



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2013**

**MARKS: 70**

**TIME: 2 hours**

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

**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 the texts you have studied this year. Read these questions and choose the ones you wish to answer.
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 questions from TWO sections, as follows:  
  
SECTION A: NOVEL  
Answer ONE question on the novel that you have studied.  
  
SECTION B: DRAMA  
Answer ONE question on the drama that you have studied.  
  
SECTION C: SHORT STORIES  
Answer ONE question.  
  
SECTION D: POETRY  
Answer TWO questions.  
  
Use the checklist to assist you.
4. Follow the instructions at the beginning of each section carefully.
5. Number your answers exactly as the questions are numbered in the question paper.
6. Start EACH section on a NEW page.
7. Spend approximately 60 minutes on each section.
8. Write neatly and legibly.

**TABLE OF CONTENTS**

<b>SECTION A: NOVEL</b>				
<b>Answer ANY ONE question.</b>				
<b>QUESTION NO.</b>	<b>QUESTION</b>	<b>MARKS</b>	<b>PAGE NO.</b>	
1.	<i>To Kill a Mockingbird</i>	Essay question	35	5
<b>OR</b>				
2.	<i>To Kill a Mockingbird</i>	Contextual question	35	6
<b>OR</b>				
3.	<i>Lord of the Flies</i>	Essay question	35	10
<b>OR</b>				
4.	<i>Lord of the Flies</i>	Contextual question	35	11
<b>OR</b>				
5.	<i>A Grain of Wheat</i>	Essay question	35	15
<b>OR</b>				
6.	<i>A Grain of Wheat</i>	Contextual question	35	16
<b>SECTION B: DRAMA</b>				
<b>Answer ANY ONE question.</b>				
7.	<i>Romeo and Juliet</i>	Essay question	35	20
<b>OR</b>				
8.	<i>Romeo and Juliet</i>	Contextual question	35	21
<b>OR</b>				
9.	<i>Nothing but the Truth</i>	Essay question	35	25
<b>OR</b>				
10.	<i>Nothing but the Truth</i>	Contextual question	35	26
<b>SECTION C: SHORT STORIES</b>				
<b>Answer ANY ONE question.</b>				
11.	<i>The secret life of Walter Mitty</i>	Essay question	35	30
<b>OR</b>				
12.	<i>The Sisters</i>	Contextual question	35	31
<b>SECTION D: POETRY</b>				
<b>Answer ANY TWO questions.</b>				
13.	Sonnet 116: Let me not to the marriage of true minds ...	Contextual question	17½	34
<b>AND/OR</b>				
14.	Mementos, 1	Contextual question	17½	36
<b>AND/OR</b>				
15.	The birth of Shaka	Contextual question	17½	38
<b>AND/OR</b>				
16.	An elementary school classroom in a slum	Contextual question	17½	40

**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> (Essay OR Contextual)	1–6	1	
<b>B: Drama</b> (Essay OR Contextual)	7–10	1	
<b>C: Short Stories</b> (Essay OR Contextual)	11–12	1	
<b>D: Poetry</b> (Contextual)	13–16	2	
<b>NOTE:</b> Ensure that you have answered questions on <b>TWO sections only.</b>			

**SECTION A: NOVEL**

In this section, there are essay questions and contextual questions on the following novels:

- *TO KILL A MOCKINGBIRD* by Harper Lee
- *LORD OF THE FLIES* by William Golding
- *A GRAIN OF WHEAT* by Ngũgĩ wa Thiong'o

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

**QUESTION 1 (ESSAY QUESTION)*****TO KILL A MOCKINGBIRD***

Mayella Ewell plays an important role in the novel, *TO KILL A MOCKINGBIRD*.

Write an essay in which you discuss this statement. In your essay, refer to specific incidents in the novel.

You may consider the following ideas, among others:

- Mayella's life
- Mayella's relationship with Tom Robinson
- The trial of Tom Robinson and its outcome

Length: 250–300 words

**[35]**

**OR**

**QUESTION 2 (CONTEXTUAL QUESTION)*****TO KILL A MOCKINGBIRD***

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.

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

2.1 [There has been a confrontation between Scout and Walter.]

Walter looked as if he had been raised on fish food: his eyes, as blue as Dill Harris's, were redrimmed and watery. There was no colour in his face except at the tip of his nose, which was moistly pink. He fingered the straps of his overalls, nervously picking at the metal hooks.

Jem suddenly grinned at him. 'Come on home to dinner with us, Walter,' he said. 'We'd be glad to have you.'

Walter's face brightened, then darkened.

Jem said, 'Our daddy's a friend of your daddy's. Scout here, she's crazy – she won't fight you any more.'

'I wouldn't be too certain of that,' I said. Jem's free dispensation of my pledge irked me, but precious noontime minutes were ticking away. 'Yeah Walter, I won't jump on you again. Don't you like butterbeans? Our Cal's a real good cook.'

Walter stood where he was, biting his lip. Jem and I gave up, and we were nearly to the Radley Place when Walter called, 'Hey, I'm comin!'

[Chapter 3]

- |       |  |     |
|-------|--|-----|
| 2.1.1 | Using THREE points, describe what leads to Scout rubbing Walter Cunningham's nose in the dirt in the schoolyard.                                 | (3) |
| 2.1.2 | The incident in the above extract takes place on an important day for Scout. Why is this day important to her?                                   | (1) |
| 2.1.3 | Although she is bigger in size than Walter, Scout thinks it is fair to fight him. Give ONE reason why she thinks this.                           | (1) |
| 2.1.4 | Refer to lines 1–3 ('Walter looked as ... was moistly pink').<br><br>What does the writer's description tell you about Walter? State TWO points. | (2) |
| 2.1.5 | Dill Harris visits Maycomb every summer.   |     |
|       | (a) Whom does Dill visit?  | (1) |
|       | (b) How is Dill related to the person he visits?   | (1) |

- 2.1.6 Refer to lines 5–7 ('Come on home ... brightened, then darkened').
- (a) What does this show about Jem's character? (1)
- (b) Why does Walter's facial expression change? (2)
- 2.1.7 In line 12 of the extract on page 6, Scout mentions 'Our Cal'. This refers to Calpurnia.
- (a) What is Calpurnia's position in the Finch household? (1)
- (b) Explain the special role Calpurnia plays in the lives of the Finch children. (2)
- 2.1.8 Walter accepts Jem's invitation to dinner.
- (a) Choose the correct answer to complete the following sentence. Write only the answer (A–D) in the ANSWER BOOK.
- Atticus's behaviour towards Walter during dinner shows that Atticus is ...
- A kind but strict.  
B humorous and fun-loving.  
C caring and sensitive.  
D hospitable but impatient. (1)
- (b) If you were Walter, would you have gone to dinner with Jem and Scout? Give a reason for your answer. (1)
- 2.1.9 Later in the novel, Jem refers to Boo Radley as a ghost. Considering the entire novel, do you think calling Boo a ghost is appropriate? Discuss your view. (2)

**AND**

2.2 [Aunt Alexandra and Atticus discuss Bob Ewell.]

<p>'I don't like it, Atticus, I don't like it at all,' was Aunt Alexandra's assessment of these events. 'That man seems to have a permanent running grudge against everybody connected with that case. I know how that kind are about paying off grudges, but I don't understand why he should harbour one – he had his way in court, didn't he?'</p>	5
<p>'I think I understand,' said Atticus. 'It might be because he knows in his heart that very few people in Maycomb really believe his and Mayella's yarns. He thought he'd be a hero, but all he got for his pain was ... was, okay, we'll convict this Negro but get back to your dump. He's had his fling with about everybody now, so he ought to be satisfied. He'll settle down when the weather changes.'</p>	10
[Chapter 27]	

2.2.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write down only the letter (A–E) next to the question number (2.2.1(a)–2.2.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Bob Ewell	A the rabid dog
(b) Dolphus Raymond	B lives with a Negress
(c) Tim Johnson	C kind-hearted but shy
(d) Boo Radley	D a truly evil man
	E the Maycomb sheriff

(4)

2.2.2 In the above extract, Aunt Alexandra is worried.

(a) What is Aunt Alexandra worried about? (1)

(b) Why has Aunt Alexandra come to the Finches' home? (1)

2.2.3 In line 3 of the above extract, Aunt Alexandra refers to Ewell as 'that kind'. How does the rest of the Maycomb society feel about him at this time? State TWO points. (2)

2.2.4 Explain what Aunt Alexandra means when she says that Ewell 'had his way in court'. (2)

2.2.5 Is the following statement TRUE or FALSE? Write 'true' or 'false' and give a reason for your answer.

Atticus thinks Judge Taylor showed disapproval of Bob Ewell during the trial. (2)



2.2.6 Consider the novel as a whole.

Do you think Mayella Ewell deserves your sympathy? Discuss your view.

(2)

2.2.7 All the events in the novel are described from Scout's viewpoint.

Why do you think the writer chooses such a young girl to tell the story? Discuss your view.

(2)

**[35]**

**OR**

**QUESTION 3 (ESSAY QUESTION)*****LORD OF THE FLIES***

In the novel, *LORD OF THE FLIES*, the boys fail to establish a society that is safe and works well.

Write an essay in which you discuss this statement.

In your essay you may consider the following ideas, among others:

- First attempts to establish order
- How the boys' fear of the beast affects them
- The breakdown of order

Length: 250–300 words

**[35]**

**OR**

**QUESTION 4 (CONTEXTUAL QUESTION)****LORD OF THE FLIES**

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.

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 and QUESTION 4.2.

4.1 [Jack returns from his first successful hunt.]

'I was chief; and you were going to do what I said. You talk. But you can't even build huts – then you go off hunting and let out the fire –'

He turned away, silent for a moment. Then his voice came again on a peak of feeling.

'There was a ship –'

5

One of the smaller hunters began to wail. The dismal truth was filtering through to everybody. Jack went very red as he hacked and pulled at the pig.

'The job was too much. We needed everyone.'

Ralph turned.

'You could have had everyone when the shelters were finished. But you had to hunt –'

10

'We needed meat.'

Jack stood up as he said this, the bloodied knife in his hand. The two boys faced each other. There was the brilliant world of hunting, tactics, fierce exhilaration, skill; and there was the world of longing and baffled common-sense. Jack transferred the knife to his left hand and smudged blood over his forehead as he pushed down the plastered hair.

15

Piggy began again.

'You didn't ought to have let the fire out. You said you'd keep the smoke going –'

20

This from Piggy, and the wails of agreement from some of the hunters drove Jack to violence. The bolting look came into his blue eyes. He took a step, and able at last to hit someone, stuck his fist into Piggy's stomach.

[Chapter 4]

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

COLUMN A	COLUMN B
(a) Jack	A killed by a chanting group of boys
(b) Ralph	B disrespected by many boys, but clever
(c) Piggy	C takes the responsibility of building shelters
(d) Simon	D managed to rescue the boys from the island
	E failed to be elected as chief

- (4)
- 4.1.2 Explain what happens in the novel just before the extract on page 11. State TWO points. (2)
- 4.1.3 Refer to lines 1–2 ('I was chief ... out the fire'). What do Ralph's words in these lines show about Jack's attitude towards responsibility? State TWO points. (2)
- 4.1.4 Refer to lines 6–7 ('One of the ... at the pig').
- (a) To what does 'the dismal truth' refer? (1)
- (b) Why does one of the hunters begin to cry when he hears this news? (1)
- (c) Why does Jack become 'very red'? (1)
- 4.1.5 What does the fact that Ralph turns towards Jack, in line 9, show about his feelings? Give a reason for your answer. (2)
- 4.1.6 Just after the incident described in the extract on page 11, Piggy's glasses are damaged. How does this happen? (1)
- 4.1.7 What does this extract show about Ralph's character traits? (1)
- 4.1.8 At the end of the extract Jack hits Piggy. In your view, why is violent behaviour not acceptable? (1)
- 4.1.9 Do you sympathise with Jack in this extract? Discuss your view. (2)

**AND**

## 4.2 [Ralph, Piggy and the twins go to Castle Rock.]

'Halt! Who goes there?'	
Ralph bent back his head and glimpsed Roger's dark face at the top.	
'You can see who I am!' he shouted. 'Stop being silly!'	
He put the conch to his lips and began to blow. Savages appeared, painted out of recognition, edging round the ledge towards the neck. They carried spears and disposed themselves to defend the entrance. Ralph went on blowing and ignored Piggy's terrors.	5
Roger was shouting.	
'You mind out – see?'	
At length Ralph took his lips away and paused to get his breath back. His first words were a gasp, but audible.	10
' – calling an assembly.'	
The savages guarding the neck muttered among themselves but made no motion. Ralph walked forwards a couple of steps. A voice whispered urgently behind him.	15
'Don't leave me, Ralph.'	
'You kneel down,' said Ralph sideways, 'and wait till I come back.'	
He stood half-way along the neck and gazed at the savages intently. Freed by the paint, they had tied their hair back and were more comfortable than he was. Ralph made a resolution to tie his own back afterwards. Indeed he felt like telling them to wait and doing it there and then; but that was impossible. The savages sniggered a bit and one gestured at Ralph with his spear. High above, Roger took his hands off the lever and leaned out to see what was going on. The boys on the neck stood in a pool of their own shadow, diminished to shaggy heads. Piggy crouched, his back shapeless as a sack.	20
	25
	[Chapter 11]

- 4.2.1 Describe the events that lead to Ralph, Piggy and the twins going to Castle Rock. State THREE points. (3)
- 4.2.2 What does Roger's challenge in line 1 of the extract show about his personality? (1)
- 4.2.3 Jack's followers are described as 'savages' at this stage in the novel (lines 4, 13 and 18). Name TWO aspects of their behaviour which suggest that they are 'savages'. (2)
- 4.2.4 Ralph is reckless at times.  
Give TWO examples from this extract to prove this. (2)
- 4.2.5 Is the following statement TRUE or FALSE? Write 'true' or 'false' and give a reason for your answer.  
It is pointless for Ralph to call an assembly at this moment. (2)

- 4.2.6 Choose the correct answer to complete the following sentence.  
Write only the answer (A–D) in the ANSWER BOOK.

In line 9 ('You mind out – see?') Roger thinks that Ralph ...

- A respects Jack's role as the new chief.
- B is doing the right thing by blowing the conch.
- C is provoking Jack's tribe.
- D is testing the authority of the conch. (1)

- 4.2.7 The confrontation at Castle Rock has serious consequences.

- (a) What happens to Piggy? (1)
- (b) What happens to the twins? (1)

- 4.2.8 In your opinion, how would things have been different on the island if there had been an adult? Discuss your view. (2)

- 4.2.9 Why does Ralph fail as a leader? Discuss your view. (2)

**[35]**

**OR**

**QUESTION 5 (ESSAY QUESTION)*****A GRAIN OF WHEAT***

In the novel, *A GRAIN OF WHEAT*, the society's struggle for independence affects Mugo's character.

Write an essay in which you discuss this statement. In your answer, refer to specific incidents in the novel.

In your essay you may consider the following ideas, among others:

- How Mugo's loneliness causes him to suffer
- Mugo's views on the struggle
- How Mugo suffers from guilt

Length: 250–300 words

**[35]**

**OR**

**QUESTION 6 (CONTEXTUAL QUESTION)****A GRAIN OF WHEAT**

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.

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

## 6.1 [Mugo receives visitors.]

He turned to the soil. He would labour, sweat, and through success and wealth, force society to recognise him. There was, for him, then, solace in the very act of breaking the soil: to bury seeds and watch the green leaves heave and thrust themselves out of the ground, to tend the plants to ripeness and then harvest, these were all part of the world he had created for himself and which formed the background against which his dreams soared to the sky. But then Kihika had come into his life.

5

Mugo went home earlier than usual. He had not done much work, yet he was weary. He walked like a man who knows he is followed or watched, yet does not want to reveal this awareness by his gait or behaviour. In the evening he heard footsteps outside. Who could his visitor be? He opened the door. Suddenly the all-day mixture of feelings distilled into fear and animosity. Warui, the elder, led the group. Standing beside him was Wambui, one of the women from the river. She now smiled, exposing a missing line of teeth in her lower jaw. The third man was Gikonyo, who had married Kihika's sister.

10

'Come inside' he called in a voice that could hardly hide his agitation. He excused himself and went towards the latrine. Run away from all these men ... I no longer care ... I no longer care.

15

[Chapter 1]

6.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question number (6.1.1(a)–6.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Kihika	A Dr Lynd's former houseboy
(b) Lieutenant Koina	B killed by a train
(c) Mwaira	C Mumbi's brother
(d) Dr Van Dyke	D sent to persuade Karanja to attend the Uhuru celebrations
	E a village elder

(4)



- 6.1.2 (a) Explain why it is important for Mugo to 'force society to recognise him'. (Line 2) (2)
- (b) How does Mugo intend forcing society to recognise him? Use your OWN words. (1)
- 6.1.3 Briefly describe the incident Mugo is referring to in line 7 ('But then Kihika ... into his life'). (2)
- 6.1.4 Refer to lines 9–10 ('He walked like ... gait or behaviour').
- (a) How would you describe Mugo's feelings in these lines? State TWO points. (2)
- (b) Explain why Mugo behaves in this manner. (2)
- 6.1.5 Choose the correct answer to complete the following sentence. Write only the answer (A–D) in the ANSWER BOOK.
- Mugo's 'animosity' (line 12) shows that he wants his visitors to ...
- A leave him alone.  
B come inside.  
C convince him.  
D find the traitor. (1)
- 6.1.6 Refer to lines 17–18 ('Run away from ... I no longer care').
- (a) Why are the words 'I no longer care' repeated? (1)
- (b) Why does Mugo want to run away from his visitors? (1)
- 6.1.7 Do you think Mugo's childhood experiences influence his life as an adult? Give a reason for your answer. (1)
- 6.1.8 In your opinion, does Mugo deserve the fate he suffers? Discuss your view. (2)

**AND**

## 6.2 [Gikonyo and Karanja take part in a race.]

<p>It was at this time that something unexpected happened. As Gikonyo ran down the hill, his foot caught against a tuft of grass, which brought him down, trapping Karanja in the process. The field went silent. General R. followed by the others came, passed and ran to the finish. Then the field broke into feverish confusion. People rushed to the place where the two men had fallen into a heap. When Gikonyo fell, Mumbi dropped the handkerchief she had been waving. 'Ngai,' she cried, and ran across the field to him. She knelt down and examined his head carefully. Gikonyo was so exhausted and angry that he did not know what was happening. Karanja was the one who first recovered and pulled himself up on to his left elbow. At the sight of Gikonyo's head in Mumbi's hands, so delicate the hands seemed, his eyes lost life and he sank back to the ground. People buzzed around. Seeing that Gikonyo was not hurt, Mumbi remembered their estrangement. Embarrassed, she pushed her way through the crowd and went home before anybody could talk to her. The crowd also broke away arguing and speculating: who of those two would have won the race? Some came out for Karanja; others were on Gikonyo's side. As they disappeared, few noticed that Gikonyo had not yet risen. He sweated profusely; his face was contorted with pain.</p>	<p>5</p> <p>10</p> <p>15</p>
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[Chapter 14]

- 6.2.1 Refer to lines 1–3 ('It was this ... in the process').
- (a) In line 1, the speaker tells us that 'something unexpected happened'. Describe what happened. (2)
- (b) Why are they running this race? (1)
- 6.2.2 Karanja and Gikonyo compete against each other in a race.
- (a) How many times do they compete like this during the course of the novel? (1)
- (b) What do these races symbolise for Karanja and Gikonyo? (1)
- 6.2.3 Refer to lines 6–8 ('When Gikonyo fell ... his head carefully').
- What do Mumbi's actions in these lines show you about her feelings? (1)
- 6.2.4 Is the following statement TRUE or FALSE? Write 'true' or 'false' and give a reason for your answer.
- Gikonyo wins the race referred to in the above extract. (2)

- 6.2.5 Refer to lines 10–12 ('At the sight ... to the ground').
- (a) Write down ONE word to describe Karanja's feelings. (1)
- (b) Why does he feel this way? (1)
- 6.2.6 Explain why Mumbi is 'embarrassed' (line 13). (2)
- 6.2.7 Do you think Mumbi deserves Gikonyo's forgiveness? Discuss your view. (2)
- 6.2.8 In your opinion, is Karanja a traitor? Discuss your view. (2)
- [35]**

**TOTAL SECTION A: 35**

**SECTION B: DRAMA**

In this section, there are essay questions and contextual questions on the following plays:

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

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

**QUESTION 7 (ESSAY QUESTION)*****ROMEO AND JULIET***

The play deals with the impact of love on the lives of Romeo and Juliet.

Write an essay in which you discuss this statement.

In your answer, you may discuss the following ideas, among others:

- Romeo's and Juliet's experiences of romance
- How love makes Romeo and Juliet act hastily
- The tragic outcome of their actions

Length: 250–300 words

**[35]**

**OR**

**QUESTION 8 (CONTEXTUAL QUESTION)*****ROMEO AND JULIET***

Read the following extracts from the play 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 8.1 AND QUESTION 8.2.

8.1 [Juliet's mother and the Nurse talk to her about marriage.]

LADY CAPULET:	Well, think of marriage now. Younger than you, Here in Verona, ladies of esteem Are made already mothers. By my count, I was your mother much upon these years That you are now a maid. Thus then in brief:	5
NURSE:	The valiant Paris seeks you for his love. A man, young lady! Lady, such a man As all the world – why, he's a man of wax.	
LADY CAPULET:	Verona's summer hath not such a flower.	
NURSE:	Nay, he's a flower; in faith, a very flower.	10
LADY CAPULET:	What say you? Can you love the gentleman? This night you shall behold him at our feast. Read o'er the volume of young Paris' face, And find delight writ there with beauty's pen. Examine every married lineament,	15
	And see how one another lends content. And what obscured in this fair volume lies Find written in the margent of his eyes. This precious book of love, this unbound lover, To beautify him only lacks a cover.	20
	[Act 1, Scene 3]	

- 8.1.1 In which city is the main action of the play *ROMEO AND JULIET* set? (1)
- 8.1.2 Which other character in the play is a relative of Paris? (1)
- 8.1.3 Refer to line 6 (The valiant Paris ... for his love).  
(a) Earlier, Paris asks Capulet if he could marry Juliet. What is Capulet's answer to Paris's request? (2)

- (b) Choose the correct answer to complete the following sentence. Write only the answer (A–D) in the ANSWER BOOK.

When Lady Capulet calls Paris 'valiant' she is referring to his ...

- A handsome appearance.
- B courageous character.
- C impressive family.
- D social standing. (1)

- 8.1.4 What does the Nurse mean when she says Paris is 'a man of wax'? (Line 8) (1)
- 8.1.5 Explain why the Nurse, who is not a family member, is present during this very personal conversation that Lady Capulet is having with her daughter. (2)
- 8.1.6 In lines 9–10 ('Verona's summer hath ... a very flower'), both Lady Capulet and the Nurse are praising Paris.
- (a) Identify the figure of speech in these lines. (1)
  - (b) Explain why the use of this figure of speech is effective here. (2)
- 8.1.7 Refer to Lady Capulet's second question in line 11 ('... Can you love the gentleman?').
- (a) What is Juliet's reply to this question? (1)
  - (b) Explain how the Capulets' attitude here differs from their later treatment of Juliet. State TWO points. (2)
- 8.1.8 In lines 13–14 ('Read o'er the volume ... with beauty's pen'), Lady Capulet describes Paris.
- (a) To what does she compare Paris's face? (1)
  - (b) What does Lady Capulet expect Juliet to discover later about Paris's feelings? (1)
- 8.1.9 Do you think Paris would have made a good husband for Juliet if Romeo had not appeared in her life? Give a reason for your answer. (1)
- 8.1.10 The Capulets are eager to arrange a marriage for their daughter. Do you think their actions are in Juliet's best interests? Discuss your views. (2)

**AND**

## 8.2 [Juliet returns to the Capulet house after visiting Friar Lawrence.]

NURSE:	See where she comes from shrift with a merry look.	
CAPULET:	How now, my headstrong! Where have you been gadding?	
JULIET:	Where I have learnt me to repent the sin Of disobedient opposition To you and your behests, and am enjoined	5
	By holy Lawrence to fall prostrate here, [ <i>She falls at his feet.</i> ] To beg your pardon. Pardon, I beseech you! Henceforward I am ever ruled by you.	
CAPULET:	Send for the County. Go tell him of this.	10
JULIET:	I'll have this knot knit up tomorrow morning. I met the youthful lord at Lawrence' cell And gave him what becomèd love I might, Not stopping o'er the bounds of modesty.	
CAPULET:	Why, I am glad on't. This is well. Stand up. This is as it should be. Let me see the County. Ay marry, go, I say, and fetch him hither. Now, afore God, this reverend holy Friar, All our whole city is much bound to him.	15
[Act 4, Scene 2]		

8.2.1 Complete the following sentences by filling in the missing words. Write down only the words next to the question numbers (8.2.1(a)–8.2.1(d)).

Romeo's cousin, (a) ..., is a peace-loving and trustworthy character. He forms a contrast to Juliet's aggressive cousin, (b) ..., who kills Romeo's fun-loving friend (c) ... Juliet has a close relationship with the talkative and sentimental (d) ... (4)

8.2.2 Is the following statement TRUE or FALSE? Write 'true' or 'false' and give a reason for your answer.

Juliet's father calls her 'headstrong' in line 2, because he thinks she is a beautiful girl. (2)

8.2.3 Using THREE points, show how Juliet's actions immediately after the extract above lead to great sadness for her father. (3)

8.2.4 Refer to lines 18–19 ('Now afore God ... bound to him').

(a) What facial expression should the actor playing the part of Capulet have when he is saying these two lines? (1)

(b) Give a reason for your answer to QUESTION 8.2.4(a). State TWO points. (2)

- 8.2.5 Consider the play as a whole.  
Do you think Friar Lawrence deserves to be forgiven for his actions? Discuss your view. (2)
- 8.2.6 In the extract on page 23, Juliet tells a lie to her father and the Nurse. Do you think her behaviour is excusable? Discuss your view. (2)
- [35]**

**OR**



**QUESTION 9 (ESSAY QUESTION)*****NOTHING BUT THE TRUTH***

The issues of truth and reconciliation are at the centre of the play, *NOTHING BUT THE TRUTH*.

Write an essay in which you discuss this statement. In your essay, refer to specific incidents in the play.

In your essay you may consider the following ideas, among others:

- Thando's need to know the truth
- Siphó's struggle with the truth and eventual reconciliation
- How Mandisa learns important truths

Length: 250–300 words

**[35]**

**OR**

**QUESTION 10 (CONTEXTUAL QUESTION)****NOTHING BUT THE TRUTH**

Read the following extracts from the play 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 10.1 AND QUESTION 10.2.

10.1 [Sipho and Thando are about to leave for the airport.]

THANDO:	Daddy, you've got your Sunday suit on. You look good. Just like you've always looked. My Dad. That's enough for me. It's going to have to do for her too and everybody else.	
SIPHO:	It's twenty-five years. He was standing right where you are standing, next to the door. Turned around and walked away. I've had so many dreams about him. He is always coming towards me and just as I am about to talk to him or call his name, I always wake up. In all those dreams I could never see his face clearly. Is his hair grey now? It's strange. This is not the way I've always imagined our meeting.	5
	<i>Silence.</i>	10
THANDO:	What now? What are you thinking about?	
SIPHO:	When I was a little boy I made myself a wire double decker bus. I spent four days non-stop at it. When it was finished I drove it around for about three minutes and Themba wanted it for himself. He cried. My father shouted at me: 'What's the matter with you? Give it to him. Can't you see he is crying?' I gave it to him. He wrenched it out of my hands. My finger bled a little, because of the force with which he grabbed it from me. The wire cut my finger. He drove it away. I watched him go with a piece of my heart and love for my wire bus. Themba had a lot of toy cars my father bought for him from town. He did not need that wire bus. He took it because it was mine.	15
THANDO:	What happened to the car – the wire bus?	
SIPHO:	It lasted for a day or two. The last time I saw it, it was smashed. Themba was driving it on the street, a bakery van surprised him, he ran off, leaving my bus on the road, the van smashed it flat. I was so angry. I wanted to kill him. My mother got angry with me. 'It was nothing. Just a bus made of wire.' Funny, I've never forgotten that wire bus.	20
		25
		30

[Act 1, Scene 1]

10.1.1 Complete the following sentence by filling in the missing words. Write down only the words next to the question numbers, 10.1.1(a) and 10.1.1(b).

Sipho believes he is the (a) ... of Thando who might be the (b) ... of his brother, Themba.

(2)

- 10.1.2 Refer to lines 1–3 ('Daddy, you've got ... and everybody else').
- (a) To whom is Thando referring when she says 'it's going to have to do for her too'? (1)
- (b) What emotion does Thando display towards Siphon in these lines? (1)
- 10.1.3 In lines 4 and 5 Siphon remembers the last time he saw Themba.
- (a) Why did Siphon come home unexpectedly early that day? (1)
- (b) On his arrival home that day, Siphon made a sad and unpleasant discovery. Briefly describe what he discovered. (2)
- (c) Why do these events lead to Siphon remembering his wire bus? (2)
- 10.1.4 Refer to lines 18–20 ('He wrenched it ... cut my finger').
- Explain how these lines are symbolic of the relationship between Siphon and Themba as Siphon remembers it. (2)
- 10.1.5 Refer to lines 25–30 ('It lasted for ... that wire bus').
- (a) Write down ONE word to describe Themba's behaviour. (1)
- (b) Quote a sentence from the extract to prove that the incident with the wire bus really made Siphon sad. (1)
- (c) In line 28, Siphon's mother becomes angry. Do you think she is being fair towards Siphon? Discuss your view. (2)
- 10.1.6 Give TWO aspects of Siphon's character that we learn from this extract. (2)
- 10.1.7 Discuss how sibling rivalry during Siphon's childhood affects him later in his life. (2)

**AND**

## 10.2 [Sipho arrives home while Mandisa and Thando are having a conversation.]

MANDISA	<i>[going into the kitchen and pouring herself another shot of whisky]:</i> Thando, you must at least admit it does look too easy. <i>SIPHO enters – sees the whisky bottle, puts the lid back on and listens.</i>	
THANDO:	People from overseas always oversimplify our situation. We would never have achieved our democracy without all our people, black and white, coming together to overthrow apartheid.	5
MANDISA:	Oh please! That's the attitude my father always talked about. 'The generosity of the African people.' I call it giving in too easily.	10
SIPHO:	<i>[who has been standing unnoticed at the living room door]:</i> I call it African humanity!	
THANDO:	Daddy.	
MANDISA:	How long have you been standing there?	15
SIPHO:	Does it matter? It is called African humanity, <i>ubuntu</i> , not generosity.	
MANDISA:	You know it's very rude to eavesdrop on other people's conversations.	
SIPHO:	This is my house. I do not eavesdrop. I listen and hear what people say in my house. What part of this conversation did you not want me to hear?	20
THANDO:	Where have you been? You are almost three hours late.	
SIPHO:	I've been drinking at Sky's shebeen.	
THANDO:	But you don't drink. You haven't had a drink since Luvuyo died.	25
SIPHO:	I do now. And why did your father not come back in 1994? It's now 2000.	
THANDO:	That's enough Daddy.	
MANDISA:	My father had his reasons.	
SIPHO:	Oh yes. I am sure he had his reasons.	30
THANDO:	I said that's enough, both of you. <i>[Pause.]</i> By the way, what happened at work today, Daddy?	

[Act 2, Scene 1]

- 10.2.1 Complete the following sentence by filling in the missing words. Write down only the words next to the question numbers, 10.2.1(a) and 10.2.1(b).
- (a) ... works as an (b) ... at the Truth and Reconciliation Commission (TRC). (2)
- 10.2.2 Mandisa and Thando have different opinions regarding the TRC. Explain these differences. (2)
- 10.2.3 What do we learn about Mandisa's upbringing in this extract? State TWO points. (2)

- 10.2.4 Refer to lines 15–22 ('How long have ... me to hear?')
- (a) If you were the director of this play, what would you tell Mandisa to do while saying the words in lines 15 and 18–19? State TWO points. (2)
- (b) Identify Siphho's tone of voice in lines 20–22. (1)
- 10.2.5 Is the following statement TRUE or FALSE? Write 'true' or 'false' and give a reason for your answer.
- Siphho has a serious drinking problem. (2)
- 10.2.6 Choose the correct answer to complete the following sentence: Write only the answer (A–D) in the ANSWER BOOK.
- Luvuyo died because he was ...
- A sick.  
B stabbed.  
C shot.  
D poisoned. (1)
- 10.2.7 What is the answer to Thando's question in the last line of the passage on page 28? (1)
- 10.2.8 Why, do you think, did Themba choose to stay in London even after the end of apartheid? (1)
- 10.2.9 In your opinion, is Siphho being fair when he judges Mandisa for breaking away from traditional practices? Discuss your view. (2)
- [35]**

**TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES**

In this section, questions have been set on the following stories:

- *THE SECRET LIFE OF WALTER MITTY* by James Thurber
- *THE SISTERS* by Pauline Smith

Choose ONE of the short stories and answer the questions set on each.

**QUESTION 11 (ESSAY QUESTION)*****THE SECRET LIFE OF WALTER MITTY* – James Thurber**

In the short story, 'The secret life of Walter Mitty', the main character escapes into the world of his imagination and is brought back to reality each time.

Write an essay in which you discuss THREE of the imaginary roles he creates for himself. In your answer, refer to specific incidents in the story.

You may consider the following ideas, among others:

- Three different roles Walter Mitty creates for himself
- Why Walter Mitty creates these roles
- How Walter Mitty is brought back to reality each time

Length: 250–300 words

**[35]**

**OR**

**QUESTION 12 (CONTEXTUAL QUESTION)****THE SISTERS – Pauline Smith**

Read the following extracts from the short story 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 12.1 AND QUESTION 12.2.

12.1 [Marta and Sukey have a conversation.]

And she said again: 'Sukey, my darling, listen now! If I marry old Jan Redlinghuis he will let the water into my father's furrow, and the lands of Zeekoegatt will be saved. I am going to do it, and God will help me.'

I cried to her: 'Marta! Old Jan Redlinghuis is a sinful man, going at times a little mad in his head. God must help you before you marry him. Afterwards it will be too late.'

5

And Marta said: 'Sukey, if I do right, right will come of it, and it is right for me to save the lands of my father. Think now, Sukey, my darling! There is not one of us that is without sin in the world and old Jan Redlinghuis is not always mad. Who am I to judge Jan Redlinghuis? And can I then let my father be driven like a poor white to Platkops dorp?' And she drew me down on to the pillow beside her, and took me into her arms, and I cried there until far into the night.

10

The next day I went alone across the river to old Jan Redlinghuis's farm. No one knew that I went, or what it was in my heart to do.

15

12.1.1 Complete the following sentences by using the words provided in the list below. Write only the words next to the question numbers (12.1.1(a)–12.1.1(d)).

Orange; Jan Redlinghuis; Sukey; Grootkops;  
Ghamka; Marta; Burgert de Jager; Platkops

This short story is set near the (a) ... river in a place called (b) ...  
The narrator of the story is (c) ... and her father is (d) ...

(4)

12.1.2 Why does Marta's father ask her to marry Jan Redlinghuis?  
State TWO points.

(2)

12.1.3 Using your own words, explain why Marta agrees to marry Jan Redlinghuis.

(2)

- 12.1.4 Choose the correct answer to complete the following sentence. Write only the answer (A–D) in the ANSWER BOOK.
- Sukey's father's agreement with Jan Redlinghuis proves that he is ...
- A arrogant.  
B careful.  
C selfless.  
D selfish. (1)
- 12.1.5 Sukey thinks that Jan is 'a sinful man' and often 'a little mad' (lines 4–5).
- In your opinion, is he mad? Give a reason for your answer. (2)
- 12.1.6 Briefly describe the relationship between the two sisters, Marta and Sukey. Give an example to substantiate your answer. (2)
- 12.1.7 Name TWO aspects of Marta's character that are shown in this extract. (2)
- 12.1.8 Sukey goes to see Jan Redlinghuis the next day.
- (a) Explain why Sukey goes to see Jan Redlinghuis. (2)
- (b) Identify the theme which is shown here. (1)
- 12.1.9 Discuss your views on Marta's decision to marry Jan Redlinghuis. (2)

**AND**



## 12.2 [Marta has died.]

We buried Marta in my mother's grave at Zeekoegatt ... And still they could not find Jan Redlinghuis. Six days they looked for him, and at last they found his body in the mountains. God knows what madness had driven old Jan Redlinghuis to the mountains when his wife lay dying, but there it was they found him, and at Bitterwater he was buried.

5

That night my father came to me and said: 'It is true what you said to me, Sukey. It is blood that I have led on my lands to water them, and this night will I close the furrow that I built from the Ghamka river. God forgive me, I will do it.'

It was in my heart to say to him: 'The blood is already so deep in the lands that nothing we can do will now wash it out.' But I did not say this. I do not know how it was, but there came before me the still, sad face of my sister, Marta, and it was as if she herself answered for me.

10

'Do now as it seems right to you,' I said to my father. 'Who am I that I should judge you?'

15

- 12.2.1 Which aspect of her personality caused Sukey's mother to be severely saddened and upset by the feud between her husband and Jan Redlinghuis? (1)
- 12.2.2 Is the following statement TRUE or FALSE? Write 'true' or 'false' and give a reason for your answer.  
Mrs de Jager died of cancer. (2)
- 12.2.3 Give ONE reason why the people are looking for Jan Redlinghuis (lines 1–3). (1)
- 12.2.4 Explain why Jan Redlinghuis goes to the mountain. (2)
- 12.2.5 Refer to line 7 ('It is blood ... on my lands').  
(a) Identify the figure of speech used here. (1)  
(b) Explain the meaning of this line in the context of the story. (2)
- 12.2.6 Briefly explain how Burgert de Jager changes in this story. (2)
- 12.2.7 Quote a sentence which proves that Sukey is submitting to her father. (1)
- 12.2.8 In your opinion, who is to blame for Marta's death? Explain your choice. (3)

**[35]****TOTAL SECTION C: 35**

**SECTION D: POETRY**

In this section, questions have been set on the following poems:

- 'Sonnet 116' by William Shakespeare
- 'Mementos, 1' by WD Snodgrass
- 'The birth of Shaka' by Mbuyiseni Oscar Mtshali
- 'An elementary school classroom in a slum' by Stephen Spender

Answer questions on ANY TWO of the prescribed poems set. Read each 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.

**QUESTION 13**

Read the following poem and then answer the questions set on it.

**Sonnet 116 – William Shakespeare**

Let me not to the marriage of true minds Admit impediments. Love is not love Which alters when it alteration finds, Or bends with the remover to remove. O, no, it is an ever-fixed mark	5
That looks on tempests and is never shaken; It is the star to every wand'ring bark, Whose worth's unknown, although his height be taken. Love's not Time's fool, though rosy lips and cheeks Within his bending sickle's compass come;	10
Love alters not with his brief hours and weeks, But bears it out even to the edge of doom. If this be error and upon me proved, I never writ, nor no man ever loved.	

- 13.1 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question numbers (13.1.1–13.1.3).

sonnet; octave; constant; uncertain; couplet; ballad
--

- In this (13.1.1) ..., Shakespeare praises love for being (13.1.2) ... The final (13.1.3) ... is a challenge to the reader to prove the poet wrong. (1½)
- 13.2 In your own words explain the meaning of the first sentence ('Let me not ... Admit impediments'). (2)
- 13.3 Write down ONE word which best describes the tone of this poem. (1)

- 13.4 Refer to '...it is an ever-fixed mark' (line 5).
- 13.4.1 Identify the figure of speech. (1)
- 13.4.2 Explain why this figure of speech is effective here. (2)
- 13.5 What is a *tempest*? (1)
- 13.6 Is the following statement TRUE or FALSE? Write 'true' or 'false' and give a reason for your answer.
- The 'wand'ring bark' in line 7 refers to a lost dog. (2)
- 13.7 Choose the correct answer to complete the following sentence. Write only the answer (A–D) in the ANSWER BOOK.
- The word 'Time' in line 9 is written with a capital letter because ...
- A time can change love.  
B time is being personified.  
C time is bigger than love.  
D true love depends on time. (1)
- 13.8 Refer to lines 9–11 ('Love's not Time's ... hours and weeks').
- Explain the meaning of these lines. (2)
- 13.9 What is the term used for a set of four lines in a poem such as this? (1)
- 13.10 Do you think the poem gives the poet's loved one a better understanding of the nature of love? Give a reason for your answer. (1)
- 13.11 Do you think the poet's conclusion in lines 13–14 ('If this be ... man ever loved') is realistic today? Discuss your view. (2)
- [17½]**

**OR**

**QUESTION 14**

Read the following poem and then answer the questions set on it.

**Mementos, 1 – WD Snodgrass**

Sorting out letters and piles of my old Canceled checks, old clippings, and yellow note cards That meant something once, I happened to find Your picture. <i>That</i> picture. I stopped there cold, Like a man raking piles of dead leaves in his yard Who has turned up a severed hand.	5
Still, that first second, I was glad: you stand Just as you stood – shy, delicate, slender, In that long gown of green lace netting and daisies That you wore to our first dance. The sight of you stunned Us all. Well, our needs were different, then, And our ideals came easy.	10
Then through the war and those two long years Overseas, the Japanese dead in their shacks Among dishes, dolls, and lost shoes; I carried This glimpse of you, there, to choke down my fear, Prove it had been, that it might come back. That was before we got married.	15
– Before we drained out one another's force With lies, self-denial, unspoken regret And the sick eyes that blame; before the divorce And the treachery. Say it: before we met. Still, I put back your picture. Someday, in due course, I will find that it's still there.	20

- 14.1 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question numbers (14.1.1–14.1.3).

ex-wife; ring; lover; picture; soldier; photographer
--

The speaker addresses his (14.1.1) ... in this poem. He remembers her when he finds her (14.1.2) ... He was once a (14.1.3) ...

(1½)

- 14.2 In line 2, the word 'yellow' can have two possible meanings. Explain these TWO meanings.

(2)

- 14.3 14.3.1 Choose the correct answer to complete the following sentence.  
Write only the answer (A–D) in the ANSWER BOOK.
- Refer to lines 4–6. (I stopped there ... a severed hand').
- The figure of speech used here is ...
- A a simile.  
B a metaphor.  
C personification.  
D alliteration. (1)
- 14.3.2 Explain why the poet compares his discovery to the discovery  
of a severed hand. (2)
- 14.4 The second stanza describes a girl.  
Using your OWN words, state the effect she had on the onlookers. (1)
- 14.5 Quote FOUR consecutive words from stanza 3 to show that the speaker  
was badly affected by the war. (1)
- 14.6 Is the following statement TRUE or FALSE? Write 'true' or 'false' and  
using your OWN words, give a reason for your answer.
- The speaker went to war after he was married. (2)
- 14.7 Explain how stanza 4 is a contrast to stanza 2. (2)
- 14.8 Name ONE way in which the speaker and his wife destroyed their  
relationship. (1)
- 14.9 What is the speaker's tone in the last stanza of the poem? (1)
- 14.10 Why, do you think, does the speaker keep the picture? (1)
- 14.11 Do you sympathise with the speaker? Discuss your view. (2)
- [17½]**

**OR**

**QUESTION 15**

Read the following poem and then answer the questions set on it.

**The birth of Shaka – Mbuyiseni Oscar Mtshali**

His baby cry was of a cub tearing the neck of the lioness because he was fatherless.	5
The gods boiled his blood in a clay pot of passion to course in his veins.	
His heart was shaped into an ox shield to foil every foe.	10
Ancestors forged his muscles into thongs as tough as water bark and nerves as sharp as syringa thorns.	15
His eyes were lanterns that shone from the dark valleys of Zululand to see white swallows coming across the sea.	20
His cry to two assassin brothers: 'Lo! you can kill me but you'll never rule this land!'	25

- 15.1 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question numbers (15.1.1–15.1.3).

magic; royalty; protest; prophecy; praise; weakness
---

In this (15.1.1) ... poem, Shaka's strength and (15.1.2) ... are described. The poem suggests that Shaka had the power of (15.1.3) ...

(1½)

- 15.2 Quote an example of alliteration from stanza 2. Do NOT quote more than THREE words.

(1)

- 15.3 Choose the correct answer to complete the following sentence. Write only the answer (A–D) in the ANSWER BOOK.

The second stanza creates the image that Shaka would have ...

- A strong emotions.
- B a kind heart.
- C physical strength.
- D amazing wisdom. (1)

- 15.4 Refer to lines 10–11 ('His heart was ... foil every foe').

Use your OWN words to describe the aspects of Shaka's character that are being shown in these lines. (2)

- 15.5 Refer to lines 12–18 ('Ancestors forged ... syringa thorns').

- 15.5.1 Is the following statement TRUE or FALSE? Write 'true' or 'false' and quote a SINGLE word to support your answer.

According to the speaker, creating Shaka was a difficult process. (2)

- 15.5.2 In your opinion, why is the use of the images of 'water bark' (line 15) and 'syringa thorns' (line 18) suitable in this poem about the Zulu king? (1)

- 15.5.3 How would 'nerves as sharp as syringa thorns' (lines 16–18) be useful to Shaka? (1)

- 15.6 According to the speaker, which TWO powers were involved in the creation of Shaka? (2)

- 15.7 Explain why Shaka's eyes are described as 'lanterns' in line 19. (2)

- 15.8 Why does the speaker refer to Shaka's brothers as assassins (line 23)? (1)

- 15.9 Identify the tone in the first five stanzas of the poem. (1)

- 15.10 Does the poem present Shaka as a great leader? Discuss your view. (2)

**[17½]**

**OR**

**QUESTION 16**

Read the following poem and then answer the questions set on it.

**An elementary school classroom in a slum – Stephen Spender**

Far far from gusty waves these children's faces. Like rootless weeds, the hair torn round their pallor. The tall girl, with her weighed-down head. The paper- seeming boy, with rat's eyes. The stunted, unlucky heir Of twisted bones, reciting a father's gnarled disease,	5
His lesson from his desk. At the back of the dim class One unnoted, sweet and young. His eyes live in a dream Of squirrel's game, in tree room, other than this.	
On sour cream walls, donations. Shakespeare's head, Cloudless at dawn, civilised dome riding all the cities. Belled, flowery, Tyrolese valley. Open-handed map Awarding the world its world. And yet, for these Children, these windows, not this world, are world. Where all their future's painted with a fog, A narrow street sealed in with a lead sky,	10      15
Far far from rivers, capes, and stars of words.	
Surely, Shakespeare is wicked, the map a bad example With ships and sun and love tempting them to steal – For lives that slyly turn in their cramped holes From fog to endless night? On their slag heap, these children Wear skins peeped through by bones and spectacles of steel With mended glass, like bottle bits on stones. All of their time and space are foggy slum. So blot their maps with slums as big as doom.	20
Unless, governor, teacher, inspector, visitor, This map becomes their window and these windows That shut upon their lives like catacombs, Break O break open till they break the town And show the children to green fields and make their world Run azure on gold sands, and let their tongues	25     30
Run naked into books, the white and green leaves open History theirs whose language is the sun.	

- 16.1 Complete the following sentences by using the words provided in the list below. Write down only the words next to the question numbers (16.1.1–16.1.3).

wealthy; satirical; education; political; disadvantaged; recreation
---

This poem is set in a classroom and it is a (16.1.1) ... poem. The speaker describes the (16.1.2) ... of children who come from (16.1.3) ... backgrounds.

(1½)



- 16.2 Refer to lines 1–5 ('Far far from ... father's gnarled disease').
- 16.2.1 What do the children have in common in these lines? (1)
- 16.2.2 Identify the figure of speech used in line 2. (1)
- 16.2.3 Explain why the poet describes the children's hair as 'rootless weeds'. (2)
- 16.3 Choose the correct answer to complete the following sentence. Write only the answer (A–D) in the ANSWER BOOK.
- The stunted boy has ...
- A learnt about his illness.  
B made a speech about his illness.  
C recovered from a disease.  
D inherited his father's disease. (1)
- 16.4 Explain the meaning of line 14 ('Where all their future's painted with a fog'). (1)
- 16.5 Why does the speaker say that 'Shakespeare is wicked' (line 17)? (1)
- 16.6 Is the following statement TRUE or FALSE? Write 'true' or 'false' and quote TWO consecutive words to support your answer.
- The children's homes are large and spacious. (2)
- 16.7 Refer to lines 20–21 ('On their slag ... through by bones')
- What do these lines tell you about the children? (1)
- 16.8 According to the speaker, who can make a difference to these children's lives? (2)
- 16.9 How can a map (line 26) become a window to these children? (1)
- 16.10 Why do these children deserve sympathy? (1)
- 16.11 This is an American poem. Can it be related to other places in the world? Give a reason for your answer. (2)
- [17½]
- TOTAL SECTION D: 35**  
**GRAND TOTAL: 70**