



**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**EXEMPLAR 2009**

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 41 pages.**

**INSTRUCTIONS AND INFORMATION**

Read these instructions carefully before you begin to answer 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. Thereafter, read these questions and choose the ones you wish to answer.
2. This question paper consists of FOUR sections:  

SECTION A:	Novel
SECTION B:	Drama
SECTION C:	Short Stories
SECTION D:	Poetry
3. Follow the instructions at the beginning of each section carefully.
4. Answer TWO QUESTIONS in all, ONE question each from ANY TWO sections. Use the checklist to assist you.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Start each section on a NEW page.
7. Suggested time management: Spend approximately 60 minutes on each section.
8. Write neatly and legibly.

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16	<i>(My parents kept me from children who were rough)</i>	Contextual question	17 ½	40

**CHECKLIST****NOTE:**

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

<b>SECTION</b>	<b>QUESTION NUMBERS</b>	<b>NO.OF QUESTIONS TO ANSWER</b>	<b>TICK</b>
<b>A: Novel</b> (Essay OR Contextual)	1 – 6	1	
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<b>OR</b>			
<b>C: Short Stories</b> (Essay OR Contextual)	11 – 12	1	
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<b>D: Poetry</b> (Contextual)	13 – 16	2	

**SECTION A: NOVEL**

In this section, there is an essay and a contextual question on each of the following novels:

- *TO KILL A MOCKINGBIRD* by Harper Lee
- *LORD OF THE FLIES* by William Golding
- *A GRAIN OF WHEAT* by Ngugi Wa Thiong'O

Answer **ONE** question (EITHER the essay OR the contextual question) on the novel you have studied.

**EITHER**

**QUESTION 1: *TO KILL A MOCKINGBIRD*****Essay question:**

The novel, *TO KILL A MOCKINGBIRD*, teaches us several lessons about life. Discuss the following points in an essay:

- The evils of racial hatred as shown by the treatment of Tom Robinson.
- The meaning of courage as shown by Atticus and Mrs Dubose.
- The value of friendship as shown by Atticus, Scout, Jem, Calpurnia and Boo Radley.

**Length:** 250 – 300 words.

**OR**

**QUESTION 2: TO KILL A MOCKINGBIRD****Contextual question:**

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

NOTE: Answer the questions set on ALL THREE extracts, i.e. QUESTIONS 2.1, 2.2 and 2.3.

2.1

The other boys attended the industrial school and received the best secondary education to be had in the state; one of them eventually worked his way through engineering school at Auburn. The doors of the Radley house were closed on weekdays as well as Sundays, and Mr Radley's boy was not seen again for fifteen years.

5

But there came a day, barely within Jem's memory, when Boo Radley was heard from and was seen by several people, but not by Jem. He said Atticus never talked much about the Radleys: when Jem would question him Atticus's only answer was for him to mind his own business and let the Radleys mind theirs, they had a right to; but when it happened Jem said Atticus shook his head and said, 'Mm, mm, mm.'

10

So Jem received most of his information from Miss Stephanie Crawford, a neighbourhood scold, who said she knew the whole thing. According to Miss Stephanie, Boo was sitting in the living-room cutting some items from the *Maycomb Tribune* to paste in his scrapbook. His father entered the room. As Mr Radley passed by, Boo drove the scissors into his parent's leg, pulled them out, wiped them on his pants, and resumed his activities.

15

Mrs Radley ran screaming into the street that Arthur was killing them all, but when the sheriff arrived he found Boo still sitting in the living-room, cutting up the *Tribune*. He was thirty-three years old then.

20

*[Chapter One]*

2.1.1 Examine lines 3 – 5 (**'The doors of ... for fifteen years'**).

Explain why Boo Radley was locked up in his house for fifteen years.

(2)

2.1.2 Discuss the role Boo Radley plays in saving Jem's and Scout's lives towards the end of the novel.

(3)

2.1.3 State TWO other ways in which Boo shows his love for Jem and Scout in the novel.

(2)

2.1.4 From your knowledge of the novel as a whole, discuss ONE quality that you admire in Atticus.

(3)

**AND**

2.2

'Gentlemen,' he was saying, 'I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white.

5

'The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this court-room is.

10

'I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own guilt.

15

'I say guilt, gentleman, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honoured code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offence, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done – she tried to put the evidence of her offence away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim – of necessity she must put him away from her – he must be removed from her presence, from this world. She must destroy the evidence of her offence.'

20

25

*[Chapter Twenty]*2.2.1 Refer to lines 5 – 6 (**'This case is ... black and white'**).

Explain why Atticus states the case is 'as simple as black and white'.

(2)

2.2.2 Refer to line 13 (**'I have nothing ... for the state'**).

Why is Mayella called as 'the chief witness for the state'?

(2)

2.2.3 Discuss why Atticus focuses on Mayella at this point in the court case.

(3)

2.2.4 Do you think Mayella Ewell deserves sympathy? Give reasons for your answer.

(3)

**AND**

2.3

Mr Tate stopped pacing. He stopped in front of Atticus, and his back was to us. 'I'm not a very good man, sir, but I am sheriff of Maycomb County. Lived in this town all my life an' I'm goin' on forty-three years old. Know everything that's happened here since before I was born. There's a black boy dead for no reason, and the man responsible for it's dead. Let the dead bury the dead this time, Mr Finch. Let the dead bury the dead.'	5
Mr Tate went to the swing and picked up his hat. It was lying beside Atticus. Mr Tate pushed back his hair and put his hat on.	
'I never heard tell that it's against the law for a citizen to do his utmost to prevent a crime from being committed, which is exactly what he did, but maybe you'll say it's my duty to tell the town all about it and not hush it up. Know what'd happen then? All the ladies in Maycomb includin' my wife'd be knocking on his door bringing angel food cakes. To my way of thinkin', Mr Finch, taking the one man who's done you and this town a great service an' draggin' him with his shy ways into the limelight – to me, that's a sin. It's a sin and I'm not about to have it on my head. If it was any other man it'd be different. But not this man, Mr Finch.'	10
Mr Tate was trying to dig a hole in the floor with the toe of his boot. He pulled his nose, then he massaged his left arm. 'I may not be much, Mr Finch, but I'm still sheriff of Maycomb County and Bob Ewell fell on his knife. Good night, sir.'	15
Mr Tate stamped off the porch and strode across the front yard. His car door slammed and he drove away.	20
Atticus sat looking at the floor for a long time. Finally he raised his head. 'Scout,' he said, 'Mr Ewell fell on his knife. Can you possibly understand?'	25
Atticus looked like he needed cheering up. I ran to him and hugged him and kissed him with all my might. 'Yes sir, I understand,' I reassured him. 'Mr Tate was right.'	
Atticus disengaged himself and looked at me. 'What do you mean?'	
'Well, it'd be sort of like shootin' a mockingbird, wouldn't it?'	30
<i>[Chapter Thirty]</i>	

- 2.3.1 Where had the children gone on the night of Bob Ewell's death? (1)
- 2.3.2 Refer to lines 4 – 5 (**'There's a black ... for it's dead'**).
- Explain how Bob Ewell died. (3)
- 2.3.3 Refer to lines 13 – 14 (**'To my way ... a great service'**).
- Explain how Boo Radley has done Atticus and the town a 'great service'. (2)
- 2.3.4 What does this extract suggest about Mr Tate's character? (2)
- 2.3.5 Explain how Atticus feels about this incident. (2)



2.3.6 What do his feelings reveal about his character? (2)

2.3.7 Refer to line 30.

Why has the writer chosen the title, ***TO KILL A MOCKINGBIRD***,  
for this novel? (3)  
**[35]**

**OR**

**QUESTION 3: *LORD OF THE FLIES*****Essay question:**

Discuss the relationship between Ralph and Piggy in the novel.

In your essay include the following points:

- Impressions of their first meeting.
- The way Ralph defends Piggy and stands up for him.
- Piggy's loyalty and support for Ralph.

**Length:** 250 – 300 words.

**[35]**

**OR**

**QUESTION 4: LORD OF THE FLIES****Contextual question:**

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

NOTE: Answer the questions set on ALL three extracts, i.e. QUESTIONS 4.1, 4.2 and 4.3.

4.1

"I could swim when I was five. Daddy taught me. He's a commander in the Navy. When he gets leave he'll come and rescue us. What's your father?"

Piggy flushed suddenly.

"My dad's dead," he said quickly, "and my mum –"

He took off his glasses and looked vainly for something with which to clean them. 5

"I used to live with my auntie. She kept a sweet-shop. I used to get ever so many sweets. As many as I liked. When'll your dad rescue us?"

"Soon as he can."

Piggy rose dripping from the water and stood naked, cleaning his glasses with a sock. The only sound that reached them now through the heat of the morning was the long, grinding roar of the breakers on the reef. 10

"How does he know we're here?"

Ralph lolled in the water. Sleep enveloped him like the swathing mirages that were wrestling with the brilliance of the lagoon. 15

"How does he know we're here?"

Because, thought Ralph, because, because. The roar from the reef became very distant.

"They'd tell him at the airport."

Piggy shook his head, put on his flashing glasses and looked down at Ralph. 20

"Not them. Didn't you hear what the pilot said? About the atom bomb? They're all dead."

Ralph pulled himself out of the water, stood facing Piggy, and considered this unusual problem.

Piggy persisted. 25

"This is an island, isn't it?"

"I climbed a rock," said Ralph slowly, "and I think this is an island."

"They're all dead," said Piggy, "an' this is an island. Nobody don't know we're here. Your dad don't know, nobody don't know –"

His lips quivered and the spectacles were dimmed with mist. 30

"We may stay here till we die."

[Chapter One]

4.1.1 How did Piggy and Ralph come to be on the island? (2)

4.1.2 Refer to lines 1 – 2 ('I could swim ... and rescue us').

Describe Ralph's feelings towards his father. (2)

- 4.1.3 Refer to line 31 (“**We may stay ... till we die**”).  
Explain why Piggy is so afraid. (3)
- 4.1.4 Discuss why the boys enjoyed making fun of Piggy. (3)

**AND**

4.2	<p>All the boys of the island, except Piggy, Ralph, Simon, and the two tending the pig, were grouped on the turf. They were laughing, singing, lying, squatting, or standing on the grass, holding food in their hands. But to judge by the greasy faces, the meat-eating was almost done; and some held coconut shells in their hands and were drinking from them. Before the party had started a great log had been dragged into the centre of the lawn and Jack, painted and garlanded, sat there like an idol. There were piles of meat on green leaves near him, and fruit, and coco-nut shells full of drink. 5</p> <p>Piggy and Ralph came to the edge of the grassy platform; and the boys, as they noticed them, fell silent one by one till only the boy next to Jack was talking. Then the silence intruded even there and Jack turned where he sat. For a time he looked at them and the crackle of the fire was the loudest noise over the bourdon of the reef. Ralph looked away; and Sam, thinking that Ralph had turned to him accusingly, put down his gnawed bone with a nervous giggle. Ralph took an uncertain step, pointed to a palm tree, and whispered something inaudible to Piggy; and they both giggled like Sam. Lifting his feet high out of the sand, Ralph started to stroll past. Piggy tried to whistle. 10</p> <p>At this moment the boys who were cooking at the fire suddenly hauled off a great chunk of meat and ran with it towards the grass. They bumped Piggy who was burnt, and yelled and danced. Immediately, Ralph and the crowd of boys were united and relieved by a storm of laughter. Piggy once more was the centre of social derision so that everyone felt cheerful and normal. 15</p> <p>Jack stood up and waved his spear. “Take them some meat.” 20</p> <p>The boys with the spit gave Ralph and Piggy each a succulent chunk. They took the gift, dribbling. So they stood and ate beneath a sky of thunderous brass that rang with the storm-coming.</p> <p>Jack waved his spear again. “Has everybody eaten as much as they want?” 25</p> <p style="text-align: right;"><i>[Chapter Nine]</i></p>	5 10 15 20 25 30
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- 4.2.1 Explain why Piggy, Ralph and Simon were not part of the group having the party. (2)
- 4.2.2 Relate the incident that has resulted in the feasting described in the passage. (3)

- 4.2.3 What do the words **'painted' and 'garlanded'** (line 7) suggest about Jack? (2)
- 4.2.4 Refer to lines 7 – 8 (**'There were piles ... full of drink'**).  
Explain why Jack is given special treatment. (2)
- 4.2.5 Examine lines 19 – 23 (**'At this moment ... cheerful and normal'**).  
Discuss the feelings of the boys towards Piggy. (3)
- 4.2.6 Refer to line 29 (**'Jack waved his spear again'**).  
Why does Jack wave his spear when he speaks? (1)
- 4.2.7 Refer to line 30 (**"'Has everybody eaten ... as they want?'"**)  
Is the following statement TRUE or FALSE? Give a reason for your answer.  
Jack asks this question because he is concerned about the other children. (2)

**AND**

4.3	<p>The officer looked at Ralph doubtfully for a moment, then took his hand away from the butt of the revolver.</p> <p>“Hullo.”</p> <p>Squirming a little, conscious of his filthy appearance, Ralph answered shyly.</p> <p>“Hullo.”</p> <p>The officer nodded, as if a question had been answered.</p> <p>“Are there any adults – any grown-ups with you?”</p> <p>Dumbly, Ralph shook his head. He turned a half-pace on the sand. A semicircle of little boys, their bodies streaked with coloured clay, sharp sticks in their hands, were standing on the beach making no noise at all.</p> <p>“Fun and games,” said the officer.</p> <p>The fire reached the coco-nut palms by the beach and swallowed them noisily. A flame, seemingly detached, swung like an acrobat and licked up the palm heads on the platform. The sky was black.</p> <p>The officer grinned cheerfully at Ralph.</p> <p>“We saw your smoke. What have you been doing? Having a war or something?”</p> <p>Ralph nodded.</p> <p>The officer inspected the little scarecrow in front of him. The kid needed a bath, a hair-cut, a nose-wipe and a good deal of ointment.</p> <p>“Nobody killed, I hope? Any dead bodies?”</p> <p>“Only two. And they’ve gone.”</p> <p>The officer leaned down and looked closely at Ralph.</p> <p>“Two? Killed?”</p> <p>Ralph nodded again. Behind him, the whole island was shuddering with flame. The officer knew, as a rule, when people were telling the truth. He whistled softly.</p> <p>Other boys were appearing now, tiny tots some of them, brown with the distended bellies of small savages. One of them came close to the officer and looked up.</p>	<p>5</p> <p>10</p> <p>15</p> <p>20</p> <p>25</p> <p>30</p>
	<i>[Chapter Twelve]</i>	

- 4.3.1 What has attracted the attention of the officers on the warship to the island? (1)
- 4.3.2 Refer to line 4 (**‘Squirming a little ... Ralph answered shyly’**).
- Explain why Ralph reacts in this way. (2)
- 4.3.3 Refer to line 11 (**“‘Fun and games,” said the officer’**).
- Why does the officer come to this conclusion? (2)
- 4.3.4 Refer to line 24 (**“‘Two? Killed?’”**)
- Explain why the officer is surprised that two boys were killed. (2)

4.3.5 Refer to lines 28 – 29 (**'Other boys were ... of small savages'**).

Is the comparison of the boys with 'little savages' appropriate at this stage in the novel? Justify your answer.

(3)  
**[35]**

**OR**

**QUESTION 5: A GRAIN OF WHEAT****Essay Question:**

'In the novel, **A GRAIN OF WHEAT**, we see betrayal of various kinds.'

Discuss this statement in an essay of 250 – 300 words.

In your answer refer to the following:

- Mumbi and Gikonyo.
- Mugo and Kihika.
- Karanja and his people.

**[35]****OR**



**QUESTION 6: A GRAIN OF WHEAT****Contextual question:**

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

NOTE: Answer the questions set on ALL three extracts, i.e. QUESTIONS 6.1, 6.2 and 6.3.

6.1

...These were the notes that were now in front of Thompson; he went through them, lingering over the entries that struck his mind.

*Nyeri is full of mountains, hills and deep valleys covered with impenetrable forests. These primordial trees have always awed primitive minds. The darkness and mystery of the forest, have led him (the primitive man) to magic and ritual.*

5

*What's this thing called Mau Mau?*

*Dr Albert Schweitzer says 'The Negro is a child, and with children, nothing can be done without the use of authority.' I've now worked in Nyeri, Githima, Kisumu, Ngong. I agree.*

10

*I am back in Nyeri. People are moving into villages to cut the connection between them and the terrorists. Burning houses in the old village, suddenly I felt my life was coming to a cul-de-sac.*

*Colonel Robson, a Senior District Officer in Rung'ei, Kiambu, was savagely murdered. I am replacing him at Rung'ei. One must use a stick. No government can tolerate anarchy, no civilization can be built on this violence and savagery. Mau Mau is evil: a movement which if not checked will mean complete destruction of all the values on which our civilization has thriven.*

15

*'Every whiteman is continually in danger of gradual moral ruin in this daily and hourly contest with the African.' Dr Albert Schweitzer.*

20

[Chapter Five]

6.1.1 Refer to line 7 (**'What's this thing called Mau Mau?'**).

Explain what the Mau Mau was.

(2)

- 6.1.2 Dr Albert Schweitzer is referred to in lines 8 – 10.
- (a) Why does Thompson refer to Dr Albert Schweitzer? (2)
- (b) Are Dr Albert Schweitzer's views similar to those held by Thompson? Quote from the extract to support your answer. (2)
- 6.1.3 Refer to line 15 (**'One must use a stick'**).
- What does this statement suggest about the attitude of the government towards the people? (3)
- 6.1.4 Refer to line 17 (**'Mau Mau is evil'**).
- Do you agree that the Mau Mau was evil? Give reasons for your answer. (3)

**AND**

6.2	<p>'Come into the hut,' Wangari invited him. Gikonyo allowed himself to be led into the smoke-filled hut as if his own will to act had been drugged. Inside, Mumbi held the child in her arms and fed him from her breasts. Gikonyo sat on a chair. Now and then she stole glances at him. She is mocking me, he thought.</p>	5
	<p>His eyes rolled from Wangari to Mumbi and then around the hut, trying to pick an object which might capture his concentration. The quick, bitter pang he had experienced a few minutes earlier was now replaced by a heavy dullness. Life had no colour. It was one endless blank sheet, so flat. There were no valleys, no streams, no trees – nothing. And who had thought of life as a thread one could continue weaving into a pattern of one's choice? He was remotely conscious that he was tired. And somewhere in that remote region of his mind, hidden, words formed. Gikonyo mechanically moved his lips and the words came out, clearly, carrying no emotion except perhaps disinterested curiosity.</p>	10
	<p>'Whose child?'</p> <p>Mumbi just looked at Gikonyo and the wall opposite. Wangari felt the pain of the son and the misery of the daughter. She searched her own heart for the healing word. She had always known that the knowledge would be hard to bear: now, she willed a mother's strength and tenderness go to him as she let out the truth.</p>	15
	<p>'Karanja's child!' she said bluntly. She waited calmly for the thing to happen. She had prepared herself for a groan, a scream or an attempt on Mumbi's life. But not this, not this animal dumbness.</p>	20
	<i>[Chapter Seven]</i>	

- 6.2.1 What is the relationship between Gikonyo and Mumbi? (1)
- 6.2.2 Describe Mumbi's reaction to Gikonyo's return. (2)
- 6.2.3 How did Gikonyo know that the child Mumbi carried was her own? (2)
- 6.2.4 Is Gikonyo justified in changing his attitude towards Mumbi? Give a reason for your answer. (2)
- 6.2.5 Refer to line 4 – 5 (**'She is mocking me, he thought'**).
- Why does Gikonyo feel that Mumbi is mocking him? (2)
- 6.2.6 Refer to line 24 (**'But not this, not this animal dumbness'**).
- Explain Gikonyo's reaction to seeing Mumbi with the child. (2)
- 6.2.7 Why does Wangari still regard Mumbi as a daughter in spite of what she has done? (2)
- 6.2.8 Discuss the relationship that existed between Gikonyo and Karanja before Gikonyo went into hiding. (3)

**AND**

6.3

And then suddenly he heard the village people around his hut singing Uhuru songs. Every word of praise carried for him a piercing irony. What had he done for the village? What had he done for anybody? Yet now he saw this undeserved trust in a new light, as the sweetest thing in the world. Mumbi will tell them, he thought. He saw the scorn and horror, not on Mumbi's face alone, but on every person in the village. The picture, vivid in his mind, made him coil with dread.

5

That night, he hardly closed his eyes. The picture of Mumbi merged with that of the village and detention camps. He would look at Mumbi and she would immediately change into his aunt or the old woman.

10

He woke up early and strangely felt calm. He remained calm. He remained calm all the morning. The torturing images of the night before had gone. This surprised him; why could he feel calm when he knew what he was going to do?

Nevertheless, when the moment came, and he saw the big crowd, doubts destroyed his calm. He found General R. speaking, and this reminded him of Karanja. Why should I not let Karanja bear the blame? He dismissed the temptation and stood up. How else could he ever look Mumbi in the face? His heart pounded against him, he felt sweat in his hands, as he walked through the huge crowd. His hands shook, his legs were not firm on the ground. In his mind, everything was clear and final. He would stand there and publicly own the crime. He held on to this vision. Nothing, not even the shouting and the songs and the praises would deflect him from this purpose. It was the clarity of this vision which gave him courage as he stood before the microphone and the sudden silence. As soon as the first words were out, Mugo felt light. A load of many years was lifted from his shoulders. He was free, sure, confident.

15

20

25

*[Mugo]*

6.3.1 Refer to line 2 ('**Every word of ... a piercing irony**').

Explain how Mugo feels at this point in the novel.

(3)

6.3.2 Mugo makes an important confession to the crowd.

(a) What does he hope to achieve by making this confession?

(2)

(b) Do you admire Mugo for making this confession?  
Justify your answer.

(2)

**[35]****TOTAL SECTION A: 35**

**SECTION B: DRAMA**

In this section, there is an essay and a contextual question on each of the following dramas:

- *ROMEO AND JULIET* by William Shakespeare
- *NOTHING BUT THE TRUTH* by John Kani

Answer ONE question (EITHER the essay OR the contextual question) on the drama you have studied.

**EITHER**

**QUESTION 7: *ROMEO AND JULIET*****Essay question:**

The tragic deaths of Romeo and Juliet are due to:

- The long-standing feud between the two families.
- Fate.
- Hasty decisions on the part of some of the characters.

Do you agree? Discuss your response in an essay of 250 – 300 words.

**[35]**

**OR**



8.2	<p>ROMEO O she doth teach the torches to burn bright! It seems she hangs upon the cheek of night As a rich jewel in an Ethiop's ear – Beauty too rich for use, for earth too dear: So shows a snowy dove trooping with crows, 5 As yonder lady o'er her fellows shows. The measure done, I'll watch her place of stand, And touching hers, make blessed my rude hand. Did my heart love till now? Forswear it, sight! For I ne'er saw true beauty till this night. 10</p> <p>TYBALT This, by his voice, should be a Montague. Fetch me my rapier, boy.</p> <p style="text-align: right;"><i>[Exit Page]</i></p> <p style="text-align: center;">What dares the slave Come hither, covered with an antic face, To fleer and scorn at our solemnity? 15 Now by the stock and honour of my kin, To strike him dead I hold it not a sin.</p> <p style="text-align: right;"><i>[Act 1 Scene 5]</i></p>
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- 8.2.1 In this scene, Romeo and his friends are at the Capulets' ball.  
Explain briefly how they came to be at this ball. (3)
- 8.2.2 Refer to lines 2 – 3 ('**It seems she ... an Ethiop's ear –**').
- (a) Identify the figure of speech used here. (1)
- (b) What does this figure of speech tell you about Juliet? (2)
- 8.2.3 Refer to lines 9 – 10 ('**Did my heart ... till this night**').  
What do these lines suggest about Romeo's character? (3)
- 8.2.4 Refer to lines 11 – 17 ('**This, by his ... not a sin**').  
Discuss Tybalt's character as revealed by these lines. (3)
- 8.2.5 Explain how this incident at the Capulets' ball leads to Tybalt's death. (3)

**AND**

8.3	PARIS	This is that banished haughty Montague, That murdered my love's cousin, with which grief It is supposed the fair creature died, And here is come to do some villainous shame To the dead bodies. I will apprehend him. <i>[Steps forth.]</i>	5
	ROMEO	Stop thy unhallowed toil, vile Montague! Can vengeance be pursued further than death? Condemnèd villain, I do apprehend thee. Obey and go with me, for thou must die. I must indeed, and therefore came I hither. Good gentle youth, tempt not a desp'rate man, Fly hence and leave me. Think upon these gone, Let them affright thee. I beseech thee, youth, Put not another sin upon my head, By urging me to fury: O be gone! By heaven, I love thee better than myself, For I come hither armed against myself. Stay not, be gone; live, and hereafter say, A madman's mercy bid thee run away.	10 15
	PARIS	I do defy thy conjuration, And apprehend thee for a felon here.	20
	ROMEO	Wilt thou provoke me? then have at thee, boy! <i>[They fight.]</i>	
<i>[Act 5 Scene 3]</i>			

- 8.3.1 Explain why Friar Lawrence's plan to prevent Juliet's forced marriage to Paris does not work. (2)
- 8.3.2 Explain why the following characters have arrived at the Capulets' tomb:
- (a) Paris (2)
- (b) Romeo (2)
- 8.3.3 Refer to lines 2 – 3 ('**with which grief ... fair creature died**').  
Does Paris really know what has happened to Juliet? Give reasons for your answer. (3)
- 8.3.4 Refer to lines 10 – 22 ('**I must indeed ... at thee, boy**').  
Describe Romeo's feelings at this point in the play. (2)
- [35]**

**OR**



**QUESTION 9: *NOTHING BUT THE TRUTH*****Essay question:**

Discuss why Siphon finds it hard to forgive Themba even after many years.

In your essay discuss the following points:

- Siphon's and Themba's experiences during childhood.
- Siphon's feelings regarding Themba's reputation as a hero of the struggle.
- Themba's affair with Siphon's wife.

**Length:** 250 – 300 words.

**[35]**

**OR**

**QUESTION 10: NOTHING BUT THE TRUTH****Contextual question:**

Read each extract from the play and answer the questions which follow. The number of marks allocated to each question should serve as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTIONS 10.1 and 10.2.

10.1	THANDO	He sure had the gift of the gab – that’s Uncle Themba. <i>[She finishes the salad.]</i> Everybody remembers him for that. Bring the tray. Tell me about your father and your mother and you, of course.	
	MANDISA	Who first? Well I was born in Camden Town, a kind of a middle-class London suburb and went to the best schools, of course. Father wanted me to study medicine – ‘There is a shortage of doctors at home.’ He always reminded us of the needs of ‘home’, South Africa. But I went to college and studied fashion design. That is why I have to be back in London by Monday or Tuesday by the latest as the London fashion shows start soon. I’ve brought some of my designs hoping to show them to some people in the business. I’ve always felt that my designs could use some African influence.	5
		<i>She puts the portfolio on the coffee table.</i>	10
	THANDO	<i>[looking at some of Mandisa’s sketches]</i> I know of someone who could be of great help to you in that regard, but she lives in Johannesburg. Her name is Nandipa Madikiza. She’s the best in the country.	15
	MANDISA	Yeah, I’ve heard about her. You must introduce me to her please!	
	THANDO	I don’t know her personally. I know of her work. But you say you have to leave by Tuesday?	20
	MANDISA	Yes. Why don’t you come with me to Johannesburg to meet her?	
	THANDO	You are not staying a little longer ... I mean to mourn?	
	MANDISA	My father died two weeks ago. I’ve done all the mourning ... I’ve got work to do now.	25
	THANDO	My father would expect us to show some respect for at least a month as children. Elderly people mourn much longer. He won’t allow me to go with you to Jo’burg.	

MANDISA	Girl! 'He won't allow you'!	
THANDO	Things are different here. This is not London. There are rules in this house. For as long as I am staying with him under his roof there are rules and they're his rules <i>[laughing]</i> . Would you like some tea?	30
<i>[Act 1 Scene2]</i>		

- 10.1.1 Refer to line 1 (**'He sure had the gift of the gab'**).  
Explain what Thando means by this statement. (2)
- 10.1.2 Explain why Themba had left South Africa. (2)
- 10.1.3 Refer to lines 6 – 8 (**'Father wanted me ... "home", South Africa'**).  
Briefly discuss Mandisa's relationship with her father. (3)
- 10.1.4 What jobs do Thando and Mandisa do? (2)
- 10.1.5 How do Thando and Mandisa differ from each other? State TWO points. (2)
- 10.1.6 Refer to line 17 (**'Her name is Nandipa Madikiza'**).  
How does Mandisa hope to benefit by visiting Nandipa Madikiza? (3)
- 10.1.7 Refer to lines 24 – 25 (**'My father died ... to do now'**).  
(a) What do these lines reveal about Mandisa's attitude to African customs and traditions? (2)  
(b) From your knowledge of the play as a whole, explain why Mandisa has this attitude. (3)
- 10.1.8 Refer to line 29 (**'Girl! "He won't allow you"!'**).  
(a) What tone does Mandisa use here? Choose from the following list:  
A angry  
B shocked  
C bitter  
D sympathetic (1)  
(b) Why does she use this tone? (2)

**AND**

10.2	SIPHO	The taking must stop. I want my son back. De Klerk must come back from wherever he is. He has to tell me who killed my son and why. I want to know what this government is going to do about it.	
	THANDO	It's not too late. The hearings are still on. No case is closed.	5
	SIPHO	I am not talking about the TRC and your amnesty hearings. I want to know now what the government, what the police are going to do about it. I want the Minister of Safety and Security to appoint a senior investigating officer to re-open Luvuyo's case. To investigate and to report back to the Attorney General that he has found the white policeman who shot my son.	10
	MANDISA	And then what?	
	THANDO	What good will that do now? Will that bring Luvuyo back?	
	SIPHO	I want him put in jail. He must be charged with the murder of Luvuyo Makhaya, the son of Mr Sipho Makhaya.	15
	MANDISA	Yes.	
	SIPHO	He must be kept in jail for months awaiting trial. The case must be heard by a black judge.	
	MANDISA	Yes.	
	SIPHO	He must have a good lawyer who must try to prove that the killing of the deceased was politically motivated.	20
	MANDISA	Exactly.	
	SIPHO	He must fail to prove that. The judge must not accept that as a good defence. The judge must find, without any doubt, that he killed my son deliberately. He killed him because he hated blacks. Then he must be found guilty. He must be sentenced to serve time in prison for killing my son.	25
<i>[Act 2 Scene 1]</i>			

- 10.2.1 Explain what had happened to Luvuyo. (2)
- 10.2.2 Whom does Sipho blame for what had happened to Luvuyo? (1)
- 10.2.3 Is Sipho justified in blaming this person for what happened to Luvuyo? Give a reason for your answer. (3)

10.2.4 Refer to line 5 (**'The hearings are still on'**).

(a) How do Sipho and Thando differ in their opinion of these hearings? (2)

(b) Explain what role Thando plays at these hearings. (2)

10.2.5 Refer to lines 5 – 27 (**'It's not too ... killing my son'**).

Discuss your view of the hearings. (3)

**TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES**

In this section there are two questions. Answer EITHER the essay question (QUESTION 11) OR the contextual question (QUESTION 12).

**EITHER**

**QUESTION 11: *THE NECKLACE: Guy de Maupassant***

**Essay question**

‘Mathilde has only herself to blame for the sad situation in which she finds herself.’

Do you agree? Discuss your view in an essay of 250 – 300 words.

In your essay consider the following points:

- Mathilde’s manipulative nature.
- Her low self-esteem.
- Mathilde’s inability to control her fantasies.

**[35]**

**OR**

**QUESTION 12: THE SILK SCARF: Ahmed Essop****Contextual question:**

Read each extract from the short story and answer the questions which follow. The number of marks allocated to each question should serve as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 12.1 and 12.2.

12.1	<p>'Have you a silk scarf that will match this dress?'</p> <p>The dress was of soft floral material with pink and magenta flowers blooming in a jade meadow. The assistant showed her several scarves, but Mrs Nebo, very particular about wearing clothes whose colours blended harmoniously, found nothing to her taste. She went from shop to shop until she came to 'Moghul Boutique' and there Mrs Nebo was shown a silk scarf by a short gaunt-looking man who still wore the antique braces he used to wear in the demolished Fourteenth Street mart of Pageview. 5</p> <p>'O this is beautiful!' Mrs Nebo cried. 'This is what I have been hunting for! Look,' she said to Margaret, 'this will match the dress perfectly.' 10</p> <p>Margaret agreed as she always agreed with whatever Mrs Nebo said, 'A pure silk scarf and very beautiful.'</p> <p>'I will take it,' Mrs Nebo said. 'How much?'</p> <p>'A hundred and ten rands, lady, and I will leave out the tax.'</p> <p>Mrs Nebo looked into her handbag, took out the money and after counting it found that she was fifteen rands short. She looked at the shopkeeper and said: 15</p> <p>'I haven't enough cash. I will give you a cheque.'</p> <p>'No, madam,' I deal strictly in cash. You can see the sign.' He pointed to a strip of cardboard which signalled in scarlet: 'No Credit. No Cheques. Cash Only'. 20</p> <p>Mrs Nebo looked at the words and felt offended immediately. Her integrity was being challenged by the fire in the letters. 'My cheques have never bounced,' she said.</p>
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12.1.1 Indicate whether the following statement is TRUE or FALSE and give a reason for your answer.

Mrs Nebo has extravagant tastes. (2)

12.1.2 Refer to lines 5 – 10 (**'She went from ... the dress perfectly'**).

What do these lines suggest about Mrs Nebo? (2)

12.1.3 Do you think Mr Sakur is justified in refusing to accept Mrs Nebo's cheque? Give a reason for your answer. (2)

12.1.4 Why is Margaret travelling with Mathilde? (1)

- 12.1.5 What is Margaret's intention in telling Mr Sakur that Mrs Nebo shops in Sandton and Rosebank? (2)
- 12.1.6 Can Margaret be trusted to give Mrs Nebo an honest opinion on anything? Quote from the extract to support your answer. (2)
- 12.1.7 Refer to lines 23 – 24 (**'My cheques have never bounced'**).  
What does this statement suggest about Mrs Nebo's financial position? (2)
- 12.1.8 Discuss Mrs Nebo's lifestyle as revealed in the story. (3)

**AND**

12.2

One of the men suggested that they should summon the gangster Akbar to deal with Mr Sakur, but the proposal was rejected as it would complicate matters. They entered the shop.	
Mr Sader spoke to Mr Sakur, gave him the money for the scarf and then addressed Mrs Nebo: 'Lady, please accept this silk scarf from the traders in the Oriental Plaza as a gift. We are here to make our customers happy. That has been our traditional business philosophy when we lived in Pageview. You will remember how the white government tore down the suburb and took it away from us. We don't have to tell you of our suffering as you also suffered in Soweto, without food, without water. Thanks for visiting the Plaza and may you and your husband always be blessed with plenty.'	5 10
Mrs Nebo smiled happily after receiving the gift and thanked the traders. Before leaving the shop she turned to Mr Sakur. 'As for people like you there will be no place for them in the new democratic South Africa.'	15

- 12.2.1 Refer to lines 1 – 2 (**'One of the men ... with Mr Sakur'**).  
Why does one of the men want Akbar to deal with Mr Sakur? (2)
- 12.2.2 Who is Mr Sader? (1)
- 12.2.3 Explain what the Oriental Plaza is. (2)
- 12.2.4 Refer to lines 6 – 7 (**'We are here to ... our customers happy'**).  
Do you think that Mr Sader does the right thing by offering Mrs Nebo the scarf as a gift? Give a reason for your answer. (2)



- 12.2.5 Refer to lines 8 – 9 (**'You will remember ... away from us'**).
- (a) Why does Mr Sader refer to Pageview and Soweto? (2)
- (b) Discuss how people like Mrs Nebo and Mr Sader suffered under the white government. (3)
- 12.2.6 How is Mrs Nebo's mood in this extract different from her mood earlier in the story? (2)
- 12.2.7 Refer to lines 15 – 16 (**"As for people ... democratic South Africa"**).
- Is Mrs Nebo justified in making this statement? Give a reason for your answer. (2)
- 12.2.8 Explain how Mr Sader is different from Mr Sakur. (3)
- TOTAL SECTION C: 35**

**OR**

**SECTION D: POETRY**

**Answer questions on ANY TWO of the prescribed poems set.  
Read each poem carefully and then answer the questions which follow.**

**QUESTION 13****The world is too much with us***William Wordsworth*

The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers:  
Little we see in Nature that is ours;

We have given our hearts away, a sordid boon!

This Sea that bares her bosom to the moon; 5

The winds that will be howling at all hours,

And are up-gathered now like sleeping flowers;

For this, for everything, we are out of tune;

It moves us not. – Great God! I'd rather be

A Pagan suckled in a creed outworn; 10

So might I, standing on this pleasant lea,

Have glimpses that would make me less forlorn;

Have sight of Proteus rising from the sea;

Or hear old Triton blow his wreathèd horn.

- 13.1 What does 'The world is too much with us' mean in the context of the poem? (1)
- 13.2 Refer to line 2 ('**Getting and spending ... waste our powers**').  
How are the 'powers' being 'wasted'? (2)
- 13.3 In the speaker's view, to what should humans be paying attention? (2)
- 13.4 The speaker gives two examples of the elements of nature that we do not notice anymore. Identify these elements. (2)
- 13.5 Refer to line 5 ('**This Sea that ... to the moon**').  
Explain how the metaphor used in this line supports the main idea of the poem. (2)
- 13.6 Do you think the speaker's view of mankind and the world would be the same if he were alive today? Discuss your response. (3)
- 13.7 Refer to lines 9 – 10 ('**It moves us ... a creed outworn**').  
Explain why the speaker would '**... rather be a Pagan suckled in a creed outworn**'. (2)

- 13.8 Complete the following sentence by choosing the correct answer from the list. Write down only the question number and the letter representing the correct answer.

Refer to line 12. The word **'forlorn'** means the same as ...

- A happy.
- B sad.
- C disappointed.
- D elated.

(1)

- 13.9 Complete the following paragraph by filling in a SINGLE WORD in each of the blank spaces. Write down the letters (a), (b), (c), (d) and (e) and the correct word next to it.

The speaker is a (a) \_\_\_\_\_ of nature. He wants people to get (b) \_\_\_\_\_ to nature and (c) \_\_\_\_\_ it. He is (d) \_\_\_\_\_ that man is only concerned about (e) \_\_\_\_\_ things.

(2 ½)

**OR**

**QUESTION 14**

<b>An abandoned bundle</b>	
<i>Mbuyiseni Oswald Mtshali</i>	
The morning mist and chimney smoke of White City Jabavu flowed thick yellow as pus oozing from a gigantic sore.	5
It smothered our little houses like fish caught in a net.	
Scavenging dogs Draped in red bandanas of blood fought fiercely for a squirming bundle	10
I threw a brick; they bared fangs flicked velvet tongues of scarlet and scurried away, leaving a mutilated corpse - an infant dumped on a rubbish heap - 'Oh! Baby in the Manger sleep well on human dung.'	15
Its mother had melted into the rays of the rising sun, her face glittering with innocence her heart as pure as untrampled dew.	20
	25

14.1 Refer to the title, '**An abandoned bundle**'.

Do you think the title of the poem is appropriate? Give a reason for your answer. (2)

14.2 Explain where and when this incident takes place. (2)

14.3 Refer to lines 1 – 8 (**'The morning mist ... in a net'**).

What do the TWO similes in the following lines suggest about life in this place?

14.3.1 'as pus oozing from a gigantic sore' (2)

14.3.2 'like fish caught in a net' (2)

14.4 Refer to line 9 (**'Scavenging dogs'**).

What does the word '**scavenging**' tell you about the dogs? (2)

14.5 Refer to line 18 (**'an infant dumped on a rubbish heap'**).

Describe your feelings when you read this line. (2½)

14.6 Refer to lines 19 – 21 (**'Oh! Baby in ... on human dung'**).

What do these lines tell you about the speaker's feelings regarding the abandoned baby? (2)

14.7 Refer to lines 22 – 25 (**'Its mother had ... as untrampled dew'**).

Do you blame the mother for her actions? Discuss your answer. (3)

**OR**

**QUESTION 15****Mending Wall***Robert Frost*

Something there is that doesn't love a wall, That sends the frozen-ground-swell under it And spills the upper boulders in the sun, And makes gaps even two can pass abreast.	
The work of hunters is another thing: I have come after them and made repair Where they have left not one stone on a stone, But they would have the rabbit out of hiding, To please the yelping dogs. The gaps I mean, No one has seen them made or heard them made, But at spring mending-time we find them there.	5
I let my neighbour know beyond the hill; And on a day we meet to walk the line And set the wall between us once again. We keep the wall between us as we go.	10
To each the boulders that have fallen to each. And some are loaves and some so nearly balls We have to use a spell to make them balance: 'Stay where you are until our backs are turned!' We wear our fingers rough with handling them.	15
Oh, just another kind of outdoor game, One on a side. It comes to little more: There where it is we do not need the wall: He is all pine and I am apple orchard. My apple trees will never get across And eat the cones under his pines, I tell him.	20
He only says, 'Good fences make good neighbours.' Spring is the mischief in me, and I wonder If I could put a notion in his head: 'Why do they make good neighbours? Isn't it Where there are cows? But here there are no cows. Before I built a wall I'd ask to know What I was walling in or walling out, And to whom I was like to give offence.	25
Something there is that doesn't love a wall, That wants it down.' I could say 'Elves' to him, But it's not elves exactly, and I'd rather He said it for himself. I see him there, Bringing a stone grasped firmly by the top In each hand, like an old-stone savage armed.	30
He moves in darkness as it seems to me, Not of woods only and the shade of trees. He will not go behind his father's saying. And he likes having thought of it so well He says again, 'Good fences make good neighbours'.	35
	40
	45

- 15.1 According to the poem, what causes the wall to collapse? (2)
- 15.2 State TWO reasons why the speaker feels the wall between him and his neighbour is not really necessary. (4)
- 15.3 Refer to lines 15 –16 (**'We keep the ... fallen to each'**).
- What do these lines suggest about the way in which the speaker and his neighbour work to mend the wall? (2)
- 15.4 Refer to line 21 (**'Oh, just another ... of outdoor game'**).
- Why does the speaker view mending the wall as 'just another kind of outdoor game'? (2)
- 15.5 Describe the relationship between the speaker and his neighbour. (2)
- 15.6 Refer to line 27 (**'He only says ... make good neighbours'**).
- Do you agree with the neighbour's view that 'good fences make good neighbours'? Give reasons for your answer. (3)
- 15.7 Refer to lines 40 – 45 (**'In each hand ... make good neighbours'**).
- What do these lines tell you about the character of the neighbour? (2½)

**OR**

**QUESTION 16****My parents kept me from children who were rough***Stephen Spender*

My parents kept me from children who were rough  
 Who threw words like stones and who wore torn clothes.  
 Their thighs showed through rags. They ran in the street  
 And climbed cliffs and stripped by the country streams.

I feared more than tigers their muscles like iron 5  
 Their jerking hands and their knees tight on my arms.  
 I feared the salt coarse pointing of those boys  
 Who copied my lisp behind me on the road.

They were lithe, they sprang out behind hedges 10  
 Like dogs to bark at my world. They threw mud  
 While I looked the other way, pretending to smile.  
 I longed to forgive them, but they never smiled.

- 16.1 Refer to lines 1 – 4 (**'My parents kept ... wore torn clothes'**).  
 Discuss the background from which the children came. (3)
- 16.2 Refer to line 2 (**'Who threw words ... wore torn clothes'**).
- 16.2.1 Identify the figure of speech in **'who threw words like stones'**. (1)
- 16.2.2 Is this figure of speech effective? Give a reason for your answer. (2)
- 16.3 Indicate whether the following statement is TRUE or FALSE. Justify your answer.  
 The speaker did not join the other children in their games because he did not like them. (3)
- 16.4 Name any TWO nasty things the children did to the speaker. (2)
- 16.5 Refer to lines 5 – 6 (**'I feared more ... on my arms'**).  
 Explain what the speaker feared about the children. (2)
- 16.6 Refer to line 10 (**'Like dogs to ... at my world'**).  
 Describe the world from which the speaker came. (2½)



16.7 Refer to line 12 ('I longed to ... they never smiled').

Why, do you think, did the children who were rough not smile back at the speaker? (2)

**TOTAL SECTION D: 35**

**GRAND TOTAL: 70**