) next to the question number (1.2.1(a)–1.2.1(d)).

COLUMN A		COLUMN B	
(a)	Stephen Kumalo	A	wealthy and conservative farmer
(b)	Absalom Kumalo	B	upright and moral engineer
(c)	James Jarvis	C	successful carpenter and orator
(d)	Arthur Jarvis	D	humble priest and traditionalist
		E	naive and reckless young man

4

- 1.2.2 Name the TWO characters arguing in this extract. (2)
- 1.2.3 Why are they arguing? Mention TWO points. (2)
- 1.2.4 Discuss the theme of 'Fear' which is evident in this extract. (3)
- 1.2.5 What clue is given in the extract that there were no cellphones then? (1)
- 1.2.6 Refer to line 13 ('And this money...')
Identify the tone used in this line and substantiate your answer. (3)
- 1.2.7 In your opinion, how has the city life affected the Kumalos? Substantiate your answer. (3)

TOTAL QUESTION 35

QUESTION 2: Strange case of Dr. Jekyll and Mr Hyde

Read the following extracts from the novel 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

(Jekyll wants to be left alone)

"I have been wanting to speak to you, Jekyll," began the latter. "You know that will of yours?"	1
A close observer might have gathered that the topic was distasteful; but the doctor carried it off gaily. "My poor Utterson," said he, "you are unfortunate in such a client. I never saw a man so distressed as you were by my will; unless it were that hide-bound pedant, Lanyon, at what he called my scientific heresies. O, I know he's a good fellow – you needn't frown – an excellent fellow, and I always mean to see more of him; but a hide-bound pedant for all that; an ignorant, blatant pedant. I was never more disappointed in any man than Lanyon."	5 10
"You know I never approved of it," pursued Utterson, ruthlessly disregarding the fresh topic.	
"My will? Yes, certainly, I know that," said the doctor, a trifle sharply. "You have told me so."	
"Well, I tell you so again," continued the lawyer. "I have been learning something of young Hyde."	15
The large handsome face of Dr Jekyll grew pale to the very lips, and there came a blackness about his eyes. "I do not care to hear more," said he. "This is a matter I thought we had agreed to drop."	
"What I heard was abominable," said Utterson.	20
"It can make no change. You do not understand my position," returned the doctor, with a certain incoherency of manner. "I am painfully situated, Utterson; my position is a very strange – a very strange one. It is one of those affairs that cannot be mended by talking."	
Jekyll, "said Utterson, "you know me: I am a man to be trusted. Make a clean breast of this in confidence; and I make no doubt I can get you out of it."	25
[Chapter 3, pp. 22-23]	

- 2.1.1 Choose a description in COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number [2.1.1(a) – 2.1.1(d)].

COLUMN A	COLUMN B
(a). Mr Poole	A. The former owner of Dr Jekyll’s surgery.
(b). Mr Guest	B. Provides Dr Jekyll with the transforming draught.
(c). Edward Hyde	C. Calls Utterson to come to rescue Dr Hyde.
(d). Dr Denman	D. A small man who pays Dr Lanyon a midnight visit
	E. Handwriting specialist.

- (4)
- 2.1.2 State the part of the will that Utterson wants to discuss with Jekyll and why. (2)
- 2.1.3 Refer to lines 4-6 ("My poor Utterson ...he called my scientific heresies).
 (a). Give ONE word which best describes Jekyll’s tone in these lines. (1)
 (b). Explain why Jekyll thinks this tone is appropriate when he addresses Utterson. (2)
- 2.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number [2.1.4(a)]
 Study lines 5–9 (“unless it were that hide-bound ...any man than Lanyon.”) closely and choose the word the best describes **Jekyll’s assessment** of Dr Lanyon character.
 It is a/an _____ assessment.
 A. honest
 B. biased
 C. patronising
 D. treacherous (1)
- 2.1.5 Quote ONE incident from the story to suggest that despite his disapproval of Lanyon’s conduct, Jekyll still respects Lanyon’s professionalism. (1)
- 2.1.6 Refer to line 12–13 ("My will? Yes, certainly ... You have told me so."). When Utterson changes the topic to talk about the will, Jekyll’s mood swings instantly to that of _____ shown in the above quoted lines. (1)
- 2.1.7 Briefly explain how Hyde’s appearance compares to the “large handsome face” of Jekyll? (1)
- 2.1.8 Explain the irony of Utterson’s insistence on getting Jekyll to remove Hyde from the will. (2)

- 2.1.9 Refer to line 19 ("What I heard was abominable ...").
Mention TWO incidents that make Hyde an undesirable character. (2)
- 2.1.10 Which Victorian concept does Utterson evoke in lines 24–25 (Jekyll... get you out of it.)? (1)
- [18]

AND

2.2 **EXTRACT D**

[Mr Hyde has disappeared after the murder of Sir Danvers Carew.]

Much of his past was unearthed, indeed, and all disreputable: tales came out of the man's cruelty, at once so callous and violent; of his vile life, of his strange associates, of the hatred that seemed to have surrounded his career; but of his present whereabouts, not a whisper. From the time he had left the house in Soho on the morning of the murder, he was simply blotted out; and gradually, as time drew on, Mr. Utterson began to recover from the hotness of his alarm, and to grow more at quiet with himself.

The death of Sir Danvers was, to his way of thinking, more than paid for by the disappearance of Mr. Hyde.

Now that that evil influence had been withdrawn, a new life began for Dr. Jekyll. He came out of his seclusion, renewed relations with his friends, became once more their familiar guest and entertainer; and whilst he had always been, known for charities, he was now no less distinguished for religion. He was busy, he was much in the open air, he did good; his face seemed to open and brighten, as if with an inward consciousness of service; and for more than two months, the doctor was at peace.

Chapter 6: Remarkable Incident of Dr Lanyon

- 2.2.1 a) Refer to line 1: "Much of his past ..." To whom does "he" refer?
b) Explain how Scotland Yard knows exactly who to look for.
- 2.2.2 Explain both the LITERAL and FIGURATIVE meaning of "unearthed" in line 1.
- 2.2.3 Choose the correct answer to complete the following sentence. Write down only the letter (A-D) next to the question number (2.2.3) in the ANSWER BOOK.
The word "callous" (line 2) means that a person is ...
- A: understanding. B: heartless. C: compassionate.
D: inflexible
- 2.2.4 In which part of London is Mr Hyde's residence?

- 2.2.5 Give TWO examples of how Dr Jekyll's behaviour changes after the disappearance of Mr Hyde. (2)
- 2.2.6 In the above extract there is a clear difference between Dr Jekyll's and Mr Hyde's personalities.
Discuss and compare the difference between Dr Jekyll and Mr Hyde in terms of physical appearance. (4)
- 2.2.7 Identify and discuss the theme which is evident in the separate personalities of Dr Jekyll and Mr Hyde, contained in the body of one person. (3)
- 2.2.8 Refer to the novel thus far.
Discuss why the title of this novel is relevant. (2)

[17]
TOTAL SECTION A: 35

SECTION B: DRAMA

QUESTION 3: MACBETH

MACBETH – WILLIAM SHAKESPEARE

CONTEXTUAL

ANSWER THE QUESTIONS SET ON MACBETH

3.1. EXTRACT E

ANGUS:	We are sent To give thee from our royal master thanks; Only to herald thee into his sight, Not pay thee.	
ROSS:	And for an earnest of a greater honour, He bade me, from him, call thee Thane of Cawdor: In which addition, hail, most worthy thane, For it is thine.	5
BANQUO:	What, can the devil speak true?	
MACBETH:	The Thane of Cawdor lives: Why do you dress me In borrowed robes?	10
ANGUS:	Who was the Thane lives yet; But under heavy judgment bears that life Which he deserves to lose. Whether he was combined With those of Norway, or did line the rebel With hidden help and vantage, or that with both He laboured in his country's wrack, I know not; But treasons capital, confessed and proved, Have overthrown him.	15
MACBETH:	(<i>Aside</i>) Glamis, and Thane of Cawdor: The greatest is behind (<i>To Ross and Angus</i>) Thanks for your pains (<i>Aside to Banquo</i>) Do you not hope your children shall be kings, When those that gave the Thane of Cawdor to me Promised no less to them?	20
BANQUO:	That, trusted home, Might yet enkindle you unto the crown, Besides the Thane of Cawdor. But 'tis strange 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.	25 30

3.1.1 Macbeth and Banquo meet the witches on their way back from the battlefield.

- How do the witches greet Macbeth? (3)
- 3.1.2. What do the witches tell Banquo at this meeting? (2)
- 3.1.3 Who is “our royal master” in line 2? (1)
- 3.1.4 What happened to the rebel that Angus refers to line 15? (2)
- 3.1.5 Give one word to describe Macbeth as a soldier on the battlefield? (1)
- 3.1.6 Describe Banquo’s feelings when he hears that Macbeth is to be new Thane of Cawdor (1)
- 3.1.7 Identify the figure of speech in “ why do you dress me in borrowed robes” (lines 10-11) (1)
- 3.1.8 Explain in your own words what Macbeth is referring to and what it means? (3)
- 3.1.9 What is the warning that Banquo issues to Macbeth? (4)

3.2. EXTRACT F

ACT I SCENE V Inverness. *Macbeth's castle.*

Enter LADY MACBETH, reading a letter (Why the letter is in prose...)

They met me in the day of success: and I have
 learned by the perfectest report, they have more in
 them than mortal knowledge. When I burned in desire
 to question them further, they made themselves air,
 into which they vanished. Whiles I stood rapt in
 the wonder of it, came missives from the king, who
 all-hailed me 'Thane of Cawdor;' by which title,
 before, these weird sisters saluted me, and referred
 me to the coming on of time, with 'Hail, king that
 shalt be!' This have I thought good to deliver
 thee, my dearest partner of greatness, that thou
 mightst not lose the dues of rejoicing, by being
 ignorant of what greatness is promised thee. Lay it
 to thy heart, and farewell.'

Glamis thou art, and Cawdor; and shalt be
 What thou art promised: yet do I fear thy nature;
 It is too full o' the milk of human kindness
 To catch the nearest way: thou wouldst be great;
 Art not without ambition, but without
 The illness should attend it: what thou wouldst highly,
 That wouldst thou holily; wouldst not play false,
 And yet wouldst wrongly win: thou'ldst have, great Glamis,
 That which cries 'Thus thou must do, if thou have it;
 And that which rather thou dost fear to do
 Than wishest should be undone.' Hie thee hither,
 That I may pour my spirits in thine ear;
 And chastise with the valour of my tongue
 All that impedes thee from the golden round,

- 3.2 Act 1, Scene 5, lines 1–29, from “They met me in the day of success ...” to “To have thee crown’d withal.”
- Refer to line 1.
- 3.2.1. Who does the word “they” refer to in line 1? (1)
- 3.2.2 Quote two words that show that Macbeth is keen to convince his wife that “they” are truthful? (2)
- 3.2.3. Explain why Macbeth is hailed by the king’s messengers as “Thane of Cawdor”? (3)
- 3.3 Refer to lines 9–13.
- 3.3.1. Identify two phrases that show that Macbeth regards Lady Macbeth as his comrade and close confidante? (2)
- 3.3.2. What action of Macbeth’s illustrates that he regards her as his partner? (2)
- 3.4 Macbeth uses the word “greatness” twice in his letter. What does this show about what is on his mind? (2)
- 3.5 Refer to lines 14-15
- 3.5.1. What does Lady Macbeth mean when she says “and shalt be / What thou art promis’d”? (2)
- 3.5.2. Quote one word from the second half of line 14 that shows that Lady Macbeth is very determined. (1)
- 3.6. Name the two forces that Lady Macbeth believes will combine to make Macbeth take the crown. (2)
- (17)

TOTAL QUESTION 3: 35

QUESTION 4: MY CHILDREN MY AFRICA!

Read the extracts from the play below and answer the set questions. The number of marks allocated to each question serves as a guide to the predicted 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 (Act 1 Scene 5)

THAMI:	What happened to the statue?	1
ISABEL:	You mean how it was toppled?	
....		
MR M:	They are not our statues, Thami! Wouldn't it be better for us to rather put our energies into erecting a few of our own? We've also got heroes, you know.	
THAMI:	Like who, Mr M? Nelson Mandela? [Shaking his head with disbelief] Hey! They would pull that statue down so fast ...	
MR M:	[Cutting him] In which case they would be just as guilty of gross vandalism because that is what it will be, regardless of who does it to whom. Destroying somebody else's property is inexcusable behaviour.	
	No, Thami. As one of the People you claim to be acting for, I raise my hand in protest. Please don't pull down any statues on my behalf. Don't use me as an excuse for an act of lawlessness. If you want to do something 'revolutionary' for me let us sit down and discuss it, because have a few constructive alternatives I would like to suggest. Do I make myself clear	12
THAMI:	Yes, teacher.	
MR M:	Good. I'm glad we understand each other.	
ISABEL:	Was he speaking for you as well?	
THAMI:	He speaks for me on nothing!	
THAMI:	Don't tell me what I need, Isabel! And stop telling me what to do! You don't know what my life is about, so keep your advice to yourself ...	

- 4.1.1 Refer to line 2. 'Toppled' have both a literal and a figurative meaning. Choose the most suitable option that suggests the **figurative meaning**. Write only the number and letter of (1)

Your choice.

- A. Removed from power
- B. Fallen over
- C. Risen to the top
- D. Collapsed in the sand

- 4.1.2 Refer to line 7. Explain the **function** AND **meaning** of the words in brackets. (2)
- 4.1.3. Fully describe what Thami and Mr M are arguing about (3)
- 4.1.4 Thami says he speaks for The People. According to Thami, is Mr M one of The People? (3)
- Explain why, or why not?
- 4.1.5 Refer to line 12. Choose the most suitable option. What tone of voice would Mr M use to say the word '*revolutionary*'? Write only the number and the letter of your choice. (1)
- A. Sarcastic
- B. Respectful
- C. Teasing
- D. Serious
- 4.1.6 Refer to line 13. According to your knowledge of the play, suggest two of the '*constructive alternatives*' that Mr M would offer to Thami AND explain why it would be acceptable to Mr M. (2)
- 4.1.7 Quote TWO words from the extract that describe Mr M's view on acts of resistance such as toppling statues (2)
- 4.1.8 Describe how the **atmosphere or mood** changes in this scene. (2)
- 4.1.9 Refer to line 15. Explain why this line of the extract is **ironic**. (2)

AND

4.2. EXTRACT H
(Act 2 Scene1)

MR M : Do you know that without words a man can't think? Yes, it's true.

Take that thought back with you as a present from the despised Mr M and share among the Comrades.

Tell them the difference between a man and an animal is that Man thinks, and he thinks with Words. Consider the mighty ox. Four powerful legs, massive shoulders, and(5)

a beautiful thick hide that gave our warriors shields to protect them when they went

Into battle. Think of his beautiful head Thami, the long horns, the terrible bellow from his lungs when he charges a rival! But it has got no words and therefore it is stupid! And long comes a that funny little, hairless animal that has got only two thin legs, no horns and a skin worth nothing and he tell that ox what to do. He is its master and he is that because he can speak! If the struggle needs weapons give it words, Thami.Stones and petrol bombs can't get inside those armoured cars. Words can.....(12)

- 4.2.1 Refer to line 2. In your opinion, why is Mr M 'despised' by the comrades? (2)
- 4.2.2 In this extract, Mr M makes a comparison between an ox and a man. (3)
- 4.2.2.1 List three physical qualities of an ox. Use your OWN words (3)
- 4.2.2.2. In the comparison of an ox and a man, what is represented by the ox? (1)

- 4.2.2.3. In the comparison of an ox and a man, what is represented by man? (1)
- 4.2.2.4 Why, according to Mr M, is a man stronger and more powerful than an ox? (2)
- 4.2.2.5. Explain why Thami and the Comrades do not support Mr M's view. (2)
- 4.2.3. Discuss critically (include reasons) the following statement: *Neither Mr M nor Thami is completely right.* (3)
- 4.2.4 Identify the theme of this passage
- A. Violent opposition versus peaceful opposition (1)
 - B. Violence and conflict is acceptable
 - C. Words are mightier than the sword
 - D. Peace is always preferable above hatred and violence
- 4.2.5 Refer to lines 11-12. Rewrite the following words in your OWN words. (2)
- Stones and petrol bombs can't get inside those armoured cars

TOTAL SECTION B 35

SECTION C: SHORT STORIES

QUESTION 5

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

- 'THE DOLL'S HOUSE' by Katherine Mansfield
- 'A CHIP OF GLASS RUBY' by Nadine Gordimer

Read the extracts from the TWO short stories 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 5.1 AND QUESTION 5.2.**

5.1 'THE DOLL'S HOUSE' EXTRACT I

[The Burnell girls arrange how they will let children from the neighborhood know about The Doll's House].

But what Kezia liked more than anything, what she liked frightfully", was the lamp. It stood in the middle of the dining-room table, an exquisite little amber lamp with a white globe. It was even filled all ready for lighting, though, of course, you couldn't light it. But there was something inside that looked like oil and moved when you shook it. 5

The father and mother dolls, who sprawled very stiff as though they had fainted in the drawing-room, and their two little children asleep upstairs, were really too big for the doll's house. They didn't look as though they belonged. But the lamp was perfect. It seemed to smile at Kezia, to say, "I live here." The lamp was real. 10

The Burnell children could hardly walk to school fast enough the next morning. They burned to tell everybody, to describe, to—well—to boast about their doll's house before the school-bell rang. 15

"I'm to tell," said Isabel, "because I'm the eldest. And you two can join in after. But I'm to tell first."

There was nothing to answer. Isabel was bossy, but she was always right, and Lottie and Kezia knew too well the powers that went with being eldest. They brushed through the thick buttercups at the road edge and said nothing.

- 5.1.1 Where did the Doll's house come from? (1)
- 5.1.2 Mention TWO ways in which the writer describes Kezia's love for the lamp (2)
- 5.1.3 Which item looked as if it did not belong in the Doll's house? (1)
- 5.1.4 The fact that the lamp looked like it had oil inside and ready for lighting... (2)
- A: shows the extent of the love the children had for it.
- B: is a measure of the expertise that went behind its making.
- C: indicates that whoever made it wanted children to be scared of touching it.
- D: is a way of saying to the children it should be the only center of attraction.

- 5.1.5 Explain line 13 in the context of how the children were feeling that morning: (Line 13) 'The Burnell children could hardly walk to school fast enough.' (2)
- 5.1.6 Besides walking very fast and burning to tell what else shows that having to tell others about the Doll's House was treated as urgent. (1)
- 5.1.7 Identify and comment on the figurative language that is being used in **line 18**. 'Isabel was bossy, but she was always right...' (2)
- 5.1.8 Explain the symbolism behind the lamp in this story which is so darkly filled with hatred and the class struggle. (3)
- 5.1.9 Discuss the way the writer uses the character of Kezia to show that there is the element of goodness in people. (3)

AND

A CHIP OF GLASS RUBY'

5.2.

[The Bamjees' house had been searched and Mrs Bamjee is about to be escorted to prison.]

When she came out in her old yellow sari with a brown coat over it, the faces of the children were behind her like faces on the platform at a railway station. They kissed her good-bye. The policemen did not hurry her, but she seemed to be in a hurry just the same.

'What am I going to do?' Bamjee accused them all.

The policemen looked away patiently.

'It'll be all right. Girlie will help. The big children can manage.

And Yusuf – 'The children crowded around her; two of the younger ones had awakened and appeared, asking shrill questions.

'Come on,' said the policemen.

'I want to speak to my husband.' She broke away and came back to him, and the movement of her sari hid them from the rest of the room for a moment. His face hardened in suspicious anticipation against the request to give some message to the next fool who would help her take up her pamphleteering until he, too, was arrested. 'On Sunday,' she said. 'Take them on Sunday.' He did not know what she was talking about. 'The engagement party,' she whispered, low and urgent. 'They shouldn't miss it. Ismail will be offended.'

- 5.2.1. The Bamjees belongs to a majority population group.
- a) To which group do they belong? (1)
- b) Provide evidence from lines to 1-3 to motivate why you chose this specific group. (2)
- 5.2.2 Explain why the police searched the Bamjees' house. (2)
- 5.2.3 Refer to lines 2 and 3 ('... the faces ... kissed her good-bye.')
- (a) Identify the figure of speech used in these lines. (1)

- (b) Explain the effectiveness of this figure of speech. (2)
- 5.2.4 Quote THREE CONSECUTIVE WORDS from the passage to indicate how Mr Bamjee felt about the people that assisted his wife with the printing and distribution of the leaflets.
- 5.2.5 Explain why Mrs Bamjee’s words in line 16 -17 ,about the children missing Ismail engagement party,can be viewed as ironic (2)
- 5.2.6 Using relevant examples, show how Mr. and Mrs. Bamjee are different from each other in this short story. Provide TWO examples for EACH character (4)
- 5.2.7 Discuss the effectiveness of the title of this story. (3)

TOTAL SECTION C 35

SECTION D: POETRY

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

- Sonnet 18 by William Shakespeare
- Everything has changed by Mzi Mahola

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

QUESTION 6

Read the following poem carefully and then answer the questions which follow.

The marks allocated to each question should serve as a guide to the expected length of your answer.

Sonnet 18

1 Shall I compare thee to a summer’s day?
 2 Thou art more lovely and more temperate.
 3 Rough winds do shake the darling buds of May,
 4 And summer’s lease hath all too short a date.
 5 Sometime too hot the eye of heaven shines,
 6 And often is his gold complexion dimmed;
 7 And every fair from fair sometime declines,
 8 By chance or nature’s changing course untrimmed.
 9 But thy eternal summer shall not fade,
 10 Nor lose possession of that fair thou ow’st,
 11 Nor shall Death brag thou wand’rest in his shade,
 12 When in eternal lines to time thou grow’st.
 13 So long as men can breathe or eyes can see,
 14 So long lives this, and this gives life to thee.

- 6.1.1. Choose the correct answer to complete the following sentence. Write only the letter (A-D) next to question number (6.1.1.)
- The above poem is an _____
- A. Elegy
 - B. Italian sonnet
 - C. Elizabethan sonnet
 - D. Expression of love by the poet to his wife. (1)
- 6.1.2. Complete the following statement by writing the missing word. (1)
- Sonnet 18 is dedicated to _____
- 6.1.3. What does the word “temperate” in line 2 suggest about the person that the poet writes about? (1)
- 6.1.4. Provide a reason that makes the poet’s beloved to be better than summer? (1)
- 6.1.5. Identify the literary device used in line 7 and explain its significance. “And every fair from fair sometime declines,” (3)
- 6.1.6. **Refer to line 8.** “By chance, or nature’s changing course, untrimmed;” Why does the poet maintain that nothing is immortal in line 8? (2)
- 6.1.7. **Refer to line 9.** What does the poet refer to by saying that his beloved’s “eternal summer” shall not fade? (2)
- 6.1.8. What is the tone of this poem? (1)
- 6.1.9. What is the other quality that this beloved person is said to have in line 10? (1)
- 6.1.10. Explain why this beloved person will always be remembered. (2)
- 6.1.11. Comment on the effectiveness of using the word “**But**” at the beginning of the 3rd quatrain (lines 9-12). (2)

AND

6.2 Read the poem below carefully and then answer the question which follow.

The number of marks allocated to each question serves as a guide to the expected length of your answer.

EVERYTHING HAS CHANGED (EXCEPT GRAVES) - Mzi Mahola

I stood at the ruins of my former school where I was patiently moulded; wild plants own every space now; my soul was paralyzed.	5
What happened to the roofs the doors and windows? Can these dumb lonely walls still recognise me? Everything has changed; the ground where we ran and laughed and the corner of the playground where I pummelled a schoolmate almost to pulp are scarfed with wattle to conceal my shame.	10 15
A short distance away stands a renovated Church (a Dutch Reformed formerly, now Methodist) embraced by a mute little cemetery that claims the past (the dividing fence has vanished) though growth strangles it to near extinction; cold names of departed whites who were part of this community and made monumental contributions are etched on the headstones.	20 25
Sometimes whites come here <i>to clean and put flowers on their family graves;</i> a voice whispers next to me but I do not recognise its face because Lushington has changed except the graveyard.	30

- 6.2.1 Complete the following sentences by using the words in the list below. Write only the word next to the question number (6.2.1(a)–6.2.1(c) in the ANSWER BOOK.

Port Elizabeth; confused saddened; suicidal; reversed;
Lushington;

- The poet visits his former school in (a)He is (b)... to see the neglect of a once good school. He is despondent that time cannot be (c) ... (3)
- 6.2.2 Refer to lines 1- 4
- (a) To what is the 'ruins' in line 1 referring? (1)
- (b) What do the "wild plants" suggest about the school yard? (2)
- 6.2.3 The poet uses the phrase: "patiently moulded" in line 3. What do these words tell us about the way in which children were educated at his old school (2)
- 6.2.4 Mention and explain the figure of speech in line 11-14? (3)
- 6.2.5 Refer to line 15:
- Explain in your own words to which shame is the poet referring? (2)
- 6.2.6. Refer to line 20, ('embraced by a mute little cemetery').
- (a) Identify the figure of speech used. (1)
- (b) Explain this figure of speech in the context of the poem. (2)
- 6.2.7 Suggest a theme for the poem, based on what the poet feels when he revisits the school of his childhood. (2)

TOTAL SECTION D: 35

GRAND TOTAL: 70