



Province of the  
**EASTERN CAPE**  
EDUCATION



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2022**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**MARKS: 70**

**TIME: 2½ hours**

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This question paper consists of 26 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.

## TABLE OF CONTENTS

<b>SECTION A: NOVEL</b>			
Answer ANY ONE question.			
	<b>QUESTION NO.</b>	<b>MARKS</b>	<b>PAGE</b>
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	<b>OR</b>		
2.	<i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	8
<b>SECTION B: DRAMA</b>			
Answer ANY ONE question on the drama you have studied.			
3.	<i>Macbeth</i>	35	12
	<b>OR</b>		
4.	<i>My Children! My Africa!</i>	35	16
<b>SECTION C: SHORT STORIES</b>			
Answer questions set on <b>BOTH</b> short stories.			
5.1	'Next door'	18	20
	<b>AND</b>		
5.2	'A Chip of Glass Ruby'	17	22
<b>SECTION D: POETRY</b>			
Answer the questions set on <b>BOTH</b> poems.			
6.1	'To learn how to speak'	18	23
	<b>AND</b>		
6.2	'Poem'	17	25

**CHECKLIST****NOTE:**

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

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

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

**SECTION A: NOVEL**

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

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

Answer ALL the questions on the novel that you have studied.

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

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

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 1.1 AND QUESTION 1.2.

**1.1 EXTRACT A**

[The ministers discuss Arthur Jarvis's death.]

– This is a terrible loss for South Africa, said the white priest. For this Arthur Jarvis was a courageous young man, and a great fighter for justice. And it is a terrible loss for the Church too. He was one of the finest of all our young laymen.

– Jarvis? It is indeed a terrible thing, said Msimangu. He was the President of the African Boys' Club, here in Claremont, in Gladiolus Street. 5

– Perhaps you might have known him, said Father Vincent to Kumalo. It says that he was the only child of Mr James Jarvis, of High Place, Carisbrooke.

– I know the father, said Kumalo sorrowfully. I mean I know him well by sight and name, but we have never spoken. His farm is in the hills above Ndotsheni, and he sometimes rode past our church. But I did not know the son. 10

He was silent, then he said, Yet I remember, there was a small bright boy, and he too sometimes rode on his horse past the church. A small bright boy, I remember, though I do not remember it well. 15

And he was silent again, for who is not silent when someone is dead, who was a small bright boy?

– Shall I read this? said Father Vincent.

[Book 1, Chapter 11]

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

COLUMN A	COLUMN B
(a) John Kumalo	A Stephen Kumalo's sister
(b) Mary Jarvis	B Arthur Jarvis's servant
(c) Gertrude	C James Jarvis's mother
(d) Richard Mpiring	D Arthur Jarvis's wife
	E Absalom's uncle

(4 x 1) (4)

- 1.1.2 Describe the setting of this extract. (2)
- 1.1.3 Why is Kumalo in Johannesburg? (1)
- 1.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.1.4) in the ANSWER BOOK.

In line 2, '... and a great fighter for justice means Arthur was ...'

- A a freedom fighter.
- B a magistrate.
- C an attorney.
- D a social justice activist. (1)

- 1.1.5 Refer to lines 14–15 ('A small bright ... remember it well').
- (a) Identify the sound device in these lines. (1)
- (b) Explain the sound device as used in these lines. (2)
- 1.1.6 Explain the irony in the reverends' mourning Arthur Jarvis's death. (2)
- 1.1.7 What does this extract tell you about Stephen Kumalo's character? (2)

Substantiate your answer.

- 1.1.8 Refer to the novel as a whole. Crime in Johannesburg is as a result of poverty. Discuss your view. (3)

**AND**

1.2 **EXTRACT B**

[Mrs Lithebe speaks to Gertrude.]

Mrs Lithebe and Gertrude entered the house, and Mrs Lithebe shut the door behind them.	
– I have done my best to understand you, my daughter. But I do not succeed in it.	
– I did no wrong.	5
– I did not say you did wrong. But you do not understand this house, you do not understand the people that live in it.	
Gertrude stood sullenly. I do not understand it, she said.	
–Then why do you speak with such people, my daughter?	
– I did not know they were not decent people.	10
– Do you not hear the way they speak, the way they laugh. Do you not hear them laugh idly and carelessly?	
– I did not know it was wrong.	
– I did not say it was wrong. It is idle and careless, the way they speak and laugh. Are you not trying to be a good woman?	15
– I am trying.	
– Then such people will not help you.	
– I hear you.	
– I do not like to reproach you. But your brother the umfundisi has surely suffered enough.	20
– He has suffered.	
– Then do not make him suffer further, my daughter.	
– I shall be glad to leave this place, Gertrude said. The tears came into her eyes. I do not know what to do in this place.	
– It is not this place only, said Mrs Lithebe.	25

[Book 2, Chapter 10]

1.2.1 Refer to lines 1–2. ('Mrs Lithebe and ... door behind them').

- (a) Whose house is referred to in this line? (1)
- (b) Why is Gertrude in this house? (1)

1.2.2 Why is the following statement FALSE?

Mrs Lithebe goes to Reverend Khumalo's church. (1)

1.2.3 Refer to lines 3–4 ('I have done ... succeed in it').

- (a) Identify Mrs Lithebe's tone in this line. (1)
- (b) Explain why her tone is appropriate in this line. (1)

1.2.4 What does this extract tell you about Mrs Lithebe's state of mind?

Substantiate your answer. (2)

1.2.5 Refer to the extract.

State ONE difference in the attitude of Mrs Lithebe and Gertrude towards everyday life. (2)

- 1.2.6 In your OWN words explain the kind of life Gertrude has lived. (2)
- 1.2.7 One of the themes in *Cry, the Beloved Country* is migration.  
Discuss the theme. (3)
- 1.2.8 Refer to the novel as a whole. James Jarvis is a good man.  
Discuss your view. (3)
- [35]**

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

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.

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

**2.1 EXTRACT C**

[Sir Carew is murdered.]

<p>‘And now,’ said Mr Utterson, as soon as Poole had left them, ‘you have heard the news?’</p> <p>The doctor shuddered. ‘They were crying it in the square,’ he said, ‘I heard them in my dining-room.’</p> <p>‘One word,’ said the lawyer, ‘Carew was my client, but so are you, and I want to know what I am doing. You have not been mad enough to hide this fellow?’</p> <p>‘Utterson, I swear to God,’ cried the doctor, I swear to God I will never set eyes on him again. I bind my honour to you that I am done with him in this world. It is all at an end. And indeed he does not want my help; you do not know him as I do; he is safe, he is quite safe; mark my words, he will never more be heard of.’</p> <p>The lawyer listened gloomily: he did not like his friend’s feverish manner. ‘You seem pretty sure of him,’ said he; ‘and for your sake, I hope you may be right. If it came to a trial your name might appear.’</p> <p>‘I am quite sure of him,’ replied Jekyll; ‘I have grounds for certainty that I cannot share with anyone. But there is one thing on which you may advise me. I have – I have received a letter.’</p>	<p>5</p> <p>10</p> <p>15</p>
[Incident of the Letter]	



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

COLUMN A	COLUMN B
(a) Mr Guest	A noble man
(b) Mr Utterson	B intelligent scientist
(c) Dr Lanyon	C handwriting expert
(d) Dr Jekyll	D rational physician
	E prominent lawyer

(4 x 1) (4)

- 2.1.2 Describe the setting of this extract. (2)

- 2.1.3 Refer to lines 3–4 ('The doctor shuddered ... my dining room').

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

- (b) Explain this figure of speech as used in these lines. (2)

- 2.1.4 Refer to the novel as a whole.

Discuss the irony in Dr Jekyll's words, 'Utterson I swear ... in this world', lines 8–10. (2)

- 2.1.5 Refer to line 13 ('The lawyer listened ... friend's feverish manner').

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

Substantiate your answer. (2)

- 2.1.6 What does this extract tell us about the character of Dr Jekyll?

Substantiate your answer. (2)

- 2.1.7 Refer to the novel as a whole.

Dr Jekyll prefers to be himself than being Mr Hyde.

Discuss your view. (3)

**AND**

## 2.2 EXTRACT D

[Dr Lanyon witnesses the transformation.]

He put the glass to his lips and drank at one gulp. A cry followed; he reeled, staggered, clutched at the table and held on, staring with injected eyes, gasping with open mouth; and as I looked there came, I thought, a change – he seemed to swell – his face became suddenly black and the features seemed to melt and alter – and the next moment I had sprung to my feet and leaped back against the wall, my arm raised to shield me from that prodigy, my mind submerged in terror. 5

‘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! 10

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. I feel like my days are numbered, and that I must die; 15

[‘Dr Lanyon’s Narrative’]

2.2.1 Why is Dr Jekyll conducting his experiment in the presence of Dr Lanyon? (2)

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.

‘submerged’ in line 7 means ...

- A overwhelmed.
- B unbothered.
- C unshaken.
- D unmoved. (1)

2.2.3 Refer to lines 9–12 (‘O God!’ ‘I ... stood Henry Jekyll!’).

- (a) What tone would Dr Lanyon use in these lines? (1)
- (b) Why would Dr Lanyon use this tone in these lines? (1)

2.2.4 Explain the repetition of ‘saw’ and ‘heard’ in line 14. (1)

2.2.5 Why is the following statement FALSE?

- Dr Jekyll comes with Mr Hyde to Dr Lanyon’s house. (1)

2.2.6 Why does Dr Lanyon find it difficult to write about what Dr Jekyll told him? (2)

2.2.7 With reference to the novel as a whole.

State ONE difference in the reaction of Dr Jekyll and Dr Lanyon towards Dr Jekyll's experiment. (2)

2.2.8 One of the themes in the novel is scientific experimentation.

Discuss this theme. (3)

2.2.9 Refer to the novel as a whole.

The society is responsible for Dr Jekyll's downfall.

Discuss your view. (3)

[35]

**TOTAL SECTION A: 35**

**SECTION B: DRAMA**

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

- *MACBETH* by William Shakespeare
- *MY CHILDREN! MY AFRICA!* by Athol Fugard

Answer 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**

[King Duncan celebrates his victory.]

KING DUNCAN:	Dismayed not this Our captains, Macbeth and Banquo?	
SERGEANT:	Yes. As sparrows eagles, or the hare the lion. If I say sooth, I must report they were As cannons overcharged with double cracks; so they Doubly redoubled strokes upon the foe; Except they meant to bathe in reeking wounds, Or memorise another Golgotha, I cannot tell – But I am faint; my gashes cry for help.	5 10
DUNCAN:	So well thy words become thee as thy wounds; They smack of honour both. Go get him surgeons. <i>Exit Sergeant, attended.</i> <i>Enter Ross and Angus.</i>	15
DUNCAN:	Who comes here?	
MALCOLM:	The worthy Thane of Ross.	
LENNOX:	What a haste looks through his eyes! So should he look That seems to speak things strange.	
ROSS:	God save the King!	20
DUNCAN:	Whence camest thou, worthy Thane?	
ROSS:	From Fife, great King, Where the Norwegian banners flout the sky And fan our people cold. Norway himself, With terrible numbers, Assisted by that most disloyal traitor, The Thane of Cawdor, began a dismal conflict; Till that Bellona's bridegroom, lapped in proof, Confronted him with self-comparisons, Point against point, rebellious arm 'gainst arm, Curbing his lavish spirit; and, to conclude, The victory fell on us.	25 30

[Act 1, Scene 2]

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

COLUMN A	COLUMN B
(a) Malcolm	A Thane of Fife
(b) Macbeth	B Son of Banquo
(c) Macduff	C King of Ireland
(d) Fleance	D Thane of Glamis
	E Son of Duncan

(4 x 1) (4)

3.1.2 Describe the setting of this extract. (2)

3.1.3 Refer to line 6 ('As cannons overcharged ... cracks; so they').

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

(b) Explain this figure of speech as used in this line. (2)

3.1.4 State ONE difference in the reaction of the sergeant and Ross when reporting the news of the war. (2)

3.1.5 With reference to the play explain the irony in King Duncan giving the title of the treacherous Thane of Cawdor to Macbeth. (2)

3.1.6 Refer to line 28 ('Till that Bellona's ... lapped in proof').

Why is Macbeth referred to as 'that Bellona's bridegroom' in this extract? (2)

3.1.7 Refer to the drama as a whole.

King Duncan can be regarded as an ill-advised king.

Discuss your views. (3)

**AND**

## 3.2 EXTRACT F

[Chaos at the banquet.]

LADY MACBETH:	My worthy lord, Your noble friends do lack you.	
MACBETH:	I do forget. Do not muse at me, my most worthy friends; I have a strange infirmity, which is nothing To those who know me. Come, love and health to all; Then I'll sit down. Give me some wine, fill full.	5
	<i>Re-enter Ghost</i>	
	I drink to the general joy o'th' whole table, And to our dear friend Banquo, whom we miss; Would he were here! To all and him we thirst, And all to all.	10
LORDS:	Our duties, and the pledge.	
	<i>Macbeth sees the Ghost.</i>	
MACBETH:	Avaunt! And quit my sight! Let the earth hide thee! Thy bones are marrowless, thy blood is cold; Thou hast no speculation in those eyes Which thou dost glare with.	15
LADY MACBETH:	Think of this, good peers, But as a thing of custom; 'tis no other; Only it spoils the pleasure of the time.	20
MACBETH:	What man dare; I dare! Approach thou like the rugged Russian bear, The armed rhinoceros, or the Hyrcan tiger Take any shape but that, and my firm nerves Shall never tremble; or be alive again, And dare me to the desert with thy sword. If trembling I inhabit then, protest me The baby of a girl. Hence, horrible shadow! Unreal mockery, hence!	25
	<i>Exit Ghost.</i>	30
	Why, so; being gone, I am a man again. Pray you, sit still.	
	[Act 3, Scene 4]	

## 3.2.1 Why is the following statement FALSE?

Lady Macbeth wants Macbeth to go back to the visitors because he has left the castle. (1)

## 3.2.2 Refer to lines 1–2 ('My worthy lord ... do lack you').

(a) What tone of voice would Lady Macbeth use in this line? (1)

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

- 3.2.3 What does this extract tell you about Lady Macbeth's character?  
Substantiate your answer. (2)
- 3.2.4 Refer to line 15 ('Avaunt! And quit ... earth hide thee!').  
If you were the director of this play, what would you tell Macbeth to do when saying this line.  
State TWO actions. (2)
- 3.2.5 Refer to lines 26–27 ('Shall never tremble ... with thy sword').
- (a) Explain these words spoken by Macbeth. (2)
- (b) What do these lines tell us about Macbeth's state of mind? (2)
- 3.2.6 One of the themes in the play *Macbeth* is appearance and reality.  
Discuss this theme. (3)
- 3.2.7 Refer to the drama as a whole.  
Macbeth has redeemable qualities.  
Discuss your view. (3)

**[35]**

**QUESTION 4: MY CHILDREN! MY AFRICA!**

Read the extracts from the play below and answer the set questions. 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 get to know each other.]

ISABEL:	Bandla.	
THAMI:	There.	
ISABEL:	Cwati.	
THAMI:	Cwati. There.	
ISABEL:	Who was the chap sitting there who laughed at all your jokes and applauded everything you said?	5
THAMI:	Stephen Gaika. He's mad.	
ISABEL:	And your best friend?	
THAMI:	They are all my friends.	
ISABEL:	And where does ... <i>[She finds his name in the register.]</i> Thami Mbikwana sit?	10
	<i>[Thami points. Isabel goes to the desk and sits.]</i>	
THAMI:	Yes, that's the one. For nearly two years I've sat there ... being educated!	
ISABEL:	<i>[Reading names carved into the wood of the desk]</i> John, Bobby, Zola, Bo ... Boni ...	15
THAMI:	Bonisile.	
ISABEL:	Where's your name?	
THAMI:	You won't find it there. I don't want to leave any part of me in this classroom.	20
ISABEL:	That sounds heavy.	
THAMI:	It's been heavy. You got no problems with it, hey?	
ISABEL:	With school! No. Not really. Couple of teachers have tried their best to spoil it for me, but they haven't succeeded. I've had a pretty good time, in fact. I think I might even end up with the old <b>cliché</b> ... you know, school years, best years, happiest years... Whatever it is they say.	25
THAMI:	No. I won't be saying that.	
ISABEL:	That surprises me.	
THAMI:	Why?	30
ISABEL:	Ja, come on, so would you be if I said it. You're obviously clever. I bet you sail through your exams.	
THAMI:	It's not as simple as just passing exams, Isabel.	
		[Act 1, Scene 1]



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

COLUMN A		COLUMN B	
(a)	Isabel	A	sells vetkoeks
(b)	Thami	B	loves education
(c)	Mr M	C	star student
(d)	Mrs Makhathini	D	aspiring writer
		E	caring landlord

(4 x 1) (4)

4.1.2 Describe the setting of this extract. (2)

4.1.3 Why does Isabel stumble when saying Bonisile’s name? (2)

4.1.4 With reference to the play, what is ironic about Thami’s parents taking him away from the big city to the ‘peaceful platteland’? (2)

4.1.5 Refer to line 31 (‘I bet you sail through your exams’).

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

(b) Explain this figure of speech as used in the extract. (2)

4.1.6 What does this extract tell you about Thami’s state of mind?  
Substantiate your answer. (2)

4.1.7 Refer to the drama as a whole.  
Isabel is naïve.  
Discuss your view. (3)

**AND**

## 4.2 EXTRACT H

[Thami is angry at Mr M.]

THAMI:	Will you do it? Will you make that list for them?	
MR M:	That is none of your business.	
THAMI:	Then don't ask me questions about mine.	
MR M:	<i>[His control finally snaps. He explodes with anger and bitterness.]</i> Yes, I will! I will ask you all the questions I like. And you know why? Because I am a man and you are a boy. And if you are not in that classroom tomorrow you will be a very, very silly boy.	5
THAMI:	Then don't call me names, Mr M.	
MR M:	No? Then what must I call you? Comrade Thami? Never! You are a silly boy now, and without an education you will grow up to be a stupid man! <i>[For a moment it looks as if Thami is going to leave without saying anything more, but he changes his mind and confronts Mr M for the last time.]</i>	10
THAMI:	The others called you names at the meeting last night. Did your spies tell you that? Government stooge, sell-out collaborator. They said you licked the white man's arse and would even eat his shit if it meant keeping your job. Did your spies tell you that I tried to stop them saying those things? Don't wait until tomorrow morning to make your list, Mr M. You can start now. Write down the first name: Thami Mbikwana. <i>[He leaves.]</i>	15 20

[Act 2, Scene 1]

- 4.2.1 Refer to line 1 ('Will you do ... list for them?')
- (a) To whom does '*them*' in line 1 refer? (1)
- (b) What tone would Thami use in this line? (1)
- (c) Why would Thami use this tone in this line? (1)
- 4.2.2 If you were the stage director of this play, what would you tell Mr M to do when saying the words in lines 5–7 ('Yes I will! ... very silly boy'). State TWO actions. (2)
- 4.2.3 Why is the following statement FALSE?  
Mr M is angry because Thami has pulled out of the competition. (1)
- 4.2.4 Why does Mr M think he is helping when handing over the list? (1)
- 4.2.5 Explain how Thami's reaction in this extract differs from his reaction earlier in the play. (2)
- 4.2.6 What does this extract reveal about Mr M's character? (2)

4.2.7 One of the themes in the play *My Children! My Africa!* is an unjust social system.

Discuss the theme. (3)

4.2.8 Mr M's stubbornness leads to his death.

Discuss your view. (3)

**[35]**

**TOTAL SECTION B: 35**

## SECTION C: SHORT STORIES

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

- 'NEXT DOOR' by Kurt Vonnegut
- 'A CHIP OF GLASS RUBY' by Nadine Gordimer

### QUESTION 5

Read the extracts from the TWO short stories and answer the questions set on each. The number of marks allocated 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 'NEXT DOOR'

##### EXTRACT I

[Paul listens to the argument next door.]

Next door, crockery smashed, filling a split second of radio silence. And then the tidal wave of music drowned everything again.

Paul stood by the wall, trembling in his helplessness. "Mr Harger! Mrs Harger! Please."

"Remember the number!" said All-Night Sam. "Milton nine-three-thousand!" 5

Dazed, Paul went to the phone and dialled the number.

"WJCD," said the switchboard operator.

"Would you kindly connect me with All-Night Sam?" said Paul.

"Hello!" said All-Night Sam. He was eating, talking with a full mouth.

In the background, Paul could hear sweet, bleating music, the original of what was 10  
rending the radio next door.

"I wonder if I might make a dedication, said Paul.

"Dunno why not, said Sam. Ever belong to any organisation listed as subversive by the Attorney General's office?"

Paul thought a moment. 'Nossir – I don't think so, sir, he said. 15

"Shoot," said Sam.

"From Mr. Lemuel K. Harger to Mrs. Harger," said Paul.

"What's the message?" said Sam.

"I love you," said Paul. "Let's make up and start all over again."

The woman's voice was so shrill with passion that it cut through the din of the 20  
radio,

And even Sam heard it.

"Kid – are you in trouble?" said Sam. "Your folks fighting?"

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

COLUMN A	COLUMN B
(a) Paul	A a radio announcer
(b) Charlotte	B an eight-year-old boy
(c) Rose	C a switchboard operator
(d) All-Night Sam	D Mr Harger’s girlfriend
	E Mr Harger’s wife

(4 x 1) (4)

5.1.2 Refer to lines 1–2 (‘And then the ... drowned everything again’).

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

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

5.1.3 Why is the following statement FALSE?

The neighbour next door is fighting with his wife. (1)

5.1.4 In your OWN words explain how Paul stops the fight from next door and reunite Mr and Mrs Harger. (2)

5.1.5 State ONE difference in the attitude of Mr and Mrs Leonard for leaving Paul alone. (2)

5.1.6 What does this extract reveal about Paul’s character? (2)

5.1.7 Refer to the entire short story.

Mr Leonard is realistic when he asks his wife not to treat Paul like a baby.

Discuss your view. (3)

## 5.2 'A CHIP OF GLASS RUBY'

## EXTRACT J

[The Bamjee's having a conversation.]

'What for do you want to get mixed up with these killings and stonings and I don't know what? Congress should keep out of it. Isn't it enough with the Group Areas?'	
She laughed. 'Now, Yusuf, you know you don't believe that. Look how you said the same thing when the Group Areas started in Natal.	5
You said we should begin to worry when we get moved out of our own houses here in the Transvaal. And then your own mother lost her house in Noorddorp, and there you are; you saw that nobody's safe. Oh, Girlie was here this afternoon, she says Ismail's brother's engaged – that's nice, isn't it? His mother will be pleased; she was worried.'	10
'Why was she worried?' asked Jimmy, who was fifteen, and old enough to patronise his mother.	
'Well, she wanted to see him settled. There's party on Sunday week at Ismail's place – you'd better give me your suit to give to the cleaners tomorrow, Yusuf.'	15
One of the girls presented herself at once. 'I'll have nothing to wear, Ma.'	
Mrs Bamjee scratched her sallow face. 'Perhaps Girlie will lend you her pink, eh? Run over to Girlie's place now and say I say will she lend it to you.'	

- 5.2.1 Describe the setting of this extract. (2)
- 5.2.2 What does Mr Bamjee do for a living? (1)
- 5.2.3 Refer to lines 1–3 ('What for do ... the Group Areas')?
- (a) What tone would Mr Bamjee use in these lines? (1)
- (b) Why would Mr Bamjee use this tone in these lines? (1)
- (c) What is the 'Congress'? (1)
- 5.2.4 Why is it ironic that Mr Bamjee questions his wife's involvement in Black people's politics? (2)
- 5.2.5 Refer to lines 4–5 ('She laughed. Now ... started in Natal').
- What do these lines tell you about Mrs Bamjee's state of mind?
- Substantiate your answer. (2)
- 5.2.6 How does Mr Bamjee change his attitude towards his wife in the end? (2)
- 5.2.7 One of the themes in 'A Chip of Glass Ruby' is human inclusiveness.
- Discuss this theme. (3)
- 5.2.8 In this story Mr Bamjee can be regarded as a racist.
- Discuss your view. (3)

**TOTAL SECTION C: 35**

**SECTION D: POETRY**

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

- 'To learn how to speak' by Jeremy Cronin
- 'Poem' by Barolong Seboni

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

**QUESTION 6**

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

**TO LEARN HOW TO SPEAK ... by Jeremy Cronin**

- 1 To learn how to speak
- 2 With the voices of the land,
- 3 To parse the speech in its rivers,
- 4 To catch in the inarticulate grunt,
- 5 Stammer, call, cry, babble, tongue's knot
- 6 A sense of the stoneness of these stones
- 7 From which all words are cut.
- 8 To trace with the tongue wagon-trails
- 9 Saying the suffix of their aches in -kuil, -pan, -fontein,
- 10 In watery names that confirm
- 11 The dryness of their ways,
- 12 To visit the places of occlusion, or the lick
- 13 in a vlei-bank dawn.
- 14 To bury my mouth in the pit of your arm,
- 15 In that planetarium,
- 16 Pectoral beginning to the nub of time
- 17 Down there close to the water-table, to feel
- 18 The full moon as it drums
- 19 At the back of my throat
- 20 Its cow-skinned vowel.
- 21 To write a poem with words like:
- 22 I'm telling you,
- 23 Stompie, stickfast, golovan,
- 24 Songololo, just boombang, just
- 25 To understand the least inflections,
- 26 To voice without swallowing
- 27 Syllables born in tin shacks, or catch
- 28 The 5.15 ikwata bust fife
- 29 Chwannisberg train, to reach
- 30 The low chant of the mine gang's
- 31 Mineral glow of our people's unbreakable resolve.
- 32 To learn how to speak
- 33 With the voices of this land.

- 6.1.1 Complete the following sentences by filling in the missing words. Write only the words next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

land; anger; attitude; South Africa; world; language; travelling

- In this poem the poet mostly refers to the learning of a (a) ... of Black and White people of (b) .... He also aims to understand the history of the (c) ... so that he can understand people's (d) ... today. (4)
- 6.1.2 Refer to line 3 (To sparse the ... in its rivers').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain this figure of speech in the context of the poem. (2)
- 6.1.3 Using your OWN words explain what is meant by, 'to catch in the inarticulate grunt' (line 4). (2)
- 6.1.4 Explain the metaphor in line 8. (2)
- 6.1.5 What do the words, -kuil, -pan, -fontein suggest about the journey of the Voortrekkers? (line 9). (2)
- 6.1.6 Explain the difference between the first two lines and the last two lines of the poem. (2)
- 6.1.7 The speaker's need to belong to the South African community and not just one language or group is justified.
- Discuss your view. (3)

**AND**



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

**POEM by BAROLONG SEBONI**

1 We do not need  
2 These jagged words  
3 That dig a trench between us  
4 Each time they are uttered  
  
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 gender 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 the silence of our smiles.

- 6.2.1 Choose the correct answer to complete the following sentence.  
Write only the letter (A–D) next to the question number (6.2.1) in the ANSWER BOOK.
- Refer to lines 2–3 ('these jagged words ... trench between us').
- 'these jagged words' in these lines is an example of a(n) ...
- A alliteration.  
B apostrophe.  
C personification.  
D assonance. (1)
- 6.2.2 Refer to stanza 2 ('those epithets sharp ... heart when spoken').
- What two things are being compared in this stanza? (2)
- 6.2.3 Refer to stanza 1–4. Using your OWN words state TWO negative effects that words can have on a person. (2)
- 6.2.4 Refer to stanza 5.
- (a) Explain the simile used in this stanza. (2)  
(b) Identify the tone used in this stanza. (1)  
(c) Why would the speaker use this tone? (1)
- 6.2.5 What is the speaker's state of mind in stanza 6?  
Substantiate your answer. (2)
- 6.2.6 One of the themes in the poem, 'Poem' is the power of words.  
Discuss this theme. (3)
- 6.2.7 Words can cause just as much damage as physical violence.  
By referring to the poem, discuss your view. (3)
- TOTAL SECTION D: 35**  
**GRAND TOTAL: 70**