



**Western Cape  
Government**

Education

**FOR YOU**

**INTER-DISTRICT**

**ENGLISH FIRST ADDITIONAL LANGUAGE  
PAPER 2  
GRADE 12**

**COMMON TRIAL EXAMINATION  
SEPTEMBER 2026**

**MARKS: 70**

**TIME: 2½ hours**

**This exam paper consists of 29 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 carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

|                          |      |
|--------------------------|------|
| SECTION A: Novel         | (35) |
| SECTION B: Drama         | (35) |
| SECTION C: Short Stories | (35) |
| SECTION D: Poetry        | (35) |

3. Answer TWO QUESTIONS in total, ONE question each from ANY TWO sections.

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

4. Use the **checklist on page 3** to assist you.
5. Follow the instructions at the beginning of each section carefully.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Start EACH section on a NEW page.
8. Suggested time management: Spend approximately 75 minutes on each section.
9. Write neatly and legibly.

**TABLE OF CONTENTS**

|                                                     |              |                 |
|-----------------------------------------------------|--------------|-----------------|
| <b>SECTION A: NOVEL</b>                             |              |                 |
| <b>Answer ANY ONE question.</b>                     |              |                 |
| <b>QUESTION NO.</b>                                 | <b>MARKS</b> | <b>PAGE NO.</b> |
| 1. <i>Cry, the Beloved Country</i>                  | <b>35</b>    | <b>5</b>        |
|                                                     |              |                 |
| 2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>     | <b>35</b>    | <b>9</b>        |
|                                                     |              |                 |
| <b>SECTION B: DRAMA</b>                             |              |                 |
| <b>Answer ANY ONE question.</b>                     |              |                 |
| 3. <i>Macbeth</i>                                   | <b>35</b>    | <b>13</b>       |
|                                                     |              |                 |
| 4. <i>My Children! My Africa!</i>                   | <b>35</b>    | <b>22</b>       |
|                                                     |              |                 |
| <b>SECTION C: SHORT STORIES</b>                     |              |                 |
| <b>Answer the questions set on BOTH extracts.</b>   |              |                 |
| 5.1 <i>Eveline</i>                                  | <b>17</b>    | <b>22</b>       |
| <b>AND</b>                                          |              |                 |
| 5.2 <i>The Wind and a Boy</i>                       | <b>18</b>    | <b>24</b>       |
|                                                     |              |                 |
| <b>SECTION D: POETRY</b>                            |              |                 |
| <b>Answer the questions set on BOTH poems.</b>      |              |                 |
| 6.1 <i>The Lake Ilse of Innisfree</i>               | <b>17</b>    | <b>26</b>       |
| <b>AND</b>                                          |              |                 |
| 6.2 <i>The Night-jar and Inkosazana Yasequlwini</i> | <b>18</b>    | <b>28</b>       |

**CHECKLIST****NOTE:**

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

| SECTIONS         | QUESTION NUMBERS | NO. OF QUESTIONS TO ANSWER | TICK (✓) |
|------------------|------------------|----------------------------|----------|
| A: Novel         | 1–2              | 1                          |          |
|                  |                  |                            |          |
| B: Drama         | 3–4              | 1                          |          |
|                  |                  |                            |          |
| C: Short stories | 5                | 1                          |          |
|                  |                  |                            |          |
| D: Poetry        | 6                | 1                          |          |

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

**SECTION A: NOVEL**

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

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

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

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

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

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

**1.1 EXTRACT A**

[Stephen Kumalo confronts his brother, John.]

— I have heard that they are watching you, that they will arrest you when they think it is time. It is this matter that I must bring to you, because you are my brother.

Have no doubt it is fear in the eyes. The big man looks like a boy that is caught. I do not know what these things are, he says. 5

— I hear it is some of the things that are said in this shop, said Kumalo.

— In this shop? Who would know what is said in this shop?

For all his prayers for the power to forgive, Kumalo desired to hurt his brother. Do you know every man who comes to this shop? he asked. Could a man not be sent to this shop to deceive you? 10

The big bull man wiped the sweat from his brow. He was wondering, Kumalo knew, if such a thing might not be. And for all the prayers, the desire to hurt was stronger, so strong he was tempted to lie, yielded and lied. I have heard, he said, that a man might have been sent to this shop to deceive you. As a friend. 15

— You heard that?

And Kumalo, ashamed, had to say, I heard it.

— What a friend, said the big bull man. What a friend.

And Kumalo cried at him out of his suffering, My son had two such friends. The big man looked at him. Your son? he said. Then the meaning of it came to him, and anger overwhelmed him. Out of my shop, he roared, out of my shop. 20

*Book 2, Chapter 12*

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

| COLUMN A                | COLUMN B                                                   |
|-------------------------|------------------------------------------------------------|
| (a) Johannes Pafuri     | A gives his life savings to Stephen.                       |
| (b) Napoleon Letsitsi   | B organises the bus boycott                                |
| (c) Richard Mpiring     | C decides the time of the robbery                          |
| (d) Theophilus Msimangu | D is the agricultural demonstrator, hired by James Jarvis. |
|                         | E is a servant in Arthur Jarvis's house.                   |

(4)

- 1.1.2 Where is this extract taking place? (1)

- 1.1.3 Refer to line 5('I do not ... are, he says')

- (a) What tone would John Kumalo use in these lines? (1)

- (b) Why would John Kumalo use this tone in these lines? (1)

- 1.1.4 Refer to lines 12 – 13 ('And for all ... yielded and lied')

- (a) Identify and explain Stephen Kumalo's state of mind in these lines. (2)

- (b) Refer to your knowledge of Stephen Kumalo's character.  
Explain the irony found in these lines. (2)

- 1.1.5 Refer to line 18 ('My son had two such friends').

- (a) Who are the two friends Stephen refers to in this line? (2)

- (b) Explain how Stephen's statement affects John Kumalo. (2)

- 1.1.6 John Kumalo's anger at the end of this extract is justified. Discuss your view. (3)

**[18]****AND**

1.2 **EXTRACT B**

[Stephen Kumalo meets James Jarvis in Ndotsheni.]

Kumalo stood shocked at the frightening and desolating words. And although it was dark, Jarvis understood him, for he said swiftly, I shall be often here. You know I have work in Ndotsheni. Tell me, how is the young man?

— He works day and night. There is no quietness in him. 5

The white man laughed softly. That is good, he said. Then he said gravely, I am alone in my house, so I am going to Johannesburg to live with my daughter and her children. You know the small boy?

— Indeed, umnumzana, I know him.

— Is he like him? 10

— He is like him, umnumzana.

And then Kumalo said, Indeed, I have never seen such a child as he is. Jarvis turned on his horse, and in the dark the grave silent man was eager. What do you mean? he asked.

— Umnumzana, there is a brightness inside him. 15

— Yes, yes, that is true. The other was even so.

And then he said, like a man with hunger. Do you remember?

And because this man was hungry, Kumalo, though he did not well remember, said, I remember.

They stayed there in silence till Jarvis said, Umfundisi, I must go. But he did not go. Instead he said, Where are you going at this hour? 20

Kumalo was embarrassed, and the words fell about on his tongue, but he answered, I am going into the mountain.

Because Jarvis made no answer he sought for words to explain it, but before he had spoken a word, the other had already spoken. I understand you, he said, I understand you completely. 25

*Book 3, Chapter 7*

- 1.2.1 Describe the setting of this extract. (2)
- 1.2.2 Refer to line 3 ('You know I have work here in Ndotsheni').  
To what 'work' is Jarvis referring? Name TWO points. (2)

- 1.2.3 Change the underlined word to make the following statement TRUE:  
James Jarvis's sister died. (1)
- 1.2.4 Refer to line 10 ('Is he like him?')  
To whom is Jarvis referring to when he says 'him'? (1)
- 1.2.5 Refer to line 14 ('What do you mean? he asked').  
Identify the mood that is created by Jarvis' question.  
Substantiate your answer. (2)
- 1.2.6 Refer to line 15 ('...there is a brightness inside him').  
Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.6 (a)) in the ANSWER BOOK.
- (a) Identify the figure of speech used in this line.  
A metaphor  
B personification  
C simile  
D hyperbole (1)
- (b) Explain why this figure of speech is appropriate to describe the little boy's character. (2)
- 1.2.7 Refer to lines 25 – 26 ('I understand you ... understand you completely')  
What does this statement reveal about Jarvis's character? (2)
- 1.2.8 The theme of reconciliation and hope is evident in this extract.  
Discuss your view. (2)
- 1.2.9 Refer to the novel as a whole.  
The novel ends by offering a sense of hope for a better future.  
Discuss your view. (2)
- [17]**  
**[35]**

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

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

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

2.1 EXTRACT C

[Dr Jekyll and Mr Utterson discuss the matter concerning Mr Hyde]

‘What I heard was abominable,’ said Utterson.

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

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

‘My good Utterson,’ said the doctor, ‘this is very good of you, this is downright good of you, and I cannot find words to thank you in. I believe you fully; I would trust you before any man alive, ay, before myself, if I could make the choice; but indeed it isn’t what you fancy; it is not so bad as that; and just to put your good heart at rest, I will tell you one thing: the moment I choose, I can be rid of Mr Hyde. I give you my hand upon that, and I thank you again and again; and I will just add one little word, Utterson, that I’m sure you’ll take in good part: this is a private matter, and I beg of you to let it sleep.’

*[Dr Jekyll was quite at ease]*

5

10

15

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

| COLUMN A              | COLUMN B                             |
|-----------------------|--------------------------------------|
| (a) Dr Jekyll         | A Wealthy gentleman murdered by Hyde |
| (b) Mr Utterson       | B Jekyll’s loyal lawyer              |
| (c) Poole             | C Doctor who creates Hyde            |
| (d) Sir Danvers Carew | D Jekyll’s loyal butler              |
|                       | E Doctor suspicious of Jekyll        |

(4)

- 2.1.2 Refer to line 6 – 8 (“‘Jekyll,’ said Utterson ... out of it.”)
- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.2(a)) in the ANSWER BOOK.
- Mr Utterson offers to ...
- A conduct a formal investigation into Mr Hyde.  
 B help Dr Jekyll out of his difficult situation.  
 C reveal Dr Jekyll’s secret to the police force.  
 D advise Dr Jekyll to travel away from London. (1)
- (b) Why does Dr Jekyll reject Mr Utterson’s offer? (2)
- 2.1.3 Refer to lines 9 - 13 (“‘My good Utterson,’ ... ay, before myself, if I could make the choice”).
- In your own words, explain TWO ways Dr Jekyll shows he trusts Mr Utterson in these lines. (2)
- 2.1.4 Refer to lines 12 –14 (...‘just to put ... rid of Mr Hyde’)
- What does Dr Jekyll’s statement in these lines reveal about his character?
- Identify ONE character trait and substantiate your answer with reference to the extract. (2)
- 2.1.5 Refer to line 16 (“and I beg ... let it sleep”).
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why the figure of speech is effective in this extract. (2)
- 2.1.6 Refer to the novel as a whole.
- Dr Jekyll’s choices ultimately lead to his downfall.
- Discuss your view. (3)
- [17]

**AND**

**2.2 EXTRACT D**

[The discovery of Mr Hyde's body in Dr Jekyll's cabinet.]

Poole swung the axe over his shoulder; the blow shook the building, and the red baize door leaped against the lock and hinges. A dismal screech, as of mere animal terror, rang from the cabinet. Up went the axe again, and again the panels crashed and the frame bounded; four times the blow fell; but the wood was tough and the fittings were of excellent workmanship; and it was not until the fifth, that the lock burst in sunder and the wreck of the door fell inwards on the carpet. 5

The besiegers, appalled by their own riot and the stillness that had succeeded, stood back a little and peered in. There lay the cabinet before their eyes in the quiet lamplight, a good fire glowing and chattering on the hearth, the kettle singing its thin strain, a drawer or two open, papers neatly set forth on the business table, and nearer the fire, the things laid out for tea: the quietest room, you would have said, and, but for the glazed presses full of chemicals, the most commonplace that night in London. 10

Right in the midst there lay the body of a man sorely contorted and still twitching. They drew near on tiptoe, turned it on its back and beheld the face of Edward Hyde. 15

*[The last night]*

- 2.2.1 Describe the time and place where this extract is set. (2)
- 2.2.2 Refer to lines 1–6 ("Poole swung the ... on the carpet")
- Why does Poole want to gain entry to the cabinet? (1)
- 2.2.3 Refer to lines 2-3 ("A dismal screech ... mere animal terror")
- (a) What mood is created by the description of the 'screech' in this line? (1)
- (b) Why is this mood appropriate in the context of this extract? (1)
- 2.2.4 Change the underlined word to make the following statement TRUE.
- The men were relieved when they saw the inside of the cabinet. (1)
- 2.2.5 Why did Dr Jekyll create the potion with the chemicals found in his cabinet?
- State TWO reasons. (2)
- 2.2.6 Explain the irony in the description of the cabinet as "the quietest room... and the most commonplace" (lines 13 – 14). (2)

- 2.2.7 Refer to lines 16 - 17 ('They drew near on tiptoe... of Edward Hyde.')
- What does the men's action of approaching "on tiptoe" reveal about their state of mind?
- Substantiate your answer. (2)
- 2.2.8 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is good versus evil.
- Discuss this theme. (3)
- 2.2.9 Refer to the novel as a whole.
- Dr Jekyll's experiment can be regarded as unsuccessful.
- Discuss your view. (3)
- [18]
- [35]**

**SECTION B: DRAMA**

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

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

**QUESTION 3:      *MACBETH***

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

**NOTE:** Answer the questions set on BOTH extracts, i.e. QUESTION 3.1 AND QUESTION 3.2.

**EXTRACT E**

[Macbeth and Lady Macbeth scheming]

|          |                                                                                                                                                                                                                                                                                                           |    |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| MACBETH: | I'll go no more.<br>I am afraid to think what I have done;<br>Look on't again I dare not.                                                                                                                                                                                                                 |    |
| LADY M:  | Infirm of purpose!<br>Give me the daggers; the sleeping and the dead<br>Are but as pictures. 'Tis the eye of childhood<br>That fears a painted devil. If he do bleed,<br>I'll gild the faces of the grooms withal,<br>For it must seem their guilt.                                                       | 5  |
|          | <i>Exit. Knocking within.</i>                                                                                                                                                                                                                                                                             | 10 |
| MACBETH: | Whence is that knocking?<br>How is't with me, when every noise appals me?<br>What hands are here? Ha! They pluck out mine eyes!<br>Will all great Neptune's ocean wash this blood<br>Clean from my hand? No, this my hand will rather<br>The multitudinous seas incarnadine,<br>Making the green one red. | 15 |
|          | <i>Re-enter Lady Macbeth.</i>                                                                                                                                                                                                                                                                             |    |
| LADY M:  | My hands are of your colour, but I shame<br>To wear a heart so white.                                                                                                                                                                                                                                     | 20 |
|          | <i>Knocking.</i><br>I hear a knocking<br>At the south entry. Retire we to our chamber.<br>A little water clears us of this deed.<br>How easy is it then! Your constancy<br>Hath left you unattended.                                                                                                      | 25 |
|          | Hark! More knocking.<br>Get on your night gown, lest occasion call us<br>And show us to be watchers. Be not lost                                                                                                                                                                                          |    |

|          |                                                      |    |
|----------|------------------------------------------------------|----|
|          | So poorly in your thoughts.                          |    |
| MACBETH: | To know my deed 'twere best not know myself.         | 30 |
|          | <i>Knocking.</i>                                     |    |
|          | Wake Duncan with thy knocking! I would thou couldst! |    |
|          | [Act 2 Scene 2]                                      |    |

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

| COLUMN A    | COLUMN B                               |
|-------------|----------------------------------------|
| (a) Seyton  | A Avenges his family and kills Macbeth |
| (b) Malcolm | B Cousin of Macduff                    |
| (c) Macduff | C Assisted by King Edward of England   |
| (d) Ross    | D Serves Macbeth in his final hours    |
|             | E Banquo's teenage son                 |

(4)

- 3.1.2 Describe the time and place where this extract is set. (2)

- 3.1.3 Refer to lines 1-3 ('I'll go no more...I dare not')

What does Macbeth's refusal to return the daggers tell us about his state of mind? (2)

- 3.1.4 What do lines 4-5 ('Infirm of purpose!...me the daggers.') reveal about Lady Macbeth's character in this extract?

Substantiate your answer. (2)

- 3.1.5 Refer to lines 14-15 ('Will all great Neptune's ... from my hand?')

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

- (b) Explain why the figure of speech is relevant in this extract. (2)

- 3.1.6 Explain what Lady Macbeth means when she says, 'My hands are ... a heart so white' (lines 19-20). (2)

- 3.1.7
- Consider the play as a whole. Are Lady Macbeth’s words, ‘A little water clears us of this deed’ (line 23), proven true?
- Discuss your view.

(3)  
[18]

AND

3.2 EXTRACT F

[Macbeth receives news from Seyton and a messenger]

|            |                                                                                                                                                                                                                                                                                                                  |                         |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|            | <i>Re-enter Seyton</i>                                                                                                                                                                                                                                                                                           |                         |
| MACBETH:   | Wherefore was that cry?                                                                                                                                                                                                                                                                                          |                         |
| SEYTON:    | The queen, my lord, is dead.                                                                                                                                                                                                                                                                                     |                         |
| MACBETH:   | She should have died hereafter;<br>There would have been a time for such a word.<br>Tomorrow, and tomorrow, and tomorrow,<br>Creeps in this petty pace from day to day,<br>To the last syllable of recorded time,<br>And all our yesterdays have lighted fools<br>The way to dusty death. Out, out brief candle! | 5<br><br><br><br><br>10 |
|            | Life’s but a walking shadow, a poor player<br>That struts and frets his hour upon the stage<br>And then is heard no more. It is a tale<br>Told by an idiot, full of sound and fury,<br>Signifying nothing.                                                                                                       | 15                      |
|            | <i>Enter a Messenger.</i>                                                                                                                                                                                                                                                                                        |                         |
| MESSENGER: | Thou comest to use thy tongue; thy story quickly.<br>Gracious my lord,<br>I should report that which I say I saw,<br>But know not how to do it.                                                                                                                                                                  | 20                      |
| MACBETH:   | Well, say sir.                                                                                                                                                                                                                                                                                                   |                         |
| MESSENGER: | As I did stand my watch upon the hill,<br>I looked toward Birnam, and anon, methought,<br>The wood began to move.                                                                                                                                                                                                |                         |
| MACBETH:   | Liar and slave!                                                                                                                                                                                                                                                                                                  | 25                      |
| MESSENGER: | Let me endure your wrath, if’t be not so.<br>Within this three mile may you see it coming,<br>I say, a moving grove.                                                                                                                                                                                             |                         |
| MACBETH:   | If thou speak’st false,<br>Upon the next tree shalt thou hang alive,<br>Till famine cling thee. If thy speech be sooth,                                                                                                                                                                                          | 30                      |

|                                                   |    |
|---------------------------------------------------|----|
| I care not if thou dost for me as much.           |    |
| I pull in resolution, and begin                   |    |
| To doubt the equivocation of the fiend            |    |
| That lies like truth: 'Fear not, till Birnam Wood | 35 |
| Do come to Dunsinane.' And now a wood             |    |
| Comes towards Dunsinane! Arm, arm, and out!       |    |
| If this what he avouches does appear,             |    |
| There is no flying hence nor tarrying here.       |    |
| I 'gin to weary of the sun,                       | 40 |
| And wish the estate o' the world were now undone. |    |
| Ring the alarum-bell! Blow, wind! Come, wrack!    |    |
| At least we'll die with harness on our back.      |    |

[Act 5 Scene 5]

- 3.2.1 Refer to lines 6 – 8 ('Tomorrow, and tomorrow ... of recorded time')
- (a) What tone would Macbeth use in these lines? (1)
- (b) Why would this tone be suitable in these lines?  
Provide TWO possible reasons. (2)
- 3.2.2 Refer to lines 29–32 ('If thou speak'st... for me as much')  
Summarise the two outcomes Macbeth outlines for the messenger depending on whether his report is true or false. (2)
- 3.2.3 Refer to lines 23 – 24 ('I looked toward ... began to move')  
Explain why it seemed to the messenger that Birnam Wood was moving. (2)
- 3.2.4 If you were the director of this play, what would you tell Macbeth to do when saying, 'Liar, and slave!' (line 25)?  
State TWO actions. (2)
- 3.2.5 Explain why it is ironic that Macbeth states, 'I ... begin/ To doubt the equivocation of the fiend/ that lies like truth' (lines 33 - 35) (2)

- 3.2.6 Choose the best answer. To complete the following sentence.  
Write only the letter (A-D) next to the question number (3.2.6).
- Refer to line 39: 'There's no flying hence nor tarrying here.'
- Macbeth is cornered. His troops surrender easily, because ...
- A his soldiers are not strong enough and do not respect him.
  - B many Scottish leaders hate Macbeth and refuse to fight.
  - C Macbeth has no loyal supporters and is deserted by many thanes and soldiers.
  - D Siward is a very good general and strategist. (1)
- 3.2.7. One of the themes in Macbeth is appearance and reality.
- Discuss how this theme is revealed in this extract and elsewhere in the play. (3)
- 3.2.8 Refer to the drama as a whole.
- Lady Macbeth is solely to blame for her mental illness.
- Discuss your view. (2)
- [17]  
**[35]**

QUESTION 4 (CONTEXTUAL QUESTION)

MY CHILDREN! MY AFRICA! by Athol Fugard

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 4.1 AND QUESTION 4.2.

4.1 EXTRACT G:

[Mr M discusses the competition with Isabel]

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Isabel:         | Tell me more about the competition.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |
| Mr M:           | First prize is five thousand rand which the bank has stipulated must be spent on books for the school library. We will obviously divide it equally between Camdeboo and Zolile when you and Thami win.                                                                                                                                                                                                                                                                                                                                                            |              |
| Isabel:         | Yes, what about my team-mate? What does he say? Have you asked him yet?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5            |
| Mr M:           | No, I haven't <i>asked</i> him, Isabel, and I won't. I will <i>tell</i> him, and when I do, I trust he will express as much enthusiasm for the idea as you have. I am an old-fashioned traditionalist in most things, young lady, and my classroom is certainly no exception. I teach, Thami learns. He understands and accepts that that is the way it should be. You don't like the sound of that, do you?                                                                                                                                                      | 10           |
| Isabel:         | Does sound a bit dictatorial, you know.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |
| Mr M:           | It might sound that way, but I assure you it isn't. We do not blur the difference between the generations in the way that you white people do. Respect for authority, right authority, is deeply ingrained in the African soul. It's all I've got when I stand there in Number One. Respect for my authority is my only teaching aid. If I ever lost it, those young people will abandon their desks and take to the streets. I expect Thami to trust my judgement of what is best for him, and he does. That trust is the most sacred responsibility in my life. | 15<br><br>20 |
| [Act 1 Scene 3] |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |

- 4.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A-E) next to the question numbers (4.1.1 (a) to 4.1 (d))

| COLUMN A            | COLUMN B                                 |
|---------------------|------------------------------------------|
| a) Sipho Fondini    | A A friendly Bantu school inspector.     |
| b) Dawie Grobbelaar | B Works at Cape Town railways            |
| c) Captain Lategan  | C Sells fresh vetkoeks at the bus stop.  |
| d) Mrs Makatini     | D Writes a rebellion slogan on the wall. |
|                     | E Is a police officer in the village.    |

(4)

- 4.1.2 Describe the time and place where this extract is set. (1)

- 4.1.3 Refer to lines 7–10 ('No, I haven't *asked* him, Isabel... idea as you have.') What does Mr M's refusal to ask Thami about the competition tell us about his state of mind at this point in the play? (2)

- 4.1.4 Refer to lines 7-9 ('No, I haven't *asked* him... as you have.')
- (a) What tone would Mr M use in these lines? (1)
- (b) Why would this tone be suitable in these lines? (2)
- Provide TWO possible reasons.

- 4.1.5. Refer to line 18 ('Respect for my authority is my only teaching aid.')
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)

- 4.1.6 What does this extract reveal about Mr M's character? (2)
- Substantiate your answer.

- 4.1.7 Consider the drama as a whole. (3)
- Are Mr M's words, 'If I ever lost it [respect for authority], those young people will abandon their desks and take to the streets' (lines 18–19), proven true?
- Discuss your view.

**[18]****AND**

**4.2 EXTRACT H:**

[Thami defends the action of the mob to Isabel after Mr M's death]

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Thami: | <i>[Abandoning all attempts at patience. He speaks with the full authority of the anger inside him.]</i> Stop, Isabel! You just keep quiet now and listen to me. You're always saying you want to understand us and what is means to be black ... well if you do, listen to me carefully now. I don't call it murder, and I don't call the people who did it a mad mob and yes, I do expect you to see it as an act of self-defence ... listen to me! ... blind and stupid but self-defence. He betrayed us and our fight for freedom. Five men are in detention because of Mr M's visit to the police station. There have been other arrests and there will be more. Why do you think I'm running away? | 5<br>10 |
|        | How were those people to know he wasn't a paid informer who had been doing it for a long time and would do it again? They were defending themselves against what they thought was a terrible danger to themselves. What Anela Myalatya did to them and their cause is what your laws define as treason when it is done to you and threaten the safety and security of your comfortable white world. Any body accused of it is put on trial in your courts and if found guilty they get hanged. Those hangings we call murder.                                                                                                                                                                            | 15      |
|        | Try to understand, Isabel. Try to imagine what it is like to be a black person, choking inside with rage and frustration, bitterness, and then to discover that one of your own kind is a traitor, has betrayed you to those responsible for the suffering and misery of your family, of your people.                                                                                                                                                                                                                                                                                                                                                                                                    | 20      |
|        | <i>[Act 2 Scene 4]</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |

4.2.1 Refer to lines 1 – 3 ('Stop, Isabel! You...listen to me.')

- (a) What tone would Thami use in these lines? (1)
- (b) Why would this tone be suitable in these lines?  
State TWO reasons. (2)

4.2.2 Refer to lines 8 - 9 ('Five men are in detention...the police station.')

State two reasons why Mr M visited the police station to provide the names of the comrades. (2)

- 4.2.3 Refer to lines 14 – 18 ('What Anela Myalatya did... guilty they get hanged.')
- State the different ways Thami views the Apartheid government's execution of someone in court compared to the Comrades' killing of a traitor. (2)
- 4.2.4 If you were the director of this drama, what would you instruct Thami to do when saying, 'Stop, Isabel! You ... listen to me.' (lines 2 – 3).
- State TWO actions. (2)
- 4.2.5 Explain why it is ironic that Thami states that, 'They were defending themselves against what they thought was a terrible danger to themselves.' (lines 12-14). (2)
- 4.2.6 Choose the best answer to complete the sentence. Write only the letter (A-D) next to the question number (4.2.6).
- Thami decides to leave Brakwater and head north to join the movement because he...
- A hates Mr M and wants to forget about him.  
 B hopes to get a university scholarship to study.  
 C is afraid of getting involved in the mob's violence.  
 D wants to join his parents who work in Cape Town. (1)
- 4.2.7 One of the themes in *My Children! My Africa!* is words versus violence.
- Discuss how this theme is revealed in this extract and elsewhere in the play. (3)
- 4.2.8 Refer to the drama as a whole.
- Thami is solely to blame for the breakdown of his relationship with Mr M.
- Discuss your view. (2)
- [17]**
- [35]**

**SECTION C: SHORT STORIES**

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

- *EVELINE* by James Joyce
- *THE WIND AND A BOY* by Bessie Head

You have to answer questions set on BOTH short stories.

**QUESTION 5 (CONTEXTUAL QUESTION)**

Read the following extract from the short story and answer the questions set on it. 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. QUESTIONS 5.1 AND QUESTIONS 5.2.

**5.1 ‘EVELINE’**

**EXTRACT I**

[Eveline remembers her mother.]

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Her time was running out but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could hear a street organ playing. She knew the air. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother’s illness; she was again in the dark room at the other side of the hall and outside she heard a melancholy air of Italy. The organ player had been ordered to go away and given sixpence. She remembered her father strutting back into the sickroom saying: | 5  |
| - Damned Italians! Coming over here!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10 |
| As she mused the pitiful vision of her mother’s life laid its spell on the very quick of her being – that life of commonplace sacrifices closing in constantly with foolish insistence:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15 |
| - Derevaun Seraun! Derevaun Seraun!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20 |
| She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.                                                                                                                                                                                                                                                                                                                                                                                                |    |

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

| COLUMN A       | COLUMN B                              |
|----------------|---------------------------------------|
| (a) Frank      | A A nickname for a beloved.           |
| (b) Harry      | B A sarcastic and humiliating boss.   |
| (c) Poppens    | C Offers an escape from abuse.        |
| (d) Miss Gaven | D Involved in the church decorations. |
|                | E Regularly goes on business trips.   |

(4 x 1) (4)

- 5.1.2 Describe the time and place where this extract is set. (2)

- 5.1.3 Refer to line 1 ('Her time was running out...')

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

- (b) Explain why this figure of speech is relevant in this extract. (2)

- 5.1.4 Refer to line 2 ('leaning her head against the window curtain')

What does this line tell us about Eveline's state of mind? (2)

- 5.1.5 Explain what 'that very night' refer to? (line 5) (1)

- 5.1.6 Refer to line 16 ('She must escape!')  
What is it that Eveline must escape from? (1)

- 5.1.7 Refer to the short story as a whole.  
Explain the irony in Eveline's 'promise to keep the home together.' (2)

- 5.1.8 Refer to the short story as a whole.  
Eveline can be pitied.  
Discuss your view. (3)

**(18)****AND**

**THE WIND AND A BOY'****EXTRACT J**

[Sejosenye receives shocking news.]

His smile was to linger vividly before her for many days as a short while later, hard pounding feet came running into her yard to report that Friedman was dead.

He pushed the bicycle through the winding, sandy pathway of the village ward, reached the high embankment of the main road, peddled vigorously up it and out of the corner of his eye, saw a small green truck speeding towards him. In the devil-may-care fashion of all the small boys, he cycled right into its path, turned his head and smiled appealingly at the driver. The truck caught him on the front bumper, squashed the bicycle and dragged the boy along at a crazy speed for another hundred yards, dropped him and careered on another twenty yards before coming to a halt. They boy's pretty face a smear all along the road and he only had torso left.

People of Ga-Sefete-Molemo ward never forgot the last coherent words Sejosenye spoke to the police. A number of them climbed into the police truck and accompanied it to her lands. They saw her walk slowly and enquiringly towards the truck, they heard the matter-of-fact voice of the policeman announce the death, then they hear Sejosenye say piteously:

'Can't you return those words back?' 20

She turned away from them, either to collect her wits or the few possessions

- 5.2.1 What evidence is there that the truck driver was reckless. State TWO points (2)
- 5.2.2 Replace the underlined word with a single one to make the following statement true:  
Sejosenye's daughter worked as a telephonist. (1)
- 5.2.3 Explain why Friedman takes on a 'devil-may-care' attitude when riding his bicycle? (line 7) (2)
- 5.2.4 Refer to lines 14 – 15 ('A number of ... to her lands').  
What do these lines reveal about the character of the villagers?  
Substantiate your answer. (2)

- 5.2.5 Friedman died when he was ... years old.
- A fourteen
  - B fifteen
  - C twelve
  - D seven
- (1)
- 5.2.6 Refer to line 20 ('Can't you return those words back?')
- (a) What tone would Sejosenye use in this line? (1)
  - (b) Why would Sejosenye use this tone in this line? (1)
- 5.2.7 Who is Friedman named after? (1)
- 5.2.8 One of the themes in the short story 'The wind and a boy' is helpfulness.
- Discuss this theme. (3)
- 5.2.9 Refer to the short story as a whole.
- Sejosenye lives an admirable life.
- Discuss your view. (3)
- (17)**  
**[35]**

**SECTION D: POETRY**

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

- *THE LAKE ISLE OF INNISFREE* by William Butler Yeats
- *THE NIGHT-JAR AND INKOSAZANA YASEQULWINI* by Chris Mann

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

**QUESTION 6**

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

**The Lake Isle of Innisfree – William Butler Yeats**

- 1 I will arise and go now, and go to Innisfree,
- 2 And a small cabin build there, of clay and wattles made:
- 3 Nine bean-rows will I have there, a hive for the honey-bee,
- 4 And live alone in the bee-loud glade.
  
- 5 And I shall have some peace there, for peace comes dropping slow,
- 6 Dropping from the veils of the morning to where the cricket sings;
- 7 There midnight's all a glimmer, and noon a purple glow,
- 8 And evening full of the linnet's wings.
  
- 9 I will arise and go now, for always night and day
- 10 I hear lake water lapping with low sounds by the shore;
- 11 While I stand on the roadway, or on the pavements grey,
- 12 I hear it in the deep heart's core.

- 6.1.1 Complete the following sentences by using the words in the list below.  
Write only the word next to the question numbers (6.1.1 (a) to 6.1.1 (d))

quatrains; sonnet; pastoral; ode; abab cdcd efef ; haiku; couplet; abba cddc effe

This (a) ... poem is divided into three stanzas and idealises rural life and nature. It is written in the form of three (b) ..., which follow a regular rhyme scheme of (c) ... .

(3)

- 6.1.2 Refer to lines 1 -4 ('I will arise ... the bee-loud glade')  
Identify the tone of the speaker in lines 1-4.

(1)

- 6.1.3 Refer to stanza 3 (lines 9-12), (2)  
Describe the contrast in setting between lines 9-10 and line 11.
- 6.1.4 Refer to lines 5 – 6 ('For peace comes dropping slow')
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain how this figure of speech helps to describe the peace the speaker experiences at Innisfree. (1)
- 6.1.5 Refer to line 6 (*'Dropping from the veils of the morning...'*).  
Explain in your OWN words why the speaker compares the morning mist to "veils". (2)
- 6.1.6 Replace the underlined word with a single word to make the following statement TRUE:  
'I hear it in the deep heart's core' is meant literally. (1)
- 6.1.7 One of the themes in the poem is escapism (the desire for peace and to escape from the pressure of modern life). (3)  
Discuss this theme.
- 6.1.8 Refer to the poem as a whole.  
In your opinion, how does the speaker convince the reader that Innisfree represents a peaceful escape from his present life? (3)  
[17]

**AND**

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

### **The Night-jar and Inkosazana Yasequlwini**

*The Princess of Heavens – Zulu – Chris Mann*

- 1     The speckled bird as brown as dust
- 2     which roosts inside a bush by day,
- 3     hiding its head against the glare,
- 4     at midnight pecked against the pane,
- 5     and gently pecked, until I saw
- 6     the starlight glitter through its beak.
  
- 7     On calm and tender summer nights,
- 8     when fishes bite the wobbling moon,
- 9     and moths rise to silvery fruit
- 10    sprinkling the space among the boughs,
- 11    it wakes and glides from sill to sill
- 12    across the worn-out, curtained town.
  
- 13    It shook the sandman from my sight,
- 14    and when the tar-bound slop had turned
- 15    to bush and rocky hill it said,
- 16    ‘There is a grass-house in the hills,
- 17    Above the coast where sugar spumes,
- 18    And lilies sprout, and no storms fly.
  
- 19    ‘There, the Princess of the Heavens,
- 20    beside her dark as honey feet,
- 21    gathers up the dreams which reach her
- 22    and stooping to her woven pots
- 23    rinses them in rainbow water,
- 24    or stores them with the morning mist.
  
- 25    ‘Go, walking sleeper, call to her,
- 26    and wading through the icy stream
- 27    in which the golden pebbles shine,
- 28    ask her if her power is love,
- 29    for she is old as she is young,
- 30    and without her, no one dreams.’
  
- 31    She leaned against a leafless tree
- 32    on which a crow of crimson burned,
- 33    and then the hill began to dim,
- 34    and standing in the greying rocks,
- 35    I heard the nightjar fade, from sill
- 36    to sill, across the windowed town.

- 6.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.2.1) in the ANSWER BOOK.
- In this poem, Inkosazana Yasezulwini...
- A symbolises modern technology and urban isolation.
  - B represents traditional Zulu spiritual healing.
  - C acts as an aggressive, destructive force in nature.
  - D is the scientific name for a nocturnal African bird. (1)
- 6.2.2 Refer to line 1 (*'The speckled bird as brown as dust'*).
- (a) Identify the figure of speech used in this line. (1)
  - (b) Explain the effectiveness of this figure of speech in describing the night-jar. (2)
- 6.2.3 Refer to line 6 (*'the starlight glitter through its beak'*).
- What does "starlight" symbolise within the context of the poem? (2)
- 6.2.4 Refer to lines 13–15 ("It shook the sandman from my sight, / and when the tar-bound slope had turned / to bush and rocky hill...").
- (a) Explain how the change from the "tar-bound slope" to the "bush and rocky hill" represents a change in the speaker's surroundings (setting). (2)
  - (b) Explain who or what the "sandman" (line 13) is. (1)
- 6.2.5 Refer to lines 25–28: "Go, walking sleeper, call to her... ask her if her power is love".
- (a) Identify the speaker of these lines. (1)
  - (b) Explain how the "Princess of the Heavens" has the power to heal the "walking sleeper" by referencing her magical actions in Stanza 4. (2)
- 6.2.6 Discuss the theme of nature as a sanctuary (a place of safety and peace) in this poem. (3)
- 6.2.7 Refer to the poem as a whole.
- Traditional African spiritual beliefs still have a valuable role to play in helping modern people cope with the stress of city life.
- Discuss your view. (3)
- TOTAL SECTION D: [18]**  
**GRAND TOTAL: [35]**  
**70**