



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2022

MARKS: 70

TIME: 2½ hours

This question paper consists of 28 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.

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

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Answer ANY ONE question.		
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SECTION B: DRAMA		
Answer ANY ONE question.		
3. <i>Macbeth</i>	35	13
4. <i>My Children! My Africa!</i>	35	17
SECTION C: SHORT STORIES		
Answer the questions set on BOTH extracts.		
5.1 'Next door'	18	21
AND		
5.2 'Transforming moments'	17	23
SECTION D: POETRY		
Answer the questions set on BOTH poems.		
6.1 'Spring'	17	25
AND		
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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 and Msimangu are walking together.]

I shall walk slowly up the street, he said. You must tell them – he pointed with his hand.

– I shall tell them, my friend.

So he told them, and having told them, closed the front door on the wailing of the women, for such is their custom. Slowly he followed the bent figure up the street, saw him nodding as he walked, saw the people turning. Would age now swiftly overtake him? Would this terrible nodding last for all his days, so that men said aloud in his presence, it is nothing, he is old and does nothing but forget? And would he nod as though he too were saying, Yes, it is nothing, I am old and do nothing but forget? But who would know that he said, I do nothing but remember? 5 10

Msimangu caught him up at the top of the hill, and took his arm, and it was like walking with a child or with one that was sick. So they came to the shop. And at the shop Kumalo turned, and closed his eyes, and his lips were moving. Then he opened his eyes and turned to Msimangu. 15

– Do not come further, he said. It is I who must do this.

And then he went into the shop.

Yes, the bull voice was there, loud and confident.

[Book 1, Chapter 14]

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

COLUMN A	COLUMN B
(a) Arthur Jarvis	A a very good speaker
(b) Father Vincent	B engineer and political activist
(c) John Kumalo	C provides lodgings for Absalom
(d) Mrs Mkize	D introduces Kumalo to Carmichael
	E a pastor from Ixopo

(4 x 1) (4)

- 1.1.2 Describe the setting of this extract. (2)
- 1.1.3 To whom does 'them' (line 4) refer? (2)
- 1.1.4 Refer to line 7 ('Would age now swiftly overtake him?').
- (a) What tone would Reverend Msimangu use in this line? (1)
- (b) Why would Reverend Msimangu use this tone in this line? (1)
- 1.1.5 Refer to lines 12–13 ('Msimangu caught him ... that was sick').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 1.1.6 Give ONE word which best describes Stephen Kumalo's state of mind in this extract.
- Substantiate your answer. (2)
- 1.1.7 Reverend Msimangu is fair in judging Absalom's girlfriend harshly.
- Discuss your view. (3)

AND

1.2 **EXTRACT B**

[The judge delivers the verdict.]

Jarvis sits stern and erect. The young white man looks before him and frowns fiercely. The girl sits like the child she is, her eyes are fixed on the Judge, not on her lover.

I sentence you, Absalom Kumalo, to be returned to custody, and to be hanged by the neck until you are dead. And may the Lord have mercy upon your soul. 5

The Judge rises, and the people rise. But not all is silent. The guilty one falls to the floor, crying and sobbing. And there is a woman wailing, and an old man crying. *Tixo, Tixo*. No one calls for silence, though the Judge is not quite gone. For who can stop the heart from breaking? 10

They come out of the Court, the white on one side, the black on the other, according to the custom. But the young white man breaks the custom, and he and Msimangu help the old and broken man, one on each side of him. It is not often that such a custom is broken. It is only when there is a deep experience that such a custom is broken. The young man's brow is set, and he looks fiercely before him. That is partly because it is a deep experience, and partly because of the custom that is being broken. For such a thing is not lightly done. 15

[Book 2, Chapter 11]

1.2.1 Why is the following statement FALSE?

James Jarvis (line 1) attends the court case because he is the owner of High Place. (1)

1.2.2 Refer to lines 2–3 ('The girl sits ... on her lover').

State TWO ways in which Stephen Kumalo assists this young girl. (2)

1.2.3 Choose the correct answer to complete the following sentence.

Write only the letter (A–D) next to the question number (1.2.3) in the ANSWER BOOK.

The word *Tixo*, as used in line 9, means ...

- A lawyer.
- B sir.
- C God.
- D judge. (1)

- 1.2.4 Refer to lines 9–10 ('No one calls ... heart from breaking').
Explain the attitude of the court officials in these lines. (2)
- 1.2.5 Where does this 'young white man' (line 12) work? (1)
- 1.2.6 Consider the novel as a whole. Explain the irony of James Jarvis's offer to assist with the restoration of Ndotsheni despite the outcome of the court case. (2)
- 1.2.7 What does this extract reveal about the young man's character?
Substantiate your answer. (2)
- 1.2.8 One of the themes in this novel is suffering.
Discuss this theme with reference to James Jarvis and his family. (3)
- 1.2.9 John Kumalo makes a good decision by going to Johannesburg.
Discuss your view. (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 engages an unwilling Mr Hyde in a conversation.]

'Yes,' returned Mr Hyde, 'it is as well we have met; and *à propos*, you should have my address.' And he gave a number of a street in Soho.

'Good God!' thought Mr Utterson, 'can he too have been thinking of the will?' but he kept his feelings to himself and only grunted in acknowledgement of the address. 5

'And now,' said the other, 'how did you know me?'

'By description,' was the reply.

'Whose description?'

'We have common friends,' said Mr Utterson.

'Common friends?' echoed Mr Hyde, a little hoarsely. 'Who are they?' 10

'Jekyll, for instance,' said the lawyer.

'He never told you,' cried Mr Hyde, with a flush of anger. 'I did not think you would have lied.'

'Come,' said Mr Utterson, 'that is not fitting language.'

The other snarled aloud into a savage laugh; and the next moment, with extraordinary quickness, he had unlocked the door and disappeared into the house. 15

The lawyer stood awhile when Mr Hyde had left him, the picture of disquietude. Then he began slowly to mount the street, pausing every step or two and putting his hand to his brow like a man in mental perplexity. The problem he was thus debating as he walked was one of a class that is rarely solved. 20

[Search for Mr Hyde]

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

COLUMN A		COLUMN B	
(a)	Hyde	A	a politician
(b)	Bradshaw	B	a murderer
(c)	Carew	C	a clerk
(d)	Lanyon	D	a footman
		E	a scientist

(4 x 1)

(4)

- 2.1.2 Describe the setting of this extract. (2)
- 2.1.3 Refer to line 6 ('And now,' said ... you know me').
- (a) What tone would Mr Hyde use in this line? (1)
- (b) Why would Mr Hyde use this tone in this line? (1)
- 2.1.4 Refer to lines 19–20 ('Then he began ... in mental perplexity').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 2.1.5 Give ONE word which best describes Mr Hyde's state of mind in this extract.
- Substantiate your answer. (2)
- 2.1.6 After meeting with Mr Hyde, Mr Utterson gives a physical description of Mr Hyde. How does he describe Mr Hyde?
- State TWO points. (2)
- 2.1.7 Mr Utterson's caring nature towards Dr Jekyll prevents him from solving the case of Mr Hyde.
- Discuss your view. (3)

AND

2.2 **EXTRACT D**

[Dr Jekyll writes his statement about Mr Hyde.]

Men have before hired bravos to transact their crimes, while their own person and reputation sat under shelter. I was the first that ever did so for his pleasures. I was the first that could thus plod in the public eye with a load of genial respectability, and in a moment, like a schoolboy, strip off these lendings and spring headlong into the sea of liberty. But for me, in my impenetrable mantle, the safety was complete. Think of it – I did not even exist! Let me but escape into my laboratory-door, give me a second or two to mix and swallow the draught that I had always standing ready; and whatever he had done, Edward Hyde would pass away like the stain of breath upon a mirror; and there in his stead, quietly at home, trimming the midnight lamp in his study, a man who could afford to laugh at suspicion, would be Henry Jekyll.	5
The pleasures which I made haste to seek in my disguise were, as I have said, undignified; I would scarce use a harder term. But in the hands of Edward Hyde they soon began to turn towards the monstrous. When I would come back from the excursions, I was often plunged into a kind of wonder at my vicarious depravity.	10
	15

[Henry Jekyll's full statement of the case]

- 2.2.1 Refer to lines 5–6 ('But for me ... safety was complete').
- Why does Dr Jekyll consider his mantle to be impenetrable? (2)
- 2.2.2 Refer to lines 14–15 ('But in the ... towards the monstrous').
- (a) Name ONE 'monstrous' deed Mr Hyde commits. (1)
- (b) Why is the following statement FALSE?
- Mr Utterson only finds out about the monstrous deeds of Mr Hyde after he has read Henry Jekyll's full statement of the case. (1)
- 2.2.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.2.3) in the ANSWER BOOK.
- Dr Jekyll conducts this experiment because he wants to prove ...
- A he is better than Dr Lanyon.
 B the duality of human nature.
 C that man is always respected.
 D that evil will always prevail. (1)
- 2.2.4 Explain Dr Jekyll's attitude towards Mr Hyde in this extract. (2)

- 2.2.5 What does this extract reveal about the character of Dr Jekyll?
Substantiate your answer. (2)
- 2.2.6 Consider the novel as a whole. Explain the irony of Dr Jekyll's belief that Mr Hyde would disappear whenever he wants him to. (2)
- 2.2.7 One of the themes in the novel is logic versus the illogical.
Discuss this theme by referring to Dr Lanyon and Dr Jekyll. (3)
- 2.2.8 In Henry Jekyll's *Full Statement of the Case* he says that it was 'Hyde, after all, and Hyde alone, that was guilty of these cruel deeds'.
Discuss your view. (3)

[35]**TOTAL SECTION A: 35**

SECTION B: DRAMA

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

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

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

[Duncan awaits the arrival of Macbeth and Banquo.]

DUNCAN	There's no art To find the mind's construction in the face; He was a gentleman on whom I built An absolute trust.	
	<i>Enter Macbeth, Banquo, Ross and Angus.</i>	5
	<i>(to Macbeth)</i> O worthiest cousin! The sin of my ingratitude even now Was heavy on me. Thou art so far before, That swiftest wing of recompense is slow To overtake thee. Would thou hadst less deserved, That the proportion both of thanks and payment Might have been mine! Only I have left to say, More is thy due than more than all can pay.	10
MACBETH	The service and loyalty I owe, In doing it, pays itself. Your highness' part Is to receive our duties, and our duties Are to your throne and state, children and servants; Which do but what they should, by doing everything Safe toward your love and honour.	15
DUNCAN	Welcome hither. I have begun to plant thee, and will labour To make thee full of growing. Noble Banquo, Thou hast no less deserved, nor must be known No less to have done so; let me infold thee, And hold thee to my heart.	20 25

BANQUO	There if I grow, The harvest is your own.	
DUNCAN	My plenteous joys, Wanton in fullness, seek to hide themselves In drops of sorrow. Sons, kinsmen, Thanes, And you whose places are the nearest, know, We will establish our estate upon Our eldest, Malcolm ...	30
[Act 1 Scene 4]		

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

COLUMN A		COLUMN B	
(a)	Fleance	A	general in Duncan's army
(b)	Banquo	B	younger son of Duncan
(c)	Donalbain	C	seeks help for Scotland
(d)	Macduff	D	armour-bearer of Macbeth
		E	the son of Banquo

(4 x 1) (4)

- 3.1.2 Describe the setting of this extract. (2)
- 3.1.3 Refer to lines 6–13 ('O worthiest cousin ... all can pay').
Explain Duncan's attitude towards Macbeth in these lines. (2)
- 3.1.4 Refer to lines 14–19 ('The service and ... love and honour').
Consider the drama as a whole. Explain the irony in Macbeth's words. (2)
- 3.1.5 Refer to lines 21–22 ('I have begun ... full of growing').
(a) Identify the figure of speech used in these lines. (1)
(b) Explain why this figure of speech is relevant in this extract. (2)
- 3.1.6 Refer to lines 26–27 ('There if I ... is your own').
(a) What tone would Banquo use when saying these words? (1)
(b) Why would Banquo use this tone in these lines? (1)
- 3.1.7 Macbeth deserves his final fate.
Discuss your view. (3)

AND

3.2 EXTRACT F

[Macbeth's visit to the witches.]

1ST APPARITION	Macbeth! Macbeth! Macbeth! Beware Macduff. Beware the Thane of Fife. Dismiss me. Enough.	
		<i>Descends</i>
MACBETH	Whate'er thou art, for thy good caution, thanks. Thou hast harped my fear aright. But one word more -	5
1ST WITCH	He will not be commanded. Here's another, More potent than the first.	
		<i>Thunder. Second Apparition: a bloody child.</i>
2ND APPARITION	Macbeth! Macbeth! Macbeth!	
MACBETH	Had I three ears, I'd hear thee.	10
2ND APPARITION	Be bloody, bold and resolute. Laugh to scorn The power of man, for none of woman born Shall harm Macbeth.	
		<i>Descends</i>
MACBETH	Then live, Macduff! What need I fear of thee? But yet I'll make assurance double sure, And take a bond of fate; thou shalt not live; That I may tell pale-hearted fear it lies, And sleep in spite of thunder.	15
		<i>Thunder. Third apparition: a child crowned, with a tree in his hand.</i>
	What is this, That rises like the issue of a king, And wears upon his baby-brow the round And top of sovereignty?	20
1ST WITCH	Listen but speak not to't.	25
3RD APPARITION	Be lion-mettled, proud, and take no care Who chafes, who frets, or where conspirers are. Macbeth shall never vanquished be until Great Birnam Wood to high Dunsinane Hill Shall come against him.	30
MACBETH	That will never be! Who can impress the forest, bid the tree Unfix his earth-bound root?	35
		<i>Descends</i>
		[Act 4 Scene 1]

- 3.2.1 What compels Macbeth to visit the witches? (1)
- 3.2.2 Why, at this point in the play, is Macbeth unhappy with Macduff? (2)
- 3.2.3 Refer to line 10 ('Had I three ... I'd hear thee').
If you were the director of the play, what would you tell Macbeth to do when saying this line?
State TWO actions. (2)
- 3.2.4 Refer to lines 11–13 ('Be bloody, bold ... Shall harm Macbeth').
Give ONE word which best describes Macbeth's state of mind after hearing these words.
Substantiate your answer. (2)
- 3.2.5 Why is the following statement FALSE?
'Third apparition: a ... in his hand' (lines 20–21) refers to Banquo's descendants. (1)
- 3.2.6 Refer to lines 30–31 ('Great Birnam Wood ... come against him').
Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (3.2.6) in the ANSWER BOOK.
... orders the soldiers to cut down branches to conceal their numbers.
A Malcolm
B Macduff
C Macbeth
D Menteith (1)
- 3.2.7 What does this extract reveal about Macbeth's character?
Substantiate your answer. (2)
- 3.2.8 One of the themes in the play is revenge.
Discuss this theme with reference to Malcolm and Macduff. (3)
- 3.2.9 Lady Macbeth is ultimately responsible for the tragic events of the play.
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

[Mr M and Isabel are talking.]

MR M	My apologies for descending on you out of the blue like this, but I've been looking for you high and low. One of your schoolmates said I would find you here.	
ISABEL	Don't apologise. It's a pleasure to see you again, Mr M.	
MR M	[<i>Delighted</i>] Mr M! How wonderful to hear you call me that.	5
ISABEL	You must blame Thami for my familiarity.	
MR M	Blame him? On the contrary, I will thank him most gratefully. Hearing you call me Mr M like all the others at my school gives me the happy feeling that you are also a member of my very extended family.	10
ISABEL	I'd like to be.	
MR M	Then welcome to the family. Miss ...	
ISABEL	[<i>Before he can say it</i>] Isabel, if you please Mr M, just plain Isabel.	
MR M	[<i>Bowing</i>] Then doubly welcome, young Isabel.	15
ISABEL	[<i>Curtsy</i>] I thank you, kind sir.	
MR M	You have great charm, young lady, I can understand now how you managed to leave so many friends behind you after only one visit to the school. Hardly a day passes without someone stopping me and asking: When is Isabel Dyson and her team coming back?	20
ISABEL	Well? When are we?	
MR M	You would still welcome a return visit?	
ISABEL	But of course.	
MR M	Why so emphatically 'of course'?	25
ISABEL	Because I enjoyed the first one so emphatically very much.	
MR M	The unruly behaviour of my young family wasn't too much for you? Anything else?	

[Act 1, Scene 3]

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

COLUMN A		COLUMN B	
(a)	Thami Mbikwana	A	owner of Karoo pharmacy
(b)	Isabel Dyson	B	Zolile High's gifted learner
(c)	Oom Dawie	C	teacher who supports non-violence
(d)	Anela Myalatya	D	inspector of Bantu Education
		E	Camdeboo's debating team member

(4 x 1) (4)

- 4.1.2 Describe the setting of this extract. (2)
- 4.1.3 Explain what Mr M means when he says, 'My apologies for ... high and low' (lines 1–2). (2)
- 4.1.4 Refer to line 6 ('You must blame Thami for my familiarity').
- (a) What tone would Isabel use in this line? (1)
- (b) Why would Isabel use this tone in this line? (1)
- 4.1.5 Refer to lines 17–21 ('You have great ... team coming back').
- Give ONE word which best describes Mr M's state of mind when saying these words.
- Substantiate your answer. (2)
- 4.1.6 Why is the following statement FALSE?
- 'My young family' (line 27) refers to Mr M's children. (1)
- 4.1.7 What does this extract reveal about Isabel's character?
- Substantiate your answer. (2)
- 4.1.8 Thami is justified when he becomes disillusioned with school.
- Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Isabel speaks about her and Thami's friendship.]

ISABEL	It doesn't mean the end of everything though, does it? I mean ... can we go on meeting, just as friends?	
THAMI	<i>[Warily]</i> When?	
ISABEL	Oh ... I mean, you know, like any time. Next week! <i>[Pause]</i> I'm not talking about the competition, Thami. I accept that it's dead. I think it's a pity ... but so what. I'm talking now about you and me, just as friends. <i>[She waits. She realises. She collects herself.]</i> So our friendship is an old-fashioned idea after all. Well don't waste your time here. You better get going and look after ... whatever it is that's beginning. And good luck!	5 10
	<i>[Thami starts to go]</i> No! Thami come back here!! <i>[Struggling ineffectually to control her anger and pain]</i> There is something very stupid somewhere and it's most probably me but I can't help it ... it just doesn't make sense! I know it does to you and I'm sure it's just my white selfishness and ignorance that is stopping me from understanding, but it still doesn't make sense. Why can't we go on seeing each other and meeting as friends? Tell me what is wrong with our friendship?	15
THAMI	You're putting words in my mouth, Isabel. I didn't say there was anything wrong with it. But others won't see it the way we do.	20
ISABEL	Who? Your Comrades?	
THAMI	Yes.	

[Act 2 Scene 1]

4.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.1) in the ANSWER BOOK.

When Isabel says, 'It doesn't mean ... just as friends' (lines 1–2), she is expressing ...

- A confidence.
- B uncertainty.
- C acceptance.
- D contentment. (1)

4.2.2 Explain why Thami is wary (line 3). (1)

4.2.3 Refer to line 5 ('I accept that it's dead').

- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)

- 4.2.4 Refer to lines 8–15 ('So our friendship ... doesn't make sense').
- (a) Explain Isabel's attitude towards Thami in these lines. (2)
- (b) Consider the drama as a whole. Explain the irony of Thami wanting to end his friendship with Isabel. (2)
- 4.2.5 Refer to line 20 ('You're putting words in my mouth, Isabel').
- If you were the director of this play, what would you tell Thami to do when saying this line? (2)
- 4.2.6 One of the themes in the play is living a meaningful life.
- Discuss this theme with reference to Isabel and Mr M. (3)
- 4.2.7 Mr M deserves his final fate.
- Discuss your view. (3)
- [35]**
- TOTAL SECTION B: 35**

SECTION C: SHORT STORIES

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

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

QUESTION 5

Read the following extracts from the TWO short stories 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 5.1 AND QUESTION 5.2.

5.1 'NEXT DOOR'**EXTRACT I**

[Paul hears his neighbours arguing.]

A door slammed next door. Now someone hammered on a door.	
Paul looked down into his microscope once more, looked at nothing – while a prickling sensation spread over his skin. He faced the truth: The man and woman would kill each other, if he didn't stop them.	
He beat on the wall with his fist. 'Mr. Harger! Stop it!' he cried.	5
'Mrs. Harger! Stop it!'	
'For Ollie from Lavinia!' All-Night Sam cried back at him. 'For Ruth from Carl, who'll never forget last Tuesday! For Wilber from Marv, who's lonesome tonight! Here's the Sauter-Finnegan Band asking, <i>Love, What Are You Doing to My Heart?</i> '	10
Next door, crockery smashed, filling a split second of radio silence. And then the tidal wave of music drowned everything again.	
Paul stood by the wall, trembling in his helplessness. 'Mr. Harger! Mrs. Harger! Please.'	
'Remember the number!' said All-Night Sam. 'Milton nine-three-thousand!'	15
Dazed, Paul went to the phone and dialled the number.	
'WJCD,' said the switchboard operator.	
'Would you kindly connect me with All-Night Sam?' said Paul.	
'Hello!' said All-Night Sam. He was eating, talking with a full mouth. In the background, Paul could hear sweet, bleating music, the original of what was rending the radio next door.	20
'I wonder if I might make a dedication,' said Paul.	
'Dunno why not,' said Sam.	

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

COLUMN A		COLUMN B	
(a)	Lemuel	A	a tall eight-year-old
(b)	Charlotte	B	a big, motherly woman
(c)	Paul	C	a small, balding man
(d)	Rose	D	an over-protective father
		E	a big, blonde woman

(4 x 1) (4)

- 5.1.2 Describe the setting of this extract. (2)
- 5.1.3 Refer to line 12 ('And then the ... drowned everything again').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is suitable. (2)
- 5.1.4 Refer to lines 13–14 ('Paul stood by ... Mrs Harger! Please').
- (a) What tone would Paul use in these lines? (1)
- (b) Why would Paul use this tone in these lines? (1)
- 5.1.5 When Mrs Harger returns home, the place is untidy. Discuss the irony contained in Mrs Harger's words when she says, 'Men are just lost without women!' (2)
- 5.1.6 What does this extract reveal about Paul's character? Substantiate your answer. (2)
- 5.1.7 Paul is forced to grow up before his time. Discuss your view. (3)

AND

5.2 'TRANSFORMING MOMENTS'

EXTRACT J

[The narrator goes on a weekend away.]

<p>We had just walked past the minister's house when a young boy ran up to us. He said the minister wanted to see me. I went with him and I was about to walk into the kitchen when the minister himself came out and gave me fast instructions that I must go and get my weekend bag packed because he was going to visit his family and I was coming with him. I stood there at the top of the stairs open-mouthed, unable to move or speak. He looked at me and laughed out loud. He told me we had less than an hour to go, so I should run. Without a word I turned and took the five steps in one big jump. Running at top speed, clutching my books tightly to my chest – I realised that I was not alone in the world – everyone was staring at me. I tried to pull myself together and put a hand across my lips to hide the big grin.</p> <p>Once in my dormitory I did not know what to take or leave, I was not exactly used to going on weekends. I quickly got out of my school uniform and into my best dress. I ran to the bathroom to wet my hair a little so I could try to comb it.</p>	<p>5</p> <p>10</p> <p>15</p>
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- 5.2.1 How does the speaker describe her physical appearance at the beginning of this story? (2)
- State TWO points.
- 5.2.2 Why is the following statement FALSE? (1)
- The speaker's school is in Limpopo.
- 5.2.3 What is the name of the minister (line 3)? (1)
- 5.2.4 Refer to lines 5–6 ('I stood there ... move or speak'). (2)
- Give ONE word which best describes the speaker's state of mind when saying these words.
- Substantiate your answer.

- 5.2.5 Refer to lines 8–11 ('Running at top ... the big grin').
- (a) Explain the speaker's attitude towards the onlookers in these lines. (2)
- (b) Choose the correct answer to complete the following sentence. Write only the letter (A–D) and the question number (5.2.5(b)) in the ANSWER BOOK.
- 'I tried to pull myself together' (line 10) means the narrator wants to ... herself.
- A teach
B distance
C compose
D compliment (1)
- 5.2.6 Refer to lines 12–13 ('I was not ... going on weekends').
- Explain why the speaker is not 'used to going on weekends'. (2)
- 5.2.7 One of the themes in this short story is envy.
- Discuss this theme by referring to the speaker and the other girls. (3)
- 5.2.8 The speaker of this short story can be admired.
- Discuss your view. (3)
- [35]**
- TOTAL SECTION C: 35**

SECTION D: POETRY

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

- 'Spring' by Gerard Manley Hopkins
- 'Everything has changed (except graves)' by Mzi Mahola

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.

<p>Spring – Gerard Manley Hopkins</p> <p>1 Nothing is so beautiful as Spring –</p> <p>2 When weeds, in wheels, shoot long and lovely and lush;</p> <p>3 Thrush's eggs look little low heavens, and thrush</p> <p>4 Through the echoing timber does so rinse and wring</p> <p>5 The ear, it strikes like lightnings to hear him sing;</p> <p>6 The glassy peartree leaves and blooms, they brush</p> <p>7 The descending blue; that blue is all in a rush</p> <p>8 With richness; the racing lambs too have fair their fling.</p> <p>9 What is all this juice and all this joy?</p> <p>10 A strain of the earth's sweet being in the beginning</p> <p>11 In Eden garden. – Have, get, before it cloy,</p> <p>12 Before it cloud, Christ, lord, and sour with sinning,</p> <p>13 Innocent mind and Mayday in girl and boy,</p> <p>14 Most, O maid's child, thy choice and worthy the winning.</p>
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- 6.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

<p>rhetorical; Petrarchan; sestet; symbolic; Shakespearean; octave; quatrain; couplet</p>

In this (a) ... sonnet, the speaker describes the beauty of spring in the (b) ... In the (c) ... he asks where all the joy and energy come from, which is known as a (d) ... question. (4)

- 6.1.2 Explain the comparison in line 3. (2)

- 6.1.3 Refer to line 5 ('it strikes like ... hear him sing').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is relevant to this poem. (2)
- 6.1.4 Refer to lines 11–13 ('Have, get, before ... girl and boy').
- Give ONE word which best describes the speaker's state of mind in these lines.
- Substantiate your answer. (2)
- 6.1.5 One of the themes of this poem is appreciation.
- Discuss this theme with reference to the speaker's interpretation of spring. (3)
- 6.1.6 The speaker can be admired for his vivid descriptions of spring.
- Discuss your view. (3)

AND

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

Everything has changed (except graves) – Mzi Mahola

1 I stood at the ruins
2 of my former school
3 where I was patiently moulded;
4 wild plants own every space now;
5 my soul was paralyzed.
6 What happened to the roofs
7 the doors and windows?
8 Can these dumb lonely walls
9 still recognise me?
10 Everything has changed;
11 the ground where we ran and laughed
12 and the corner of the playground
13 where I pummelled a schoolmate almost to pulp
14 are scarfed with wattle
15 to conceal my shame.
16 A short distance away
17 stands a renovated Church
18 (a Dutch Reformed formerly,
19 now a Methodist)
20 embraced by a mute little cemetery
21 that claims the past
22 (the dividing fence has vanished)
23 though growth strangles it to near extinction;
24 cold names of departed whites
25 who were part of this community
26 and made monumental contributions
27 are etched on the headstones.
28 Sometimes whites come here
29 *to clean and put flowers*
30 *on their family graves;*
31 a voice whispers next to me
32 but I do not recognise its face
33 because Lushington has changed
34 except the graveyard.

- 6.2.1 Describe the setting of this poem. (2)
- 6.2.2 Refer to line 3 ('where I was patiently moulded').
Explain the speaker's attitude towards his teachers in this line. (2)

- 6.2.3 Refer to 'What happened to ...doors and windows?' (lines 6–7).
- (a) What tone would the speaker use in these lines? (1)
- (b) Why would the speaker use this tone in these lines? (1)
- 6.2.4 Refer to lines 16–19 ('A short distance ... formerly, now a Methodist').
- State ONE difference in the description of the school and the church. (2)
- 6.2.5 Why is the following statement FALSE?
- The speaker feels no remorse for fighting on the school grounds. (1)
- 6.2.6 Refer to line 20 ('embraced by a mute little cemetery').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is relevant to this poem. (2)
- 6.2.7 Why are the graves not in the same condition as the graveyard? (2)
- 6.2.8 Choose the correct answer to complete the following sentence. Write only the letter (A–D) and the question number (6.2.8) in the ANSWER BOOK.
- Refer to line 24 ('cold names of departed whites').
- The words 'departed whites' refer to those who ...
- A moved away from Lushington.
B built monuments in Lushington.
C made contributions to Lushington.
D passed away in Lushington. (1)
- 6.2.9 The speaker is justified in feeling a sense of loss when he visits Lushington.
- Discuss your view. (3)
- [35]

TOTAL SECTION D: 35
GRAND TOTAL: 70



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2022

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 22 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. MARKING 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 (a) B/engineer and political activist
(b) D/introduces Kumalo to Carmichael
(c) A/a very good speaker
(d) C/provides lodgings for Absalom (4)
- 1.1.2 Kumalo (followed by Msimangu) is on his way to his brother, John ✓ after he has heard the news that Absalom had murdered someone. ✓ (2)
- 1.1.3 Gertrude✓ and Mrs Lithebe.✓ (2)
- 1.1.4 (a) compassion/sincerity/concern ✓ (1)
(b) Msimangu uses this tone to show compassion towards Kumalo (as he is unable to come to terms with the news of Absalom's crime).✓ (1)
- 1.1.5 (a) Simile✓ (1)
(b) Msimangu supports Kumalo ✓ in the same way that one would support a child or someone who is sick.✓ (2)
- 1.1.6 devastated/shattered/heavy-hearted ✓
Stephen Kumalo has to convey the news to John that Absalom is in prison for killing a white man (Arthur) and Matthew is an accomplice. ✓ (2)
- 1.1.7 Open-ended.
Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
Yes.
- Msimangu is a pastor who does not condone the young girl's immoral lifestyle.
 - She admits that Absalom is her third 'husband'.
 - She is expecting Absalom's child and having a child out of wedlock goes against Msimangu's beliefs.

OR

No.

- Msimangu, as a pastor, should have a forgiving nature.
- The girl is still young (only sixteen) and Kumalo considers her to be helpless; in need of guidance and not to be judged.
- She is a victim of social abuse and neglect. Msimangu should be sympathetic/sensitive to this.

NOTE: Do NOT award a mark for YES or NO. 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 James Jarvis wants to hear the outcome of the court case/is the father of the murdered Arthur. ✓ (1)

1.2.2 Kumalo assists in getting the young girl and Absalom married. ✓
He arranges accommodation for her at Mrs Lithebe's house. ✓
He takes her back with him to Ndotsheni in order to provide stability in her life. ✓
He takes care of her unborn child. ✓

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

1.2.3 C/God. ✓ (1)

1.2.4 The court officials are sympathetic ✓ as they realise the impact the verdict has on the accused/families/acquaintances. ✓ (2)

1.2.5 The young white man works for the reformatory. ✓ (1)

1.2.6 Kumalo's son, Absalom (who is originally from Ndotsheni) has murdered James Jarvis's son, yet James is still willing to help Kumalo restore Ndotsheni. ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

1.2.7 The young man is caring/humane/good-natured/ compassionate. ✓
He joins Msimangu in assisting Kumalo who is overcome by grief. ✓

OR

He is brave/principled. ✓ In a show of solidarity, he walks out of court with the blacks. ✓

OR

He is defiant. ✓ He defies apartheid laws by exiting the courtroom with the Blacks. ✓

NOTE: Accept any ONE of the above combinations or other relevant combinations. (2)

1.2.8 Accept a relevant text-based response which shows an understanding of the theme of suffering in the novel, **among others**:

- James Jarvis and his wife are devastated/suffer the pain of losing their son at the hands of a killer/murderer.
- Arthur's wife is widowed and his children are left to grow up without their father as a result of this senseless killing.
- Jarvis suffers when his wife dies.

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)

1.2.9 Open-ended.

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

Yes.

- John Kumalo learns about the miners' plight and makes people aware of their predicament.
- He becomes a successful carpenter/businessman.
- As a politician, he has some importance and influence whereas in Ndotsheni he is subject to the chief.

OR

No.

- John Kumalo becomes unscrupulous; he hires a lawyer even though he knows Matthew is guilty.
- His wife leaves him, and he resorts to living with a mistress.
- He denounces the church.

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

[35]

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 2.1.1 (a) B/a murderer
 (b) D/a footman
 (c) A/a politician
 (d) E/a scientist (4)
- 2.1.2 The back entrance to Jekyll's house ✓ when Mr Utterson finally meets (runs into) Mr Hyde. ✓ (2)
- 2.1.3 (a) enquiring/curious/impolite ✓ (1)
 (b) Mr Hyde is afraid that Mr Utterson/someone might uncover his true identity. ✓ (1)
- 2.1.4 (a) Simile ✓ (1)
 (b) Just as someone who is confused/baffled about a situation ✓ so is Mr Utterson as he cannot understand the relationship between Mr Hyde and Dr Jekyll. ✓ (2)
- 2.1.5 anger/nervous/defensive ✓
 Mr Hyde realises that Mr Utterson is lying to him. ✓

OR

He wants to get away from Mr Utterson. /He does not want to be asked/answer questions. ✓

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

- 2.1.6 Mr Hyde is pale. ✓
 He is dwarfish. ✓
 He gives the impression of having a deformity. ✓
 He has a displeasing smile. ✓
 He resembles a caveman/primitive/troglodyte. ✓

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

2.1.7 Open-ended.

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

Yes.

- Mr Utterson's insistence on protecting Dr Jekyll prevents him from learning the truth about Dr Jekyll and Mr Hyde.
- His principal desire is to avoid a scandal rather than the discovery of truth (the stick used to kill Sir Carew).
- He suspects Dr Jekyll is covering up a murder committed by Mr Hyde but prefers to protect the reputation of his friend rather than solve the case of Dr Jekyll and Mr Hyde.

OR

No.

- Dr Jekyll deceives Mr Utterson by lying to him about Mr Hyde.
- Mr Utterson cannot link the uncanny aspects of Hyde's appearance and behaviour to Dr Jekyll.
- Mr Utterson fails to believe that Dr Jekyll is capable of the strange deeds reported by Poole.

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

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

2.2 2.2.1 Under the guise of Mr Hyde ✓no one will suspect him (Dr Jekyll) of anything untoward/wrongdoing. ✓ (2)

2.2.2 (a) Mr Hyde tramples a little girl. ✓
He murders Sir Carew. ✓

NOTE: Accept any ONE of the above. (1)

(b) Mr Utterson learns about the trampling of the girl from Mr Enfield. ✓

OR

Mr Utterson is called to identify the body of Sir Danvers Carew and learns that Mr Hyde has killed him. ✓ (1)

2.2.3 B/the duality of human nature. (1)

2.2.4 Dr Jekyll is appreciative✓ as Mr Hyde provides him with an opportunity to indulge in his evil desires. ✓

OR

Dr Jekyll is boastful✓ because he is still in control and not Mr Hyde/he believes no-one will suspect him of being the notorious Mr Hyde.✓

NOTE: Accept any ONE of the above combinations. (2)

2.2.5 Dr Jekyll is self-assured.✓ He believes no one will discover his guise. ✓
He is egotistic/self-satisfying. ✓ He marvels at his achievement. ✓
He is dishonest. ✓ He deceives those who care for him. ✓

NOTE: Accept any ONE of the above combinations or other relevant combinations. (2)

2.2.6 Dr Jekyll believes that he is in control of Mr Hyde but in the end Mr Hyde controls Dr Jekyll. ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

2.2.7 The discussion of the theme of logic versus the illogic, should include the following points, **among others:**

- Dr Lanyon adheres strictly to logical, materialist science.
- He considers Dr Jekyll's approach as scientific balderdash and to be illogical.
- Jekyll delves into mystical investigation of the nature of man which defies all logic.

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)

2.2.8 Open-ended.

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

No.

- Dr Jekyll creates Hyde who embodies pure evil and he should take responsibility for Hyde's actions.
- He is aware of the deeds of Hyde but does not do anything to prevent them.
- Jekyll is mistaken to think that man is 'truly two' and should have realised that he cannot separate the two entities.

OR

Yes.

- Mr Hyde is a completely different person from Dr Jekyll and operates on his own.
- Dr Jekyll has no control over Mr Hyde's actions.
- Hyde commits all these deeds because he (unlike Dr Jekyll) has no sense of remorse.

NOTE: Do NOT award a mark for YES or NO.
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)
[35]

TOTAL SECTION A: 35

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 (a) E/the son of Banquo ✓
 (b) A/general in Duncan's army ✓
 (c) B/younger son of Duncan ✓
 (d) C/seeks help for Scotland ✓ (4)

- 3.1.2 The setting is at Forres/Duncan's castle/a room in Duncan's castle ✓ after the battle. ✓ (2)

- 3.1.3 Duncan is grateful/appreciative towards Macbeth. ✓ Macbeth's bravery has greatly helped to win the battle (for Scotland). ✓ (2)

- 3.1.4 Macbeth tells Duncan that his duty is to be loyal towards Duncan and keep him safe, but Macbeth betrays this loyalty and murders Duncan. ✓ ✓

NOTE: BOTH parts should be included to earn the marks. (2)

- 3.1.5 (a) Metaphor ✓ (1)

- (b) King Duncan is going to look after Macbeth's interests (plant the seeds) ✓ and make sure he achieves the greatness he deserves (full of growing). ✓ (2)

- 3.1.6 (a) appreciation/gratitude/thankfulness/humility ✓ (1)

- (b) Banquo is grateful because the king acknowledges his bravery in the battle. ✓ (1)

- 3.1.7 Open-ended.

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

Yes.

- Macbeth kills Duncan, king of Scotland.
- He kills his best friend, Banquo, to prevent Banquo's children from becoming king.
- He kills anybody who threatens his position.

OR

No.

- Macbeth's desire to become king is driven by the witches' predictions.
- Lady Macbeth plans King Duncan's murder and plays on his emotions of guilt.
- Macbeth's hopes of becoming king are shattered when Duncan announces that Malcolm will succeed him as king and this fuels his ambition to take the throne by force.

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

AND

3.2.1 Macbeth is troubled about the witches' prediction made to Banquo/Macduff ✓ (that his children will become kings)/ He warns Macbeth against the Thane of Fife/wants to know what the future holds for him. (1)

3.2.2 Macduff refuses to attend Macbeth's banquet. ✓
Macbeth sends a servant to summon him to his palace, yet Macduff refuses to come. ✓
The witches have warned Macbeth against Macduff. ✓

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

3.2.3 Macbeth should point to his ears. ✓
He should stretch his hand. ✓
He should point a finger at the witches. ✓

NOTE: Accept any TWO of the above or any other relevant responses. (2)

3.2.4 invincible/overly-confident/relieved ✓
Macbeth believes he will not be killed by anyone born of a woman. ✓ (2)

3.2.5 The vision refers to Malcolm (the new king of Scotland). ✓ (1)

3.2.6 A/Malcolm. ✓ (1)

- 3.2.7 Macbeth is fearless. ✓ He is not afraid of visiting the witches. ✓
 He is cruel. ✓ He intends to kill Macduff. ✓
 He is over-confident. ✓ He believes he will not be killed/beaten. ✓
 He is gullible/naive. ✓ He believes the witches' predictions without questioning them. ✓

NOTE: Accept any ONE of the above combinations. (2)

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

- Malcolm avenges his father's death by seeking help from the king of England to build up an army.
- Macduff avenges his family's death by seeking out Macbeth and killing him.
- Together Malcolm and Macduff bring an army to overthrow Macbeth's tyranny and restore the natural order in Scotland by crowning Malcolm as king.

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 aspects, **among others**:

Yes.

- Lady Macbeth sets the scene for Macbeth to kill Duncan.
- Because Macbeth kills Duncan, he has the courage to continue killing to secure his position.
- Lady Macbeth's guilt finally causes her own death.

OR

No.

- Macbeth ultimately chooses to kill the king.
- His ambition gets the better of him and he continues to kill other characters.
- The witches are largely responsible for predicting and influencing Macbeth.

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

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) B/Zolile High's gifted learner ✓
 (b) E/Camdeboo's debating team member ✓
 (c) D/inspector of Bantu Education ✓
 (d) C/teacher who supports non-violence ✓ (4)
- 4.1.2 The setting is at Camdeboo Girls' High ✓ when Mr M informs Isabel about the English literary quiz. ✓ (2)
- 4.1.3 Mr M apologises to Isabel for visiting her unexpectedly/without warning ✓ as he has been searching everywhere/all over/in many different places for her. ✓ (2)
- 4.1.4 (a) humorous/lively/amusing/playful/informal ✓ (1)
 (b) Isabel jokingly blames Thami for the intimate/relaxed way in which she addresses Mr M/for using his nickname. ✓ (1)
- 4.1.5 elated/impressed ✓
 Mr M is happy that Isabel has such a profound effect on his learners. ✓ (2)
- 4.1.6 Mr M has no biological children/The 'young family' refers to his learners. ✓ (1)
- 4.1.7 Isabel is vivacious/lively/ respectful. ✓ She puts Mr M at ease when he apologises. ✓

OR

She is friendly. ✓ The Zolile learners find her charming personality impressive and they want her to come again. ✓

NOTE: Accept any ONE of the above combinations. (2)

4.1.8 Open-ended.

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

Yes.

- Thami comes to realise that he lives in an unjust society where the Bantu Education he receives is inferior.
- He says that Mr M agrees with Western culture by teaching this particular curriculum.
- He realises that Bantu Education does not offer him the same opportunities as his white counterparts.

OR

No.

- Thami is a highly intelligent learner and could use this gift to rise above his situation.
- Mr M has an academic future planned for him but he rejects this.
- Mr M's way of teaching is not inferior as he teaches them to think critically.

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

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)

AND

4.2.1 B/uncertainty ✓ (1)

4.2.2 Thami is putting himself in danger by being in Isabel's company (because the comrades disapprove of interaction with whites). ✓ (1)

4.2.3 (a) Personification/Metaphor ✓ (1)

(b) Thami's withdrawal from the competition signals its end ✓ just as a person who is dead ceases to exist. ✓ (2)

4.2.4 (a) Isabel is angry/livid/frustrated/confused ✓ with Thami as she cannot understand why they can no longer be friends. ✓ (2)

(b) Thami is fighting for freedom yet he does not have any freedom when he is forced to end his friendship with Isabel (by the comrades). ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

4.2.5 Thami should bulge his hands. ✓
He should raise his eyebrows/frown. ✓
He should open his eyes widely. ✓

NOTE: Accept any TWO of the above or any other relevant responses. (2)

4.2.6 The discussion of the theme of living a meaningful life should include the following points, **among others**:

- Isabel wants to enhance her life by learning more about Thami and his people.
- Isabel promises Mr M at the Wapadsberg Pass that she will contribute towards change in South Africa.
- Mr M's own life/career as a teacher will have meaning if he succeeds in giving his learners the best possible education.

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)

4.2.7 Open-ended.

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

Yes.

- Mr M gives the names of the political action committee to the police.
- He gives the names of the boycotting learners to the Education Department.
- He refuses to join the comrades.

OR

No.

- Mr M gives the names of the boycotting learners in the hope that they will return to the classroom.
- He gives the names of the action committee because he feels they are responsible for the unrest.
- He believes in communication and negotiation and therefore does not support the comrades who resort to violence.

NOTE: Do NOT award a mark for YES or NO. 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)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 5.1 AND 5.2**

5.1 'NEXT DOOR' – Kurt Vonnegut

- 5.1.1 (a) C/a small, balding man ✓
 (b) E/a big, blonde woman ✓
 (c) A/a tall eight-year-old ✓
 (d) B/a big, motherly woman ✓ (4)

5.1.2 The setting is Mr and Mrs Leonard's house/Paul's home ✓ while they are out for the evening/when Paul overhears the argument. ✓ (2)

- 5.1.3 (a) Metaphor/Hyperbole ✓ (1)
 (b) Just as a tidal wave/tsunami destroys everything in its path, ✓ the loud music blocks out every sound. ✓

OR

The exaggeration of the loud music ✓ is likened to a tidal wave that wipes out everything in its path. ✓ (2)

- 5.1.4 (a) fear/terror/urgency ✓ (1)
 (b) The couple is arguing, and Paul is afraid they might kill each other. ✓

OR

Paul is afraid because, despite his hammering on the wall and pleas for them to stop, the row continues. ✓ (1)

5.1.5 The place is untidy because Mr Harger and his mistress had an argument and not because of Mrs Harger's absence. ✓✓

OR

Mrs Harger is of the opinion that her husband untidies the house, but it is, in fact, his mistress (Charlotte) who has done it. ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

- 5.1.6 Paul is sensitive. ✓ The argument between the couple next door traumatises him. ✓
He is determined/caring. ✓ He shouts at the couple as he wants them to stop the row. ✓
He is resourceful/innovative/smart. ✓ He wants to send a dedication to make them stop arguing. ✓

NOTE: Accept any ONE of the above combinations.

(2)

- 5.1.7 Open-ended.

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

Yes.

- Paul is subjected to the adult world of rows/quarrelling and fighting.
- He takes action to stop the argument by calling the local DJ with a message from Mr Harger to his wife for them to make up.
- Charlotte forces Paul to accept a bribe for his silence.

OR

No.

- Paul is not affected as he goes to bed after the incident.
- He looks at objects through his microscope which shows that he spends his time fruitfully.
- The situation that presents itself forces him to take decisive action.

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

(3)

AND

- 5.2 **'TRANSFORMING MOMENTS' – Gcina Mhlophe**

- 5.2.1 The speaker says she has unmanageable/dry hair. ✓
She has knock-knees. ✓
She has big feet. ✓

NOTE: Accept any TWO of the above.

(2)

- 5.2.2 The speaker's school is in the Eastern Cape. ✓ (1)
- 5.2.3 Father Fikeni ✓ (1)
- 5.2.4 surprised/shocked ✓
The speaker cannot believe that Father Fikeni has actually chosen to take her away for the weekend. ✓ (2)
- 5.2.5 (a) The speaker is secretive/smug/embarrassed ✓ as she does not tell the onlookers what the cause of her excitement is./She realises the other girls are watching her. ✓ (2)
- (b) C/compose herself ✓ (1)
- 5.2.6 The speaker comes from a low income family. ✓ Her sister pays for her education as they do not have much money to go on holiday. /Her sister stays far away (Johannesburg), therefore she cannot go away that often. ✓ (2)
- 5.2.7 The discussion of the theme of envy should include the following points, **among others**:
- The speaker is envious of the other girls as she does not have beautiful clothes like them.
 - She is envious of Mrs Fikeni as she wants to be as beautiful as her.
 - The other girls are envious of the speaker because the rugby star is interested in her and she is clever.
- 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)
- 5.2.8 Open-ended.
- Accept a relevant response which shows an understanding of the following aspects, **among others**:
- Yes.
- The speaker is intelligent and always strives to do her best at school.
 - Despite the negative remarks from the other girls, she is willing to assist them with their school work.
 - She is always well-behaved in church and assists with the arrangement of flowers at the church.

OR

No.

- The speaker has many positive qualities but remains critical of herself at the beginning of the story.
- She is not assertive enough as she does not confront the other girls when they gossip about her.
- She does not allow the other girls to take responsibility for themselves by helping them with their homework.

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

(3)
[35]

TOTAL SECTION C: 35

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTIONS 6.1 AND 6.2.

SECTION D: POETRY

6.1 'SPRING' – GERARD MANLEY HOPKINS

- 6.1.1 (a) Petrarchan ✓
(b) octave ✓
(c) sestet ✓
(d) rhetorical ✓ (4)
- 6.1.2 The colour of the thrush's eggs ✓ is compared to the colour of the sky. ✓ (2)
- 6.1.3 (a) Simile ✓ (1)
- (b) The singing of the bird ✓ (which is quick and intense) catches the attention just like the strike of lightning. ✓ (2)
- 6.1.4 anxiety/concern/fear ✓ The speaker urges the reader to enjoy the beauty of spring before it becomes blemished/spoilt (and children will lose their innocence). ✓ (2)
- 6.1.5 The discussion of the theme of appreciation should include the following points, **among others**:
- The speaker mentions many details of the season, spring, that impress him.
 - He pictures the fresh weeds growing lushly and praises the speckled colours of the thrush's eggs.
 - He shows delight at the impressive sound of the thrush's song in the woods and the playful lambs.
- 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)

6.1.6 Open-ended.

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

Yes.

- The speaker gives a number of images that are typical of the season of spring.
- He uses alliteration to describe the lush growth of weeds which adds to the beauty thereof.
- He uses the richly coloured blue sky to describe its brightness and beauty.

OR

No.

- The sestet does not describe spring as such; rather it focuses on the negative aspects of mankind and pleads for the preservation of the beauty of spring.
- There is a sense of anxiety when he makes reference to The Garden of Eden and associates it with sin.
- Reference is also made to children who will grow up and lose their innocence.

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

AND

6.2 'EVERYTHING HAS CHANGED (EXCEPT GRAVES)' – MZI MAHOLA

- 6.2.1 The setting is the speaker's previous school ✓ when he returns to visit his hometown. ✓ (2)
- 6.2.2 grateful/appreciative. ✓ His teachers spent much time educating him. ✓ (2)
- 6.2.3 (a) enquiring/questioning/anticipatory/angry/sad ✓ (1)
- (b) The speaker questions/is angry/sad about the extent of the dilapidation. ✓ (1)
- 6.2.4 The school is in ruins ✓ while the church has been restored. ✓ (2)

- 6.2.5 He feels ashamed. ✓ (1)
- 6.2.6 (a) Metaphor/Personification ✓ (1)
- (b) The silence of the cemetery ✓ is likened to a person who cannot speak (mute). ✓
- OR**
- The cemetery is in close proximity to the church and it appears that it is holding the church in its arms ✓ as a person would hold another affectionately and silently. ✓ (2)
- 6.2.7 The families of the deceased/dead clean and put flowers on the graves, ✓ unlike the graveyard that is unkempt. ✓ (2)
- 6.2.8 D/passed away in Lushington. ✓ (1)
- 6.2.9 Open-ended.

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

Yes.

- The speaker's former school has descended into a state of disrepair.
- He is shocked when he thinks about the important role the personnel of the school played in shaping him into the person he has become and realises that the opportunities that the school offered are non-existent.
- He does not feel at home because he hardly recognises anything that was familiar.

OR

No.

- The speaker goes back after many years and cannot expect everything to be the same.
- He has retained his childhood memories of Lushington and his school.
- It is inevitable that over time, changes will take place in Lushington.

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