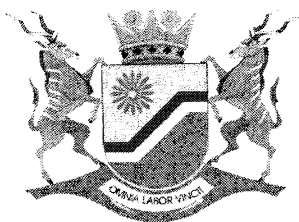


MPUMALANGA DEPARTMENT OF EDUCATION



GRADE 12

PREPARATORY EXAMINATION

ENGLISH FIRST ADDITIONAL LANGUAGE

PAPER 2

SEPTEMBER 2009

TIME: 2 hours

MARKS: 70

– TASK 14.2 –

This question paper consists of 36 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.

TABLE OF CONTENTS**SECTION A: Novel****Answer ANY ONE question.**

QUESTION NO.	QUESTION	MARKS	PAGE NO.
1 (<i>To Kill a Mockingbird</i>)	Essay question	35	5
OR			
2 (<i>To Kill a Mockingbird</i>)	Contextual question	35	6
OR			
3 (<i>Lord of the Flies</i>)	Essay question	35	9
OR			
4 (<i>Lord of the Flies</i>)	Contextual question	35	10
OR			
5 (<i>A Grain of Wheat</i>)	Essay question	35	13
OR			
6 (<i>A Grain of Wheat</i>)	Contextual question	35	13

OR**SECTION B: Drama****Answer ANY ONE question.**

7 (<i>Romeo and Juliet</i>)	Essay question	35	17
OR			
8 (<i>Romeo and Juliet</i>)	Contextual question	35	17
OR			
9 (<i>Nothing but the Truth</i>)	Essay question	35	21
OR			
10 (<i>Nothing but the Truth</i>)	Contextual question	35	22

OR**SECTION C: SHORT STORIES****Answer ANY ONE question.**

11 (<i>The Deep River</i>)	Essay question	35	26
OR			
12 (<i>The Necklace</i>)	Contextual question	35	12

OR**SECTION D: POETRY****Answer ANY TWO questions.**

13 (<i>the night train</i>)	Contextual question	17 ½	29
14 (<i>An abandoned bundle</i>)	Contextual question	17 ½	31
15 (<i>Mending wall</i>)	Contextual question	17 ½	33
16 (<i>My parents kept me from ...</i>)	Contextual question	17 ½	35

CHECKLIST**NOTE:**

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

SECTION	QUESTION NUMBERS	NO.OF QUESTIONS TO ANSWER	TICK
A: Novel (Essay OR Contextual)	1 – 6	1	
OR			
B: Drama (Essay OR Contextual)	7 – 10	1	
OR			
C: Short Stories (Essay OR Contextual)	11 – 12	1	
OR			
D: Poetry (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:**

At the end of the novel, *TO KILL A MOCKINGBIRD*, Scout makes the following comment to Atticus, about a character in the book 'The Grey Ghost':

"An' they chased him 'n' never could catch him 'cause they didn't know what he looked like, an' Atticus, when they finally saw him, why he hadn't done any of those things ... Atticus, he was real nice ..."

Bearing Scout's comment above in mind, write a well-planned essay on the role played by Boo Radley in the novel. Structure your essay by paying attention to the following aspects:

1. Introduction – Background information about Boo Radley
2. Maycomb's perceptions of Boo.
3. Boo's acts of kindness –
 - 3.1 Knothole in the tree.
 - 3.2 Torn pants.
 - 3.3 Big fire.
 - 3.4 Night of the pageant.
4. Conclusion – Boo as a 'mockingbird', Scout's final realization concerning Boo.

Length: 250 – 300 words.

[35]

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 BOTH extracts.

EXTRACT A

As if that were not enough, the state legislature was called into emergency session and Atticus left us for two weeks. The Governor was eager to scrape a few barnacles of the ship of state; there were sit-down strikes in Birmingham; bread lines in the cities grew longer, people in the country grew poorer. But these were events remote from the world of Jem and me.

5

We were surprised one morning to see a cartoon in the "*Montgomery Advertiser*" above the caption, "Maycomb's Finch". It showed Atticus barefooted and in short pants, chained to a desk: he was diligently writing on a slate while some frivolous-looking girls yelled, "Yoo-hoo"! at him.

10

"That's a compliment," explained Jem. "He spends his time doin' things that wouldn't get done if nobody did 'em."

"Huh?"

In addition to Jem's newly developed characteristics, he had acquired a maddening air of wisdom.

15

'Oh, Scout, it's like reorganizing the tax systems of the counties and things. That kind of thing's pretty dry to most men.'

"How do you know?"

"Oh, go on and leave me alone. I'm readin' the paper."

20

Jem got his wish. I departed for the kitchen.

While she was shelling peas, Calpurnia suddenly said, "What am I gonna do about you all's church this Sunday?"

- 1.1 The words, 'As if that were not enough' (line 1) indicate that something else is also bothering Scout at this stage.
Indicate what she is upset about. (2)
- 1.2 Explain each of the problems below that Atticus has to deal with in the state legislature, in your OWN WORDS:
 - 1.2.1 'sit-down strikes' (line 5)
 - 1.2.2 'bread lines ... grew longer' (line 5)
 - 1.2.3 'people ... grew poorer' (line 6) (3)
- 1.3 Quote a SINGLE word from the passage to indicate that:
 - 1.3.1 the children are not affected by Atticus's problems;
 - 1.3.2 Atticus is a hard worker;
 - 1.3.3 Scout is irritated by Jem's wisdom. (3)

- 1.4 Name TWO of Jem's 'newly developed characteristics' (line 15) at this stage in the novel. (2)
- 1.5 Why are the words '*Montgomery Advertiser*' (line 7 – 8) written in italics? (1)
- 1.6 The cartoon's caption refers to Atticus as 'Maycomb's Finch' (line 8). Where, exactly, is Maycomb situated? (Country, State). (2)
- 1.7 Say whether the following statement is TRUE or FALSE. Justify your answer by providing a reason in your OWN WORDS.
- Jem displays exceptional wisdom and insight in state affairs in this passage. (2)
- 1.8 Refer to line 23: 'What am I gonna do about you all's church this Sunday?'
- 1.8.1 Quote a phrase of SIX words elsewhere in the passage which explains why Calpurnia is experiencing this problem. (1)
- 1.8.2 How does Calpurnia 'solve' this problem in this chapter? (1)
- 1.9 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. Line 2 and 8, 'The Governor was eager to scrape a few barnacles off the ship of state ...', contains an example of ...
- A Personification
B Simile
C Metaphor
D Apostrophe (1)

AND

EXTRACT B

I turned to go home. Street lights winked down the street all the way to town. I had never seen our neighbourhood from this angle. There were Miss Maudie's, Miss Stephanie's – there was our house, I could see the porch swing – Miss Rachel's house was beyond us, plainly visible. I could even see Mrs Dubose's.

5

I looked behind me. To the left of the brown door was a long shuttered window. I walked to it, stood in front of it, and turned around. In daylight, I thought, you could see to the post office corner.

Daylight ... in my mind, the night faded. It was daytime and the neighbourhood was busy. Miss Stephanie Crawford crossed the street to tell the latest to Miss Rachel. Miss Maudie bent over her azaleas. It was summertime, and two children scampered down the sidewalk towards a man approaching in the distance.

10

The man waved, and the children raced each other to him.

15

It was still summertime, and the children came closer. A boy trudged down the sidewalk dragging a fishing-pole behind him. A man stood waiting with his hands on his hips. Summertime, and his children played in the front yard with their friend, enacting a strange little drama of their own invention.	20
It was fall, and his children fought on the sidewalk in front of Mrs Dubose's. The boy helped his sister to her feet, and they made their way home. Fall, and his children trotted to and fro around the corner, the day's woes and triumphs on their faces. They stopped at an oak tree, delighted, puzzled, apprehensive.	25
Winter, and his children shivered at the front gate, silhouetted against a blazing house. Winter, and a man walked into the street, dropped his glasses, and shot a dog. Summer, and he watched his children's heart break. Autumn again, and Boo's children needed him.	30
Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them.	

1.10 Indicate which specific incident from the novel is referred to in the following quotes:

- 1.10.1 'enacting a strange little drama ...' (line 20)
- 1.10.2 'They stopped at an oak tree ...' (line 25)
- 1.10.3 'a man walked into the street, dropped his glasses ...'(line 27)
- 1.10.4 'he watched his children's heart break ...' (line 29)
- 1.10.5 'Boo's children needed him.' (line 30) (5)

1.11 Refer to lines 2 – 3, 'I had never seen our neighbourhood from this angle...'.
 1.11.1 Where is Scout standing at this stage? (2)

1.11.2 Scout sees the houses of all their neighbours from this vantage point. Recall an important incident/fact in the novel relating to each of the following characters:

- (a) Miss Maudie;
- (b) Miss Rachel; and
- (c) Mrs Dubose. (3)

1.12 Refer to lines 16 – 17, 'A boy trudged down the sidewalk dragging a fishing-pole behind him'.

1.12.1 The boy referred to here is ...

- A Cecil Jacobs.
- B Charles Baker Harris.
- C Burris Ewell.
- D Jem Finch. (1)

1.12.2 Explain briefly what the boy was doing with the fishing-pole. (2)

1.13 At the end of this extract Scout recalls her father saying that one never really knows a man until you stand in his shoes and walk around in them.

1.13.1 When was Scout's first encounter with this advice by Atticus? (1)

1.13.2 This statement links with the theme of ...

- A racial segregation.
- B hypocrisy.
- C appearance vs reality.
- D prejudice. (1)

1.14 Elsewhere in the novel, Atticus also cautions the children that it is a sin to kill a mockingbird.

1.14.1 Why is it a sin to kill a mockingbird? (1)

1.14.2 The mockingbird obviously represents certain characters.
Which "mockingbird" is "killed" in the course of events in this novel? (1)
[35]

OR

QUESTION 3: *LORD OF THE FLIES*

Essay question:

William Golding's *Lord of the Flies* shows the movement from order to chaos through the use of symbolism. The symbolism used in the novel supports Golding's view of human nature. He believes that "people are inherently evil...[and] corrupt". The author also believes that "law and order control evil, but savagery is more powerful than reason". Golding's view of human nature is exhibited by three main symbols that foreshadow the events to occur on the island: the **glasses**, **conch** and the **knife**.

Discuss Golding's view by paying special attention to these **three symbols**. Refer to the following in your discussion of each of the symbols:

- what they each represent in the novel
- which people are associated with them
- how/for what purpose they are used
- their effect on people
- their development/deterioration/change in appearance or use
- how they contribute to the destruction/corruption of civilization/society/people

You should have a proper introduction, body and conclusion. Use the **three symbols** as **sub-headings** in the body of your essay.

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 BOTH the extracts.

EXTRACT A

Ralph looked back at the dispersing smoke on the horizon, then up at the mountain. "Ralph – please! Is there a signal?"

Simon put out his hand, timidly, to touch Ralph; but Ralph started to run, splashing through the shallow end of the bathing-pool, across the hot, white sand and under the palms. A moment later, he was battling with the complex undergrowth that was already engulfing the scar. Simon ran after him, then Maurice. Piggy shouted. "Ralph! Please – Ralph!"

5

Then he too started to run, stumbling over Maurice's discarded shorts before he was across the terrace. Behind the four boys, the smoke moved gently along the horizon; and on the beach, Henry and Johnny were throwing sand at Percival who was crying quietly again; and all three were in complete ignorance of the excitement.

10

By the time Ralph had reached the landward end of the scar he was using precious breath to swear. He did desperate violence to his naked body among the rasping creepers so that blood was sliding over him. Just where the steep ascent of the mountain began, he stopped. Maurice was only a few yards behind him. "Piggy's specs!" shouted Ralph, "if the fire's right out, we'll need them ----"

15

He stopped shouting and swayed on his feet. Piggy was only just visible, bumbling up from the beach. Ralph looked at the horizon, then up to the mountain. Was it better to fetch Piggy's glasses, or would the ship have gone? Or if they climbed on, supposing the fire was right out, and they had to watch Piggy crawling nearer and the ship sinking under the horizon?

20

Balanced on a high peak of need, agonized by indecision, Ralph Cried out: "Oh God, oh God!"

25

Simon, struggling with bushes, caught his breath. His face was twisted. Ralph blundered on, savaging himself, as the wisp of smoke moved on.

The fire was dead. They saw that straight away; saw what they had already known down on the beach when the smoke of home had beckoned. The fire was right out, smokeless and dead; the watchers were gone. A pile of unused fuel lay ready.

30

Ralph turned to the sea. The horizon stretched, impersonal once more, barren of all but the faintest trace of smoke. Ralph ran stumbling along the rocks, saved himself on the edge of the pink cliff, and screamed at the ship. "Come back! Come back!"

35

[Chapter Four p84-85]

- 4.1 In line 6 we learn that ‘ ... **the complex undergrowth ...was already engulfing the scar**’.
- 4.1.1 What does the scar refer to? (1)
- 4.1.2 Why is it significant that the undergrowth is now engulfing it? (1)
- 4.1.3 Who was in charge of the fire? (1)
- 4.1.4 Why did they neglect it? (1)
- 4.1.5 What does the disappearing ship symbolize? (1)
- 4.2 Say whether the following statement is TRUE or FALSE.
There was a conflict of interest between the two groups on the island.
Substantiate your answer. (3)
- 4.3 Ralph and Jack differ in various ways. For what does Jack have a **compulsion** and for what does Ralph have a **passion**? (2)
- 4.4 ‘**Simon put out his hand, timidly, to touch Ralph ...**’ (line 3)
This gesture is typical of Simon:
- 4.4.1 According to Golding, who does Simon represent? (1)
- 4.4.2 Provide a short character description of Simon. (2)
- 4.5 Who / what would Simon later blame for everything that goes wrong? (1)
- 4.6 Ralph and Piggy are very different, but have a unique relationship.
Briefly describe their relationship. (2)

AND

EXTRACT B

“That’s them,” said Piggy. “They blinded me. See? That’s Jack Merridew. You call an assembly, Ralph, we got to decide what to do.” “An assembly for only us?” “It’s all we got. Sam – let me hold on to you.” They went towards the platform. “Blow the conch,” said Piggy. “Blow as loud as you can.”

5

The forest re-echoed; and birds lifted, crying out of the tree-tops, as on that first morning ages ago. Both ways the beach was deserted. Some littluns came from the shelters. Ralph sat soen on the polished trunk and the three others stood before him. He nodded, and Samneric sat down on the right. Ralph pushed the conch into Piggy’s hands. He held the shining thing carefully and blinked at Ralph. “Go on, then.”

10

“I just take the conch to say this. I can’t see no more and I got to get my glasses back. Awful things has been done on this island. I voted for you for chief. He’s the only one who ever got anything done. So now you speak, Ralph, and tell us what – Or else ---” Piggy broke off, snivelling. Ralph took back the conch as he sat down.

15

“Just an ordinary fire. You’d think we could do that, wouldn’t you? Just a smoke signal so we can be rescued. Are we savages or what? Only now there’s no signal no signal going up. Ships may be passing. Do you remember how he went hunting and the fire went out and a ship passed by? And they all think he’s best as Chief. Then there was, there was ... that’s his fault, too. If it hadn’t been for him it would never have happened. Now Piggy can’t see, and they came, stealing ---“Ralph’s voice ran up. “--- at night, in darkness, and stole our fire. They stole it. We’d have given them fire if they asked. But they stole it and the signal’s out and we can’t ever be rescued. Don’t you see what I mean? We’d have given them fire for themselves only they stole it. I ---“	20
He paused lamely as the curtain flickered in his brain. Piggy held out his hands for the conch. “What you goin’ to do, Ralph? This is jus’ talk without deciding. I want my glasses.”	25
“I’m trying to think. Supposing we go, looking like we used to, washed and hair brushed – after all we aren’t savages really and being rescued isn’t a game ---“	30
He opened the flap of his cheek and looked at the twins. “We could smarten up a bit and then go ---“ “We ought to take spears,” said Sam. “Even Piggy.” “--- because we may need them.” “You haven’t got the conch!” Piggy held up the shell.	35
“You can take spears if you want but I shan’t. What’s the good? I’ll have to be led like a dog, anyhow. Yes, laugh. Go on, laugh. There’s them on this island as would laugh at anything. And what happened? What’s grown-ups goin’ to think? Young Simon murdered. And there was that other kid what had the mark on his face. Who’s seen him since we first come here?”	40
<i>[Chapter Eight]</i>	

- 4.7 Jack Merridew has been given a new name by his followers, that of **‘Chief’ (line 20)**. Describe Jack’s chieftanship. (2)
- 4.8 In a way Piggy can be seen as an adult trapped in a child’s body. There are continual references to authority and the ‘adult world’. Piggy always wonders, **‘what’s grown-ups goin’ to think[say]?’ (line 40)** What is Golding’s intention with these references? (2)
- 4.9 Compare this assembly to the original assemblies the boys had on the island by saying why this assembly is a sad reminder of the previous assemblies? (2)
- 4.10 One of the **‘awful things’ (line 12)** that had been done on this island was the killing of Simon. Why can Ralph and Piggy not be excused from Simon’s death? (2)
- 4.11 In this extract the boys are trying to get the fire going once more. In the final chapter the boys use ‘smoke’ in order to track Ralph down and kill him. Why is this significant? (2)

4.12 **"They blinded me" (line 1) "I'll have to be led like a dog, anyhow." (line 37-38).** Piggy's glasses are very important in the play as they are used to make fire.

4.12.1 What do the glasses symbolize? (1)

4.12.2 If you consider the symbolic value of the 'glasses', why is it ironic that Jack and his tribe stole it? (2)

4.12.3 What was the major outcome of the stolen fire? (1)

4.13 **'You haven't got the conch!' (line 35).**
The conch plays a major role in the novel. If you consider the symbolic value of the conch, what does its destruction in the end signify? (2)

4.14 What is Golding's message to the reader of his novel, *Lord of the Flies*? (2)
[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.	
	<i>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.</i>	5
	<i>What's this thing called Mau Mau?</i>	
	<i>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.</i>	10
	<i>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.</i>	
	<i>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.</i>	15
	<i>'Every whiteman is continually in danger of gradual moral ruin in this daily and hourly contest with the African.' Dr Albert Schweitzer.</i>	20
	<i>[Chapter Five]</i>	

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

'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.

5

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.

10

15

'Whose child?'

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.

20

'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.

[Chapter Seven]

- 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:**

In the Prologue Romeo and Juliet are called 'star-crossed lovers' who were born from the 'fateful loins' of the Capulets and Montagues. Romeo even refers to the stars that will control his future when he leaves with others to gatecrash the Capulet function where he sees Juliet for the first time.

Write an essay of 250 – 300 words where you discuss the effects that the stars had on Romeo and on his affair. Pay attention to:

- The people who die around them,
- Romeo's banishment,
- Juliet's marital predicament,
- Paris's intrusion at problematic moment and place,
- The Friar's plan: its failure and conclusion for the couple.

[35]

OR

QUESTION 8: *ROMEO AND JULIET***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 EXTRACT A and B.

EXTRACT A**JULIET**

What man art though that, thus bescreened in night,
So stumblest on my counsel?

ROMEO

By a name
I know not how to tell thee who I am.
My name, dear saint, is hateful to myself,
Because it is an enemy to thee.
Had I it written, I would tear the word.

5

JULIET

My ears have yet not drunk a hundred words
Of thy tongue's uttering, yet I know the sound.
Art thou not Romeo, and a Montague?

10

ROMEO

Neither, fair maid, if either thee dislike.

JULIET

How cam'st thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb,
And the place death, considering who thou art,
If any of my kinsmen find thee here.

15

ROMEO

With love's light wings did I o'erperch these walls
For stony limits cannot hold love out.
And what love can do, that dares love attempt.
Therefore thou kinsmen are no stop to me.

JULIET

If they do see thee, they will murder thee.

20

ROMEO

Alack, there lies more peril in thine eye
Than twenty of their swords! Look thou but sweet,
And I am proof against their enmity.

JULIET

I would not for the world they saw thee here.

ROMEO

I have night's cloak to hide me from their eyes.
And but thou love me, let them find me here.
My life were better ended by their hate
Than death prorogued, wanting of thy love.

25

[Act 2 Scene 2]

- 8.1 Identify the:
8.1.1 exact spot; and
8.1.2 the house, where this scene takes place. (2)
- 8.2 Who is the more daring in the play at this stage; Romeo who climbed the wall or Juliet speaking so loudly to herself? Provide a reason for your answer based on the information in the text. (3)

- 8.3 Explain what Juliet means when she uses the word "Death" in line 13. (2)
- 8.4 Refer to line 16: '**With love's light wings**'.
Mention the figure of speech used in this line. (1)
- 8.5 Explain how love will do what it wants to do in lines 17 – 18. Refer to the physical challenge that Romeo overcame to be there as well as the challenge of encountering the Capulets's on their terrain. (4)
- 8.6 Juliet seems to have some power over Romeo. Quote TWO lines from the passage that show that Romeo is more afraid of her feelings towards him than he can be afraid of the Capulets. (2)
- 8.7 Explain how Romeo and Juliet die at the end of the play by filling in the missing words in the following sentence. Write down the number and missing word only.

Romeo dies when he sees Juliet in a **8.7.1** _____ (**one word**) by **8.7.2** _____ (**two words**). Juliet sees Romeo is dead when she **8.7.3** _____ (**one word**) and then **8.7.4** _____ (**one word to describe the method**) herself. (4)

AND

EXTRACT B

Romeo

I must indeed: and therefore came I hither.
Good gentle youth, tempt not a desperate 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.

5

10

Paris

I do defy thy conjuration
And apprehend thee for a felon here!

Romeo

(*draws his sword*) Wilt thou provoke me? Then have at thee, boy!
They fight

Page

O Lord, they fight! I will go call the Watch.

Page off
Paris falls to the ground

Paris

O, I am slain! If thou be merciful,
Open the tomb, lay me with Juliet.

15

Romeo

In faith, I will. (*Shines torch*) Let me peruse this face.

Mercutio's kinsman, noble County Paris!
 What said my man, when my betossed soul
 Did not attend him as we rode? I think
 He told me Paris should have married Juliet.
 Said he not so? Or did I dream it so?
 Or am I mad, hearing him talk of Juliet,
 To think it was so? O, give me thy hand,
 One writ with me in sour misfortune's book.
 I'll bury thee in a triumphant grave.

Romeo opens the tomb

A grave? – O no, a lantern, slaughtered youth.
 For here lies Juliet, and her beauty makes
 This vault a feasting presence full of light.

He lays the body of Paris in the tomb

Death, lie thou there, by a dead man interred.
 How oft, when men are at the point of death,
 Have they been merry, which their keepers call
 A lightning before death! O, how may I
 Call this a lightning? O my love, my wife!
 Death, that hath sucked the honey of thy breath.
 Hath had no power yet upon thy beauty.
 Thou art not conquered. Beauty's ensign yet
 Is crimson in thy lips and in thy cheeks,
 And Death's pale flag is not advanced there.

[Act 5 Scene 3]

- 8.8 Refer to the first lines spoken by Romeo in this extract. What would Paris's fate be if he does not give Romeo a free entrance? Use your OWN WORDS. (1)
- 8.9 Romeo calls himself a '**madman**' in line 10 – a description which Paris does not buy.
- 8.9.1 Quote a phrase of three words to support this statement. (1)
- 8.9.2 Looking at Romeo's situation, explain this word without using the term '**madman**'. (2)
- 8.10 Quote a complete line which tells us that Romeo has lost all feelings for himself. (1)
- 8.11 Given the history between Romeo and Juliet, she could have become a bigamist.
- 8.11.1 Quote a line to prove this statement. (1)
- 8.11.2 In your OWN WORDS, explain how this could have happened. (2)

- 8.12 Refer to lines 37 – 39: '**Beauty's ensign yet ... not advanced there.**' Explain the dramatic irony in '**not advanced**'. (2)
- 8.13 From your knowledge of the play it is clear what Juliet has done to fake death. What chance of success would she have had if she had tried it in our modern day? Give a reason for your answer. (2)
- 8.14 Complete the following sentence by filling in the missing words. Write the number and missing words only.
- The death of these two **8.14.1** _____ (**one word to describe the people's belief in the stars in those days**) lovers brought the ancient **8.14.2** _____ to an end. The two old foes, the **8.14.3** _____ and **8.14.4** _____ (**names of the two old foes**) at last come to peace. (4)
- 8.15 Write down the phrase of seven words that Romeo utters to indicate that Death has had no effect on Juliet's beauty. (1)
- [35]

OR

QUESTION 9: NOTHING BUT THE TRUTH

Essay question:

Sipho: People always take things from me. It's been like that all my life.

Imagine that you are Mandisa. Narrate what made your Uncle say the above sentences, what you learnt from your Uncle about the 'takings' and how you helped heal those wounds.

Use the following pointers to plan your essay:

- Introduction – What prompted him to open up?
- Taking away his ambition
- Taking away his job
- Taking away of Luvuyo
- Taking away of Sindiswa
- Your words of comfort that brought healing
- Conclusion – reconciliation

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.

EXTRACT A

SIPHO	I have never been comfortable seeing dead people die. Even family. My father had to push me forward to see my mother just before they closed the coffin. I don't want the image to be the last thing I remember about a person. Also I was a bit afraid.	
THANDO	Was my uncle Themba afraid?	5
SIPHO	No. Themba was different though.	
THANDO	You mean more brave?	
SIPHO	I said different! ... and now I have to collect his body from the airport. I do not know what he looks like now, I haven't seen him over twenty years.	10
THANDO	I really wanted to meet Uncle Themba. Everybody said so much about him. Was he handsome?	
SIPHO	Why?	
THANDO	All the ladies in the township say so. Everyone keeps saying, 'Oh that was a man!'	15
SIPHO	Yeah, he was a bit of a lady's man.	
THANDO	Why did Uncle Themba go into exile?	
SIPHO	HE LEFT THE COUNTRY! Leave it at that. <i>[Pause]</i> Why are you asking these questions?	
THANDO	Mandisa will be here any time now. I know nothing about her father. What am I going to talk about? People say he was a political activist. Weren't you proud of him? I would be.	20
SIPHO	Oh yes, believe me he was an activist. He caused a lot of trouble for every one.	
<i>[Act 1 Scene 1]</i>		

- 10.1. In which township is this play set? (1)
- 10.2 From Sipho's first speech we learn that his mother had a quiet burial.
How different was his father's funeral?
- Choose the LEAST possible answer from the options below. Write the symbol only.
- A There were twelve speakers.
B Themba ran behind the coffin.
- C It was like a political rally. (1)
D The police fired teargas.
- 10.3 Refer to lines 7 – 9 (**'I have to collect his body from the airport.'**).
- (a) What arrangement had Sipho done to collect Themba's body? (1)
(b) What shock/disappointment did he receive at the arrival of Mandisa? (1)
- 10.4 Refer to lines 9 – 10 (**'I haven't seen him over twenty years.'**)
Exactly how many years had gone by since Themba left his home town? (1)
- 10.5 Say whether the following statement is TRUE or FALSE. Quote a phrase of four words to support your answer.
- Themba, like Sipho, was afraid to look at a dead body. (2)
10. 6 'He was **a bit** of a lady's man' (line 16). This is an understatement.
- From your knowledge of the play what truth about Themba is Sipho trying to hide from Thando here? (1)
- 10.7 Give TWO reasons that made Themba leave South Africa. (2)
- 10.8 Refer to line 18 (**'HE LEFT THE COUNTRY'**).
- 10.8.1 Why is this line written in capital letters? (1)
10.8.2 What is Sipho's tone of voice here? (1)
- 10.9 Refer to line 20 (**'He caused a lot of trouble for everyone.'**)
Sipho blames Themba's political activism for some of his own loss.
- 10.9.1 Whom loss does Sipho grieve because of Themba's political acticism? (1)

- 10.9.2 How did that person (answer to 19.1) get killed? (1)
- 10.10 Sipho had to face many injustices in life.
- 10.10.1 Mention THREE things Themba took from him when they were **young**. (3)
- 10.10.2 What theme in the play is revealed through the incident in 10.1? (1)
- 10.11 Match the qualities of Sipho in Column A with the comments in Column B. Write only the question number and letter of the corresponding answer.

COLUMN A	COLUMN B
1.11.1 Self-sacrifice	A. my father openly favours Themba
1.11.2 Conscientious	B. I want my daughter back
1.11.3 Resentful	C. his family's happiness came first, even before his own
1.11.4 Possessive	D. had been running the library most successfully

(4)

AND**EXTRACT B**

- MANDISA To hell with your father! It's your life! If Mpho doesn't mind, why do you care about your father? Tell him you are going away with me to London for two weeks. It's not like you are going forever. Even if you were it would still be your decision.
- Sipho Well spoken Mandisa! Like father, like daughter!
- MANDISA Oh, not again! I think I should buy you squeaky shoes. 5
- THANDO Look Daddy, it's not like that! I haven't said I'd go. I would never go without permission and blessing!
- MANDISA Blessing yes, permission no. It's up to you Thando if you want to go with me. You are old enough to make decisions for yourself.
- THANDO Give me one good reason why you don't want to go. One reason and I will not go. 10
- SIPHO Because I love you.
- THANDO How can going with Mandisa change that?
- SIPHO Oh it will.
- MANDISA That's rubbish. I don't want to take her away from you. I just want to take her to Johannesburg and London. 15

[Act Scene]

10.12 Who is Mpho? (1)

10.13 Complete the sentences below by selecting correct words from the list provided.

List: triggers, calamity, truth, personality, catalyst, emotional, outspoken, forgiveness, independence
--

Mandisa's arrival at Sipho's house brings about a lot of **10.13.1** ____ upheaval; some conflicts and eventually **10.13.2** _____. She

is the **10.13.3** _____ that prompts Sipho to reveal the hidden **10.13.4** _____ of the past hurts that he had been nursing for many years. (4)

10.14 Name the person Mandisa wants to meet in Johannesburg and mention what passion they have in common. (2)

10.15 Mandisa teaches Thando to be independent like her. Quote a sentence of NINE words which suggests that. (1)

10.16 Thando and Mandisa portray different aspects of character. From the list below choose the characteristics that describe:

10.16.1 Mandisa; and

10.16.2 Thando.

List: respectful, tough, traditional, direct, obedient
--

(5)
[35]

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 DEEP RIVER*: Bessie Head**Essay question**

King Edward VII abdicated the British throne to marry Wallis Simpson, a divorced woman. He told the British people he did it 'to marry the woman I love'.

Sembele, chief of the Monemapee, did almost the identical thing to be with Rankwana and his son, Makobi

Imagine that you are a reporter and have to do a story about how the people of the Monemapee came to be known as the people of the Talaote.

Use the following main pointers to plan your essay:

- General introduction
- After Monemapee's death
- Sembele as chief
- Trials and tribulations
- Two minds of the tribe
- Rankwana
- Sembele's sacrifice
- Talaote people

[35]

OR

QUESTION 12: *THE NECKLACE* – Guy de Maupassant**Contextual question:**

Read the extracts 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.

Answer the questions on ALL THREE the extracts.

EXTRACT A

She was one of those attractive pretty girls, born by a freak of fortune in a lower-middle-class family. She had no dowry, no expectations, no way of getting known, appreciated, loved and married by some wealthy gentleman of good family. And she allowed herself to be married to a junior clerk in the Ministry of Public Instruction.

- 12.1 Refer to the first sentence ('She was ... born by a freak of fortune in a lower-middle-class family.').

- 12.1.1 'She' refers to the main character in the story? Provide her name and surname. (2)
- 12.1.2 Is the word 'fortune' used in a positive or negative context in this sentence? Explain your answer. (2)
- 12.1.3 Indicate the contrast in this extract by completing the following sentence:
She was (a)_____ (only one word) but (b)_____ (only one word). (2)
- 12.2 Quote ONE word that indicates that the 'junior clerk' was not her ideal choice as a husband. (1)

AND**EXTRACT B**

She had a rich friend who had been with her at a convent school, but she did not like going to see her now; the contrast was so painful when she went home. She spent whole days in tears; misery, regrets, hopeless longings caused her such bitter distress.

- 12.3 Give the rich friend's name and surname. (2)
- 12.4 What is a convent school? (1)
- 12.5 Explain the 'contrast' mentioned in line 2 and explain why it 'was so painful'. (2)
- 12.6 Quote TWO consecutive words from the extract to indicate that the woman's situation causes her extreme unhappiness. (1)

AND**EXTRACT C**

'Wait a minute! You'll catch cold outside. I'll call a cab.'

But she would not listen and ran down the stairs. When they got into the street they could not find a cab and began to hunt for one. In despair they went down towards the Seine, shivering. At last, on the Embankment they found one of those old broughams that ply by night and are only seen in Paris after dark, as if ashamed of their shabbiness in the daytime. It took them back to their house in the Rue des Martyrs and they went sadly up to their flat. For her this was the end; and he was remembering that he had got to be at the office at ten o'clock.

5

- 12.7 Place this extract in context, i.e. briefly say what happens immediately before and after the extract. (4)
- 12.8 It is freezing cold outside but the wife does not want to wait inside until a cab arrives. Why? (3)
- 12.9 Mention what the wife and the old broughams have in common by quoting a phrase of SEVEN consecutive words. (1)

12.10 Refer to line 7 ('... **they went sadly up to their flat. For her this was the end ...**') (2)

12.10.1 Why is the husband 'sad'? (2)

12.10.2 Why is the wife sad? (3)

AND

EXTRACT D

"You say you bought a diamond necklace to replace mine?"

"Yes! And you never spotted it, did you? They were as like as two peas."

And she smiled with simple proud pleasure.

"Oh! My poor friend! But mine was only paste, not worth more than five hundred francs at most."

5

12.11 Why did the main character assume that the diamonds in the borrowed necklace were real? (1)

12.12 Why does the woman smile with 'simple proud pleasure' in line 3? (2)

12.13 What was the cost of the replaced necklace? (1)

12.14 How did the couple manage to pay this large sum of money for the necklace? (2)

12.15 Keeping the story's theme, of appearance versus reality in mind, explain the impact that the last sentence must have had on the main character. (3)

[35]

TOTAL SECTION C:

35

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 night train***Fhazel Johennesse*

there is no comfort here	
in this third class coach	
on this green resisting seat	
i twitch and glance around –	
there are few too few travellers	5
on the night train	
crossing my legs and flicking	
my cigarette i turn to stare	
through the window	
into the darkness outside	10
(or is it my reflection i stare at)	
and glance impatiently at the wrong	
stations we stop at	
<i>out</i>	
i must get out of here soon	15
for in this coach there is a smell	
which haunts me	
not the smell of stale man but	
the whispering nagging smell of fear	

- 13.1 No stanzas are indicated but if it should be divided into different sections, the second stanza could start at line 4: 'i twitch' and the third stanza at line 14: 'out'.
Keeping main ideas or themes in mind, supply reasons for this suggested division into three stanzas. (3)
- 13.2 The run-on lines and lack of punctuation marks reflect on:
- 13.2.1 the way in which the speaker is travelling; and
- 13.2.2 on the speaker's mental state.
- Explain the above two statements in your OWN WORDS. (2)
- 13.3 The general feeling of discomfort is introduced in line 1.
- 13.3.1 What does this discomfort culminate into in line 19? Provide a ONE-WORD answer. (1)
- 13.3.2 Which TWO actions in the first four lines suggest that the speaker is nervous and uncomfortable? (2)

- 13.3.3 Mention TWO things that he does in lines 5 – 10 to escape the tension? (2)
- 13.4 Keeping in mind that this poem can be regarded as protest poetry, written during the apartheid years, what caused the passenger's nervousness? (1)
- 13.5 Why does the speaker say that the stations they stop at are 'wrong' (line 12)? (1)
- 13.6 Refer to line 19 (**'into the darkness outside'**)
- Give the meaning of this line on a:
- 13.6.1 literal, and (1)
- 13.6.2 figurative level (2)
- 13.7 Refer to line 14 (**'out'**)
- What is the effect of the italicized word on the single line? (1)
- 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.
- The 'haunts' (line 17) refers to ...
- A some superstitious belief.
B something that is troubling him.
C something that is following him.
D his guilty conscience. (1)
- 13.9 Say whether the following statement is TRUE or FALSE:
- 'whispering nagging' (line 19) is the personification of fear being constantly part of his life.

(½)
[17½]

OR

QUESTION 14**An abandoned bundle***Mbuyiseni Oswald Mtshali*

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

20

Its mother
had melted into the rays of the rising sun,
her face glittering with innocence
her heart as pure as untrampled dew.

25

- 14.1 The poet is critical of the previous white regime which badly affected black society. Indicate, for each quote below, what the inhabitants of White City Jabavu have been deprived of. (In other words, what they did NOT have or what they needed.)

14.1.1 'chimney smoke' – line 2

14.1.2 'our little houses' – line 7

14.1.3 'fish caught in a net' – line 8

(3)

- 14.2 The mixture of smoke and fog is compared to the poisonous yellowish substance flowing from an infected sore. Explain TWO similarities between the smog and pus which make this comparison suitable.

(2)

- 14.3 Quote the SINGLE word that indicates that the city is very large. (1)
- 14.4 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.
- The word 'bundle' implies that the baby is ...
- A already dead.
B wrapped up carefully.
C regarded as useless.
D covered with a black bag. (1)
- 14.5 Quote the descriptive word implying that when the poet saw the infant initially it was alive. (1)
- 14.6 Quote the three consecutive words proving that the dogs act in violent aggression towards the speaker. (1)
- 14.7 Explain how the 'scarlet' tongues (line 15 of the dogs link with the 'mutilated corpse' (line 17). (2)
- 14.8 Name the figure of speech in line 10 and explain why this figure of speech is visually successful. (3)
- 14.9 The poet links the infant with Jesus Christ who died innocently to free the human race of sins.
- Similarly the infant who dies, frees its 14.9.1 _____ of the intolerable 14.9.2 _____ to bring it up. (2)
- 14.10 Quote the simile used by the poet to convince the reader that the mother cannot be blamed for her actions. (1)
- 14.11 Say whether the following statement is TRUE or FALSE.
- Generally the poem invokes feelings of horror and shock in the reader. (½)
[17½]

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. 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.	10
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. 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:	15
'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. 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.	20
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'.	25
	30
	35
	40
	45

- 15.1 The placing of the word 'something' at the beginning of line 1 is done for emphasis. What is implied by the emphasis on the word 'something'? (1)
- 15.2 In the course of the poem, the poet suggests three possibilities, causing the stones to be dislodged. Explain, in your OWN WORDS, who or what causes the damage and explain very briefly how these forces or people cause damage. (6)
- 15.3 How often do these two neighbours meet? Quote a complete line as your answer. (1)
- 15.4 To explain the irony in lines 13 – 15 you have to choose words from the word box below to complete the sentences that follow. Write only the number and the correct answer.

develop	barrier	unite
separate	destruction	obstacle

- The seemingly constructive act of reparation is exactly what causes **15.4.1** _____ of communication. The only time they communicate, is to put up a **15.4.2** _____ between them, to **15.4.3** _____ them again. (3)
- 15.5 Quote the complete line that informs the reader that mending the wall involves physical hard work. (1)
- 15.6 In line 23 the speaker argues that the wall is not needed.
- 15.6.1 What reason does the speaker supply for not needing a wall. (1)
- 15.6.2 What is the neighbour's response to the speaker's argument? (1)
- 15.7 The speaker reveals that he has a vivid imagination and a sense of fun. Mention ONE example of the speaker's lively imagination or sense of fun between lines 17 and 21. (1)
- 15.8 The simile in line 40 seems to be a very appropriate description of the speaker's neighbours. Name TWO similarities between the neighbour and a Stone Age savage. (2)
- 13.9 Say whether the following statement is TRUE or False.
The tone of the poem is mostly conversational and the style is colloquial. (1½)
(17½)

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
 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.

5

They were lithe, they sprang out behind hedges
 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.

10

- 16.1 The poem deals with British class consciousness. In you OWN WORDS, mention which social classes are referred to. (2)
- 16.2.1 Mention TWO things that the speaker's parents imagined would happen to their child if they didn't protect him? (2)
- 16.2.2 What is ironic about these assumptions of the parents? (2)
- 16.3 Apparently these children were physically and spiritually neglected.
 Explain, in your own words, how the poet describes them in stanza 1 as:
- 16.3.1 physically poor; and
- 16.3.2 spiritually neglected. (2)
- 16.4 Refer to stanza 1 where it becomes clear that the speaker was verbally abused.
 Why are the words: 'who threw words like stones' (line 2) more effective than 'they swore at me' or 'shouted rudely after me'. (2)
- 16.5 Quote the simile from stanza 3 which expresses verbal abuse. (1)
- 16.6 In stanza 1 the poet develops the idea of the boys' physical activities and abilities. Quote the SINGLE descriptive word from stanza 3 which describes the boys' agility. (1)
- 16.7 Explain, in your OWN WORDS how the poor boys abused the speaker physically. (2)

- 16.8 It becomes clear from stanza 3 that the speaker is mentally superior to the boys. Explain, in your own words, TWO things associated with the speaker to prove this statement TRUE. (2)
- 16.9 The group of boys, although physically well-developed, acted cowardly.
- 16.9.1 Say whether this statement is TRUE or FALSE. (½)
- 16.9.2 Quote FIVE consecutive words from stanza 3 to substantiate your answer in 16.9.1. (1)
- [17½]**

TOTAL SECTION D: 35

GRAND TOTAL: 70