GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION
2024

10052

ENGLISH
FIRST ADDITIONAL LANGUAGE

PAPER 2

TIME: 2½ hours

MARKS: 70

27 pages

10052E

X05

INSTRUCTIONS AND INFORMATION

Read these instructions 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 that 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 only TWO QUESTIONS, ONE question each 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 BOTH short stories.

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

4. Use the checklist on page 3 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 Suggested time management: Spend approximately 75 minutes on EACH section.

9. Write neatly and legibly.

TABLE OF CONTENTS

SECTION A: NOVEL **Answer ANY ONE question.**			
QUESTION NO.		**MARKS**	**PAGE NO.**
1.	*Cry, the Beloved Country*	35	4
2.	*Strange Case of Dr Jekyll and Mr Hyde*	35	8
SECTION B: DRAMA **Answer ANY ONE question.**			
3.	*Macbeth*	35	12
4.	*My Children! My Africa!*	35	16
SECTION C: SHORT STORIES **Answer the questions set on BOTH extracts.**			
5.1	'Class Act '		20
AND			
5.2	'Forbidden love'		22
SECTION D: POETRY **Answer the questions set on BOTH poems.**			
6.1	'Reciprocities'		24
AND			
6.2	'Inversnaid'		26

CHECKLIST

NOTE:

- Answer questions from ANY TWO sections.
- Tick (✓) the sections that 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	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**

[John Harrison and James Jarvis in conversation]

- There's one thing I don't get the sense of, said Jarvis. Why this should have happened? …
- You mean … to him, of all people?
- Yes.
- That's one of the first things we said. Here he was, day in and day out, on a kind of mission. And it was he who was killed.
- Mind you, said Jarvis, coming to a point. Mind you, it's happened before. I mean, that missionaries were killed.

Harrison made no answer, and they smoked their pipes silently. A missionary, thought Jarvis, and thought how strange it was that he had called his son a missionary. For he had never thought much of missionaries. True, the church made a lot of it, and there were special appeals to which he had given, but one did that kind of thing without believing much in missionaries. There was a mission near him, at Ndotsheni. But it was a sad place as he remembered it. A dirty old wood-and-iron church, patched and forlorn, and a dirty old parson in a barren valley where the grass hardly grew. A dirty old school where he had heard them reciting, parrot-fashion, on the one or two occasions that he had ridden past there, reciting things that could mean little to them.

- Bed, Jarvis? Or another drink?

[Book Two: 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) Mr Carmichael	A tells Stephen Kumalo that Absalom has moved to Alexandra Township
(b) Mrs Ndela	B oversees the wedding of Absalom and his girlfriend
(c) Barbara Smith	C takes Absalom's case for free
(d) Father Vincent	D helps Stephen Kumalo to look for his son
	E dismisses Sibeko's daughter for brewing liquor in her room

(4 x 1) (4)

1.1.2 Refer to lines 1 – 2 ('There's one thing … should have happened?').

(a) What tone would James Jarvis use in these lines? (1)

(b) Why would Jarvis use this tone in these lines? (1)

1.1.3 Refer to lines 7 – 8 ('Mind you, said … missionaries were killed').

Explain the irony in Jarvis' words. (2)

1.1.4 Refer to lines 13 – 15 ('There was a … grass hardly grew').

(a) What is the name of James Jarvis' farm? (1)

(b) Why is the valley barren?

State TWO reasons. (2)

1.1.5 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (1.1.5) in the ANSWER BOOK.

The topic of the manuscript that Arthur Jarvis worked on at the time of his death is:

A Crime in Johannesburg
B The inequality between the people in Johannesburg
C The different religions in Johannesburg
D The difference in cultures in Johannesburg (1)

1.1.6 What does the extract reveal about James Jarvis' character?

Substantiate your answer. (2)

1.1.7 Refer to the novel as a whole.

The death of Arthur Jarvis causes a change in James Jarvis.

Discuss your views. (3)

AND

1.2 **EXTRACT B**

[Stephen Kumalo and John Kumalo are talking.]

- I hear it is some of the things that are said in this shop, said Kumalo.
- In this shop? Who would know what is said in this shop?
For all the prayers for the power to forgive, Kumalo desired to hurt his brother. Do you know every man who comes to this shop? he asked. Could a man not be sent to this shop to deceive you?
The big bull man wiped the sweat from his brow. He was wondering, Kumalo knew, if such a thing might not be. And for all the prayers, the desire to hurt was stronger, so strong that he was tempted to lie, yielded and lied. I have heard, he said, that a man might have been sent to this shop to deceive you. As a friend.
- You heard that?
And Kumalo, ashamed, had to say, I heard it.
- What a friend, said the big bull man. What a friend.
And Kumalo cried at him out of his suffering. My son had two such friends.
The big man looked at him. Your son? he said. Then the meaning of it came to him, and anger overwhelmed him. Out of my shop, he roared, out of my shop.

[Book Two: Chapter 12]

1.2.1 Describe the time and place where this extract is set. (2)

1.2.2. Refer to line 6 ('The big bull … from his brow').

(a) Identify the figure of speech in this line. (1)

(b) Explain why this figure of speech is relevant in this extract. (2)

1.2.3 Refer to line 13 ('My son had two such friends').

What does this line tell us about Stephen Kumalo's state of mind?

Substantiate your answer. (2)

1.2.4 Refer to lines 14 – 15 ('Then the meaning … anger overwhelmed him').

(a) Explain what John Kumalo realised. (2)

(b) What was the result of John Kumalo's anger?

State TWO points. (2)

1.2.5 Why is the following statement FALSE?

Absalom's accomplices were given a lighter sentence for the murder of Arthur Jarvis. (1)

1.2.6 One of the themes in *Cry, the Beloved Country* is 'comfort in desolation', which is also the subtitle of the novel.

Discuss this theme. (3)

1.2.7 Refer to the novel as a whole.

The issues in the novel *Cry, the Beloved Country* are still relevant in the modern era.

Discuss your views. (3)
[35]

QUESTION 2: *STRANGE CASE OF DR JEKYLL AND MR HYDE*

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**

[Utterson reflects on a letter from Lanyon.]

"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. Oh, 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."
"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."
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.
"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."

[Chapter 3: Dr Jekyll was Quite at Ease]

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) Guest	A tells the story of the trampling of the girl
(b) Utterson	B keeps the letter of Lanyon safe until the disappearance of Jekyll
(c) Enfield	C searches for Hyde after the death of Poole
(d) Bradshaw	D compares the handwriting of two documents written by Jekyll
	E takes up his post at the laboratory door

(4 x 1) (4)

2.1.2 Describe the time and place where this extract is set. (2)

2.1.3 Why is Mr Utterson 'distressed' (line 1) about Dr Jekyll's will?

State TWO points. (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) in the ANSWER BOOK.

Dr Jekyll's scientific work is called 'heresies', which means that it goes against …

A traditional beliefs.
B religious beliefs.
C the laws of science.
D the laws of society. (1)

2.1.5 Refer to line 4 ('… a hide-bound pedant …').

(a) Identify the figure of speech used in this line. (1)

(b) Explain why the figure of speech is relevant in this extract. (2)

2.1.6 Refer to lines 10 – 11 ('Well, I tell … of young Hyde').

What has Mr Utterson learnt about Hyde? (1)

2.1.7 What does this extract reveal about Mr Utterson's character? (2)

2.1.8 Refer to the novel as a whole.

Dr Jekyll should have told Utterson the truth about his situation.

Discuss your view. (3)

2.2 **EXTRACT D**

[Dr Lanyon in conversation with Mr Hyde]

"You forget that I have not yet the pleasure of your acquaintance. Be seated, if you please." And I showed him an example, and sat down myself in my customary seat and with as fair an imitation of my ordinary manner to a patient, as the lateness of the hour, the nature of my pre occupations, and the horror I had of my visitor, would suffer me to muster.

"I beg your pardon, Dr Lanyon," he replied civilly enough. "What you say is very well founded; and my impatience has shown its heels to my politeness. I come here at the instance of your colleague, Dr Henry Jekyll, on a piece of business of some moment; and I understood ..." he paused and put his hand to his throat, and I could see, in spite of his collected manner, that he was wrestling against the approaches of the hysteria – "I understood, a drawer …"

But here I took pity on my visitor's suspense, and some perhaps on my own growing curiosity.

"There it is, sir," said I, pointing to the drawer, where it lay on the floor behind a table and still covered with the sheet.

He sprang to it, and then paused, and laid his hand upon his heart; I could hear his teeth grate with the convulsive action of his jaws; …

[Chapter 9: Dr Lanyon's Narrative]

2.2.1 Refer to line 1 ('You forget that … of your acquaintance').

Explain the irony of the words of Dr Lanyon. (2)

2.2.2 Refer to lines 1 – 2 ('Be seated, if you please').

(a) What tone would Dr Lanyon use in these lines? (1)

(b) Why would Dr Lanyon use this tone in these lines? (1)

2.2.3 Which instructions did Dr Jekyll give Dr Lanyon with regard to the drawer? (2)

2.2.4 Refer to lines 16 – 17 ('He sprang to … of his jaws;').

What do these lines tell us about Mr Hyde's state of mind when he sees the drawer?

Substantiate your answer. (2)

2.2.5 Explain why Mr Hyde decided to show the transformation to Dr Lanyon specifically. (2)

2.2.6 Why is the following statement FALSE?

Dr Lanyon was not troubled by the transformation of Mr Hyde into Dr Jekyll. (1)

2.2.7 Keeping secrets is a theme in *Strange Case of Dr Jekyll and Mr Hyde.*

Discuss this theme. (3)

2.2.8 Refer to the novel as a whole.

The issues in the novel *Strange Case of Dr Jekyll and Mr Hyde* are still relevant in the modern era.

Discuss your views. (3)
[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

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

Answer ALL the questions on the drama that you have studied.

QUESTION 3: *MACBETH*

Read the extracts from the play 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

[Macduff discovers Duncan's body.]

DONALBAIN: What is amiss?
MACBETH: You are, and do not know't.
The spring, the head, the fountain of your blood
Is stopped; the very source of it is stopped.
MACDUFF: Your royal father's murdered.
MALCOLM: O, by whom?
LENNOX: Those of his chamber, as it seemed, had done't.
Their hands and faces were all badged with blood;
So were their daggers, which unwiped we found
Upon their pillows.
They stared, and were distracted; no man's life
Was to be trusted with them.
MACBETH: O yet I do repent me of my fury,
That I did kill them.
MACDUFF: Wherefore did you so?
MACBETH: Who can be wise, amazed, temperate and furious,
Loyal and neutral, in a moment? No man.
The expedition of my violent Love
Outrun the pauser, Reason. Here lay Duncan,
His silver skin laced with his golden blood,
And his gashed stabs looked like a breach in nature
For Ruin's wasteful entrance; there, the murderers,
Steeped in the colours of their trade, their daggers
Unmannerly breeched with gore; who could refrain,
That had a heart to love, and in that heart
Courage to make's love known?
LADY MACBETH: Help me hence, ho!
MACDUFF: Look to the lady.

MALCOLM:	(*aside to Donalbain*) Why do we hold our tongues, That most may claim this argument for ours?	30
DONALBAIN:	(*aside to Malcolm*) What should be spoken here, where our fate, Hid in an auger-hole, may rush and seize us?	
	[Act 2, Scene 3]	

3.1.1 Choose a description from COLUMN B that matches the 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)	Fleance	A	former Thane of Glamis
(b)	Hecate	B	leader of the rebel forces
(c)	Macdonwald	C	daughter of Macduff
(d)	Sinel	D	son of Banquo
		E	goddess of witchcraft

(4 x 1) (4)

3.1.2 Describe the time and place where this extract is set. (2)

3.1.3 Refer to lines 3 – 4 ('The spring, the … blood is stopped').

(a) Identify the figure of speech used in these lines. (1)

(b) Explain why this figure of speech is relevant in this extract. (2)

3.1.4 Refer to lines 7 – 12 ('Those of his chamber, … trusted with them').

(a) Who, according to Lennox, seems to have committed the murder? (1)

(b) What reason does Lennox provide for his suspicion? (1)

3.1.5 Refer to line 15 ('Wherefore did you so?').

(a) What tone would Macduff use in this line? (1)

(b) Why would Macduff use this tone in this line? (1)

3.1.6 What does this extract reveal about Macbeth's state of mind?

Substantiate your answer. (2)

3.1.7 Refer to the drama as a whole.

Macduff is responsible for the death of his family members. Discuss your view. (3)

AND

3.2 EXTRACT F

[Conversation between Malcolm and Macduff]

MACDUFF: O Scotland, Scotland!
MALCOLM: If such a one be fit to govern, speak.
I am as I have spoken.
MACDUFF: Fit to govern!
No, not to live. O nation miserable!
With an untitled tyrant bloody-sceptred,
When shalt thou see thy wholesome days again,
Since that the truest issue of thy throne
By his own interdiction stands accursed,
And does blaspheme his breed? Thy royal father
Was a most sainted King; the Queen that bore thee,
Oftener upon her knees than on her feet,
Died every day she lived. Fare thee well!
These evils thou repeat'st upon thyself
Have banished me from Scotland. O my breast,
Thy hope ends here!
MALCOLM: Macduff, this noble passion,
Child of integrity, hath from my soul
Wiped the black scruples, reconciled my thoughts
To thy good truth and honour. Devilish Macbeth
By many of these trains hath sought to win me
Into his power; and modest wisdom plucks me
From over-credulous haste. But God above
Deal between thee and me! For even now
I put myself to thy direction, and
Unspeak mine own detraction, here abjure
The taints and blames I laid upon myself,
For strangers to my nature. I am yet
Unknown to woman, never was forsworn,
Scarcely have coveted what was mine own,
At no time broke my faith, would not betray
The Devil to his fellow, and delight

[Act 4, Scene 3]

3.2.1 Refer to line 1 ('O Scotland, Scotland!').

If you were the director of this play, what would you tell Macduff to do when saying this line?

State TWO actions. (2)

3.2.2 Refer to line 6 ('With an untitled tyrant bloody-sceptred').

Explain what Macduff refers to when describing Macbeth with these words. (2)

3.2.3 Refer to lines 14 – 15 ('These evils thou … me from Scotland').

Explain the irony of Macduff's words in these lines. (2)

3.2.4 Why is the following statement FALSE?

Macduff acknowledges Macbeth as the rightful heir to the throne. (1)

3.2.5 Refer to lines 17 – 20 ('Macduff, this noble … truth and honour').

What does this extract reveal about Macduff's character?

Substantiate your answer. (2)

3.2.6 What reason does Malcolm provide for having told so many lies about himself to Macduff? (2)

3.2.7 Refer to the drama as a whole.

One of the themes in *Macbeth* is the appearance versus reality.

Discuss this theme. (3)

3.2.8 King Duncan was a better king than Malcolm would be.

Discuss your view. (3)
[35]

QUESTION 4: ***MY CHILDREN! MYAFRICA!***

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 4.1 AND QUESTION 4.2.

4.1 **EXTRACT G**

[Mr M wants information from Isabel about Thami.]

MR M: But did he say what they were?
ISABEL: You're fishing for something, Mr M. What is it?
MR M: Trouble, Isabel, I'm sorry to say it, but I'm fishing for trouble and I'm trying to catch it before it gets too big.
ISABEL: Thami is in trouble?
MR M: Not yet, but he will be if he's not careful. And all his friends as well. It's swimming around everywhere, Isabel. In the classroom, out on the streets.
ISABEL: Oh, you mean that sort of trouble. Is it really that bad as people are saying?
MR M: There's a dangerous, reckless mood in the location. Specially among the young people. Very silly things are being said, Isabel and I've got a suspicion that even sillier things are being whispered among themselves. I know Thami trusts you. I was wondering if he has told you what they were whispering about.
ISABEL: *[Shocked by what Mr M was asking of her]* Wow! That's a hard one you're asking for, Mr M. Just suppose he had, do you think it would be right for me to tell you? We call that splitting, you know, and you're not very popular if you're caught doing it.
MR M: It would be for his own good, Isabel.
ISABEL: Well he hasn't ... thank goodness! So I don't have to deal with that one.

[Act 1, Scene 5]

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

COLUMN A	COLUMN B
(a) Confucius	A police officer
(b) Ozymandias	B learner in Mr M's classroom
(c) Zandile Cwati	C Rameses the first
(d) Lategan	D famous Egyptian king
	E Chinese philosopher

(4 x 1) (4)

4.1.2 Explain why Mr M is 'fishing' for something in line 2. (2)

4.1.3 Refer to line 4 ('I'm trying to . . . gets too big').

Explain why Mr M tries to prevent the trouble from getting too big. (1)

4.1.4 Refer to lines 7 – 8 ('It's swimming around … on the streets').

(a) Identify the figure of speech used in these lines. (1)

(b) Explain why this figure of speech is relevant in this extract. (2)

4.1.5 Refer to lines 21 – 22 ('Well he hasn't ... with that one').

What do these lines tell us about Isabel's state of mind?

Substantiate your answer. (2)

4.1.6 One of the themes in *My Children! My Africa!* is friendship.

Discuss this theme. (3)

4.1.7 Mr M adores Thami.

Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Thami bids farewell to Isabel.]

THAMI: Yes, I was there. Yes, I did try to stop it. *[Thami gives Isabel time to deal with this answer.]* 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.

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.

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. *[Pause]* 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 …

[Act 2, Scene 4]

4.2.1 Describe the time and place where this extract is set. (2)

4.2.2 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (4.2.2) in the ANSWER BOOK.

Mr M was struck on the head with a/an …

A shovel.
B brick.
C iron rod.
D weapon. (1)

4.2.3 Refer to lines 4 – 5 ('I think he ... had done, Isabel').

Explain the irony in these lines. (2)

4.2.4 Refer to lines 10 – 11 ('Oh Thami, it ... All of us').

(a) What tone would Isabel use in these lines? (1)

(b) Why would Isabel use this tone in these lines? (1)

4.2.5 Refer to line 15 ('They don't make any sense, Thami').

If you were the director of the play, what would you tell Isabel to do when saying these words?

State TWO actions. (2)

4.2.6 Why is the following statement FALSE?

Mr M visited the church. (1)

4.2.7 Refer to lines 17 – 19 ('Because he made . . . to admit it').

Explain to which old-fashioned ideas Thami is referring. (2)

4.2.8 What does this extract reveal about Thami's character?

Substantiate your answer. (2)

4.2.9 Mr M is a man of integrity.

Discuss your view. (3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'CLASS ACT' by Namhla Tshisana
- 'FORBIDDEN LOVE' by Can Themba

QUESTION 5

Read the following 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 'CLASS ACT'

EXTRACT I

[The narrator starts at a new school.]

I've had a terrible time at school this week. My classmates are rude and make a lot of noise. Dino brought a small battery operated radio to school and played it in class. Our English teacher, Mr Sauls, couldn't get the class to keep quiet during the last period so he took his briefcase from the cupboard, put it on his desk and laid his head on it.
There are at least ten repeaters in class. Some, like Renato, have failed Standard 6 three times. He made us - the freshers - stand in front of the blackboard while he surveyed our uniforms. "The tunic should be a respectable length. At least three fingers above the knee," he said pacing up and down, all the while pinching his nose. With a piece of chalk in his hand he turned, and pointed at me. "Tell me, tell us, Sister Mary Clarence, what's your excuse? This is not a convent."
The class's laughter sounded like thunder in my ears and I could feel my head spinning. I looked at myself in the mirror when I got home. Indeed, I looked like the nuns in the film *Sister Act.*
I asked Mama again but she said she was busy and would fix it over the weekend.
Ayanda is back from Alice. She's lucky she has finished school. No one wears uniform at university.

5.1.1 Choose a description from COLUMN B that matches the 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)	Ayanda	A	makes fun of the narrator's bloomers
(b)	Khanyisa	B	will buy the narrator a new tunic
(c)	Aunt Connie	C	submits an application to the university in Alice
(d)	Renato	D	a fashion designer in Johannesburg
		E	comments that the narrator's mom must invest in a mop

(4 x 1) (4)

5.1.2 Refer to line 1 ('I've had a terrible time at school this week').

Explain why the narrator had a terrible week. (1)

5.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (5.1.3) in the ANSWER BOOK.

The subject that Mr Patel teaches is …

A History.
B Geography.
C Economics.
D Mathematics. (1)

5.1.4 Refer to lines 13 – 14 ('The class's laughter… my head spinning').

(a) Identify the figure of speech in these lines. (1)

(b) Explain why this figure of speech is relevant in this extract. (2)

5.1.5 What does this extract reveal about the narrator's character?

Substantiate your answer. (2)

5.1.6 Why is the following statement FALSE?

Mr Sauls is a dedicated teacher. (1)

5.1.7 One of the themes in 'Class Act' is bullying.

Discuss this theme. (3)

5.1.8 Refer to the short story as a whole.

The narrator can be pitied.

Discuss your view. (3)

AND

5.2 **'FORBIDDEN LOVE'**

EXTRACT J

[Salome confronts the father of her son, Davie.]

'Remember me? You beat up my brother because he is in love with your sister. Okay, now I've brought my brother to beat you up because you were in love with *his* sister. Fair enough?'
'You lie!' Davie said hoarsely.
'I thought you'd say that, so I brought some proof. Where do you suppose I got this handsome picture of yours, Davie? And just in case you deny that one too, I'd like your father to read these flaming letters you once wrote to me.'
She pushed a neatly-tied bundle of letters to the old man, saying tartly, 'And to think I treasured these letters because they came from the only man I ever loved.'
The old man seemed only then to be suddenly galvanized into life.
'Get out! Get out of my house!' he shrieked.
Salome kept cool.
'Oh no, you don't. If you get tough I'll take your son to court for not supporting his child for the last three years.' She turned to her brother. 'Mike, you've been asking me all the time who the father of my child was and I've been silent. I told you it's a man I love, a man who would come into the open if he could but that his circumstances were exceptional. You thought it was a married man. Well, that is the man!"

5.2.1 Describe the time and place where this extract is set. (2)

5.2.2 Explain the kind of man Mr Van Vuuren is. (2)

5.2.3 Refer to lines 6 – 8 (And just in … wrote to me').

Explain why Salome describes the letters as 'flaming'. (2)

5.2.4 Refer to line 13 ('Get out! Get out of my house!' he shrieked').

(a) What tone would Mr Randolph use in this line? (1)

(b) Why would Mr Randolph use this tone in this line? (1)

5.2.5 Refer to lines 18 – 19 ('I told you … circumstances were exceptional').

Explain the irony in Davie's exceptional circumstances. (2)

5.2.6 State ONE difference in the attitude of Mr and Mrs Randolph to the announcement that they have a grandson. (2)

5.2.7 Explain what this extract reveals about Salome's state of mind. (2)

5.2.8 Refer to the short story as a whole.

Davie is a hypocrite.

Discuss your view. (3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Reciprocities' by Cathal Lagan
- 'Inversnaid' by Gerard Manley Hopkins

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.

Reciprocities – **Cathal Lagan**
for my mother

She gave me skeins of wool
To hold out (like a priest at Mass),
With stern rubrics not to fidget, while she
Wound it into a ball, unwinding me,
Unravelling my hands and arms, checking
My lapses with a gentle tug
When I wandered off through images
Her chat had made, for though
She kept the line between us taut
She kept my heart at ease with all her talk.

And when her ball compacted grew,
And my few strands fell limp away,
I knew there was no loss, for she
Would knit it back again to fit me perfectly.

But richer still,
I see today these lines are drawn out from me
To knit through this faltering verse
A thread of memory
Time has pulled away from consciousness.

6.1.1 Read the poem and choose the meaning from COLUMN B that matches a word in COLUMN A. Write only the letter (A – E) next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) skeins (line 1)	A to unwind
(b) unravelling (line 5)	B to wind up tightly
(c) compacted (line 11)	C threads of wool
(d) strands (line 12)	D knitting together
	E loops of wool

(4 x 1) (4)

6.1.2 Refer to lines 1 and 2 ('She gave me … priest at Mass').

(a) Identify the figure of speech used in these lines. (1)

(b) Explain why the figure of speech is relevant in the poem. (2)

6.1.3 Refer to line 3 (‘With stern rubrics … fidget, while she’).

(a) What tone would the mother use in this line? (1)

(b) Why would the mother use this tone in this line? (1)

6.1.4 What is the speaker’s state of mind in stanza 2?

Substantiate your answer. (2)

6.1.5 Refer to line 15 (‘But richer still’).

Why does the speaker feel 'richer' now? (2)

6.1.6 Choose the correct answer to complete the following sentence.

Write only the letter (A – D) and the question number (6.1.6) in the ANSWER BOOK.

The word ‘lines’ (line 16) refers to the ...

A wool.
B words.
C morals.
D lessons. (1)

6.1.7 The title of the poem, 'Reciprocities' captures the essence of the poem.

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.

Inversnaid – Gerard Manley Hopkins

This darksome burn, horseback brown,
His rollrock highroad roaring down,
In coop and in comb the fleece of his foam
Flutes and low to the lake falls home.

A windpuff-bonnet of fáwn-fróth
Turns and twindles over the broth
Of a pool so pitchblack, féll-frówning,
It rounds and rounds Despair to drowning.

Degged with dew, dappled with dew
Are the groins of the braes that the brook treads through,
Wiry heathpacks, flitches of fern,
And the beadbonny ash that sits over the burn.

What would the world be, once bereft
Of wet and of wildness? Let them be left,
O let them be left, wildness and wet;
Long live the weeds and the wilderness yet.

6.2.1 In stanza 1 the reader is introduced to words specifically created by Hopkins to describe the stream.

Write down TWO examples of such words. (2)

6.2.2 Refer to line 8 ('It rounds and … Despair to drowning').

(a) Explain the literal meaning of this line. (1)

(b) Explain the figurative meaning of this line. (1)

6.2.3 Why does the speaker feel more hopeful in stanza 3? (2)

6.2.4 Why is the following statement FALSE?

The repetition of 'dew' in line 9 ('Degged with dew, dappled with dew') signifies a dry and arid landscape. (1)

6.2.5 Refer to lines 10 – 12 ('Are the groins … over the burn').

Describe the time and place in these lines. (2)

6.2.6 Refer to lines 14 – 15 ('Of wet and … them be left,').

(a) Identify the sound device used in this line. (1)

(b) Explain why the sound device is relevant in this poem. (2)

6.2.7 One of the themes in 'Inversnaid' is the poet's desire for nature to be left undisturbed.

Discuss this theme. (3)

6.2.8 The poem successfully depicts the journey of the stream.

Discuss your view. (3)
[35]

TOTAL SECTION D: 35

TOTAL: 70

END