Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKS: **70**

TIME: **2½ hours**

This question paper consists of 29 pages.

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INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on texts you have studied this year. Read these questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

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

3. Answer TWO QUESTIONS in all, ONE question each from ANY TWO sections.

   SECTION A: NOVEL
   Answer the question on the novel you have studied.

   SECTION B: DRAMA
   Answer the question on the drama you have studied.

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

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

4. Use the checklist on page 4 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.

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CHECKLIST

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

SECTION		QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A:	**Novel**	1–2	1	
B:	**Drama**	3–4	1	
C:	**Short Stories**	5	1	
D:	**Poetry**	6	1	

NOTE: Ensure that you have answered questions on TWO sections only.

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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

[Khumalo finds Gertrude.]

She looks at him sullenly, like an animal that is tormented.

- I have come to take you back. She falls on to the floor and cries; her cries become louder and louder, she has no shame.

-They will hear us, he says urgently.
She tries to control her sobs.

- Do you wish to come back?

She nods her head. I do not like Johannesburg, she says, I am sick here. The child is sick also.

- Do you wish with your heart to come back?

She nods her head again. She sobs too. I do not like Johannesburg, she says. She looks at him with eyes of distress and his heart quickens with hope.

I am a bad woman, my brother. I am no woman to go back.
His eyes fill with tears, his deep gentleness returns to him. He goes to her and lifts her from the floor to the chair. Inarticulately he strokes her face, his heart filled with pity.

- God forgives us, he says. Who am I not to forgive? Let us pray.

They knelt down, and he prayed, quietly so that the neighbours might not hear, and she punctuated his petitions with Amens. And when he had finished, she burst into a torrent of prayer, of self-denunciation and urgent petition. And thus reconciled, they sat hand in hand.

[Book 1, Chapter 6]

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

COLUMN A		COLUMN B	
(a)	Stephen	A	finds help for Gertrude
(b)	Msimangu	B	is involved in politics
(c)	Michael	C	gets married in prison
(d)	Absalom	D	hit by a lorry
		E	prays at the mountain

(4 x 1) (4)

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

1.1.3 Refer to lines 6−7 ('Do you wish … Johannesburg, she says …').

Explain the irony in these lines. (2)

1.1.4 Refer to line 12 ('I am a bad woman, my brother').

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

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

1.1.5 Refer to lines 13–14 ('His eyes fill … to the chair').

What do these lines reveal about Khumalo's character?

Substantiate your answer. (2)

1.1.6 Drawing from your knowledge of the novel, how does Mrs. Lithebe support Gertrude after she is found by her brother? (2)

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

John <u>Kumalo</u> owns the Boys' Club in collaboration with Arthur. (1)

1.1.8 Kumalo is a responsible family man.

Discuss your view. (3)

AND

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1.2 EXTRACT B

[The letter to Jarvis.]

When it was finished, he sat wondering if he should send it. For suppose this woman had died of a heart that was broken, because her son had been killed. Then was he, the father of the man who had killed him, to send such a letter? Had he not heard that she was sick and thin? He groaned as he wrestled with this difficult matter, but as he sat there uncertain, he thought of the gift of milk, and of the young demonstrator that had come to teach farming, and above all, he remembered the voice of Jarvis saying, even as if he were speaking now in this room, Is there mercy? And he knew then that this was a man who put his feet upon a road, and that would turn him from it. So he sealed the letter, and went out and called a boy to him and said, My child, will you take a letter for me? And the boy said, I shall do it, umfundisi. Go to Kuluse, said Kumalo, and ask him for his horse, and take this letter to the house of uJarvis. Do not trouble the umnumzana, but give this letter to any person that you see about the place.

[Book 3, Chapter 5]

1.2.1 To whom does 'He' (line 1) refer? (1)

1.2.2 Refer to lines 3–4 ('Then was he … such a letter?').

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

Substantiate your answer. (2)

1.2.3 Refer to lines 4–5 ('He groaned as … this difficult matter …').

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

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

1.2.4 Explain what prompts Khumalo to write a letter to Jarvis? (2)

1.2.5 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (1.2.5) in the ANSWER BOOK.

Mrs Jarvis' last wish is to …

A educate the children of Ndotsheni.
B build a church in Ndotsheni.
C build houses for the people.
D donate money to the people. (1)

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1.2.6 How does James help the people of Ndotsheni?

State TWO points. (2)

1.2.7 One of the themes in Cry, the Beloved Country is sympathy.

Discuss this theme. (3)

1.2.8 Refer to the novel as a whole.

James Jarvis can be pitied.

Discuss your view. (3)

[35]

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

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

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

2.1 EXTRACT C

[Utterson's conversation with Poole.]

But to-night there was
a shudder in his blood; the face of Hyde sat heavy on his memory; he felt (what was rare with him) a nausea and distaste of life; and in the gloom of his spirits, he seemed to read a **menace** in the flickering of the firelight on the polished cabinets and the uneasy starting of the shadow on the roof. He was ashamed of his relief, when Poole presently returned to announce that Dr Jekyll was gone out.
'I saw Mr Hyde go in by the old dissecting-room door, Poole,' he said. 'Is that right, when Dr Jekyll is from home?'
'Quite right, Mr Utterson, sir' replied the servant. 'Mr Hyde has a key.'
'Your master seems to repose a great deal of trust in that young man, Poole,' resumed the other musingly.
'Yes , sir, he do indeed,' said Poole. 'We have all orders to obey him.'
'I do not think I ever met Mr Hyde?' asked Utterson.
O dear no,sir. He never *dines* here,' replied the butler. 'Indeed, we see very little of him on this side of the house; he mostly comes and goes by the laboratory.'
'Well, good-night, Poole.'
'Good-night, Mr Utterson.'
And the lawyer set out homeward with a very heavy heart. 'Poor Harry Jekyll,' he thought, my mind misgives me he is in deep waters.

[Search for Mr Hyde]

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

COLUMN A		COLUMN B	
(a)	Richard	A	is bothered by his duality
(b)	Lanyon	B	a respected member of parliament
(c)	Harry	C	believes science must follow morality
(d)	Sir Carew	D	is entrusted with Jekyll's will
		E	takes a walk every Sunday

(4 x 1) (4)

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

2.1.3 Refer to line 2 ('… the face of Hyde sat heavy on his memory …')

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

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

2.1.4 Explain why Hyde always comes through the laboratory (line 18). (2)

2.1.5 Refer to line 21−23 ('And the lawyer … in deep waters').

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

Substantiate your answer. (2)

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

Dr Jekyll owns a surgical theatre. (1)

2.1.7 Refer to the novel as a whole.

Poole is a trustworthy servant.

Discuss your view. (3)

AND

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2.2 EXTRACT D

[Dr Jekyll's letter.]

My reason wavered, but it did not fail me utterly. I have more than once observed that, in my second character, my faculties seemed sharpened to a point and my spirits more tensely elastic; thus it came about that, where Jekyll perhaps might have succumbed, Hyde rose to the importance of the moment. My drugs were in one of the presses of my cabinet, how was I to reach them? That was the problem that (crushing my temples in my hands) I set myself to solve. The laboratory door I had closed. If I sought to enter by the house, my own servants would consign me to the gallows. I saw I must employ another hand and thought of Lanyon. How was he to be reached? How persuaded? Supposing that I escaped capture in the streets, how was I to make my way into his presence? And how should I, an unknown and displeasing visitor, prevail on the famous physician to rifle the study of his colleague, Dr Jekyll? Then I remembered that of my original character, one part remained to me: I could write my own hand; and once I had conceived that kindling spark, the way that I must follow became lighted up from end to end.

[Jekyll's full statement of the case]

2.2.1 Who is the second character Dr Jekyll is referring to? (line 2). (1)

2.2.2 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.2.2) in the ANSWER BOOK.

The 'drugs' (line 5) Jekyll refers to are used to …

A kill Lanyon.
B inject Poole.
C invent Hyde.
D poison Utterson. (1)

2.2.3 What do lines 6– 8 ('That was the … myself to solve.') reveal about Dr Jekyll's character?

Substantiate your answer. (2)

2.2.4 Refer to lines 8–9 ('If I sought … to the gallows').

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

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

(c) Why is Dr Jekyll on the run? (2)

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2.2.5 Refer to lines 9–10 ('I saw I … thought of Lanyon').

Explain the irony in these lines. (2)

2.2.6 Refer to the novel as a whole.

What does Dr Jekyll instruct Lanyon to do with the chemicals?

State TWO points. (2)

2.2.7 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde* is viciousness.

Discuss this theme. (3)

2.2.8 Dr Lanyon embraces friendship.

Discuss your view. (3)

[35]

TOTAL SECTION A: 35

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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

[Reflections after witches' encounter.]

MACBETH: (*aside*) Glamis, and Thane of Cawdor;
The greatest is behind.
(*to Ross and Angus*) Thanks to your pains.
(*to Banquo*) Do you not hope your children shall be kings,
When those that gave the Thane of Cawdor to me
Promised no less to them?
BANQUO: That, trusted home,
Might yet enkindle you unto the crown,
Besides the Thane of Cawdor. But 'tis strange.
And oftentimes, to win us to our harm,
The Instruments of Darkness tell us truths,
Win us with honest trifles, to betray's
In deepest consequence.
Cousins, a word, I pray you
MACBETH: (*aside*) Two truths are told,
As happy prologues to the swelling act
Of the imperial theme. I thank you, gentlemen.
(*aside*) This supernatural soliciting
Cannot be ill; cannot be good; if ill,
Why hath it given me earnest of success,
Commencing in a truth? I am Thane of Cawdor.
If good, why do I yield to that suggestion,
Whose horrid image doth unfix my hair
And make my seated heart knock at my ribs,
Against the use of nature? Present fears
Are less than horrible imaginings.
My thought, whose murder yet is but fantastical,
Shakes so my single state of man that function
Is smothered in surmise, and nothing is
But what is not.
BANQUO: Look, how our partner's rapt.

[Act 1, Scene 3]

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

COLUMN A		COLUMN B	
(a)	Fleance	A	murdered at Macbeth's Inverness
(b)	Macduff	B	King Duncan's younger son
(c)	Banquo	C	leads Scottish rebel forces
(d)	King Duncan	D	threat to Macbeth's throne
		E	his ghost haunts Macbeth

(4 x 1) (4)

3.1.2 Refer to lines 1–2 ('Glamis, and Thane … greatest is behind).

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

Substantiate your answer. (2)

3.1.3 Explain why Macbeth is now the Thane of Cawdor. (2)

3.1.4 What do lines 9–13 ('But 'tis strange … In deepest consequence') reveal about Banquo's character?

Substantiate your answer. (2)

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

The witches predict Banquo as the future king. (1)

3.1.6 Choose the correct answer to complete the following sentence
Write only the letter (A–D) next to the question number (3.1.6) in the ANSWER BOOK.

'rapt' (line 31) means Macbeth is …

A brave and courageous.
B lost in thought.
C honest but corrupt
D naïve and ambitious. (1)

3.1.7 One of the themes in Macbeth is guilt.

Discuss this theme. (3)

3.1.8 Witches are responsible for Macbeth's downfall.

Discuss your view. (3)

AND

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3.2 **EXTRACT F**

[Lady Macbeth's hidden guilt revealed]

LADY M:	Out, damned spot! Out, I say! One. Two. Why, then 'tis time to do't. Hell is murky. Fie, my lord, fie! A soldier and afeard? What need we fear who knows it, when none can call our power to account? Yet who would have thought the old man to have had so much blood in him?	5
DOCTOR:	Do you mark that?	
LADY M:	The Thane of Fife had a wife, where is she now? What, will these hands ne'er be clean? No more o' that, my lord, no more o' that; you mar all with this starting.	
DOCTOR:	Go to, go to; you have known what you should not.	10
GENTLEWOMAN:	She has spoke what she should not, I am sure of that. Heaven knows what she has known.	
LADY M:	Here's the smell of the blood still; all the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh!	
DOCTOR:	What a sigh is there! The heart is sorely charged.	15
GENTLEWOMAN:	I would not have such a heart in my bosom for the dignity of the whole body.	
DOCTOR:	Well, well, well!	
GENTLEWOMAN:	Pray God it be, sir.	
DOCTOR:	This disease is beyond my practice, yet I have known those which have walked in their sleep who have died holily in their beds.	20
LADY M:	Wash your hands; put on your nightgown; look not so pale; I tell you yet again, Banquo's buried; he cannot come out on's grave.	25
DOCTOR:	Even so?	

[Act 5, Scene 1]

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

3.2.2 Refer to line 1 ('Out, damned spot! Out, I say!').

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

State TWO actions. (2)

3.2.3 Refer to line 6 ('Do you mark that?').

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

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

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3.2.4 Refer to line 7 ('The Thane of Fife … is she now?')

What happened to the Thane of Fife's wife? (1)

3.2.5 Drawing from your knowledge of the play, explain the irony in Lady Macbeth's words 'What will these hands ne'er be clean? (lines 7–8). (2)

3.2.6 Refer to lines 13–14 ('… all the perfumes … this little hand').

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

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

3.2.7 Explain what Gentlewoman means by, 'I would not … the whole body' (lines 16–17) (2)

3.2.8 Refer to the play as a whole.

Lady Macbeth deserves sympathy.

Discuss your view. (3)

[35]

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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

[Thami and Isabel's conversation.]

THAMI: Newspaper reporter.
ISABEL: And radio, TV. It's a very wide field now. You can specialise in all sorts of things. *[Perplexed]* Don't you want to study further, Thami?
THAMI: I told you, I'm not sure about anything yet.
ISABEL: What does Mr M say?
THAMI: It's got nothing to do with him.
ISABEL: But you're his favourite, aren't you? *[Non-committal shrug from Thami]* I bet you are. And I also bet you anything you like that he's got a career planned out for you.
THAMI: *[Sharply]* What I do with my life has got nothing to do with him.
ISABEL: Sorry.
THAMI: I don't listen to what he says and I do not do what he says.
ISABEL: I said I'm sorry. I didn't mean to interfere.
THAMI: That's alright. It's just that he makes me so mad sometimes. He always thinks he knows what is best for me. He never tries to ask me how I feel about things, I know he means well, but I'm not a child any more. I've got ideas of my own now.
ISABEL: *[Placating]* Ja, I know what you mean. I've had them in my life as well. They always know what is best for you, don't they? So anyway, listen … I'm going to write up the debate for our school newspaper. I'll send you a copy if you like.
THAMI: You got a school newspaper! How about that!

[Act 1, Scene 1]

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

COLUMN A	COLUMN B
(a) Anela	A is a domestic worker
(b) Lilian	B believes in the Confucius
(c) Isabel	C lives with his grandmother
(d) Thami	D the mayor of Camdeboo
	E a debate team captain

(4 x 1) (4)

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

4.1.3 Refer to lines 8−9 ('I bet you … out for you').

What are Mr M's plans for Thami's academic life? (2)

4.1.4 Refer to lines 14−16 ('He always thinks … feel about things …').

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

Substantiate your answer. (2)

4.1.5 Refer to line 22 ('You got a … How about that!').

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

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

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

Discuss this theme. (3)

4.1.7 Refer to the drama as a whole.

Isabel's interaction with Thami makes her fully understand what it is like to be black in apartheid South Africa.

Discuss your view. (3)

AND

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4.2 EXTRACT H

[Thami confronts Mr M.]

MR M: *[Grudging admiration]* Oh Thami … you learn your lessons so well! The 'revolution' has only just begun and you are already word perfect. So then tell me, do you think I agree with this inferior Bantu Education that is being forced on you?

THAMI: You teach it.

MR M: But unhappily so! Most unhappily so! Don't you know that? Did you have your fingers in your ears the thousand times I've said so in the classroom? Where were you when I stood there and said that I regarded it as my duty, my deepest obligation to you young men and women to sabotage it, and that my conscience would not let me rest until I had succeeded? And I have! Yes, I have succeeded! I have got **irrefutable** proof of my success. You! Yes. You can stand here and accuse me, unjustly, because I have also had a struggle and I have won mine. I have liberated your mind in spite of what the Bantu Education was trying to do to it. Your mouthful of big words and long sentences which the not-so-clever Comrades are asking you to speak and write for them, your wonderful **eloquence** at last night's meeting which got them all so excited– yes, I heard about it!– you must thank me for all of that, Thami

THAMI: No I don't. You never taught me those lessons.

MR M: Oh I see. You have got other teachers, have you?

[Act 2, Scene 3]

4.2.1 Refer to lines 3–4 ('So then tell … forced on you').

Explain the irony in Mr M's words. (2)

4.2.2 Refer to lines 7–8 ('Did you have … in the classroom').

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

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

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

Amos is a delivery man at the pharmacy. (1)

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4.2.4 Refer to lines 13–14 ('I have liberated … do to it').

(a) What do these lines reveal about Mr M's character?

Substantiate your answer. (2)

(b) If you were the director of this play, what would you tell Mr M to do when saying these lines?

State TWO actions. (2)

4.2.5 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (4.2.5) in the ANSWER BOOK.

The word '**eloquence**' (line 16) suggests that Thami …

A dislikes disorder.
B pays attention.
C speaks fluently.
D is stubborn. (1)

4.2.6 Explain what the comrades discuss about Mr M in the 'meeting' (line 17). (2)

4.2.7 Drawing from your knowledge of the drama as a whole, why does Thami end his friendship with Isabel? (1)

4.2.8 Refer to the drama as a whole.

Mr M promotes equality.

Discuss your view. (3)
[35]

TOTAL SECTION B: 35

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SECTION C: SHORT STORIES

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

- 'REJECTION' by Mariama Bâ
- 'CLASS ACT' by Namhla Tshisana

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 'REJECTION'

EXTRACT I

[Narrator and her visitors]

I counted backwards to determine where the break in the thread had occurred from which everything had unwound. My mother's words came back to me: "Too perfect. …" I completed at last my mother's thought with the end of the dictum: "… to be honest". I thought of the first two incisors with a wide gap between them, the sign of the primacy of love in the individual. I thought of his absence, all day long. He had simply said: "Don't expect me for lunch." I thought of other absences, quite frequent these days, crudely clarified today yet well hidden yesterday under the guise of trade union meetings. He was also on a strict diet, "to break the stomach's egg," he would say laughingly, this egg that announced old age.

Every night when he went out he would unfold and try on several of his suits before settling on one. The others, impatiently rejected, would slip to the floor. I would have to fold them again and put them back in their places; and this extra work, I discovered, I was doing only to help him in his effort to be elegant in his seduction of another woman.

I forced myself to check my inner agitation. Above all, I must not give my visitors the pleasure of relating my distress. Smile, take the matter lightly, just as they announced it. Thank them for the humane way in which they have accomplished their mission. Send thanks to Modou, "a good father and a good husband", "a husband became a friend". Thank my family-in-law, the *Imam, …*

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

COLUMN A	COLUMN B
(a) Narrator	A marries her friend's father
(b) Modou	B she divorces her husband
(c) Aissatou	C takes a second wife
(d) Dabo	D rejects Tamsir's marriage proposal
	E Binetou's friend and classmate

(4 x 1) (4)

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

5.1.3 Explain what the narrator means by, 'I counted backwards … everything had unwound' (lines 1–2). (2)

5.1.4 Refer to lines 16–17 ('I forced myself … relating my distress')

What do these lines reveal about narrator's character?

Substantiate your answer. (2)

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

The narrator has <u>six</u> children in her marriage with Modou. (1)

5.1.6 Explain the irony in narrator's words, 'Send thanks to Modou, "a good father and a good husband" (lines 20–21) (2)

5.1.7 Who is Mawdo? (line 21). (1)

5.1.8 Refer to the short story as a whole.

Binetou is manipulative.

Discuss your view (3)

AND

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5.2 'CLASS ACT'

EXTRACT J

[The narrator's tunic.]

Ayanda is back from Alice. She's lucky she has finished school. No one wears uniform at university. I told her how embarrassed I was and about my classmates' taunts. I also told her that Aunt Connie had refused to fix it with white cotton.
"Ok, I'll try but don't come crying to me if the white cotton shows."
I left her to it, made a sandwich and started working on my maths homework. An hour later she was done and had washed the tunic. "It'll be dry by the time we have supper. I'll even iron it for you."
I put on my tunic this morning determined not to look like a nun. Ayanda had altered the tunic to look shorter even than Rento's three fingers' length. "You look nice, even if I say it myself," said Ayanda admiring her handiwork. I got gooseflesh on my thighs the moment I stepped out of the house into the morning chill. Flip, I could see my thighs and knock-knees -and so could everyone else!

"Whoa, Sister Marry has undergone a makeover! Who knew she had nice legs," said Renato behind me while we were changing periods on our way to Mr Patel's class for geography.

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

The phrase 'classmates taunts' (line 2) suggests that the classmates were …

A congratulating the narrator.
B teasing the narrator.
C ignoring the narrator.
D advising the narrator. (1)

5.2.2 Refer to lines 3–4 ('I also told … with white cotton').

Why does Aunt Connie refuse to fix the tunic? (1)

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5.2.3 Refer to lines 10–11 (‘Ayanda had altered … three fingers’ length’).

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

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

5.2.4 Refer to lines 13–14 (‘Flip, I could … could everyone else!’).

What do these lines tell us about the narrator’s state of mind?

Substantiate your answer. (2)

5.2.5 Explain why the narrator’s mother decides to buy a big tunic.

State TWO points. (2)

5.2.6 Refer to lines 15–16 (‘Whoa, Sister Marry … had nice legs’).

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

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

5.2.7 Drawing from your knowledge of the story as a whole, how many times did Renato fail standard 6? (1)

5.2.8 One of the themes in ‘Class Act’ is yearning for acceptance.

Discuss this theme. (3)

5.2.9 Refer to the short story as a whole.

The mother’s decision to buy an oversized tunic for the narrator is justified.

Discuss your view. (3)

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TOTAL SECTION C: 35

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SECTION D: POETRY

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

- 'The lake isle of Innisfree' by William Butler Yeats
- 'The slave dealer' by Thomas Pringle

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

The lake isle of Innisfree – William Butler Yeats

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made:
Nine bean-rows will I have there, a hive for the honey-bee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.

6.1.1 Complete the following sentences 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.

bees; peace; city; nature; lake; world; people; forest

The speaker expresses a profound desire to escape his real (a) … and relocate to Innisfree, which is a place surrounded by (b) ... The speaker hopes for (c) … that comes in the morning. Although he stands on the grey pavement, he continues to hear (d) … water in his silence. (4)

6.1.2 Refer to stanza 1

Explain how the speaker's need for food and shelter will be met in Innisfree. (2)

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6.1.3 Refer to lines 5–6 ('And I shall have … the cricket sings;').

(a) What is the speaker's state of mind in these lines?

Substantiate your answer. (2)

(b) Using your own words explain what the speaker means in these lines. (2)

6.1.4 Why does the speaker repeat the phrase "I will arise and go now"? (1)

6.1.5 One of the themes in 'The lake isle of Innisfree' is peacefulness of nature.

Discuss this theme. (3)

6.1.6 The speaker's desire to leave his real world for Innisfree is justified.

Discuss your view. (3)

AND

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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.

The slave dealer – Thomas Pringle

From ocean's wave a Wanderer came,
With visage tanned and dun:
His Mother, when he told his name,
Scarce knew her long-lost son;
So altered was his face and frame
By the ill course he had run.

There was hot fever in his blood,
And dark thoughts in his brain;
And oh! to turn his heart to good
That Mother strove in vain,
For fierce and fearful was his mood,
Racked by remorse and pain.

And if, at times, a gleam more mild
Would o'er his features stray,
When knelt the Widow near her Child,
And he tried with her to pray,
It lasted not – for visions wild
Still scared good thoughts away.

'There's blood upon my hands!' he said,
'Which water cannot wash;
It was not shed where warriors bled–
It dropped from the gory lash,
As I whirled it o'er and o'er my head,
And with each stroke left a gash.

'With every stroke I left a gash,
While Negro blood sprang high;
And now all ocean cannot wash
My soul from murder's dye;
Nor e'en thy prayer, dear Mother, quash
That woman’s wild death-cry!

'Her cry is ever in my ear,
And it will not let me pray;
Her look I see – her voice I hear –
As when in death she lay,
And said, "With me thou must appear
On God's great Judgment-day!”’

'Now, Christ from frenzy keep my son!'
The woeful Widow cried;
'Such murder foul thou ne'er hast done –

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40	Some fiend thy soul belied!' –
41	Nay, Mother! the Avenging One
42	Was witness when she died!
43	'The writhing wretch with furious heel
44	I crushed – no mortal nigh;
45	But that same hour her dread appeal
46	Was registered on high;
47	And now with God I have to deal,
48	And dare not meet His eye!'

6.2.1 Describe the time and place where this poem is set. (2)

6.2.2 Refer to lines 3–4 ('His mother, when … long-lost son').

Why is the mother unable to recognise her son?

State TWO points. (2)

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

The sound device used in "For fierce and fearful was his mood" (line 11) is <u>assonance.</u> (1)

6.2.4 Refer to stanza 4.

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

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

6.2.5 Refer to lines 27– 28 ('And now all … from murders' dye').

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

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

6.2.6 What do lines 37–38 (Now, Christ from … woeful widow cried') reveal about the mother's character?

Substantiate your answer. (2)

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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.

The word “fiend” line 40 refers to …

A widow.
B devil.
C son.
D woman. (1)

6.2.8 Refer to lines 41–42 (‘Nay, Mother! the … when she died’).

Explain the irony in these lines. (2)

6.2.9 The title ‘The slave dealer’ is suitable for this poem.

Discuss your view. (3)
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TOTAL SECTION D: 35
GRAND TOTAL: 70

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