basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2025

MARKS: 70

TIME: 2½ hours

ENGLISH FIRST ADDITIONAL LANGUAGE: Paper 2

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This question paper consists of 26 pages.

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INSTRUCTIONS AND INFORMATION

1. Read these instructions carefully before you begin to answer the questions.

2. 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.

3. This question paper consists of FOUR sections:

   SECTION A: Novel (35)
   SECTION B: Drama (35)
   SECTION C: Short stories (35)
   SECTION D: Poetry (35)

4. 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.

5. Use the checklist on page 4 to assist you.

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

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

8. Start EACH section on a NEW page.

9. Suggested time management: Spend approximately 75 minutes on each section.

10. Write neatly and legibly.

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CHECKLIST

NOTE:

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

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

[Kumalo and Msimangu get to know each other.]

Kumalo said humbly, Maybe you will pray for me.
– I shall do it gladly. My brother, I have of course my work to do, but so long as you are here, my hands are yours.
– You are kind.
Something in the humble voice must have touched Msimangu, for he said, I am not kind. I am a selfish and sinful man, but God put his hands on me, that is all.
He picked up Kumalo's bag, but before they reached the door Kumalo stopped him.
– I have one more thing to tell you.
– Yes.
– I have a brother also, here in Johannesburg. He too does not write any more. John Kumalo, a carpenter.
Msimangu smiled. I know him, he said. He is too busy to write. He is one of our great politicians.
– A politician? My brother?
– Yes, he is a great man in politics.
Msimangu paused. I hope I shall not hurt you further. Your brother has no use for the Church any more. He says that what God has not done for South Africa, man must do. That is what he says.
– This is a bitter journey.
– I can believe it.
– Sometimes I fear – what will the Bishop say when he hears? One of his priests.
– What can a Bishop say? Something is happening that no Bishop can stop.

[Book 1, Chapter 5]

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

COLUMN A	COLUMN B
(a) Gertrude Kumalo	A is well-known for charity work among Blacks
(b) James Jarvis	B is tricked at the bus station queue
(c) Arthur Jarvis	C provides a room for Stephen in Johannesburg
(d) Mrs Lithebe	D is jailed for brewing liquor at home
	E arranges for the building of a dam

(4 x 1) (4)

1.1.2 Refer to line 5 ('Something in the … have touched Msimangu, …').

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

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

1.1.3 What does line 6 ('…, I am not … and sinful man, …') reveal about Msimangu's character?

Substantiate your answer. (2)

1.1.4 Refer to line 16 ('A politician? My brother?').

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

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

1.1.5 Explain the irony in Msimangu's view that John, 'is a great man in politics' (line 17). (2)

1.1.6 What will Kumalo not want the Bishop to hear?

State TWO points. (2)

1.1.7 Refer to the novel as a whole.

Mrs Kumalo is a supportive person.

Discuss your view. (3)

AND

1.2 **EXTRACT B**

[The Kumalos receive a visitor.]

– Read it, finish it, she said. Then let us go to our work.

He took the letter and read it, it was short and simple, and except for the first line, it was in Zulu, as is often the custom:

My dear Father and Mother: I am hoping you are all in health as I am. They told me this morning there will be no mercy for the thing that I have done. So I shall not see you or Ndotsheni again.

This is a good place. I am locked in, and no one may come and talk to me. But I may smoke and read and write letters, and the white men do not speak badly to me.

There is a priest who comes to see me, a black priest from Pretoria. He is preparing me, and speaks well to me.

There is no more news here, so I close my letter. I think of you all at Ndotsheni, and if I were back there I should not leave it again. Your son,

ABSALOM

Is the child born? If it is a boy, I should like his name to be Peter. Have you heard of the case of Matthew and Johannes? I have been to the court to give evidence in this case, but they did not let me see it finish.

[Book 3, Chapter 3]

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

1.2.2 To what does 'the thing' (line 5) refer? (1)

1.2.3 Refer to lines 8–9 ('But I may … badly to me').

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

Substantiate your answer. (2)

1.2.4 Explain why a priest is allowed to prepare Absalom (line 11). (2)

1.2.5 Explain why Matthew and Johannes (line 16) are tried again. (2)

1.2.6 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.6) in the ANSWER BOOK.

Johannes attacks Arthur's servant with …

A an iron bar.
B a bread knife.
C a milk can.
D an old shovel. (1)

1.2.7 Replace the underlined word with a single word to make the following statement TRUE:

The <u>policeman</u> tells Stephen Kumalo that he will send him to Pietermaritzburg. (1)

1.2.8 One of the themes in *Cry, the Beloved Country* is hardship.

Discuss this theme. (3)

1.2.9 Refer to the novel as a whole.

Stephen Kumalo's faith is what carries him through his sufferings.

Discuss your view. (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

[Mr Enfield describes an incident.]

'Name your figure.' Well, we screwed him up to a hundred pounds for the child's family; he would have clearly liked to stick out; but there was something about the lot of us that meant mischief, and at last he struck. The next thing was to get the money; and where do you think he carried us but to that place with the door? – whipped out a key, went in, and presently came back with the matter of ten pounds in gold and a cheque for the balance on Coutts's, drawn payable to bearer and signed with a name that I can't mention, though it's one of the points of my story, but it was a name at least very well known and often printed. The figure was stiff; but the signature was good for more than that, if it was only genuine. I took the liberty of pointing out to my gentleman that the whole business looked apocryphal, and that a man does not, in real life, walk into a cellar-door at four in the morning and come out of it with another man's cheque for close upon a hundred pounds. But he was quite easy and sneering. 'Set your mind at rest,' says he, 'I will stay with you till the banks open and cash the cheque myself.'

[Story of the Door]

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

COLUMN A		COLUMN B	
(a)	Poole	A	commits a vicious murder
(b)	Lanyon	B	witnesses a violent act
(c)	Enfield	C	is a handwriting analyst
(d)	Hyde	D	breaks up a friendship
		E	is a concerned servant

(4 x 1) (4)

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

2.1.3 Explain why Mr Hyde asks Mr Enfield to name his figure (line 1). (2)

2.1.4 Refer to lines 1–2 ('Well, we screwed … the child's family; …').

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

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

2.1.5 Replace the underlined word with a single word to make the following statement TRUE:

The name that Utterson 'can't mention' (lines 7–8) is that of Lanyon. (1)

2.1.6 Refer to lines 14–15 ('Set your mind … the cheque myself').

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

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

2.1.7 Refer to the novel as a whole.

Mr Utterson respects boundaries.

Discuss your view. (3)

AND

2.2 **EXTRACT D**

[Mr Utterson pays Dr Jekyll a visit.]

'I knew it,' said Utterson. 'He meant to murder you. You have had a fine escape.'

'I have had what is far more to the purpose,' returned the doctor solemnly: 'I have had a lesson – O God, Utterson, what a lesson I have had!' And he covered his face for a moment with his hands.

On his way out, the lawyer stopped and had a word or two with Poole. 'By the by,' said he, 'there was a letter handed in to-day: what was the messenger like?' But Poole was positive nothing had come except by post; 'and only circulars by that,' he added.

This news sent off the visitor with his fears renewed. Plainly the letter had come by the laboratory door; possibly indeed, it had been written in the cabinet; and if that were so, it must be differently judged, and handled with the more caution. The newsboys, as he went, were crying themselves hoarse along the footways: 'Special edition. Shocking murder of an MP.' That was the funeral oration of one friend and client; and he could not help a certain apprehension lest the good name of another should be sucked down in the eddy of the scandal. It was, at least, a ticklish decision that he had to make; and, self-reliant as he was by habit …'

[Incident of the Letter]

2.2.1 Explain the irony in Mr Utterson's words, 'He meant to murder you' (line 1). (2)

2.2.2 Refer to lines 3–5 ('I have had … with his hands').

What do these lines reveal about Dr Jekyll's state of mind?

Substantiate your answer. (2)

2.2.3 Refer to line 7 ('… there was a … handed in to-day: …').

(a) What is strange about this letter?

State TWO points. (2)

(b) Explain the purpose of this letter. (2)

2.2.4 What do lines 10–12 ('Plainly the letter … be differently judged, …') reveal about Mr Utterson's character at this point?

Substantiate your answer. (2)

2.2.5 Refer to line 14 ('Shocking murder of an MP').

(a) Who is the MP? (1)

(b) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.2.5) in the ANSWER BOOK.

The weapon that was used to murder the MP was a gift from …

A Mr Enfield.
B Mr Utterson.
C Dr Jekyll.
D Dr Lanyon. (1)

2.2.6 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is trust.

Discuss this theme. (3)

2.2.7 Refer to the novel as a whole.

Mr Hyde is a purely evil character.

Discuss your view. (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 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

[Duncan is pleased with Macbeth.]

MACBETH: Thou sure and firm-set earth,
Hear not my steps, which way they walk, for fear
Thy very stones prate of my whereabout,
And take the present horror from the time,
Which now suits with it. Whiles I threat, he lives.
Words to the heat of deeds too cold breath gives. *A bell rings.*
I go, and it is done. The bell invites me.
Hear it not, Duncan, for it is a knell
That summons thee to Heaven, or to Hell. *Exit.*

A chamber in Macbeth's castle.
Enter Lady Macbeth.

LADY M: That which hath made them drunk hath made me bold;
What hath quenched them hath given me fire. Hark! Peace!
It was the owl that shrieked, the fatal bellman,
Which gives the stern'st good-night. He is about it;
The doors are open, and the surfeited grooms
Do mock their charge with snores. I have drugged their possets,
That death and nature do contend about them,
Whether they live or die.
MACBETH: *(within)* Who's there? What, ho!
LADY M: Alack, I am afraid they have awaked
And 'tis not done. The attempt and not the deed
Confounds us. Hark! I laid their daggers ready,
He could not miss 'em. Had he not resembled
My father as he slept, I had done't.

Enter Macbeth.

My husband!
MACBETH: I have done the deed. Didst thou not hear a noise?

[Act 2, Scenes 1 and 2]

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)	Malcolm	A	tries to save the lives of Macduff's family
(b)	Fleance	B	is Thane of Glamis when the play opens
(c)	Ross	C	is predicted to become the king of Scotland
(d)	Macbeth	D	seeks the help of King Edward the Confessor
		E	does not believe in the three witches' prophecies

(4 x 1) (4)

3.1.2 Refer to lines 1–3 ('Thou sure and … of my whereabout').

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

Substantiate your answer. (2)

3.1.3 Refer to lines 1–9 ('Thou sure and …, or to Hell').

(a) What does the ringing bell (line 6) signal? (1)

(b) Describe the time and place where lines 1–9 are set. (2)

3.1.4 Refer to lines 14–15 ('It was the … the stern'st good-night').

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

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

3.1.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.5) in the ANSWER BOOK.

The 'grooms' (line 16) are Duncan's …

A heirs.
B horses.
C guards.
D swords. (1)

3.1.6 Explain Lady Macbeth's fear in lines 23–24 ('The attempt and … deed/ Confounds us'). (2)

3.1.7 Refer to the drama as a whole.

The conflict between Macbeth and Macduff is necessary in the play.

Discuss your view. (3)

AND

3.2 **EXTRACT F**

[Macbeth prepares for battle.]

MACBETH: Come, put mine armour on; give me my staff.
Seyton, send out. Doctor, the Thanes fly from me.
Come, sir, dispatch. If thou couldst, doctor, cast
The water of my land, find her disease
And purge it to a sound and pristine health,
I would applaud thee to the very echo,
That should applaud again. *(to Seyton)* Pull't off, I say.
What rhubarb, senna or what purgative drug,
Would scour these English hence? Hear'st thou of them?
DOCTOR: Ay, my good lord; your royal preparation
Makes us hear something.
MACBETH: Bring it after me.
I will not be afraid of death and bane
Till Birnam forest come to Dunsinane.
Exeunt all but Doctor.
DOCTOR: Were I from Dunsinane away and clear,
Profit again should hardly draw me here. *Exit.*

Drum and colours.
Enter Malcolm, old Siward and his Son, Macduff, Menteith, Caithness, Angus, Lennox, Ross and Soldiers, marching.

MALCOLM: Cousins, I hope the days are near at hand
That chambers will be safe.
MENTEITH: We doubt it nothing.
SIWARD: What wood is this before us?
MENTEITH: The wood of Birnam.
MALCOLM: Let every soldier hew him down a bough,
And bear't before him. Thereby shall we shadow
The numbers of our host, and make discovery
Err in report of us.
SOLDIERS: It shall be done.
SIWARD: We learn no other but the confident tyrant
Keeps still in Dunsinane, and will endure
Our setting down before't.

[Act 5, Scenes 3 and 4]

3.2.1 Replace the underlined word with a single word to make the following statement TRUE:

Duncan bestows the title, Thane of Fife, on Macbeth. (1)

3.2.2 Explain the irony in Macbeth's words, 'And purge it … and pristine health' (line 5). (2)

3.2.3 What do lines 16–17 ('Were I from … draw me here') reveal about the Doctor's character?

Substantiate your answer. (2)

3.2.4 Refer to line 23 ('We doubt it nothing').

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

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

3.2.5 Explain Malcolm's instruction to the soldiers in lines 26–27 ('Let every soldier … bear't before him'). (2)

3.2.6 Refer to lines 31–33 ('We learn no … setting down before't').

If you were the director of this play, what would you tell Siward to do when saying these lines?

State TWO actions. (2)

3.2.7 One of the themes in *Macbeth* is honour.

Discuss this theme. (3)

3.2.8 Refer to the drama as a whole.

Duncan is a good leader.

Discuss your view. (3)
[35]

QUESTION 4: *MY CHILDREN! MY AFRICA!*

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 reflects on the qualities of a good teacher.]

MR M: Good gracious! A good teacher doesn't have favourites! Are you suggesting that I might be a bad one? Because if you are … *[Looking around]* you would be right, young lady. Measured by that yardstick I am a very bad teacher indeed. He is my favourite. Thami Mbikwana! Yes, I have waited for a long time for him. To tell you the truth I had given up all hope of him ever coming along. Any teacher who takes his calling seriously dreams about that one special pupil, that one eager and gifted young head into which he can pour all that he knows and loves and who will justify all the years of frustration in the classroom. There have been pupils that I'm proud of, but I've always had to bully them into doing their school work. Not with Thami. He wants to learn the way other boys want to run out of the classroom and make mischief. If he looks after himself he'll go far and do big things. He's a born leader, Isabel, and that is what your generation needs. Powerful forces are fighting for the souls of you young people. You need real leaders. Not rabble-rousers. I know Thami is meant to be one. I know it with such certainty it makes me frightened. Because it is a responsibility.

[Act 1, Scene 3]

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

COLUMN A		COLUMN B	
(a)	Amos Mbikwana	A	is a victorious debater
(b)	Thami Mbikwana	B	writes on the wall
(c)	Isabel Dyson	C	is a teacher's protégé
(d)	Sipho Fondini	D	is a school teacher
		E	works at the railway

(4 x 1) (4)

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

4.1.3 Refer to lines 1–3 ('Good gracious! A …. right, young lady').

(a) If you were the director of this play, what would you tell Mr M to do when saying, 'Good gracious! A … doesn't have favourites!' (line 1)?

State TWO actions. (2)

(b) What do lines 1–3 reveal about Mr M's character?

Substantiate your answer. (2)

4.1.4 Refer to lines 8–9 ('…, that one eager … that he knows …').

(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 Explain the irony in Mr M's words, 'He wants to … of the classroom …' (lines 12–13). (2)

4.1.6 Refer to the drama as a whole.

The apartheid system is responsible for Mr M's death.

Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Thami and Isabel are in conversation.]

ISABEL: First publication a joint volume of verse, *Poems by Currer, Ellis and Acton Bell.* All novels published under these nom-de-plumes, Charlotte the most prolific … *[Abandoning the notes]* Why am I doing this? You're not listening to me.
THAMI: Sorry.
ISABEL: *[She waits for more, but that is all she gets]* So? Should I carry on wasting my breath or do you want to say something?
THAMI: No, I must talk.
ISABEL: Good. I'm ready to listen.
THAMI: I don't know where to begin.
ISABEL: The deep end. Take my advice, go to the deep end and just jump right in. That's how I learnt to swim.
THAMI: No. I want to speak carefully because I don't want you to get the wrong ideas about what's happening and what I'm going to say. It's not like it's your fault, that it's because of anything you said or did … you know what I mean?
ISABEL: You don't want me to take personally whatever it is you are finding so hard to tell me.
THAMI: That's right. It's not about you and me personally. I've had a good time with you, Isabel.
ISABEL: I've had an important one with you.
THAMI: If it was just you and me, there wouldn't be a problem.
ISABEL: We've got a problem, have we?
THAMI: I have.
ISABEL: *[Losing patience]* Oh for God's sake, Thami. Stop trying to spare my feelings and just say it!

[Act 2, Scene 1]

4.2.1 Refer to line 2 ('All novels published under these nom-de-plumes, …').

(a) Choose the correct answer to complete the following sentence. Write only the question number 4.2.1(a) and the letter (A–D) in the ANSWER BOOK.

'nom-de-plumes' refer to …

A assumed names.
B last names.
C actual names.
D first names. (1)

(b) Why does Isabel mention 'novels'? (1)

4.2.2 Refer to lines 13–16 ('No. I want … what I mean?').

(a) What do these lines tell us about Thami's state of mind?

Substantiate your answer. (2)

(b) Explain what Thami tells Isabel. (2)

4.2.3 Explain why Isabel refers to her time with Thami as 'an important one' (line 21). (2)

4.2.4 Refer to line 23 ('We've got a problem, have we?').

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

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

4.2.5 Replace the underlined word with a single word to make the following statement TRUE:

Isabel aspires to become a <u>doctor</u>. (1)

4.2.6 One of the themes in *My Children! My Africa!* is communication.

Discuss this theme. (3)

4.2.7 Refer to the drama as a whole.

Thami represents hope for the future.

Discuss your view. (3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'TRIUMPH IN THE FACE OF ADVERSITY' by Kedibone Seku
- 'EVELINE' by James Joyce

QUESTION 5

Read the following extracts from the TWO short stories 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 'TRIUMPH IN THE FACE OF ADVERSITY'

EXTRACT I

[Thulisile reveals her feelings.]

I was uncomfortable but she made me feel at ease. She told me who she was and asked for my name.

'Thulisile, but my friends call me Thuli,' I said.

'That is a very beautiful name. So what should I call you?' she asked.

'Thuli,' I said almost whispering.

'Where do you stay?' she asked, and I told her that I was from the nearby squatter camp.

'Are you in school?' she asked.

'Yes, but I did not attend today because I was too embarrassed.'

'Embarrassed by what?' I broke down and told her the whole story. She held me in her arms. For the first time I let it all out, the anger, the pain, the frustration, everything.

'There is no need for you to feel that way, many people go through that in life, you just have to make sure that you rise above odds,' she said after I had calmed down.

'That is exactly what my teacher said to me but I really do not know how I am going to be able to do that.'

'There are a lot of options; you can either go to a social worker or the police and tell them your story.'

'Will they be able to assist me?'

'Of course they will, but it will help if you take your mother along,' she said.

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) Jabulani	A owns a fish and chips shop
(b) Mr Rathebe	B is an abusive and drunken man
(c) Bongani	C appears to be a concerned teacher
(d) Mr Nkwane	D is always protective of younger siblings
	E is upset about not receiving bread

(4 x 1) (4)

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

5.1.3 What is the cause of Thulisile's embarrassment (line 9)?

State TWO points. (2)

5.1.4 What do lines 10–11 ('She held me in her arms') reveal about Mme Sadike's character?

Substantiate your answer. (2)

5.1.5 Explain the irony in Thulisile's words, '… I really do … to do that' (lines 16–17). (2)

5.1.6 Explain why Mme Sadike suggests that Thulisile can 'go to a social worker or the police' (line 18). (2)

5.1.7 Refer to the short story as a whole.

Thembekile deserves to be praised.

Discuss your view. (3)

AND

5.2 **'EVELINE'**

EXTRACT J

[Eveline has doubts.]

He would save her.

***

She stood among the swaying crowd in the station at the North Wall. He held her hand and she knew that he was speaking to her, saying something about the passage over and over again. The station was full of soldiers with brown baggages. Through the wide doors of the sheds she caught a glimpse of the black mass of the boat, lying in beside the quay wall, with illumined portholes. She answered nothing. She felt her cheek pale and cold and, out of a maze of distress, she prayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, tomorrow she would be on the sea with Frank, steaming towards Buenos Ayres. Their passage had been booked. Could she still draw back after all he had done for her? Her distress awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

A bell clanged upon her heart. She felt him seize her hand:

– Come!

All the seas of the world tumbled about her heart. He was drawing her into them: he would drown her. She gripped with both hands at the iron railing.

– Come!

No! No! No! It was impossible. Her hands clutched the iron in frenzy.

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

Frank 'would save her' (line 1) from her …

A father's verbal abuse.
B brothers' constant teasing.
C mother's serious illness.
D neighbour's naughty child. (1)

5.2.2 Refer to lines 7–8 ('She answered nothing … was her duty').

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

Substantiate your answer. (2)

5.2.3 Refer to lines 8–9 ('The boat blew … into the mist').

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

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

5.2.4 Refer to line 15 ('Come!').

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

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

5.2.5 What is Frank's nickname for Eveline? (1)

5.2.6 Explain why it is 'impossible' (line 19) for Eveline to leave with Frank. (2)

5.2.7 Replace the underlined word with a single word to make the following statement TRUE:

Miss Hill reprimands Eveline at the Stores where she works. (1)

5.2.8 One of the themes in 'Eveline' is freedom.

Discuss this theme. (3)

5.2.9 Refer to the short story as a whole.

Frank plays a positive role in Eveline's life.

Discuss your view. (3)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Inversnaid' by Gerard Manley Hopkins
- 'Sonnet 73' by William Shakespeare

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.

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.

6.1.1 Complete the following sentence by using the words in the list below. Write only the word next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

quatrains; octaves; couplet; aabb ccdd eeff gghh; technique; rhyme; stanza; abba cdcd efef

This four (a) … poem is divided into sets of four lines, known as (b) …, which follow a simple (c) … scheme of (d) … (4)

6.1.2 Why does the speaker describe the stream as 'horseback brown' (line 1)? (1)

6.1.3 Describe the time and place in which stanza 3 is set. (2)

6.1.4 Replace the underlined word with a single word to make the following statement TRUE:

The sound device used in 'In coop and … of his foam' (line 3) is assonance. (1)

6.1.5 What do lines 13–15 ('What would the …, wildness and wet') reveal about the speaker's character?

Substantiate your answer. (2)

6.1.6 Explain the irony in the speaker's words, 'Long live the … the wilderness yet' (line 16). (2)

6.1.7 One of the themes in 'Inversnaid' is the wildness of nature.

Discuss this theme. (3)

6.1.8 Refer to the poem as a whole.

The speaker's use of descriptive words creates a peaceful atmosphere.

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.

Sonnet 73 – William Shakespeare

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruined choirs where late the sweet birds sang.
In me thou seest the twilight of such day
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest.
In me thou seest the glowing of such fire
That on the ashes of his youth doth lie,
As the deathbed whereon it must expire,
Consumed with that which it was nourished by.
This thou perceiv'st, which makes thy love more strong,
To love that well which thou must leave ere long.

6.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.2.1) in the ANSWER BOOK.

The 'boughs which shake against the cold' (line 3) indicate that the season of … is approaching.

A spring
B autumn
C summer
D winter (1)

6.2.2 Refer to line 4 ('Bare ruined choirs …').

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

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

6.2.3 To what does 'rest' (line 8) refer?

State TWO points. (2)

6.2.4 Explain what the speaker refers to when he says, 'In me thou … of such fire' (line 9). (2)

6.2.5 Describe what happens in lines 10–12 ('That on the … was nourished by'). (2)

6.2.6 Refer to line 13 ('This thou perceiv'st, … love more strong').

What is the state of mind of the person being addressed in this line?

Substantiate your answer. (2)

6.2.7 Refer to line 14 ('To love that … leave ere long').

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

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

6.2.8 Refer to the poem as a whole.

The speaker in this poem can be pitied.

Discuss your view. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70

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