



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2018

MARKS: 70

TIME: 2 hours

This question paper consists of 24 pages.

INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on the texts you have studied this year. Read these questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

SECTION A: Novel	(35)
SECTION B: Drama	(35)
SECTION C: Short stories	(35)
SECTION D: Poetry	(35)

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

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

Use the checklist on page 4 to assist you.

4. Follow the instructions at the beginning of each section carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Start EACH section on a NEW page.
7. Suggested time management: Spend approximately 60 minutes on EACH section.
8. Write neatly and legibly.

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Answer ANY ONE question.		
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Answer the questions set on BOTH poems.		
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CHECKLIST**NOTE:**

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

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

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

SECTION A: NOVEL

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

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

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

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

1.1 EXTRACT A

[Stephen Kumalo arrives in Sophiatown, Johannesburg.]

The driver smoked carelessly, and it was impossible not to admire such courage. Street after street, light after light, as though they would never end, at times at such speed that the bus swayed from side to side, and the engine roared in the ears.

They alighted at a small street, and there were still thousands of people about. They walked a great distance, through streets crowded with people. His new friend helped to carry his bag, but he felt confidence in him. At last they stopped before a lighted house, and knocked. 5

The door opened and a young tall man in clerical dress opened to them.

– Mr. Msimangu, I bring a friend to you, the Reverend Kumalo from Ndotsheni. 10

– Come in, come in, my friends. Mr. Kumalo, I am glad to greet you. Is this your first visit to Johannesburg?

Kumalo could not boast any more. He had been safely guided and warmly welcomed. He spoke humbly. I am much confused, he said. I owe much to our friend. 15

– You fell into good hands. This is Mr. Mafolo, one of our big business men, and a good son of the Church.

– But not before he had been robbed, said the business man.

So the story had to be told, and there was much sympathy and much advice. 20

[Book 1, Chapter 4]

1.1.1 Stephen Kumalo finds that Mrs Lithebe's house is very different to his house in Ndotsheni. Describe what Stephen Kumalo finds different about Mrs Lithebe's house. (4)

1.1.2 Explain why the following statement is FALSE:

Stephen Kumalo has visited Johannesburg many times. (1)

- 1.1.3 Why does Stephen Kumalo travel to Johannesburg? (2)
- 1.1.4 Discuss TWO different aspects of human nature that Stephen Kumalo encounters on arrival in Johannesburg. (2)
- 1.1.5 Some of Stephen Kumalo's close family members have left Ndotsheni for Johannesburg.
- Why do the following members of his family leave Ndotsheni?
- (a) John Kumalo (1)
- (b) Gertrude (1)
- 1.1.6 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.1.6) in the ANSWER BOOK.
- While in Johannesburg, Stephen Kumalo spends much time with ...
- A Mrs Ndlela.
B Father Beresford.
C Reverend Msimangu.
D James Jarvis. (1)
- 1.1.7 Refer to line 12 ('Come in, come ... to greet you').
- (a) Identify the tone used by Reverend Msimangu in these lines. (1)
- (b) Why is Reverend Msimangu's tone appropriate in these lines? (1)
- 1.1.8 Do you think that Stephen Kumalo is able to survive on his own in Johannesburg? Substantiate your answer. (3)

AND

1.2 **EXTRACT B**

[Stephen Kumalo goes up the mountain.]

He thought of all those that were suffering, of Gertrude the weak and foolish one, of the people of Shanty Town and Alexandra, of his wife now at this moment. But above all of his son, Absalom. Would he be awake, would he be able to sleep, this night before the morning? He cried out, My son, my son, my son.	5
With his crying he was now fully awake, and he looked at his watch and saw that it was one o'clock. The sun would rise soon after five, and it was then it was done, they said. If the boy was asleep, then let him sleep, it was better. But if he was awake, then O Christ of the abundant mercy, be with him. Over this he prayed long and earnestly.	10
Would his wife be awake, and thinking of it? She would have come with him, were it not for the girl. And the girl, why he had forgotten her. But she was no doubt asleep; she was loving enough, but this husband had given her so little, no more than her others had done.	
And there was Jarvis, bereaved of his wife and son, and his daughter-in-law bereaved of her husband, and her children bereaved of their father, especially the small boy, the bright laughing boy.	15
[Book 3, Chapter 7]	

- 1.2.1 Explain why Stephen Kumalo makes this journey into the mountain. (2)
- 1.2.2 On which other occasion does Stephen Kumalo go to the mountain? (1)
- 1.2.3 Explain how 'the girl' becomes part of the Kumalo family. (2)
- 1.2.4 Discuss what this extract reveals about Stephen Kumalo's character. (2)
- 1.2.5 Refer to line 17 ('the bright laughing boy').
- (a) Identify the figure of speech. (1)
- (b) Explain how this figure of speech adds to the description of the boy. (2)
- 1.2.6 Explain how Gertrude and Mrs Lithebe differ in character. (2)
- 1.2.7 Considering the novel as a whole, discuss the theme of forgiveness. (3)
- 1.2.8 Discuss the suitability of Absalom's punishment. (3)

[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

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

2.1 EXTRACT C

[Mr Utterson knocks on Dr Jekyll's door.]

'I will see, Mr Utterson,' said Poole, admitting the visitor, as he spoke, into a large, low-roofed, comfortable hall, paved with flags, warmed (after the fashion of a country house) by a bright, open fire, and furnished with costly cabinets of oak. 'Will you wait here by the fire, sir? or shall I give you a light in the dining-room?'

5

'Here, thank you,' said the lawyer, and he drew near and leaned on the tall fender. This hall, in which he was now left alone, was a pet fancy of his friend the doctor's; and Utterson himself was wont to speak of it as the pleasantest room in London. But to-night there was a shudder in his blood; the face of Hyde sat heavy on his memory; he felt (what was rare with him) a nausea and distaste of life; and in the gloom of his spirits, he seemed to read a menace in the flickering of the firelight on the polished cabinets and the uneasy starting of the shadow on the roof. He was ashamed of his relief, when Poole presently returned to announce that Dr Jekyll was gone out.

10

'I saw Mr Hyde go in by the old dissecting-room door, Poole,' he said. 'Is that right, when Dr Jekyll is from home?'

15

'Quite right, Mr Utterson, sir,' replied the servant. 'Mr Hyde has a key.'

[Search for Mr Hyde]

2.1.1 Refer to the extract.

Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.1) in the ANSWER BOOK.

Mr Utterson is both a lawyer and a ... of Dr Jekyll.

- A patient
- B cousin
- C friend
- D colleague

(1)

2.1.2 In which city does Mr Utterson live?

(1)

2.1.3 What evidence is there in this extract that Dr Jekyll is a wealthy man? State TWO points.

(2)

- 2.1.4 What do the words, '... shall I give you a light' (line 4) suggest about when Mr Utterson visits Dr Jekyll's house? (1)
- 2.1.5 Refer to lines 4–5 ('Will you wait ... in the dining-room?').
- (a) Identify the tone used by Poole in these lines. (1)
- (b) Why is Poole's tone appropriate in these lines? (1)
- 2.1.6 Refer to lines 9–13 ('But to-night there ... on the roof').
- (a) Identify the figure of speech in line 9 ('there was a shudder in his blood'). (1)
- (b) Explain why this figure of speech is appropriate in this line. (2)
- 2.1.7 Refer to lines 15–16 ('I saw Mr Hyde ... is from home?').
- (a) How does the dissecting room (line 15) relate to the title of this novel, *Strange Case of Dr Jekyll and Mr Hyde*? (2)
- (b) Explain what Mr Utterson's question suggests about his character. (2)
- 2.1.8 How is it possible for Mr Hyde to have 'a key' (line 17) to Dr Jekyll's house? (1)
- 2.1.9 Discuss the relevance of the novel, *Strange Case of Dr Jekyll and Mr Hyde*, in modern-day life. (3)

AND

SECTION B: DRAMA

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

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

Answer the question on the drama that you have studied.

QUESTION 3: *MACBETH*

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

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

3.1 EXTRACT E

[Lady Macbeth talks to Macbeth.]

LADY M:	Is Banquo gone from court?	
SERVANT:	Ay, madam, but returns again tonight.	
LADY M:	Say to the King, I would attend his leisure For a few words.	
SERVANT:	Madam, I will.	<i>Exit.</i> 5
LADY M:	Nought's had, all's spent, Where our desire is got without content. 'Tis safer to be that which we destroy Than by destruction dwell in doubtful joy.	
	<i>Enter Macbeth.</i>	10
	How now, my lord! Why do you keep alone, Of sorriest fancies your companions making, Using those thoughts which should indeed have died With them they think on? Things without all remedy Should be without regard; what's done is done.	15
MACBETH:	We have scorched the snake, not killed it. She'll close and be herself, whilst our poor malice Remains in danger of her former tooth. But let the frame of things disjoint, both the worlds suffer, Ere we will eat our meal in fear, and sleep In the affliction of these terrible dreams That shake us nightly. Better be with the dead, Whom we, to gain our peace, have sent to peace, Than on the torture of the mind to lie In restless ecstasy. Duncan is in his grave; After life's fitful fever he sleeps well.	20 25

LADY M:	Treason has done his worst; nor steel, nor poison, Malice domestic, foreign levy, nothing, Can touch him further. Come on, Gentle, my lord, sleek o'er your rugged looks; Be bright and jovial among your guests tonight.	30
[Act 3, Scene 2]		

- 3.1.1 What prophecies do the witches make to Macbeth and Banquo when they first meet them? (4)
- 3.1.2 (a) Name the King of Scotland at this point in the play. (1)
- (b) Describe the events that lead to this person becoming the King of Scotland. (2)
- (c) Who becomes the King of Scotland at the end of the play? (1)
- 3.1.3 What does Lady Macbeth mean by, 'Nought's had, all's spent' (line 6)? (1)
- 3.1.4 Explain why the following statement is FALSE:
Malcolm attends Macbeth's coronation banquet. (1)
- 3.1.5 Explain how Lady Macbeth and Macbeth differ in character in this extract. (2)
- 3.1.6 Refer to line 16 ('We have scorched the snake, not killed it').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain how this figure of speech reveals Macbeth's fear. (2)
- 3.1.7 Discuss the relevance of the play, *Macbeth*, in modern-day life. (3)

AND

3.2 **EXTRACT F**

[The Gentlewoman talks to the Doctor.]

GENTLEWOMAN:	That, sir, which I would not report after her.	
DOCTOR:	You may to me, and 'tis most meet you should.	
GENTLEWOMAN:	Neither to you nor anyone, having no witness to confirm my speech.	
	<i>Enter Lady Macbeth, with a taper.</i>	5
	Lo you, here she comes! This is her very guise, and, upon my life, fast asleep. Observe her; stand close.	
DOCTOR:	How came she by that light?	
GENTLEWOMAN:	Why, it stood by her; she has light by her continually, 'tis her command.	10
DOCTOR:	You see, her eyes are open.	
GENTLEWOMAN:	Ay, but their sense is shut.	
DOCTOR:	What is it she does now? Look, how she rubs her hands.	
GENTLEWOMAN:	It is an accustomed action with her, to seem thus washing her hands. I have known her continue in this a quarter of an hour.	15
LADY M:	Yet here's a spot.	
DOCTOR:	Hark! She speaks. I will set down what comes from her, to satisfy my remembrance the more strongly.	
LADY M:	Out, damned spot! Out, I say! One. Two. Why, then 'tis time to do't. Hell is murky. Fie, my lord, fie! A soldier and afeard? What need we fear who knows it, when none can call our power to account? Yet who would have thought the old man to have had so much blood in him?	20
		[Act 5, Scene 1]

- 3.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.2.1) in the ANSWER BOOK.

The Gentlewoman is Lady Macbeth's ...

- A daughter.
- B sister.
- C attendant.
- D friend.

(1)

- 3.2.2 Refer to lines 6–7 ('Lo you, here ... her; stand close').

If you were the director of this play, what tone of voice would you tell the Gentlewoman to use while saying these lines? Give a reason for your answer.

(2)

- 3.2.3 Refer to lines 9–10 ('she has light by her continually').
Why does Lady Macbeth not want to be in darkness? (1)
- 3.2.4 What does the Gentlewoman mean by, 'Ay, but their sense is shut' (line 12)? (1)
- 3.2.5 What does this extract suggest about the Gentlewoman? (2)
- 3.2.6 Refer to line 17 ('Yet here's a spot').
Explain what the 'spot' is that Lady Macbeth refers to. (2)
- 3.2.7 Refer to lines 20–22 ('Out, damned spot! ... soldier and afeard?').
What do these lines suggest about Lady Macbeth's state of mind at this point in the play? (2)
- 3.2.8 Explain how the theme of justice is illustrated in the play. (3)
- 3.2.9 Consider the play as a whole. In your opinion, is Lady Macbeth responsible for Macbeth's downfall? Discuss your view. (3)
- [35]**

QUESTION 4: MY CHILDREN! MY AFRICA!

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

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

4.1 EXTRACT G

[A conversation between Isabel and Thami after the debating competition.]

THAMI:	I told you. I'm not sure about anything yet.	
ISABEL:	What does Mr M say?	
THAMI:	It's got nothing to do with him.	
ISABEL:	But you're his favourite, aren't you? <i>[Non-committal shrug from Thami]</i> I bet you are. And I also bet you anything you like that he's got a career planned out for you.	5
THAMI:	<i>[Sharply]</i> What I do with my life has got nothing to do with him.	
ISABEL:	Sorry.	
THAMI:	I don't listen to what he says and I don't do what he says.	
ISABEL:	I said I'm sorry. I didn't mean to interfere.	10
THAMI:	That's all right. It's just that he makes me so mad sometimes. He always thinks he knows what is best for me. He never tries to ask me how I feel about things, I know he means well, but I'm not a child any more. I've got ideas of my own now.	
ISABEL:	<i>[Placating]</i> Ja, I know what you mean. I've had them in my life as well. They always know what is best for you, don't they? So anyway, listen ... I'm going to write up the debate for our school newspaper. I'll send you a copy if you like.	15
THAMI:	You got a school newspaper! How about that!	
ISABEL:	It's a bit unethical reporting on a contest in which I took part, and won, but I promise to be objective. I made notes of most of your main points.	20
[Act 1 Scene 1]		

- 4.1.1 During the school debate Mr M interrupts Thami and Isabel to remind them about how a debate should be conducted. What does he tell them? (4)
- 4.1.2 Refer to line 1 ('I'm not sure about anything yet').
What is it that Thami is not sure of? (1)
- 4.1.3 Refer to line 3 ('It's got nothing to do with him').
If you were the director of this play, what tone of voice would you tell Thami to use when saying these words? Explain your answer. (2)

- 4.1.4 Refer to line 4 ('But you're his favourite, aren't you?').
Give TWO reasons why Thami is Mr M's favourite. (2)
- 4.1.5 After the debate, when Isabel is alone, she says that she has 'discovered a new world'. What does she mean by this? (2)
- 4.1.6 Refer to line 19 ('You got a ... How about that!')
What does this line suggest about how Thami feels about Isabel's school having a newspaper? (1)
- 4.1.7 What does this extract reveal about Isabel's character? Explain your answer. (2)
- 4.1.8 Consider the play as a whole. Do you think Thami makes a wise decision to participate in the student protest? Discuss your view. (3)

AND**4.2 EXTRACT H**

[Mr M is alone in Number One Classroom.]

MR M:	Johnny Awu, living or dead? Christopher Bandla, living or dead? Zandile Cwati, living or dead? Semphiwe Dambuza ... Ronald Gxasheka ... Noloyiso Mfundweni Stephen Gaika ... Zachariah Jabavu ... Thami ... Thami Mbikwana ... <i>[Pause]</i> Living or dead? How many souls do I have to present this morning? There are a lot of well-aimed stray bullets flying around on the streets out there. Is that why this silence is so ... heavy? But what can I teach you? <i>[Picks up his little black dictionary on the table]</i> My lessons were meant to help you in this world. I wanted you to know how to read and write and talk in this world of living, stupid, cruel men. <i>[Helpless gesture]</i> Now? Oh my children! I have no lessons that will be of any use to you now. Mr M and all his wonderful words are ... useless, useless, useless! <i>[The sound of breaking glass. Stones land in the classroom. Mr M picks up one]</i> No! One of you is still alive. Ghosts don't throw stones with hot, sweating young hands. <i>[Grabs his bell and rings it wildly again]</i> Come to school! Come to school! <i>[Thami appears.]</i>	5
THAMI:	<i>[Quietly]</i> Stop ringing that bell, Mr M.	10
MR M:	Why? It's only the school bell, Thami. I thought you liked the sound of it. You once told me that it was almost as good as music ... don't you remember?	15
		20

[Act 2 Scene 3]

- 4.2.1 Explain why Mr M's reading of the attendance register is unusual. (2)

- 4.2.2 Refer to line 7 ('Is that why this silence is so ... heavy?').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain the figure of speech in this line. (2)
- 4.2.3 Quote FOUR consecutive words from the extract to show that the following statement is TRUE:
- Mr M wants to teach his learners how to cope in this world. (1)
- 4.2.4 Refer to lines 12–13 ('Mr M and all ... useless, useless, useless!').
- Discuss the theme, the power of words versus violence, that is evident in this play. (3)
- 4.2.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.5) in the ANSWER BOOK.
- Thami's mood in this extract reflects his ...
- A relief.
B happiness.
C anger.
D anxiety. (1)
- 4.2.6 Refer to lines 19–22 ('Stop ringing that ... don't you remember?').
- (a) Explain why Thami wants Mr M to stop ringing the bell. (2)
- (b) When did Thami consider the ringing of the school bell to be as good as music? (1)
- (c) How does Thami plan to help Mr M? (1)
- 4.2.7 What eventually happens to Thami? (1)
- 4.2.8 Discuss the relevance of the play, *My Children! My Africa!*, in modern-day life. (3)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

In this section there are questions set on the following short stories:

- 'TRANSFORMING MOMENTS' by Gcina Mhlophe
- 'NEXT DOOR' by Kurt Vonnegut

QUESTION 5

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 5.1 AND QUESTION 5.2.

5.1 'TRANSFORMING MOMENTS'**EXTRACT I**

[The narrator has returned from the village with Father Fikeni.]

<p>It was Monday afternoon and I was lying on my stomach at my favourite corner under the black wattle trees when I wrote my first poem. I've never had a child, but the great feeling that swept over me was too overwhelming for words, maybe that's how people feel when they have their first baby, I don't know. I sat up and read it out loud. I liked the sound of my own voice – I liked to hear the poem. I put the paper down and ran my fingers on my face to feel my features – the smile that wouldn't leave my face, my nose, my cheekbones, my eyes, my ears – everything just felt fine. My voice sounded like it was a special voice made especially to recite poems – with dignity. Resonant – was that it? That's the day I fell in love with myself – everything about me was just perfect.</p>	5
<p>I collected my books and the towel I was lying on, stood up and stretching my limbs – I felt tall and fit. I felt like jumping and laughing until I could not laugh any more. I wanted tomorrow to come so I could go buy myself a new notebook to write my poems in. A woman praise poet – I'd never heard of one, but what did it matter? – I could be the first one.</p>	10 15

5.1.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.1.1) in the ANSWER BOOK.

The main reason Father Fikeni takes the narrator to the village is to visit the ...

- A tribal chief.
- B community elders.
- C church minister.
- D praise poet.

(1)

- 5.1.2 Using your OWN words, explain why the following statement is FALSE:
The girls at school approve of the rugby boy's interest in the speaker. (1)
- 5.1.3 Earlier in the story, the narrator was popular among some of her classmates. Give a reason for her popularity. (1)
- 5.1.4 State the benefits that the narrator's love for reading has in her life. (2)
- 5.1.5 Refer to lines 2–4 ('I've never had ... their first baby').
(a) Identify the narrator's tone in these lines. (1)
(b) Why does the narrator use this tone? (1)
- 5.1.6 Refer to lines 8–9 ('My voice sounded ... a special voice').
Explain whether the narrator's voice was always considered 'a special voice'. (2)
- 5.1.7 Consider the story as a whole. How does the narrator's relationship with Bulelwa differ from her relationship with her other classmates? (2)
- 5.1.8 Discuss the theme of confidence that is evident in this short story. (3)
- 5.1.9 Discuss the appropriateness of the title of this short story. (3)

AND5.2 **'NEXT DOOR'****EXTRACT J**

[Mrs Harger returns home.]

Before Paul could find an answer, there was a disturbance out on the street. A big, motherly woman was getting out of a taxicab and wailing at the top of her lungs. 'Lem! Lem, baby.'

She barged into the foyer, a suitcase bumping against her leg and tearing her stockings to shreds. She dropped the suitcase, and ran to Harger, throwing her arms around him. 5

'I got your message, darling,' she said, 'and I did just what All-Night Sam told me to do. I swallowed my self-respect, and here I am!'

'Rose, Rose, Rose – my little Rose,' said Harger. 'Don't ever leave me again.' They grappled with each other affectionately, and staggered into their apartment. 10

'Just look at this apartment!' said Mrs Harger. 'Men are just lost without women!' As she closed the door, Paul could see that she was awfully pleased with the mess.

'You sure you didn't hear any shots?' said the policeman to Paul.	15
The ball of money in Paul's pocket seemed to swell to the size of a watermelon. 'Yessir,' he croaked.	
The policeman left.	
Paul shut his apartment door, shuffled into his bedroom, and collapsed on the bed.	20
The next voices Paul heard came from his own side of the wall. The voices were sunny – the voices of his mother and father.	

- 5.2.1 Outline the events that lead to Rose returning home. (4)
- 5.2.2 Why does the policeman question Paul? (1)
- 5.2.3 Refer to lines 1–3 ('Before Paul could ... "Lem! Lem, baby." ').
Quote SEVEN consecutive words which indicate that the woman is shouting. (1)
- 5.2.4 Refer to lines 4–6 (She barged into ... arms around him').
What do the words 'barged', 'bumping' and 'tearing' suggest about the manner in which Rose runs to Lem? Explain your answer. (2)
- 5.2.5 Refer to lines 9–10 ('Rose, Rose, Rose ... leave me again').
What does Lem's response to Rose reveal about his character? Give a reason for your answer. (2)
- 5.2.6 Explain the irony of Rose's words in lines 12–13 ('Men are just lost without women!'). (2)
- 5.2.7 Refer to lines 16–17 ('The ball of money ... of a watermelon').
(a) Identify the figure of speech used in these lines. (1)
(b) How does the figure of speech add to the description of Paul's feelings at this point? (2)
- 5.2.8 Refer to the story as a whole. In your opinion, are Paul's parents irresponsible in leaving him home alone? Discuss your view. (3)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Mid-term break' by Seamus Heaney
- 'Alexandra' by Mongane Wally Serote

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

QUESTION 6

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

Mid-term break – Seamus Heaney

- 1 I sat all morning in the college sick bay
- 2 Counting bells knelling classes to a close.
- 3 At two o'clock our neighbours drove me home.

- 4 In the porch I met my father crying –
- 5 He had always taken funerals in his stride –
- 6 And Big Jim Evans saying it was a hard blow.

- 7 The baby cooed and laughed and rocked the pram
- 8 When I came in, and I was embarrassed
- 9 By old men standing up to shake my hand

- 10 And tell me they were 'sorry for my trouble'.
- 11 Whispers informed strangers I was the eldest,
- 12 Away at school, as my mother held my hand

- 13 In hers and coughed out angry tearless sighs.
- 14 At ten o'clock the ambulance arrived
- 15 With the corpse, stanced and bandaged by the nurses.

- 16 Next morning I went up into the room. Snowdrops
- 17 And candles soothed the bedside; I saw him
- 18 For the first time in six weeks. Paler now,

- 19 Wearing a poppy bruise on his left temple,
- 20 He lay in the four foot box as in his cot.
- 21 No gaudy scars, the bumper knocked him clear.

- 22 A four foot box, a foot for every year.

- 6.1.1 Refer to stanza 1.
- (a) Why was the speaker waiting in the sick bay? State TWO points. (2)
- (b) Quote FOUR consecutive words which indicate the speaker waited in the sick bay for a long time. (1)
- 6.1.2 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.2) in the ANSWER BOOK.
- When the speaker went home, he met his father in/on the ...
- A lounge.
B bedroom.
C verandah.
D kitchen. (1)
- 6.1.3 Give the TWO meanings of 'a hard blow' in line 6. (2)
- 6.1.4 Identify the tone the strangers would have used in line 11 ('Whispers informed strangers I was the eldest'). (1)
- 6.1.5 Why does the speaker see his brother for 'the first time in six weeks' (line 18)? (1)
- 6.1.6 Refer to line 20 ('He lay in ... in his cot').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is appropriate. (2)
- 6.1.7 How old was the young boy who had passed away? (1)
- 6.1.8 Discuss how the theme of fragility of life is evident in this poem. (3)
- 6.1.9 Discuss the relevance of the title of the poem, 'Mid-term break'. (3)

AND

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

Alexandra – Mongane Wally Serote

1 Were it possible to say,
2 Mother, I have seen more beautiful mothers,
3 A most loving mother,
4 And tell her there I will go,
5 Alexandra, I would have long gone from you.

6 But we have only one mother, none can replace,
7 Just as we have no choice to be born,
8 We can't choose mothers;
9 We fall out of them like we fall out of life to death.

10 And Alexandra,
11 My beginning was knotted to you,
12 Just like you knot my destiny.
13 You throb in my inside silences
14 You are silent in my heart-beat that's loud to me.
15 Alexandra often I've cried.
16 When I was thirsty my tongue tasted dust,
17 Dust burdening your nipples.
18 I cry Alexandra when I am thirsty.
19 Your breasts ooze the dirty waters of your dongas,
20 Waters diluted with the blood of my brothers, your children,
21 Who once chose dongas for death-beds.
22 Do you love me Alexandra, or what are you doing to me?

23 You frighten me, Mama,
24 You wear expressions like you would be nasty to me,
25 You frighten me, Mama,
26 When I lie on your breast to rest, something tells me
27 You are bloody cruel.
28 Alexandra, hell
29 What have you done to me?
30 I have seen people but I feel like I'm not one,
31 Alexandra what are you doing to me?

32 I feel I have sunk to such meekness!
33 I lie flat while others walk on me to far places.
34 I have gone from you, many times,
35 I come back.
36 Alexandra, I love you;
37 I know
38 When all these worlds became funny to me
39 I silently waded back to you
40 And amid the rubble I lay,
41 Simple and black.

- 6.2.1 Wally Serote is a protest poet.
- (a) In which country is this poem set? (1)
- (b) What is Wally Serote protesting about in this poem? (2)
- 6.2.2 Explain the point that the speaker is making in lines 7–8 ('Just as we ... can't choose mothers'). (2)
- 6.2.3 Refer to lines 10–11 ('And Alexandra, My ... knotted to you').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is appropriate. (2)
- 6.2.4 State THREE challenges that the speaker experiences in stanza 3. (3)
- 6.2.5 Refer to lines 38–39 ('When all these ... back to you').
- Explain what the speaker means in these lines. (2)
- 6.2.6 Provide the literal interpretation of 'rubble' (line 40). (1)
- 6.2.7 Consider the poem as a whole. In your opinion, does the speaker succeed in conveying his love for Alexandra? Discuss your view. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2018

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 25 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the next.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

NOTE: Candidates are required to answer **ONE** question **on the novel they have studied.**

QUESTION 1: CRY, THE BELOVED COUNTRY

Candidates are required to answer BOTH questions, i.e. QUESTIONS 1.1 and 1.2.

- 1.1 1.1.1 Unlike Stephen Kumalo's house Mrs Lithebe's house has:
- a bell;
a modern bathroom;
hot and cold water;
a modern lavatory which can be flushed;
the setting of the table.
- NOTE:** Accept any FOUR of the above. (4)
- 1.1.2 It is Stephen Kumalo's first visit to Johannesburg. ✓ (1)
- 1.1.3 Stephen Kumalo travels to Johannesburg (after receiving a letter) to see Reverend Msimangu ✓ regarding his sister, Gertrude. ✓ (2)
- 1.1.4 Reverend Kumalo sees the evil in people when he is robbed of one pound by a young man who lies to him about needing to buy a ticket to board the bus. ✓
Soon afterwards he witnesses the good in people when Mr Mafolo comes to his assistance and escorts him to Reverend Msimangu's place. ✓
- NOTE:** The answer must reflect BOTH the evil AND the good in people. (2)
- 1.1.5 (a) John Kumalo relocates to Johannesburg in search of a better life/better job prospects. ✓ (1)
- (b) Gertrude goes to Johannesburg in search of her husband. ✓ (1)
- 1.1.6 C/ Reverend Msimangu. ✓ (1)
- 1.1.7 (a) Friendly/pleasant/cordial/welcoming ✓ (1)
- (b) It is appropriate because Reverend Msimangu is meeting Stephen Kumalo for the first time and is welcoming him. ✓/
Reverend Msimangu's tone is appropriate because he wants Stephen Kumalo to feel happy and welcome. ✓ (1)

- 1.1.8 Open-ended.
Accept a response which shows knowledge and understanding of the following viewpoints, **among others**:

No.

- *Stephen Kumalo is old and frail;
- *he has never been to a big city before;
- *he needs the assistance of others to survive;
- *Rev Msimangu assists Stephen Kumalo by putting him in touch with all the other individuals who assist him;
- *Mrs Lithebe provides Stephen Khumalo with a comfortable home away from home;
- *Mrs Lithebe assists Stephen Kumalo by accommodating Gertrude, her son and Absalom's wife;
- *Father Vincent is compassionate and ever-willing to assist Stephen.

OR

Yes.

- *It is Stephen Kumalo's inner strength/human nature that allows him to endure so much of emotional pain in Johannesburg;
- *it is his faith that allows him to persevere in Johannesburg;
- *Stephen Kumalo survives under harsh conditions in Ndotsheni;

NOTE: Do NOT award a mark for YES or NO only.

Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)

AND

- 1.2 1.2.1 He goes into the mountains to pray/think/reflect/to be alone✓
during this time of extreme suffering when Absalom is about to be
executed.✓ (2)
- 1.2.2 When Absalom was a young boy and became very ill.✓
When he contemplated leaving the ministry to open a business.✓
When his wife was away and, in a moment of weakness and
loneliness, he considered committing adultery with a
schoolteacher.✓
- NOTE:** Accept any ONE of the above. (1)
- 1.2.3 Absalom had impregnated the girl prior to him being arrested.✓
While he is in prison, he marries her so that his child will be raised
legitimately.✓ (2)
- 1.2.4 Steven Kumalo is a religious person.✓
He loves Absalom unconditionally.✓
He is considerate/caring.✓
He is compassionate.✓
He feels accountable/responsible for his son's actions.✓
He is God-fearing.
- NOTE:** Accept any TWO of the above. (2)
- 1.2.5 (a) Metaphor✓ (1)
- (b) The comparison between the boy (Arthur Jarvis's son) and a
bright, shiny light means he is striking/stands out.✓
The boy is intelligent.✓
The boy brings back joy into their lives.✓
The boy has an/a infectious/ attractive/caring personality.✓
The boy's brightness of spirit stands out.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.6 Gertrude is promiscuous/immoral/erratic in her behaviour.
Mrs Lithebe is morally upright/pious/strict.✓✓ (2)

1.2.7 The discussion of the theme of the impact of forgiveness on the community of Ndotsheni, should include the following points, **among others:**

- *Despite Absalom Kumalo killing their son, James Jarvis bears no hatred/is not vengeful towards the Kumalo family;
- *Through his actions (e.g. uplifting the community), James Jarvis proves that he is forgiving;
- *Mrs Jarvis shares his sentiments and desires that the church be completed;
- *Stephen Kumalo does not bear any resentment towards his son;
- *Stephen Kumalo forgives his son immediately;
- *Stephen Kumalo tries to manage the consequences of Absalom's Actions;
- *Stephen Kumalo does not show any hatred towards his siblings (John and Gertrude).

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)

1.2.8 Accept a relevant response which shows an understanding of Absalom's actions and the consequences thereof.

- *Absalom deserves to be executed since he pulls the trigger and is responsible for the death of Arthur Jarvis;
- *he has succumbed to a life of crime;
- *Absalom was fully aware of his potential to kill and so must be held responsible for his actions.

OR

- *The murder of Arthur Jarvis was not pre-meditated, the intention was to rob;
- *Absalom Kumalo may have pulled the trigger resulting in the death of Arthur Jarvis but he did not act alone; Johannes Pafuri and Matthew Kumalo were his accomplices and so are complicit in the murder;
- *the fact that Absalom confessed to having pulled the trigger should have resulted in the court showing leniency by not pronouncing the death penalty.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)
[35]

OR

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Candidates are required to answer BOTH questions, i.e. QUESTIONS 2.1 and 2.2.

- 2.1.1 C/friend✓ (1)
- 2.1.2 London✓ (1)
- 2.1.3 His house has a large hall✓ and
He has expensive oak cabinets.✓
He has a butler. ✓
- NOTE:** Accept any TWO of the above (2)
- 2.1.4 It suggests that the visit takes place at night.✓ (1)
- 2.1.5 (a) Respectful/polite/hospitable/courteous/welcoming✓ (1)
- (b) Mr Utterson is a visitor to Dr Jekyll's house/It is Poole's job to welcome Dr Jekyll's guests./Mr Utterson is known to Poole./ Poole respects Mr Utterson because of his status (lawyer).✓ (1)
- 2.1.6 (a) Personification✓ (1)
- (b) He was shaking/trembling with fear✓ because he was thinking about Mr Hyde.✓ (2)
- 2.1.7 (a) It is in the dissecting room that Dr Jekyll uses a potion which allows him to make the transformation into Mr Hyde.✓This is a strange occurrence.✓ (2)
- (b) He is perceptive/concerned/protective/curious of his friend.✓He knows that Mr Hyde is the beneficiary of Dr Jekyll's will therefore, he is worried that Mr Hyde may kill his friend, Dr Jekyll, for the inheritance./He thinks Mr Hyde is blackmailing Dr Jekyll.✓ (2)
- 2.1.8 Mr Hyde is the same person as Dr Jekyll. ✓ (1)

2.1.9 Accept a relevant response which shows an understanding of the following aspects, **among others**:

*The novel is relevant because it explores the constant battle that people have between good and evil within oneself;

*the possibility exists, with advances in science and technology in this modern world, for people to be able to transform themselves as Dr Jekyll did;

*the genre of science fiction writing is very popular today, so this novel is therefore, still relevant to modern readers.

NOTE: For full marks, the response must be well-substantiated. A candidate can score marks for a response which is not well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

2.2 2.2.1 The maid sees two gentlemen who appear to be talking to each other. ✓

The maid recognises Mr Hyde. ✓

Mr Hyde viciously attacks the older/other man with his cane. ✓

He tramples his victim. ✓

NOTE: Accept any other RELEVANT facts. (4)

2.2.2 Dr Jekyll is a good/decent/respectable person who is morally upright. Mr Hyde is an evil person who perpetrates criminal deeds. ✓ ✓ (2)

2.2.3 Dr Jekyll knows that he could not return to his former self. ✓
Dr Jekyll becomes aware of the fact that the evil Mr Hyde has become the dominant personality. ✓
Dr Jekyll realises that evil has triumphed over good. ✓

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

2.2.4 The servants are familiar with the coming and going of Dr Jekyll's 'second self', Mr Hyde. ✓ (1)

2.2.5 He wants to mislead the servants. ✓
He is afraid that the truth (about Mr Hyde) will be revealed. ✓ (2)

- 2.2.6 The discussion of the theme of good versus evil, should include the following points, **among others**:

The dual personalities of Dr Jekyll and Mr Hyde represent the presence of both good and evil in human beings. Good and Evil are revealed through the actions of Dr Jekyll and Mr Hyde.

Dr Jekyll:

- *has a good reputation/is a respected scientist;
- *is aware of the evil consequences of his experiment and feels guilty.

Mr Hyde:

- *commits murder/acts of violence;
- *feels no remorse/has no conscience about his evil actions;
- *Dr Jekyll eventually succumbs to his evil alter ego (Mr Hyde) that becomes dominant and eventually destroys Dr Jekyll, signalling the triumph of evil over good.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)

- 2.2.7 Open-ended.
Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- *Dr Jekyll is being honest;
- *he can distinguish between the good and evil side of himself;
- *he is disgusted with the actions of Mr Hyde;
- *he admits that he found the evil personality of Mr Hyde appealing;
- *he was afraid of losing the status that he enjoyed as the respectable Dr Jekyll.

No.

- *He is reckless/irresponsible to have carried out such an experiment in the first place;
- *he contributes to evil by creating Mr Hyde;
- *he is not able to control the evil actions of Mr Hyde.

NOTE: Do NOT award a mark for YES or NO only.
Credit responses where a combination is given. For full marks, the responses must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. A candidate's interpretation must be grounded in the novel.

(3)
[35]

OR

SECTION B: DRAMA

NOTE: Candidates are required to answer **ONE** question on the drama they have studied.

QUESTION 3: MACBETH

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 3.1 and 3.2.**

- 3.1 3.1.1 Macbeth is greeted as the Thane of Glamis. ✓
 Macbeth is prophesied to be the Thane of Cawdor. ✓
 Macbeth is said to be the future king of Scotland. ✓
 Banquo is told that he will be lesser than Macbeth, yet greater. ✓
 Banquo will not be as happy as Macbeth, yet much happier. ✓
 Banquo will not be king, but his children will. ✓

NOTE: Accept any FOUR of the above. (4)

- 3.1.2 (a) Macbeth ✓ (1)

(b) The witches' prophesy that Macbeth will be king. ✓ Macbeth and his wife, Lady Macbeth, cannot wait for the prophecy to be fulfilled and so, murder King Duncan. ✓

OR

When King Duncan visits Inverness (Macbeth's castle) ✓, Macbeth murders him to become the King of Scotland. ✓ (2)

- (c) Malcolm/Duncan's first-born son. ✓ (1)

- 3.1.3 They are not enjoying the expected results of being king and queen./They have destroyed their peace of mind by murdering Duncan. ✓ (1)

- 3.1.4 Malcolm flees to England/goes into exile (after Duncan's murder). ✓ (1)

- 3.1.5 Lady Macbeth is without compassion/cold and clinical/merciless (she does not show any guilt after Duncan's death).
 Macbeth is emotional (guilt-ridden/remorseful/regretful after Duncan's death). ✓ ✓

OR

Lady Macbeth is dismissive of the murder of Duncan whereas Macbeth continues to dwell on his murder. ✓ ✓ (2)

- 3.1.6 (a) Metaphor ✓ (1)
- (b) A scorched snake is dangerous as it will attack in defence. It remains a threat until it is destroyed; similarly, Macbeth is afraid that the killing of Duncan is not the end of his problems. ✓

AND

Banquo and Fleance must be killed for him to maintain his position as king and his lineage. ✓

OR

After the killing of Duncan, Macbeth fears that Banquo and Fleance are threats to the throne of Scotland (based on the prophesy of the witches). ✓ Therefore, he has ordered that they must be killed. ✓

OR

Macbeth's fear after Duncan's death is that Banquo's children (issue) will ascend the throne of Scotland (as prophesied by the witches), ✓ therefore their deaths are necessary. ✓

(2)

- 3.1.7 Accept a relevant response which shows an understanding of the following aspects, **among others**:

*The messages of *Macbeth* (e.g. the triumph of good over evil) are timeless;

*human nature is such that evil, if allowed to prevail, can destroy a person, as with Macbeth and Lady Macbeth;

*the presence/influence of the supernatural is still prevalent today;

*as with Scotland then, political strife, conflict over leadership succession and war are present in the world today.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

- 3.2 3.2.1 C/attendant ✓ (1)
- 3.2.2 Gentle/soft tone. ✓ She does not want to disturb/wake Lady Macbeth (while she is sleepwalking). ✓ (2)
- 3.2.3 The darkness reminds her of the evil deeds that have been committed (under the cover of darkness). ✓ (1)

3.2.4 Lady Macbeth's eyes are open, but she is asleep/her senses are not functioning at this point.✓ (1)

3.2.5 The Gentlewoman is loyal/dutiful to Lady Macbeth.✓ She shows allegiance to Lady Macbeth and does not disclose any incriminating information that Lady Macbeth reveals (while sleeptalking).✓

OR

The Gentlewoman is afraid.✓ If she reveals what Lady Macbeth has uttered in her sleep, she risks being killed by Macbeth.✓

OR

The Gentlewoman is secretive✓because she is afraid of what Macbeth may do if he finds out that Lady Macbeth has confessed their evil deeds in her sleep.✓ (2)

3.2.6 She imagines✓seeing a spot of Duncan's blood on her hand.✓

OR

When Lady Macbeth takes the daggers to Duncan's chamber✓, her hands are smeared with his blood.✓

OR

She is haunted by the sight of Duncan's blood✓ which she still imagines to be on her hands.✓ (2)

3.2.7 Lady Macbeth is tormented/haunted✓ by memories of her role in Duncan's murder✓

OR

Her disorientated/confused/disturbed state of mind✓ manifests in hallucinating, sleepwalking and sleeptalking.✓ (2)

3.2.8 The discussion of the theme of justice, should include the following points, **among others**:

- *Macbeth is eventually killed by Macduff who, in doing so, avenges the death of his family;
- *Malcolm takes up his rightful position as the King of Scotland;
- *all the exiles like Fleance and Donalbain are asked to return home to Scotland;
- *order replaces anarchy in the rule of Scotland;
- *good triumphs over evil.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

3.2.9 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- *Lady Macbeth is the catalyst that spurs Macbeth to action;
- *she manipulates him into acting on the witches' prophecies;
- *she makes all the preparations for the murder of Duncan and when Macbeth murders Duncan she sets him on a path of evil from which there is no return;
- *her behaviour and actions contribute to the eventual downfall of Macbeth.

OR

No.

- *Macbeth's fatal flaws: overriding ambition/greed for power/sense of entitlement/ extreme sense of arrogance lead to his downfall;
- *the witches are responsible for the downfall of Macbeth. From the outset, Macbeth is like a puppet that they control;
- *the supernatural forces give Macbeth a false sense of security/ power making him think that he is invincible. This eventually leads to him being killed by Macduff.

NOTE: Do NOT award a mark for YES or NO only.

Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

OR

QUESTION 4: MY CHILDREN, MY AFRICA!

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 4.1 and 4.2.**

- 4.1 4.1.1 A debate is an orderly discussion. ✓
It is a regulated discussion of an issue with opposing viewpoints. ✓
Opposing viewpoints should receive equal time and consideration. ✓
Opponents should not be shouted down. ✓ (4)
- 4.1.2 Thami is uncertain about which career to follow. ✓/Thami is uncertain about whether he should further his studies. ✓
- NOTE:** Accept any ONE of the above. (1)
- 4.1.3 Abrupt/impatient/angry/loud/annoyed ✓
Thami is frustrated/irritated with Mr M's interference. ✓
- NOTE:** Award 1 mark for the identification of the tone and 1 mark for the explanation. (2)
- 4.1.4 Thami is intelligent/a critical thinker. ✓/Mr M sees Thami as a future leader (who could bring about change in South Africa). ✓ (2)
- 4.1.5 Isabel learns more ✓ about the people, culture and conditions in Brakwater/the location. ✓ (2)
- 4.1.6 Thami is surprised that Camdeboo has a newspaper. ✓ (1)
- 4.1.7 She is a person of integrity./She is objective/honest/ethical. ✓
She is concerned that it is unethical to report on a debate that she participated in but gives the assurance that she will be impartial. ✓

OR

She is well-mannered/respectful/courteous. ✓/She apologises for interrupting. ✓

OR

She is empathetic/compassionate/understanding. ✓ She can relate to Thami's plight. ✓ (2)

4.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

*Being part of the debating team, he can think critically and reasonably about his choices;

*he realises that there is no future in receiving an inferior education;

*he comes to the realisation that protest action is the only solution;

*he can use his leadership abilities to lead the protest.

No.

*Thami is the top achiever in his school but when he joins the student protest, he abandons the possibility of furthering his studies;

*he does not think about the negative consequences/dangers of his decisions as this will mean the end of his potential career.

NOTE: Do NOT award a mark for YES or NO only.

Credit responses where a combination is given

For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well- substantiated. The candidate's interpretation must be grounded in the drama.

(3)

4.2.1 There are no students in Mr M's classroom ✓ yet he is marking the register as he would every day. ✓

OR

A register is marked to check whether a learner is present or absent, ✓ not whether they are dead or alive. ✓

(2)

4.2.2 (a) Personification/Metaphor ✓ (1)

(b) The silence is overwhelming ✓ because there is no one in the classroom to respond to his question. ✓ (2)

4.2.3 'meant to help you' ✓ (1)

- 4.2.4 The discussion of the theme of the power of words versus violence, should include the following points, **among others**:
- *Mr M's belief in the power of words and its ability to bring about social change is now futile;
 - *in this play it is evident that during the school boycotts violence erupts: bullets fly; classrooms are destroyed – glass is broken, stones are thrown;
 - *this play reveals that violence triumphs over words.
- NOTE:** The answer must show the contrast of the power of words versus violence.
For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)
- 4.2.5 D/anxiety✓ (1)
- 4.2.6 (a) The ringing of the bell shows that Mr M does not support the school boycott. ✓ Thami is afraid that the mob will kill Mr M. ✓ (2)
- (b) When he was in Junior school✓ (1)
- (c) Thami says he will tell the crowd that Mr M has decided to join the boycott/✓ Mr M is innocent and not an informer.✓ (1)
- 4.2.7 Thami becomes a fugitive.✓ (1)
- 4.2.8 Accept a response which shows an understanding of the relevance of the play today.
- *The play deals with the inequalities of the education system in apartheid South Africa. Although South Africa is a democratic country today, the legacy of apartheid is still present within the education system;
 - *there is still inequality in the schooling system as seen at the schools of Zolile High and Camdeboo Girls High;
 - *it is important for a healthy democracy to prevail, to encourage critical thinking among learners;
 - *an understanding of our past/history is important in shaping the present and the future of South Africa.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

[35]**TOTAL SECTION B: 35**

SECTION C: SHORT STORIES

NOTE: Candidates are required to answer **BOTH** questions set **on the TWO short stories they have studied.**

QUESTION 5**5.1 'TRANSFORMING MOMENTS'**

- 5.1 5.1.1 D/praise poet✓ (1)
- 5.1.2 They believe that he will not be interested in her as she is from a rural area.✓
The girls consider her too ugly for him.✓
They think she is not fashionable enough for him.✓
They think that he will be more interested in them.✓
- NOTE:** Accept any ONE of the above. (1)
- 5.1.3 The narrator is a good student and therefore some of her classmates go to her for help with their studies/homework. ✓ (1)
- 5.1.4 The narrator develops a love for words which allows her to write good essays at school.✓
Reading makes her a good student.✓
She later becomes a poet and a writer.✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.5 (a) A tone of excitement/enthusiasm/pride✓ (1)
- (b) She feels excited about having written her first poem (just as a woman will feel excited about having her first-born baby).✓ (1)
- 5.1.6 It has not always been considered special as she has been thrown out of the school choir✓because her voice is considered too deep/unsuitable.✓ (2)
- 5.1.7 The relationship is sincere unlike the relationship with her other classmates who exploit her.✓✓

OR

Bulelwa is a true friend who does not tease her about boys or use her to have her homework done like the others do.✓✓ (2)

- 5.1.8 The discussion of the theme of confidence, should include the following points, **among others**:

Although the speaker lacks confidence at the beginning of the story she becomes confident about:

- * her ability to write/to write poems;
- * the use of her unique voice for reciting poetry;
- * her physical appearance and does not allow the comments of others to affect her.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)

- 5.1.9 Accept a relevant response which shows an understanding of how the following aspects highlight the appropriateness of the title, **among others**.

The title focuses on the several moments that have transformed the narrator's life:

- *she changes from an insecure person to a confident young woman by not being affected by what others say about her;
- *she becomes comfortable about her looks and her distinctive voice;
- *she is transformed by the realisation that with her resonant voice she can become the first female praise poet;
- *she changes when she discovers she has a gift for writing/poetry writing.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)

AND

5.2 **'NEXT DOOR'**

- 5.2 5.2.1 Paul hears the argument in the apartment/house next door. ✓
He thinks that the argument is between Mr and Mrs Hager. ✓
He calls the radio station and sends a dedication on behalf of Mr Hager. ✓
Mrs Hagar hears the dedication and rushes home. ✓ (4)
- 5.2.2 The policeman questions Paul to find out whether he has heard any shots being fired. ✓ (1)
- 5.2.3 'wailing at the top of her lungs' ✓ (1)
- 5.2.4 She is running wildly/without stopping/as if she is not aware of the consequences of her actions. ✓ She desperately wants to see her husband. ✓ (2)
- 5.2.5 Lem is deceitful/deceptive/dishonest/pretentious. ✓ He tries to cover up the fact that he has been unfaithful to Rose. ✓ (2)
- 5.2.6 Rose believes that the house is in disarray because she has not been home. However, the real reason that the house is in such a state is because her husband has had a fight with his mistress before Rose returns home. ✓ ✓ (2)
- 5.2.7 (a) Hyperbole/Exaggeration ✓ (1)
- (b) The hyperbole emphasises Paul's feelings of fear/guilt/shame/embarrassment/anxiety at having lied about the shots being fired. ✓ He feels this way because he has accepted the money in exchange for his silence. ✓ (2)

5.2.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

They are irresponsible because:

- * Paul is too young (eight years old) to be left home alone at night;
- * they do not give enough thought to the possible dangers that their child could face;
- * they do not take the discovery of the money seriously.

No.

They are responsible because:

- *they believe that he can take care of himself;
- *they believe that he will be gainfully occupied with his microscope until they return;
- *they leave him with instructions to follow so that he is safe;
- *they leave him with the relevant contact details in case of an emergency.

NOTE: Do NOT award a mark for YES or NO only.

Credit responses where a combination is given.

For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the story.

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions.

6.1 MID-TERM BREAK – SEAMUS HEANEY

- 6.1.1 (a) The speaker was waiting to be fetched from school✓ because his brother had passed away and he (the speaker) had to return home.✓ (2)
- (b) 'I sat all morning'✓ (1)
- 6.1.2 C/verandah✓ (1)
- 6.1.3 The death of the speaker's brother which is shocking/traumatic/ a terrible loss.✓
The heavy impact of the accident which has caused the death of the speaker's brother.✓ (2)
- 6.1.4 A cautious/respectful tone.✓ (1)
- 6.1.5 The speaker stays at boarding school.✓ (1)
- 6.1.6 (a) simile✓ (1)
- (b) The speaker's brother appears to be sleeping in his coffin ('the four foot box') just as he has slept in his cot.✓His state of death resembles his state of sleep because his body is not severely scarred.✓/It emphasises how young the boy was.✓He still slept in a cot and not a bed.✓ (2)
- 6.1.7 Four/four years old✓ (1)
- 6.1.8 The explanation of the theme of the fragility of life, should include the following points, among others:

*the sudden death of the speaker's four year old brother after being knocked by a car reminds the reader that life is fragile;
*death can come to anyone without any warning and at any time;
*the fact that the poem is about the death of such a young child shows the fleeting/fragile nature of life.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

- 6.1.9 Accept a relevant response which shows an understanding of the following aspects of the poem, among others:

*A mid-term break is usually associated with a short break-away from school, especially when you are staying in a hostel.

*In this poem the speaker takes a break from school in the middle of the term to go back home because his brother has passed away;

*figuratively the family is broken after the death of the speaker's brother as the number of people in the family is reduced;

*the family is emotionally broken/devastated.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

AND

6.2 ALEXANDRA – MONGANE WALLY SEROTE

- 6.2.1 (a) South Africa✓ (1)

- (b) The poet is criticising the injustices/inequalities✓ that occurred during apartheid. ✓ (2)

- 6.2.2 Just as one has no choice about being born or who one's mother should be,✓similarly, the speaker had no choice as to where he should be born/or where he should live.✓/
Just as one has no choice about being born or who one's mother should be,✓similarly, African people (like the speaker) had no choice as to where they should live (during apartheid).✓ (2)

- 6.2.3 (a) Metaphor/Personification✓ (1)

- (b) When something is 'knotted' it is tied or connected to something else.✓The poet compares this idea to the idea that from a young age he has had a strong connection with his township, Alexandra.✓

OR

Alexandra is seen as a person (a mother)✓ that the speaker is connected to ('knotted to') from the outset ('beginning').✓ (2)

- 6.2.4 Air pollution/dust✓
Water pollution/dirty water✓
Violence✓
Fear✓

NOTE: Accept any THREE of the above. (3)

- 6.2.5 The speaker has been to many other places (in the world) but he could never fit in/identify with those places✓and returns to Alexandra.✓ (2)
- 6.2.6 Bricks/debris/stones/dirt✓ (1)
- 6.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of the poem, among others:

Yes.

*Alexandra is a place that shaped the speaker's identity;

*Alexandra is a place of belonging for the speaker;

*the speaker emphasises the idea that although he has left Alexandra at times, he has always returned.

No.

*The speaker focuses on the negative aspects of Alexandra;

*he shows that he has a love-hate relationship with Alexandra.

NOTE: Do NOT award a mark for YES or NO only.
Credit responses where a combination is given
For full marks, the response must be well-substantiated.
A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70