

DRAMA

MY CHILDREN! MY AFRICA!

QUESTION 3:

Question 3.1:

Read the following extract and answer the set questions on both:

EXTRACT 1 (Act 1 Scene 5)

THAMI:	What happened to the statue?	1
ISABEL:	You mean how it was toppled?	
....		
MR M:	They are not our statues, Thami! Wouldn't it be better for us to rather put our energies into erecting a few of our own? We've also got heroes, you know.	
THAMI:	Like who, Mr M? Nelson Mandela? [Shaking his head with disbelief] Hey! They would pull that statue down so fast ...	5
MR M:	[Cutting him] In which case they would be just as guilty of gross vandalism ... because that is what it will be, regardless of who does it to whom. Destroying somebody else's property is inexcusable behaviour.	
	No, Thami. As one of the People you claim to be acting for, I raise my hand in protest. Please don't pull down any statues on my behalf. Don't use me as an excuse for an act of lawlessness. If you want to do something 'revolutionary' for me let us sit down and discuss it, because have a few constructive alternatives I would like to suggest. Do I make myself clear?	10
THAMI:	Yes, teacher.	
MR M:	Good. I'm glad we understand each other.	15
...		
ISABEL:	Was he speaking for you as well?	
THAMI:	He speaks for me on nothing!	
...		
THAMI:	Don't tell me what I need, Isabel! And stop telling me what to do! You don't know what my life is about, so keep your advice to yourself.	

1. Refer to line 2. 'Toppled' have both a literal and a figurative meaning. Choose the most suitable option that suggests the **figurative meaning**. Write only the number and letter of your choice.
 - A. Removed from power
 - B. Fallen over
 - C. Risen to the top
 - D. Collapsed in the sand(1)
2. Refer to line 7. Explain the **function** AND **meaning** of the words in brackets. (2)
3. Fully describe what Thami and Mr M are arguing about. (3)
4. Thami says he speaks for The People. According to Thami, is Mr M one of The People? Explain why, or why not? (3)
5. Refer to line 12. Choose the most suitable option. What tone of voice would Mr M use to say the word 'revolutionary'? Write only the number and the letter of your choice.
 - A. Sarcastic
 - B. Respectful
 - C. Teasing
 - D. Serious(1)
6. Refer to line 13. According to your knowledge of the play, suggest two of the '**constructive alternatives**' that Mr M would offer to Thami AND explain why it would be acceptable to Mr M. (2)
7. Quote TWO words from the extract that describes Mr M's view on acts of resistance such as toppling statues. (2)
8. Describe how the **atmosphere or mood** changes in this scene. (2)
9. Refer to line 15. Explain why this line of the extract is **ironic**. (2)

[18]

EXTRACT 2 (Act 2 Scene 1)

MR M:	Do you know that without words a man can't think? Yes, it's true. Take that	1
	thought back with you as a present from the despised Mr M and share among the Comrades.	
	Tell them the difference between a man and an animal is that Man thinks, and he thinks with	
	words. Consider the mighty ox. Four powerful legs, massive shoulders, and a beautiful	
	thick hide that gave our warriors shields to protect them when they went into battle. Think of	5
	his beautiful head Thami, the long horns, the terrible bellow from his lungs when he charges a	
	rival! But it has got no words and therefore it is stupid! And long comes a that funny little,	
	hairless animal that has got only two thin legs, no horns and a skin worth nothing and he tell	

that ox what to do. He is its master and he is that because he can speak! If the struggle needs weapons give it words, Thami. Stones and petrol bombs can't get inside those armoured cars. 10 Words can.

10. Refer to line 2. In your opinion, why is Mr M 'despised' by the comrades? (2)
11. In this extract, Mr M makes a comparison between an ox and a man.
- 11.1 List three physical qualities of an ox. Use your OWN words. (3)
- 11.2 In the comparison of an ox and a man, what is represented by the ox? (1)
- 11.3 In the comparison of an ox and a man, what is represented by man? (1)
- 11.4 Why, according to Mr M, is a man stronger and more powerful than an ox? (2)
- 11.5 Explain why Thami and the Comrades do not support Mr M's view. (2)
12. Discuss critically (include reasons) the following statement: *Neither Mr M nor Thami is completely right.* (3)
13. Identify the theme of this passage.
- A. Violent opposition versus peaceful opposition
- B. Violence and conflict is acceptable
- C. Words are mightier than the sword
- D. Peace is always preferable above hatred and violence (1)
14. Refer to lines 10-11. Rewrite the following words in your OWN words.
'(words) can get inside the heads of those inside the armoured cars.' (2)
- [17]
- (35)

Question 3.2:

Read BOTH extracts then answer the questions that follow:

EXTRACT A

- Isabel:** ... I realise why she was like that. Being with black people on an equal footing, you know... as equals, because that is how I ended up feeling with Thami and his friends... that was something that had never happened to her. She didn't know what I was talking about. And because she knows nothing about it, she's frightened of it. 5
- Mr M:** You are not.
- Isabel:** No. Not anymore.
- Mr M:** So you were.
- Isabel:** Well, not so much frightened as sort of uncertain. You see, I thought I knew what to expect, but after a few minutes in Number One Classroom I realised I was wrong by a mile. 10
- Mr M:** What had you expected, Isabel?
- Isabel:** You know, that everybody would be nice and polite and very, very grateful.

Mr M:	And we weren't?	15
Isabel:	You were, but not them. Thami and his friends. [She laughs at the memory] Ja, to be honest Mr M, that family of yours was a bit scary at first. But not anymore! I feel I've made friends with Thami and the others, so now it's different.	
Mr M:	Simple as that.	20
Isabel:	Simple as that.	
Mr M:	Knowledge has banished fear! Bravo. Bravo. And yet again Bravo! If you knew what it meant to me to hear you speak like that. I wasn't wrong. From the moment I first shook hands with you I knew you were a kindred spirit.	25
Isabel:	Tell me more about the competition.	
		Act 1, Scene 3

1. Refer to line 1 ("Being with black people on an equal footing...")
What event specifically is she referring to? (2)
2. Refer to line 5 ("She didn't know what I was talking about.")
Who is Isabel referring to? (2)
3. Refer to line 10 ("after a few minutes in Number One Classroom I realised I was wrong")
 - 3.1. Why did Isabel change her mind? (2)
 - 3.2. What does this reveal about Isabel's character? (2)
4. Refer to line 13 ("nice and polite and very, very grateful.")
 - 4.1 Why did the learners from Camdeboo Girls High expect gratitude? (2)
 - 4.2 What does this reveal about the typical attitudes of people from their background? (2)
5. Refer to line 24 ("I knew you were a kindred spirit")
Discuss what Mr M means by this. What do he and Isabel have in common? (3)
6. Refer to line 26 ("Tell me more about the competition.")
 - 6.1 Explain what the competition she is referring to. (2)
 - 6.2 Why does this competition not take place in the end? (2)

[19]

AND

EXTRACT B

- Mr M:** ... Is that the only reason you've come? To tell me to stop ringing the school bell?
- Thami:** No.
- Mr M:** You haven't come for a lesson, have you?
- Thami:** No I haven't. 5
- Mr M:** Of course not. What's the matter with me? Slogans don't need much in the way of grammar, do they? As for these... [The stone in his hand] No, you don't need me for lessons in stone-throwing either. You've already got teachers in those very revolutionary subjects, haven't you? [Picks up his dictionary... the stone in one hand, the book in the other] You know something interesting, Thami... if you put these both on a scale I think you would find that they weighed just about the same. But in this hand I am holding the whole English language. This... [The stone]... is just one word in that language. It's true! All that wonderful poetry that you and Isabel tried to cram into your beautiful heads... in here! Twenty-six letters, sixty thousand words. The greatest souls the world has ever known were able to open the floodgates of their ecstasy, their despair, their joy! ... with the words in this little book. Aren't you tempted? I was. [Opens the book at the fly-leaf and reads] Anela Myalatya. Cookhouse 1947. One of the first books I ever bought. 10
- [Impulsively] I want you to have it. 15
- Thami:** [Ignoring the offered book] I've come here to warn you.

Act 2, Scene 3

7. When was it that Thami used to love the sound of the school bell? (2)
8. Now Thami wants to silence the bell. Why? Explain this change in attitude. (3)
9. What does Mr M's insistence on ringing the bell reveal about his attitudes and motives?
10. Refer to line 1 ("Is that the only reason you've come?")
Quote the line that gives us the real reason for Thami coming to Mr M's school (2)
11. Refer to line 4 ("You haven't come for a lesson, have you?")
If you were a director of a production choose from the options below how would you want the actor to this line. Give a reason for your answer.
- | | |
|-------------------------|--------------------------|
| A Sarcastically? | E Teasingly? |
| B Ironically? | F Some other way? |
| C Hopefully? | |
| D Pleadingly? | |
- (3)

12. Refer to line 10 [*Picks up his dictionary...the stone in one hand, the book in the other.*]
The actor playing Mr M must stand with the dictionary in one hand and the stone in the other. Discuss the dramatic effectiveness of this action. (3)

[35]

Question 3.3

Read BOTH extracts then answer the questions that follow:

EXTRACT A

Mr M:	Order please!	
Isabel:	I never said anything of the kind.	
Thami:	Yes you did. You said that woman were more...	
Mr M:	I call you both to order!	
Isabel:	What I said was that woman...	5
Thami:	... were more emotional than men...	
Isabel:	Correction! That woman were more intuitive than men...	
Mr M:	Miss Dyson and Mr Mbikwane! Will you both please...	
Isabel:	You are twisting my words and misquoting me.	
Thami:	I am not. I am simply asking you...	10
Mr M:	Come to order! [Grabs the school bell and rings it violently. It works.	
	Silence]	
	I think is necessary for me to remind all of you exactly what a debate is supposed to be. [Opens and reads a little black dictionary that is at hand on the table] My dictionary defines it as follows: ' The orderly and regulated discussion of an issue with opposing viewpoints receiving equal time and consideration.'	15
	Shouting down the opposition so that they cannot be heard does not comply with that definition.	
	Enthusiasm for your cause is most commendable but without Personal discipline it as useless as having a good donkey and a good cart but no harness.	20
		Act 1, Scene 1

1. What is Mr M's real name? (1)
2. Mr M repeats his call of order three times. Why do you think it is necessary for Mr M to call order so many times? (2)
3. The play begins with a debate. Briefly explain how this came about. (2)
4. It is revealing that the play should begin with a debate organised by Mr M and that "Order please!" should be his first words
 - 4.1 What does this reveal about Mr M's attitudes and beliefs about negotiating the way into the future for South Africa? (3)
 - 4.2 Are these attitudes and beliefs acceptable to you? Give a reason for your views. (2)

5. According to the stage direction, the bell is rung violently and then there is dead silence. Do you think this will be dramatically effective? Give a reason for your answer. (2)
6. Which two of the following are important props used in this scene? Then comment on the importance of each item in the play. (4)
 - A) Dictionary
 - B) Donkey
 - C) School Bell
 - D) Cart
7. Refer to line 20-22 (The final paragraph of the extract)
 - 7.1 Name the object that Mr M compares personal discipline to. (2)
 - 7.2 Discuss the effectiveness of the metaphor he is using in this image. (2)

AND

EXTRACT B

Mr M: So how do I go about choosing?

Thami: By identifying with the fight for our Freedom.

Mr M: As simple as that? I want our Freedom as much as any of you. In fact, I was fighting for it in my small way long before any of you were born! But I've got a small problem. Does that noble fight of ours really have to stoop to pulling down a few silly statues? Where do you get the idea that we, The People, want to do that for us?

Thami: [Trying] They are not our heroes teacher.

Mr M: They are not our statues, Thami! Wouldn't it be better for us to rather put our energies into erecting a few of our own? We've also got heroes you know.

Thami: Like who, Mr M? Nelson Mandela? [Shaking his head with disbelief] Hey! They would pull that statue down so fast...

Mr M: [Cutting him] In which case they would be just as guilty of gross vandalism... because that is what it will be, regardless of who does it to whom. Destroying somebody else's property is inexcusable behaviour.

No, Thami. As one of the People you claim to be acting for, I raise my hand in protest. Please don't pull down any statues on my behalf. Don't use me as an excuse for any act of lawlessness. If you want to do something 'revolutionary' for me let us sit down and discuss it, because I have a few constructive alternatives I would like to suggest. Do I make clear?

Thami: Yes teacher.

Mr M: Good. I'm glad we understand each other.

Act 1, Scene 5

8. Refer to line 1 ("So how do I go about choosing?")
What is Mr M referring to? Choosing to do what? (2)
9. Refer to line 4, "I was fighting for it in my small way long before any of you were born!"
- 9.1 Do you think the exclamation mark indicates that the actor should say this line (choose 3 of the following):
- A) emphatically
 - B) sorrowfully
 - C) indignantly
 - D) apologetically
 - E) forcefully? (3)
- 9.2 In what way was Mr M "fighting for it"? (2)
10. This extract is about the toppling of statues
- 10.1 Quote 3 words from the extract which sum up Mr M's view of behaviour involved in any toppling of statues. (3)
- 10.2 What constructive alternative does Mr M offer? (2)
11. Refer to lines 5-6 ("Does that noble fight of ours really have to stoop to pulling down a few silly statues") and refer to line 24 ("Yes teacher")
Compare the speakers' attitudes and tones in these two references. (3)

[35]

Question 3.4

EXTRACT A

Mr M's dream team of Thami and Isabel

Isabel	Your Thami wants a return bout, does he?	1
Mr M	He will certainly welcome the opportunity to salvage his pride when it comes along ... his friends are teasing him mercilessly ... but what I have come to talk about is a prospect even more exciting than that.	
	I have just seen Miss Brockway and she has given it her official blessing. It was her suggestion that I approach you directly. So here I am. Can you spare a few minutes?	5
Isabel	As many as you like.	
Mr M	It came to me as I sat there in Number One trying to be an impartial referee while you and Thami went for each other hammer and tongs, no holds barred and not quarter given or asked. I don't blame our audience for being so unruly.	10

Once or twice I felt like doing some shouting myself. What a contest! But at the same time, what a waste, I thought! Yes, you heard me correctly! A waste! They shouldn't be fighting each other! 15

If the sight of them as opponents is so exciting, imagine what it would be like if they were allies. If those two stood side by side, if they joined forces, they could take on anybody ... and win!

For the next few days that is all I could think of. It tormented me. When I wrote my report about the debate in the school diary, that was the last sentence. "But oh! What a waste!" 20

(Act 1, Scene 3)

- Choose a description in 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). Mr Pienaar	A. Teacher and humanitarian activist
(b). Samuel	B. The Mayor of Camdeboo
(c). Anela Myalatya	C. Brakwater's leading political activist.
(d). Mr Dawid Grobbelaar	D. The Inspector of Bantu Schools
	E. A staunch supporter of the Zionist Church

(4)
- Write the name of the school where the bout referred to in line 1 took place. (1)
- Based on your knowledge of the drama as a whole, suggest what Thami's friends would be teasing him about. (2)
- Which one prospect is Mr M talking to Isabel about? (1)
- Refer to lines 5–7 ("I have just seen Miss Brockway ... spare a few minutes?").
What clue do these lines give about the contrasting characters of Mr M and Miss Brockway as teachers? (2)
- Refer to line 13 ("What a contest?")
Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (3.1.5).
Mr M's tone can best be described as ...

- A. appreciation
 - B. shock
 - C. disgust
 - D. scornful

(1)
- Refer to lines 13-15 ("Once or twice I felt ... be fighting each other!").
How do you think Mr M would have said these words? Give a reason for your answer. (2)
- Explain the irony of the name "Number One" (line 9) (2)

9. Discuss your views on the significance of the use of the language of combat (fighting) in the above extract. (3) /18/

EXTRACT B

Thami tries to stop Mr M from ringing the school bell.

Thami	[Quietly] stop ringing that bell Mr M!	1
Mr M	Why? It's only the school bell, Thami. I thought you liked the sound of it. You once told me that it was almost as good as music ... don't you remember?	
Thami	You are provoking the Comrades with it.	
Mr M	No Thami. I am summoning the Comrades with it.	5
Thami	They say you are ringing the bell to taunt them. You are openly defying the boycott by being here in the school.	
Mr M	I ring this bell because according to my watch it is school time and I am a teacher and those desks are empty! I will go on ringing it as I have been doing these past two weeks, at the end of every lesson.	10
	And you can tell the Comrades that I will be back here ringing it tomorrow and the day after tomorrow and for as many days after that as it takes for this world to come to its senses. Is that the only reason you've come? To tell me to stop ringing the school bell?	
Thami	No.	15
Mr M	You haven't come for a lesson, have you?	
Thami	No I haven't.	
Mr M	Of course not. What's the matter with me? Slogans don't need much in the way of grammar, do they? As for these ... [The stone in his hand] No, you don't need me for lessons in stone-throwing either. You've already got teachers in those revolutionary subjects, haven't you?	20
[Act 2, scene 3]		

10. Give a brief picture of the situation that makes Thami ask Mr M to stop ringing the school bell. (1)
11. Refer to line 2 ("It's only the school bell, Thami."). Do you agree with the view that Mr M expressed about the school bell? Give a reason for your answer. (2)
12. Refer to line 5 ("I am summoning the Comrades with it".)

(a). Who are the Comrades referred to in the above quoted line? (1)

(b). If Mr M is summoning the Comrades, which transgression (wrongdoing) does he think they have committed? (1)
13. Explain why the following statement is, in the context of the play, FALSE.

Thami has lost interest in education. (1)

14. Refer to lines 8-9 ("I ring this bell because ... those desks are empty!")
Explain why the desks are empty and why Mr M is worried about this. (2)

15. Lines 11-13 ("And you can tell ... come to its senses.") reveal Mr M's determination to bring about change.
(a). Suggest any TWO of the changes that Mr M works towards achieving. (2)
(b). Explain how his ideas about change clash with those of the Comrades. (1)

16. According to lines 13-15, stopping Mr M from ringing the bell is not the only reason why Thami is at the school. Suggest the other reason. (1)

17. In the end Mr M is killed. Who of the following people, namely Thami, Isabel, and Mr M himself, would you blame for Mr M's death and why? (2)

18. Identify and discuss ONE theme of the play which is evident in this extract. (3)

/17/

Question 3.5

EXTRACT A

ISABEL: Yes, what about my team mate? What does he say? Have you asked him yet?

Mr M: No, I haven't asked him Isabel, and I won't. I will tell 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 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?

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 is deeply ingrained in the African soul. It's is 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.

ISABEL: He is your favourite, isn't he?

MR M: Good gracious! A good teacher doesn't have favourites! Are you suggesting that I might be a bad one? Because if you are ... [*Looking around*] you would be right, young lady. Measured by that yardstick I am a very bad teacher indeed. He is my favourite. Thami Mbikwana! Yes I have waited for a long time for him. To tell you the truth I had given up all hope of him ever coming along.

Act 1, Scene 3

- 1.1 Isabel uses the nickname, Mr M and he uses her name. What does this suggest/imply about their relationship? (1)
- 1.2 What are his proper names? (2)
2. Name the team-mate referred to in line 1. (1)
3. Who suggested that Mr M approach Isabel directly with his exciting new scheme? (1)
4. What has Mr M asked Isabel? What idea has he had and why is he so keen that it should realise? (3)
5. Explain why Isabel is keen to take part in Mr M's plan/idea. (2)
6. Where does this scene take place? (1)
7. Refer to line 3. "I will tell him..."
- 7.1 Explain why Mr M plans to tell him and not ask him. (2)
- 7.2 What does this reveal about Mr M and his views about education and African culture? (2)
- 7.3 What is Isabel's view of Mr M's approach to education? (2)
8. Mr M shows some signs of stereotyping. Explain. (2)
9. What does Number One refer to? (2)
10. Here is an example of foreshadowing.
The young people do indeed "abandon their desks and take to the streets". In which way has Mr M lost their respect? (2)
11. Give a reason why "Looking around" is written in italics. (1)
12. Refer to the line "Measured by that yardstick I am a very bad teacher indeed."
Do you consider Mr M a bad teacher? Explain your views. (2)
13. Refer to the line "Are you suggesting that I might be a bad one?"
Choose from the options below how you would want the actor to say this line if you were the director of the play.
A Sarcastically
B Teasingly
C Pleadingly (1)
14. Refer to the line "I have been waiting a long time for him."
- 14.1 Who is this learner he has been waiting for? (1)
- 14.2 What is so special about him, according to Mr M? (2)

Question 3.6

EXTRACT A

Mr M: Order please!

Isabel: I never said anything of the kind.

Thami: Yes you did. You said that women were more...

Mr M: I call you both to order!

Isabel: What I said was that women...

Thami: ...were more emotional than men...

Isabel: Correction! That women were more intuitive than men...

Mr M: Miss Dyson and Mr Mbikwana! Will you both please...

Isabel: You are twisting my words and misquoting me.

Thami: I am not, I am simply asking you...

Mr M: Come to order! *[Grabs the school bell and rings it violently. It works. Silence]*

I think it is necessary for me to remind all of you exactly what a debate is supposed to be. *[Opens and reads from a little black dictionary that s at hand on the table.]* My dictionary defines it as follows: "The orderly and regulated discussion of an issue with opposing viewpoints receiving equal time and consideration. "
Shouting down the opposition so that they cannot be heard does not comply with that definition. Enthusiasm for your cause is most commendable but without personal discipline it is as useless as having a good donkey and a good cart but no harness.

Act 1, Scene 1.

1. What is Mr M's real name? (1)
2. The play begins with a debate. Briefly discuss how this came about. (2)
3. Mr M repeats his call for order Three times. Why do you think it is necessary for Mr M to call for order so many times? (2)

- 4.1 Which two of the following are important props used in this scene?
- A. Dictionary
 - B. Donkey
 - C. School bell
 - D. Cart (2)
- 4.2 Comment critically on either one you have chosen because they both play an important part in the whole play. (2)
- 5. Refer to the final paragraph of the extract.**
- 5.1 Name the object that Mr M compared personal discipline to. (1)
- 5.2 Discuss the effectiveness of the metaphor he is using in this image. (2)
6. It is revealing that the play should begin with a debate organised by Mr M and that “*Order please!*” should be his first words.
- 6.1 What does this reveal about Mr M’s attitudes and beliefs about negotiating the way into the future for South Africa? (2)
- 6.2 Are these attitudes and beliefs acceptable to you? Give a reason for your views. (2)

[16 marks]

EXTRACT B

Isabel: I realise why she was like that. Being with black people on an equal footing, you know...as equals, because that is how I ended up feeling with Thami and his friends...that was something that never happened to her. She didn’t know what I was talking about. And because she knows nothing about it, she is frightened of it.

Mr M: You are not?

Isabel: No. Not anymore.

Mr M: So you were?

Isabel: Well, not so much frightened as sort of uncertain. You see, I thought I knew what to expect, but after a few minutes in Number On classroom I realised I was wrong by a mile.

Mr M: What had you expected, Isabel?

Isabel: You know, that everybody would be nice and polite and very, very grateful.

Mr M: And we weren't?

Isabel: You were, but not them. Thami and his friends. (She laughs at the memory.) Ja, to be honest Mr M, that family of yours was a bit scary at first. But not anymore! I feel I've made friends with Thami and the others, so now it's different.

Mr M: Simple as that.

Isabel: Simple as that.

Mr M: Knowledge has banished fear! Bravo, Bravo. And yet again, Bravo! If you knew what it meant to me to hear you speak like that. I wasn't wrong. From the moment I first shook hands with you I knew you were a kindred spirit.

Isabel: Tell me more about the Competition.

7. **Refer to line 1** (*"Being with black people on an equal footing.."*)
What event is she specifically referring to? (2)
8. **Refer to line 5.** (*"She didn't know what I was talking about".*)
Who is the she Isabel is referring to? (1)
9. **Refer to line 10.** (*"After a few minutes in Number One classroom I realised I was wrong."*)
 - 9.1 Why did Isabel change her mind? (2)
 - 9.2 What does this reveal about her character? (2)
10. **Refer to line 13.** (*"Nice and polite and very, very grateful."*)
 - 10.1 Why did the learners from Camdeboo High expect gratitude? (2)

10.2 What does this reveal about the typical attitudes of people from their background. (2)

11. **Refer to line 22.** (*"I knew you were a kindred spirit."*)

Discuss what Mr M means by this. What do he and Isabel have in common? (3)

12. **Refer to line 23.** (*"Tell me more about the competition."*)

12.1 Explain what competition she is referring to. (2)

12.2 Did the competition take place in the end? Give reasons for your answer. (3)

[19 marks]

MEMOS: MY CHILDREN! MY AFRICA

Question 3.1

1. A - Removed from power. (L3) (1)
2. They are stage directions/tell the actor how to speak. ✓ They mean that Mr M interrupts ✓ / Thami without waiting for him to finish speaking. ✓ (L1) (2)
3. They start arguing about bringing down/toppling statues ✓ and the apartheid regime. ✓ The argument develops into one about how this should be achieved ✓ i.e. through violent or peaceful means. ✓ (Any three) (L1) (3)
4. NO. Mr M does not support violent resistance ✓ ✓ to the apartheid regime. He wants to change through peaceful ✓ / engagement and dialogue. (L3) (3)
5. A – Sarcastic (L3) (1)
6. Mr M would like Thami to get a university education, ✓ become a leader of his people ✓ who would negotiate/use words to end the apartheid regime ✓ / bring about social change. ✓ (Any one) (L3)

These would be acceptable to Mr M because his idea of fighting apartheid is to do it peacefully, ✓ / from within the system. ✓ (Any one) (L3)

(One mark for 'constructive alternatives' and one mark for 'acceptable to Mr M') . (2)

7. Vandalism, lawlessness, revolutionary. (Any two) (L1) (2)
 8. At the start, the mood is relaxed/friendly. ✓ After discussing the poem, Ozymandias, there is a rise in tension/conflict between Mr M and Thami. ✓ After Mr M leave, Thami is still angry ✓ and Isabel is concerned. By the end of the scene, there is conflict between Thami and Isabel. ✓ (Any two) D (L1) (2)
 9. It is ironic because they do not understand each other. ✓ Mr M uses the word 'understand' to mean 'obey'. ✓ (L3) (2)
- [18]
10. He does not support the comrades. ✓ As a teacher, the comrades identify him as part of the Bantu Education/apartheid system. ✓ (Discretion – 2 marks for any reasonable answer) (2)
 - 11.1 Three of: strong, ✓ big, ✓ loud, ✓ it has horns ✓ (weapons) (3)
 - 11.2 The use of violence/force ✓ to bring about change. (1)
 - 11.3 The use of words/debate/negotiation ✓ to bring about change. (1)
 - 11.4 Humans think/reason ✓ and have words. ✓ (2)
 - 11.5 They have grown impatient with what they see as 'old-fashioned' methods. ✓ They think that black people are worse off than ever ✓ because of this peaceful approach to opposition. (2)

12. Thami is right, violence is the best way to bring about change. Reasons? OR Mr M is right, words/debate is the best way to bring about change. Reasons? OR Neither is right, words are not effective without actions and actions are not effective without thought/words. Reasons? Mark globally. (3)
13. A. Violent opposition versus peaceful opposition (1)
14. Words can change✓ the thinking of /persuade✓ the soldiers / police / government who enforce apartheid's laws. Discretion. Accept any suitable answer. (2)

Question 3.2

1. *The inter-school debate✓ at Zolile High. ✓* (2)
2. *Her mother✓, Miss Dyson✓* (2)
- 3.1. *The debate was of high quality. ✓ The black debaters like Thami showed they were in no way inferior. ✓* (2)
- 3.2. *She is open-minded / fair / objective (any acceptable answer✓✓)* (2)
- 4.1 *They thought the Zolile learners would struggle with English✓ and would be grateful to the white girls for coming to their school. ✓* (2)
- 4.2 *It shows their attitudes to be condescending / superior / racist / naïve (any 2) ✓✓* (2)
5. *He means they are similar in outlook. They are both positive, liberal, sympathetic to their fellow citizens, hopeful and optimistic about the future, lover of words and literature. (any 3) ✓✓✓* (3)
- 6.1 *English literacy quiz✓, at the Grahamstown Schools' Festival. ✓* (2)
- 6.2 *Thami withdraws from the competition, so they did not compete. ✓✓* (2)
7. *When he was still an innocent young boy keen for learning✓. Before he became aware of the political realities of South Africa. ✓* (2)
8. *To carry out orders from the comrades✓. To save Mr M as he is drawing attention to himself. ✓ Because he has turned against Mr M's approach to education. ✓* (3)
9. *He wants learners to return to school✓ and to education. It signals his opposition to the boycotts✓ and shows his defiance and opposition to the violence. ✓* (3)
10. *"I've come here to warn you" ✓✓ only one mark if no quotation marks* (2)
11. *A✓ and B ✓ Thami has rejected Mr M's kind of lesson which is now seen as selling out✓. Mr M is being ironic and sarcastic. He means the opposite.* (3)

12. *It shows him dramatically weighing up the options like the scales of justice ✓.*
The dictionary stands for the words, logic, negotiation, debating, reason etc. ✓
The stone stands for action, violence, destruction and force. ✓ (3)

[35]

Question 3.3

1. Anela Myalatya ✓ (1)
2. As everyone is talking at once, Mr M struggles to make himself heard. ✓✓ (2)
3. Mr M arranges an inter-school debate with Camdeboo Girls High School. ✓
 Isabel and her friends go and compete at Zolile High. ✓ (2)
- 4.1 Mr M's view is that rational words in rule-governed negotiations are the best
 way to go forward in South Africa. ✓✓✓ (3)
- 4.2 Yes or No, depending on the reason. Learner give their own opinion. Marks
 given for reason. ✓✓ (2)
5. Yes, the contrast of the loud noise then sudden silence. ✓✓ (2)
6. Dictionary ✓ and school bell ✓, the bell symbolises the authority of Mr M ✓ and
 the dictionary the approach of education to taking South Africa forward. ✓ (4)
- 7.1 The donkey ✓ and cart ✓. (2)
- 7.2 Without the donkey the cart will not move forward, they both need each other
 to be successful. ✓✓ (2)
8. By choosing to be part of the uprising to overthrow the government. ✓✓ (2)
- 8.1 A. emphatically ✓
 C. indignantly ✓
 E. forcefully ✓ (3)

- 8.2 He uses education to empower the learners to think for themselves, ✓ thus undermining Buntu education. ✓ (2)
- 9.1 “vandalism” ✓
“destroying” ✓
“inexcusable” ✓
“lawlessness”
(Any 3) (3)
- 9.2 Putting up statues of their own heroes. ✓✓ (2)
10. Mr M undermines Thami’s opinions and wants to decide what is best for him ✓
Thami still respects his authority as a teacher ✓ even though he disagrees with him he answers him, but will still carry out his plan. ✓ (3)

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Question 3.4

1.	(a). B ✓ (b). E ✓ (c). A ✓ (d). D ✓	(4)
2.	Zolile/ Zolile High School. ✓	(1)
3.	Thami exhibits patriarchal tendencies in his debate and his friends will taunt him for losing a debate to a woman. ✓✓ Thami is a top learner at the school and his loss of the contest will mean that his knowledge cannot be compared with the best in matric. . ✓✓	(2)
4.	Literature contest/ Literature quiz/ a chance to team up with Isabel. ✓	(1)
5.	Mr M is a strict disciplinarian who gives his learners no chance to talk back but imposes his will on them while Miss Brockway is democratic, liberal and allows her learners to speak their minds out. ✓✓	(2)
6.	A. (appreciation) ✓	(1)
7.	He would have shouted them out, ✓ hence the use of exclamation marks. ✓	(2)

8.	It is supposed to be the best classroom in the school but is in fact the worst compared to what Isabel's school (Camdeboo) is like/ It is a dilapidated classroom, unfit for matric learners. ✓✓	(2)
9.	The language of combat ironically reflects what happens in the community. Both Mr M and Isabel use it metaphorically to refer to an ordinary fight (boxing) but it becomes apparent that there is war between Zolile and Camdeboo on one hand and the competitors' schools on the other hand. In as much as Thami and Isabel should fight together to conquer the other schools so should black and whites fight together to defeat racial inequality. ✓✓✓	(3)
		/18/

10.	There is violence in the community/ the situation is volatile. ✓	(1)
11.	Yes. He says it to tease Thami; that if he does not take the bell seriously, he should as well not worry to stop Mr M from ringing it. ✓✓ OR No. It is an affront to the striking people in the community, hence it infuriates the striking people to kill him. ✓✓	(2)
12.	(a). The striking members of the community. ✓	(1)
	(b). They are guilty of inciting violence/ they are removing learners from school into the streets / They make children abandon their lessons. ✓	(1)
13.	Thami has joined the call for freedom first and education later/ He hopes that after the struggle, the doors of learning will be open for all/ He has not lost interest in education but has joined the struggle to ensure that everyone has the freedom to get educated under conducive environment. ✓	(1)
14.	Learners have joined the march. Mr M is worried that without education the children will remain underlings. ✓✓	(2)
15.	(a). Equality in education ✓ A bursary for Thami ✓ Racial integration ✓ [Any two]	(2)
	(b). His is done through peaceful means/ Peace and violence ✓	(1)
16.	To advise him to join the struggle (marches). ✓	(1)

17.	Thami: He could have convinced his the comrades to respect Mr M's view in the name of freedom. ✓✓ Isabel: She praises him for sticking to what he believes in. She could have advised him to look father himself well. ✓✓ Mr M himself: Pure impudence. You do not compete or reason out with a mob. ✓✓ [Any well substantiated response]	(2)
18.	The power of ideas: Mr M dies for what he believes in because he thinks life is worthless without direction. ✓✓✓ Violence: There is too much violence in the community and people do not reason together anymore. In the end Mr M is murdered by the mob. ✓✓✓ Mob mindset: It is difficult to reason with a mob. The results are fatal. ✓✓✓ The unfairness of racial discrimination: Mr M believes that the removal of children from school into the streets is unfair and creates a generation that is without direction or future. ✓✓✓	(3)
		/17/

Question 3.5

1.1.	Immediate liking / they are on good terms	(1)
1.2.	Anela Myalatya	(2)
2.	Thami	(1)
3.	Miss Brockway	(1)
4.	She should join forces with Thami Inter-school literary quiz Grahamstown Schools' Festival He want to get a scholarship for Thami	(3)
5.	After het debate	

She wants to connect with black people
On equal footing

(2)

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