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Grade 12

MIND THE GAP!

English First Additional Language

My Children! My Africa!

Athol Fugard.

Study Guide

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Curriculum and Assessment Policy Statement (CAPS) Grade 12 English First Additional Language Mind the Gap study guide for the Drama: My Children! My Africa! by Athol Fugard.

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Ministerial Foreword

The Department of Basic Education remains steadfastly committed to innovative strategies aimed at enhancing learner attainment. Consistent with the government's commitment in promoting the indigenous languages that form the tapestry of our democratic landscape, this Mind the Gap Self study guide is a concrete demonstration of this commitment.

The release of this self-study guide incorporates all the official African Home Languages focusing on the novel genre at this stage. Not only does the study guide incorporate the African languages, but it also incorporates South African Sign Language Home Language, Afrikaans Home Language and English First Additional Language.

The Mind the Gap Literature Self Study Guide is responding to the broader sectoral reading challenges that the country is experiencing. It seeks to strengthen the following strands of the National Reading Sector Plan: Teacher Development and Support; Direct Learner Support; and Provisioning and Utilisation of the Learning and Teaching Support Materials. Its interactive nature will make it easier for both teachers and learners to read, to learn or study. It is hoped that through this Study Guide, the reading and learning outcomes will be achieved.

Key terminologies are explained or illustrated in a simplified manner and examples of the types of questions as a learner you may expect to be asked in an examination, are included in this study guide. In order to build your understanding, specific questions and possible responses forms part of the study guide package.

The study guide is designed to appeal to any learner offering Grade 12, whether as a part-time or a full-time candidate. Educators in the field will also find it an invaluable resource in their practice.

Every learner is a national asset, all you need now is to put in the hours required to prepare for the examinations and excel!
We wish each and every one of you good luck and success.

Matsie Angelina Motshekga, MP
Minister of Basic Education

MRS AM MOTSHEKGA, MP
MINISTER
DATE: 14 NOVEMBER 2019

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Dear Grade 12 learner

This Mind the Gap study guide helps you to prepare for the end-of-year Grade 12 English First Additional Language (EFAL).

EFAL has three exams: Paper 1: Language in Context; Paper 2: Literature; and Paper 3: Writing.

There are nine EFAL Mind the Gap study guides which cover Paper 1, 2 and 3.

Paper 2: Literature includes the study of novels; drama; short stories; and poetry. A Mind the Gap study guide is available for each of the prescribed literature titles. Choose the study guide for the pieces of literature you studied in your EFAL class at school.

This study guide focuses on Athol Fugard's play, My Children! My Africa!, one of the set works in Paper 2: Literature.

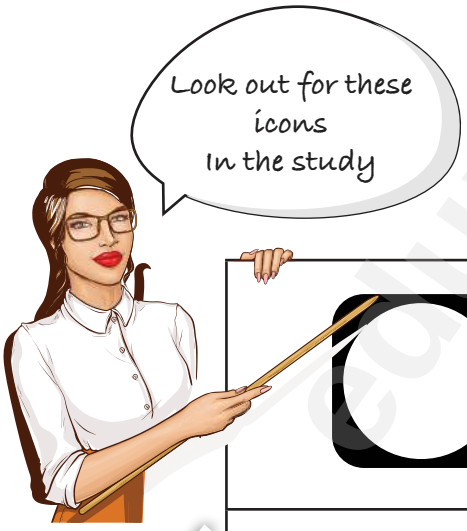
How to use this study guide

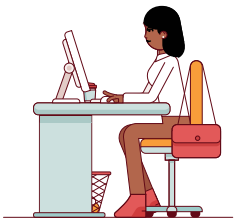
In the introduction to the guide (pages 11 to 13), you find out about the author and the current events that influenced him. There is also an overview of how the story is told.

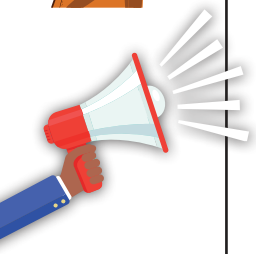
You can work through each act in the play to understand:

- The characters;
- The themes;
- The symbols; and
- Diction and figurative language used to tell the story.

You can test your understanding of each act by completing the activities, and using the answers to mark your own work. The activities are based on exam extracts



	Pay special attention	**e.g.**	Worked examples
	Hints to help you remember a concept or guide you in solving problems		Activities with questions for you to answer



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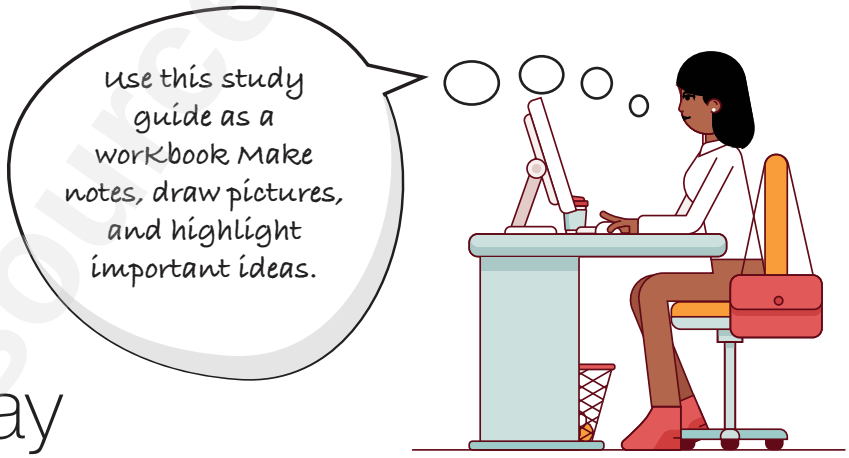
Top 7 study tips

1. Break your learning up into manageable sections. This will help your brain to focus. Take short breaks between studying one section and going onto the next.
2. Have all your materials ready before you begin studying a section – pencils, pens, highlighters, paper, glass of water, etc.
3. Be positive. It helps your brain hold on to the information.
4. Your brain learns well with colours and pictures. Try to use them whenever you can.
5. Repetition is the key to remembering information you have to learn. Keep going over the work until you can recall it with ease.
6. Teach what you are learning to anyone who will listen. It is definitely worth reading your revision notes aloud.
7. Sleeping for at least eight hours every night, eating healthy food and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like exercise, so you must be prepared physically as well as mentally.



On the exam day

i. Make sure you bring pens that work, sharp pencils, a rubber and a sharpener. Make sure you bring your ID document and examination admission letter. Arrive at the exam venue at least an hour before the start of the exam.

ii. Go to the toilet before entering the exam room. You don't want to waste valuable time going to the toilet during the exam.

iii. You must know at the start of the exam which two out of the four sections of the Paper 2 Literature exam you will be answering. Use the 10 minutes' reading time to read the instructions carefully.

iv. Break each question down to make sure you understand what is being asked. If you don't answer the question properly you won't get any marks for it. Look for the key words in the question to know how to answer it. You will find a list of question words on page xii of this study guide.

v. Manage your time carefully. Start with the question you think is the easiest. Check how many marks are allocated to each question so you give the right amount of information in your answer.

vi. Remain calm, even if the question seems difficult at first. It will be linked with something you have covered. If you feel stuck, move on and come back if time allows. Do try and answer as many questions as possible.

vii. Take care to write neatly so the examiners can read your answers easily.

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English First Additional Language Paper 2: Literature Exam

In the Paper 2 Literature exam, you need to answer questions from two sections. Choose the two sections that you know best:

- Section A: Novel
- Section B: Drama
- Section C: Short stories
- Section D: Poetry

A total of 70 marks is allocated for Paper 2, which means 35 marks for each section you choose. You will have two hours for this exam.
Here is a summary of the Paper 2 Literature exam paper:

Question number	Title	Type of question	Number of marks
Section A: Novel - If you choose Section A, answer ONE question. Choose the question for the book you have learnt.			
1	Cry, the Beloved Country	Contextual	35
2	The Strange Case of Dr Jekyll and Mr Hyde	Contextual	35
Section B: Drama - If you choose Section B, answer ONE question. Choose the question for the play you have learnt.			
3	Macbeth	Contextual	35
4	My Children! My Africa	Contextual	35
Section C: Short stories - If you choose Section C, answer BOTH questions. You will not know exactly which short stories are included until the exam. TWO stories will be set. Answer the questions set on BOTH short stories.			
5.1	Short story	Contextual	17 or 18
5.2	Short story	Contextual	17 or 18
Section D: Poetry - If you choose Section D, answer BOTH questions. You will not know exactly which poems are included until the exam. TWO poems will be set. Answer the questions set on BOTH poems.			
6.1	Poem 1	Contextual	17 or 18
6.2	Poem 2	Contextual	17 or 18

NB

* You don't have to answer all the sections in Paper 2.
* Before the Exam starts you must know which two sections you are to answer.
* When the Exam starts, find your two chosen sections.
* Make sure to number answers correctlty-according to the numbering system used in the exam paper- for the two sections you've chosen.
* Start each section on a new page.

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Mind the Gap

What is a contextual question?

In a contextual question, you are given an extract (about 220-250 words) from the play. You then have to answer questions based on the extract. Some answers you can find in the extract. Other questions will test your understanding of other parts of the novel: its story, characters, symbols and themes. Some questions ask for your own opinion about the novel.

What are the examiners looking for?

Examiners will assess your answers to the contextual questions based on:

• Your understanding of the literal meaning of the play. You need to identify information that is clearly given in the play.
• Your ability to reorganise information in the play. For example, you may be asked to summarise key points, or state the similarities or differences between two characters.

• Your ability to provide information that may not be clearly stated in the text, using what you already know about the play. This process is called inference. This may include explaining how a figure of speech affects your understanding of the play, explaining themes or comparing the actions of different characters.

• Your ability to make judgments about aspects of the play, and make your own opinions based on information given in the play. This process is called evaluation. For example, you may be asked if you agree with a statement, or to discuss a character's motive for doing something.

• Your ability to respond to the characters in the play and how it is written on an emotional level. This is called appreciation. For example, you may be asked how you think a certain character feels, or what you would have done if you were in their situation. You may be asked to discuss how the writer's style helps to describe what a character is feeling.

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Question words: Here are examples of question types found in the exam.

Question type: Literal. Questions about information that is clearly given in the text or extract from the text	What you need to do
Name characters/places/things ...	Write the specific names of characters, places, etc.
State the facts/reasons/ideas …	Write down the information without any discussion or comments.
Give two reasons for/why …	Write two reasons (this means the same as 'state').
Identify the character/reasons/theme …	Write down the character's name, state the reasons.
Describe the place/character/what happens when …	Write the main characteristics of something, for example: What does a place look/feel/smell like? Is a particular character kind/rude/aggressive …
What does character x do when …	Write what happened – what the character did.
Why did character x do …	Given reasons for the character's action according to your knowledge of the plot.
Who is/did …	Write the name of the character.
To whom does xx refer …	Write the name of the relevant character/person.
Question type: Reorganisation. Questions that need you to bring together different pieces of information in an organised way.	What you need to do
Summarise the main points/ideas …	Write the main points, without a lot of detail.
Group the common elements …	Join the same things together.
Give an outline of …..	Write the main points, without a lot of detail.
Question type Inference.	
Questions that need you to interpret (make meaning of) the text using information that may not be clearly stated. This process involves thinking about what happened in different parts of the text; looking for clues that tell you more about a character, theme or symbol; and using your own knowledge to help you understand the text.	What you need to do
Explain how this idea links with the theme x …	Identify the links to the theme.
Compare the attitudes/actions of character x with character y …	Point out the similarities and differences.
What do the words … suggest/reveal about /what does this situation tell you about …	State what you think the meaning is, based on your understanding of the text.
How does character x react when ….	
Describe how something affected …	
State how you know that character x is …	Write down the character's reaction/what the character did/felt.
What did character x mean by the expression …	Explain why the character used those particular words.

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Is the following statement true or false?	Write 'true' or 'false' next to the question number. You must give a reason for your answer.
Choose the correct answer to complete the following sentence (multiple choice question).	A list of answers is given, labelled A–D. Write only the letter (A, B, C or D) next to the question number.
Complete the following sentence by filling in the missing words …	Write the missing word next to the question number.
Quote a line from the extract to prove your answer.	Write the relevant line of text using the same words and punctuation you see in the extract. Put quotation marks/ inverted commas ("") around the quote.
Question type: Evaluation. Questions that require you to make a judgement based on your knowledge and understanding of the text and your own experience. Questions that require you to make a judgement based on your knowledge and understanding of the text and your own experience.	What you need to do
Discuss your view/a character's feelings/a theme ...	Consider all the information and reach a conclusion.
Do you think that …	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Do you agree with …	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
In your opinion, what …	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Give your views on …	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Question type : Appreciation Questions that ask about your emotional response to what happens, the characters and how it is written.	What you need to do
How would you feel if you were character x when …	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Discuss your response to …	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Do you feel sorry for …	There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.
Discuss the use of the writer's style, diction and figurative language, dialogue …	To answer this type of question, ask yourself: Does the style help me to feel/imagine what is happening/what a character is feeling? Why/why not? Give a reason for your answer.

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Timeline: The History of Apartheid in South Africa

Year/period	Event
1497	Vasco Da Gama, Portuguese explorer, lands on the Natal Coast
1652	The Dutch East India Company founds Cape Colony
1806	The Dutch cede the territory to the British
1800s-	British colonial powers war with the Boers and Zulus, encouraged by the discovery of gold in Transvaal
1902	The fighting ends, Transvaal and Orange Free State become self-governing colonies
1910	The Boer republics of Transvaal and Orange Free State join with British colonies Cape and Natal, creating the Union of South Africa
1912	Native National Congress is founded (later the African National Congress, or ANC)
1913	Land Act prevents blacks outside of Cape Province buying land except in designated reserves
1914	National Party is founded (made up of Afrikaaners, the descendants of the Dutch colonial powers)
1919	South West Africa (Namibia) comes under South African control
1948	National Party takes power and imposes a policy of apartheid, or 'separateness'. The population of South Africa was categorized and registered by race, and the Group Areas Act segregated residential communities (sometimes forcibly), with blacks driven to specified townships.
1952	The Pass Laws Act requires all black South Africans older than sixteen to carry a pass book
1953	The Bantu Education Act segregates the school system and dictates separate curriculums for white and black students
1955	The ANC meets with the South African Indian Congress, the South African Congress of Democrats, and the Coloured People's Congress in what was called the Congress of the People at Kliptown and they officially adopt the Freedom Charter, a list of demands for racial equality in South Africa, and plans campaigns of civil disobedience
1960	Police open fire on a demonstration against the Pass Laws in Sharpeville: 69 are killed and more than 200 wounded
1961	Umkhonto we Sizwe, the ANC's militant wing, is founded
1964	Nelson Mandela joins the ranks of South Africa's political prisoners when he is arrested and sentenced to hard labour for the next twenty-seven years; South Africa is excluded from the Olympic games, indicating increasing international disapproval of apartheid
1970	Bantu Homelands Citizenship Act revokes the citizenship of black Africans residing in the Bantustans, and over the next decade more than three million people were forcibly relocated to those regions
1976	High school students protest the implementation of Afrikaans instruction in the classroom in Soweto, and police kill hundreds of protesters, sparking riots all across the country
1984 -1989	The townships continue to revolt and the government imposes a five-year state of emergency
1989	FW De Klerk is elected head of the National Party, then president of South Africa. He lifts the ban on the ANC, releases political prisoners including Mandela, desegregates public facilities, and begins talks about deconstructing apartheid
1991	Remaining Apartheid laws are repealed
1994	In South Africa's first full free election, the ANC takes power and Nelson Mandela becomes president
Source: Accuardi, N. et.al (October 2013) My Children! My Africa! by Athol Fugard. Resource Guide for Teachers. Profile Theatre's Education Advancement Team. profilethreatre.org. October 2013	

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Vocabulary for My Children! My Africa!

You need to know all the words in the lists below. Learn them well! The word lists include:

- Vocabulary you need to understand plays in general;
- Vocabulary used in the play; and
- Vocabulary you need to understand the background of the play.

CONCEPTUAL VOCABULARY

WORD	BASIC DEFINITION
a boycott (n.)	To withdraw from commercial or social relations as a punishment or protest A form of political protest in which you do not buy goods from a particular shop. In this case, South African teenagers boycotted school – they refused to go to school until Apartheid ended. Thami joins the boycott.
affluent	wealthy
Afrikaner	Afrikaans-speaking person in South Africa, usually denoting one descended from 17th-century Dutch and Huguenot settlers
Amandla	A Zulu and Xhosa word meaning "power".
apartheid	policy or system of segregation or discrimination on grounds of race
Baas	what non-Whites call masters or bosses.
Bantu	member of an indigenous people of central and southern Africa that speaks a Bantu language
Black	During the Apartheid period, a derogatory term referring to any person with dark-colored skin, stretching from African natives to those from the Indian sub-continent to Australian aborigines
boycott	Withdrawal from commercial or social relations as a punishment or protest. This includes keeping away from school, or a community closing down a school to demonstrate its displeasure.
coloured	defined in South Africa as anyone of mixed racial descent
comrades	fellow members of an activity or organisation, in South Africa this word was primarily used in the struggle against apartheid.
Confucius –	(551-479 BCE) Confucius was a Chinese philosopher, teacher, and politician. His philosophy put emphasis on morality (both person and political), sincerity, and justice
eloquence	fluent or persuasive speaking or writing
generation (n.)	A group of people of a similar age. Mr M is part of an older generation than Thami.
inequality (n.)	People not having the same opportunities or standards of living. Apartheid created a lot of inequality between the different races in South Africa.
inglorious	causing shame or a loss of honor
intuitive	using or based on what one feels to be true even without conscious reasoning
ja	Afrikaans word for "Yes"
literature (adj.) quiz (n.)	A competition in which people are tested on books and poems.
mealie-pap	a staple food of the Bantu resembling a polenta made from ground corn
perspective (n.)	A way of seeing something, or a point of view. Thami and Mr M have different perspectives on how to resist Apartheid.
phobia	strong fear
platteland	country districts of remote South Africa
pondok	A roughly made house built of metal sheets, reeds, mud, etc.
privileged	having special rights, advantages, or immunities
racism	belief that all members of each race possess characteristics or abilities specific to that race
sabotage	deliberately destroy, damage, or obstruct
suppressed	stifled, overpowered, put an end to something by force
vandalism	deliberate destruction of or damage to public or private property
Zionist	religious movement represented by a group of independent churches which practice a form of Christianity incorporating elements of traditional African beliefs

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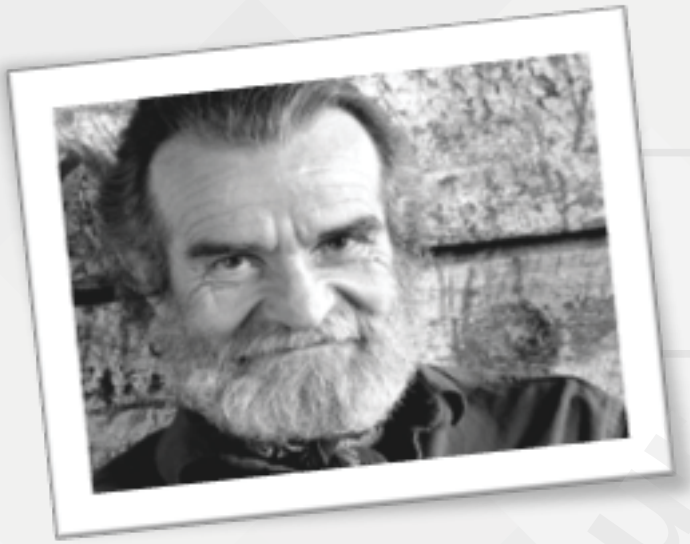
OVERVIEW

My Children! My Africa!

1. The playwright



Vocab

Playwright: A person who write plays

Harold Athol Lanigan Fugard is a South African playwright, director, actor, and novelist. He was born in the remote village of Middleburg and grew up in Port Elizabeth; His mother was Afrikaner and his father was from English, Irish and French Huguenot descent. His plays have political themes and are part of anti-apartheid 'protest theatre'. During the 1980s, young people were leaders in the resistance against apartheid, especially against Bantu Education. Many children participated in the Struggle by boycotting school, with the slogan 'Liberation before Education'. Over time, the protests became more violent. My Children! My Africa! asks questions about whether or not this was right. The events in the play are based on a real newspaper article in 1985 about a teacher who was necklaced (killed) because he was suspected of being a government informer. The play was first performed in 1989.

"My Children! My Africa! was greatly influenced by Fugard's own experience as a white person in South Africa during apartheid. Like Isabel, the white character in the play, Fugard grew up with black South Africans working for his family, and was affected by the way others saw his relationship specifically to a worker named Sam with whom he was close. As an adult, Fugard worked with a group of amateur black actors in a ghetto outside Johannesburg, which got him interested in doing activist theater specifically critiquing segregation." Cohen, Madeline. "My Children! My Africa! Study Guide". GradeSaver, 24 March 2017 Web. 3 February 2020

The play was written at the time apartheid was ending. While Fugard disapproved of the injustices of the South African government, he was against the disruption of the education of the Black child.

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2. Background

My Children! My Africa! was first performed on 27 June 1989, just before the end of apartheid. The play explores the rising tensions between Black people and the apartheid government, and more generally between Blacks and Whites near the end of apartheid.

There are three main characters in the play and all of them are thoughtful, clever and admirable, and each wins our love and our loyalty.

The play is set a year before the State of Emergency which took place from 1984 to 1989 in South Africa, (refer to p8 of My Children! My Africa!). 1984 -1990 was a period when freedom fighters such as Nelson Mandela and other leaders were still in prison. However, there were ongoing negotiations to end apartheid. The intensity of the struggle for freedom was at its height, the resistance to apartheid was starting to become violent.

Township schools were at the forefront of violent resistance to apartheid and Zolile High School was amongst those schools. Apartheid was about to end in South Africa and Fugard attacks the ANC's decision to boycott schools and as a result initiate damage that would negatively affect generations of Africans. The play shows the suffering that Black South Africans went through during the apartheid era. It does this by telling the story of the friendship of two people – Isabel Dyson, a girl of 18 years from a White school (Camdeboo Girls High) and Thami Mbikwana, a 19 year old Black boy from a Black school (Zolile High).The third main character is Mr M, is a teacher from Zolile High school.

The meeting between Isabel and Thami occurs when Mr M organises an inter-school debate between Camdeboo and Zolile high schools. It is through Thami and Isabel's relation that we come to understand the cruelty of apartheid and the violence of the struggle against Apartheid.

The play is also about Mr M's ideology that education cannot be sacrificed for political gains. He is a proponent of education as the most powerful tool in the struggle for freedom and equality. 'Thami feels constrained by the education system under apartheid, causing him to clash with his teacher Mr. M who has more traditional views about life in South Africa.' (Cohen 24 March 2017).

By the end of the play, Mr M is killed, Thami goes into exile and Isabel makes a promise to the spirit of Mr. M that she will make her life useful.

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3. Title

The title of the play may assist the audience/reader to:

- identify theme.
- contextualise the text.
- understand the writer's convictions and beliefs.
- link the plot with characterisation.
- suggest/guess summary of the text.
- streamline focus of text.
- develop supporting arguments

The exclamation marks in the title shows that the title is a lament (a passionate expression of grief and sorrow). It shows emotions of Mr. Myalatya (Mr. M) about the wasted future of the children in the whole of Africa. It is an expression of grief and sorrow especially at the waste of human life and potential.

Mr M calls for the restoration of the country so that the children born in it are assured of a better future. Apartheid dehumanises people (and the children) so that they care less about their future, their survival or survival of other people. Oppression breeds violence and violence breeds hatred. Who are these children that Mr M talks about? He is talking about learners, especially the Black children who are suffering double oppression – from apartheid as well as taken advantage of by politicians and those that have ulterior motives.

Mr. M feels helpless and frustrated about the children leaving school and joining boycotts. He pities the youth of Africa especially the South African youth, where Bantu Education was still in place. He feels that the world is wasting its children through wars, hunger, starvation and famine. Hence Mr. M says, "What is wrong with this world that it wants to waste you all like that... My Children...my Africa!"(p 96).

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4. How the story is told

4.1 Setting

The setting is the place and time in which action happens and any other situational or contextual elements that affect the characters. Setting is determined through direct information provided by the author as well as the language used by the author.

The setting of My Children! My Africa! is Apartheid South Africa in 1984. Most action takes place at Zolile High School in a Black location/ township called Brakwater.

4.2 Characters

This section presents all the characters in My children! My Africa! The three major characters whose parts are played on stage by actors are Mr M, Isabel and Thami. Characters help the plot to develop in various ways as they respond to different types of conflicts, for instance:

- Character vs character (external conflict)
- Character vs nature (external conflict)
- Character vs society (external conflict)
- Character vs self (internal conflict)

4.2.1. Character and characterisation in literature.

A character is a person responsible for the thoughts and actions within a story, a poem, a play or any other literary genre.

Characterisation refers to what the character is like and what his motives are. Every character has his or her own personality, which a creative author uses to assist in forming the plot of a story or creating a mood. The different attitudes, mannerisms, and even appearances of characters can greatly influence the other major elements in a literary work, such as theme, setting and tone.

Types of characters in literature

There are different types of characters in literature and all of them are important. Regardless of the intensity or the length of their role, they help the logical and smooth flow of a story towards the end. Hereunder follows a brief discussion of the most common types.

The main character: Protagonist

Every story has this type of character and revolves around it. The protagonist is the main character or the hero and appears in the story from the start to the end. This is the character who fights with the situations and the antagonist characters and takes the story to the ending.

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Character opposing the main character: Antagonist

In fiction, when there is a protagonist or a main character who plays a role of a hero who takes the stand for the good and truth, the antagonist plays against this heroic character and tries to stop him by posing threats to his and others' lives.

Note that an antagonist doesn't always need to be a person or a group of people working to ensure the misery of the protagonist. It can also be a difficult situation or accidental event that works against the main and positive character. This type of character is the life of a plot along with the main character and keeps readers interested by posing the questions and making them curious about what will happen next. We can also say that an antagonist, i.e. a negative person or situation; is essential for the rise of a hero.

Static or flat character

Flat characters are not an eye-catching part of the story, but still play an important role in the flow of the story. Flat characters help the main character in his or her intention. This character doesn't have strong characteristics or doesn't reveal much about the self. A flat character also stays static or inactive throughout the story and fills the gap in the storyline.

Changing or dynamic character

Opposite to the flat character, a dynamic character plays a role that develops and changes during the events in the story. This character may change positively or negatively depending on the need of the story. It can be anything from a supporter of the main character to a partner of the antagonist and may change its direction from positive to negative or negative to positive.

Round character

This is the character which contributes the most in making the story interesting and keeps the reader confused about the person's actual nature. This type of character acts subtly and changes in the face of conflict. This character develops itself and rather becomes complex as the story progresses as he or she doesn't stick to the limited qualities. This way, the character makes it difficult for the readers to fully understand and identify how the person will act in the story until the end of the story. You can call this character a main or major character or also a dynamic character due to the changes and development in the personality.

Evil character or villain

An evil character can have similar characteristics to those of an antagonist, but he or she acts actively with more intensity to harm the protagonist or the main character and others. This character does everything to create life-threatening situations for the hero in the story. (https://www.aresearchguide.com/character-types-in-literature.html)

Characters develop the plot in a play. They reveal themselves in different ways, for instance:

- When we know what they think. (Psychological)
- Through what the character does. (actions)
- Through what they themselves say.
- Through what other people say about them.
- The environment (culture, education, etc.) has important influence on characters.
- How the character reacts to other people.
- Round characters – these characters change as the plot develops, they have more dimensions to their personalities.

They are as complex as real people are.

- Flat characters – these characters do not change, they have few personality traits

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4.2.2. Major Characters

Mr M (Anela Myalatya):

Mr M is a 57 year-old Black teacher at Zolile High School. He is a bachelor and lives in a small backroom of the local reverend's house. He decided to become a teacher at the age of 10 while in Wapadsberg Pass during a school trip (p 94-95). Important aspects to his character to be aware of are:

• **He loves education:** He lives a very simple life that revolves around education; his greatest hope is to keep young people in class and at their desks. He regularly encourages his students to be critical thinkers or scholars/intellectuals. He is a dedicated, determined, ambitious, respected and passionate teacher and believes that language skills can be used by learners to think independently. He believes that education and hard work can help Africans to end apartheid.

• **Mr M (one of the few Blacks who are Confucian).** He adores the words of Confucius, from which he builds his classroom motto. Confucius was a Chinese Philosopher and teacher who lived from 551-479 BC. The philosophy of Confucius emphasises humanness, loyalty to one's nature, morality, justice and virtue. Confucius believed in the power of words.

• **Mr M is authoritative.** He refuses to accept and understand different political viewpoints (Thami's viewpoint p 86-88) which is ironic because he believes in debates and power of words. He is a dictator and a traditionalist and believes in respect for authority. He says respect for authority is deeply ingrained in the African soul. During the boycotts he is at school, ringing the bell and calling out names of his learners from the attendance register in an empty classroom. He is stubborn (he refuses to run away from the comrades who were coming to kill him, he continues to ring the bell furiously) and he is killed (p 96).

Isabel Dyson

Isabel Dyson is an 18 year old White girl from Camdeboo. She debates against Thami at Zolile High and realises that there is so much about South Africa that she does not know. She is smart, welcoming and easily adapts in all situations. She is, however, a non-racist. Important aspects to her character to be aware of are:

• **She is a critical thinker and an intellectual** - she is intelligent, brave and strong.

• **She is sheltered and naïve.** She does not know much about Black people and the political realities of apartheid. Though she hates losing, she is the "outsider that was being asked to prove herself." Stepping up to the challenge, Isabel becomes very comfortable as she becomes involved in the school debate in Brakwater. A very witty young woman, Isabel comes to face reality of South Africa through her connections to Thami and Mr. M.

• **She is a caring person** - She is friendly, sympathetic and warm. She generally treats people with respect and is not afraid to stand up to her parents who are nervous about her spending time with Black people. She is more open with both of them than they can be with each other. She speaks her mind.

She warms up to the Black folks and she 'develops a friendship with him (Thami) and comes between teacher and student, both of whom she respects, when they enter into conflict with each other over how to deal with the political reaction to apartheid.' (Cohen 24 March 2017).

Thami Mbikwana

Thami is a 19 year old Black boy who attends Zolile High School. He has been a student of Mr. M for a very long time. His mother, Lillian Mbikwana, is a domestic worker and his father, Amos Mbikwana, works for a railway company. His parents live in Cape Town while he lives in Brakwater location with his grandmother and a married sister. He is a promising and a very smart student. Important aspects to his character to be aware of are:

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• **He has a very strong personality and he speaks his mind.** As the story progresses he is defiant. For example, he tells Isabel that Mr. M has old-fashioned ideas and has no authority over him (p 84). He is radical and wants an 'all out rebellion' against apartheid and an immediate change. He stands up for what he thinks is right.

• **He is rational.** He takes time to reflect on issues. Isabel says that Thami is not easily frustrated, that he would 'never grab his hickey stick and take it out on somebody if he does not win'. He, however, later becomes convinced that words are not enough and so gets involved with the comrades. He avoids direct confrontations with Mr M.

• **He is a fearless leader.** He is a natural leader. He is naturally respectful of authority, but is also impatient. He does not want to listen to Mr. M's ideas about slowly defeating Apartheid when so many Black people are suffering. He does not believe that education can free Black people when it is part of the system of apartheid. Affected by the long-standing apartheid in South Africa, Thami discusses plans about his future in the play.

4.2.3. Characters that do not appear on stage

The play has what we call 'unseen characters' or characters that do not appear on stage. We only know these characters through primary characters' conversations and monologues/soliloquies.

Rev Mbopa is a pastor at the Anglican Church of Saint Mark. He owns a house where Mr. M rents a backroom (Matchbox).

Miss Brockway is the school principal of Camdeboo Girls High School. She allows her students to go compete in Brakwater Location with Zolile High School learners.

Renee Vermas and Cathy Bullard are learners at Camdeboo Girls High School. They are also in the debating team that goes with Isabel to Zolile High School.

Mr and Mrs Dyson are Isabel's parents. Mr Dyson is a chemist/ pharmacist, and Mrs Dyson works at her husband's pharmacy.

Lucille Dyson is Isabel's elder sister. She works at her father's pharmacy (Karoo Pharmacy).

Samuel works for the Dyson family as a delivery man at the Karoo Pharmacy. He is a Zionist.

Auntie is the Dyson's domestic worker. 'Auntie' is a term usually used when an employer refers to a family helper or a domestic worker. She lives in the township in a two-roomed house without running water and electricity. She normally gossips with Isabel in the kitchen.

Mr David Grobbelaar is a school inspector of Bantu Education Administration. He wants learners to call him 'Oom Davie'. He is a 'motivational speaker' as he gives pep-talks to standard ten learners. He says the standard ten learners are shareholders in the exciting enterprise called the Republic of South Africa.

Mr Pienaar is a mayor of Camdeboo.

Mrs Magada is a teacher at Zolile High school.

Stephen Gaika is a learner at Zolile High School and is Thami's classmate.

Sipho Fondini is a standard 6 learner at Zolile High School. During the boycott he writes "Liberation first, education later" and asks Mr. M if the spelling is correct.

Mrs Makhathini sells vetkoeks on the street to people waiting for the bus.

Captain Lategan is a police officer who receives the names of the political action committee from Mr M.

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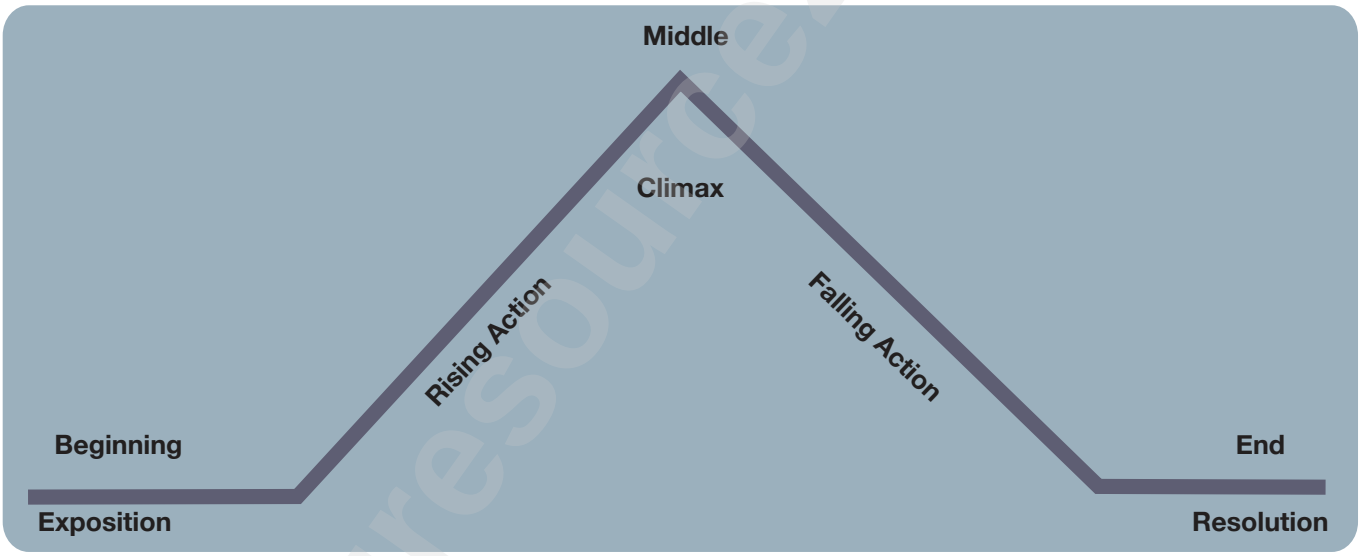
4.3 Structure and plot development

This section shows how the plot of My Children! My Africa! develops in a way that keeps the audience interested.

The main plot

The Structural elements of a plot

* **Exposition:** The Beginning of the story, whivh introduces the main character.
* **Rising action:** The conflict, complication or problem that arises.
* **Climax:** The crisis point, or the most exciting part, or a tuming point in the story.
* **Falling Action:** The problem, or conflict, begins to be resolved.
* **Resolution:** The play's ending or conclusion.



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The main event in the plot of *My Children! My Africa!* is how Mr M desperately wants an alternative to the policy of racial segregation by the apartheid government, he therefore organises an inter-schools debate between Zolile and Camdeboo high schools to make a point that integration is possible. Mr M's plan of action leads to series of linked events:

- The debate leads to Isabel and Thami's friendship. Isabel realised then, how privileged she has been throughout her life.
- Mr M plans an inter-school debate team and chooses Thami, his best student to represent Zolile High.
- Isabel represents Camdeboo in the inter-school debate.

Exposition

The play opens in a classroom of the Zolile High School in the Eastern Cape, South Africa in 1984. Mr Anela Myalatya, popularly known as Mr M, is a teacher at Zolile High School. He has organized the inter-schools debate and is chairing the debate between his favourite student, Thami Mbikwana, and Isabel Dyson, a student from Camdeboo High, a whites-only, well-off/prosperous, girls' school. In spite of Thami's enthusiastic and outrageous closing remarks, the wild applause and his obvious popularity among his classmates, he comes second-best as Isabel wins the debate. After the rest of the class leaves, Isabel and Thami talk, and despite their different backgrounds, a friendship is born.

Rising Action

The complications (conflict/ rising action) start when Thami's involvement with the comrades causes him to resign from the debate team. Rising tension builds up as Thami's political views clash with those of Mr M's. At this point Thami is torn between dividing his loyalty to his comrades and Mr M, who argues about how the struggle for freedom should be conducted. Mr M refuses to accept the boycott, he gives the police the names of the activists in an attempt to bring end to the boycott.

Climax

The tragic climax or the turning point is reached when the terrible and violent riots take place in Brakwater and Mr M is branded an informer. Thami comes to school to warn him about their plan to burn down the school, as well as to kill him. Mr M refuses to run away.

The falling action

After Mr M is killed by the mob, Thami and Isabel meet and talk. They discuss their plans and their true feelings for each other and towards Mr M. Thami goes into exile to join the struggle. Isabel says farewell to the spirit of Mr M at the Wapadsberg pass where he (Mr M) was first inspired to be a teacher. She commits herself to serving others and helping to save South Africa.

Conclusion

Isabel goes to Wapadsberg pass to be near the spirit of Mr M. She promises to make her life useful and wants Mr M to be proud of her. She says, 'The future is still ours, Mr M'.

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The main plot in a nutshell

Exposition	The play opens with an energetic debate organized by Mr M. The inter-schools debate between the matric learners of Camdeboo Girls High and Zolile High takes place in a classroom of Zolile High. Isabel and Thami make their concluding statements. After the debate, Isabel and Thami find time to talk, and despite their different backgrounds, they instantly become friends.
Provoking incident that causes conflict	Thami is adamant that he will not allow Mr M to interfere in his life. He is of the view that Mr M is imposing too much on him.
Rising action	Mr M does not realise that there is a rift between Thami and himself; and orders Thami to be in the English literary quiz team. On the other hand he politely requests Isabel to join Thami in the literary competition. Thami, however, withdraws from the team after a few practice sessions. There is conflict between Thami and Mr M – the two do not agree on how the struggle for freedom should be waged. At this point Thami is torn between dividing his loyalty to his comrades and Mr M.
Climax	Mr M stands isolated in his community and he is accused of being an informer. Thami decides to join the boycotts that were organized by Comrades in the location. He, however, comes to the school to warn Mr M about their plan to burn down the school, as well as to kill him. Mr M refuses to run away or go into hiding. There are violent protests in the location and Mr M is killed.
Falling Action	Thami has called for a meeting with Isabel and they talk to each for the last. Thami tells her he is leaving the country to join the struggle movement. Isabel confronts Thami about Mr M's terrible death. They both confess their love for Mr M. Thami says he did try to save Mr M's life.
Resolution	In her efforts to find closure regarding the death of Mr M, Isabel goes to the Wapadsberg Pass to be connected to the spirit of Mr M. She promises to make her life useful. She wants Mr M to be proud of her. She says, "The future is still ours, Mr M."

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4.4 Themes

The main ideas in a play are called themes. The main themes in My Children! My Africa! are outlined below.

Justice and Injustice

This play is about racial injustice and how the characters respond to it.
Mr M believes that words allow for peaceful negotiations whereas violence leads to destruction and heartbreak. He says, "Be careful, Thami… Don't scorn words. They are sacred! Magical! ... Tell them the difference between a man and an animal is that Man thinks, and he thinks with words" (Act 2: Scene1). As a strong believer in the Confucian ideology he thinks with words, and believes that justice can be achieved through words. As the events in the play unfolds we see a contradiction of this theory, that words by themselves are not enough; and the same goes for the fact that action that is not backed by words leads to violence and injustice. In Mr M's view, justice is keeping up with the law. The students have a different view to his and their argument is that the apartheid law is in itself unjust.

Generational Gap /Conflict/ Clash

This refers to the differences between generations – from one generation to the next. The conflict occurs when the younger people do not see issues the same way as the older people. Thami is frustrated by the fact that Mr M does not consult with him with regard to his own ideas and goals.
Mr M believes that dialogue is the solution while Thami thinks violence and boycott are the best ways to fight apartheid and Bantu education.

Living a meaningful life
Mr M expresses frustration that Apartheid and the Bantu education system were designed so that Black children did not have the same opportunities that White children had. He calls this 'wasted potential' and 'wasted lives'. He is passionate about education and wants Thami to further his studies at a university and thus Thami will have a meaningful life and will be a good, educated leader.

As a White teenager during Apartheid, Isabel has spent most of her life in the company of White people, other than the people who work for her parents. The debate at Zolile high school is a totally new experience for her as she learns to interact with people of colour who are not shaken by her presence. On the other hand she is very excited about the experience and is ready to learn more. This gives her a sense of meaning and purpose.

Education
Mr M explains that words and dialogue are more powerful than throwing stones or resorting to violence. The proceedings during the debate give clear evidence that a debate opens people's minds. Black people are given inferior, poor and sub-standard education (Bantu Education) which prepares them for a life of servitude.

Friendship
In the play Thami and Isabel become friends and their friendship grows as the story progresses. It is an important friendship because Isabel is a White female and Thami is a Black male. In Act 1 Scene 5, Isabel talks about the importance of being open to each other as friends.

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4.5 Symbols

A symbol is something that represents something else, for an example the dove is a symbol of peace, the cross stands for Christianity, etc. Symbolism is the use of symbols to signify ideas and qualities - this is done by giving them a different meaning from their original meaning or function. Literary devices such as metaphor, allegory and allusion help in the development of symbolism.

Brakwater:
- **Literal meaning:** Brakwater is an Afrikaans word which means brackish water or water that has high salt content thus has a bad taste.

- **Figurative meaning:** Brakwater is a location for Black people in the Eastern Cape, South Africa. The place is 'a terrible mess', an eyesore, not conducive for healthy human dwelling. It is not nurturing or giving life to the people. It symbolises poverty and suffering. (Act 1 Scene 2 - page 51).

Camdeboo:
- The word is derived from a Khoi word meaning "green hollow". It symbolises a space in the environment which is beautiful and green. It is nurturing and gives hope. ISABEL: "…Our town is very pretty…" (Act 1 Scene 2 - page 51). The town symbolises good life, contentment and beauty.

The school bell:

- It symbolises authority and order. Mr M rings the school bell even when the comrades are at school to kill him. It also shows his defiance to the boycotts.

Matchboxes:
- **Literal Meaning -** the word refers to the small size of the classroom at Zolile High School as well as the small size of the room Mr. M is renting at Rev Mbopa's yard.

- **Figurative Meaning:** The word matchboxes symbolises the suffering and the misery Black people endure in their miserable dwellings. It symbolises poverty, oppression, racial segregation and limited opportunities for Black people.

The dictionary:
- The dictionary is a symbol of education, learning, the power of language, ideas and communication.

The stone:
- A symbol for violent protest and destruction.

The debate:
- The debate symbolises discussion and negotiation, the orderly way of doing things.

Ozymandias:
- It is a symbol of political power and it symbolises pain and oppression.

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5. Style in literature

Style is the literary element that describes the ways that the author uses words - the author's word choice (vocabulary), sentence structure, figurative language and sentence arrangement all work together to establish mood, tone, images and meaning in the text. It refers to the manner in which a writer expresses him/herself.

5.1 Word choice (Diction)

Diction refers to the writer's choice of words and how they are used. In My Children! My Africa! Fugard uses emotive language that makes the reader/ audience to empathise with the characters and be able to feel exactly what they are feeling.

Figurative language is the use of words in an imaginative or unusual way to express an idea or to create a special effect. Some examples of figurative language used are:

•**Simile:** Mr M says his heart jumps out and 'savages' him 'like a wild beast'. This simile compares the intense emotion in his heart to the violent behavior of a wild animal. His feelings about Apartheid and its effect on his learners hurt him the same way a wild animal would hurt you, if it attacked you. Mr M takes it further to a metaphor in Act 1: Scene 4.

• **Metaphor:** 'I've got a whole zoo in here, a mad zoo of hungry animals' (Act1: Scene 4). He is frightened by all his feelings like a zoo keeper would be if the zoo was filled with mad and hungry animals. He uses this metaphor to show how he tries and fails to control his emotions, and how powerful they can be. This is a result of his own internal conflict in trying to serve his learners in the best possible way under the laws of Apartheid.

• **Irony:** Thami calls the killing of Mr M (whom he loved dearly) by the mob self-defence, yet the mob attacks one unarmed defenseless man (Act 2: Scene 4).

• **Dramatic Irony:** (when the audience knows something that the character(s) do not know)… Mr M believes that he still has a hold on Thami whereas Thami tells Isabel that he does not listen to what Mr M says and does not do what Mr M says.

5.2 Monologue

In a monologue the character is alone on stage and reveals his or her feelings and thoughts as he addresses the audience directly. The dramatic function of a monologue is to reveal the innermost thoughts and feelings of individual characters.

Act 1: Scene 4 opens with Mr M alone on stage; he delivers a monologue directly to the audience. He starts by talking about life, about Confucius' ideas since he identifies as a Confucian. He specifically talks about the idea that learning and thought are inter-dependent and the greatest goal of all is to be a righteous person and do things from the heart. Mr M compares the hope he holds in his heart to a hungry animal that must feed on their young to stay alive.

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5.3 Dramatic elements

My Children! My Africa! is a two-act play.
• This play contains Scenes with action (characters talk to each other) and monologues (each of the three main characters gets a chance to talk directly to the audience).

• **Stage directions** are instructions for the director of the play and the actors. For example, they suggest how the actors should move, where they should stand, what they need to wear, or carry, the lighting and other specific things to be shown on stage. The stage directions are written in italics, and are also in square brackets if they come immediately after the name of a character.

5.4 Tone and mood

Tone is the feeling, or atmosphere created by the author. The characters sometimes speak to each other in a **sarcastic or mocking** tone because they are angry or frustrated. Sarcasm is when you say the opposite of what you mean, and this is obvious to the person you are talking to. For example:

- In Act 2, Scene 1, Isabel desperately wants Thami to stay and be friends with her but she knows he will not, so she says in a sarcastic tone, 'Well don't waste your time here' (pg.85).
  What she is really saying is that she wants him to stay.

- In the same Scene, Mr M is angry with Thami for expressing his political views. Mr M says in a sarcastic tone, 'Oh Thami… you learn your lessons so well!' (pg. 87).

However, changes in tone are shown through the dialogue and the sound of the actors' voices. The author uses stage directions, such as [pause] or [laughs], to show changes in tone. The tone changes dramatically throughout the play. At points where the characters are arguing, the tone becomes angry; when the characters have sorted out their differences, the tone becomes calm and hopeful. There are also light-hearted moments, when the tone is humorous.

Mood is the feeling that a person gets when reading or watching the play. The setting, props and actors' voices and movements all contribute to creating the mood.

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Scene by Scene Analysis

Act 1 Scene 1: The great debate

1. What happens and who is involved?

In accordance with the plot structure, Act 1 Scene 1 is the exposition. It introduces the main characters and provides some background to the play. The audience is also given a few views of the possible conflicts that could come up.

• The play opens with lively debate between Black learners from Zolile High School and White learners from Camdeboo Girls' High. Thami Mbikwana and Isabel Dyson are in a heated argument and Mr M interrupts them to explain what a debate is. He reads the meaning of the word 'debate' from the dictionary.

• Mr M reads out the definition of the topic, 'That in view of essential physical and psychological differences between men and women, there should be correspondingly different educational syllabuses for the two sexes.'

• Thami Mbikwana argues that African culture is in 'great peril' because of western colonial influence and he summarises his 'shocking' argument to a wild round of applause from the audience.

• Isabel Dyson, from Camdeboo High, follows after Thami and says that she respects the principles of traditional African society. However, Africa can no longer stay in the past and times have changed.

• Mr M calls for a vote by a show of hands and reminds the audience to forget the faces and remember the words when voting. Isabel wins the debate with 24 votes to 17.

• Mr M is proud of the audience for listening intelligently.

• Thami and Isabel become friends immediately.

2. Themes

Race
• The play opens with two Black characters and one white learner from Camdeboo Girl's High School. The Isabel and the two other girls from Camdeboo think that because they are White and privileged, they will teach the Black learners from Zolile High School a thing or two ('feeling very virtuous about our pioneering work.' p52). Little do they know that the Black learners are also equal to the task.

• Thami (p48) and Mr M are both proud of their race and their racial heritage, even if they have different ideologies about apartheid.

Friendship
• Towards the end of this scene there is a beautiful friendship developing between Thami and Isabel.
• Though separated by race and gender, it seems at the beginning of the play that they will beat the odds and form not only a successful team but a friendship that will last for a long time.

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Tradition and culture

During the debate, both Thami and Isabel refer to tradition and culture in their closing arguments. Isabel says one cannot be chained to the past.

- Thami jokingly refers to women as belonging at home.
- Mr M argues that the tradition in African culture demands that the young must be under the authority of their elders.

3. Style

- There is a conversation among Thami, Mr M and Isabel. Characters speak with conviction as they present their views.
- Mr. M's tone is serious and judicious.

4. Diction and figurative language

Diction

- This scene introduces the characters and some of the main themes of the play. A glimpse of potential conflicts that develop the play is also introduced in this scene.
- The word 'riot' does not mean the same thing for Thami and Isabel. For Thami, word carries political and suppressive and brutal connotations.

5. Tone and mood

Tone

- Mr. M's tone is serious and judicious.
- Thami speaks in a shocking, aggressive tone, deliberating becoming outrageous.
- Isabel speaks in a formal tone

Mood

- Vibrant mood: There is a vibrant tone when the learners participate in the debate.
- Cheerful: The audience is cheerful and excited during the debate.
- Energetic: The debaters are energetic as they argue their points.

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ACTIVITY 1

Read the following extract and answer the questions.

[Opening Scene: The great debate]

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 woman 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 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.' 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.

1. Provide the setting of this extract. (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. According to the stage direction, the bell is rung violently and then there is dead silence. Do you think this is dramatically effective? Give a reason for your answer. (2)

Suggested Answers

1.	The number One classroom at Zolile High School ✔	(1)
2.	Mr M is restoring order as Thami and Isabel are arguing their points without listening to each other. ✔ He wants the debaters to observe turn-taking so that they could be clearly heard. ✔	(2)
3.	Mr M, principal of Zolile High approached Mrs Brockway, principal of Camdeboo High School for Girls and proposed that they hold an inter-school debate.✔✔	(2)
4.	Yes, It is dramatically effective. The bell represents authority and order. ✔When Mr M rings the bell so vigorously it emphasises Mr M's authority because the dead silence that follows shows that the learners really respect Mr M and his authority.✔	(2)

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Act 1 Scene 2: Isabel's experience of Zolile High

- Isabel's first monologue - the moment just after the great debate,
- Isabel reflects on her experiences at Zolile High

1. What happens and who is involved

• Isabel talks about a place called Brakwater that lies on the edge of Camdeboo which most people just call "the location". She complains about how ugly it is, and says that some people feel that it should be moved some distance away from town.

• She also tells of the filth and poverty of Brakwater. The houses there are made of bits of corrugated iron and other scraps, the roads are bad (potholed) and they don't have electricity or running water. Isabel says she "ended up being damn glad [she] was born with White skin".

• Isabel struggles to imagine what it would be like to live in such poverty.

• She describes the depressing classroom environment.

• Isabel explains that it is not as if she has never had contact with Black people ("contact across the colour line") because she regularly gossips with her maid in the morning; and she also chats with Samuel, a man who delivers medicines for her father. She reveals that she likes to have conversations about life with Samuel. However, in Brakwater she was an outsider, and though she soon became excited by the new environment, a "new world", she decides that she wants more contact with these people to expand her understanding.

• She reveals that her expectations were that students in the Black school would be grateful for the White team's visit, but she is surprised that the forty Black students in the classroom are not grateful.

2. Themes

Social class distinction

Isabel describes the Brakwater Location and how ugly it is to visitors. Instead of wanting to improve the services and amenities in the township, the mayor and White residents of Camdeboo just want to move it so that it can't be seen. None of them is concerned with justice, fairness or equality. Isabel initially agrees with them. She says, 'To be fair to old Pienaar he has got a point you know. Our town is very pretty' (pg. 51). However, as she spends time in Brakwater, she comes to recognise it as a place where real people who she cares about live, and not just an 'eyesore'.

Inequality

Apartheid created a lot of inequality between the different races in South Africa. Isabel's first monologue supports the theme of inequality because she describes the glaring differences between Camdeboo and Brakwater:
• '…Our town is very pretty. We've got a lot of nicely restored National Monument houses and buildings…' (Camdeboo) (Page 51).
• '…The location is quite an eyesore by comparison…' (Brakwater) (Page 51).

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Living a meaningful life

- Isabel is given a chance to see how Black people love. She is surprised that Zolile High School learners look at her as an equal, not as a superior as she earlier thought.
- She is eager to know how Brakwater people live in all their squalor and poverty. This helps her to develop a new perspective on life – she is excited that she now has an opportunity to learn more about Black people.

3. Style

This scene is a monologue. Isabel is alone and she speaks to the audience.

4. Diction and figurative language

Figurative Language

Metaphor: 'eyesore' (p 51) suggests that Brakwater is ugly, dirty, horrific, etc.'

Symbolism: 'pondoks' (p 51) are a symbol of poverty. These are shelters made of wood or corrugated iron

Register: the word 'bleak' (p 52) means desolate, depressing or unwelcoming and Isabel uses to describe the number one classroom at Zolile High School.

5. Tone and mood

Tone

- The tone in Isabel's monologue can be described as calm.
- There is also a sense of embarrassment because she now realises that she had superficial knowledge and understanding of the Black people.

Mood

The mood is subdued, desolate

ACTIVITY 2

Read the Act 1 Scene 2 and answer the following questions.

1 Who is Miss Brockway? (1)

2 Explain why one must drive slowly on Brakwater roads. (2)

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3 In Scene 2, the town of Camdeboo is contrasted with the Brakwater location.
Use the table to compare the descriptions of Camdeboo and Brakwater in this Scene.
Write at least two characteristics of each place.

CAMDEBOO	BRAKWATER

(4)

4 **'Number One Classroom made a special impression on Isabel.'**
Was this impression positive or negative or both? Explain your answer. (2)

5 In your own words, explain what Isabel means when she says:
'it's what I was made to believe was out there for me…..the ideas, the chances, the people…..specially the people!....all of that is only a fraction of what it could be.' (2)

Answers to Activity 2

1 The Principal of Camdeboo High School. (1)

2 The roads have terrible potholes, stones and rubbish. ✔✔ (2)

CAMDEBOO	BRAKWATER
'pretty'/nicely restored National Monument houses/neat and proper.	'terrible mess' Corrugated houses, stones, dust, rubbish lying around. No electricity/ no water. 'embarrassing backyard'

(4)

4 Both. It was the most depressing classroom she'd ever been in, ✔ but an unexpectedly exciting encounter happened there. ✔ (2)

5 Isabel's perception of South Africa and it's people is changing. She is starting to question the things she has been taught. She sees the potential of the thousands of Black people with whom she has had no real contact up to now. ✔✔ (2)

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Act 1: Scene 3: Invitation to the literature quiz

- The scene provides great potential for conflict between Thami and Mr M.
- Mr M invites Isabel to partner with Thami in an English Literature Quiz at the Grahamstown Schools festival. She is very happy that she is invited – she agrees immediately.
- Mr M shows that he is impressed with Isabel's debating skills.

What happens and who is involved

- Isabel is alone on stage when Mr M enters, wiping his head with a handkerchief. He says that he has been looking for her. She calls him Mr M when greeting him, which makes him happy.

- He asks her about a "return visit" to his school and she tells him she would be very excited to do so. He tells her that he has not come to ask her to debate against one of his students again, but rather to join Thami on a team for a new inter-school English literature quiz.

- Isabel delightedly agrees. She tells Mr M that visiting his school has been one of the best things that has ever happened to her because it was an eye-opener to see the school and meet people from the location. She further explains to Mr M how "Knowledge has banished fear".

- Mr M tells Isabel that he is determined to get a full university scholarship for Thami.

2. Themes

Living a meaningful life
Mr M expresses frustration that Apartheid and the Bantu Education system were designed so that Black learners did not have the same opportunities that White learners had. He calls this 'wasted potential' and 'wasted lives'.

He wants Thami to get the opportunity to study at university. He thinks this will give Thami the chance to live a meaningful life, and to fulfil his potential as a leader.

Generational conflict
Isabel is surprised that Mr M has not asked Thami if he wants to take part in the literature quiz taking place in Grahamstown. Mr M claims that unquestioning respect for authority is part of traditional African culture. Thami disagrees. He feels that Mr M's views are old fashioned, and he needs to change with the times. He wants Mr M to take him seriously – to ask for his opinions and really listen to what he has to say.

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3. Style

This scene is presented in a form of actions and a conversation between Isabel and Mr M.

4. Diction and figurative language

Diction

- Mr M speaks in a very formal register throughout this Scene, e.g., he says, 'My apologies for descending on you out of the blue like this'. This formal register makes him seem very old fashioned.

- Isabel uses a more informal register and sounds like she's having a normal conversation with her peers, e.g.she says 'ja' instead of 'yes'. This makes her sound more relaxed and casual.

Figurative Language

Euphemism:

- 'knowledge has banished fear' (p 58): Isabel is White and she is not affected by apartheid as much as Black people. Her interaction with Black people happens for a day and still she is able to have a different perspective about Black people.

5. Tone and mood

Tone

- Mr M starts off his conversation in a forma tone ('Miss Dyson…My apologies for descending on you..' p54)
- Isabel speaks in a relaxed tone:

  - When she asks Mr M to call her Isabel and not Miss Dyson.
  - When she talks about her family.
  - When Mr M and Isabel talk about the debate.

Mood

- Cheerful: Mr M is happy that Isabel has agreed to join forces with Thami and enter the competition.
- Reflective: Mr M and Isabel reflect on the debate.

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ACTIVITY 3

Read the following extract and answer the questions that follow.

[Mr M enters, hat in hand, mopping his brow with a handkerchief]

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 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?

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 or 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's your favourite, isn't he?

MR. M Good gracious! A good teacher doesn't have favourites! Are you suggesting that I am 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.

[Act 1, Scene 3]

1. Refer to line 3 ('No, I haven't asked him yet…I will tell him.')

(a) To whom does Mr M refer to when he says, 'I will tell him'. (1)
(b) What does this extract suggest about Isabel's upbringing? State TWO points. (2)

2. Refer to line 12 – 13 ('It's all I've got…my only teaching aid')

(a) What does Number One refer to? (1)
(b) What does this reveal about Mr M and his views about education and African culture? (2)

3. Refer to line 18 - 22 ('Good gracious! A good teacher…I've waited a long time for him.')

(a) Identify Mr M's tone when he says the above words. (1)
(b) If you were the director of this play, how would you direct Mr M to do when saying these words? (2)

4. Explain why the following statement is FALSE.

Mr M does not have favourites in his class. (2)

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5. Choose the correct synonym of the underlined word in the sentence below.
Write only the letter (A–D) next to the question number (5.) in the ANSWER BOOK.

Mr M is deeply ingrained in the African soul ...

A mischief
B abandon
C rooted
D dictatorial (1)

6. Identify and discuss the theme which is evident in the way Mr M talks about their relationship with Thami in this extract. (3)

7. Do you agree that Thami is Mr M's favourite? Discuss your view. (3)

Answers to Activity 3

1. (a) Thami ✔ (1)
(b) She is a White girl. ✔
She is from a different culture where children are free to express themselves towards adults✔ (2)

2. (a) Thami's classroom/ Zolile High School✔ (1)
(b) He believes that a teacher deserves respect and learners should trust their teacher's judgement. ✔✔

OR

He doesn't believe in democracy where learners or children have freedom of speech or are allowed to express their views.✔✔

NOTE: Any ONE of the above. (2)

3. (a) Excited/ pleased/ thrilled/ delighted ✔ (1)
(b) Throw his hands in the air/ look at Isabel in the face/look surprised/ point a finger towards Isbel/ raise his voice.✔✔

NOTE: Accept any TWO of the above. (2)

4. Mr M has a favourite in his class and it is Thami. He believes in Thami and takes responsibility towards his education and well-being. ✔✔ (2)

5. C/ rooted (1)

6. Theme: Generation gap/a generational conflict/generation clash ✔

Explanation:
The generation gap between Thami and Mr M is evident in the extract because Mr M says he uses his authority as a teaching aid. Children have to listen to him and take instructions without questioning. ✔✔ (3)

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7. Open-ended. Provide a response that shows knowledge and understanding of, among others:

- Mr M chooses Thami to lead the Zolile debating team.
- Mr M chooses Thami to participate in the competition with Isabel.
- Mr M asks Thami to speak with the comrades on his behalf.

OR

- Mr M treats all his learners the same/he wants all of them to study.
- Thami is chosen to lead the debating team because of his strong ability to argue.

NOTE: No mark will be awarded for YES or NO.
For full marks, the response must be well substantiated. You can score 1 or 2 marks for a response which is not well substantiated. Your interpretation must be grounded in the text of the drama. (3)

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Act 1 Scene 4: Mr M's monologue

- Mr M's monologue - moments after Mr M succeeds in getting Isabel to partner with Thami for Grahamstown Schools' literature quiz.
- He tells the audience about his life and his passion for education.

1. What happens and who is involved

- Mr M begins by talking about Confucius's ideas on life. ('I claim him as my teacher'… p61).
- He tells about Confucius' life. He says that his life is divided between the matchbox of his room and the 'matchbox' that is his classroom
- He stresses the idea that if a person enthusiastically pursues knowledge, he then forgets all sorrows and other worries and anxieties in life.
- Mr M asserts that he cannot rest easy, his worry cannot be ignored because of what is happening to his people. He recognises the injustice in his country and this troubles him greatly.
- He describes his situation of 'constant inner confusion as being like a zoo full of mad, hungry animals. He extends the metaphor to say one of the animals, Hope, has broken out; this, he says, is why he is a teacher—to keep his hope alive.'

2. Themes

Justice and Injustice
Mr M's monologue portrays the frustrations that he has with injustice in South Africa. He believes that education can be used as a strong weapon against the injustice of Apartheid but the South African situation is like a zoo where mad and unruly animals are kept. One of the animals – Hope- breaks free.

Inequality
"Matchboxes" symbolises the suffering and the misery Black people are subjected to. It symbolises poverty, oppression, racial segregation and limited opportunities for Black people.

3. Style

This scene is a **monologue.** Mr M is alone and he talks directly to the audience.

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4. Diction and Figurative Language

Diction

Mr M uses words emotive such as 'perilous', ' transgressing', 'curse', 'savage', 'hate' and 'despair' to support his strong feelings and to foster the themes of Justice and injustice, inequality and hopelessness.

Figurative language

METHAPHOR:

• Explaining the state of his troubled heart, Mr M says that his heart 'jumps out and savages him' (p 62). His heart is given the qualities of a beast

• The monologue contains a strong metaphor – his emotions are compared to a zoo that keepsmad animals: 'I've got a whole zoo in here, a mad zoo of hungry animals' (pg. 62). He is frightened by all his feelings, the way that a zookeeper would be if their zoo was filled with mad and hungry animals. He names the 'animals' Despair, Hate and Hope, because those are the feelings he is struggling with. Hope puts Mr M in danger of being disappointed. This makes the hope he feels for a better future for his learners as difficult to deal with as the hate and despair he feels about Apartheid.

• He uses personification to strengthen his anger against the injustice of Apartheid and says that 'Hope, has broken out;' because it can no longer be controlled.

5. Tone and mood

Tone
The tone that comes out of this monologue is explosive, full of anger as the character (Mr M) struggles 'to feed Hope' for the sake of his learners.

Mood
The predominant emotion a reader perceives in this monologue is that of anger and frustration. There are strong emotions running through the monologue.

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ACTIVITY 4

Read the following extract and answer the questions.

[Mr M alone]

MR M: Not even if I lived to be one hundred and seventy, will I end up a calm, gentle Chinese hearts like his.
I wish I could. Believe me, I really wish I could. Because I am frightened of the one I've got. I don't get gentle promptings from it, my friends. I get heart attacks. When I walk out into those streets, and I see what is happening to my people, it jumps out and savages me like a wild beast. [Thumping his chest with a clenched fist] I've got a whole zoo in here, a mad zoo of hungry animals …and the keeper is frightened! All of them. Mad and savage! Look at me! I'm sweating today. I've been sweating for a week. Why? Because one of those animals, the one called Hope, has broken loose and is looking for food. Don't be fooled by its gentle name. It is as dangerous as Hate and Despair would be if they ever manage to break out. You think I'm exaggerating? Pushing my metaphor a little too far? Then I'd like to put you inside a black skin and ask you to keep Hope alive, find food for it on theses streets where our children, our loved and precious children, go hungry and die of malnutrition. No, believe me, it is a dangerous animal for a black man to have prowling around in his heart.

[Act 1 Scene 4]

5
10
15

1. What is Mr M's full name? (1)

2. Explain why the following statement is FALSE.
Mr M has a calm and gentle heart like Confucius. (2)

3. Refer to line 5-7 ('When I walk out …like a wild beast.')

(a) Who is 'the People' that Mr M is referring to? (1)
(b) Use your OWN WORDS, state what was happening that made Mr M's heart to jump out and savage him like a wild beast. (2)

4. Refer to line 8-9 (I've got a whole zoo…hungry animals').
(a) Identify the figure of speech used in these lines. (1)
(b) Discuss the comparison used. (2)

5. Mr M speaks of keeping his hope alive.
State how he manages to keep his Hope alive. (2)

6. State TWO character traits of Mr M that are revealed in this extract. (2)

7. Refer to line 9 –10 ('I've been sweating for a week.')

Give a LITERAL and FIGURATIVE meaning of the word 'sweating.' (2)

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[17]

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Answers to Activity 4

1. Anela Myalatya ✔ (1)

2. Mr M has a heart that is full of hate ✔ and despair. ✔ (1)

3. (a) He is referring to the Black people (in Brackwater). ✔ (1)
   (b) There were political unrests that were happening in his area such as boycotts, protests, and people detained/killed/ tortured for no reason. ✔ (2)

4. (a) Metaphor ✔ (2)
   (b) He compares his feelings ✔ to a mad zoo full of hungry animals. ✔ (2)

5. He dedicates all his time to teaching his learners. ✔ (1)

6. Selfish /manipulative/ inconsiderate / self-serving/ self-centered ✔✔

NOTE: Any TWO of the above. (2)

7. LITERAL: To excrete perspiration through the pores in the skin. / To perspire/ to release moisture. ✔
   FIGURATIVE: Mr M is worried/ disturbed/ concerned/ anxious/troubled about what is happening in his community ✔ (i.e. Boycotts, riots, chaos) (2)

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Act 1 Scene 5: Rehearsal for the literature quiz

Thami and Isabel rehearse for the literature and there is an argument between Mr M and Thami about fighting for freedom.

1. What happens and who is involved

- Mr M waits for Thami and Isabel for the competition practice. Isabel rushes in from her hockey match and Mr M asks her about her hockey game and talks expressively about how they lost and how it made her feel like hitting a girl with a hockey stick.
- They talk about being 'bad losers', with Mr M confessing that he too can be petty when he doesn't win. Isabel thinks Thami is a bad loser and Mr M agrees hesitantly.
- Mr M asks about Isabel's relationship with Thami, and it is clear to Isabel that Mr M is fishing for information about Thami. Isabel is not prepared to 'betray' Thami by talking about him behind his back.
- Mr M mentions to Isabel that he is worried about Thami and the riots about to take place in the location. Isabel encourages Mr M to be more open with Thami and to listen to his ideas.
- Thami enters from a soccer game and they start rehearsing for the literature quiz. Most of the poems that Thami have prepared are about politics. Thami gets to the poem 'Ozymandias', which is a symbol of political power. He uses 'Ozymandias' to stir up a political discussion. Thami and Mr M get into a serious argument about being part of the freedom movement, vandalism and lawlessness.
- Thami questions Mr M's old-fashioned ideas of fighting apartheid. He is angry and says that Mr M is out of touch with the way Blacks feel and young people have run out of patience.
- Isabel invites Mr M and Thami to her parent's home for tea.
- Mr M accepts the invitation for himself and Thami. He does not give Thami a chance to respond.
- Isabel notices that there is a rift between Thami and Mr M.

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2. Themes

Generational conflict/ gap/ clash

Isabel is aware that Mr M treats Thami with authority and a hardline attitude. She urges Mr M to change the way he interacts with Thami. She argues that Thami is unhappy because of the way his tis teacher treats him. Mr M is not ready to change because he believes that as an adult and teacher he has authority over his student. When Mr M speaks to Isabel, he show respect, unlike when he speaks to Thami. He gives Isabel freedom of speech whereas Thami is told what to do and is expected to comply.

Mr M talks to Isabel as if she's an adult: he asks her if she would like to participate in the quiz and he listens to her opinions. Mr M's life in a racist society begins to surface in his way of thinking and of doing things. He feels that he does not have the power or authority over Isabel, a White person, as he does from Thami.

Betrayal
Mr. M asks Isabel about Thami's secrets and problems, and she is not willing to talk about Thami behind his back. Mr. M admits that he's worried about Thami starting trouble when he is outside of school. He says that he has heard dangerous and unsettling whispers about trouble coming in the Brakwater location, and he asks Isabel to tell him if she's heard Thami talking about such things. Just before Thami enters, Mr M apologises to Isabel (Forgive me, Isabel. I am just over-anxious… p66) and pleads with Isabel not to tell Thami about this conversation. Mr M realises that he has made a mistake and Isabel is not going to betray Thami.

3. Style

This Scene is presented in a form of actions and a conversation among Isabel, Thami and Mr M.

4. Diction and Figurative Language

Diction
A protégé is a person who is guided by an older, more experienced person. Mr M treats Thami as his protégé. On the other hand, Thami says that 'he thinks Mr. M is out of touch with how younger black South Africans feel'

Figurative language:

Personification
'It's swimming around everywhere.' (p 65). Trouble is given human qualities…it is swimming.

Symbolism
Ozymandias was an Egyptian Pharaoh (Ramesses II). He had defeated the Hittites, the Nubians and the Canaanites, hugely expanded the bounds of Egypt, and built Thebes into a city of 100 gates, many covered in gold and silver, known for enslaving the Israelites. He erected a lot of statues/ monuments in Egypt. He was oppressive and his rule left Egypt suffering from an incurable decline. Ozymandias is a symbol of political power. Thami argues that in the present day there are people who are like Ozymandias, and these people need to be defeated.

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5. Tone and mood

Tone:

- **Jovial tone:** Mr M is excited about the rehearsal.
- **Distasteful tone:** There is an argument between Thami and Mr M about different ways of fighting apartheid.

ACTIVITY 5

Read the following extract and answer the questions that follow.

THAMI: No I'm not. That's his trouble. He's got eyes and ears but he sees and hears nothing.

ISABEL: Go on. Please. [Pause] I mean it, Thami. I want to know what's going on.

THAMI: He is out of touch with what is really happening to us Blacks and the way it was when he was young. It's not! It's different now, but he's too blind to see it. He doesn't open his eyes and ears and see what is happening around him or listen to what the people are saying.

ISABEL: What are they saying?

THAMI: They've got no patience left, Isabel. They want change. They want it now!

ISABEL: But he agrees with that. He never stops saying it himself.

THAMI: No. His ideas about change are old-fashioned ones. And what have they achieved? Nothing. We are worse off now than we ever were. The people don't want to listen to this kind of talk any more.

ISABEL: I'm still lost, Thami. What sort of talk is that?

THAMI: You've just heard it, Isabel. It calls our struggle vandalism and lawless behaviour. It's the sort of talk that expects us to do nothing and wait quietly for White South Africa to wake up. If we listen to it our grandchildren still won't know what it means to be free.

[Act 1 Scene 5]

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1. Refer to lines 1-2 (No I'm not…. and hears nothing.)

   (a) To whom does 'he' refer? (1)

   (b) Using your OWN WORDS, explain what Thami means when he says, 'he's got eyes and ears but he sees and hears nothing.' (2)

2. Refer to lines 3–4 ('Go on. Please.... what's going on.')

   If you were the director of this play, what would you tell Isabel to do when saying these words? (1)

3. Refer to lines 5 – 8 ('He is out… people are saying.')

   (a) Using a SINGLE word, identify the tone evident in these lines. (1)

   (b) Identify the figure of speech in lines 6 - 7 '…he's too blind to see it.' (1)

   (c) Explain the meaning of this figure of speech. (2)

4. Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.) in the ANSWER BOOK.

   When Isabel says 'I'm still lost' (line 16), she means that she does not…

   A care.
   B understand.
   C know.
   D lead. (1)

5. Explain what Thami's concern about 'grandchildren' (line 20) suggests about his character. (2)

6. Identify and discuss the theme which is evident in this extract. (3)

7. Do you agree with Thami that their struggle is 'not vandalism and lawless behaviour'? Discuss your views. (3)

Answers to Activity 5

1. (a) Mr M/ Mr Myalatya/ the school principal of Zolile ✔ (1)

   (b) He is not in touch with reality and does not understand how young people feel about oppression/discrimination. ✔✔ (2)

2. Look directly at Thami ✔
   Frown at Thami ✔
   Throw her hands in the air ✔ (1)

3. (a) annoyed/ angry/ irritated ✔ (1)

   (b) metaphor ✔ (1)

   (c) It means Mr M is referred to as a blind person who cannot see what is in front of him. He is out of touch with reality. ✔✔ (2)

4. B/understand ✔ (1)

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5. It suggests that Thami is fighting a course not only for himself or his generation but he is concerned about the future of other generations to come./ His involvement in the struggle is selfless/not self-serving but it is for all and even for future generations. ✔✔ (2)

6. Generational conflict✔
It demonstrates the difference of opinion between Thami and Mr M about how best to wage a struggle for freedom.✔✔

NOTE: 1 mark for identification of theme and 3 marks for the explanation. Provide any ONE of the above themes and a relevant, text-based explanation. (3)

7. Open-ended. Provide a response that shows knowledge and understanding of, among others:

- Thami believes that their struggle is a just course;
- it is the only language oppressors can understand ;
- they are merely taking down/destroying statues that represent oppression.

OR

- it is violent because according to Mr M, education and negotiations are the best weapons available to fight oppression;
- destroying property is vandalism.

NOTE: For full marks, the response must be well substantiated. You can score 1 or 2 marks for a response which is not well substantiated. The interpretation must be grounded in the text of the drama.

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Act 1 Scene 6:
Thami's talk about his past and the present

Thami's Monologue:

• In this monologue Thami bursts into a song about going to school.
• He reflects on his life as a young boy and how he wanted to be a doctor

1. What happens and who is involved

- Thami portrays himself as an enthusiastic learner, how much he loved school and that he wanted to be a doctor so that he could help his people.
- His dream of becoming a doctor was expressed in an essay that he wrote in Standard Two. The essay explains how he would make White people pay for his services as a doctor whilst Black people will be helped free of charge.
- The monologue expresses Thami's opposition to Bantu Education. He reflects on the essay he wrote 8 years ago – he no longer wants to be a doctor. In his opinion he does not need to go to university to know what his people (Africans/Blacks) want. The remedy that is required by his people is freedom.
- He no longer thinks that sitting in the classroom and listening to the teacher is still worthwhile.
- Thami expresses his view on the annual visits of Mr David Grobbelaar (Oom Dawie). He does not believe in what Oom Dawie says about the future as it seems unbelievable when compared to the current situation.
- Thami seems to have gained some enlightenment (p81 'We have woken up at last').
- The monologue closes with an emphatic rejection of Bantu Education.

2. Themes

Justice and Injustice

The monologue supports the theme of injustice because Blacks get inferior treatment – "Those men are our fathers and mothers. We have grown up watching their humiliation" (Act 1 Scene 2. p 80)

Inequality

According to Thami, the Bantu Education Inspector falsely promises Zolile High School learners that they are going to be shareholders in the "enterprise that is called South Africa". Thami highlights that Blacks cannot use the simple arithmetic of add and subtract, multiply and divide to work out the rightful share of twenty-five million Black people.

(Act 1 Scene 2, page 80).

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3. Style

Use of Dramatic Devices

This is a monologue. Thami speaks directly to the audience. Thami uses a song to capture the attention of the audience – creates a shift from intense conversation he has just had with Isabel. His eloquent story-telling helps the character to make his argument against inferior education and social injustice.

4. Diction and figurative language

Diction
Thami uses words such as 'shareholder', 'enterprise', 'prosperity' to enrich the idea of profit and loss – of people who have and those who don't have.

Figurative language
Simile:

"Now I sit at my desk like an animal that has smelt danger and that has heard something moving in the bushes….." (Act 1 Scene 2, p 79). Thami compares his feelings of being in the classroom to an animal that has smelt danger, an animal that has heard something moving in the bushes and knows it must be careful or do something to protect itself. He no longer feels safe in the classroom. This shows how Thami mistrusts Bantu Education.

5. Tone and mood

Tone
- The tone is **reflective**. Thami reflects on his life as a young boy at primary school. Thami gets in touch with reality after listening to Oom Dawie, he then realises that the fiction that Oom Dawie tells them is the direct opposite of the reality.
- The tone is **realistic**. Thami is angry that Apartheid has humiliated his people.

Mood

- Thami is joyful at the beginning of the monologue.
- As Thami shifts his career choice of being a doctor to wanting his people to get a double dose of freedom, the mood of conviction gets clearly reflected.
- The mood is gloomy, pessimistic and the closing remarks of the monologue gives the mood of defiance
  - "But the time of whispering them is past. Tomorrow we start shouting." (Act 1 Scene 2 p 81).

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ACTIVITY 6

Read the following extract and answer the questions.
[Thami's monologue]

THAMI: I'm sorry to say but I can't do it anymore. I have tried very hard, believe me, but it is not as simple and easy as it used to be to sit behind that desk and listen to the teacher. That little world of the classroom where I used to be happy, where they used to pat me on the head and say: Little Thami, you'll go far...that little room of wonderful promises, where I used to feel so safe has become a place I don't trust any more. Now I sit at my desk like an animal that has smelt danger, heard something moving in the bushes and knows it must be very, very careful.

At the beginning of this year the Inspector of Bantu Schools in the Cape Midlands region, Mr David Grobbelaar – he makes us call him Oom Dawie - came to give us Standard Tens his usual **pep-talk**. He does it every year. We know Oom Dawie well. He's been coming to Zolile for a long time. When he walked into our classroom we all jumped up as usual but he didn't want any of that. "Sit, sit! I'm not a bloody **sergeant** major". Oom Dawie believes he knows how to talk to us. He loosened his tie, took off his jacket and rolled up his sleeves. It was a very hot day.
'Dis beter. Nou kan ons lekker gesels. Boys and girls or maybe I should say young men and young women now, because you are coming to the end of your time behind those desks...you are special! You are the elite! We have educated you because we want you to be major shareholders in the future of this republic of ours. In fact, we want *all* the peoples of South Africa to share in that future...black, White, brown, yellow, and if there are some green ones out there, then them as well. Ho! Ho! Ho!'

1. Who is Oom Dawie? (1)

2. Refer to lines 6-8 ('Now I sit… very, very careful.')

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

   (b) What does this figure of speech suggest about the way Thami feels? (2)

3. Explain the irony in Oom Dawie's motivational speeches. (3)

Answers to activity 6

1. The Inspector of Bantu Schools.✔ (1)

2. (a) Simile✔ (1)

   (b) The uncomfortable/unsafe way in which Thami feels is compared to how an animal feels when it smells danger. ?✔ (2)

3. It is ironic that Oom Dawie tells the Black learners that they are being prepared to become shareholders of a multiracial South Africa, yet he is an inspector of the Bantu Schools where the education is inferior. ✔ (3)

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Act 2 Scene 1: Thami's withdrawal from the quiz

Thami tells Isabel that he has decided to withdraw from the literature quiz and that he cannot continue with the competition. He believes that the best way to fight apartheid is to leave school and join boycotts. Isabel is angry and upset.

1. What happens and who is involved

- Isabel is ready for the literature practice, has brought study material with her. As she reads her notes about the three Brontë sisters, she realises that Thami is not paying attention to her. Thami indicates that he needs to talk.

- Thami struggles to say what he has in mind, but she quickly guesses that he is going to say that he is pulling out of the competition.

- When Isabel asks whether they should break up their competition team he says yes. She explains that she has been feeling strange for the past few weeks – a feeling that something was going to go wrong.

- Thami explains to Isabel that the boycott they are about to embark on is called 'Isiqalo', the beginning. He further explains to Isabel that they cannot be together because the comrades demand that Blacks keep a minimal contact with Whites. He tells Isabel that the strike will continue till the authorities stop Bantu Education.

  - Isabel does not understand why comrades can decide about other people's friendships.

  - Mr M enters and hears the conversation between Thami and Isabel.

  - Thami says he rejects Bantu Education and Mr M says that he has been sabotaging Bantu Education by 'liberating' his learners' minds. He refers to Thami's eloquence as example of his own way of fighting Bantu Education. He tells Mr M that he (Mr M) has only taught him to whisper but comrades have taught him to shout.

- Mr M emphasises the 'power of words' to Thami. Mr M argues that words are better than stones and petrol bombs.

- Mr M says the difference between a man and an animal is that a 'Man thinks and thinks with words, on the other hand an animal cannot think… it needs a man to tell it what to do'.

- Mr M tells Thami that he has been asked to give a list of names of all those that are taking part in the boycotts.

- Thami tells Mr M that he tried to stop the comrades at the meeting from labeling Mr M a stooge/spy/sell-out/collaborator. Thami challenges Mr M to write Thami Mbikwana's name first on the list that he will give to the Department of Education.

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2. Themes

The effects of an unjust education system.
Black people are given inferior, poor and sub-standard education. Young people think that it is necessary to boycott classes in order to bring apartheid and Bantu Education to an end. Thami says that they will only go back to school when the authorities stop Bantu Education.

3. Style

This Scene is presented in a form of actions and a conversation among Isabel, Thami and Mr M.

4. Diction and figurative language

Diction

Isabel calls the school boycott 'unrest' and Thami calls it 'The Beginning'. The word 'unrest' has negative connotations and the word 'beginning' has positive connotations.

Figurative language

Personification:
- 'In the eyes of the location' – people in Bakwater are considered to form a unit (person) that has a negative view of spies or sell-outs. (p 86).

5. Tone and mood

Tone
- Relaxed tone: When Thami tells Isabel about his withdrawal from the competition.
- Sad tone: Thami tells Isabel that they cannot see each other as per comrades' demand.
- Angry tone: A heated argument between Thami and Mr M.

Mood
- tense, – Isabel tells Thami that she has been feeling strange for a few weeks, like something had to go wrong.
- disappointment – Thami withdraws from the Literature Quiz, leaving Isabel disappointed because the Struggle does not allow people to be independent , to be individuals.
- hostile – Thami openly confronts Mr M.

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ACTIVITY 7

Read the following extract and answer the questions that follow.

[Thami speaks to Isabel]

ISABEL: And they are going to decide whether we can or can't be friends!
THAMI: I was right. You don't understand what's going on.
ISABEL: And you're certainly not helping me to.
THAMI: *[Trying]* Visiting you like this is dangerous. People talk. Your maid has seen me. Thami Mbikwana is visiting and having tea with the White people she works for.
ISABEL: And of course that is such a big crime!
THAMI: In the eyes of the location…yes! My world is also changing, Isabel. I'm breaking the boycott by being here. The Comrades don't want any mixing with Whites. They have ordered that contact must be kept at a minimum.
ISABEL: And you go along with that?
THAMI: Yes.
ISABEL: Happily!
THAMI: *[Goaded by her lack of understanding]* Yes! I go along happily with that!!
ISABEL: Man Thami, this great Beginning of yours sounds like … *[Shakes her head]* …I don't know. Other people deciding who can and who can't be friends, what you must do and what you can't do. Is this the Freedom you've been talking to me about? That you were going to fight for?
[Mr M enters quietly. His stillness is a disturbing contrast to the bustle and energy we have come to associate with him.]
MR M: Don't let me interrupt you. Please carry on.
[To Thami] I'm almost interested in your reply to that question.
[Pause] I think he's forgotten what it was, Isabel. Ask him again.
ISABEL: *[Backing out of the confrontation]* No. Forget it.

[Act 2 Scene 1]

1. Refer to line 1, ('And they are...can't be friends')
   (a) To whom does 'they' refer? (1)
   (b) Explain why 'they' would disapprove of Thami and Isabel's friendship? (2)

2. Who is the maid that Thami refers to in line 4? (1)

3. Refer to Line 7, ('And of course that is such a big crime!').
   Choose the correct answer and complete the following sentence. Write only the letter (A-D) next to the question number (3. (a)) in the answer book.

   Isabel's tone of voice in line 7 is …

   A hurtful
   B sarcastic
   C humorous
   D pleading (1)

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4. Refer to line 17.

(a) Why is Isabel not able to complete her sentence? (2)

(b) Explain the great 'Beginning' that she refers to? (2)

5. Give a reason why 'Mr M enters quietly' (line 22) is written in italics. (1)

6. Identify and discuss the theme evident in the above extract. (3)

7. In your opinion, do you think that Mr M is a traitor? Discuss your views. (3)

Answers to Activity 7

1. (a) Comrades/ leaders of the planned boycott and stay - aways.✔

NOTE: Any ONE of the above. (1)

(b) Comrades would not approve of a Thami, a Black man, having a White friend. ✔
There were racial tensions during this time and Thami would have been perceived as a traitor. ✔ (2)

2. Auntie/Sis Pumla/ Dyson's domestic worker.✔

NOTE: Any ONE of the above. (1)

3. B sarcastic✔ (1)

4. (a) She is too upset and confused and does not want to say anything critical.✔✔ (2)

(b) The beginning of the fight for freedom. ✔✔

OR

The protests/ rebellion and unrest that the Black learners were about to participate in. ✔✔

NOTE: Any ONE of the above. (2)

5. It is a stage direction/ it shows what the character should do on stage.✔ (1)

6. **Betrayal of friendship** ✔
- Thami betrays his friendship with Isabel for the sake of the struggle.
He tells Isabel that they cannot be seen together anymore because that is a crime in the 'eyes of the location'.✔✔

OR

Loyalty to comrades and struggle ✔
Thami decides to be loyal to his comrades and struggle and stop visiting Isabel. ✔✔

OR

Racial segregation ✔
Thami is going to stop seeing a White lady because Blacks and Whites are not allowed to have contact.✔✔
NOTE: ONE mark for the theme and TWO marks for explanation. (3)

7. Open-ended: Provide a well-substantiated response, e.g.

Yes
Mr M is a traitor because as a Black person he was not supposed to give names to the police.✔✔

OR

No
He was doing the correct thing by giving the names to the police so that the learners would stop boycotting and should go back to class to learn. ✔✔✔ (3)

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Act 2 Scene 2: The start of the boycott

Mr M's second monologue – he tells about the frustration of walking in a chaotic world (township on fire).

1. What happens and who is involved

- Mr M tries to walk to school amid barricades, the police roadblocks, the shouting, and the smoke.
- He stops at a corner and sees a child from Standard Six writing a political message on the wall. The child asks him earnestly about his spelling.

2. Themes

Effects of Apartheid on South African youth

The youth feels it necessary to boycott school/classes in order to bring an end to Apartheid and Bantu education.

3. Style

Mr M's monologue, he is alone and speaks directly to the audience.

4. Diction and figurative language

Figurative language

- **Metaphor:** 'They were everywhere, crawling in the smoke…' (p 89)
- **Simile:** '…like giant dung-beetles looking for shit to eat.' (p 89)
- **Irony:** Sipho Fondini calls out to Mr M 'Is the spelling right, Mr M?' It is ironic that Sipho decides to boycott classes, yet he is still worried about his spelling.

5. Tone and mood

Tone

- Sad, depressing, frustrated

Mood

- Disbelief, hopelessness, stress: Mr M cannot believe what is happening to his learners. He feels hopeless and it stresses him to see learners not coming to school.

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Act 2 Scene 3: Mr M rings the bell

Mr M is alone in Number One classroom. He is frustrated because his learners have not come to school. He rings the school bell wildly.

1. What happens and who is involved

- Mr M reads attendance registers, calls out names of learners. He wonders whether the learners are alive or dead, 'There are a lot of well-aimed stray bullets…' (p 90)
- The window glasses break, Mr M rings the bell wildly again.
- Thami appears, tells Mr M to stop ringing the bell because it irritates and provokes the 'comrades'.
- Mr M picks up his dictionary and the stone. He tells Thami that the dictionary holds the whole English lan guage whereas a 'Stone' is just ONE word in the English Language.
- Thami has come to warn Mr M that he is in big danger. Thami tells Mr M that at the previous night's meeting, Mr M has been accused of being an informer since he has given names of learners to the police.
- Thami tries to convince Mr M to join the boycott and to sign the declaration. Mr M refuses to join the boycott and says he is willing to die for what he believes in.
- Mr M confesses to Thami that he indeed gave the names and addresses of the political action committee/ 'community of strangers from the North' (p 93) to Captain Lategan.
- Mr M was offered money for the information but he refused to take it. Mr M says he gave names to the police to try and stop the boycotts and he thinks he did the right thing.
- Mr M is jealous that comrades have taken his learners ('children') away and he misses them at school. He indicates that teaching children is all what he lives for.
- Mr M tells Thami about the trip to Wapadsberg, (p 94) where he was inspired to become a teacher. Mr M's teacher encouraged him to take a journey to Africa through reading. Mr M tells the story of an Ethiopian tribesman (poverty in Africa).
- Mr M laments that the world wastes the future of the children of Africa.
- More window glasses break. Mr M breaks away from Thami, rings the bell furiously and goes outside to confront the mob.
- Mr M is killed.

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2. Themes

Effects of Apartheid on South African youth
The youth deems it necessary to boycott classes to join the comrades in order bring an end to Apartheid and Bantu Education. This shows that there were inequalities in education in South Africa during the Apartheid period.

Words versus violence
Mr M believes that using words is the best way to bring political and social change in education. He believes that violence (using stones) is not the way.

Stubbornness
Mr M does not stop ringing the bell even after Thami has warned him that his life is in danger. Mr M refuses to join the boycotts, he does not sign the declaration.

Betrayal
Thami is shocked to learn that Mr M is the one who betrayed the Comrades, that he is the one who took the names of the activists to the police.

3. Style

This scene is presented in a form of actions and a conversation between Thami and Mr M.

4. Diction and Figurative Language

Diction:
Mr M speaks of a 'mob' and Thami speaks of 'comrades' – these terms refer to the same people.

Figurative language: Paradox: '… a lot of well-aimed stray bullets…' (page 90) (This is a seemingly absurd or contradictory statement or proposition which when investigated may prove to be well founded or true) Personification: 'something grabbed my soul…' (page 94). The stone symbolises violence.

5. Tone and mood

Tone

Defeated tone: Thami fails to convince Mr M to join the boycott. Sad tone: Mr M gets killed.

Mood

In Act 2 Scene 3 the mood is **desperate** as Mr M tries to invite learners back to school by ringing the bell. Thami also adds to a desperate mood when he tries to convince Mr M to stop ringing the bell and also to join the boycott. There is also a **gloomy and sad** mood when Mr M is killed by the mob.

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ACTIVITY 8

Read the following extract and answer the questions.

[Thami speaks to Mr M.]

THAMI : [Ignoring the offered book] I've come here to warn you.
MR M : You've already done that and I've already told you that you are wasting your breath. Now take your stones and go. There are a lot of unbroken windows left.
THAMI : I'm not talking about the bell now. It's more serious than that. 5
MR M : In my life nothing is more serious than ringing the school bell.
THAMI : There was a meeting last night. Somebody stood up and denounced you as an informer. [Pause. Thami waits. Mr M says nothing]. He said you gave names to the police. *[Mr M says nothing].*
Everybody is talking about it this morning. You are in big danger. 10
MR M : Why are you telling me all this?
THAMI : So that you can save yourself. There's a plan to march to the school and burn it down. If they find you here ... *[Pause]*
MR M : Go on. *[Violently]* If they find me here, what?
THAMI : They will kill you. 15
MR M : 'They will kill me.' That's better. Remember what I taught you ... if you've got a problem put it into words so that you can look at it, handle it and ultimately solve it. They will kill me! You are right. That is very serious. So then ... what must I do? Must I run away and hide somewhere? No, they will find you. You must join the boycott. 20

THAMI : I'm listening.

[Act 2 Scene 3]

1. Choose a description from COLUMN B that matches the word in COLUMN A. Write only the letter (A–E) next to the question number (1(a)–1(d)) in your ANSWER BOOK.

COLUMN A	COLUMN B
(a) Mr M (b) Isabel Dyson (c) Sipho Fondini (d) Thami Mbikwana	A. liberation first , then education. B. wanted to become a doctor in junior school. C. eventually killed by the mob. D. regarded as a rebel in the family. E. principal of Camdeebo High school.

(4)

2. Refer to line 1.

(a) What has Thami come to warn Mr M about? (1)

(b) What does the above reveal about Thami's character? Mention TWO points. (2)

3. Refer to lines 3–6.
Comment critically on the importance of the STONE and the BELL in the above lines. (4)

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4. Quote ONE word from the extract that means a SPY. (1)

5. Explain why the following statement is FALSE.

   Mr M is afraid of dying. Give TWO points. (2)

6. Show how the character of Isabel changes throughout the play. (4)

7. Refer to the play as a whole.

   Discuss why the title of this play is relevant. (4)
   [18]

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Answers to Activity 8

1. (a) C/eventually killed by the mob. ✔
   (b) D/ regarded as rebel in the family. ✔
   (c) A/liberation first then education. ✔
   (d) B/ wanted to become a doctor in junior school. ✔ (4)

2. (a) He has come to warn him that the mob is coming to kill him. (1)
   (b) It reveals that he is caring/ loving. ✔
   He is trying to protect his teacher Mr M. ✔ (2)

3. Stone symbolises violence/destruction/vandalism/shattered dreams. ✔✔

   Bell symbolises discipline, order and authority. The bell also symbolises the end of Mr M and everything that he stands for. ✔✔

NOTE: TWO marks for each explanation (4)

4. Informer ✔ (1)

5. He shows bravery and prefers dying rather than joining the mob. ✔
   The way he speaks about dying shows that he is calm, relaxed and is not scared of dying. ✔ (2)

6. At first Isabel's contact with Blacks was only limited to Samuel and Aunty. Later on she goes to Zolile High School and meets a lot of Blacks. ✔✔

   She goes to Brakwater with her parents, later she goes alone and is determined to make more contact and develops friendships with Black people in the location. ✔✔

   She does not call their maid by name but later calls her Sis Pumla and not just the maid to show that she has developed a personal relationship with her. ✔✔
   Isabel is ignorant of the effects of Apartheid on the majority of South Africans lives but later becomes the voice of hope and is determined to make her life useful in honour of her friendship with Mr M. ✔✔

NOTE: Any TWO of the above. **(4)**

7. The title, My Children! My Africa! is relevant because the play is a lament. ✔✔ It shows the emotions of Mr M about the wasted future of the children in the whole of Africa. ✔✔ He feels that the world is wasting its children through wars and hunger. ✔✔ He feels helpless and frustrated about the children leaving school and joining boycotts. ✔✔

NOTE: Any TWO from the above. **(4)**

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Act 2 Scene 4: Thami says goodbye to Isabel

Thami calls a meeting with Isabel to say goodbye. Isabel confronts Thami about the death of Mr M, how he was killed. Scene 4 is the unravelling of the plot.

1. What happens and who is involved

- Isabel makes it clear that she wants nothing to do with anything or anybody from the location. However, she agrees to come because Thami said it was urgent. Thami breaks the news to Isabel that he is leaving town and is going away for good.
- Isabel is angry and thinks Thami has called her to say something about the senseless killing of Mr M. In the news paper it is stated that Mr M was struck by an iron rod over his head before being set on fire. Isabel struggles to understand why Mr M was killed.
- Thami tells Isabel that Mr M was an informer and that all members of the political action committee have been detained. Thami explains to Isabel that Mr M was not a spy because he was not paid but just an informer because he just gave the information once.
- Isabel calls Mr M's death a 'murder' because the mob killed one defenseless man. Thami calls Mr M's death an act of 'self-defence', because Mr M betrayed 'The people', 'comrades' who were in a 'fight for freedom'. (Five men end in detention because of Mr M).
- Thami explains 'treason' to Isabel (People detained, found guilty and hanged without fair trial). Thami puts it to Isabel that it is 'her laws' that make Black people desperate and turn into 'mad mobs'.
- Isabel asks Thami if he was present when Mr M was killed and if he tried to stop the mob. Thami regrets not trying hard to let Mr M know his true feelings (that he was involved in politics and that he loved him).
- Thami tells Isabel that he is leaving the country to join the movement.
- Isabel wants a place to go to where she can spiritually connect to Mr M and Thami suggests she goes to Wapadsberg Pass.
- Wapadsberg Pass was a special place for Mr M. It is where he decided on his career.

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2. Themes

The nature of justice
Thami denies that Mr M's killing is murder, but argues that the Apartheid system does not provide proper justice for Black people. He further argues that the mob was justified to kill Mr M. Isabel believes that it was injustice for the mob to kill Mr M, a defenseless man.

Words versus violence
Mr M believes that using words is the best way to bring political and social change in education. He believes that violence (using stones) is not the way. Thami argues against the use of the word "murder" (p.79) because Mr M was killed in self-defence because he betrayed his people by going to the police and this put everyone in greater danger.

Stubbornness
Mr M does not stop ringing the bell even after Thami has warned him that his life is in danger. He refuses to join the boycotts and to sign the declaration.

3. Style

This scene is presented in a form of actions and a conversation between Isabel and Thami.

4. Diction and Figurative Language

Diction
Isabel describes the killing of Mr M as 'murder' while Thami calls it 'self-defence'

5. Tone and mood

Tone

- Both Isabel and Thami feel **sad** about the death of Mr M because they loved him.
- Isabel shows **anger (angry tone)** and wants answers why Mr M was murdered.

Mood

There is **tension (tense mood)** between Thami and Isabel as they talk about Mr M's death and Thami's decision to leave Brakwater. It is not easy for Isabel to talk to Thami. Both Thami and Isabel engage in a heated argument about the killing of Mr. M which Isabel struggles to understand.

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ACTIVITY 9

Read the following extract and answer the questions.

[Mr M enters, hat in hand, mopping his brow with a handkerchief]

ISABEL: I'm sorry I …
THAMI: That's all right.
ISABEL: Are the police really looking for you?
THAMI: Yes. Some of my friends have already been detained. They're pulling in anybody they can get their hands on.
ISABEL: Where are you going? Cape Town?
THAMI: No. That's the first place they'll look. I've written to my parents telling them about everything. I'm heading north.
ISABEL: To where?
THAMI: Far Isabel. I am leaving the country.
ISABEL: Does that mean what I think it does?
THAMI: *[He nods]* I'm going to join the movement. I want to be a fighter. I've been thinking about it for a long time. Now I know it's the right thing to do. I don't want to end up being one of the mob that killed Mr M… but that will happen to me if I stayed here.
ISABEL: Oh, Thami.
THAMI: I know I'm doing the right thing. Believe me.
ISABEL: I'll try.
ISABEL: And you?
ISABEL: I don't know what to do with myself, Thami. All I know is that I'm frightened of losing him. He's only been dead four days and I think I'm already starting to forget what he looked like. But the worst thing is that there's nowhere for me to go and … you know … just be near him. That's so awful. I got my father to phone the police but they said there wasn't enough left of him to justify a grave. What there was has been disposed of in a 'Christian manner'. So where do I go? The burnt-out ruins of the school? I couldn't face that.

[Act 2, Scene 4]

1. Choose a description from COLUMN B that matches the word in COLUMN A. Write only the letter (A–E) next to the question number (1(a)–1(d)) in your ANSWER BOOK.

COLUMN A	COLUMN B
(a) Isabel	A stubborn and determined
(b) Mr M	B staunch of the Zionist Church
(c) Samuel	C wants to leave town
(d) Thami	D frightened of losing Mr M
	E member of the political action committee

(1)

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2. Refer to line 10 ('Far Isabel. I am leaving the country.')

   If you were the director of this play, what would you tell Thami to do when saying these words? (2)

3. Explain why the following statement is FALSE:

   Thami wants nothing to do with the movement. (1)

4. Refer to line 24 ('you know … just be near him')

   Why does Isabel want to be near Mr M? (2)

5. What does this extract reveal about Isabel's character? Substantiate your answer. (2)

6. Do you think Thami is doing the right thing by leaving the country?? Discuss your view. (3)

Answers to Activity 9

1. (a) D/ frightened of losing Mr M ✔ (1)

   (b) A/ stubborn and determined ✔ (1)

   (c) B/ staunch member of Zionist Church ✔ (1)

   (d) C/ wants to leave town ✔ (1)

2. Points into the horizon ✔

   Look away from Isabel ✔
   Squint his eyes as if thinking ✔
   Frown and touch Isabel's shoulder ✔
   Any TWO of the above answers. (2)

3. Thami is going North to join the movement. ✔ (1)

4. She wants to connect with Mr M's spirit. ✔
   She wants to pay her last respects to Mr M.✔
   (2)

5. She is caring. She cares about Mr M and wants to know what happened to him./ She even asks her father to ask the police about Mr M's remains. ✔✔

   OR

   She is kind. Regardless of what has happened, Isabel is still kind to Thami and asks him about his plans. ✔✔ (2)

6. Open-ended. Provide a response that shows knowledge and understanding of, among others:

   - Thami needs to be safe from the police.
   - Thami does not want to become a killer like the other members of the mob.
   - Thami wants to join the movement.

   OR

   - Thami should continue with his studies.
   - Thami should be brave even if it means getting detained.

   NOTE: Do NOT award a mark for YES or NO.
   For full marks, the response must be well substantiated. You can score 1 or 2 marks for a response which is not well substantiated.✔✔ (3)

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Act 2 Scene 5: Isabel visits Wapadsberg Pass

Isabel's monologue. Isabel is on top of Wapadsberg pass, paying her last respects to Mr M. She makes a promise to Mr M. She is on the mountain where Mr. M's teacher talked to him about books as a child – the place is significant because it is the place where Mr M decided to become a teacher.

1. What happens and who is involved

- Wapadsberg pass is significant because it is the place where Mr M decided to become a teacher. Isabel says that the old fashioned way of paying last respects for a deceased person would be to bring flowers and put them on the grave – she instead chose to bring a promise. She says Mr M will have more than enough flowers in spring.
- She promises Mr M to make her life useful and to make him proud.
- She even calls herself Mr M's child.
- She promises Mr M that the future belongs to the youth, 'The future is ours' (p 103).

2. Themes

Hope for the new generation

- Isabel and Thami represent the new generation that has hope for a better and multiracial South Africa.

3. Style

Isabel's monologue.

4. Diction and Figurative Language

- Isabel uses informal, conversational language
- Repetition of the word 'promise' – Isabel's is convinced and hopeful that the future of all (young) South Africans will be great.

5. Tone and mood

Tone
Sad, hope, optimistic

Mood
- Melancholy, downhearted.

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ACTIVITY 10

Read Act 2 Scene 5 and answer the following questions.

1. Write down Isabel's promises that that she makes to Mr M when she goes to Wapadberg Pass. (2)

2. Identify ONE theme that is evident in Act 2 Scene 5 (Isabel's monologue (1)

Answers to Activity 10

1. She promises Mr M that she will make her life useful.
   She promises to make Mr M proud of her.
   She promises that Mr M that the future will be better for the youth. (2)

2. Theme:
   Desire for closure
   Hope for the future (1)

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