



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2023

MARKS: 70

TIME: 2½ hours

This question paper consists of 28 pages.

INSTRUCTIONS AND INFORMATION

Read these instructions carefully before you begin to answer questions.

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

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)

SECTION B: Drama (35)

SECTION C: Short stories (35)

SECTION D: Poetry (35)

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

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

4. Use the checklist on page 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 'A chip of glass ruby'	18	21
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SECTION D: POETRY		
Answer the questions set on BOTH poems.		
6.1 'Poem'	17	25
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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, questions are 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 his wife are talking about the journey.]

– Twelve pounds, five shillings and seven pence.	
– I shall take, he said, I shall take eight pounds, and the shillings and pence.	
– Take it all, Stephen. There may be doctors, hospitals, other troubles. Take it all. And take the Post Office Book – there is ten pounds in it – you must take that also.	5
– I have been saving that for your stove, he said.	
– That cannot be helped, she said. And that other money, though we saved it for St Chad's, I had meant it for your new black clothes, and a new black hat, and new white collars.	10
– That cannot be helped either. Let me see, I shall go ...	
– Tomorrow, she said. From Carisbrooke.	
– I shall write to the Bishop now, and tell him I do not know how long I shall be gone.	
He rose heavily to his feet, and went and stood before her. I am sorry I hurt you, he said. I shall go and pray in the church.	15
He went out of the door, and she watched him through the little window, walking slowly to the door of the church. Then she sat down at his table and put her head on it, and was silent, with the patient suffering of black women, with the suffering of oxen, with the suffering of any that are mute.	20

[Book 1, Chapter 2]

- 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 numbers (1.1.1(a) to 1.1.1(d)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Richard Mpiring	A	young man who spent time in a reformatory
(b)	Arthur Jarvis	B	accomplice to the murder of Arthur Jarvis
(c)	Absalom Kumalo	C	servant knocked unconscious during an attempted robbery
(d)	Matthew Kumalo	D	young man who works at the reformatory
		E	well-known engineer in the city of Johannesburg

(4 x 1) (4)

- 1.1.2 Describe the setting of this extract. (2)
- 1.1.3 Why has the money been saved for St Chad's in lines 8–9 ('And that other ... for St Chad's')? (1)
- 1.1.4 Refer to line 11 ('Let me see, I shall go ...').
- (a) What tone would Stephen Kumalo use in this line? (1)
- (b) Why would Stephen Kumalo use this tone in this line? (1)
- 1.1.5 Refer to lines 18–20 ('Then she sat ... that are mute').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain the figure of speech as used in the extract. (2)
- 1.1.6 What does this extract reveal about Stephen Kumalo's character?
Substantiate your answer. (2)
- 1.1.7 Refer to the novel as a whole.
Absalom Kumalo can be pitied.
Discuss your view. (3)

AND

1.2 **EXTRACT B**

[Stephen Kumalo is on his way to the mountain.]

Now it was almost dark, and he was alone in the dusk; which was well, for one did not go publicly on a journey of this nature. But even as he started to climb the path that ran through the great stones, a man on a horse was there, and a voice said to him, It is you, umfundisi?

– It is I, umnumzana. 5

– Then we are well met, umfundisi. For here in my pocket I have a letter for the people of your church. He paused for a moment, and then he said, The flowers were of great beauty, umfundisi.

– I thank you, umnumzana.

– And the church, umfundisi. Do you desire a new church? 10

Kumalo could only smile and shake his head, there were no words in him. And though he shook his head as if it were No, Jarvis understood him.

– The plans will shortly come to you, and you must say if they are what you desire.

– I shall send them to the Bishop, umnumzana. 15

– You will know what to do. But I am anxious to do it quickly, for I shall be leaving this place.

Kumalo stood shocked at the frightening and desolating words. And although it was dark, Jarvis understood him, for he said swiftly, I shall be often here. You know I have a work in Ndotsheni. 20

[Book 3, Chapter 7]

1.2.1 Refer to lines 1–2 ('Now it was ... of this nature').

Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.1) in the ANSWER BOOK.

Stephen Kumalo goes up the mountain because he wants to pray for ...

A the mother of his son's child.

B his mother and wife at home.

C his son who is in Johannesburg.

D his relatives who are in Johannesburg. (1)

1.2.2 Explain why James Jarvis tells Stephen Kumalo that they 'are well met' (line 6). (2)

1.2.3 Refer to line 11 ('Kumalo could only ... words in him').

What does this line tell us about Kumalo's state of mind?

Substantiate your answer. (2)

- 1.2.4 Refer to lines 13–14 ('The plans will ... what you desire').
- (a) How else does James Jarvis help the people of Ndotsheni?
State TWO points. (2)
- (b) Explain the irony in James Jarvis's helping the people of Ndotsheni. (2)
- 1.2.5 Why does Stephen Kumalo consider James Jarvis's leaving Ndotsheni as, 'frightening and desolating' (line 18)? (2)
- 1.2.6 Why is the following statement FALSE?
The church in Ndotsheni needs to be rebuilt because it is too small. (1)
- 1.2.7 One of the themes in *Cry, the Beloved Country* is relationships that are broken.
Discuss this theme. (3)
- 1.2.8 Refer to the novel as a whole.
Arthur Jarvis is an admirable character.
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.

2.1 EXTRACT C

[Mr Utterson and Poole break into the cabinet.]

'... and it is the belief of my heart that was murder done.'	
'Poole,' replied the lawyer, 'if you say that, it will become my duty to make certain. Much as I desire to spare your master's feelings, much as I am puzzled by this note which seems to prove him to be still alive, I shall consider it my duty to break in that door.'	5
'Ah, Mr Utterson, that's talking!' cried the butler.	
'And now comes the second question,' resumed Utterson: 'Who is going to do it?'	
'Why, you and me, sir,' was the undaunted reply.	
'That is very well said,' returned the lawyer; 'and whatever comes of it, I shall make it my business to see you are no loser.'	10
'There is an axe in the theatre,' continued Poole; 'and you might take the kitchen poker for yourself.'	
The lawyer took that rude but weighty instrument into his hand, and balanced it. 'Do you know, Poole,' he said, looking up, 'that you and I are about to place ourselves in a position of some peril?'	15
'You may say so, sir, indeed,' returned the butler.	
'It is well, then, that we should be frank,' said the other. 'We both think more than we have said; let us make a clean breast. This masked figure that you saw, did you recognise it?'	20
	[The Last Night]

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

COLUMN A		COLUMN B	
(a)	Utterson	A	talkative and overbearing man
(b)	Hyde	B	respected Member of Parliament
(c)	Jekyll	C	reckless and wicked man
(d)	Carew	D	deceitful and charitable man
		E	trustworthy man of action

(4 x 1)

(4)

- 2.1.2 Refer to lines 2–5 ('Poole," replied the ... in that door" ').
- (a) Why is the following statement FALSE?
- The 'note' (line 4) has been addressed to Dr Jekyll's lawyer. (1)
- (b) What do these lines tell us about Mr Utterson's state of mind?
- Substantiate your answer. (2)
- 2.1.3 Refer to line 6 ('Ah, Mr Utterson ... cried the butler').
- (a) What tone would Poole use in this line? (1)
- (b) Why would Poole use this tone in this line? (1)
- 2.1.4 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (2.1.4) in
the ANSWER BOOK.
- When Mr Utterson says, 'I shall make ... are no loser'
(line 11), he means that he will ...
- A close the door.
B give him money.
C take the blame.
D repair the door. (1)
- 2.1.5 Explain why Poole is so sure that Dr Jekyll is not the 'masked
figure' (line 19). (2)
- 2.1.6 What does this extract reveal about Poole's character?
- Substantiate your answer. (2)
- 2.1.7 Refer to the novel as a whole.
- Dr Jekyll gets what he deserves.
- Discuss your view. (3)

AND

2.2 **EXTRACT D**

[Dr Lanyon receives a strange request from a friend.]

At midnight then, I have to ask you to be alone in your consulting-room, to admit with your own hand into the house a man who will present himself in my name, and to place in his hands the drawer that you will have brought with you from my cabinet. Then you will have played your part and earned my gratitude completely. Five minutes afterwards, if you insist upon an explanation, you will have understood that these arrangements are of capital importance; and that by the neglect of one of them, fantastic as they must appear, you might have charged your conscience with my death or the shipwreck of my reason.	5
'Confident as I am that you will not trifle with this appeal, my heart sinks and my hand trembles at the bare thought of such a possibility. Think of me at this hour, in a strange place, labouring under a blackness of distress that no fancy can exaggerate, and yet well aware that, if you will but punctually serve me, my troubles will roll away like a story that is told. Serve me, my dear Lanyon, and save	10 15
Your friend, 'HJ	
'P S – I had already sealed this up when a fresh terror struck upon my soul. It is possible that the post office may fail me ...	
[Dr Lanyon's Narrative]	

- 2.2.1 Describe the setting of this extract. (2)
- 2.2.2 Who will collect the drawer from Dr Lanyon? (1)
- 2.2.3 What is the content of 'the drawer' (line 3) to which Dr Jekyll refers?
State TWO items. (2)
- 2.2.4 Explain what Dr Jekyll means when he says he is, 'labouring under a blackness of distress' (line 12). (2)
- 2.2.5 Refer to lines 13–15 ('if you will ... Lanyon, and save').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain this figure of speech as used in this extract. (2)
- (c) Explain the irony in Dr Jekyll's words, 'Serve me, my ... Lanyon, and save' (lines 14–15). (2)

2.2.6 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is secrecy.

Discuss this theme. (3)

2.2.7 Refer to the novel as a whole.

Mr Utterson's concern for Dr Jekyll drives him to solve the mystery of Mr Hyde.

Discuss your view. (3)

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

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

Answer ALL the questions 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

[Banquo meets with Macbeth.]

MACBETH:	A friend.	
BANQUO:	What, sir, not yet at rest? The King's a-bed; He hath been in unusual pleasure, and Send forth great largess to your offices. This diamond he greets your wife withal,	5
MACBETH:	By the name of most kind hostess; and shut up In measureless content. Being unprepared, Our will became the servant to defect, Which else should free have wrought.	10
BANQUO:	All's well. I dreamt last night of the three Weird Sisters. To you they have showed some truth.	
MACBETH:	I think not of them; Yet, when we can entreat an hour to serve, We would spend it in some words upon that business, If you would grant the time.	15
BANQUO:	At your kind'st leisure.	
MACBETH:	If you shall cleave to my consent, when 'tis, It shall make honour for you.	20
BANQUO:	So I lose none In seeking to augment it, but still keep My bosom franchised and allegiance clear I shall be counselled.	
MACBETH:	Good repose the while!	25
BANQUO:	Thanks, sir; the like to you! <i>Exeunt Banquo and Fleance.</i>	
MACBETH:	(<i>to Servant</i>) Go bid thy mistress, when my drink is ready, She strike upon the bell. Get thee to bed. <i>Exit Servant.</i>	

Is this a dagger which I see before me,
The handle toward my hand? Come, let me clutch thee. 30
I have thee not, and yet I see thee still.
Art thou not, fatal vision, sensible
To feeling as to sight?

[Act 2 Scene 1]

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

COLUMN A		COLUMN B	
(a)	Banquo	A	rebel leader fighting against Scotland
(b)	Malcolm	B	general of the English forces
(c)	Macdonwald	C	general of the Scottish forces
(d)	Macbeth	D	becomes the Prince of Cumberland
		E	murders the king of Scotland

(4 x 1) (4)

- 3.1.2 Describe the setting of this extract. (2)
- 3.1.3 Why has King Duncan been in such, 'unusual pleasure' (line 3)? (1)
- 3.1.4 Explain the irony when Duncan refers to Lady Macbeth as, 'most kind hostess' (line 6). (2)
- 3.1.5 State how the prediction of the witches, 'To you they ... showed some truth' (line 13) comes true for Macbeth.
Give a reason for your answer. (2)
- 3.1.6 Why is the following statement FALSE?
Lady Macbeth rings the bell, 'She strike upon the bell' (line 28) to summon Macbeth to bed. (1)
- 3.1.7 What does this extract reveal about Banquo's character?
Substantiate your answer. (2)
- 3.1.8 In the play *Macbeth*, the character Macbeth is a victim of deception.
Discuss your view. (3)

AND

3.2 **EXTRACT F**

[A scene on the battlefield.]

SIWARD:	Then is he dead?	
ROSS:	Ay, and brought off the field. Your cause of sorrow Must not be measured by his worth, for then It hath no end.	
SIWARD:	Had he his hurts before?	5
ROSS:	Ay, on the front.	
SIWARD:	Why then, God's soldier be he! Had I as many sons as I have hairs, I would not wish them to a fairer death. And so his knell is knolled.	10
MALCOLM:	He's worth more sorrow, And that I'll spend for him.	
SIWARD:	He's worth no more. They say he parted well and paid his score, So God be with him! Here comes newer comfort.	15
	<i>Re-enter Macduff with Macbeth's head.</i>	
MACDUFF:	Hail, King! For so thou art. Behold, where stands The usurper's cursèd head. The time is free. I see thee compassed with thy kingdom's pearl, That speak my salutation in their minds, Whose voices I desire aloud with mine. Hail, King of Scotland!	20
ALL:	Hail, King of Scotland!	
	<i>Flourish</i>	
MALCOLM:	We shall not spend a large expense of time, Before we reckon with your several loves And make us even with you. My Thanes and kinsmen, Henceforth be Earls, the first that ever Scotland In such an honour named. What's more to do, Which would be planted newly with the time, As calling home our exiled friends abroad That fled the snares of watchful tyranny, Producing forth the cruel ministers Of this dead butcher ...	25 30
		[Act 5 Scene 9]

3.2.1 Refer to lines 2–4 ('Ay, and brought ... hath no end').

If you were the director of this play, what would you tell Ross to do when saying these lines?

State TWO actions.

(2)

- 3.2.2 Explain why Siward wants to know if Young Siward's wounds are on the front part of his body, 'Had he his hurts before' (line 5). (2)
- 3.2.3 Refer to lines 11–12 ('He's worth more ... spend for him').
- (a) What tone would Malcolm use in these lines? (1)
- (b) Why would Malcolm use this tone in these lines? (1)
- 3.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.2.4) in the ANSWER BOOK.
- '... thy kingdom's pearl' (line 19) refers to the ...
- A soldiers of Norway.
B nobility of Scotland.
C soldiers of Scotland.
D tyrant of Scotland. (1)
- 3.2.5 Refer to lines 17–22 ('Hail, King! For ... King of Scotland').
- What do these lines tell us about Macduff's state of mind?
- Substantiate your answer. (2)
- 3.2.6 Refer to line 34 ('Of this dead butcher ...').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain this figure of speech as used in this extract. (2)
- 3.2.7 One of the themes in *Macbeth* is true leadership.
- Discuss this theme. (3)
- 3.2.8 Refer to the drama as a whole.
- Lady Macbeth is an evil person.
- Discuss your view. (3)
- [35]**

QUESTION 4: MY CHILDREN! MY AFRICA!

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 4.1 AND QUESTION 4.2.

4.1 EXTRACT G

[Mr M calls Thami and Isabel to order.]

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

[Act 1, Scene 1]

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

COLUMN A		COLUMN B	
(a)	Thami Mbikwana	A	the voice of hope at the end of the play
(b)	Isabel Dyson	B	comes yearly to give the Standard Tens his usual pep-talk
(c)	Anela Myalatya	C	hopeless and drops out of school to go and work
(d)	Dawid Grobbelaar	D	has lost hope in the political and educational systems
		E	believes that communication and education will bring about positive change

(4 x 1) (4)

- 4.1.2 Describe the setting of this extract. (2)

- 4.1.3 Refer to line 7 ('Correction! That women ... intuitive than men ...').

What do these lines tell us about Isabel's state of mind?

Substantiate your answer. (2)

- 4.1.4 How does Mr M later use the dictionary, '*Opens and reads ... on the table*' (lines 14–15) to prove his point of view to Thami? (2)

- 4.1.5 Refer to lines 20–22 ('Enthusiasm for your ... but no harness').

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

(b) Explain the figure of speech as used in this extract. (2)

- 4.1.6 What does this extract reveal about Mr M's character?

Substantiate your answer. (2)

- 4.1.7 Refer to the play as a whole.

Isabel is an admirable character.

Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Thami and Isabel talk about Thami leaving.]

THAMI:	I'll never forgive myself for not trying harder with him and letting him know ... my true feelings for him. Right until the end I tried to deny it ... to him, to myself.	
ISABEL:	I'm sorry, I ...	
THAMI:	That's all right.	5
ISABEL:	Are the police really looking for you?	
THAMI:	Yes. Some of my friends have already been detained. They're pulling in anybody they can get their hands on.	
ISABEL:	Where are you going? Cape Town?	
THAMI:	No. That's the first place they'll look. I've written to my parents telling them about everything. I'm heading north.	10
ISABEL:	To where?	
THAMI:	Far Isabel. I am leaving the country.	
ISABEL:	Does that mean what I think it does?	
THAMI:	[<i>He nods</i>] I'm going to join the movement. I want to be a fighter. I've been thinking about it for a long time. Now I think it's the right thing to do. I don't want to end up being one of the mob that killed Mr M ... but that will happen to me if I stayed here.	15
ISABEL:	Oh, Thami.	
THAMI:	I know I'm doing the right thing. Believe me.	20
ISABEL:	I'll try.	
THAMI:	And you?	
ISABEL:	I don't know what to do with myself, Thami. All I know is that I'm frightened of losing him. He's only been dead four days and I think I'm already starting to forget what he looked like.	25

[Act 2, Scene 4]

- 4.2.1 Explain why Thami goes to see Mr M when they meet for the last time. (2)
- 4.2.2 Why are the police looking for Thami, 'Are the police ... looking for you' (line 6)? (1)
- 4.2.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.3) in the ANSWER BOOK.

The police will look for Thami in Cape Town, 'Where are you ... place they'll look' (lines 9–10) because his ... there.

- A aunt lives
 B parents live
 C uncle lives
 D cousin lives (1)

- 4.2.4 Refer to line 12 ('To where?').
If you were the director of this play, what would you tell Isabel to do when saying this line?
State TWO actions. (2)
- 4.2.5 Explain the irony in Mr M being killed, 'I don't want ... killed Mr M' (lines 17–18). (2)
- 4.2.6 Refer to line 20 ('I know ... thing. Believe me').
(a) What tone would Thami use in this line? (1)
(b) Why would Thami use this tone in this line? (1)
- 4.2.7 Why is the following statement FALSE?
Isabel goes to Cookhouse to pay her last respects to Mr M. (1)
- 4.2.8 One of the themes in *My Children! My Africa!* is sacrifice.
Discuss this theme. (3)
- 4.2.9 Refer to the drama as a whole.
Thami has valid reasons for joining the school boycott.
Discuss your view. (3)

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

SECTION C: SHORT STORIES

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

- 'A CHIP OF GLASS RUBY' by Nadine Gordimer
- 'THE DOLL'S HOUSE' by Katherine Mansfield

QUESTION 5

Read the 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 'A CHIP OF GLASS RUBY'**EXTRACT I**

[Mr Bamjee is awoken by the sound of voices.]

As they talked, Bamjee woke up in the sudden terror of having overslept. Then he became conscious of voices. He heaved himself out of bed in the dark and went to the window, which, like the front door, was covered with a heavy mesh of thick wire against intruders from the dingy lane it looked upon. Bewildered, he appeared in the dining-room, where the policemen were searching through a soapbox of papers beside the duplicating machine. 'Yusuf, it's for me', Mrs. Bamjee said. 5

At once, the snap of a trap, realization came. He stood there in an old shirt before the two policemen, and the woman was going off to prison because of the natives. 'There you are!' he shouted, standing away from her. 'That's what you've got for it. Didn't I tell you? Didn't I? That's the end of it now. That's the finish. That's what it's come to.' She listened with her head at the slightest tilt to one side, as if to ward off a blow, or in compassion. 10

Jimmy, Pahad's son, appeared at the door with a suitcase; two or three of the girls were behind him. 'Here, Ma, you take my green jersey.' 'I've found your clean blouse.' Bamjee had to keep moving out of their way as they helped their mother to make ready. 15

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

COLUMN A		COLUMN B	
(a)	Bamjee	A	fifteen-year-old boy
(b)	Khan	B	discriminatory Coloured teacher
(c)	Petersen	C	prominent Indian lawyer
(d)	Jimmy	D	young Coloured policeman
		E	fresh produce hawker

(4 x 1) (4)

- 5.1.2 Describe the setting of this extract. (2)

- 5.1.3 Other than the duplicating machine, what else do the policemen take, 'Bewildered, he appeared ... the duplicating machine' (lines 5–6)?

State TWO items. (2)

- 5.1.4 Refer to line 8 ('At once, the ... trap, realization came').

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

(b) Explain the figure of speech as used in this extract. (2)

- 5.1.5 Refer to lines 10–12 ('There you are ... it's come to').

What do these lines tell us about Mr Bamjee's state of mind?

Substantiate your answer. (2)

- 5.1.6 What do the following lines, 'Jimmy, Pahad's son ... your clean blouse' (lines 14–16) reveal about Jimmy's character?

Substantiate your answer. (2)

- 5.1.7 Refer to the short story as a whole.

Mrs Bamjee is irresponsible.

Discuss your view. (3)

AND

5.2 'THE DOLL'S HOUSE'

EXTRACT J

[The Kelveys are mocked.]

And sliding, gliding, dragging one foot, giggling behind her hand, Lena went over to the Kelveys.

Lil looked up from her dinner. She wrapped the rest quickly away. Our Else stopped chewing. What was coming now?

'Is it true you're going to be a servant when you grow up, Lil Kelvey?' 5
shrilled Lena.

Dead silence. But instead of answering, Lil only gave her silly, shamefaced smile. She didn't seem to mind the question at all. What a sell for Lena! The girls began to titter.

Lena couldn't stand that. She put her hands on her hips; she shot forward. 10
'Yah, yer father's in prison!' she hissed spitefully.

This was such a marvellous thing to have said that the little girls rushed away in a body, deeply, deeply excited, wild with joy. Someone found a long rope, and they began skipping. And never did they skip so high, run in and out so fast, or do such daring things as on that morning. 15

In the afternoon Pat called for the Burnell children with the buggy and they drove home. There were visitors. Isabel and Lottie, who liked visitors, went upstairs to change their pinafores. But Kezia thieved out at the back. Nobody was about; she began to swing on the big white gates of the courtyard. Presently, looking along the road, she saw two little dots. 20

- 5.2.1 Explain why Lil Kelvey puts her food away, 'She wrapped the rest quickly away' (line 3) when Lena approaches her. (2)
- 5.2.2 Refer to lines 5–6 ('Is it true ... Kelvey?' 'shrilled Lena').
- (a) What tone would Lena use in these lines? (1)
- (b) Why would Lena use this tone in these lines? (1)
- 5.2.3 Explain the irony in Lil's reaction, 'Dead silence. But ... question at all' (lines 7–8). (2)
- 5.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.2.4) in the ANSWER BOOK.
- Pat helps the Burnells by ...
- A painting their doll's house green and white.
B making them the most beautiful doll's house.
C carrying their doll's house into the courtyard.
D driving Mrs Burnell to town every morning. (1)

- 5.2.5 Why does Kezia 'thieve' out of the house, 'But Kezia thieved ... at the back' (line 18)? (1)
- 5.2.6 Explain how Kezia shows kindness to the Kelvey girls. (2)
- 5.2.7 Why is the following statement FALSE?
Lottie is the eldest of the Burnell children. (1)
- 5.2.8 One of the themes in 'The Doll's House' is cruelty.
Discuss this theme. (3)
- 5.2.9 Refer to the short story as a whole.
The Kelvey girls can be admired.
Discuss your view. (3)
- TOTAL SECTION C: 35**

SECTION D: POETRY

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

- 'Poem' by Barolong Seboni
- 'Still I rise' by Maya Angelou

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 that follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Poem – Barolong Seboni

1 We do not need
2 these jaggered words
3 that dig a trench between us
4 each time they are uttered

5 those epithets
6 sharp like spokes
7 that pierce the heart when spoken

8 there is no room in my cup
9 for these acidic words of sarcasm
10 that corrode my sensitivity

11 these cold and icy terms tossed
12 to deaden the heart
13 venomous words
14 from your serpentine tongue
15 that infect the feeling....

16 Let us speak, love
17 in gentler tones
18 timid as the lamb
19 is soft
20 woolly words
21 worn to stand strong against the
22 cold-bitterness of the world.

23 Better still
24 let us search in our speech
25 for words deep as the soul is still
26 that will spell our thoughts
27 in the silence of our smiles.

- 6.1.1 Read the poem as a whole and choose a meaning from COLUMN B that matches a word in COLUMN A. Write only the letter (A–E) next to the question numbers (6.1.1(a)–6.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) jagged (line 2)	A deadly poisonous
(b) epithets (line 5)	B sharp edges
(c) corrode (line 10)	C beautifully spoken
(d) venomous (line 13)	D insulting words
	E slowly destroying

(4 x 1) (4)

- 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.

Refer to lines 1–3 ('We do not ... trench between us').

'words that dig a trench' is an example of ...

- A simile.
 B assonance.
 C personification.
 D onomatopoeia. (1)

- 6.1.3 To what does the poet compare hurtful words in stanzas 2–3?

State TWO things. (2)

- 6.1.4 Is the word 'tossed' used literally or figuratively in line 11?

Substantiate your answer. (2)

- 6.1.5 Refer to line 14 ('from your serpentine tongue').

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

(b) Explain this figure of speech as used in this poem. (2)

- 6.1.6 Refer to stanza 5.

(a) What tone does the speaker use in this stanza? (1)

(b) Explain why the speaker uses this tone in this stanza. (1)

- 6.1.7 The speaker convinces the reader about the effects of words.

Discuss your view. (3)

AND

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

Still I rise – Maya Angelou

1 You may write me down in history
2 With your bitter, twisted lies,
3 You may tread me in the very dirt
4 But still, like dust, I'll rise.

5 Does my sassiness upset you?
6 Why are you beset with gloom?
7 'Cause I walk like I've got oil wells
8 Pumping in my living room.

9 Just like moons and like suns,
10 With the certainty of tides,
11 Just like hopes springing high,
12 Still I'll rise.

13 Did you want to see me broken?
14 Bowed head and lowered eyes?
15 Shoulders falling down like teardrops,
16 Weakened by my soulful cries?

17 Does my haughtiness offend you?
18 Don't you take it awful hard
19 'Cause I laugh like I've got gold mines
20 Diggin' in my own backyard.

21 You may shoot me with your words,
22 You may cut me with your eyes,
23 You may kill me with your hatefulness,
24 But still, like air, I'll rise.

25 Does my sexiness upset you?
26 Does it come as a surprise
27 That I dance like I've got diamonds
28 At the meeting of my thighs?

29 Out of the huts of history's shame
30 I rise
31 Up from a past that's rooted in pain
32 I rise
33 I'm a black ocean, leaping and wide,
34 Welling and swelling I bear in the tide.

35	Leaving behind nights of terror and fear
36	I rise
37	Into a daybreak that's wondrously clear
38	I rise
39	Bringing the gifts that my ancestors gave,
40	I am the dream and the hope of the slave.
41	I rise
42	I rise
43	I rise.

- 6.2.1 What does stanza 1 tell us about the speaker's state of mind?
Substantiate your answer. (2)
- 6.2.2 Refer to line 7 ('Cause I walk ... got oil wells').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain the figure of speech as used in this poem. (2)
- 6.2.3 Explain the irony in, 'Does my haughtiness ... my own backyard' (lines 17–20). (2)
- 6.2.4 Give the meaning of, 'You may shoot ... with your eyes' (lines 21–22) in the context of the poem. (2)
- 6.2.5 Using your OWN words describe, 'Leaving behind nights ... clear I rise' (lines 35–38). (2)
- 6.2.6 Why is the following statement FALSE?
The speaker addresses her ancestors in this poem. (1)
- 6.2.7 One of the themes in 'Still I Rise' is strength and endurance.
Discuss this theme. (3)
- 6.2.8 The speaker's confidence can be admired.
Discuss your view. (3)

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

2023

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 incorrect and the next one is correct, mark the first answer and **ignore** the rest.
- 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) C/servant knocked unconscious during an attempted robbery ✓
 (b) E/well-known engineer in the city of Johannesburg ✓
 (c) A/young man who spent time in a reformatory ✓
 (d) B/accomplice to the murder of Arthur Jarvis ✓ (4)
- 1.1.2 The setting is the house of Stephen Kumalo and his wife ✓ before he leaves for Johannesburg/after he receives a letter from Reverend Msimangu/when they are counting their savings. ✓ (2)
- 1.1.3 The money is intended to send their son, Absalom, to St Chad's. ✓ (1)
- 1.1.4 (a) Hesitant/uncertain ✓ (1)
 (b) Stephen is unsure as he does not really want to use their savings to go to Johannesburg. ✓ (1)
- 1.1.5 (a) Metaphor ✓ (1)
 (b) Mrs Kumalo silently bears her pain ✓ in the same way that oxen and mutes bear their pain silently. ✓ (2)
- 1.1.6 Stephen Kumalo is considerate/caring ✓ – he does not want to use all the money that has been saved for a stove. ✓

OR

Stephen Kumalo is sensitive ✓ – he apologises to his wife for hurting her. ✓

OR

Stephen Kumalo is devoted ✓ – he goes to the church to pray. ✓

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

1.1.7 Open-ended.

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

Yes.

- Absalom's unemployment forces him to join Johannes Pafuri and Matthew Kumalo to burgle Arthur's home.
- Absalom does not kill Arthur intentionally but out of fear.
- He is an accomplice but in the end he is the only one who pays the highest price for the crime committed.

OR

No.

- Absalom was raised with good values and should have been guided by that.
- He gets an opportunity to change his life at the reformatory but chooses to go back to a life of crime.
- He should have realised the consequences of carrying a loaded gun.

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 1.2.1 C/his son who is in Johannesburg. ✓ (1)

1.2.2 Jarvis wants to give Stephen a letter ✓ to share the good news that he is going to assist with the rebuilding of the church. ✓

OR

Jarvis wants to thank Stephen ✓ for their condolences and the flowers he has received. ✓ (2)

1.2.3 Stephen Kumalo is incredulous/stunned/happy/excited ✓ as he cannot believe the generosity of James Jarvis's offer to build a new church. ✓ (2)

1.2.4 (a) James Jarvis donates milk for the children at Ndotsheni. ✓
He sends an agricultural demonstrator to help with the building of a dam. ✓ (2)

- (b) James Jarvis has lived close to Ndotsheni his entire life without helping the people. It is only after his son, Arthur's death that he understands their plight. ✓✓

OR

James Jarvis helps the people of Ndotsheni even when his child was killed by one of them. ✓✓

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

- 1.2.5 Jarvis's leaving Ndotsheni will result in Stephen feeling a sense of loss/isolation/abandonment✓ because the death of their sons has forged a bond between them. ✓

OR

Stephen is afraid ✓ because if Jarvis leaves Ndotsheni, they (the people of Ndotsheni) will lose his help and contributions.✓ (2)

- 1.2.6 The church in Ndotsheni needs to be rebuilt because the roof is leaking.✓ (1)

- 1.2.7 The discussion of the theme of relationships that are broken should include the following points, **among others:**

- The relationship between Stephen and his brother, John, becomes strained/broken due to John's infidelity.
- The relationship between James Jarvis and his son, Arthur, is broken because James has not made an effort to understand his son's political views.
- Absalom remains indifferent by showing no real remorse and does not confide in his father.

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 Open-ended.

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

Yes.

- Arthur Jarvis was an advocate for justice for Black South Africans.
- He ran a boys' club for the Black youth with the aim of helping them stay out of crime/trouble.
- His manuscript which promotes social work on behalf of the Black people, influences his father to take a greater interest in his own community in Ndotsheni.

OR

No.

- Arthur Jarvis does not have a close relationship with his father and does not do anything to better it.
- Arthur Jarvis does not teach his son about the plight and hardship of the Black people of South Africa.
- He grows up in Ndotsheni and yet he does not do anything to alleviate the plight of the community.

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) E/trustworthy man of action ✓
 (b) C/reckless and wicked man ✓
 (c) D/deceitful and charitable man ✓
 (d) B/respected Member of Parliament ✓ (4)

- 2.1.2 (a) The note has been addressed to Messrs Maw/owners of the chemist/pharmacist. ✓ (1)
 (b) Mr Utterson is puzzled/conflicted/indecisive ✓ about the note because he is unsure if Dr Jekyll is still alive.

OR

He is decisive ✓ because he decides to break down the door, although he was reluctant at first. ✓ (2)

- 2.1.3 (a) Relief /excitement/satisfaction ✓ (1)
 (b) Poole will now find out if his concerns about his master are justified. ✓ (1)

- 2.1.4 C /take the blame. ✓ (1)

- 2.1.5 The voice he hears is not that of Dr Jekyll. ✓
 The figure he sees is dwarfish and not tall like Dr Jekyll. ✓
 The masked figure runs away when he sees Mr Poole. ✓

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

- 2.1.6 Poole is determined/resolute/fearless/loyal ✓ – he is not hesitant to break open the door/to help Dr Jekyll (as he believes Dr Jekyll is in trouble). ✓ (2)

- 2.1.7 Open-ended.

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

Yes.

- Dr Jekyll experiments with human nature to satisfy his own personal desires when he takes the potion.
- He enjoys being his evil alter ego when he turns into Mr Hyde so much that he continues doing it.
- He loses control of his experiment which is his own fault.

OR

No.

- As a scientist, it is normal to experiment with possibilities.
- He tries to prevent the 'bad Hyde' from becoming prominent/taking over his life.
- He has no idea/does not realise that Hyde would eventually destroy his life.

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

2.2.1 The setting is Dr Lanyon's home ✓ when he receives Dr Jekyll's letter. ✓ (2)

2.2.2 Mr Hyde ✓ (1)

2.2.3 Some powders. ✓
A phial. ✓
A paper book. ✓

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

2.2.4 Dr Jekyll is anxious/tormented ✓ as he realises that he is in severe danger of being discovered as Mr Hyde. ✓ (2)

2.2.5 (a) Simile ✓ (1)

(b) As a story unfolds it comes to a conclusion, ✓ similarly Dr Jekyll's troubles will end when he receives the content of the drawer. ✓ (2)

(c) Dr Jekyll asks Dr Lanyon to save him (Dr Jekyll), yet Dr Lanyon cannot save himself from death when he witnesses Dr Jekyll's transformation. ✓✓

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

2.2.6 The discussion of the theme of secrecy should include the following points, **among others**:

- Mr Utterson does not admit to Mr Enfield that he has knowledge of Mr Hyde.
- The content of Dr Lanyon's letter is kept secret from Mr Utterson until after Dr Jekyll's death.
- Mr Utterson does not reveal that it might be Dr Jekyll who killed Sir Carew when he recognises the cane.

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)

2.2.7 Open-ended

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

Yes.

- Mr Utterson learns about Mr Hyde, offering a cheque signed by Dr Jekyll, from his friend, Mr Enfield.
- He is afraid that Dr Jekyll is being blackmailed by Mr Hyde and thus tries to solve the mystery.
- He withholds information regarding Sir Carew's murder because he does not want to implicate Dr Jekyll at this stage.

OR

No.

- Mr Utterson's curious nature fuelled his investigation.
- As Dr Jekyll's lawyer, Mr Utterson is legally obligated to protect his client's interests.
- Mr Utterson, a friend of Dr Jekyll, fears that his (Mr Utterson's) reputation might be tarnished if Dr Jekyll is implicated in socially unacceptable behaviour.

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**QUESTION 3: MACBETH**

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

- 3.1 3.1.1 (a) C/general of the Scottish forces ✓
(b) D/becomes the Prince of Cumberland ✓
(c) A/rebel leader fighting against Scotland ✓
(d) E/murders the king of Scotland ✓ (4)
- 3.1.2 At Macbeth's castle/Inverness✓ the night Duncan is murdered/after the battle. ✓ (2)
- 3.1.3 Scotland has won the battle.✓ (1)
- 3.1.4 Duncan perceives Lady Macbeth as a good hostess, but she is in fact evil as she has already planned his murder. ✓✓
- NOTE:** BOTH parts must be included to earn the marks. (2)
- 3.1.5 The Thane of Cawdor is executed (for treason) ✓ and his title given to Macbeth.✓ (2)
- 3.1.6 It is to signal Macbeth to kill Duncan. ✓ (1)
- 3.1.7 Banquo is noble/honourable/loyal ✓ – he is willing to listen to Macbeth on condition that nothing taints Banquo's honour. ✓ (2)
- 3.1.8 Open-ended.

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

Yes.

- The witches deliberately deceive Macbeth about becoming king.
- The witches' prophecy about Macduff backfires when Macduff reveals that he (Macduff) is born by Caesarean section.
- Lady Macbeth deceives Macbeth to kill Duncan as she wants to become queen.

OR

No.

- Macbeth's gullibility causes him to believe the witches.
- It is Macbeth's actions that cause Macduff to kill him.
- Macbeth plans to kill Banquo's descendants because of the witches' prophecy.

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 3.2.1 Ross should shake his head. ✓
He should point his finger at Siward. ✓
He should put his hand on Siward's shoulder. ✓
- NOTE:** Accept any TWO of the above or any other relevant actions. (2)
- 3.2.2 Siward wants to know whether young Siward has died an honourable death. ✓ If the wounds are in front it would mean he had faced the enemy/if in the back it means he had run away. ✓ (2)
- 3.2.3 (a) Proud/pleased/grateful ✓ (1)
- (b) He is proud that young Siward has fought bravely (as he would expect his soldiers to do). ✓ (1)
- 3.2.4 B/nobility of Scotland. ✓ (1)
- 3.2.5 Macduff is jubilant/ecstatic ✓ for he has avenged his family's murder/killed the tyrant (Macbeth). ✓ (2)
- 3.2.6 (a) Metaphor ✓ (1)
- (b) Macbeth is killed in an inhumane manner ✓ in the same way he has slaughtered/killed many innocent people. ✓ (2)
- 3.2.7 The discussion of the theme of true leadership should include the following points, **among others**:
- Duncan acknowledges his men for their bravery, for example when he gives Macbeth a new title after killing the Thane of Cawdor.
 - Malcolm is strategic and commands his soldiers to hold branches in front of them to conceal their numbers.
 - Malcolm shows compassion towards Siward after the death of Young Siward.
- 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)

3.2.8 Open-ended.

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

Yes.

- Lady Macbeth is determined that Macbeth will be king. She even asks the spirits of darkness to fill her with cruelty.
- When she receives news that Duncan will visit them, she immediately plans his murder.
- She taunts Macbeth until he succumbs and agrees to kill Duncan.

OR

No.

- Lady Macbeth knows Macbeth's desire to become king and wants to help him achieve that ambition.
- At the banquet she protects Macbeth and tells the guests that he is having a fit and they should leave.
- She is unaware of the cruel deeds of Macbeth.

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)
[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

- 4.1.1 (a) D/has lost hope in the political and educational systems ✓
 (b) A/the voice of hope at the end of the play ✓
 (c) E/believes that communication and education will bring about positive change ✓
 (d) B/comes yearly to give the Standard Tens his usual pep-talk ✓ (4)
- 4.1.2 The setting is at Zolile High/Mr M's classroom/Number One Classroom ✓ during the inter-schools debate. ✓ (2)
- 4.1.3 Isabel is emphatic/unwavering/decisive/firm ✓ as she firmly contends that women and men are equal/that women follow their instincts. ✓

OR

Isabel is furious/angry ✓ as she is being misunderstood by Thami. ✓

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

- 4.1.4 Mr M shows Thami that a dictionary is more powerful than a stone (violence) ✓ as the words can enter people's heads and bring about change. ✓ (2)
- 4.1.5 (a) Simile ✓ (1)
- (b) Undisciplined behaviour during the debate serves no purpose ✓ in the same way a donkey without a harness cannot pull a cart. ✓ (2)
- 4.1.6 Mr M is orderly ✓ – he expects Thami and Isabel to do things by the book. ✓

OR

He is sensible ✓ – he realises that their undisciplined behaviour will cause chaos. ✓

OR

He is a disciplinarian ✓ – he stops the argument between Thami and Isabel/he calls them to order. ✓

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

4.1.7 Open-ended:

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

Yes.

- Isabel breaks tradition when she goes to Zolile High for a debate.
- She challenges her parents' views regarding Black people.
- She is brave to go into the township after Mr M's death.

OR

No.

- Isabel does not understand why Thami wants to join the boycott instead of participating in the quiz.
- She goes against her parents' wishes to meet Thami during the boycott.
- She cannot identify with Thami's social circumstances as she comes from a privileged background.

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

4.2.1 Thami wants to warn Mr M about the approaching mob. ✓
They know he gave their names to the police./He wants to convince Mr M to join the boycott. ✓ (2)

4.2.2 Thami is part of the Comrades who are responsible for strikes and boycotts in the township)./He is present when Mr M is killed. ✓ (1)

4.2.3 B/his parents live there. ✓ (1)

4.2.4 Isabel should have her hands outstretched/raised. ✓
She should shrug her shoulders. ✓
She should raise her eyebrows. ✓

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

4.2.5 Mr M thinks he is doing the children a favour by giving their names to the Department of Education. He thinks it will bring them back to class, to teach them, but it causes his death. ✓✓

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

4.2.6 (a) Confident/resolute/assertive/assurance ✓ (1)

(b) He has made up his mind to join the Movement./He assures Isabel that he has made the right decision to join the Movement. ✓ (1)

4.2.7 She goes to the Wapadsberg Pass. ✓ (1)

4.2.8 The discussion of the theme of sacrifice should include the following points, **among others**:

- Isabel sacrifices her time by practising for the literary quiz.
- Mr M sacrifices his life when he refuses to join the boycott.
- Thami sacrifices his education by leaving school and joining the movement.

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)

4.2.9 Open-ended:

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

Yes.

- Thami is dissatisfied with the inferior Bantu Education they receive.
- He believes they have negotiated long enough but the situation remains the same.
- He believes that they do not get equal opportunities to further their studies.

OR

No.

- Thami compromises his chances to further his studies.
- Education and not boycotts will improve his situation.
- He sacrifices his friendship with Isabel.

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

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TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

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

'A CHIP OF GLASS RUBY' – NADINE GORDIMER

- 5.1 5.1.1 (a) E/fresh produce hawker ✓
(b) C/prominent Indian lawyer ✓
(c) B/discriminatory coloured teacher ✓
(d) A/fifteen-year old boy ✓ (4)
- 5.1.2 It is the Bamjee house ✓ when Mrs Bamjee is arrested. ✓ (2)
- 5.1.3 A tome/book written by Nehru ✓
Pamphlets ✓
Conference reports ✓
A stack of old newspapers ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.4 (a) Metaphor/Assonance/Alliteration/Onomatopoeia ✓ (1)
- (b) In the same way a trap slams shut in an instant, ✓ Mr Bamjee immediately realises that his wife is being arrested/what is happening. ✓

OR

The short 'a' sounds ✓ emphasise Mr Bamjee's quick realisation of what is happening. ✓

OR

The quick succession of the 'p' sounds associated with a trap ✓ shows Mr Bamjee's instant realisation of what is happening. ✓

OR

The quick 'snap' sound made by the trap ✓ emphasises Mr Bamjee's immediate realisation of what is happening. ✓

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

5.1.5 Mr Bamjee is agitated/frustrated/furious/upset ✓ because he has warned Mrs Bamjee against being involved in political activities./He realises the consequences of his wife's actions.✓ (2)

5.1.6 Jimmy is caring/considerate/mature ✓ – he makes sure his mother has what she needs when the police arrest her.✓ (2)

5.1.7 Open-ended

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

No.

- Mrs Bamjee is socially responsible/selfless as she fights for the rights of not only Indian but also Black people.
- She still takes care of her family despite her political activities.
- She remains responsible even while in prison because she tells Girlie to visit Mr Bamjee on his birthday.

OR

Yes.

- Mrs Bamjee puts her political involvement before her family without considering the consequences.
- She continues with her political activities despite her husband's warnings.
- She compromises her health by going on a hunger strike while in prison.

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

'THE DOLL'S HOUSE' – KATHERINE MANSFIELD

- 5.2 5.2.1 Lil is ashamed of their jam sandwiches ✓ because the other girls have mutton sandwiches/she does not want to be teased about it. ✓ (2)
- 5.2.2 (a) Condescending/patronising/insulting/mocking. ✓ (1)
- (b) She tries to humiliate/make fun of the Kelvey girls. ✓ (1)
- 5.2.3 Lena does not get the reaction she expects, instead Lil merely smiles. ✓✓
- NOTE:** BOTH parts must be included to earn the marks. (2)
- 5.2.4 C/carrying their doll's house into the courtyard. ✓ (1)
- 5.2.5 The Burnells are having visitors and Kezia does not like visitors. ✓ (1)
- 5.2.6 Kezia talks to the two Kelvey girls/invites them into their yard. ✓
She shows them the doll's house. ✓ (2)
- 5.2.7 Lottie is the middle child/Isabel is the eldest. ✓ (1)
- 5.2.8 The discussion of the theme of cruelty should include the following points, **among others**:
- The Kelveys are treated with disrespect because they are poor.
 - The Kelvey girls are socially excluded.
 - The teacher treats the Kelveys differently to the other learners at school.
- 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)
- 5.2.9 Open-ended
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- Despite the treatment Lil Kelvey receives from the teacher, she still makes an effort to win the teacher's favour by bringing her flowers.
 - They remain unaffected and humble in spite of being treated with contempt.
 - They seem to be content with what their mother provides for them.

OR

No.

- Lil is not assertive enough whenever they are bullied.
- The Kelvey girls allow the other girls to ridicule them because of the clothes they wear.
- They know that they are not accepted by the other girls yet they always follow them and open themselves to humiliation.

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

SECTION D: POETRY**'POEM' – BAROLONG SEBONI**

- 6.1 6.1.1 (a) B/sharp edges ✓
(b) D/insulting words ✓
(c) E/slowly destroying ✓
(d) A/deadly poisonous ✓ (4)
- 6.1.2 C/personification. ✓ (1)
- 6.1.3 The poet compares hurtful words to sharp spokes (of a wheel) ✓ and acid. ✓ (2)
- 6.1.4 It is used figuratively ✓ as words are not thrown but spoken/the speaker utters words carelessly/randomly (like you would throw something without aiming). ✓ (2)
- 6.1.5 (a) Metaphor ✓ (1)
- (b) The effect of the hurtful or abusive words ✓ is compared to the damaging effect of a poisonous snake's bite which is just as harmful and deadly. ✓ (2)
- 6.1.6 (a) Gentle/kind/uplifting/reassuring ✓ (1)
- (b) The speaker believes that positive words act as a buffer against the cruelty of the world. ✓ (1)
- 6.1.7 Open-ended

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

Yes.

- The speaker uses imagery like 'trenches' to show how hurtful words can cause division among people.
- He uses strong adjectives like 'acidic' to illustrate how sarcasm can cause insensitivity.
- He shows that words spoken in kindness ('gentle words') can provide comfort.

OR

No.

- The figures of speech used are not easily understood by everyone and therefore might not be convincing.
- Words can only affect one if one allows it, as the speaker says there is no room in his cup for hurtful words.
- It is part of human nature that people will still use words to hurt/offend others.

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

'STILL I RISE' – MAYA ANGELOU

- 6.2.1 The speaker is assertive/proud. ✓ No matter how hard people try/the government tries to break her spirit, she will not be defeated. ✓ (2)
- 6.2.2 (a) Simile ✓ (1)
- (b) The speaker walks as if she has the world's wealth in her pockets. ✓ It emphasises her strength and defiance. ✓ (2)
- 6.2.3 Her oppressors expect her to be defeated and broken, yet she refuses to be downtrodden and is self-assured/self-confident/proud of whom she is. ✓✓
- NOTE:** BOTH parts must be included to earn the marks (2)
- 6.2.4 Her oppressors can insult her/use harsh words ✓ and they can stare at her in a cruel manner. ✓ (2)
- 6.2.5 The speaker moves forward and leaves her pain and sorrow behind. ✓
She sees a bright/better future ahead. ✓ (2)
- 6.2.6 The speaker addresses her oppressors. ✓ (1)

6.2.7 Accept any relevant response which shows an understanding of the theme of strength and endurance, **among others**:

- The speaker has shown strength and resilience to overcome her past (history filled with lies).
- The repetition of the phrase, 'Still I rise' is a reflection that no matter what comes her way; she will stand up and try again.
- Throughout the poem the speaker shows that she will not give up despite prejudice.

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)

6.2.8 Open-ended

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

Yes.

- The speaker boldly addresses her oppressors ('you').
- She flaunts her positive attributes unapologetically.
- She will not be deterred by their humiliating words and their hatred.

OR

No.

- The speaker is arrogant when she refers to her 'sassiness' (bold and feisty).
- Her pride ('haughtiness') is a characteristic that cannot be admired.
- The images of 'oil wells' and 'diamonds' evoke a sense of snobbishness and bragging.

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