GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

# GAUTENG DEPARTMENT OF EDUCATION

# PREPARATORY EXAMINATION

# 2017

## 10052

## ENGLISH FIRST ADDITIONAL LANGUAGE

## (SECOND PAPER)

**TIME:** 2 hours

**MARKS:** 70

**26 pages**

ENGLISH FIRST ADDITIONAL LANGUAGE: Paper 2
1005
10052

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**GAUTENG DEPARTMENT OF EDUCATION**

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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 the texts that you have studied this year. Read these questions and choose those that you wish to answer.

2. This question paper consists of FOUR sections:

| | | |
|---|---|---|
| SECTION A: | Novel | (35) |
| SECTION B: | Drama | (35) |
| SECTION C: | Short Stories | (35) |
| SECTION D: | Poetry | (35) |

3. Answer questions from only TWO sections, as follows:

   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 on BOTH extracts.

   SECTION D: POETRY
   Answer the questions on BOTH poems.

   Use the checklist on the next page to assist you.

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

5. Number your answers exactly as the questions are numbered in the question paper.

6. Start the answer to each section on a NEW page.

7. Spend approximately 60 minutes on each question.

8. Write neatly and legibly.

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| 1. | '*Cry, the Beloved Country*' | 35 | 4 |
| 2. | '*The strange case of Dr Jekyll and Mr Hyde*' | 35 | 8 |
| **SECTION B: DRAMA**<br><br>**Answer ANY ONE question.** | | | |
| 3. | '*Macbeth*' | 35 | 11 |
| 4. | '*My Children! My Africa!*' | 35 | 15 |
| **SECTION C: SHORT STORIES**<br><br>**Answer the questions set on BOTH extracts.** | | | |
| 5.1 | 'The last breath' | 18 | 19 |
| 5.2 | 'The new tribe' | 17 | 21 |
| **SECTION D: POETRY**<br><br>**Answer the questions set on BOTH poems.** | | | |
| 6.1 | 'Spring' | 18 | 23 |
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**CHECKLIST**

**NOTE:**

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

| SECTION | QUESTION NUMBERS | NO. OF QUESTIONS TO ANSWER | TICK (√) |
|---|---|---|---|
| **A: Novel** | | 1 | |
| **B: Drama** | | 1 | |
| **C: Short stories** | | 1 | |
| **D: Poetry** | | 1 | |
| **NOTE:** | Ensure that you have answered questions on only TWO sections. | | |

## SECTION A

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

Read the following extracts from the novel and answer the questions set on each extract. 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 [Stephen Kumalo's arrival in Sophiatown]

'Mr Msimangu, I bring a friend to you, the Reverend Kumalo from Ndotsheni.'

'Come in, come in, my friends. Mr Kumalo, I am glad to greet you. You are no doubt hungry, Mr Kumalo. Mr Mafolo, will you stay for some food?'

But Mr Mafolo would not wait. The door shut after him, and Kumalo settled himself in a big chair. The room was light, the great confusing town was shut out, and Kumalo was thankful. The long journey to Johannesburg was over, and he had taken a liking to this young, confident man. In good time no doubt they would come to discuss the reason for his journey. For the moment it was enough to feel welcome and secure.

**Chapter 5**

'I have a place for you to sleep, my friend, in the house of an old woman, a Mrs Lithebe, who is a good member of our church. It is cheap there, and you can have your meals with us here, in the Mission.'

They went into a room where a table was laid and there he met many priests, both black and white, and they sat down after a prayer and ate together. He sat next to a young rosy-cheeked priest from England, who asked him where he came from, and what it was like there. And another black priest cried out, 'I am also from Ixopo.'

**[Book One and Two, Chapter 4 and 5]**

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

| COLUMN A | COLUMN B |
|---|---|
| (a) Arthur Jarvis | A A carpenter and politician |
| (b) Absalom | B A reverend |
| (c) John Kumalo | C The murdered man |
| (d) Stephen Kumalo | D Gertrude's nephew |
| | E A prison guard |

(4)

1.1.2 What is the reason that Stephen Kumalo decides to go to Johannesburg? (2)

1.1.3 Refer to line 1.

(a) What work does Mr Msimangu do? (1)
(b) Explain Mr Msimangu's philosophy on what will heal the country. (2)
(c) What decision does Mr Msimangu eventually make regarding his future? (2)

1.1.4 Refer to line 18. '… black and white …'. What do we see in this event that is not the norm in the rest of the country at that time? (2)

1.1.5 Refer to the extract.
What does this extract tell us about Mr Msimangu? (2)

1.1.6 Do you think it is fair for Stephen Kumalo not to mention Gertrude or Absalom, to Mr Masimangu? Substantiate your answer. (3)

**AND**

1.2 [Kumalo is climbing the mountain.]

Now it was almost dark, and he was alone. But as he started to climb the path that ran through the great stones, a man on a horse was there, and a voice said to him, 'It's you, umfundisi?'

– It is I, umnumzana.

– Then we are well met, umfundisi. For here in my pocket I have a letter for the people of your church. He paused for a moment, and then he said, The flowers were of great beauty, umfundisi.

– I thank you, umnumzana.

– And the church, umfundisi. Do you desire a new church? Kumalo could only smile and shake his head, there were no words in him. And though he shook his head as if it were No, Jarvis understood him.

– The plans will soon come to you, and you must say if they are what you desire.

– I shall send them to the Bishop, umnumzana.

– You will know what to do. But I am anxious to do it quickly, for I shall be leaving this place.

– Kumalo stood shocked at the frightening and desolating words. And although it was dark, Jarvis understood him, for he said swiftly, I shall be often here. You know I have work in Ndotsheni. Tell me, how is the young man?

**[Book 3, Chapter 7]**

1.2.1 (a) Kumalo has climbed the mountain before. State TWO occasions when he has done it. (2)

(b) Why is Kumalo climbing the mountain this time? (1)

(c) Mr Kumalo later tells Mr Jarvis that he is going to the mountain. Mr Jarvis replies that he completely understands.

State ONE reason why Mr Jarvis completely understands. (1)

1.2.2 Refer to the phrase '… a voice said to him, …' (line 3).

(a) Identify the figure of speech. (1)

(b) Explain this figure of speech. (2)

1.2.3 Explain why the following statement is FALSE.

The use of 'umnumzana' in the extract indicates the lack of an English equivalent word. (1)

1.2.4 Refer to lines 10 – 11, '… there were no words in him.'

Explain the underlined phrase. (1)

1.2.5 Choose a definition from the options below that best describes 'desolating' (line 18) in the context of the passage. Write only the letter of your choice next to the question number in your ANSWER BOOK.

A destroying
B devastating
C debilitating
D discouraging (1)

1.2.6 Refer to line 20 – 21 'Tell me, how is the young man?'.

Identify Mr Jarvis' tone in this line. (1)

1.2.7 Discuss the theme of challenges that is evident in this extract. (3)

1.2.8 Refer to the novel as a whole. Why do you sympathise with Mr Jarvis? 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 extract. 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 [Utterson and Dr Jekyll are having a conversation.]

‘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 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 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]**

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

| COLUMN A | | COLUMN B | |
|---|---|---|---|
| (a) | Dr Hastie Lanyon | A | Lifelong friend of Mr. Utterson |
| (b) | Mr. Poole | B | A member of Parliament |
| (c) | Mr. Enfield | C | A reputable London doctor |
| (d) | Sir Danvers Carew | D | Utterson’s clerk and confidant |

(4)

2.1.2 Refer to lines 1 – 8 ('I never saw … the fresh topic.')

State TWO reasons why Utterson is not happy with the testament of Dr Jekyll. (2)

2.1.3 Quote TWO consecutive words from the extract which suggest that Lanyon is not willing to change ideas. (1)

2.1.4 Quote FOUR consecutive words from the extract to prove that the following statement is TRUE:

Utterson has a high regard for his friend Lanyon. (1)

2.1.5 Explain what is revealed about Utterson's character. State TWO points. (2)

2.1.6 Using your own words, give TWO examples from the extract to show that reference to Mr Hyde caused Dr Jekyll stress. (2)

2.1.7 Explain what Utterson has heard about Hyde that is so 'abominable' (line 15). (2)

2.1.8 Refer to the novel as a whole. Why can Mr Utterson be trusted?

Discuss your view. (3)

2.2 [Dr Lanyon's narrative]

Rather, as there was something abnormal and misbegotten in the very essence of the creature that now faced me – something seizing, surprising and revolting – this fresh disparity seemed but to fit in with and to reinforce it; so that to my interest in the man's nature and character there was added curiosity as to his origin, his life, his fortune and status in the world.

These observations, though they have taken so great a space to be set down in, were yet the work of a few seconds. My visitor was, indeed, on fire with sombre excitement.

'Have you got it?' he cried. 'Have you got it?' And so lively was his impatience that he even laid his hand upon my arm and sought to shake me.

I put him back, conscious at this touch of a certain icy pang along my blood. 'Come, sir,' said I. '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.

**[Chapter 9]**

2.2.1 Refer to the phrase ('with sombre excitement' – line 9).

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

(b) Explain how the use of this figure of speech adds value to the description of the character of the visitor. (2)

2.2.2 Refer to line 10 ('Have you got … you got it?').

(a) What is the object to which the speaker is referring? (1)

(b) Explain why the object is of such great importance to the visitor. State TWO points. (2)

2.2.3 Refer to line 15 ('Be seated, if you please.').

Identify Dr Lanyon's tone in this line. (1)

2.2.4 Compare the actions of the visitor (lines 10 –12) and the actions of Dr Lanyon (lines 14 – 19) in your own words. (2)

2.2.5 Discuss the theme of the duality of nature which is evident in this extract. (3)

2.2.6 Refer to the novel as a whole.

Discuss the important role that this narrative of Dr Lanyon serves in creating suspense in the novel. (3)

2.2.7 In your opinion, is the novel still relevant for the modern reader? (3)

**[35]**

**TOTAL SECTION A: 35**

## SECTION B: DRAMA

## QUESTION 3: *MACBETH*

Read the following extracts from the play and answer the questions set on each extract. 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 [Inverness. Macbeth's castle]

*Enter LADY MACBETH, reading a letter*

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

Glamis thou art, and Cawdor, and shalt be
What thou art promised: yet do I fear thy nature.
It is too full o' th’ milk of human kindness
To catch the nearest way; thou wouldst be great,
Art not without ambition, but without
The illness should attend it. What thou wouldst highly,
That wouldst thou holily; wouldst not play false,
And yet wouldst wrongly win. Thou, d’st have, great Glamis,
That which cries 'Thus thou must do, if thou have it!’
And that which rather thou dost fear to do
Than wishest should be undone.

**[Act 1, Scene 5]**

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

| COLUMN A | | COLUMN B | |
|---|---|---|---|
| (a) | Lady Macbeth | A | Escapes Macbeth's assassins |
| (b) | Duncan | B | Commits suicide |
| (c) | Fleance | C | Macbeth's close friend |
| (d) | Banquo | D | The King of Scotland |

(4)

3.1.2 Who has written this letter to Lady Macbeth? (1)

3.1.3 Refer to line 1. 'They met me in the day of success …'

(a) Who are the 'they' that are referred to in this line? (1)

(b) Substantiate your answer to Question 3.1.3 (a) from evidence in the extract. (2)

(c) Why does Macbeth refer to that particular day as the 'day of success'? (1)

3.1.4 Refer to lines 9 and 10. 'Hail, king that shalt be!'

(a) Would Lady Macbeth have been surprised reading about this prophecy?

Substantiate your answer. (3)

(b) Explain how this became a self-fulfilling prophecy in the subsequent scenes of the play? (2)

3.1.5 What does Lady Macbeth mean when she says that Macbeth's character is '…too full o' the milk of human kindness…'? (line 17). (2)

3.1.6 Quote THREE consecutive words from the extract to prove that the following statement is TRUE.

Macbeth sees Lady Macbeth as his equal. (1)

**AND**

3.2 [Dunsinane. A room in the castle]

*Enter MACBETH, Doctor, and Attendants*

MACBETH Bring me no more reports; let them fly all:
Till Birnam Wood remove to Dunsinane,
I cannot taint with fear. What's the boy Malcolm?
Was he not born of woman? The spirits that know
All mortal consequences have pronounced me thus:
'Fear not, Macbeth; no man that's born of woman
Shall ever have power upon thee.' Then fly, false thanes,
And mingle with the English epicures:
The mind I sway by and the heart I bear
Shall never sag with doubt nor shake with fear.

*Enter a Servant*

The devil damn thee black, thou cream-faced loon!
Where got'st thou that goose look?

SERVANT There is ten thousand—

MACBETH Geese, villain!

SERVANT Soldiers, sir.

MACBETH Go prick thy face, and over-red thy fear,
Thou lily-livered boy. What soldiers, patch?
Death of thy soul! Those linen cheeks of thine
Are counsellors to fear. What soldiers, whey-face?

SERVANT The English force, so please you.

MACBETH Take thy face hence. 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
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,
Curses, not loud but deep, mouth-honour, breath,
Which the poor heart would fain deny, and dare not.

*Exit Servant*

**[Act 5, Scene 3]**

3.2.1 Refer to lines 6 – 7, 'Fear not, Macbeth; … power upon thee.'

Explain the irony in the above lines. (2)

3.2.2 (a) Choose the correct answer to complete the following sentence.

Write only the letter (A – D) next to the question number (3.2.2 (a)) in the ANSWER BOOK.

The phrase 'Where got'st thou that goose look?' in line 12 is used as …

A a simile.
B personification.
C a metaphor.
D alliteration. (1)

(b) Explain your answer to Question 3.2.2 (a). (2)

3.2.3 Refer to line 14 'Geese, villain!'

Identify Macbeth's tone in this line. (1)

3.2.4 Refer to lines 16 – 17. 'Go prick thy … lily-livered boy'

What does Macbeth mean when he tells his servant to 'prick' his face? (2)

3.2.5 State TWO things that the extract tells us about Macbeth. (2)

3.2.6 Refer to line 21 '… I am sick at heart,…'

State TWO reasons why Macbeth says that he is sick at heart. (2)

3.2.7 Discuss the theme of deception which is evident in this extract. (3)

3.2.8 Do you think that Lady Macbeth deserves what has happened to her?

Discuss your view. (3)
**[35]**

## QUESTION 4

### *MY CHILDREN! MY AFRICA!*

Read the following extracts from the play and answer the questions set on each extract. The number of marks allocated to each 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 [Thami comes to warn Mr M about the comrades coming to the school.]

Mr M: You haven't come for a lesson, have you?
Thami: No I haven't.
Mr M: Of course not. What's the matter with me? Slogans don't need much in the way of grammar, do they? As for those… *[The stone in his hand ]* No, you don't need me for lessons in stone-throwing either. You've already got teachers in those very revolutionary subjects, haven't you? *[Picks up his dictionary…the stone in one hand, the book in the other]* You know something interesting, Thami…if you put these two on a scale I think you would find that they weighed just about the same. But in this hand I am holding the whole English language. This… *[The stone]*…is just one word in that language. It's true! All that wonderful poetry that you and Isabel tried to cram into your beautiful heads…in here! Twenty-six letters, sixty thousand words. The greatest souls the world has ever known were able to open the floodgates of their ecstasy, their despair, their joy! … with words in this little book. Aren't you tempted? I was*. [Opens the book at the fly-leap and reads]* Anela Myalatya. Cookhouse. 1947. One of the first books I ever bought*. [Impulsively]* I want you to have it.
Thami: [*Ignoring the offered book]* I've come here to warn you.
Mr M: You've already done that and I've already told you that you are wasting your breath. Now take your stones and go. There are a lot of unbroken windows left.

**[Act 2, 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 number (4.1.1 (a) – 4.1.1(d)) in the ANSWER BOOK.

| COLUMN A | | COLUMN B | |
|---|---|---|---|
| (a) | Thami | A | Is ignorant of the effects of Apartheid on the majority of South Africans |
| (b) | Isabel | B | Believes Bantu Education is a trap for them and is in favour of a future as a revolutionary |
| (c) | David Grobbelaar | C | Believes education is important for the learners |
| (d) | Mr M | D | Believes in shouting in order to be heard |
| | | E | Believes learners to be major shareholders in the future |

(4)

4.1.2 Where is the scene taking place? (1)

4.1.3 Refer to lines 1 – 2. ('You haven't come … No I haven't.')

State the reason why Thami has come to school. (2)

4.1.4 Refer to lines 3 – 4. ('Slogans don't need … grammar, do they?')

(a) If you were the director, in which tone would you instruct Mr M to say the above line? (1)

(b) Explain what Mr M implies with these words. (2)

4.1.5 Refer to lines 13 – 14. ('All that wonderful …heads…in here!')

State the reason why Thami and Isabel have come together. (1)

4.1.6 Quote FOUR consecutive words from the extract to prove that the following statement is FALSE.

Thami is eager to accept the offered dictionary. (1)

4.1.7 State TWO things that the extract tells us about Mr M. (2)

4.1.8 In your opinion, do you think Mr M could have handled Thami's warning differently? Give reasons for your answer. (3)

**AND**

4.2 [Mr M is upset about the Ethiopian child's death and burial.]

MR M: He just opened his arms and let it fall. I was very upset when the programme ended. Nobody had thought to tell us his name and whether he was the child's father, or grandfather, or uncle. And the same for the baby! Didn't it have a name? How dare you show me one of our children being thrown away and not tell me its name! I demand to know who is in that bundle! *[Pause]* Not knowing their names doesn't matter anymore. They are more than just themselves. That tribesman and dead child do duty for all of us, Thami. Every African soul is either carrying that bundle or in it. What is wrong with this world that it wants to waste you all like that …my children…my Africa! *[Holding out a hand as if he wanted to touch Thami's face].* My beautiful and proud young Africa! *[More breaking glass and stones and the sound of a crowd outside the school. Mr M starts to move. Thami stops him.]*

THAMI: No! Don't go out there. Let me speak to them first. Listen to me! I will tell them I have confronted you with the charges and that you have denied them and that I believe you. I will tell them you are innocent.

MR M: You will lie for me, Thami?

THAMI: Yes.
*[Desperate to hear the truth*] Why? [*Thami can't speak.*]

***[Act 2, Scene 3]***

4.2.1 Throughout the play, the learners refer to Mr M. What is his surname? (1)

4.2.2 Which programme does Mr M refer to in lines 1 – 2? ('He just opened … the programme ended.') (2)

4.2.3 (a) Choose the correct answer to complete the following sentence.

Write only the letter (A – D) next to the question number (4.2.3(a)) in the ANSWER BOOK.

The sentence 'Every African soul is either carrying that bundle or in it,' (lines 8 – 9) is used as …

A irony.
B a pun.
C a metaphor.
D a simile. (1)

(b) Explain your answer to Question 4.2.3 (a). (2)

4.2.4 Refer to lines 9 –10. ('What is wrong … children … my Africa!')

Consider the play as a whole and discuss the relevance of these words in the context of the play. (2)

4.2.5 Refer to line 14. ('Let me speak to them first.')

To whom does 'them' refer? (1)

4.2.6 Refer to line 16. ('I will tell them you are innocent.')

Explain the irony in the above lines. (2)

4.2.7 What is the truth that Mr M wants to hear from Thami (line 19)? (1)

4.2.8 Discuss the theme of communication versus violence which is evident in this extract. (3)

4.2.9 Refer to the play as a whole. Do you sympathise with Thami? Discuss your view. (3)

**[35]**

**TOTAL SECTION B: 35**

## SECTION C: SHORT STORIES

## QUESTION 5

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

- *THE LAST BREATH* by Sam Kahiga
- *THE NEW TRIBE* by Buchi Emecheka

Read the following extracts from the TWO short stories below and answer the questions set on each extract. 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

***THE LAST BREATH***

5.1 [The narrator and his Dad are on their way home after visiting Eva.]

'… I am going to ask Eva to marry me'
'But she is blind ...!'
I sank back in my seat. This was hopeless. For how long would Dad keep on beating home the fact? As if it wasn't home already …
'Then give her eyes.' My voice was hoarse with anger.
A look of surprise momentarily came to Dad's face. Then he looked grim. Though he didn't seem to realise it he increased his speed. I thought I knew what had got hold of Dad, and the thought brought a faint smile on to my lips.
Dad was confused and angry with himself for it. He had until not thought Eva as a blind, helpless creature who had stolen my heart. Now he had seen her and perhaps caught a glimpse of the angel in her and had even seen, perhaps, how very far from helpless Eva was.
'What are you going to do?' I asked in a shout, for now the mad roar of the car would have drowned anything less.
Dad didn't reply. A terrible cough shook his frame and the car swerved dangerously to the edge of the road.
He corrected this and settled comfortably in his seat. Neither of us talked again till we got back home. I left the car silently…, went to my room and sank on to my bed with a sigh.

5.1.1 Complete the following sentences. Write only the answer next to the question number (5.1.1 (a) – 5.1.1 (d)) in the ANSWER BOOK.

The narrator takes his (a) … to visit Eva at (b) … . The narrator wants him to convince him that Eva is not (c) … and that he intends to (d) … Eva. (4)

5.1.2 Refer to line 2. ('But she is blind!')

Identify the speaker's tone in this line. (1)

5.1.3 Refer to lines 3 – 4. (‘For how long … home the fact?’)

To which ‘fact’ is the narrator referring? (1)

5.1.4 Refer to lines 5 – 6. (‘Then give her … to Dad’s face’)

Discuss why the father is momentarily surprised? (2)

5.1.5 Explain why the following statement is FALSE.

Dad died because of a terrible cough. (1)

5.1.6 Refer to line 18. (’I left the … with a sigh’)

Explain why the narrator feels this way. (2)

5.1.7 Discuss the theme of commitment as is evident in this extract. (3)

5.1.8 Do you think the narrator is justified in his action of rejecting Eva?

Substantiate your answer. (3)

**AND**

***THE NEW TRIBE***

5.2 [The pupils are homesick and they started crying.]

Drawn by the noise, the headmaster came to investigate. As Miss Slattery explained the problem, he said jokingly to Chester, "You little devil, you started the uproar, and now look at you, laughing away with your sister!" The teacher smiled but Julia's face clouded. She pipped up, "Chester's not the devil! He's my brother!" The headmaster and Miss Slattery gave each other a knowing look. Chester felt the change of mood immediately and so did the whimpering pupils. He looked from his painting and was confused. Julia however, looked the headmaster straight in the eye and took her brother's hand. Chester was different and Mummy had told her to look after him. No one was going to pick on him. Chester only knew his sister was sad and cross. He didn't know why, but he felt responsible.
After that, the sense of spoiling things for others remained with him for a long, long time and would not go away. Instinctively, Chester understood he had to behave and try not to cause trouble.
A day or two after this incident, Ray Miller started school. He had been sick, and hadn't come on the first day with the other children. As a result, they all knew each other and he felt left out. Ray tried to be brave, because he knew boys didn't cry, but he felt lost …

5.2.1 Why does the headmaster go to Miss Slattery's classroom? (1)

5.2.2 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (5.2.2) in the ANSWER BOOK.

Refer to lines 2 – 3. ('… you little devil you started the uproar and now look at you …') This an example of ...

A oxymoron.
B metaphor.
C simile.
D personification. (1)

5.2.3 Refer to lines 3 – 4. ('The teacher smiled … Julia's face clouded.')

Explain what these lines mean. (2)

5.2.4 Explain why the headmaster and Miss Slattery give each other 'a knowing look' (line 5). (2)

5.2.5 Why do Ginny and Arthur christen the girl 'Julia'? (2)

5.2.6 How does the revelation of the truth about Chester and Julia's adoption affect them? (2)

5.2.7 What does the extract tell us about Julia? (2)

5.2.8 Discuss the relationship between Chester and Ray. (2)

5.2.9 What is the profession of Arlington? (1)

5.2.10 Is the title suitable for the story? Discuss your view. (3)

**TOTAL SECTION C: 35**

## SECTION D: POETRY

## QUESTION 6

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

- 'Spring' by G.M. Hopkins
- 'Mid-Term Break' by Seamus Heaney

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

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

**Spring – G.M. Hopkins**

Nothing is so beautiful as Spring -
When weeds, in wheels, shoot long and lovely and lush;
Thrush's eggs look little low heavens, and thrush
Through the echoing timber does so rinse and wring
The ear, it strikes like lightnings to hear him sing;
The glassy peartree leaves and blooms, they brush
The descending blue; that blue is all in a rush
With richness; the racing lambs too have fair their fling.

What is all this juice and all this joy?
A strain of the earth's sweet being in the beginning
In Eden garden. – Have, get, before it cloy,
Before it cloud, Christ, lord, and sour with sinning,
Innocent mind and Mayday in girl and boy,
Most, O maid's child, thy voice and worthy the winning.

6.1.1 Complete the following sentence. Write only the answer next to the question number (6.1.1 (a) – 6.1.1 (c)) in the ANSWER BOOK. Refer to the structure of the poem.

This poem is an example of a (a) … sonnet as it consists of an (b) … of eight lines and a (c) … of six lines. (3)

6.1.2 Refer to lines 3 – 5. ('thrush through the … hear him sing;')

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

(b) Explain this figure of speech. (2)

6.1.3 Is the underlined word in line 6 ('brush') meant LITERALLY or FIGURATIVELY? Give a reason for your answer. (2)

6.1.4 Give ONE word for the speaker's tone in lines 11 – 12. ('Have, get, before … sour with sinning') (1)

6.1.5 Explain why the speaker refers to the Garden of Eden in line 11. (2)

6.1.6 Discuss the theme of religion that is evident in this poem. (3)

6.1.7 Has the speaker convinced you that 'Nothing is as beautiful as Spring' (line 1)? Substantiate your answer. (3)

**AND**

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

**Mid-Term Break – Seamus Heaney**

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

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

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

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

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

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

Wearing a poppy bruise on his left temple,
He lay in the four-foot box as in his cot.
No gaudy scars, the bumper knocked him clear.

A four-foot box, a foot for every year.

6.2.1 Refer to lines 1 – 3. ('I sat all … drove me home.')

Where does the speaker find himself? (1)

6.2.2 Refer to line 2. ('Counting bells knelling classes to a close.')

Comment on the speaker's use of the word 'knelling' in this context. (2)

6.2.3 Refer to line 5. ('He had always … in his stride –')

How does the father usually react to funerals? (1)

6.2.4 Refer to line 6. ('And Big Jim Evans … a hard blow.')

Explain the TWO possible meanings of the words 'a hard blow'. (2)

6.2.5 Why is the baby's behaviour acceptable in this situation? (1)

6.2.6 Refer to line 8. ('When I came … I was embarrassed … .')

Suggest a reason why the speaker is embarrassed when the old men shake his hand. (1)

6.2.7 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (6.2.7) in the ANSWER BOOK.

Refer to line 10. ('And tell me … for my trouble')

The men are sorry because …

A the speaker is now the eldest at home.
B the speaker has lost his brother.
C the speaker is ill at home.
D the speaker is missing school work. (1)

6.2.8 With whom is the mother angry (line 13)? (1)

6.2.9 Refer to line 18. ('For the first … in six weeks.')

Why is he only seeing his brother for the first time in six weeks? (1)

6.2.10 Refer to line 19. ('Wearing a poppy … his left temple,')

(a) Identify the figure of speech. (1)

(b) Explain the figure of speech in the context of the poem. (2)

6.2.11 Refer to line 20. ('He lay in … in his cot.')

Explain why the following statement is FALSE. Quote FIVE consecutive words to prove your answer.

The person who has died is five years old. (1)

6.2.12 Why is the title not suitable for the poem? Discuss your view. (3)

**TOTAL SECTION D: 35**

**TOTAL: 70**

**END**