



**LIMPOPO**

PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

**DEPARTMENT OF EDUCATION**

**LEBOWAKGOMO DISTRICT**

**GRADE 12**

**PRE TRAIL**

**ENGLISH FIRST ADDITIONAL LANGUAGE**

**QUESTION PAPER**

**AUGUST 2017**

**MARKS: 70**

**TIME: 2 hours**

## INSTRUCTIONS AND INFORMATION

Please read this page carefully before you begin to answer questions.

1. This question paper consists of FOUR sections. (see table of contents below)
2. Schools studying Novels and/or Romeo and Juliet should set their own questions.

<b>SECTION A : NOVEL</b>		<b>(Answer any ONE question for this section)</b>		
<b>QUESTION NO.</b>	<b>QUESTION</b>	<b>MARKS</b>	<b>PAGE NO.</b>	
1. Cry, the beloved country	Contextual	35		
2. Strange case of Dr. Jekyll and Mr. Hyde	Contextual	35		
<b>OR</b>				
<b>SECTION B: DRAMA</b>		<b>(Answer any ONE question from this section)</b>		
3. My Children! My Africa!	Contextual	35		
4. Shakespeare 2000 Macbeth	Contextual	35		
<b>OR</b>				
<b>SECTION C: SHORT STORIES</b>		<b>(Answer the questions set on BOTH extracts)</b>		
5.1. Doll's House	Contextual	17		
5.2. The Fur Coat	Contextual	18		
<b>OR</b>				
<b>SECTION D: POETRY</b>		<b>(Answer the questions set on BOTH poems)</b>		
6.1. A Poem	Contextual	17		
6.2. Everything Has Changed	Contextual	18		

3. Follow the instructions at the beginning of each section carefully.
4. Number your answers exactly as the questions have been numbered in the question paper.
5. Start each section on a NEW page.
6. Write neatly and legibly
7. Spend approximately 60 minutes on each section.

## SECTION A : NOVEL

In this section, questions are set on the following two novels:

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *STRANGE CASE OF DR. JEKYLL AND MR. HYDE* by Robert Louis Stevenson

Answer ONE question on the novel you have studied.

### QUESTION 1: Cry, the beloved Country [MARKS: 35]

Read the following extracts (EXTRACTS A and B) from the novel and answer the questions that follow

#### 1.1. EXTRACT A

Read the following 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.

There is a lovely road that runs from Ixopo into the hills. These hills are grass-covered and rolling, and they are lovely beyond any singing of it. The road climbs seven miles into them, to Carisbrooke; and from there, if there is no mist, you look down on one of the fairest valleys of Africa. About you there is grass and bracken and you may hear the forlorn crying of the titihoya, one of the birds of the veld. Below you is the valley of the Umzimkulu, on its journey from the Drakensberg to the sea; and beyond and behind the river, great hill after great hill; and beyond and behind them, the mountains of Ingeli and East Griqualand.	1 5
The grass is rich and matted, you cannot see the soil. It holds the rain and the mist, and they seep into the ground, feeding the streams in every kloof. It is well-tended, and not too many cattle feed upon it; not too many fires burn it, laying bare the soil. Stand unshod upon it, for the ground is holy, being even as it came from the Creator. Keep it, guard it, care for it, for it keeps men, guards men, cares for men. Destroy it and man is destroyed.	10 15
Where you stand the grass is rich and matted, you cannot see the soil. But the rich green hills break down. They fall to the valley below, and falling, change their nature. For they grow red and bare; they cannot hold the rain and mist, and the streams are dry in the kloofs. Too many cattle feed upon the grass, and too many fires have burned it. Stand shod upon it, for it is coarse and sharp, and the stones cut under the feet. It is not kept, or guarded, or cared for, it no longer keeps men, guards men, cares for men. The titihoya does not cry here.	20

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

COLUMN A	COLUMN B
(a) Arthur Jarvis	A. Stayed at the Mission House in Sophiatown.
(b) Father Vincent	B. Mary's brother.
(c) John Harrison	C. Mary's father.
(d) Mr Carmichael	D. He was an engineer
	E. He defended Absalom <i>pro deo</i> .
	F. Lived at High Place, in the hills above Ndotsheni.

- (4)
- 1.1.2 Refer to line 2. Explain what is meant by “They are lovely beyond any singing of it”. (1)
- 1.1.3 Refer to lines 2-3 (1)
- “The road climbs seven miles into them...” (1)
- (a) Identify the figure of speech. (1)
- (b) Explain how the figure of speech contributes to the meaning of the expression.
- 1.1.4 Find a word in paragraph one which means “Pitifully sad, abandoned and lonely” (1)
- 1.1.5 Explain why the following statement is not true: (1)
- From Carisbrooke, one can always see one of the fairest valleys of Africa.
- 1.1.6 Refer to paragraph two. (1)
- Quote a four letter phrase which indicates that one can be barefoot on the hills.
- 1.1.7 This introductory passage contrasts the rolling grass covered hills and the red and bare ones in the valley. Give two other examples of contrast that are found in the novel. (4)
- 1.1.8 Identify and discuss the theme revealed in lines 16 -21. (3)

**/17/**

## 1.2. EXTRACT B

The truth is that our Christian civilization is riddled through and through with dilemma. We believe in the brotherhood of man, but we do not want it in South Africa. We believe that God endows men with diverse gifts, and that human life depends for its fullness on their employment and enjoyment, but we are afraid to explore this belief too deeply. We believe in help for the underdog, but we want him	1 5
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to stay under. And we are therefore compelled, in order to preserve our belief that we are Christian, to ascribe to Almighty God, Creator of Heaven and Earth, our own human intentions, and to say that because He created white and black. He gives the Divine Approval to any human action that is designed to keep black men from advancement.

10

We go so far as to credit Almighty God with having created black men to hew wood and draw water for white men. We go so far as to assume that He blesses any action that is designed to prevent black men the full employment of the gifts He gave them. Alongside of these very arguments we use others totally inconsistent, so that the accusation of repression may be refuted. We say we withhold education because the black child has not the intelligence to profit by it; we withhold opportunity to develop gifts because black people have no gifts we justify our action by saying that it took us thousands of years to achieve our own advancement, and it would be foolish to suppose that it will take the black man any lesser time, and that therefore there is no need for hurry.

15

20

We shift our ground again when a black man does achieve something remarkable, and feel deep pity for a man who is condemned to the loneliness of being remarkable, and decide that it is a Christian kindness not to let black men become remarkable. Thus even our God becomes a confused and inconsistent creature, giving gifts and denying them employment. Is it strange then that our civilization is riddled through and through with dilemma? The truth is that our civilization is not Christian; it is a tragic compound of great ideal and fearful practice, of high assurance and desperate anxiety, of loving charity and fearful clutching of possessions. Allow me a minute...

25

- 1.2.1 This text is the last part of a manuscript written by Arthur Jarvis and was read by James Jarvis. Now answer the following questions: (4)
- (a) When did Arthur write this text?
  - (b) Why does the text end in mid-sentence?
  - (c) When did Jarvis read the manuscript?
  - (d) Where was Jarvis when he read it
- 1.2.2 Choose the correct answer. Write the letter (A-D), next to the question number. In the following sentence, the underlined word means . “We believe that God endows men with diverse gifts,…” (1)
- A. Difficult.
  - B. Deficient
  - C. Different
  - D. Divine
- 1.2.3 Refer to lines 5 – 6  
“We believe ... stay under”.
- (a) According to your knowledge of the novel, who is the “we” mentioned here? (1)
  - (b) Who is the underdog? (1)
  - (c) Give two examples of “keeping the underdog under” as revealed in this part of the manuscript. (2)
- 1.2.4 Refer to the manuscript above.  
Write down TWO character traits of Arthur Jarvis. (2)
- 1.2.5 After reading this extract, would you say that life in South Africa has changed since 1948? Explain fully. (4)
- 1.2.6 Refer to lines 26 – 27  
“The truth is that our civilization is not Christian;…”  
Do you agree with the assertion above? Discuss your views. (3)

**/18/**

## QUESTION 2: Strange case of Dr. Jeckyll and Mr Hyde [MARKS: 35]

Read the following 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.

Read the following extracts (EXTRACTS C and D) from the novel and answer the questions that follow

### 2.1 EXTRACT C

Jekyll wants to be left alone

"I have been wanting to speak to you, Jekyll," began the latter. "You know that will of yours?" 1

A close observer might have gathered that the topic was distasteful; but the doctor carried it off gaily. "My poor Utterson," said he, "you are unfortunate in such a client. 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. O, 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." 5

"You know I never approved of it," pursued Utterson, ruthlessly disregarding the fresh topic. 10

"My will? Yes, certainly, I know that," said the doctor, a trifle sharply. "You have told me so."

"Well, I tell you so again," continued the lawyer. "I have been learning something of young Hyde." 15

The large handsome face of Dr Jekyll grew pale to the very lips, and there came a blackness about his eyes. "I do not care to hear more," said he. "This is a matter I thought we had agreed to drop."

"What I heard was abominable," said Utterson.

"It can make no change. You do not understand my position," returned the doctor, with a certain incoherency of manner. "I am painfully situated, Utterson; my position is a very strange – a very strange one. It is one of those affairs that cannot be mended by talking." 20

Jekyll, "said Utterson, "you know me: I am a man to be trusted. Make a clean breast of this in confidence; and I make no doubt I can get you out of it." 25

[Chapter 3, pp. 22-23]

- 2.1.1 Choose a description in COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number [3.1.1(a) – 3.1.1(d)].

COLUMN A	COLUMN B
(a). Mr Poole	A. The former owner of Dr Jekyll’s surgery.
(b). Mr Guest	B. Provides Dr Jekyll with the transforming draught.
(c). Edward Hyde	C. Calls Utterson to come to rescue Dr Hyde.
(d). Dr Denman	D. A small man who pays Dr Lanyon a midnight visit
	E. Handwriting specialist.

(4)

- 2.1.2 State the part of the will that Utterson wants to discuss with Jekyll and why. (2)

- 2.1.3 Refer to lines 4-6 ("My poor Utterson ...he called my scientific heresies).

(a). Give ONE word which best describes Jekyll’s tone in these lines. (1)

(b). Explain why Jekyll thinks this tone is appropriate when he addresses Utterson. (2)

- 2.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number [1.1.4(a)]

Study lines 5–9 ("unless it were that hide-bound ...any man than Lanyon.") closely and choose the word the best describes **Jekyll’s assessment** of Dr Lanyon character.

It is a/an \_\_\_\_\_ assessment.

- A. honest
- B. biased (1)
- C. patronising
- D. treacherous

- 2.1.5 Quote ONE incident from the story to suggest that despite his disapproval of Lanyon’s conduct, Jekyll still respects Lanyon’s professionalism. (1)

- 2.1.6 Refer to line 12–13 ("My will? Yes, certainly ... You have told me so."). When Utterson changes the topic to talk about the will, Jekyll’s mood swings instantly to that of \_\_\_\_\_ shown in the above quoted lines. (1)

- 2.1.7 Briefly explain how Hyde’s appearance compares to the “large handsome face” of Jekyll? (1)

- 2.1.8 Explain the irony of Utterson’s insistence on getting Jekyll to remove Hyde

- from the will. (2)
- 2.1.9 Refer to line 19 ("What I heard was abominable ...").  
Mention TWO incidents that make Hyde an undesirable character. (2)
- 2.1.10 Which Victorian concept does Utterson evoke in lines 24–25 (Jekyll... get you out of it.)? (1)
- [18]

## 2.2 EXTRACT D

Dr Lanyon witnesses Jekyll's transformation

"O God!" I screamed, and "O God!" again and again; for there before my eyes pale and shaken, and half fainting, and groping before him with his hands, like a man restored from death – there stood Henry Jekyll!	1
What he told me in the next hour, I cannot bring my mind to set on paper. I saw what I saw, I heard what I heard, and my soul sickened at it; and yet now when that sight has faded from my eyes, I ask myself if I believe it, and I cannot answer. My life is shaken to its roots; sleep has left me; the deadliest terror sits by me at all hours of the day and night; and I feel that my days are numbered, and that I must die; and yet I shall die incredulous.	5
As for the moral turpitude that man unveiled to me, even with tears of penitence, I cannot, even in memory, dwell on it without a start of horror. I will say but one thing, Utterson, and that (if you can bring your mind to credit it) will be more than enough. The creature who crept into my house that night was, on Jekyll's own confession, known by the name of Hyde and hunted for in every corner of the land as the murderer of Carew.	10
Hastie Lanyon.	15
[Chapter 9, p. 68]	

- 2.2.1 (a). Using your own words, discuss the experience that Jekyll goes through in transforming himself from Hyde to Jekyll and vice versa. (2)
- (b). Which of the two transforming acts becomes easier and involuntary later in his life? (1)
- 2.2.2 Quote FIVE consecutive words from the first five lines of the extract to prove that the following statement is FALSE:

- Doctor Lanyon enjoyed watching the transformation of Edward Hyde into Doctor Henri Jekyll. (1)
- 2.2.3 Refer to line 6 (“I ask myself if I believe it, and I cannot answer.”)  
(a). Which one word used by Jekyll explains why Lanyon finds it difficult to believe what he has just seen? (1)  
(b). Why would you validate (justify) this labelling of Lanyon by Jekyll? (2)
- 2.2.4 Refer to line 7 (“sleep has left me ...”).  
(a). Identify the figure of speech used in the above quotation. (1)  
(b). Explain how this figure of speech adds to the description of the state of Lanyon’s mind at this moment. (2)
- 2.2.5 Following this transforming incident, Lanyon does not live long. Suggest the possible cause of his death. (1)
- 2.2.6 Which ONE word from lines 10–16 suggests that Lanyon considers the transforming incident a scientific heresy? (1)
- 2.2.7 Discuss how the name Hastie Lanyon (line 16) justifies the use of the first person narrative form in the above extract instead of the third person narrative form used in most of the parts of the book. (2)
- 2.2.8 Identify and discuss ONE theme of the novel that becomes evident in the above extract. (3)
- [17]

**TOTAL SECTION C: 35**

## SECTION B: DRAMA

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

*MY CHILDREN! MY AFRICA* by Athol Fugard

*SHAKESPEARE 2000 MACBETH* by W. G. Saunders

Answer questions on the drama you have studied.

### QUESTION 3: MY CHILDREN! MY AFRICA

Read the following **extracts (E and F)** from *My Children! My Africa* by Athol Fugard and answer the questions that follow.

#### 3.1. EXTRACT E

Mr M's dream team of Thami and Isabel

Isabel	Your Thami wants a return bout, does he?	1
Mr M	He will certainly welcome the opportunity to salvage his pride when it comes along ... his friends are teasing him mercilessly ... but what I have come to talk about is a prospect even more exciting than that. I have just seen Miss Brockway and she has given it her official blessing. It was her suggestion that I approach you directly. So here I am. Can you spare a few minutes?	5
Isabel	As many as you like.	
Mr M	It came to me as I sat there in Number One trying to be an impartial referee while you and Thami went for each other hammer and tongs, no holds barred and not quarter given or asked. I don't blame our audience for being so unruly. Once or twice I felt like doing some shouting myself. What a contest! But at the same time, what a waste, I thought! Yes, you heard me correctly! A waste! They shouldn't be fighting each other!	10 15
	If the sight of them as opponents is so exciting, imagine what it would be like if they were allies. If those two stood side by side, if they joined forces, they could take on anybody ... and win! For the next few days that is all I could think of. It tormented me. When I wrote my report about the debate in the school diary, that was the last sentence. "But oh! What a waste!"	20
(Act 1, Scene 3)		

- 3.1.1 Choose a description in COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number [3.1.1(a) – 3.1.1(d)].

COLUMN A	COLUMN B
(a). Mr Pienaar	A. Teacher and humanitarian activist
(b). Samuel	B. The Mayor of Camdeboo
(c). Anela Myalatya	C. Brakwater’s leading political activist.
(d). Mr Dawid Grobbelaar	D. The Inspector of Bantu Schools
	E. A staunch supporter of the Zionist Church

(4)

- 3.1.2 Write the name of the school where the bout referred to in line 1 took place. (1)

- 3.1.3 Based on your knowledge of the drama as a whole, suggest what Thami’s friends would be teasing him about. (2)

- 3.1.4 Which one prospect is Mr M talking to Isabel about? (1)

- 3.1.5 Refer to lines 5–7 (“I have just seen Miss Brockway ... spare a few minutes?”).

What clue do these lines give about the contrasting characters of Mr M and Miss Brockway as teachers? (2)

- 3.1.6 Refer to line 13 (“What a contest?”)

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

Mr M’s tone can best be described as ...

- A. appreciation
- B. shock
- C. disgust
- D. scornful

(1)

- 3.1.7 Refer to lines 13-15 (“Once or twice I felt ... be fighting each other!”).

How do you think Mr M would have said these words? Give a reason for your answer. (2)

- 3.1.8 Explain the irony of the name “Number One” (line 9) (2)

- 3.1.9 Discuss your views on the significance of the use of the language of combat (fighting) in the above extract. (3)

**/18/**

### 3.2. EXTRACT F

Thami tries to stop Mr M from ringing the school bell.

Thami	[ <i>Quietly</i> ] stop ringing that bell Mr M!	1
Mr M	Why? It's only the school bell, Thami. I thought you liked the sound of it. You once told me that it was almost as good as music ... don't you remember?	
Thami	You are provoking the Comrades with it.	
Mr M	No Thami. I am summoning the Comrades with it.	5
Thami	They say you are ringing the bell to taunt them. You are openly defying the boycott by being here in the school.	
Mr M	I ring this bell because according to my watch it is school time and I am a teacher and those desks are empty! I will go on ringing it as I have been doing these past two weeks, at the end of every lesson. And you can tell the Comrades that I will be back here ringing it tomorrow and the day after tomorrow and for as many days after that as it takes for this world to come to its senses. Is that the only reason you've come? To tell me to stop ringing the school bell?	10
Thami	No.	15
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 these ... [ <i>The stone in his hand</i> ] No, you don't need me for lessons in stone-throwing either. You've already got teachers in those revolutionary subjects, haven't you?	20

[Act 2, scene 3]

- 3.2.1 Give a brief picture of the situation that makes Thami ask Mr M to stop ringing the school bell. (1)
- 3.2.2 Refer to line 2 ("It's only the school bell, Thami.").  
Do you agree with the view that Mr M expressed about the school bell? Give a reason for your answer. (2)
- 3.2.3 Refer to line 5 ("I am summoning the Comrades with it").
- (a). Who are the Comrades referred to in the above quoted line? (1)
- (b). If Mr M is summoning the Comrades, which transgression (wrongdoing) does he think they have committed? (1)

- 3.2.4 Explain why the following statement is, in the context of the play, FALSE.  
Thami has lost interest in education. (1)
- 3.2.5 Refer to lines 8-9 (“I ring this bell because ... those desks are empty!”)  
Explain why the desks are empty and why Mr M is worried about this. (2)
- 3.2.6 Lines 11-13 (“And you can tell ... come to its senses.”) reveal Mr M’s  
determination to bring about change.
- (a). Suggest any TWO of the changes that Mr M works towards achieving. (2)
- (b). Explain how his ideas about change clash with those of the Comrades. (1)
- 3.2.7 According to lines 13-15, stopping Mr M from ringing the bell is not the only  
reason why Thami is at the school. Suggest the other reason. (1)
- 3.2.8 In the end Mr M is killed. Who of the following people, namely Thami, Isabel,  
and Mr M himself, would you blame for Mr M’s death and why? (2)
- 3.2.9 Identify and discuss ONE theme of the play which is evident in this extract. (3)
- /17/**

## QUESTION 4: MACBETH

Read the following **extracts (G and H)** from Shakespeare 2000 *Macbeth* by W.G. Saunders and answer the questions that follow.

### 4.1 EXTRACT G

LADY M	That which has made them drunk has made me bold What had quenched them hath given me fire. Hark! Peace! It was the owl that shrieked, the fatal bellman, Which gives the stern'st good-night. He is about it; The doors are open, and the surfeited grooms Do mock their charge with snores. I have drugged their possets, That death and nature do contend about them, Whether they live or die.	1     5
MACBETH LADY M	(within) Who's there? What, ho! Alack, I am afraid they have awaked And 'tis not done. The attempt and not the deed Confounds us. Hark! I laid their daggers ready, He could not miss 'em. Had he not resembled My father as he slept, I had done 't.	10
	<i>Enter Macbeth,</i> My husband!	15
MACBETH LADY M	I have done the deed. Didst thou not hear a noise? I heard the owl scream and the crickets cry. Did you not speak?	
MACBETH LADY M	When? Now.	20
MACBETH LADY M	As I descended? Ay.	
MACBETH LADY M	Hark! Who lies i'th' second chamber? Donalbain.	25
MACBETH LADY M	(looking on his hand) This is a sorry sight. A foolish thought, to say a sorry sight.	

- 4.1.1. Choose a description in 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)].

COLUMN A	COLUMN B
(a). Owl	A. nobleman of Scotland
(b). dagger	B. Duncan’s son
(c). Macbeth’s castle	C. an animal
(d). Donalbain	D. symbol of death
	E. sword
	F. Iverness

- 4.1.2 Refer to line 1. (“That which .....me bold”). (4)
- (a) Who are the ‘them’ referred to in line 1? (1)
- (b) What has actually made them drunk? (1)
- (c) Why did Macbeth want to be bold at that time? (2)
- 4.1.3. Refer to line 4 (“He is about it;”)  
Explain what Lady Macbeth is referring to in this line. (1)
- 4.1.4. Refer to line 6 (“I have drugged their possets,”) (1)  
Give a reason why Lady Macbeth ‘drugged their possets’.
- 4.1.5. How do we know that Macbeth was not addressing Lady Macbeth in line 9 (“Who’s there? What, ho!”)? (1)
- 4.1.6. Refer to line 12 (“Hark! I laid....ready”) (2)  
Give two reasons why Lady Macbeth “laid their daggers ready”.
- 4.1.7. Refer to line 16 (“I have done the deed”)
- (a) What Macbeth is saying suggests he is making a ..... (1)
- A. Confession
- B. Concession
- C. Conclusion
- D. Confirmation
- (b) Substantiate your selection in 4.1.7. (a) above (1)
- 4.1.8. Refer to lines 26 – 27 (“This is a .....a sorry sight”).
- (a) Explain why Macbeth referred to his hands as being ‘a sorry sight’? (1)
- (b) Why did Lady Macbeth admonish that thought in line 27? (2)

**/18/**

## 4.2 EXTRACT H

		<i>Lennox enters</i>	
LENNOX	What's your grace's will?		1
MACBETH	Saw you the Weird Sisters?		
LENNOX	No, my lord.		
MACBETH	Came they not by you?		
LENNOX	No, indeed my lord.		5
MACBETH	Infected be the air whereupon they ride, And damned all those that trust them! I did hear The galloping of horse; who was't came by?		
LENNOX	'Tis two or three, my lord, that bring you word Macduff is fled to England		10
MACBETH	Fled to England!		
LENNOX	Ay, my good lord.		
MACBETH	(aside) Time, thou anticipated my dread exploits. The flighty purpose never is o'ertook Unless the deed go with it; from this moment The very firstlings of my heart shall be The firstlings of my hand. And even now, To crown my thoughts with acts, be it thought and done; The castle of Macduff I will surprise, Seize upon Fife, give to the edge of the sword His wife, his babes, and all unfortunate souls That trace him in his line. No boasting like a fool, This deed I'll do before this purpose cool! But no more sights! Where are these gentlemen? Come, bring me where they are.		15
		Exteunt.	20
			25

- 4.2.1. Who is Lennox? (1)
- 4.2.2. Why does Lennox address Macbeth as 'my lord'? (1)
- 4.2.3. Why does Macbeth refer to the three women as 'weird'? (1)
- 4.2.4. Based on your knowledge of the story, why did Macbeth want to see these  
Weird Sisters'? (2)
- 4.2.5. Refer to lines 6-7 ('Infected be the air.....that trust them!')
- (a) What is Macbeth's attitude towards the Weird Sisters" after their second  
meeting? (1)
- (b) Briefly explain the reason for this attitude. (1)
- 4.2.6. Based on earlier scenes, suggest two reasons why he wanted Macduff to be  
killed? (2)
- 4.2.7. What vow does he make after Macduff's escape to England? (2)
- 4.2.8. Refer to lines 17-23 ("The very firstlings .....purpose cool!")
- (a) What does what Macbeth says reveal about his state of mind? (2)
- (b) In your view why did he speak his lines 'aside' rather than converse  
with Lennox? (2)
- 4.2.9. In your view, are the 'Weird Sisters' to blame for the crisis in Scotland?  
Support your answer. (2)

**/17/**

**TOTAL SECTION B: 35**

## SECTION C: SHORT STORIES

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

- 'DOLL'S HOUSE' by Nadine Gordimer
- 'THE FUR COAT' by Buchi Emechata

### QUESTION 5:

Read the **extracts (I and J)** from the TWO short stories below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

#### 'DOLL'S HOUSE'

##### 5.1. EXTRACT I

"Kezia."	1
It was Aunt Beryl's voice. They turned round. At the back door stood Aunt Beryl, staring as if she couldn't believe what she saw.	
"How dare you ask the little Kelveys into the courtyard!" said her furious cold voice. "You know as well as I do, you're not allowed to talk to them. Run away, children, run away at once. And don't come back again," said Aunt Beryl. And she stepped into the yard and shooed them out as if they were chickens.	5
"Off you go immediately!" she called, cold and proud.	
They did not need telling twice. Burning with shame, shrinking together, Lil huddling along like her mother, our Else dazed, somehow they crossed the big courtyard and squeezed through the white gate. "Wicked, disobedient little girl!" said Aunt Beryl bitterly to Kezia, and she slammed the doll's house to.	10
The afternoon had been awful. A letter had come from Willie Brent, a terrifying, threatening letter, saying if she did not meet him that evening in Pulman's Bush, he'd come to the front door and ask the reason why!	15
But now she had frightened those little rats of Kelveys and given Kezia a good scolding, her heart felt lighter. That ghastly pressure was gone. She went back to the house humming.	
When the Kelveys were well out of sight of Burnells', they sat down to rest on a big red drainpipe by the side of the road. Lil's cheeks were still burning; she took off the hat with the quill and held it on her knee.	20
Dreamily they looked over the hay paddocks, past the creek, to the group of wattles where Logan's cows stood waiting to be milked. What were their thoughts?	
Presently our Else nudged up close to her sister. But now she had forgotten the cross lady. She put out a finger and stroked her sister's quill; she smiled her rare smile.	
"I seen the little lamp," she said softly.	25
Then both were silent once more.	

5.1.1. Fill in the missing information with the relevant answers below:

The doll's house is a \_\_\_(i)\_\_\_\_\_, representing the world of the \_\_\_(ii)\_\_\_\_\_. The \_\_\_(iii)\_\_\_\_\_ in the story represents a little bit of \_\_\_(iv)\_\_\_\_\_, and thus gives the little Kelvey's girls \_\_\_(v)\_\_\_\_\_.

House, lamp, hope, microcosm, rich, kindness, washerwoman, cruelty,
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(5)

5.1.2. Which theme is evident in the following line:

"You know as well as I do, you're not allowed to talk to them." (1)

5.1.3. Quote ONE WORD in the first eight lines of the extract which indicates that the little girls were treated like little fools. (1)

5.1.4. Which figure of speech, besides alliteration, is used in this line:

"she called, cold and proud." (2)

5.1.5. Why is Kezia called "Wicked, disobedient little girl."? (2)

5.1.6 Say why the following observation is true:

The young Kezia personifies the little lamp in the doll's house. (3)

5.1.7. What interested our Else most, in the doll's house? (1)

5.2.8 Do you think it is fair for people to discriminate against others? Give a reason for your answer. (2)

TOTAL

***/17 /***

**AND**

## 'THE FUR COAT'

### 5.2. EXTRACT J

'Good! Good! That's settled. Now, the question is: shall we or shall we not purchase a fur coat? Now! What is to be said for a fur coat? He marked off the points on his fingers. 'Number one: it is warm. Number two; it will keep you from getting cold. Number three...'	1
Molly jumped up, let a scream out of her, and hurled the basket of mending at him.	5
"Stop it! I told you I don't want a fur coat! And you don't want me to get a fur coat! You're too mean, that's what it is! And like all the Irish, you have a peasant streak in you. You're all alike, every bloody wan of ye. Keep your rotten fur coat. I never wanted it.....'	10
And she ran from the room sobbing with fury and disappointment.	
'Mean' gasped Maguire to himself. 'To think that anybody could say that I ... Mean!'	
She burst open the door to sob:	
'I'll go to the garden party in a mackintosh. And I hope that will satisfy you!' and ran out again.	15
He sat miserably at his table, cold with anger. He murmured the hurtful word over and over, and wondered could there be any truth in it. He added ten yards to the pier. He then reduced the ten to five, and then, seeing what he has done, swept the whole thing off the table.	20

- 5.2.1. What is meant by a fur coat in the extract? (1)
- 5.2.2. What was the significance of the fur coat in the setting? (2)
- 5.2.3. What is meant by 'mean' in the context? (1)
- 5.2.4. Refer to the following statement on line 9:  
'You are all alike, every bloody wan of ye'
- (a) Who are the 'all' being referred to? (1)
- (b) Explain, using your own words, in what way they all are 'alike'? (2)
- (c) Why did the writer use the spelling "...wan of ye..." which is not conventional English writing? (1)
- 5.2.5. What is the mood in this extract? Give a reason for your answer. (2)
- 5.2.6. Refer to the following statement in line 15  
"And I think that will satisfy you!"

- Explain why this statement can be viewed as sarcastic? (1)
- 5.2.7. (a) In the development the plot, this extract signifies the ..... of the story. (1)
- A. rising action
  - B. climax
  - C. falling action
  - D. denouement
- (b) Support your answer in 5.2.7 (a) above. (1)
- 5.2.8. What is revealed about Paddy's character in this extract? Mention TWO traits. (2)
- 5.2.9. Which of the two characters do you empathize with in this story? Give a reason for your answer. (2)
- TOTAL **/18/**

**TOTAL SECTION C: 35**

## SECTION D: POETRY

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

- 'A Poem' by Barolong Seboni
- 'Everything has changed (except graves)' by Mzi Mahola

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

Poem by Barolong Seboni

1	We do not need
2	these jiggered words
3	that dig a trench between us
4	each time they are uttered <sup>3</sup>
5	those epithets
6	sharp like spokes
7	that pierce the heart when spoken
8	there is no room in my cup
9	for these acidic words of sarcasm
10	that corrode my sensitivity
11	these cold and icy terms tossed
12	to deaden the heart
13	venomous words
14	from your serpentine tongue
15	that infect the feeling
16	Let us speak, love
17	in gentler tones
18	timid as the lamb
19	is soft
20	woolly words
21	worn to stand strong against the
22	cold-bitterness of the world

23	Better still
24	Let us search in our speech
25	for words deep as the soul is still
26	that will spell our thoughts
27	in silence of our smile <sup>11</sup>

- 6.1.1. The word “we” is used in line 1. Who does it refer to? (1)
- 6.1.2. Refer to stanza 3. “there is no room in my cup ... that corrode my sensitivity “
- (a) Discuss the change of tone in this stanza. How different is it from stanza 1? (2)
- (b) Which word in the same stanza does the word ‘corrode’ reinforce? (1)
- 6.1.3. Comment on the use of the words in line 11 “cold and icy terms .... “ (1)
- 6.1.4. Refer to line 14 “from your serpentine tongue”
- (a). Identify the figure of speech used in the above line. (1)
- (b). What is its effect? (2)
- 6.1.5. The poet’s love language appears to be different from that of his lover. Substantiate that with reference to the poem. (1)
- 6.1.6. Refer to line 16 -18 “ Let us speak ... timid as the lamb”  
Comment on the comparison to the lamb in this sentence (2)
- 6.1.7. Refer to lines 20-21 (“woolly words worn”)
- (a). Which sound device is used in this sentence line? (1)
- (b). How does it add to the validity of the Poet’s argument? (2)
- 6.1.8. Refer to line 20. “The cold-bitterness of the world” and complete the sentence below:  
Figuratively these words might also be referring to ..... (1)
- 6.1.9. Mention one of the ways the poet thinks might bring a solution to their problem. (1)
- 6.1.10. Complete the following sentence with an appropriate answer  
The theme that is brought forth is problem of the use of \_\_\_\_\_ (1)  
words

**/17/**

**AND**

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

**Everything has changed (except graves) – Mzi Mahola**

1. I stood at the ruins
2. of my former school
3. where I was patiently moulded;
4. wild plants own every space now:
5. my soul was paralyzed.
6. What happened to the roofs
7. the doors and the windows?
8. Can these dumb lovely walls
9. still recognize me?
10. Everything has changed;
11. the ground where we ran and laughed
12. and the corner of the playground
13. where I pummeled a schoolmate almost to pulp
14. are scarfed with wattle
15. to conceal my shame.
16. A short distance away
17. stands a renovated Church
18. (a Dutch Reformed formerly,
19. now a Methodist)
20. embraced by a mute little cemetery
21. the claims the past
22. (the dividing fence has vanished)
23. Though growth strangles it to near extinction;
24. Cold names of departed whites
25. who were part of this community
26. and made monumental contributions
27. are etched on the headstones.
  
28. Sometimes whites come her
29. *to clean and put to put flowers*
30. *on their family graves;*
31. a voice whispers next to me
32. but I do not recognize its face
33. because Lushington has changed
34. except the graveyard.

- 6.2.1 Refer to lines 1- 4
- (a) What is the 'ruins' in line 1? (1)
  - (b) Explain what 'patiently moulded' in line 3 suggests about teachers in the speaker's past. (2)
  - (c) What do the 'wild plants' suggest about the school yard? (2)
- 6.2.2 What is the significance of the rhetorical question the speaker uses in lines 6-7 (2)
- 6.2.3 Explain the effect of the repetition of the title of the poem in line 10. (2)
- 6.2.4 Explain why the grounds are 'scarfed' in line 14. (2)
- 6.2.5 Identify the figure of speech used in line 20 and also explain its link with the cemetery. (2)
- 6.2.6 Explain the use of italics in 29-30. (1)
- 6.2.7 The poem describes a man looking at his old school:
- (a) What is his feeling and mood? (1)
  - (b) Give reasons for your answer. (1)
  - (c) Explain the importance of the graveyard in the poem. (2)
- /18/**

**TOTAL SECTION D: 35**

**GRAND TOTAL: 70**