



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGFA.2

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2009(1)

MARKS: 70

TIME: 2 hours

This question paper consists of 13 pages.



INSTRUCTIONS AND INFORMATION

Please read the instructions carefully before you answer the questions.

1. This question paper consists of TWO sections:

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

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SECTION A: DRAMA			
<i>Answer ANY ONE question.</i>			
QUESTION NO.	QUESTION	MARKS	PAGE NO.
1 (<i>Romeo and Juliet</i>)	Essay question	35	4
OR			
2 (<i>Romeo and Juliet</i>)	Contextual question	35	5
OR			
SECTION B: POETRY			
<i>Answer ANY TWO questions.</i>			
3 (<i>Snake</i>)	Contextual question	17 ½	8
4 (<i>My parents kept me from children who were rough</i>)	Contextual question	17 ½	10
5 (<i>The world is too much with us</i>)	Contextual question	17 ½	11
6 (<i>The Zebras</i>)	Contextual question	17 ½	12

CHECKLIST**NOTE:**

- Answer questions from BOTH sections.
- Tick the sections you have answered.

SECTION	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK
A: Drama (Essay OR Contextual)	1 and 2	1	
B: Poetry (Contextual)	3 to 6	2	



SECTION A: DRAMA***ROMEO AND JULIET* by William Shakespeare**

In this section, there is an essay question and a contextual question. Answer ONE question (EITHER the essay OR the contextual question).

EITHER**QUESTION 1**

Essay question:

The tragic deaths of Romeo and Juliet can be blamed on the stubbornness and foolishness of their parents, and on the role of the Prince and Friar Lawrence.

Do you agree? Discuss your views in an essay.

You may discuss the following points, among others:

- The feud between the Montagues and Capulets, as well as between their servants.
- The effect of their actions on Romeo's relationship with Juliet.
- The role of:
 - The Prince
 - Friar Lawrence

Length of essay: 250 – 300 words

[35]

OR

QUESTION 2

Contextual question:

Read each extract from the play below 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 on BOTH extracts, i.e. QUESTIONS 2.1 AND 2.2. Answer in your own words, unless you are asked for a quotation.

2.1 *[The Prince investigates the death of Tybalt.]*

PRINCE	Where are the vile beginners of this fray?	
BENVOLIO	O noble Prince, I can discover all The unlucky manage of this fatal brawl; There lies the man, slain by young Romeo, That slew thy kinsman, brave Mercutio.	5
LADY CAPULET	Tybalt, my cousin! O my brother's child! O Prince! O husband! O, the blood is spilled Of my dear kinsman. Prince, as thou art true, For blood of ours, shed blood of Montague. O cousin, cousin!	10
PRINCE	Benvolio, who began this bloody fray?	
BENVOLIO	Tybalt, here slain, whom Romeo's hand did slay. Romeo, that spoke him fair, bid him bethink How nice the quarrel was, and urged withal Your high displeasure; all this, utterèd With gentle breath, calm look, knees humbly bowed, Could not take truce with the unruly spleen Of Tybalt deaf to peace, but that he tilts With piercing steel at bold Mercutio's breast, Who, all as hot, turns deadly point to point, And with a martial scorn, with one hand beats Cold death aside, and with the other sends It back to Tybalt, whose dexterity Retorts it. Romeo he cries aloud, 'Hold, friends! friends, part!' and swifter than his tongue, His agile arm beats down their fatal points, And 'twixt them rushes; underneath whose arm An envious thrust from Tybalt hit the life Of stout Mercutio, and then Tybalt fled; But by and by comes back to Romeo, Who had but newly entertained revenge, And to't they go like lightning, for, ere I Could draw to part them, was stout Tybalt slain; And as he fell, did Romeo turn and fly. This is the truth, or let Benvolio die.	15 20 25 30 35
<i>[Act 3, Scene 1]</i>		

- 2.1.1 Earlier in the play, Romeo refuses to take up Tybalt's challenge to a duel.
- (a) Why does Tybalt challenge Romeo to a duel? (2)
 - (b) Give TWO reasons why Romeo is unwilling to fight Tybalt. (4)
 - (c) Do you think Romeo is justified in eventually killing Tybalt? Explain why you think so. (2)
 - (d) Describe Romeo's feelings about Tybalt's death. (2)
- 2.1.2 Refer to line 1 ('Where are the ... of this fray?').
- (a) Explain how the Prince feels towards the Montagues and Capulets at this stage in the play. (2)
 - (b) Is the Prince justified in feeling this way? Give a reason for your answer. (2)
- 2.1.3 Refer to lines 6 – 10 ('Tybalt, my cousin! ... O cousin, cousin!').
- What do these lines reveal about Lady Capulet's character? (2)
- 2.1.4 Refer to lines 12 – 35 ('Tybalt, here slain ... let Benvolio die').
- Does Benvolio give the Prince a true account of what happened? Support your answer. (2)
- 2.1.5 Consider the play as a whole and describe the characters of the following:
- (NOTE: Give TWO points on each character.)
- (a) Benvolio (2)
 - (b) Tybalt (2)
- 2.1.6 How do the deaths of Mercutio and Tybalt contribute to the tragic deaths of Romeo and Juliet? (3)

AND



2.2 *[Romeo arrives at the Capulets' tomb.]*

BALTHASAR	I will be gone, sir, and not trouble ye.	
ROMEO	So shalt thou show me friendship. Take thou that, <i>[Gives a purse.]</i>	
BALTHASAR	Live and be prosperous, and farewell, good fellow. <i>[Aside]</i> For all this same, I'll hide me hereabout, His looks I fear, and his intents I doubt. <i>[Retires]</i>	5
ROMEO	Thou detestable maw, thou womb of death, Gorged with the dearest morsel of the earth, Thus I enforce thy rotten jaws to open, And in despite I'll cram thee with more food. <i>[Romeo begins to open the tomb.]</i>	
PARIS	This is that banished haughty Montague, That murdered my love's cousin, with which grief It is supposed the fair creature died, And here is come to do some villainous shame To the dead bodies. I will apprehend him. <i>[Steps forth.]</i>	10
<i>[Act 5, Scene 3]</i>		

- 2.2.1 Whom does Romeo visit before coming to the Capulets' tomb?
Why does he do so? (2)
- 2.2.2 Refer to lines 2 – 3 ('So shalt thou ... farewell, good fellow').
Explain why Romeo pays Balthasar to go away. (2)
- 2.2.3 Refer to lines 4 – 5 ('For all this ... intents I doubt').
Explain what these lines reveal about Balthasar's feelings towards
Romeo. (2)
- 2.2.4 Refer to lines 6 – 9 ('Thou detestable maw ... with more food').
(a) Identify the figure of speech used in line 6 ('Thou
detestable maw, thou womb of death'). (1)
(b) Explain what Romeo means in these lines. (2)
- 2.2.5 What eventually happens to Paris? (1)
- [35]**

AND

SECTION B: POETRY

Answer questions on any TWO of the prescribed poems set.

NOTE: Answer in your own words, unless you are asked for a quotation.

QUESTION 3

Read the following poem and answer the questions which follow:

Snake – DH Lawrence

A snake came to my water-trough
On a hot, hot day, and I in pyjamas for the heat,
To drink there.

In the deep, strange-scented shade of the great dark carob-tree
I came down the steps with my pitcher
And must wait, must stand and wait, for there he was at the trough
before me. 5

He reached down from a fissure in the earth-wall in the gloom
And trailed his yellow-brown slackness soft-bellied down, over the edge
of the stone trough 10
And rested his throat upon the stone bottom,
And where the water had dripped from the tap, in a small clearness,
He sipped with his straight mouth,
Softly drank through his straight gums, into his slack long body,
Silently. 15

Someone was before me at my water-trough,
And I, like second comer, waiting.

He lifted his head from his drinking, as cattle do,
And looked at me vaguely, as drinking cattle do,
And flickered his two-forked tongue from his lips, and mused a moment, 20
And stooped and drank a little more,
Being earth-brown, earth-golden from the burning bowels of the earth
On the day of Sicilian July, with Etna smoking.

The voice of my education said to me
He must be killed, 25
For in Sicily the black, black snakes are innocent, the gold are venomous.
And voices in me said, If you were a man
You would take a stick and break him now, and finish him off.

But must I confess how I liked him,
How glad I was he had come like a guest in quiet, to drink at my water-trough 30
And depart peaceful, pacified, and thankless,
Into the burning bowels of this earth.

Was it cowardice, that I dared not kill him? Was it perversity, that I longed to talk to him? Was it humility, to feel so honoured? I felt so honoured.	35
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And yet those voices:
If you were not afraid, you would kill him!

And truly I was afraid, I was most afraid, But even so, honoured still more That he should seek my hospitality From out the dark door of the secret earth.	40
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- 3.1 Name the place where the incident described in the poem took place. How do you know this? (2)
- 3.2 Refer to line 2 ('On a hot, hot day ...').
Why does the poet repeat the word 'hot'? (2)
- 3.3 Indicate whether the following statement is TRUE or FALSE. Quote ONE line from the poem to support your answer.
The snake was in the bright sunlight when the speaker saw it. (2)
- 3.4 Refer to lines 16 – 17 ('Someone was before ... second comer, waiting').
Explain what the figure of speech in 'like a second comer' reveals about the speaker's feelings. (2)
- 3.5 Identify the figures of speech used in:
13.5.1 Line 18 ('He lifted his ... as cattle do') (1)
13.5.2 Line 22 ('Being earth-brown, earth-golden ... of the earth') (1)
- 3.6 Refer to lines 24 – 28 ('The voice of ... finish him off').
In your opinion, is it acceptable to teach children to kill certain snakes? Support your answer. (2)
- 3.7 Refer to line 35 ('Was it humility, to feel so honoured?').
Explain why the speaker felt 'honoured'. Name THREE points. (3)
- 3.8 Consider the poem as a whole.
3.8.1 Explain what the speaker eventually does to the snake. (1)
3.8.2 Explain how he feels after doing this. (1½)
- [17½]**



QUESTION 4

Read the following poem and answer the questions which follow:

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.	4
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.	8
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.	12

- 4.1 Indicate whether the following statement is TRUE or FALSE. Quote ONE word from the poem to support your answer.
- The children who were rough were very well dressed. (1½)
- 4.2 List THREE things the children do which are generally considered to be unacceptable. (3)
- 4.3 Do the children physically attack the speaker? How do you know? You may quote from the poem to support your answer. (2)
- 4.4 Identify the figure of speech used in line 2 ('Who threw words ... wore torn clothes'). (1)
- 4.5 Refer to line 8 ('Who copied my ... on the road').
- Why do you think the children copied the speaker's lisp? (2)
- 4.6 Refer to line 11 ('While I looked ... pretending to smile').
- Suggest THREE reasons why the speaker looks the other way and pretends to smile. (3)
- 4.7 The speaker's parents kept him away from 'children who were rough'.
- 4.7.1 Do you think his parents had reason to do this? Explain why you think so. (3)
- 4.7.2 Suggest TWO other reasons why the speaker did not join the children. (2)

[17½]

QUESTION 5

Read the following poem and answer the questions which follow.

The world is too much with us – William Wordsworth

The world is too much with us; late and soon, Getting and spending, we lay waste our powers: Little we see in Nature that is ours; We have given our hearts away, a sordid boon!	4
This Sea that bares her bosom to the moon; The winds that will be howling at all hours, And are up-gathered now like sleeping flowers; For this, for everything, we are out of tune;	8
It moves us not. – Great God! I'd rather be A Pagan suckled in a creed outworn; So might I, standing on this pleasant lea, Have glimpses that would make me less forlorn; Have sight of Proteus rising from the sea; Or hear old Triton blow his wreathèd horn.	12

- 5.1 Refer to line 2 ('Getting and spending ... waste our powers').
What does the speaker mean by 'we lay waste our powers'? (2)
- 5.2 Refer to line 4 ('We have given ... a sordid boon!').
- 5.2.1 According to the speaker, what have they given their hearts away to? (2)
- 5.2.2 Why is this unacceptable to the speaker? (2½)
- 5.3 Identify the figure of speech used in line 5 ('This Sea that ... to the moon'). (1)
- 5.4 Refer to lines 5 – 6 ('This Sea that ... at all hours').
Why does the poet mention the sea, the moon and the winds? (2)
- 5.5 Refer to lines 9 – 14 ('Great God! I'd ... his wreathèd horn').
- 5.5.1 Discuss why the speaker would prefer to be a Pagan. (3)
- 5.5.2 In your opinion, is the speaker justified in preferring to be a Pagan? Discuss your view. (3)
- 5.6 Refer to lines 13 – 14 ('Have sight of ... his wreathèd horn').
Who were Proteus and Triton? (2)
- [17½]**

QUESTION 6

Read the following poem and answer the questions which follow:

The Zebras – Roy Campbell

From the dark woods that breathe of fallen showers,
 Harnessed with level rays in golden reins,
 The zebras draw the dawn across the plains
 Wading knee-deep among the scarlet flowers.
 The sunlight, zithering their flanks with fire, 5
 Flashes between the shadows as they pass
 Barred with electric tremors through the grass
 Like wind along the gold strings of a lyre.

Into the flushed air snorting rosy plumes
 That smoulder round their feet in drifting fumes, 10
 With dove-like voices call the distant fillies,
 While round the herds the stallion wheels his flight,
 Engine of beauty volted with delight,
 To roll his mare among the trampled lilies.

- 6.1 What type of poem is this? Give a reason for your answer. (2)
- 6.2 Consider lines 1 – 2 ('From the dark ... in golden reins').
- 6.2.1 What are the zebras being compared to in these lines? (1)
- 6.2.2 Quote TWO separate words that tell you this. (1)
- 6.3 Refer to line 5 ('The sunlight, zithering their flanks with fire').
- Explain why the figure of speech used in this line is effective. (2)
- 6.4 At what time of day did the speaker observe the zebras? Quote ONE word from the poem to support your answer. (2)
- 6.5 Refer to line 4 ('Wading knee-deep among the scarlet flowers').
- Explain what is meant by the underlined word above. (1½)
- 6.6 Refer to stanza 2 ('Into the flushed ... the trampled lilies').
- List THREE things the stallion does, according to the poem. (3)

- 6.7 Identify ONE example of each of the following that are mentioned in the poem:
- 6.7.1 A musical instrument (1)
- 6.7.2 A flower (1)
- 6.8 How does the speaker feel about the zebras? How do you know this? (3)
[17½]
- TOTAL SECTION B: 35**
- GRAND TOTAL: 70**