



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2017

MARKS: 70

TIME: 2 hours

This question paper consists of 24 pages.

INSTRUCTIONS AND INFORMATION

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

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

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)

SECTION B: Drama (35)

SECTION C: Short stories (35)

SECTION D: Poetry (35)

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

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

Use the checklist on page 4 to assist you.

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

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Answer ANY ONE question.		
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SECTION B: DRAMA		
Answer ANY ONE question.		
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SECTION C: SHORT STORIES		
Answer the questions set on BOTH extracts.		
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SECTION D: POETRY		
Answer the questions set on BOTH poems.		
6.1 'Spring'	18	22
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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 asks his wife for the money.]

– How can I use it? he said. This money was to send Absalom to St. Chad's.	
– Absalom will never go now to St. Chad's.	
– How can you say that? he said sharply. How can you say such a thing?	
– He is in Johannesburg, she said wearily. When people go to Johannesburg, they do not come back.	5
– You have said it, he said. It is said now. This money which was saved for that purpose will never be used for it. You have opened a door, and because you have opened it, we must go through. And *Tixo alone knows where we shall go.	10
– It was not I who opened it, she said, hurt by his accusation. It has a long time been open, but you would not see.	
– We had a son, he said harshly. Zulus have many children, but we had only one son. He went to Johannesburg, and as you said – when people go to Johannesburg, they do not come back. They do not even write any more. They do not go to St. Chad's, to learn that knowledge without which no black man can live. They go to Johannesburg, and there they are lost, and no one hears of them at all. And this money ...	15
But she had no words for it, so he said, It is here in my hand.	

[Book 1, Chapter 2]

Glossary:

*Tixo – God

- 1.1.1 Describe the differences between the landscapes where Stephen Kumalo and James Jarvis live (TWO differences for EACH character's landscape). (4)
- 1.1.2 Refer to lines 1–4 ('How can I ... such a thing?').
- (a) Why did the Kumalos want to send Absalom to St. Chad's? (1)
- (b) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.1.2(b)) in the ANSWER BOOK.
- Absalom goes to Johannesburg to ...
- A further his studies.
B become a priest.
C look for Gertrude.
D visit his uncle. (1)
- 1.1.3 Refer to lines 5–6 ('He is in ... not come back').
- (a) Identify the tone that Mrs Kumalo uses in these lines. (1)
- (b) Why is Mrs Kumalo's tone appropriate in these lines? (1)
- 1.1.4 Refer to lines 8–10 ('You have opened ... we shall go').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain what Stephen Kumalo means in these lines. (2)
- (c) What do lines 9–10 ('And *Tixo* alone ... we shall go') suggest about Stephen Kumalo's beliefs? (2)
- 1.1.5 Stephen and John Kumalo are brothers; however, they are very different in character.
- State ONE difference between the characters of Stephen and John Kumalo. (2)
- 1.1.6 Absalom's background contributes to his actions when he is in Johannesburg. Do you agree? Discuss your view. (3)

AND

1.2 **EXTRACT B**

[Stephen Kumalo and James Jarvis speak for the first time.]

– Then, said the old man, this thing that is the heaviest thing of all my years, is the heaviest thing of all your years also.	
Jarvis looked at him, at first bewildered, but then something came to him. You can mean only one thing, he said, you can mean only one thing. But I still do not understand.	5
– It was my son that killed your son, said the old man.	
So they were silent. Jarvis left him and walked out into the trees of the garden. He stood at the wall and looked out over the veld, out of the great white dumps of the mines, like hills under the sun. When he turned to come back, he saw that the old man had risen, his hat in one hand, his stick in the other, his head bowed, his eyes on the ground. He went back to him.	10
– I have heard you, he said. I understand what I did not understand. There is no anger in me.	
– Umnumzana.	
– The mistress of the house is back, the daughter of uSmith. Do you wish to see her? Are you recovered?	15
– It was that I came to do, umnumzana.	
– I understand. And you were shocked when you saw me. You had not thought that I would be here. How did you know me?	

[Book 2, Chapter 8]

- 1.2.1 Why does Stephen Kumalo go to the house of Smith's daughter? (1)
- 1.2.2 Explain why the following statement is FALSE:
While in Johannesburg, James Jarvis stayed with Smith's daughter. (1)
- 1.2.3 What does Stephen Kumalo mean by 'the heaviest thing ... your years also' (lines 1–2)? (2)
- 1.2.4 Discuss what this extract reveals about James Jarvis' character? (2)
- 1.2.5 Give TWO examples of how James Jarvis assists the community of Ndotsheni after the death of his son. (2)
- 1.2.6 Refer to line 19 ('How did you know me?').
How does Stephen Kumalo know James Jarvis? (1)
- 1.2.7 Explain what eventually happens to Absalom after the judge's verdict is given. (2)
- 1.2.8 Migration is one of the themes of this novel. Discuss the impact of migration on the Kumalo family. (3)
- 1.2.9 Discuss the suitability of the title of the novel, *Cry, the Beloved Country*. (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 Enfield and Mr Utterson are having a conversation.]

'H'm,' said Mr Utterson. 'What sort of a man is he to see?'	
'He is not easy to describe. There is something wrong with his appearance; something displeasing, something downright detestable. I never saw a man I so disliked, and yet I scarce know why. He must be deformed somewhere; he gives a strong feeling of deformity, although I couldn't specify the point. He's an extraordinary-looking man, and yet I really can name nothing out of the way. No, sir; I can make no hand of it; I can't describe him. And it's not want of memory; for I declare I can see him this moment.'	5
Mr Utterson again walked some way in silence and obviously under a weight of consideration. 'You are sure he used a key?' he inquired at last.	10
'My dear sir –' began Enfield, surprised out of himself.	
'Yes, I know,' said Utterson; 'I know it must seem strange. The fact is, if I do not ask you the name of the other party it is because I know it already. You see, Richard, your tale has gone home. If you have been inexact in any point, you had better correct it.'	15
'I think you might have warned me,' returned the other with a touch of sullenness. 'But I have been pedantically exact, as you call it.'	
[Story of the Door]	

- 2.1.1 Describe the differences between the houses of Dr Jekyll and Mr Hyde (TWO differences for EACH character's house). (4)
- 2.1.2 Mr Enfield is upset about the actions of the 'man' (line 1).
What has the man done? (1)
- 2.1.3 Refer to lines 2–6 ('He is not ... an extraordinary-looking man').
- (a) Identify Mr Enfield's tone in these lines. (1)
- (b) What does this tone suggest about Mr Enfield's feelings? (1)

- 2.2.4 Refer to lines 13–15 ('The creature who ... murderer of Carew').
- (a) Give TWO reasons for Dr Lanyon's reference to Hyde as 'the creature'. (2)
 - (b) What did Carew do for a living? (1)
 - (c) Why does Hyde murder Carew? (1)
- 2.2.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.2.5) in the ANSWER BOOK.
- The beneficiary nominated in Dr Jekyll's will is ...
- A Mr Poole.
 - B Mr Hyde.
 - C Dr Lanyon.
 - D Mr Enfield. (1)
- 2.2.6 Consider the novel as a whole.
- Describe TWO ways in which Mr Utterson shows his loyalty towards Dr Jekyll. (2)
- 2.2.7 One of the themes in the novel is scientific experimentation.
- Discuss this theme. (3)
- 2.2.8 With reference to the entire novel, do you think that Dr Jekyll preferred being himself or Mr Hyde? 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

[The Sergeant gives Duncan a report.]

SERGEANT:	Doubtful it stood; As two spent swimmers, that do cling together And choke their art. The merciless Macdonwald – Worthy to be a rebel, for to that The multiplying villainies of nature	5
	Do swarm upon him – from the Western Isles Of kerns and gallowglasses is supplied; And Fortune, on his damned quarrel smiling, Showed like a rebel's whore. But all's too weak; For brave Macbeth – well he deserves that name –	10
	Disdaining Fortune, with his brandished steel, Which smoked with bloody execution, Like valour's minion carved out his passage, Till he faced the slave; Which ne'er shook hands, nor bade farewell to him,	15
DUNCAN:	O valiant cousin! Worthy gentleman!	
SERGEANT:	As whence the sun 'gins his reflection Shipwrecking storms and direful thunders break, So, from that spring whence comfort seemed to come, Discomfort swells. Mark, King of Scotland, mark: No sooner justice had, with valour armed, Compelled these skipping kerns to trust their heels, But the Norwegian lord, surveying vantage,	20
	With furbished arms and new supplies of men, Began a fresh assault.	25
DUNCAN:	Dismayed not this Our captains, Macbeth and Banquo?	
SERGEANT:	Yes.	30
	As sparrows eagles, or the hare the lion.	

[Act 1, Scene 2]

- 3.1.1 If you had to introduce the characters to the audience BEFORE the play is performed, how would you introduce Macbeth and Lady Macbeth? (4)
- 3.1.2 With which country is Scotland at war? (1)
- 3.1.3 Refer to lines 2–3 ('As two spent ... choke their art').
- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.3(a)) in the ANSWER BOOK.
- The figure of speech used in this line is ...
- A personification.
B simile.
C metaphor.
D alliteration. (1)
- (b) Explain how this figure of speech emphasises what the Sergeant is saying to Duncan. (2)
- 3.1.4 What is meant by, 'unseamed him' (line 16)? (1)
- 3.1.5 Refer to line 18 ('O valiant cousin!').
- (a) To whom does 'valiant cousin' refer? (1)
- (b) Identify the tone in this line. (1)
- (c) Explain the irony in the words 'O valiant cousin' in relation to what happens later in the play. (2)
- 3.1.6 What does this extract reveal about Macdonwald? (2)
- 3.1.7 Discuss the suitability of the title of the drama, *Macbeth*. (3)

AND

3.2 **EXTRACT F**

[Macbeth has a conversation with Lady Macbeth.]

LADY M:	What do you mean?	
MACBETH:	Still it cried 'Sleep no more!' to all the house. 'Glamis hath murdered sleep, and therefore Cawdor Shall sleep no more, Macbeth shall sleep no more!'	
LADY M:	Who was it that thus cried? Why, worthy Thane, You do unbend your noble strength, to think So brainsickly of things. Go get some water, And wash this filthy witness from your hand. Why did you bring these daggers from the place? They must lie there! Go carry them, and smear The sleepy grooms with blood.	5 10
MACBETH:	I'll go no more. I am afraid to think what I have done; Look on't again I dare not.	
LADY M:	Infirm of purpose! Give me the daggers; the sleeping and the dead Are but as pictures. 'Tis the eye of childhood That fears a painted devil. If he do bleed, I'll gild the faces of the grooms withal, For it must seem their guilt. <i>Exit. Knocking within.</i>	15 20
MACBETH:	Whence is that knocking? How is't with me, when every noise appals me? What hands are here? Ha! They pluck out mine eyes! Will all great Neptune's ocean wash this blood Clean from my hand? No, this my hand will rather The multitudinous seas incarnadine, Making the green one red.	25

[Act 2, Scene 2]

- 3.2.1 To whom do Glamis and Cawdor refer in lines 3–4 ('Glamis hath murdered ... sleep no more!')? (1)
- 3.2.2 (a) Why does Macbeth murder Duncan? Give TWO reasons. (2)
- (b) Explain why the following statement is FALSE: (1)
- Duncan is murdered in his own castle.
- 3.2.3 Refer to lines 5–11 ('Who was it ... grooms with blood').
- (a) Quote TWO CONSECUTIVE WORDS that indicate that Macbeth has returned with blood on his hands. (1)
- (b) Discuss Lady Macbeth's mood in these lines. (2)

- 3.2.4 In lines 15–16 Lady Macbeth says, 'Infirm of purpose! Give me the daggers'.

If you were the director of this play, which TWO things would you tell Lady Macbeth to do while saying these lines? (2)
- 3.2.5 Explain how the theme of appearance versus reality is illustrated in this extract. (3)
- 3.2.6 Explain the difference between Macbeth's and Lady Macbeth's states of mind in this extract. (2)
- 3.2.7 Consider the play as a whole.

Discuss whether you sympathise with what eventually happens to Lady Macbeth. (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

[An interschool debate is in progress.]

MR M:	I call you both to order!	
ISABEL:	What I said was that women ...	
THAMI:	... were more emotional than men ...	
ISABEL:	Correction! That women were more intuitive than men ...	
MR M:	Miss Dyson and Mr Mbikwana! Will you both please ...	5
ISABEL:	You are twisting my words and misquoting me.	
THAMI:	I am not. I am simply asking you ...	
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.'	10
	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.	
	We are now running out of time. I am therefore closing the open section of our debate. No more interruptions from the floor, please. We'll bring our proceedings to a close with a brief, I repeat brief, three minutes at the most, summing up of our arguments.	20
	[Act 1 Scene 1]	

- 4.1.1 If you had to introduce the characters to the audience BEFORE the play is performed, how would you introduce Thami and Isabel? (4)
- 4.1.2 Refer to the extract.
- (a) Where does this debate take place? (1)
- (b) Which team wins the debate? (1)
- 4.1.3 Identify Mr M's tone in 'Come to order!' (line 8). (1)
- 4.1.4 Consider the play as a whole.
- Thami says in his concluding statement that 'women and men are created differently and should have different education syllabi'.
- Discuss the irony in his statement. (2)

- 4.1.5 State TWO similarities in the characters of Isabel and Thami, as seen in this extract. (2)
- 4.1.6 Discuss how the theme of order versus disorder is evident in this extract. (3)
- 4.1.7 In your opinion, is Mr M a good teacher? Discuss your view. (3)

AND**4.2 EXTRACT H**

[Isabel and Mr M discuss Thami.]

ISABEL:	You're fishing for something, Mr M. What is it?	
MR M:	Trouble, Isabel, I'm sorry to say it, but I'm fishing for trouble and I'm trying to catch it before it gets too big.	
ISABEL:	Thami is in trouble?	
MR M:	Not yet, but he will be if he's not careful. And all his friends as well. It's swimming around everywhere, Isabel. In the classroom, out on the streets.	5
ISABEL:	Oh, you mean that sort of trouble. Is it really as bad as people are saying?	
MR M:	There's a dangerous, reckless mood in the location. Specially among the young people. Very silly things are being said, Isabel and I've got a suspicion that even sillier things are being whispered among themselves. I know Thami trusts you. I was wondering if he had told you what they were whispering about.	10
ISABEL:	<i>[Shocked by what Mr M was asking of her]</i> Wow! That's a hard one you're asking for, Mr M. Just suppose he had, do you think it would be right for me to tell you? We call that splitting, you know, and you're not very popular if you're caught doing it.	15
MR M:	It would be for his own good, Isabel.	
ISABEL:	Well, he hasn't ... thank goodness! So I don't have to deal with that one.	20

[Act 1, Scene 5]

- 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.

The expression, 'You're fishing for something' (line 1) means that Mr M ...

- A likes fishing.
B wants information.
C gives information.
D is fishing.

(1)

- 4.2.2 Refer to line 6 ('It's swimming around everywhere, Isabel').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is appropriate. (2)
- 4.2.3 Quote FIVE CONSECUTIVE WORDS to show that learners are more involved in protest action than adults are. (1)
- 4.2.4 Refer to line 15, [*Shocked by what Mr M was asking of her*].
- In your own words, state what Mr M is asking Isabel to do. (1)
- 4.2.5 Discuss the consequences that 'splitting' (line 17) has for Mr M later in the play. (2)
- 4.2.6 Refer to line 20 ('Well, he hasn't ... thank goodness!').
- (a) If you were the director of this play, which TWO things would you tell Isabel to do when saying these lines? (2)
- (b) State TWO characteristics of Isabel that are evident from her reaction to Mr M's request. (2)
- 4.2.7 Explain why the following statement is TRUE:
- Isabel has led a sheltered life. (1)
- 4.2.8 What does this extract reveal about Mr M's attitude towards the possible student protest? (2)
- 4.2.9 Discuss the suitability of the title of the play, *My Children! My Africa!*. (3)

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

SECTION C: SHORT STORIES

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

- 'THE DOLL'S HOUSE' by Katherine Mansfield
- 'THE LAST BREATH' by Sam Kahiga

QUESTION 5

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

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

5.1 'THE DOLL'S HOUSE'**EXTRACT I**

[Kezia invites the Kelveys to see the doll's house.]

For a moment Lil looked at our Else very doubtfully. But then our Else twitched her skirt again. She started forward. Kezia led the way. Like two little stray cats they followed across the courtyard to where the doll's house stood.

'There it is,' said Kezia.

There was a pause. Lil breathed loudly, almost snorted; our Else was still as stone. 5

'I'll open it for you,' said Kezia kindly. She undid the hook and they looked inside.

'There's the drawing-room and the dining-room, and that's the —'

'Kezia

Oh, what a start they gave!

'Kezia!'

It was Aunt Beryl's voice. They turned round. At the back door stood Aunt Beryl, staring as if she couldn't believe what she saw.

'How dare you ask the little Kelveys into the courtyard!' said her cold, furious voice. 'You know as well as I do, you're not allowed to talk to them. Run away, children, run away at once. And don't come back again,' said Aunt Beryl. And she stepped into the yard and shooed them out as if they were chickens. 15

'Off you go immediately!' she called, cold and proud.

They did not need telling twice. Burning with shame, shrinking together, Lil huddling along like her mother, our Else dazed, somehow they crossed the big courtyard and squeezed through the white gate. 20

'Wicked, disobedient little girl!' said Aunt Beryl bitterly to Kezia, and she slammed the doll's house to.

5.1.1 How are Mrs Burnell and Mrs Kelvey described in this short story?

Give TWO descriptions of EACH character.

(4)

- 5.1.2 Refer to lines 2–3 ('Like two little ... doll's house stood').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is appropriate. (2)
- 5.1.3 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (5.1.3) in
the ANSWER BOOK.
- The item inside the doll's house that both Else and Kezia are
fascinated with is the ...
- A carpet.
B hat-stand.
C stove.
D lamp. (1)
- 5.1.4 Give TWO examples from the story to prove that the Kelveys are
poor. (2)
- 5.1.5 Give TWO possible reasons why Else is 'dazed' in lines 20–22
(‘They did not ... the white gate’). (2)
- 5.1.6 Explain the irony in the words, ‘Wicked, disobedient little girl!’
(line 23) in the context of the story as a whole. (2)
- 5.1.7 In your opinion, do the Kelveys contribute to the way in which they
are treated by others? Discuss your view. (3)

AND

5.2 'THE LAST BREATH'

EXTRACT J

[The narrator and his father drive back home after visiting Eva.]

'Now you have seen her. My last word on the subject is this. When I come of age next August I am going to ask Eva to marry me.'	
'But she is blind ...!'	
I sank back in my seat. This was hopeless. For how long would Dad keep on beating home the fact? As if it wasn't home already – and what was more, accepted!	5
'Then give her eyes.' My voice was hoarse with anger.	
A look of surprise momentarily came to Dad's face. Then he looked grim. Though he didn't seem to realise it he increased his speed. I thought I knew what had got hold of Dad, and the thought brought a faint smile on to my lips.	10
Dad was confused and angry with himself for it. He had until now thought Eva as a blind, helpless creature who had stolen my heart. Now he had seen her and perhaps caught a glimpse of the angel in her – and had even seen, perhaps, how very far from helpless Eva was.	
'What are you going to do?' I asked in a shout, for now the mad roar of the car would have drowned anything less.	15
Dad didn't reply. A terrible cough shook his frame and the car swerved dangerously to the edge of the road.	
He corrected this (just in time too!) and settled comfortably in his seat.	

- 5.2.1 Where do the speaker and his father go to see Eva? (1)
- 5.2.2 Refer to lines 1–2 ('My last word ... to marry me').
- (a) Identify the speaker's tone in these lines. (1)
- (b) Why is the speaker's tone appropriate at this particular stage in the story? (1)
- 5.2.3 What do the words, 'the angel in her' (line 13) suggest about Eva's character? (2)
- 5.2.4 Quote SIX CONSECUTIVE WORDS from this extract that indicate that the speaker's father is ill. (1)
- 5.2.5 What does the speaker's father correct in line 19 ('He corrected this ... in his seat')? (1)
- 5.2.6 How does the narrator's relationship with his father differ from his relationship with his mother? (2)

- 5.2.7 Later in the story, the speaker proposes marriage to Eva.
- (a) Explain why the following statement is FALSE:
- The speaker proposes with a diamond ring. (1)
- (b) What is Eva's response to the speaker's proposal? State TWO points. (2)
- 5.2.8 Discuss how the theme of discrimination is evident in this extract. (3)
- 5.2.9 Discuss the suitability of the title of the short story, *The Last Breath*. (3)
- TOTAL SECTION C: 35**

SECTION D: POETRY

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

- 'Spring' by Gerard Manley Hopkins
- 'Captive' by Francis Carey Slater

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 – 2 When weeds, in wheels, shoot long and lovely and lush; 3 Thrush's eggs look little low heavens, and thrush 4 Through the echoing timber does so rinse and wring 5 The ear, it strikes like lightnings to hear him sing; 6 The glassy peartree leaves and blooms, they brush 7 The descending blue; that blue is all in a rush 8 With richness; the racing lambs too have fair their fling.</p> <p>9 What is all this juice and all this joy? 10 A strain of the earth's sweet being in the beginning 11 In Eden garden. – Have, get, before it cloy, 12 Before it cloud, Christ, lord, and sour with sinning, 13 Innocent mind and Mayday in girl and boy, 14 Most, O maid's child, thy choice and worthy the winning.</p>
--

- 6.1.1 Describe the structure of this poem fully. (4)
- 6.1.2 Using your OWN words, state how the speaker feels about Spring. (1)
- 6.1.3 Why is the speaker's description of weeds (line 2) unusual? (2)
- 6.1.4 Explain why the thrush's eggs are compared to 'heavens' in line 3. (2)
- 6.1.5 Refer to line 5 ('it strikes like ... hear him sing').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is appropriate. (2)

- 6.1.6 Refer to lines 9–14 ('What is all ... worthy the winning').
- (a) Quote TWO CONSECUTIVE WORDS from these lines that refer to paradise. (1)
- (b) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.6 (b)) in the ANSWER BOOK.
- In the context of the poem, 'Mayday' (line 13) refers to ...
- A Workers' Day.
B Spring Day.
C Good Friday.
D Arbour Day. (1)
- (c) To whom does 'maid's child' (line 14) refer? (1)
- 6.1.7 In your opinion, does the speaker succeed in convincing the reader about the beauty of Spring? Discuss your view. (3)

AND

- 6.2 Read the poem below 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.

Captive – Francis Carey Slater*Lament of a sick Xhosa mine-labourer in a compound hospital*

- 1 As a wild bird caught in a slip-knot snare –
2 The plaited tail-hairs of a dun-coloured cow,
3 Almost invisible –
4 So, tethered in the toils of fever, do I lie
5 And burn and shiver while I listen to the buzzing
6 Of flies that flutter vainly
7 Against cold, hard, deceiving window-panes:
8 Like them would I escape, and escaping hasten
9 To my home that shines in a valley afar,
10 My home – brightest tooth in the jaws of distance.
- 11 There, now, the cows I love are feeding
12 In some quiet sun-washed vale;
13 Their lazy shadows drink the sunlight
14 Rippling on the grasses;
15 There, through the long day, girls and women
16 Among the mealies chant and hoe,
17 Their swinging hoes are like the glitter
18 Of sunshine on water;
19 There, now, shouting, happy herdboys,
20 While they watch the cattle browse,
21 Are busy moulding mimic cattle
22 From the clay moist and yellow.

23	There, when the sun has folded his wings that dazzle,
24	And has sunken to his hidden nest beyond the hills,
25	All shall group together gaily, around the crackling fires,
26	And chew the juicy cud of gathered day;
27	And greybeards shall tell stories of ancient battles,
28	And cattle-races of the days of old,
29	Of hunters, bold and fearless, who faced the lion's thunder
30	And stalked the lightning leopard to his lair.
31	– But here I burn and shiver and listen to the buzzing
32	Of flies against deceiving window-panes.

- 6.2.1 What is being compared in lines 1–4 ('As a wild ... do I lie')? (2)
- 6.2.2 Explain why the window-panes are described as 'deceiving' in line 7. (2)
- 6.2.3 Refer to line 13 ('Their lazy shadows drink the sunlight').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is appropriate. (2)
- 6.2.4 To what does 'There' (line 23) refer? (1)
- 6.2.5 Name TWO types of stories that were related by the elders around the campfires in stanza 3. (2)
- 6.2.6 Identify the speaker's tone in lines 31–32 ('– But here I ... deceiving window-panes'). (1)
- 6.2.7 Discuss how the theme of captivity is evident in this poem. (3)
- 6.2.8 Discuss the suitability of the title of the poem, *Captive*. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2017

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 23 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 The landscape where Stephen lives is dry/barren/overgrazed/
no longer suitable for farming. ✓✓
The landscape where James lives is green/cultivated/fertile/well-
kept. ✓✓
- NOTE:** Accept any TWO points for each character's landscape. (4)
- 1.1.2 (a) They wanted Absalom to further his education/attend high school. ✓ (1)
- (b) C/look for Gertrude ✓ (1)
- 1.1.3 (a) Her tone is disappointed/disheartened/sad/bitter/
hopeless/despair ✓ (1)
- (b) She is extremely sad because she knows that her son/family
members will not return./It expresses/conveys how she feels
about her son/family members who have gone to
Johannesburg. ✓ (1)
- 1.1.4 (a) Metaphor ✓ (1)
- (b) They have come to realise/never discussed ✓ that Absalom will
no longer return (to pursue his studies at St Chad's). ✓ (2)
- (c) He places his fate in the hands of God./He is deeply
religious. ✓✓

OR

He has faith in God and he believes that God determines one's
destiny. ✓✓ (2)

- 1.1.5 Stephen Kumalo is faithful and committed/ remains faithful to his wife✓ whilst John Kumalo is unfaithful/commits adultery/ lacks commitment. ✓

OR

Stephen Kumalo is kind/considerate/reserved/respectful✓ whilst John Kumalo is boisterous/outspoken/disrespectful/manipulative.✓

OR

Stephen Kumalo is honest (encourages his son Absalom to tell the truth in court)/incorruptible✓ whilst John Kumalo is dishonest (tells his son Matthew to lie in court)/corruptible.✓

OR

Stephen Kumalo is humble✓ whilst John Kumalo is ambitious/ power-hungry/disrespectful.✓

NOTE: *Accept ONE difference for each character.

*Consider other RELEVANT comparisons.

(2)

- 1.1.6 Open-ended.

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

No.

*Absalom comes from a God-fearing family, yet his behaviour does not reflect this;

*he was raised with good values and should not have pursued a life of crime;

*when Absalom moves to Johannesburg, he chooses a life of crime rather than having to work;

OR

Yes.

*the family circumstances required Absalom to go to Johannesburg (in search of his aunt);

*while in Johannesburg, he realises that there are no job prospects back home and decides to remain in Johannesburg;

*he tries to remain legitimately employed but the appeal of life in Johannesburg makes him go astray.

*he does not lie when questioned about the murder because of his values.

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 text of the novel.

(3)

AND

- 1.2 1.2.1 He goes in search of Sibeko's daughter.✓ (1)
- 1.2.2 He was just visiting Smith's daughter./He did not stay at the Smith's, he stayed at the Harrison's/with Arthur's in-laws.✓ (1)
- 1.2.3 The heaviest thing for Stephen Kumalo is that his son (Absalom) killed James Jarvis' son (Arthur)/has been accused of murder.✓
The heaviest thing for James Jarvis is that his son (Arthur) has been murdered.✓ (2)
- 1.2.4 He is respectful.✓
He is compassionate/empathetic/understanding.✓
He is forgiving.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.5 He provides milk for (malnourished) young children.✓
He plans to build a dam.✓
He plans to rebuild the church in his wife's name.✓
He pays for an agricultural demonstrator to teach the community proper farming methods.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.6 Stephen Kumalo has seen James Jarvis riding past the church in Ndotsheni.✓
James Jarvis is a well-known farmer in Ndotsheni.✓
Stephen Kumalo has seen James Jarvis in court.✓
- NOTE:** Accept any ONE of the above. (1)
- 1.2.7 Absalom is sentenced to death✓and he is executed (hanged).✓ (2)

- 1.2.8 Accept a relevant, text-based response which shows an understanding of the theme of migration and its effect on the Kumalo family.
- *The Kumalo family was negatively affected by migration.
 - *The drought and poor farming methods in the rural areas pushed members of the Kumalo family into the city in search of a better life.
 - *John Kumalo leaves for Johannesburg, commits adultery and becomes a corrupt politician
 - * Gertrude’s husband goes to Johannesburg in search of work and abandons his responsibility to his family
 - * Gertrude, together with her young son, goes in search of her husband and becomes a prostitute
 - *Absalom goes in search of Gertrude. He chooses a life of crime, eventually becoming a murderer
 - *Johannesburg, an overcrowded city, has many socio-economic problems that impact negatively on members of the Kumalo family. They are corrupted by the attractions of the city and as a result, the Kumalo family is fragmented.

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 text of the novel.

Award 1 mark for the impact of migration and 2 marks for the discussion.

(3)

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

*Whilst this is a beautiful country, it has many challenges which affect it, e.g.:

*racism;

*crime;

*unemployment;

*social ills;

*drought in the rural areas;

*migration and urbanisation.

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 text of the novel.

(3)

[35]

OR

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

- 2.1 2.1.1 Dr Jekyll's house is large/neat/light/middle class and located in a good area. It is well-furnished/spacious.✓✓
Mr Hyde's house is small/untidy/dark/located in (Soho) a lower socio-economic area.✓✓
- NOTE:** Accept any TWO RELEVANT points for each character's house. (4)
- 2.1.2 He has trampled on a young child.✓ (1)
- 2.1.3 (a) Panic-stricken/disbelief/anxiety/disgust✓ (1)
- (b) Mr Enfield is disturbed by Mr Hyde's appearance.✓ (1)
- 2.1.4 (a) Metaphor✓ (1)
- (b) He means that Mr Utterson does not respond immediately and that he is thinking deeply/seriously/being contemplative/is giving serious consideration to what he hears.✓✓ (2)
- (c) He is rational/cautious/curious/not impulsive.✓✓
- NOTE:** Accept any TWO of the above for (c). (2)
- 2.1.5 Mr Utterson believes what he has been told by Mr Enfield.✓
Mr Enfield must therefore, ensure that his facts are accurate.✓ (2)
- 2.1.6 Accept a relevant response which shows an understanding of the following aspects of the title of the chapter, **among others**:
- *the door symbolises the mystery regarding the identity of Mr Hyde;
*the door is the link between Dr Jekyll and Mr Hyde;
*Mr Hyde is in possession of a key to the door behind which lies the truth of his creation;
*the door allows Mr Hyde to come and go as he pleases.
- 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 text of the novel. (3)

AND

- 2.2 2.2.1 He is in a state of fear/shock/disbelief. ✓ He has just witnessed the physical transformation of Mr Hyde to Dr Jekyll. ✓ (2)
- 2.2.2 The repetition emphasises the horror that Dr Lanyon experiences when he witnesses Mr Hyde changing into Dr Jekyll. ✓ ✓ / He tries to reassure himself that the transformation of Mr Hyde into Dr Jekyll has actually happened. ✓ ✓ (2)
- 2.2.3 Dr Lanyon falls ill/becomes sick (from shock). / Dr Jekyll commits suicide. ✓ (1)
- 2.2.4 (a) Hyde's physical appearance is detestable. ✓
Hyde is not a real human being. ✓
The criminal acts performed by Hyde are beastly. ✓
It is a reference to the deterioration of Hyde's behaviour to a level that is devoid of humanity. ✓
NOTE: Accept any TWO of the above. (2)
- (b) Carew was a member of parliament/politician. ✓ (1)
- (c) Hyde's lust for evil/loss of moral sensibility/loss of control causes him to kill Carew. ✓ (1)
- 2.2.5 B/Mr Hyde ✓ (1)
- 2.2.6 Mr Utterson does not discuss the contents of the will. / He obeys the instruction about the letters to be read upon Dr Jekyll's death. He tries to find out about Mr Hyde as he knows he is the beneficiary in Dr Jekyll's will. He continues to visit Dr Jekyll. He does not report Dr Jekyll to the police.
NOTE: Accept any TWO RELEVANT points. (2)
- 2.2.7 Accept a relevant, text-based response which shows an understanding of the theme of scientific experimentation.

A scientist, Dr Jekyll, experiments on himself with shocking consequences. An evil, dual personality emerges that perpetrates immoral deeds. This scientific experiment that goes wrong, alters the natural status of Dr Jekyll's mind and body. This theme highlights how man, through his actions, crosses the boundaries of nature, with disastrous effects.

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. Credit responses where a combination is given. The candidate's interpretation must be grounded in the text of the novel. (3)

2.2.8 Open-ended.

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

As Dr Jekyll:

*he has a good reputation and is known for his good deeds;

*he is a respected scientist/intellectual;

*he is considered to be a gentleman.

OR

As Mr Hyde:

*he does not have to be bound by his conscience;

*he does not have to adhere to the rules of society;

*he can do as he pleases without anyone knowing his true identity.

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 text of the novel.

(3)
[35]

OR

SECTION B: DRAMA

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

QUESTION 3: *MACBETH*

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

- 3.1 3.1.1 Macbeth and Lady Macbeth are husband and wife.
Lady Macbeth is loyal/supportive of her husband.
Macbeth will be introduced as a brave/honourable general in King Duncan's army/a nobleman/Thane of Glamis.
Macbeth is related to Duncan/Duncan's cousin.
Macbeth's castle is Inverness.
- NOTE:** For full marks, a RELEVANT description must include BOTH characters. (4)
- 3.1.2 Norway✓ (1)
- 3.1.3 (a) B/simile✓ (1)
- (b) Just as a competition between two swimmers would be exhausting, so too is the battle between the two armies.✓✓
- This simile emphasises the fact that, like two swimmers of equal strength match each other, the two armies are in fierce battle with each other making the outcome uncertain.✓✓ (2)
- 3.1.4 Ripped/slit/cut him open✓(with his sword). (1)
- 3.1.5 (a) Macbeth✓ (1)
- (b) Praise/admiration/approval/pride/gratitude✓ (1)
- (c) Duncan's praise of Macbeth is ironic because later, it is Macbeth who will murder Duncan/betray him for his position as king.✓✓/
Duncan refers to Macbeth as courageous ('valiant'). Macbeth is courageous at this point in the play but later becomes cowardly.✓✓ (2)
- 3.1.6 This extract suggests that Macdonwald is a traitor because he had joined forces with the enemy (the Norwegians)✓and betrayed his country (Scotland).✓/
This extract suggests that Macdonwald was ruthless/brave enough to rebel against his own country (Scotland)/people✓in favour of the enemy (Norway)./Macbeth kills Macdowald.✓ (2)

3.1.7 Open-ended.

Accept a relevant response which shows an understanding of the title of the play.

It is suitable because:

- *Macbeth is the protagonist/the central character in this play;
- *as the tragic hero, Shakespeare shows how a fatal flaw in Macbeth's character leads to his downfall;
- *Shakespeare uses the character of Macbeth to illustrate how good human beings can be corrupted by the forces of evil.

NOTE: For full marks, the response must be well-substantiated.

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

(3)

AND

- 3.2 3.2.1 Macbeth.✓ (1)
- 3.2.2 (a) He is influenced by the witches' prophecies/Lady Macbeth to murder Duncan so that he can become king./✓✓He is ambitious/greedy for power and wants to usurp Malcolm's right to the throne.✓✓ (2)
- (b) Duncan is murdered in Macbeth's castle (Inverness).✓ (1)
- 3.2.3 (a) 'filthy witness' (1)
- (b) She is agitated/angry/annoyed/disgusted✓because Macbeth could not take charge of the situation. /He has murdered Duncan and returned with the evidence/the bloody daggers./ She expected him to implicate the guards by putting/placing the daggers with them.✓ (2)
- 3.2.4 Put on an angry expression.✓
Stretch out her hand, demanding the daggers.✓
Grab the daggers.✓
Speak in a stern tone.✓
- NOTE:** Accept any TWO RELEVANT gestures. (2)

- 3.2.5 Accept a relevant, text-based explanation on the theme of appearance versus reality.

Lady Macbeth wants to hide the truth about who Duncan's murderer really is. Therefore, she plans to smear blood on the faces of the grooms. This will make it appear as if they (the grooms) have murdered Duncan.

The act of washing his hands will not remove the crime.

Lady Macbeth refers to the dead as if they are asleep.

Macbeth appears to be the stronger person but in reality it is Lady Macbeth who is dominant. ✓✓✓

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 text of the play. (3)

- 3.2.6 Macbeth is nervous/apprehensive/anxious/disturbed/guilt-ridden. ✓
Lady Macbeth is bold/decisive/confident/manipulative/
unremorseful. ✓ (2)

- 3.2.7 Open-ended.

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

No.

*Lady Macbeth invites the forces of evil/summons the forces of evil to fill her with cruelty;

*she plays a pivotal role in the murder of Duncan/she influences Macbeth to murder Duncan;

*she is complicit in Duncan's murder and therefore, is justified in feeling the guilt that eventually leads to her committing suicide.

OR

Yes.

*she is inherently good and to become evil, asks to be filled with cruelty;

*she commits evil deeds because of her love for Macbeth/idea of being queen;

*her guilt is misplaced because it is Macbeth who embarks on a killing spree;

*her emotional fragility elicits the sympathy of the audience/reader;

*she feels a strong sense of remorse for having set Macbeth on the path of murder.

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 text of the drama. (3)

[35]

TOTAL SECTION A: 35

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

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 Isabel is:
 *18 years old.
 *a grade 12 learner at Camdeboo Girls High.
 *from a privileged background.
 *intelligent.
 *a very good debater.
- Thami is:
 *19 years old.
 *a grade 12 learner at Zolile High/a township school.
 *from a disadvantaged background
 *intelligent.
 *a very good debater.
- NOTE:** For full marks, a RELEVANT description must include
 BOTH characters. (4)
- 4.1.2 (a) Zolile High/a classroom at Zolile High/Mr M's classroom/
 Number 1 classroom✓ (1)
- (b) Camdeboo Girls High/Isabel's team/The visiting school✓ (1)
- 4.1.3 Angry/commanding/stern✓ (1)
- 4.1.4 In the debate, Thami takes a position supporting different syllabi for
 males and females. Yet, later he joins the student protest and
 fights for equal education for all.✓✓ (2)
- 4.1.5 Committed/✓Enthusiastic/✓Intelligent/✓Critical thinkers/✓
 Competitive/✓Passionate speakers✓
- NOTE:** Accept any TWO of the above. (2)

- 4.1.6 Accept a relevant, text-based response which shows an understanding of the theme of order versus disorder.
- *Mr M reading the definition of a debate from the dictionary shows order.
The bell that Mr M rings to restore calm amongst the Zolile High learners, shows order.
*The unruly learners and Thami and Isabel interrupting each other are symbols of disorder.
- 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 include a discussion of both 'order' and 'disorder' which must be grounded in the text of the play. (3)
- 4.1.7 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- *Mr M only wants what is best for his learners;
*He is a dedicated and committed teacher who will do anything to teach his learners;
*Gives them the opportunity to rise above their circumstances.
- No.
- *Mr M is too authoritarian in his thinking and teaching;
*He does not give Thami a chance to express how he feels about Bantu education;
*He is in denial of the reality of the political situation.
- 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 to 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the play. (3)
- 4.2.1 B/wants information.✓ (1)
- 4.2.2 (a) Personification/Metaphor✓ (1)
- (b) Trouble is personified as a swimmer, 'swimming around everywhere'.✓ This emphasises that trouble is spreading everywhere in the townships/location because of the political conditions at the time.✓ (2)
- 4.2.3 'Specially among the young people.' ✓ (1)

- 4.2.4 Mr M wants Isabel to provide information about Thami.✓ (1)
- 4.2.5 He is murdered✓because he is regarded as an informer.✓ (2)
- 4.2.6 (a) To sigh✓
Raise her eyebrows✓
Put her hands together✓
Put her hands in the air.✓
- NOTE:** Accept any TWO RELEVANT gestures. (2)
- (b) Reliable/✓honest/✓loyal/✓committed/✓sensitive✓/cautious✓
- NOTE:** Accept any TWO of the above. (2)
- 4.2.7 She does not have experience of the reality of life in the township/
location.✓ (1)
- 4.2.8 He does not support the student protest.✓
He does not believe that protesting is the way in which to address
the inequalities of Bantu Education.✓
He is concerned about the potential violence associated with these
student protests.✓
He is concerned about the safety of the students who participate in
the protests.✓
- NOTE:** Accept any TWO of the above. (2)
- 4.2.9 Open-ended.
- Accept a relevant response which shows an understanding of the
following viewpoints, **among others**:
- *The setting of the play is at an African school;
 - *Mr M laments on the plight of children on the continent of Africa;
 - *the use of the pronoun 'My' in the title is a reference to Mr M's
personal response to the plight of children in Africa. He is a
concerned teacher at an African school, who considers the
children he teaches as his own;
 - * the use of the exclamation marks emphasises the fact that the
children and the continent of Africa are of concern.
- 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 text of the drama. (3)

(3)
[35]

SECTION C: SHORT STORIES**QUESTION 5**

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

THE DOLL'S HOUSE – KATHERINE MANSFIELD

- 5.1 5.1.1 Mrs Burnell is described as sophisticated/snobbish/rude/rich/upper class.
Mrs Kelvey is described as humble/poor/a domestic worker/a hard worker/a good mother.
- NOTE:** Accept any TWO RELEVANT points per character. (4)
- 5.1.2 (a) simile✓ (1)
- (b) The writer compares the two Kelvey girls to stray cats because of their circumstances.✓They are poor and are often treated as outcasts./In this case, the other schoolchildren have been invited to see the doll's house but the Kelvey's are given the opportunity to view it only because they are passing by.✓ (2)
- 5.1.3 D/lamp✓ (1)
- 5.1.4 Mrs Kelvey, to earn a living, goes from house to house working as a washerwoman. ✓
They cannot afford clothes so Mrs Kelvey makes her children's garments from pieces of material given to her by the people of the town. ✓
The Kelvey girls ate jam sandwiches wrapped in newspaper. ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.5 She is taken aback/shocked/frightened by Aunt Beryl's harsh tone of voice. ✓
She is embarrassed about being chased away by Aunt Beryl. ✓
She is mesmerised by the lamp, she has never seen something so exquisite before. ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.6 Aunt Beryl refers to Kezia as a 'wicked little girl'✓yet Aunt Beryl is wicked in the treatment of both the Kelvey girls and Kezia.✓ (2)

5.1.7 Open-ended.

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

Yes.

*The Kelveys are not assertive enough./They do not challenge those who are condescending towards them./Their body language suggests that they accept the harsh treatment of people towards them.

*Mrs Kelvey dresses her children in a manner that makes them appear ridiculous.

No.

*No one deserves to be treated in the manner that the girls were treated, irrespective of their social standing./The prejudice against the girls cannot be condoned.

*It is not the fault of the Kelvey's that they are poor./The fact that they are poor does not mean that they are inferior to other members 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 text of the short story.

(3)

5.2 THE LAST BREATH – SAM KAHIGA

- 5.2.1 They go to the school for the blind to see Eva./They go to Eva's school.✓ (1)
- 5.2.2 (a) Decisive/confident/commanding/assertive/forceful/angry/dismissive✓ (1)
- (b) The speaker has made up his mind that he will propose marriage to Eva, even if it is against his father's will.✓/ The speaker is resolute that despite his father's disapproval of the relationship, he will propose marriage to Eva.✓ (1)
- 5.2.3 She is sensitive/loving/kind/patient/understanding/considerate✓✓
NOTE: Accept any TWO of the above. (2)
- 5.2.4 'a terrible cough shook his frame'✓ (1)
- 5.2.5 The speaker's father corrected the loss of control/swerving of the car.✓ (1)
- 5.2.6 The speaker enjoys a better relationship with his mother because she understands him and is more accepting of his decisions while his father tries to control his life (even deciding his career path).

OR

The speaker confides in his mother about his relationship with Eva because she has accepted her but is guarded with his father because he is initially resistant to his relationship with her.

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

- 5.2.7 (a) He proposes with a ring with imitation jewels/a copper ring.✓ (1)
- (b) Eva tells the speaker that she wants to wait✓until she is able to see the ring.✓/She wants to wait✓until after the cornea transplant to accept his proposal.✓ (2)

- 5.2.8 Accept a relevant text-based response which shows an understanding of the theme of discrimination.

In this extract:

- *the father discriminates against Eva based on her physical disability/blindness.
- *he is adamant that his son should not marry a blind girl.
- *the father is unable to see that his son looks beyond Eva's blindness to her character and personality.
- *the father does not realise, at this stage, that she is not disabled but differently abled. He thinks that she is helpless and therefore discriminates against her.

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

(3)

- 5.2.9 Open-ended.

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

The 'last breath' usually refers to when a person dies.
It is through the father's death that Eva gains sight.
His last breath symbolises his approval of their marriage.

NOTE: 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 text of the short story.

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY**6.1 SPRING – GERARD MANLEY HOPKINS**

- 6.1 6.1.1 It is an Italian/Petrarchan sonnet.✓
It comprises of 14 lines.✓
The first eight lines are referred to as the octave.✓
The last six lines are referred to as the sestet.✓
The rhyme scheme is abba abba cdc d cd.✓
- NOTE:** Accept any FOUR of the above.
Award ONE mark for the identification of octave and sestet. (4)
- 6.1.2 The speaker feels that Spring is the best/loveliest season.✓ (1)
- 6.1.3 Weeds are parasites and are generally not viewed in a positive light.✓ However, the poet describes weeds as 'lovely and lush' which are terms of admiration.✓ (2)
- 6.1.4 Thrush's eggs are blue in colour✓ and therefore resemble the colour of the sky which is associated with the heavens.✓ (2)
- 6.1.5 (a) Simile✓ (1)
- (b) Just as the striking of lightning is powerful,✓ similarly, the sound/singing of the thrush evokes a powerful feeling in the speaker. ✓ (2)
- 6.1.6 (a) 'Eden garden'✓ (1)
- (b) B/Spring Day✓ (1)
- (c) The Virgin Mary's son, Jesus/Jesus/Christ/Jesus Christ/
Baby Jesus✓ (1)

6.1.7 Open-ended.

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

Yes.

*The speaker's use of figures of speech and words like 'beautiful', 'lovely' and 'lush' convey the idea of the splendour of Spring.

*The descriptions of Spring, create a pleasant picture of nature, new life, bliss/happiness in the mind of the reader.

*Through his descriptions the speaker convinces the reader to feel the way that he does about Spring.

No.

* The preference of readers as to their favourite season will differ.

* Other seasons also have a unique beauty, not just Spring.

* Not all readers will understand the language/diction/comparisons that the speaker uses.

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 text of the poem.

(3)

6.2 CAPTIVE – FRANCIS CAREY SLATER

- 6.2.1 Just as a bird is trapped by a slip-knot snare✓ so, too, does the speaker feel trapped by the fever that he has. ✓ (2)
- 6.2.2 The clear glass of the window panes appears as if the flies can fly through.✓This is deceptive as the barrier of the glass prevents them from doing so. ✓ (2)
- 6.2.3 (a) Personification✓ (1)
- (b) The personification of the shadows shows the stillness of the cows and the peacefulness of the atmosphere.✓The slow movement of the cows as they are grazing, blocks the sunlight as if it is being swallowed.✓

OR

- The personification is extended to the idea of the 'shadows drinking the sunlight'✓referring to the shadows absorbing the sunlight.✓ (2)
- 6.2.4 The home (Alice in the Eastern Cape) of the mine-labourer./The rural area from which the miner comes./The mine-labourer's rural home.✓
- NOTE:** Accept any ONE of the above. (1)
- 6.2.5 Stories of ancient battles.✓
Stories of cattle-races.✓
Stories of hunters.✓
- NOTE:** Accept any TWO of the above. (2)
- 6.2.6 A tone of sadness/frustration/regret/hopelessness✓ (1)
- 6.2.7 Accept a relevant text-based response which shows an understanding of the theme of captivity.

*The speaker draws an analogy between himself and a bird that is trapped in a snare to illustrate that he is held captive by illness/ fever which confines him to the walls of the hospital.

*The speaker feels trapped by the fact that he is in a city and is unable to experience the freedom of life in the rural area.

*The idea of 'deceiving window panes' is repeated to emphasise the feeling of captivity he experiences. The windows allow him a view of freedom which he cannot experience at this point in time.

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 include a discussion of 'captivity' which must be

grounded in the text of the poem.

Open-ended.

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

A captive is someone who is in prison.

The speaker feels as though he is imprisoned.

The speaker is ill and bound to the compound hospital bed.

Just like a prisoner that longs for freedom, he longs for his life back at home.

NOTE: 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

6.2.8

must be grounded in the text of the poem.

(3)

(3)

[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70