

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**PREPARATORY 2021**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**MARKS: 70**

**TIME: 2 hours**

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This question paper consists of 29 pages.

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**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 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 TWO 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 set on BOTH short stories.

SECTION D: POETRY  
Answer the questions set 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. Suggested time management: Spend approximately 60 minutes on each section.
8. Write neatly and legibly.

## TABLE OF CONTENTS

**SECTION A: NOVEL**

Answer ANY ONE question.

QUESTION NO.		MARKS	PAGE
1.	<i>Cry, the Beloved Country</i>	35	5
	<b>OR</b>		
2.	<i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	9

**SECTION B: DRAMA**

Answer ANY ONE question.

3.	<i>Macbeth</i>	35	13
	<b>OR</b>		
4.	<i>My Children! My Africa!</i>	35	18

**SECTION C: SHORT STORIES**Answer questions set on **BOTH** short stories.

5.1	'Next door'	35	22
	<b>AND</b>		
5.2	'The last breath'	35	24

**SECTION D: POETRY**Answer the questions set on **BOTH** poems.

6.1	'Sonnet 18' (Shall I compare thee to a summer's day?)	35	26
	<b>AND</b>		
6.2	'Everything has changed'	35	28

**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	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**

In this section, questions are 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.

**QUESTION 1: *CRY, THE BELOVED COUNTRY***

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 1.1 AND QUESTION 1.2.

**1.1 EXTRACT A**

[Stephen Kumalo and his wife receive a letter.]

-Well, my husband?	
-Yes, what is it?	
-This letter, Stephen. You have heard it now.	
-Yes, I have heard it. It is not an easy letter.	
-It is not an easy letter. What will you do?	5
-Has the child eaten?	
She went to the kitchen and came back with the child.	
-Have you eaten, my child?	
-Yes, umfundisi.	
-Then go well, my child. And thank you for bringing the letter. And will you take my thanks to the white man at the store?	10
-Yes, umfundisi.	
-Then go well, my child.	
-Stay well, umfundisi. Stay well, mother.	
-Go well, my child.	15
So the child went delicately to the door, shut it behind her gently, letting the handle turn slowly like one who fears to let it turn fast.	
When the child was gone, she said to him, What will you do, Stephen?	
About what, my wife?	
She said patiently to him, About this letter, Stephen.	20
He sighed. Bring me the St. Chad's money, he said.	
She went out, and came back with a tin, of the kind in which they sell coffee or cocoa, and this she gave to him. He held it in his hand, studying it, as though there might be some answer in it, till at last she said, It must be done, Stephen.	25
- How can I use it? He said.	

[Book 1, Chapter 2]

- 1.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (1.1.1(a) to 1.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Stephen Kumalo	A Political activist
(b) James Jarvis	B Absalom's lawyer
(c) Mr Carmichael	C White farmer
(d) Dubula	D Mary's brother
	E St. Marks' parson

(4 x 1) (4)

- 1.1.2 Refer to lines 1–4 ('Well my husband ... an easy letter').  
Give TWO reasons why they say this letter is 'not an easy letter'. (2)
- 1.1.3 Why does Mrs Kumalo prefer to fetch the child than answering her husband's question (line 7)? (2)
- 1.1.4 Explain the shyness and fear expressed by the child who brings the letter. (2)
- 1.1.5 Refer to line 26 ('How can I use it')?  
(a) What tone would Stephen use in this line? (1)  
(b) Why would Stephen use this tone in this line? (1)
- 1.1.6 What does this extract reveal about Mrs Kumalo's character?  
Substantiate your answer. (2)
- 1.1.7 Mrs Kumalo plays a minor role in the decisions taken by her husband.  
Discuss your view. (3)

## AND

## 1.2 EXTRACT B

[The young demonstrator arrives in Ndotsheni.]

He took off his hat and said in English, You are the umfundisi?	
-I am.	
-And I am the new agricultural demonstrator. I have my papers here, umfundisi.	
-Come into the house, said Kumalo, excited.	5
They went into the house, and the young man took out his papers and showed them to Kumalo. These papers were from parsons and school-inspectors and the like, and said that the bearer, Napoleon Letsitsi, was a young man of sober habits and good conduct, and another paper said that he had passed out of school in the Transkei as an agricultural demonstrator.	10
-I see, said Kumalo. But you must tell me why you are here. Who sent you to me?	
-Why the white man who brought me.	15
- uJarvis was that the name?	
-I do not know the name, umfundisi, but it is the white man who has just gone.	
-Yes, that is uJarvis. Now tell me all.	
-I am come here to teach farming, umfundisi.	20
-To us, in Ndotsheni?	
-Yes, umfundisi.	
Kumalo's face lighted up, and he sat there with his eyes shining. You are an angel from God, he said. He stood up and walked about the room, hitting one hand against the other which the young man watched in amazement.	25
[Book 3; Chapter 4]	

- 1.2.1 Choose the correct answer to complete the following sentence.  
Write only the letter (A–D) next to the question number (1.2.1) in the ANSWER BOOK.

Napoleon takes off his hat to show that he is ...

- A a teacher.
- B respectful.
- C a demonstrator.
- D happy.

(1)

- 1.2.2 Why is the following statement FALSE?

Napoleon is looking for a job as an educator.

(1)

- 1.2.3 How does Kumalo know James Jarvis?  
State TWO points. (2)
- 1.2.4 Explain why Napoleon has papers to show to Kumalo? (2)
- 1.2.5 Refer to line 23 '(Kumalo's face lighted ... his eyes shining').
- (a) Why are Kumalo's eyes shining? (1)
- (b) Identify the figure of speech in this line. (1)
- (c) Explain why this figure of speech is relevant in this extract. (2)
- 1.2.6 What does the young man do to help the community of Ndotsheni? (2)
- 1.2.7 One of the themes evident in this novel is redemption.  
Discuss this theme with reference to Kumalo and Jarvis. (3)
- 1.2.8 James Jarvis does a commendable job for the community of Ndotsheni.  
Discuss your view. (3)
- [35]**



**QUESTION 2: THE 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.

Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 and QUESTION 2.2.

**2.1 EXTRACT C**

[Mr Utterson talks to Poole.]

He was ashamed of his relief, when Poole presently returned to announce that Dr Jekyll was gone out.	
'I saw Mr Hyde go in by the old dissecting-room door, Poole,' he said. 'Is that right, when Dr Jekyll is from home?'	
'Quite right, Mr Utterson, sir,' replied the servant. 'Mr Hyde has a key.'	5
Your master seems to repose a great deal of trust in that young man, Poole,' resumed the other musingly.	
'Yes, sir, he do indeed,' said Poole. 'We have all orders to obey him.'	
'I do not think I ever met Mr Hyde?' asked Utterson.	
O dear no, sir. He never <i>dines</i> here,' replied the butler. 'Indeed, we see very little of him on this side of the house; he mostly comes and goes by the laboratory.'	10
'Well, good-night, Poole.'	
'Good-night, Mr Utterson.'	
And the lawyer set out homeward with a very heavy heart. 'Poor Harry Jekyll,' he thought, 'my mind misgives me he is in deep waters! He was wild when he was young; a long while ago, to be sure; but in the law of God there is no <b>statute of limitations</b> . Ay, it must be that; the ghost of some old sin, the cancer of some concealed disgrace: punishment coming, <b>pede claudo</b> , years after memory has forgotten self-love <b>condoned</b> the fault.'	15
	20
[Search for Mr Hyde]	

- 2.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (2.1.1(a) to 2.1.1(d) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Utterson	A has no conscience
(b) Hyde	B much of a gentleman
(c) Poole	C distant related cousins
(d) Lanyon	D Faithful and loyal
	E reluctant to judge

(4 x 1) (4)

- 2.1.2 Why is Utterson at Dr Jekyll's house? (2)
- 2.1.3 Explain the relationship between Dr Jekyll and Mr Hyde. (2)
- 2.1.4 Refer to lines 3–4 ('I saw Mr ... is from home?').
- (a) What tone would Mr Utterson use in these lines? (1)
- (b) Why would Mr Utterson use this tone in these lines? (1)
- 2.1.5 Refer to line 15 (And the lawyer ... very heavy heart').
- 'Heavy heart' in this line means that Mr Utterson is ...
- A sad.  
B sober.  
C delighted.  
D bereaved. (1)
- 2.1.6 What does this extract reveal about the character of Utterson?
- Substantiate your answer. (2)
- 2.1.7 Refer to line 16 ('my mind misgives me he is in deep waters!').
- Explain what Mr Utterson means in this line. (2)
- 2.1.8 Mr Utterson's mistrust towards Mr Hyde is justified.
- Discuss your view. (3)

**AND**

## 2.2 EXTRACT D

[The murderer is searched for.]

A closet was filled with wine; the plate was of silver, the napery elegant; a good picture hung upon the walls, a gift (as Utterson supposed) from Henry Jekyll, who was much of a connoisseur; and the carpets were of many plies and agreeable colour. At this moment, however, the rooms bore every mark of having been recently and hurriedly ransacked;	5
clothes lay about the floor, with their pockets inside out; lockfast drawers stood open; and on the hearth there lay a pile of grey ashes, as though many papers had been burned. From these embers the inspector disinterred the butt-end of a green cheque-book, which had resisted the action of the fire; the other half of the stick was found	10
behind the door; and as this clinched his suspicions, the officer declared himself delighted. A visit to the bank, where several thousand pounds were found to be lying to the murderer's credit, completed his gratification.	
'You may depend upon it, sir,' he told Mr Utterson: 'I have him in my hand. He must have lost his head, or he never would have left the stick or, above all, burned the cheque-book. Why, money's life to the man. We have nothing to do but wait for him at the bank, and get out the handbills.'	15
[The Carew Murder Case]	

2.2.1 Refer to line 1 ('A closet was ... the napery elegant').

- (a) At whose place is Mr Utterson and the officer? (1)
- (b) Why is Mr Utterson part of the search?

State TWO points. (2)

2.2.2 What evidence is there that this is a wealthy man's apartment?

State TWO points in your OWN words. (2)

2.2.3 Refer to lines 15–16 ('I have him ... left the stick').

- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- (c) What makes it difficult for the officer to get Mr Hyde despite the evidence he has? (2)

2.2.4 Refer to lines 16–17 ('He must have ... burned the cheque-book').

Why is the following statement FALSE?

Part of the murder weapon was found burned in the fire. (1)

2.2.5 One of the themes in the novel is violence.

Discuss how this theme is relevant to Mr Hyde. (3)

2.2.6 Dr Jekyll had no choice but to commit suicide.

Discuss your view. (3)

**[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 questions on the drama that you have studied.

**QUESTION 3: MACBETH**

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**

[Lady Macbeth talks to Macbeth.]

LADY M:	Is Banquo gone from court?	
SERVANT:	Ay, Madam, but returns again tonight.	
LADY M:	Say to the King I would attend his leisure For a few words.	
SERVANT:	Madam, I will.	5
	<i>Exits</i>	
LADY M:	Nought's had, all's spent Where our desire is got without content. 'Tis safer to be that which we destroy Than by destruction dwell in doubtful joy.	10
	<i>Enter Macbeth.</i>	
	How now, my Lord! Why do you keep alone, Making sick fancies your only company, Of sorriest fancies your companions making, Using those thoughts which should indeed have died. Should be without regard: What's done is done.	15
MACBETH:	We have scorched the snake, not killed it. She'll close and be herself, whilst our poor malice Remains in danger of her former tooth. But let the frame of things disjoint, both the worlds suffer, Ere we will eat our meal in fear, and sleep In the affliction of these terrible dreams That shake us nightly. Better be with the dead, Whom we, to gain our peace, have sent to peace,	20

	Than on the torture of the mind to lie	25
	In restless ecstasy. Duncan is in his grave; After life's fitful fever he sleeps well. Treason has done his worst; nor steel, nor poison, Malice domestic, foreign levy, nothing, Can touch him further.	30
LADY M:	Come on, Gentle, my lord, sleek o'er your rugged looks; Be bright and jovial among your guests tonight.	
[Act 3, Scene 2]		

- 3.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (3.1.1(a) to 3.1.1(d)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Siward	A	The Witch Goddess
(b)	Seyton	B	The Earl of Northumberland
(c)	Hecate	C	Thane of Fife
(d)	Macduff	D	Macbeth's armour bearer
		E	Thane of Glamis

(4 x 1) (4)

- 3.1.2 Why is Lady Macbeth concerned about Banquo? (2)

- 3.1.3 Choose the correct answer to complete the following sentence.  
Write only the letter (A–D) next to the question number (3.1.3) in the ANSWER BOOK.

Refer to line 3 ('Say to King ... attend his leisure').

Lady Macbeth is asking ...

- A to speak to Macbeth when he is free.  
B to have leisure time with Macbeth.  
C Macbeth to rest.  
D the servant to give them time. (1)

- 3.1.4 What does Lady Macbeth mean by 'Nought's had, all's spent'? (2)
- 3.1.5 Refer to line 17 ('We have scorched ... not kill it').  
Identify the figure of speech in this line. (1)
- 3.1.6 Explain why this figure of speech is relevant in this line. (2)
- 3.1.7 Refer to lines 20–23 ('But let the ... shake us nightly').  
What do these lines reveal about the character of Macbeth?  
Substantiate your answer. (2)
- 3.1.8 Macbeth's killing of Banquo is justified.  
Discuss your view. (3)

**AND**

## 3.2 EXTRACT F

[Lady Macbeth struggles to sleep.]

MACBETH:	Take thy face hence.	
	<i>Exit Servant.</i>	
	Seyton! – I am sick at heart, When I behold – Seyton, I say – this push Will cheer me ever, or disseat me now. I have lived long enough, my way of life	5
	Is fall'n into the sere, the yellow leaf, And that which should accompany old age, As honour, love obedience, troops of friends, I must not look to have; but in their stead Curse, not loud but deep, mouth-honour, breath, Which the poor heart would fain deny, and dare not. Seyton!	10
	<i>Enter Seyton</i>	
SEYTON:	What's your gracious pleasure?	
MACBETH:	What news more?	
SEYTON:	All is confirmed, my lord, which was reported.	15
MACBETH	I'll fight, till from my bones my flesh be hacked. Give me my armour	
SEYTON:	'Tis not needed yet.	
MACBETH:	I'll put it on. Send out moe horses, skirr the country round; Hang those that talk in fear. Give me mine armour.	20
	<i>Exit Seyton</i>	
	How does your patient, doctor?	
DOCTOR:	Not so sick, my lord, As she is troubled with thick-coming fancies, That keep her from her rest.	25
MACBETH:	Cure her of that. Canst thou not minister to a mind diseased, Pluck from the memory a rooted sorrow, Raze out the written troubles of the brain, And with sweet oblivious antidote Cleanse the stuffed bosom of that perilous stuff Which weighs upon the heart?	30
DOCTOR:	Therein the patient Must minister to himself.	

[Act 5, Scene 3]



3.2.1 Refer to line 1 ('Take thy face hence').

- (a) If you were a stage director of this play, what would you tell Macbeth to do when saying these lines?

State TWO points. (2)

- (b) What does Macbeth's treatment of his servants reveal about his state of mind? (2)

3.2.2 Refer to lines 2–11 ('Seyton! – I am ... and dare not').

- (a) What tone would the Macbeth use in these lines? (1)

- (b) Why would Macbeth have used this tone in these lines? (1)

3.2.3 Why is the following statement FALSE?

Macbeth's followers remain truthful to him. (1)

3.2.4 Refer to lines 16–17 ('I'll fight till ... me my amour').

State TWO reasons why Macbeth is prepared to fight even though he is all by himself. (2)

3.2.5 Refer to lines 22–25 ('How does your ... from her rest').

- (a) State in your OWN words the sickness that Lady Macbeth suffers from. (1)

- (b) Why according to the doctor, is it difficult to cure Lady Macbeth's sickness? (2)

3.2.6 One of the themes in the play is guilt and its consequence.

Discuss how this theme is relevant to Lady Macbeth. (3)

3.2.7 Macbeth is a victim of his ambition.

Discuss your view. (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 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 worries about his future.]

THAMI:	"We have educated you because we want you to be major shareholders in the future of this wonderful Republic of ours. In fact, we want <i>all</i> the peoples of South Africa to share in that future ... black, white, brown, yellow, and if there are some green ones out there, then them as well. Ho! Ho! Ho!"	5
	I don't remember much about what he said after that because my head was trying to deal with that one word: the future! He kept using it ... "our future" "the country's future", "a wonderful future of peace and prosperity." What does he really mean, I kept asking myself? Why does my heart go hard and tight as a stone when he says it? I look around me in the location at the men and women who went out into wonderful future before me.	10
	What do I see? Happy and contented shareholders in this exciting enterprise called the Republic of South Africa? No. I see a generation of tired, defeated men and women crawling back to their miserable little pondoks at the end of a day's work for the white	15
	baas or madam. And those are the lucky ones. They've at least got work. Most of them are just sitting around wasting away their lives while they wait helplessly for a miracle to feed their families, a miracle that never comes.	20
[Act 1, Scene 6]		

- 4.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (4.1.1(a) to 4.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Mrs Makatini	A fearless leader
(b) Miss Dyson	B Zolile High School teacher
(c) Mr Mbikwana	C vetkoek seller
(d) Mrs Magada	D non-racist girl
	E Camdeboo High School teacher

(4 x 1) (4)

- 4.1.2 Refer to lines 1–2 ('We have educated ... Republic of ours').  
Why does Oom Dawie address the learners? State TWO points. (2)
- 4.1.3 Refer to line 10 ('Why does my ... he says it').  
(a) Identify the figure of speech in this line. (1)  
(b) Explain why this figure of speech is relevant in this play. (2)
- 4.1.4 Why is the following statement FALSE?  
After passing Std. 10 black learners become happy and contented shareholders. (1)
- 4.1.5 Refer to lines 13–14 ('What do I see ... of South Africa?').  
If you were a stage director of this play, what would you tell Thami to do while saying these words?  
State TWO points. (2)
- 4.1.6 What does this extract reveal about Thami's character?  
Substantiate your answer. (2)
- 4.1.7 Thami is justified in thinking that Zolile classrooms are 'traps set to catch their minds and souls'.  
Discuss your view. (3)

**AND**

## 4.2 EXTRACT H

[Isabel wants answers from Thami.]

THAMI:	Yes, I was there. Yes, I did try to stop it. <i>[Thami gives Isabel time to deal with this answer.]</i> I knew how angry the people were. I went to warn him. If he had listened to me he would still be alive, but he wouldn't. It was almost as if he wanted it to happen. I think he hated himself very much for what he had done, Isabel. He kept saying to me that it was all over. He was right. There was nothing left for him. That visit to the police station had finished everything. Nobody would have ever spoken to him again or let him teach their children.	5 10
ISABEL:	Oh Thami, it is all so wrong! So stupid! That's what I can't take ... the terrible stupidity of it. We needed him. All of us.	
THAMI:	I know.	15
ISABEL:	Then why is he dead?	
THAMI:	You must stop asking these questions, Isabel. You know the answers.	
ISABEL:	They don't make any sense, Thami.	
THAMI:	I know what you are feeling. <i>[Pause]</i> I also loved him. Doesn't help much to say it now I know, but I did. Because he made me angry and impatient with his 'old-fashioned' ideas, I didn't want to admit it. Even if I had, it wouldn't have stopped me from doing what I did, the boycott and everything.	20 25

[Act 2, Scene 4]

4.2.1 Refer to line 1 ('Yes, I was ... to stop it').

(a) Where is Mr M at this point in the play? (1)

(b) How does Thami 'try to stop it?' (1)

4.2.2 In your OWN words explain what Thami means when he says, 'there was nothing left for him' (line 8). (2)

- 4.2.3 Refer to line 12 ('Oh Thami, it is all so wrong! So stupid!').
- (a) What tone would Isabel use in these lines? (1)
- (b) Why would Isabel use this tone in these lines? (1)
- 4.2.4 Why do Thami's answers make no sense to Isabel? (1)
- 4.2.5 Choose the correct answer to complete the following sentence.  
Write only the letter (A–D) next to the question number (4.2.5) in the ANSWER BOOK.
- 'Old-fashioned' in line 23 means ideas that are ...
- A modern.  
B fashionable.  
C current.  
D ancient. (1)
- 4.2.6 Refer to line 24 ('it wouldn't have stopped me').
- What does this line reveal about Thami's decision to quit school?
- Substantiate your answer. (2)
- 4.2.7 What does this extract reveal about Isabel's character?
- Substantiate your answer. (2)
- 4.2.8 One of the themes in the play is justice and injustice.
- Discuss how this theme is relevant to Thami and Mr M. (3)
- 4.2.9 Mr M can be admired.
- Discuss your view. (3)

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

## SECTION C: SHORT STORIES

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

- 'NEXT DOOR' by Kurt Vonnegut
- 'THE LAST BREATH' by Sam Kahiga

### QUESTION 5

Read the extracts from the TWO short stories and answer the questions set on each. The number of marks allocated 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 'NEXT DOOR'

##### EXTRACT I

[Sam announces a dedication for Mrs Harger.]

A lump grew in Paul's throat as he thought about the beautiful thing he and Sam were bringing to pass.	
"Folks!" said Sam, "that's all I'm gonna say about love and marriage! That's all anybody needs to know! And now, for Mrs. Lemuel K. Harger, from Mr. Harger – I love you! Let's make up and start all over again!" Sam choked up. "Here's Eartha Kitt, and <i>Somebody Bad Stole De Wedding Bell!</i> "	5
The radio next door went off.	
The world lay still.	
A purple emotion flooded Paul's being. Childhood dropped away, and He hung, dizzy, on the brink of life, rich, violent, rewarding.	10
There was movement next door – slow, foot-dragging movement.	
"So," said the woman.	
"Charlotte – " said the man uneasily. "Honey – I swear"	
"I love you," she said bitterly. "Let's make up and start all over again."	15
"Baby," said the man desperately, "It's another Lemuel K. Harger. It's got to be!"	
"You want your wife back?" she said. "All right – I won't get in her way. She can have you, Lemuel – you jewel beyond price, you."	
"She must have called the station," said the man.	20
"She can have you, you philandering, two-timing, two-bit Lochinvar, she said. "But you won't be in very good condition."	
"Charlotte- put down that gun, "said the man. "Don't do anything You'll be sorry for."	
"That's all behind me, you worm," she said.	25

- 5.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (5.1.1(a) to 5.1.1.(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Sam	A aggressive and bossy
(b) Charlotte	B sympathetic and helpful
(c) Paul	C forgiving and loving
(d) Lemuel	D matured and intelligent
	E liar and cheat

(4 x 1) (4)

- 5.1.2 How old is Paul? (1)

- 5.1.3 Describe the structure of Paul's home.  
State TWO points. (2)

- 5.1.4 Refer to lines 1–2 ('A lump grew ... bringing to pass').  
Use your OWN words to explain Paul's feelings. (2)

- 5.1.5 Refer to lines 7–8 ('The radio next ... world lay still').  
How has the atmosphere changed next door?  
Substantiate your answer. (2)

- 5.1.6 Refer to line 11 ('There was movement ... slow, foot-dragging movement').  
(a) Identify the figure of speech in this line. (1)  
(b) Explain why this figure of speech is relevant in this extract. (2)

- 5.1.7 Charlotte's reaction is justified in this story.  
Discuss your view. (3)

## 5.2 'LAST BREATH'

## EXTRACT J

[The narrator feels unhappy.]

They were denying me that hand for marriage, thus plunging me into deep depths of misery.	
'Your father cares for your happiness more than you know,' Mother went on. 'Do not forget that ... He looked so dark and troubled when you came in. It is bad for his health.'	5
Something in her voice made me turn and look at her. Her hand was on the doorknob and its movements were nervous, I thought. But what struck me most was the urgent, pleading look that had come into her eyes. 'Your father is a sick man,' she said in a voice that chilled my heart. 'I'll have to tell you this, now. You are not a child any more. Your father is very sick!'	10
'Sick!' I stammered. Our eyes held. Hers were wide and staring. She leaned forward. Her voice was almost frightening as she said in a hoarse whisper, 'Your father has got lung cancer. You are old enough to be told... You have heard him cough – So be careful what you do!'	15
She turned and left the room, leaving me stunned, not quite comprehending.	
June passed away and with it most of the sunshine. Most of the time The weather was bleak and the sky dark and grey. And a dark shadow lay on our home. Sunshine seemed forever gone from my Mother.	20

- 5.2.1 Choose the correct answer to complete the following sentence.  
Write only the letter (A–D) next to the question number (5.2.1) in the ANSWER BOOK.

Denying me that hand for marriage (line 1) means he is not ...

- A allowed to marry.
- B allowed to stay home.
- C allowed to sing.
- D allowed to work.

(1)

- 5.2.2 How do we know that it is difficult for the narrator's mother to tell the narrator about his father's sickness?

State TWO points.

(2)

- 5.2.3 What is troubling the narrator's father besides his sickness?

(1)

- 5.2.4 Refer to line 9 ('Your father is ... chilled my heart')

(a) What tone would the narrator's mother use in this line?

(1)

(b) Why would she use this tone in this line?

(1)



5.2.5 What does this extract reveal about the character of the narrator's mother?

Substantiate your answer. (2)

5.2.6 How do we know that the narrator cares deeply for Eva? (2)

5.2.7 How would you describe the relationship between the narrator and his parents?

Substantiate your answer. (2)

5.2.8 One of the themes in the short story is love.

Discuss how this theme is relevant to the narrator in this story. (3)

5.2.9 The narrator's father is selfless and loving.

Discuss your view. (3)

**[35]**

**TOTAL SECTION C: 35**

**SECTION D: POETRY**

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

- 'Sonnet 18' by William Shakespeare
- 'Everything has changed (except graves)' by Mzi Mahola

**NOTE:** Answer the questions set on the 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.

**SONNET 18****Shall I compare thee to a summer's day – William Shakespeare**

- 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 Describe the structure of this poem fully. (2)
- 6.1.2 Why would the speaker want to compare his beloved to a summer's day? (2)
- 6.1.3 Refer to lines 1–2 ('Shall I compare ... and more temperate').  
In your OWN words give TWO reasons why the speaker finds it inappropriate to compare the beloved to a summer's day. (2)
- 6.1.4 Refer to line 4 (And summer's lease ... short a date').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is relevant in this poem. (2)

6.1.5 Refer to lines 5–6 ('Sometimes too hot ... gold complexion dimmed').

Choose the correct answer to complete the following sentence.

Write only the letter (A–D) next to the question number (6.1.5) in the ANSWER BOOK.

(a) 'The eye of heaven' refers to the ...

A stars.

B sun.

C moon.

D clouds.

(1)

(b) Explain the use of the word 'dimmed' as used in 'gold complexion'.

(2)

6.1.6 Refer to line 11 ('Nor shall Death ... in his shade').

(a) Quote a WORD which shows us that Death is proud.

(1)

(b) Explain why the speaker is saying Death should not be proud?

(1)

6.1.7 The speaker believes that his beloved's beauty is immortal.

Discuss your view.

(3)

**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.

**Everything has changed (except the graves) – Mzi Mahola**

1 I stood at the ruins  
2 of my former school  
3 where I was patiently moulded;  
4 wild plants own every space now;  
5 my soul was paralyzed.  
6 what happened to the roofs  
7 the doors and windows?  
8 Can these dumb lonely walls  
9 still recognise me?  
10 Everything has changed;  
11 the ground where we ran and laughed  
12 and the corner of the playground  
13 where I pummelled a schoolmate almost to pulp  
14 are scarfed with wattle  
15 to conceal my shame.  
16 A short distance away  
17 stands a renovated Church  
18 (a Dutch Reformed formerly,  
19 now a Methodist)  
20 embraced by a mute little cemetery  
21 that claims the past  
22 (the dividing fence has vanished)  
23 though growth strangles it to near extinction;  
24 cold names of departed whites  
25 who were part of this community  
26 and made monumental contributions  
27 are etched on the headstones.

28 Sometimes whites come here  
29 *to clean and put flowers*  
30 *on their family graves;*  
31 a voice whispers next to me  
32 but I do not recognise its face  
33 because Lushington has changed  
34 except the graveyard.

- 6.2.1 Refer to lines 1–2 ('I stood at ... my former school').

What do the words 'ruins' and 'former' suggest about the school? (2)

- 6.2.2 Explain the meaning of the word 'moulded' in line 3. (2)

- 6.2.3 Refer to lines 6–9 ('What happened to ... doors and windows').
- (a) Identify the tone used in these lines. (1)
- (b) Why does the speaker use this tone in these lines? (1)
- 6.2.4 Quote a line which suggests that the speaker was happy at school. (1)
- 6.2.5 Explain why the following statement is FALSE.
- The speaker was beaten to a pulp by his friend. (1)
- 6.2.6 Explain the personification in line 20. (2)
- 6.2.7 With reference to the title, explain why the graves have not changed. (2)
- 6.2.8 One of the themes in this poem is loss.
- Discuss how this theme is relevant to the poem. (3)
- 6.2.9 The speaker is justified in wanting to preserve the past.
- Discuss your view. (3)
- [35]**

**TOTAL SECTION D: 35**  
**GRAND TOTAL: 70**