



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2018

MARKS: 70

TIME: 2 hours

This question paper consists of 25 pages.

INSTRUCTIONS AND INFORMATION

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

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

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)

SECTION B: Drama (35)

SECTION C: Short stories (35)

SECTION D: Poetry (35)

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

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

Use the checklist on page 4 to assist you.

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

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

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

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

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

SECTION A: NOVEL

In this section, 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

[John and Stephen Kumalo speak about the crime.]

John Kumalo smiles at his brother. Perhaps I shall need a lawyer, he says. For one thing, a lawyer can talk to my son in private.

He seems to think, then he says to his brother, You see, my brother, there is no proof that my son or this other young man was there at all.

Yes, John Kumalo smiles at that, he seems quite recovered. 5

– Not there at all? But my son ...

Yes, yes, John Kumalo interrupts him, and smiles at him. Who will believe your son? he asks.

He says it with meaning, with cruel and pitiless meaning. Kumalo stands bereft, and the young white man climbs into the car. Kumalo looks to him for guidance, but the young man shrugs his shoulders. Do what you will, he says indifferently. It is not my work to get lawyers. But if you wish to go back to Sophiatown, I shall take you. 10

Kumalo, made still more nervous by this indifference, stands outside irresolute. His irresolution seems to anger the young white man, who leans out of the window and speaks loudly: 15

– It is not my work to get lawyers, he says. It is my work to reform, to help, to uplift.

With his hand he makes an angry gesture of uplifting, and then draws back his head into the car and makes as if to start. 20

[Book One, Chapter 14]

- 1.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (1.1.1(a) to 1.1.1(d)) in the ANSWER BOOK.

Father Vincent; Ndotsheni; Gertrude; big cities; Sibeko;
rural areas; Reverend Msimangu; Ezenzeleni

The novel, *Cry, the Beloved Country*, is set in the village of (a) ... and Johannesburg. During this time many black people from villages migrate to (b) ... Stephen Kumalo receives a letter from (c) ..., asking him to come to Johannesburg as Kumalo's sister, (d) ..., is very sick.

(4)

- 1.1.2 Why would John Kumalo 'perhaps' need a lawyer as mentioned in line 1 ('John Kumalo smiles ... lawyer, he says')? (2)
- 1.1.3 Describe the roles of Matthew Kumalo and Johannes Pafuri in the crime. (2)
- 1.1.4 Refer to line 6 ('Not there at ... But my son ...').
- (a) Identify the tone that Stephen Kumalo uses in this line. (1)
- (b) Why is Stephen Kumalo's tone appropriate in this line? (1)
- 1.1.5 With reference to the crime investigation, state ONE difference in the character traits of Absalom and Matthew Kumalo. (2)
- 1.1.6 One of the themes in the novel, *Cry, the Beloved Country*, is power. Discuss this theme. (3)
- 1.1.7 Do you think the young white man in the extract is justified in being 'indifferent'? Discuss your view. (3)

AND**1.2 EXTRACT B**

[Jarvis reads one of his son's articles.]

Shocked and hurt, Jarvis put down the papers. For a moment he felt something almost like anger, but he wiped his eyes with his fingers and shook it from him. But he was trembling and could read no further. He stood up and put on his hat, and went down the stairs, and as far as the stain on the floor. The policeman was ready to salute him, but he turned again, and went up the stairs, and sat down again at the table. He took up the papers and read them through to the end. Perhaps he was some judge of words after all, for the closing paragraphs moved him. Perhaps he was some judge of ideas after all.	5
Therefore I shall devote myself, my time, my energy, my talents, to the service of South Africa. I shall no longer ask myself if this or that is expedient, but only if it is right. I shall do this, not because I am noble or unselfish, but because life slips away, and because I need for the rest of my journey a star that will not play false to me, a compass that will not lie. I shall do this, not because I am a negrophile and a hater of my own, but because I cannot find it in me to do anything else.	10 15
[Book Two, Chapter 7]	

- 1.2.1 Name any TWO types of books that James Jarvis finds in his son's study. (2)
- 1.2.2 Why is Jarvis 'Shocked and hurt' (line 1)? (2)

- 1.2.3 Refer to lines 3–4 ('But he was ... on the floor').
- (a) Quote ONE word from these lines which shows that James Jarvis is visibly upset. (1)
- (b) Explain why there is a 'stain on the floor'. (2)
- 1.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.4) in the ANSWER BOOK.
- In lines 7–8 the narrator states that 'the closing paragraphs moved him'.
- This means that Jarvis ...
- A changes places.
B becomes impatient.
C becomes emotional.
D changes ideas. (1)
- 1.2.5 Discuss the irony in lines 9–10 ('Therefore I shall ... of South Africa'). (2)
- 1.2.6 Why is the following statement FALSE?
Absalom is an honourable man. (1)
- 1.2.7 Refer to lines 12–13 ('I need for ... false to me').
- (a) Identify a figure of speech in these lines. (1)
- (b) Explain how this figure of speech is relevant to Arthur Jarvis. (2)
- 1.2.8 The impact that Arthur Jarvis's articles have on his father comes too late.
Discuss your view. (3)
- [35]**

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

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

2.1 EXTRACT C

[Mr Utterson visits Dr Lanyon.]

After a little rambling talk, the lawyer led up to the subject which so disagreeably preoccupied his mind.

'I suppose, Lanyon,' said he, 'you and I must be the two oldest friends that Henry Jekyll has?'

'I wish the friends were younger,' chuckled Dr Lanyon. 'But I suppose we are. And what of that? I see little of him now.' 5

'Indeed?' said Utterson. 'I thought you had a bond of common interest.'

'We had,' was the reply. 'But it is more than ten years, since Henry Jekyll became too fanciful for me. He began to go wrong, wrong in mind; and though of course I continue to take an interest in him for old sake's sake, as they say, I see and I have seen devilish little of the man. Such unscientific balderdash,' added the doctor, flushing suddenly purple, 'would have estranged Damon and Pythias.' 10

This little spirit of temper was somewhat of a relief to Mr Utterson. 'They have only differed on some point of science,' he thought; and being a man of no scientific passions (except in the matter of conveyancing) he even added: 'It is nothing worse than that!' He gave his friend a few seconds to recover his composure, and then approached the question he had come to put. 'Did you ever come across a protégé of his – one Hyde?' he asked. 15

[Search for Mr Hyde]

2.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (2.1.1(a) to 2.1.1(d)) in the ANSWER BOOK.

detective; Mr Hyde; Mr Bradshaw; Dr Jekyll; Mr Enfield; lawyer; Sir Carew; Dr Lanyon

The novel begins with Mr Utterson, a (a) ... going for a walk with (b) ..., his relative. The latter tells the story of a brute man who tramples a little girl. Everyone around yells and the rude man offers to pay. He pays with a cheque drawn from the account of (c) ... The rude man later turns out to be (d) ...

(4)

2.1.2 Explain why Mr Utterson's mind is 'preoccupied' in lines 1–2 ('After a little...preoccupied his mind').

(2)

- 2.1.3 Refer to line 7 ('Indeed?' said Utterson ... of common interest').
- (a) Identify the tone in these lines. (1)
- (b) Why is this tone appropriate in these lines? (1)
- 2.1.4 Quote ONE word from lines 9–13 ('He began to ... Damon and Pythias.') which shows that Dr Lanyon regards Jekyll's experiments as nonsense. (1)
- 2.1.5 With reference to the murder of Sir Carew state ONE difference between the character traits of Mr Hyde and Sir Carew. (2)
- 2.1.6 From your knowledge of the novel, state why the following statement is TRUE.
- Poole remains loyal to Dr Jekyll. (1)
- 2.1.7 Give TWO reasons why Mr Utterson strongly believes that Dr Jekyll knows who has killed Sir Carew. (2)
- 2.1.8 Is Mr Utterson justified in trying to solve the mystery of Dr Jekyll and Mr Hyde?
- Discuss your view. (3)

AND**2.2 EXTRACT D**

[Poole and Mr Utterson prepare to confront Dr Jekyll.]

Poole nodded. 'Once,' he said. 'Once I heard it weeping!'
 'Weeping? how that?' said the lawyer, conscious of a sudden chill of horror.
 'Weeping like a woman or a lost soul,' said the butler. 'I came away with that upon my heart that I could have wept too.'
 But now the ten minutes drew to an end. Poole disinterred the axe from 5
 under a stack of packing straw; the candle was set upon the nearest table
 to light them to the attack; and they drew near with bated breath to where that
 patient foot was still going up and down, up and down, in the quiet of
 the night.
 'Jekyll,' cried Utterson, with a loud voice, 'I demand to see you.' He paused 10
 a moment, but there came no reply. 'I give you fair warning, our suspicions
 are aroused, and I must and shall see you,' he resumed; 'if not by fair means,
 then by foul – if not of your consent, then by brute force!'
 'Utterson,' said the voice, 'for God's sake have mercy!'
 'Ah that's not Jekyll's' voice –it's Hyde's!' cried Utterson. 'Down with the 15
 door, Poole.'
 Poole swung the axe over his shoulder; the blow shook the building, And
 the red baize door leaped against the lock and hinges.

[The last night]

- 2.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.2.1) in the ANSWER BOOK.
- Mr Hyde was living in ...
- A Southam.
B Salford.
C Soho.
D Shaldon. (1)
- 2.2.2 Refer to line 3 ('Weeping like a ... said the butler').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain how this figure of speech is relevant in describing Dr Jekyll. (2)
- 2.2.3 Refer to lines 7–9 ('light them to ...of the night').
- (a) State why Mr Utterson and Poole approach the cabinet with 'bated breath'. (2)
- (b) Why is 'that patient foot' (lines 7–8) walking up and down repeatedly? (2)
- 2.2.4 Discuss the irony in line 10 ('Jekyll,' cried Utterson ... to see you'). (2)
- 2.2.5 State TWO of Utterson and Poole's findings when they break the door open. (2)
- 2.2.6 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde*, is violence.
- Discuss this theme. (3)
- 2.2.7 With reference to the entire novel, do you think Dr Jekyll was successful with his experiment of dual personalities? 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 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

[After a banquet in the hall of Macbeth's palace.]

LENNOX:	Good night, and better health Attend his majesty!	
LADY M:	A kind good night to all! <i>Exeunt all but Macbeth and Lady Macbeth.</i>	
MACBETH:	It will have blood, they say, blood will have blood. Stones have been known to move and trees to speak; Augures and understood relations have By maggot-pies and choughs and rooks brought forth The secret'st man of blood. What is the night?	5
LADY M:	Almost at odds with morning, which is which.	10
MACBETH:	How say'st thou, that Macduff denies his person At our great bidding?	
LADY M:	Did you send to him, sir?	
MACBETH:	I hear it by the way, but I will send. There's not a one of them but in his house I keep a servant fee'd. I will tomorrow, And betimes I will, to the Weird Sisters. More shall they speak, for now I am bent to know, By the worst means, the worst. For mine own good All causes shall give way; I am in blood	15 20
LADY M:	Stepped in so far that, should I wade no more, Returning were as tedious as go o'er. Strange things I have in head that will to hand, Which must be acted ere they may be scanned.	
LADY M:	You lack the season of all natures, sleep.	25
MACBETH:	Come, we'll to sleep. My strange and self-abuse Is the initiate fear that wants hard use. We are yet but young in deed.	

[Act 3, Scene 4]

- 3.1.1 Complete the following sentences by using the words in the list below. Write down only the word next to the question number (3.1.1(a) to 3.1.1(d)) in the ANSWER BOOK.

Glamis; sadder; Scottish; king of England; happier; Cawdor; king of Scotland; Irish
--

- Macbeth and Banquo encounter the Three Witches when they return from battle. The Witches prophesy that Macbeth will be made Thane of (a) ... and eventually (b) ... They also predict that Banquo will father a line of (c) ... kings and that he will not be as happy as Macbeth yet much (d) ... (4)
- 3.1.2 Refer to line 3 ('A kind good night to all!').
If you were the director of this play, what would you tell Lady Macbeth to do when saying this line? State TWO points. (2)
- 3.1.3 Refer to lines 15–16 ('There's not a ... a servant fee'd').
Explain the meaning of these lines. (2)
- 3.1.4 Refer to lines 20–22 ('I am in ... as go o'er').
(a) Identify the figure of speech used in these lines. (1)
(b) Explain why this figure of speech is appropriate in these lines. (2)
- 3.1.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.5) in the ANSWER BOOK.
Lennox is one of ...
A Macbeth's greatest supporters.
B Macbeth's greatest enemies.
C the noblemen from Scotland.
D the noblemen from England. (1)
- 3.1.6 One of the themes in the drama, *Macbeth*, is fate versus free will.
Discuss this theme. (3)
- 3.1.7 Macbeth contributes to Lady Macbeth's death. Discuss your view. (3)

AND

3.2 **EXTRACT F**

[A scene on the battlefield.]

MALCOLM:	Now near enough; your leavy screens throw down, And show like those you are. <i>The Soldiers throw down their branches.</i> You, worthy uncle, Shall, with my cousin, your right noble son, Lead our first battle. Worthy Macduff, and we, Shall take upon's what else remains to do, According to our order.	5
SIWARD:	Fare you well, Do we but find the tyrant's power tonight, Let us be beaten, if we cannot fight.	10
MACDUFF:	Make all our trumpets speak; give them all breath, Those clamorous harbingers of blood and death. <i>Exeunt.</i> <i>Another part of the field. Alarums.</i> <i>Enter Macbeth.</i>	15
MACBETH:	They have tied me to a stake; I cannot fly, But bear-like I must fight the course. What's he That was not born of woman? Such a one Am I to fear, or none. <i>Enter young Siward.</i>	20
YOUNG SIWARD:	What is thy name?	
MACBETH:	Thou'lt be afraid to hear it.	
YOUNG SIWARD:	No; though thou call'st thyself a hotter name Than any is in Hell.	25
MACBETH:	My name's Macbeth.	
YOUNG SIWARD:	The Devil himself could not pronounce a title More hateful to mine ear.	
MACBETH:	No, nor more fearful.	
YOUNG SIWARD:	Thou liest, abhorred tyrant; with my sword I'll prove the lie thou speak'st. <i>They fight, and young Siward is slain.</i> Thou wast born of woman. But swords I smile at, weapons laugh to scorn, Brandished by man that's of a woman born. <i>Exit.</i>	30 35

[Act 5 Scenes 6 and 7]

3.2.1 Refer to lines 1–2 ('Now near enough ...those you are').

Which prophecy of the Witches is fulfilled with this action of the soldiers? (2)

3.2.2 Siward refers to Macbeth as a 'tyrant' (line 10).

Identify TWO actions of Macbeth which cause Siward to call Macbeth a tyrant. (2)

- 3.2.3 Refer to lines 17–18 ('They have tied ... fight the course').
- (a) To whom does 'They' refer? (1)
- (b) Explain the comparison used by Macbeth in these lines. (2)
- 3.2.4 Refer to lines 27–28 ('The Devil himself ... to mine ear').
- (a) Identify the tone Young Siward uses in these lines. (1)
- (b) Why does Siward use this tone? (1)
- 3.2.5 Explain the irony of Macbeth's words in lines 34–35 ('But swords I ... a woman born'). (2)
- 3.2.6 Why is the following statement FALSE?
- Donalbain flees to England. (1)
- 3.2.7 What does this extract reveal about Malcolm's character? Explain your answer. (2)
- 3.2.8 Refer to the play as a whole. Is Macduff irresponsible when he flees from Scotland? 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

[Thami and Mr M discuss The People.]

THAMI:	Don't joke about it, Miss Dyson. There are quite a few Ozymandiases in this country waiting to be toppled. And with any luck you'll live to see it happen. We won't leave it to Time to bring them down.	
	<i>[Mr M has been listening to the exchange between Thami and Isabel very attentively.]</i>	5
MR M:	<i>[Trying to put a smile on it]</i> Who is the we you speak for with such authority, Thami?	
THAMI:	The People.	
MR M:	<i>[Recognition]</i> Yes, yes, yes, of course ... I should have known. The People ... with a capital P. Does that include me? Am I one of The People?	10
THAMI:	If you choose to be.	
MR M:	I've got to choose, have I? My black skin doesn't confer automatic membership. So how do I go about choosing?	15
THAMI:	By identifying with the fight for our Freedom.	
MR M:	As simple as that? I want our Freedom as much as any of you. In fact, I was fighting for it in my small way long before any of you were born! But I've got a small problem. Does that noble fight of ours really have to stoop to pulling down a few silly statues? Where do you get the idea that we, The People, want you to do that for us?	20
THAMI:	<i>[Trying]</i> They are not our heroes, teacher.	
MR M:	They are not our statues, Thami!	
[Act 1 Scene 5]		

- 4.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (4.1.1(a) to 4.1.1(d)) in the ANSWER BOOK.

Grahamstown; African; literature; friendly; English; writing; Cradock; tense

Thami and Isabel prepare for the (a) ... quiz which will be held at (b) ... They discuss (c) ... poems among others, *Ozymandias*. This leads to a (d) ... conversation between Thami and Mr M.

(4)

- 4.1.2 Refer to lines 1–2 ('There are quite ... to be toppled').
Explain the meaning of these lines. (2)
- 4.1.3 Refer to lines 3–4 ('We won't leave ...bring them down').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain the meaning of this figure of speech in the context of the play. (2)
- 4.1.4 To whom does 'The People' (line 9) refer? (1)
- 4.1.5 Refer to lines 10–11 ('The People ... with a capital P').
- (a) Identify the tone Mr M uses in these lines. (1)
- (b) Why does Mr M use this tone? (1)
- 4.1.6 Using your OWN words, explain what Mr M means by, 'My black skin doesn't confer automatic membership' (lines 14–15). (2)
- 4.1.7 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.7) in the ANSWER BOOK.
- Miss Brockway is Isabel's ...
- A relative.
B teacher.
C principal.
D comrade. (1)
- 4.1.8 Do you agree with Mr M that 'pulling down statues' is not the solution to freedom in this drama, *My Children! My Africa!?*
- Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Isabel meets with Thami.]

THAMI:	You must stop asking these questions, Isabel. You know the answers.	
ISABEL:	They don't make any sense, Thami.	
THAMI:	I know what you are feeling. [<i>Pause</i>] I also loved him. Doesn't help much to say it now I know, but I did. Because he made me angry and impatient with his 'old-fashioned' ideas, I didn't want to admit it. Even if I had, it wouldn't have stopped me from doing what I did, the boycott and everything, but I should have tried harder to make him understand why I was doing it. You were right about that. Now ...? [<i>A helpless gesture</i>] You know the most terrible words in your language, Isabel? Too late.	5 10
ISABEL:	Ja.	
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.	15
ISABEL:	I'm sorry I ...	
THAMI:	That's all right.	
ISABEL:	Are the police really looking for you?	
THAMI:	Yes. Some of my friends have already been detained. They're pulling in anybody they can get their hands on.	20
ISABEL:	Where are you going? Cape Town?	
THAMI:	No. That's the first place they'll look. I've written to my parents telling them about everything. I'm heading north.	
ISABEL:	To where?	
THAMI:	Far Isabel. I am leaving the country.	25
ISABEL:	Does that mean what I think it does?	

[Act 2 Scene 4]

- 4.2.1 Isabel agrees to meet Thami because she wants answers to her questions.
What does Isabel want to know from Thami (line 1)? State TWO points. (2)
- 4.2.2 Refer to line 10 ('Now ...?').
If you were the director of this play, what would you tell Thami to do when saying this word? State TWO points. (2)
- 4.2.3 Explain the irony of Thami's words in line 23 ('I'm heading north'). (2)
- 4.2.4 Why is the following statement FALSE?
Mr M rents a room from Mrs Makatini in Brakwater. (1)
- 4.2.5 Why does Thami suggest Isabel should go to the Wapadsberg Pass? (2)

- 4.2.6 What does this extract reveal about Isabel's character? Explain your answer. (2)
- 4.2.7 One of the themes in the drama, *My Children! My Africa!*, is the generation clash.
Discuss this theme. (3)
- 4.2.8 In this drama, Isabel is seen as a symbol of hope for South Africa.
Discuss your view. (3)
- [35]**
- TOTAL SECTION B: 35**

SECTION C: SHORT STORIES

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

- 'THE NEW TRIBE' by Buchi Emecheta
- 'THE FUR COAT' by Sean O'Faolain

QUESTION 5

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

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

5.1 'THE NEW TRIBE'**EXTRACT I**

[A discussion between Ginny and Chester.]

<p>To make it up to Ginny, he not only made her an elaborate Christmas card, he decided to buy her a present as well. He chose a diary, with a pretty cover of roses and violets, for his mother to record her appointments. To keep it a surprise, instead of putting it under the Christmas tree, he tiptoed up behind her when she was completely engrossed in the kitchen early on Christmas morning, and gave it to her. Very quickly, to be sure he had her alone, he said, 'I'm sorry about the play, mum. I just don't want to be a king any more.' Ginny, delighted with the present, hugged him.</p>	5
<p>'It's all right Chester. I just didn't realise you felt so strongly. Let's forget about it and have a happy Christmas. What a beautiful diary! Those are my favourite flowers.' She kissed him, and Chester glowed. He had done the right thing, for once.</p>	10
<p>In Chester's mind this incident ended his childhood years. He was still the vicar's son, but he had gained a little independence. Most importantly, he had done it without too great cost to his mother. He hated to hurt her. As for his father, he couldn't be hurt.</p>	15
<p>He was the Rock of Gibraltar.</p>	

5.1.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (5.1.1(a) to 5.1.1(d)) in the ANSWER BOOK.

<p>Mrs Miller; Nigerian; principal; St Edward; reverend; Miss Slater; St Simon; South African</p>

This story is set in the small town of (a) ... where Arthur Arlington is a (b) ... The Arlingtons adopt two children, Chester and Julia. Chester is (c) ... The first day at school Chester causes some disruption and his teacher, (d) ..., saves the day by calling Julia to assist.

(4)

- 5.1.2 Refer to lines 7–8 ('I just don't ... king any more').
- (a) Why does Chester not 'want to be a king any more'? (1)
- (b) Give a reason why Ginny wants Chester to play this part? (1)
- 5.1.3 Write down ONE word which best describes how Ginny is feeling in line 9 ('I just didn't realise you felt so strongly'). (1)
- 5.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.1.4) in the ANSWER BOOK.
- When Chester says he 'gained a little independence' (line 14) he means he is ...
- A brave enough to ask Arthur about his adoption.
B brave enough to tell Ginny how he feels.
C insecure and needs his parents' advice.
D accepted by his fellow school mates. (1)
- 5.1.5 Explain why Chester refers to Arthur as 'the Rock of Gibraltar' in line 17. (2)
- 5.1.6 What does this extract reveal about Chester's character? Explain your answer. (2)
- 5.1.7 One of the themes in the short story, 'The new tribe', is insecurity. Discuss this theme. (3)
- 5.1.8 Do you sympathise with Julia? Discuss your view. (3)

AND

5.2 'THE FUR COAT'

EXTRACT J

[Molly is talking to Paddy.]

And she crashed out and banged the door after her and put the children to bed as if she were throwing sacks of turf into a cellar. When she came back he was poring over maps and specifications. She began to patch one of the boy's pyjamas. After a while she held it up and looked at it in despair. She let it sink into her lap and looked at the pile of mending beside her.	5
'I suppose when I'm dead and gone they'll invent plastic pyjamas that you can wash with a dishcloth and mend with a lump of glue.'	
She looked into the heart of the turf fire. A dozen pyjamas ... underwear for the whole house ...	
'Paddy!'	10
'Huh?'	
'The last thing that I want anybody to start thinking is that I, by any possible chance, could be getting grand notions.'	
She watched him hopefully. He was lost in his plans.	
'I can assure you, Paddy, that I loathe – I simply loathe all this modern show-off.'	15
'That's right.'	
'Those wives that think they haven't climbed the social ladder until they've got a fur coat!'	
He grunted at the map of the pier.	20
Because I don't care what you or anybody else says, Paddy, there <i>is</i> something vulgar about a fur coat.	

- 5.2.1 Refer to lines 1–2 ('And she crashed ... into a cellar').
- (a) Why does Molly bang the door after her? (2)
- (b) Identify the figure of speech in 'put the children ... into a cellar'. (1)
- (c) Explain why this figure of speech is appropriate. (2)
- 5.2.2 Explain why Paddy is 'poring over maps and specifications' (line 3). (2)
- 5.2.3 What would Molly want Paddy to show when she looks 'hopefully' (line 14) at him? (2)
- 5.2.4 Discuss the irony in what Molly says in lines 21–22, ('Because I don't ... about a fur coat'). (2)
- 5.2.5 Compare the ideas that Paddy and Molly have about the use of a fur coat. (2)
- 5.2.6 Why is the following statement FALSE?
Molly eventually buys a fur coat with the cheque that Paddy gives her. (1)
- 5.2.7 Refer to the story as a whole. Do you think Molly's behaviour is immature?
Discuss your view. (3)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Sonnet 18' by William Shakespeare
- '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 which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Sonnet 18 – William Shakespeare

1 Shall I compare thee to a summer's day?
 2 Thou art more lovely and more temperate.
 3 Rough winds do shake the darling buds of May,
 4 And summer's lease hath all too short a date.
 5 Sometime too hot the eye of heaven shines,
 6 And often is his gold complexion dimmed;
 7 And every fair from fair sometime declines,
 8 By chance or nature's changing course untrimmed.
 9 But they eternal summer shall not fade,
 10 Nor lose possession of that fair thou ow'st,
 11 Nor shall Death brag thou wand'rest in his shade,
 12 When in eternal lines to time thou grow'st.
 13 So long as men can breathe or eyes can see,
 14 So long lives this, and this gives life to thee.

- 6.1.1 Complete the following sentences by filling in the missing words. Write only the word next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

Miltonic; iambic; octaves; sestet; rhyming couplet;
 quatrains; Elizabethan; free verse

'Sonnet 18' is a/an (a) ... sonnet. It consists of three (b) ... followed by a (c) The poem is written in fourteen lines in (d) ... pentameter. (4)

- 6.1.2 Using your OWN words, state TWO negative qualities of summer mentioned in the poem. (2)

- 6.1.3 Refer to lines 7–8 ('And every fair...changing course untrimmed').
- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.3 (a)) in the ANSWER BOOK.
- '... fair from fair ...' (line 7) is an example of ...
- A assonance.
B alliteration.
C apostrophe.
D antithesis. (1)
- (b) Explain the meaning of these lines ('And every fair ... changing course untrimmed'). (2)
- 6.1.4 Refer to line 11 ('Nor shall Death ... in his shade').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain the meaning of this figure of speech in the context of the poem. (2)
- 6.1.5 Refer to the poem as a whole.
- (a) Quote ONE word which shows that the speaker thinks his beloved's beauty will last forever. (1)
- (b) How will the speaker ensure that his beloved's beauty will be preserved forever? (1)
- 6.1.6 Identify the speaker's tone in this poem. (1)
- 6.1.7 Do you agree with the speaker's claim that his beloved is more beautiful than summer?
- Discuss your view. (3)

AND

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

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 back yard.

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 Using your OWN words, state the speaker's opinion of history. (2)
- 6.2.2 Refer to stanza 2.
- (a) Quote ONE word which suggests that the speaker uses an energetic tone. (1)
- (b) Identify the figure of speech in 'Cause I walk ... got oil wells' (line 7). (1)
- (c) Explain why this figure of speech is appropriate. (2)
- 6.2.3 State why the speaker makes reference to 'moons', 'suns' and 'tides' (lines 9–10). (2)
- 6.2.4 Explain the figurative meaning of, 'You may cut me with your eyes' (line 22). (2)
- 6.2.5 Why is the following statement FALSE?
- The speaker is only concerned about discrimination against women. (1)
- 6.2.6 Discuss how the theme of perseverance is evident in this poem. (3)
- 6.2.7 Do you agree with the speaker when she says, 'I am the dream and the hope of the slave' (line 40)? Discuss your view. (3)

[35]

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 2018

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 26 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 next.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

- 1.1 1.1.1 (a) Ndotsheni✓
(b) big cities✓
(c) Reverend Msimangu✓
(d) Gertrude✓ (4)
- 1.1.2 His son, Matthew, might escape punishment✓ if a lawyer defends him.✓ (2)
- 1.1.3 Matthew Kumalo is an accomplice when they burgle Arthur Jarvis's house. ✓
Johannes Pafuri attacks Arthur Jarvis' male servant (Richard Mpiring with an iron bar)./Johannes Pafuri masterminds the crime.✓ (2)
- 1.1.4 (a) Disbelief/incredulity/shock✓ (1)
(b) Stephen Kumalo cannot believe that John denies Matthew's involvement in the crime.✓ (1)
- 1.1.5 Absalom is truthful/honest/remorseful/repentant. ✓
Matthew, on the other hand, is selfish/disloyal (turns his back on Absalom)/dishonest.✓
NOTE: The difference in character traits must be clear for 2 marks to be awarded. (2)
- 1.1.6 The discussion of the theme of power, should include the following points, **among others**:

 - Power corrupts even John Kumalo, who seems to be working for the cause (the fight against apartheid/for freedom/equality).
 - His immunity to conscience is clear. He does not take his brother's feelings into consideration when Stephen tells him about the murder case.
 - The power of forgiveness between James Jarvis and Stephen Kumalo. James forgives Stephen, although it is Stephen's son (Absalom) who kills James' son (Arthur).**NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

1.1.7 Open-ended.

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

Yes.

- The young man is disappointed in Absalom.
- He goes to great lengths to rehabilitate Absalom.
- He is not compelled to assist Stephen Kumalo by driving him around.
- He is not obliged to become involved in the conflict between the two brothers.

OR

No.

- The young man should not give up on Absalom that easily.
- He should stand firm in his beliefs.
- He cannot renege on his willingness to have agreed to assist Stephen Kumalo.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, responses must be well-substantiated. A candidate can score 1–2 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 Books on Abraham Lincoln/South Africa/Afrikaans/religion/sociology/crime and criminals/poetry/novels/Shakespeare. ✓✓

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

1.2.2 Jarvis is shocked by the revelations (the plight of black South Africans) made by Arthur ✓ who knew so much about South Africa. ✓

OR

He is hurt because he realises that he (Jarvis) has failed his son ✓ because he did not teach him anything about South Africa. ✓

OR

Jarvis is shocked and hurt because his son was murdered by the very people ✓ whom he was trying to uplift. ✓ (2)

1.2.3 (a) 'trembling' ✓ (1)

(b) It is the mark of the blood left on the carpet ✓ after Arthur Jarvis is shot/killed (by Absalom Kumalo). ✓ (2)

- 1.2.4 C/becomes emotional ✓ (1)
- 1.2.5 It is ironic that Arthur Jarvis, who makes it his mission in life to uplift the South African black people, is killed by a black South African (Absalom Kumalo). ✓✓
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 1.2.6 Absalom is a murderer/criminal/takes an innocent/good man's life. ✓ (1)
- 1.2.7 (a) Metaphor/Personification ✓ (1)
- (b) In the same way that a star is a guiding light, ✓ Arthur wants authenticity and not a misguided version of what is really happening in South Africa. He wants to work towards change (and not for personal glory). ✓

OR

- The star is given the human quality of guiding him ✓ towards uncovering the truth ✓ (about life of the black people in South Africa). (2)
- 1.2.8 Open-ended.

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

Yes.

- Up to now Jarvis has not really known his son (Arthur).
- He has been unaware of the things that lay close to his heart/were important to Arthur.
- He is indifferent to the plight of black South Africans. He could have helped the villagers of Ndotsheni earlier.
- Arthur is dead and it is now too late for him to witness real change in his father.

OR

No.

- Arthur's writings clearly have an impact on James Jarvis because he now appears to understand Arthur's perspective on the South African situation and the need to change.
- Jarvis' own awareness increases and he resolves to be more tolerant of especially black people.
- He helps the people of Ndotsheni by providing them with milk and arranging for an agricultural expert to teach the farmers.
- He is understanding and forgiving towards Stephen Kumalo and donates money towards the erection of a new church building.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)
[35]

2.1.8 Open-ended.

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

Yes.

- Mr Utterson and Dr Jekyll have a friendship spanning many years.
- As his lawyer, he is in possession of Dr Jekyll's will and is terribly perturbed/concerned on learning that Mr Hyde is the beneficiary.
- His concern for Dr Jekyll stems from the fact that as a close friend he has never met Mr Hyde.
- Mr Utterson thinks that Mr Hyde is blackmailing Dr Jekyll and he is, therefore, concerned.
- Dr Jekyll's refusal to talk about Mr Hyde prompts Mr Utterson to try and find Mr Hyde/solve the mystery.

OR

No.

- Mr Utterson should respect Dr Jekyll's wish not to speak about Mr Hyde.
- Mr Utterson should contain his curiosity and not meddle in Dr Jekyll's affairs by trying to solve the mystery.
- As Dr Jekyll's lawyer, he should maintain the confidentiality and trust expected from a lawyer.
- Dr Jekyll is a learned man and Mr Utterson should not question his decisions.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

- | | | | |
|-----|-------|--|-----|
| 2.2 | 2.2.1 | C/Soho✓ | (1) |
| | 2.2.2 | (a) Simile✓ | (1) |
| | | (b) Dr Jekyll's crying is compared to that of a crying woman/lost soul who experiences intense pain/agony/suffering/distress.✓ This shows Dr Jekyll's agony as he cannot undo what he has done.✓ | (2) |

2.2.3 (a) Mr Utterson and Poole are afraid ✓ of what they might find/what is happening in the cabinet. ✓ (2)

(b) Dr Jekyll/Mr Hyde is contemplating suicide. ✓ His pacing shows his uncertainty. ✓

OR

He is desperate ✓ in the hope of receiving the powder to make the potion. ✓ (2)

2.2.4 Mr Utterson calls out repeatedly to see Dr Jekyll, unaware that it is actually Mr Hyde in the cabinet and not Dr Jekyll. ✓✓

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

2.2.5 Poole and Utterson find the body of Mr Hyde/a crushed phial/a fire burning/a boiling kettle/cups and saucers/a neat pile of papers/a will/a letter/chemicals/Hyde is dressed in Jekyll's clothes.

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

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

- Mr Hyde is violent, with no apparent motive.
- Mr Enfield witnesses Mr Hyde bumping into a little girl and then trampling on her.
- Hyde beats Sir Danvers Carew to death with a walking stick.
- Hyde defaces Dr Jekyll's favourite religious work.
- Jekyll commits the violent act of suicide.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 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.

- Dr Jekyll duplicates himself into two different persons with ambivalent qualities.
- He remains respectable in public (as Dr Jekyll).
- He indulges in indecent activities (as Mr Hyde).
- He experiments with several potions and is eventually successful in creating one that transforms him into the evil Mr Hyde and vice versa.

OR

No.

- Dr Jekyll succeeds only in separating his evil half into Mr Hyde while he remains both good and evil.
- Dr Jekyll has to increase his dosages of the potion as Mr Hyde becomes the stronger one.
- Without taking the potion he loses control – Mr Hyde still appears.
- Dr Jekyll is consumed by his own potion which eventually claims his life.

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 1–2 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

3.1.7 Open-ended.

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

Yes.

- Initially Macbeth confides in Lady Macbeth when he tells her about the prophecy of the witches. He calls her 'his dearest partner of greatness,' yet later he excludes her from the plan to murder Banquo.
- They are not as close as they were when they planning Duncan's murder.
- Macbeth is intent on being 'safe' and securing his position as king, that he cannot focus on anything else, not even on Lady Macbeth. As a result, she becomes lonely and self-absorbed.
- Lady Macbeth only finds out later about the cruel deeds her husband has committed (killing of Lady Macduff and her children). This causes her insanity and later her suicide.

OR

No.

- Lady Macbeth is responsible for her own death as she prays to the evil spirits to be filled with evil to commit the deed (the killing of King Duncan) which she later regrets.
- She is the one who directs Macbeth onto the path of destruction and becomes ridden/consumed with guilt.
- She loses her mind as she cannot take the strain anymore (sleepwalking) and commits suicide.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

AND

3.2.1 Macbeth will not be defeated✓ until Birnam Wood moves to Dunsinane (Hill).✓ (2)

3.2.2 Macbeth murders Duncan.✓
He kills Duncan's guards.✓
He arranges for Banquo to be killed.✓
He orders the killing of Lady Macduff and her son.✓
He kills all those whom he suspects to be against him.✓

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

- 3.2.3 (a) The soldiers/Malcolm and the English army. ✓ (1)
- (b) Macbeth compares himself to a bear that is tied to a pole ✓ and must fight (dogs) to survive. ✓ / Similarly, as a bear tied to a pole ✓ there is no escape for him (Macbeth). ✓ (2)
- 3.2.4 (a) Disgust/contempt/scorn. ✓ (1)
- (b) Young Siward disapproves of Macbeth's cruel/evil deeds. ✓ (1)
- 3.2.5 Macbeth is over-confident when he says that he is unafraid of a man born of a woman, yet it is Macduff not born in a natural way/Caesarean birth that kills Macbeth. ✓✓
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 3.2.6 Donalbain flees to Ireland./Malcolm flees to England. ✓ (1)
- 3.2.7 Malcolm is resourceful/intelligent ✓ – he comes up with a plan on how to conceal their numbers. ✓
- OR**
- He is strategic/organised ✓ – he plans the attack. ✓
- OR**
- He is respectful ✓ – he talks about 'noble' Young Siward and 'worthy' Macduff. ✓
- OR**
- Malcolm is brave ✓ – he is prepared to lead the army against Macbeth and his troops. ✓
- NOTE:** Accept any ONE of the above. (2)
- 3.2.8 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- Macduff flees from Scotland leaving his wife and children unprotected.
 - He should have realised what consequences his actions (not attending the coronation and the banquet) would have for his family.
 - It appears that he loves his country more than his family – his first thoughts should have been to provide his family with security before he flees.
 - Macduff is suspicious of Macbeth (killing of Duncan and the guards) and should have known what Macbeth is capable of.

OR

No.

- Macduff wants to serve his king and country before all else.
- He flees to England to request Malcolm's assistance in raising an army to overthrow Macbeth.
- He supports Malcolm, who is the rightful heir to the throne, and wants order to be restored in Scotland.
- He could not have known that Macbeth would go to that extreme to have his (Macduff's) family murdered.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)

OR

4.1.8 Open-ended.

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

Yes.

- Mr M believes that The People/Comrades can be orderly and rational – the destruction of statues is irrational and will not bring about freedom.
- He rejects violence as this can lead to destruction, suffering and pain – the incident where the children cry out to him from the police vehicle.
- He advocates argument and debate as this can achieve change without destruction or loss of lives – when he reads the learners' names from the register, he does not know how many of them have been killed.
- He believes education is the key to free the mind – he persists in going to school during the boycotts in the hope that the children would follow his example.

OR

No.

- Words alone are not enough; drastic action is sometimes needed to achieve certain demands – the school boycotts.
- People run out of patience and the only way for them is to resort to violent action – rioting in Brakwater.
- The unjust political system forces people to take the law into their own hands – the destruction of Zolile High School.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

AND

- 4.2 4.2.1 She wants to know if Thami was present when Mr M was killed. ✓
Whether Thami has tried to prevent the killing of Mr M. ✓
Whether Thami was part of the mob who killed Mr M. ✓
She wants to know why Mr M has been killed. ✓

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

- 4.2.2 Thami should shrug his shoulders. ✓
He should hold his head in his hands. ✓
He should shake his head from side to side. ✓
His arms should be half-stretched with his hands open. ✓
- NOTE:** Accept any TWO RELEVANT responses. (2)
- 4.2.3 Thami plays an integral part in the boycotts/unrest and now that the police are looking for him, he goes north. ✓✓
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 4.2.4 Mr M rents a room from the Reverend (Mbopa). ✓ (1)
- 4.2.5 Isabel wants to bid her last farewell to Mr M ✓ but does not know where to go. ✓

OR

- The Wapadsberg Pass is where Mr M ✓ decides that he wants to be a teacher/wants to make teaching his career. ✓ (2)
- 4.2.6 Isabel is compassionate ✓ – The repetitive questioning shows that Isabel needs answers in order to find closure as she mourns the death of Mr M. ✓

OR

She is caring ✓ – she wants to know what Thami's intentions are as the police are looking for him. ✓

OR

She is empathetic ✓ – she realises that her questions upset Thami. ✓

OR

She is forgiving ✓ – previously she wanted to have nothing to do with Thami/did not want to see him but now she affords him the opportunity to speak with her. ✓

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

4.2.7 The discussion of the theme of the generation clash, should include the following points, **among others**:

- The younger generation (Thami and his peers) oppose the older generation's (Mr M) approach of non-violence towards attaining freedom.
- They are impatient and want immediate change whereas Mr M (the older generation) believes that change can eventually be brought about through dialogue and negotiation.
- Thami opposes Mr M's way of teaching ('old-fashioned'); Mr M is dictatorial in his approach to the youngsters ('I teach, Thami learns') allowing them no opportunity to think independently.
- There is a clash between Isabel and her parents, who are not keen on her visiting Thami in the township.

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

(3)

4.2.8 Open-ended.

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

Yes.

- Isabel's visit to Zolile High is a turning point in her life. Prior to this visit the only contact she has across the colour line is with their domestic worker (Auntie) and her father's delivery man (Samuel).
- Her social and political awareness grows when she befriends Thami and Mr M and learns more about the school boycotts and opposing views.
- When Isabel goes to Mr M's special place she promises him that she will make her life useful/not allow her life to be wasted (Mr M's lament: that the lives of the learners are destroyed).
- This signifies hope for the future of South Africa.
- Isabel is the voice of hope, despite the terrible events that take place.
- She has discovered a new world (her growing sense of the inequalities that exist).

OR

No.

- Isabel lives a sheltered life and is ignorant about the effects of apartheid on the people of colour.
- The debating competition at Zolile High is an isolated event and will not ensure equal opportunities for everyone.
- Isabel is an individual and on her own she will not make a significant change.
- Isabel promises to make a success of her life but does not become actively involved to improve the lot of black people/to make others aware of the inequalities that exist.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

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

THE NEW TRIBE – BUCHI EMECHETA

- 5.1 5.1.1 (a) St Simon✓
(b) reverend✓
(c) Nigerian✓
(d) Miss Slater/Miss Slattery✓ (4)
- 5.1.2 (a) The children mock him by calling him king of devils.✓ (1)
(b) Ginny thinks that the role of Orient king suits Chester because of his dark skin./Ginny had already made the costume for Chester./Ginny makes Chester aware of his roots/identity.✓ (1)
- 5.1.3 Apologetic/remorseful.✓ (1)
- 5.1.4 B/brave enough to tell Ginny how he feels.✓ (1)
- 5.1.5 Chester regards Arthur as emotionally strong/dependable/solid.✓
He feels safe with Arthur.✓ (2)
- 5.1.6 Chester is considerate/caring✓when he makes her a Christmas card/gives her a diary as a gift. ✓
OR
He is strong-willed/brave/resolute✓when he confirms that he does not want to play the role as King of Orient.✓ (2)
- 5.1.7 The discussion of the theme of insecurity, should include the following points, **among others**:
- From a very young age Chester feels that he does not 'belong'.
 - The insecurity manifests itself when Chester goes to school and does not want to stay there.
 - When Ginny talks about 'your people' are from the East, Chester begins to doubt who he is.
 - Chester knows he is 'different' and feels he has to do so much more to be accepted which accentuates his insecurity.
 - When Chester and Julia are told they are adopted, both become insecure. (Chester escapes into his dream world while Julia becomes introverted 'stares into space').
 - The theme of insecurity could also relate to Arthur and Ginny. They fear that they will not be accepted as adoptive parents or that the biological parents will return and claim the children.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

5.1.8 Open-ended.

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

Yes.

- Julia is abandoned as a baby and brought to the Arlingtons by the man who delivers the newspaper.
- As the elder child Julia is expected to take care of/protect Chester because he is 'different'/ she knows what he is exposed to at school.
- She develops an inferiority complex/becomes withdrawn/ avoids eye contact with people after her parents tell her that she has been adopted.

OR

No.

- The Arlingtons are loving parents.
- Being adopted is no sin; it should not make her feel inferior to others.
- Unlike Chester, she is white and less likely to be mocked at school.
- She now has opportunities to develop which she would otherwise not have had with her biological mother.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)

AND

5.2 THE FUR COAT – SEAN O'FAOLAIN

- 5.2.1 (a) Molly is frustrated/upset✓ because Paddy is not paying attention to her.✓ (2)
- (b) Simile✓ (1)
- (c) The figure of speech shows Molly's anger. ✓ She does not tuck the children into bed gently but does so in a rough manner just as one would throw turf into a cellar.✓ (2)
- 5.2.2 Paddy is trying to find ways to cut costs/perfect the construction of the pier✓ and is therefore focused on the plan.✓ (2)
- 5.2.3 Molly hopes that Paddy will show more enthusiasm/interest✓ when she talks about the fur coat./She needs confirmation/reassurance✓ (from Paddy regarding the fur coat). (2)
- 5.2.4 Molly desperately wants a fur coat, yet she considers it to be vulgar.✓✓
- OR**
- She says she doesn't care what others say, yet she's pestering him about the fur coat.
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 5.2.5 Molly:
- She wants to be able to wear the fur coat at any given time and still look well-dressed./She could wear any dress underneath it.✓
 - Without a fur coat, she will be forced to purchase new outfits including the accessories./She would not have to buy a new outfit for each occasion she attends.✓
 - A fur coat will elevate her social status. ✓
- Paddy:
- Paddy says a fur coat will keep her warm.✓
 - It will prevent her from getting a cold.✓
 - She could show off in it.✓
- NOTE:** Accept any ONE of the above for each character. (2)
- 5.2.6 Molly tears the cheque (and does not use it to buy the fur coat).✓ (1)

5.2.7 Open-ended.

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

Yes.

- Paddy agrees to give her the money, but she refuses it.
- Molly spends a long time trying to convince Paddy that a fur coat will be practical, but Paddy has already agreed that she may have it.
- Paddy tries to work on how to change the pier, but Molly persists with her nagging of the fur coat.
- She becomes angry when she thinks that Paddy is indifferent to the buying of the fur coat, but she simultaneously becomes angry with him when he agrees with her.

OR

No.

- Molly asks permission to have the fur coat but is not demanding in her request.
- She gives practical reasons why she needs the fur coat.
- Molly is indecisive: her experience of poverty and having to rely on relatives and the Prisoners' Dependence' Fund, while spending money on the fur coat, might seem extravagant.
- Buying a fur coat is expensive and needs careful consideration and discussion but Paddy appears not to pay attention to the matter.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)
[34]

TOTAL SECTION C: 34

SECTION D: POETRY**6.1 'SONNET 18' – WILLIAM SHAKESPEARE**

- 6.1 6.1.1 (a) Elizabethan✓
(b) quatrains✓
(c) rhyming couplet✓
(d) iambic✓ (4)
- 6.1.2 Summer has strong/harsh winds. ✓
It is too brief. ✓
Sometimes the temperature is too high/the sun is scorching.✓
It is often cloudy/overcast. ✓
- NOTE:** Accept any TWO of the above. (2)
- 6.1.3 (a) B / alliteration✓ (1)
- (b) Everything eventually loses its beauty✓ whether by coincidence/ accident or through natural causes.✓ (2)
- 6.1.4 (a) Personification ✓ (1)
- (b) The speaker personifies Death which falsely boasts✓that it will claim the speaker's beloved. ✓ (2)
- 6.1.5 (a) 'eternal'✓ (1)
- (b) The speaker will write about his beloved's beauty in this poem/his poetry. ✓ (1)
- 6.1.6 Adoration/devotion/affection✓ (1)
- 6.1.7 Open-ended.

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

Yes.

- The speaker claims his beloved is not moody/temperamental like the season of summer.
- She is not harsh like the wind that could be destructive in damaging the buds.
- The beloved's beauty does not change unlike the sun which is either too scorching or at times hidden by the clouds.
- Summer is a short period of time; his beloved's beauty, however, is eternal and not even death can affect it as it will be immortalised in the poem.

OR

No.

- His beloved's beauty cannot be compared to a perfect summer's day.
- Summer is regarded by many as being a beautiful season. However, the speaker's perception of his beloved's beauty is personalised and not shared by everybody.
- Just as summer has imperfections (strong winds, hot sun), so too does the speaker's beloved (bad temper, mood swings).
- Everything is subject to the passage of time.

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)

AND

6.2 **'STILL I RISE' – MAYA ANGELOU**

- 6.2 6.2.1 The speaker's opinion of history is that it is not a true account of events ✓ because it is written from the historians'/current regime's point of view. ✓

OR

When the speaker reflects on her past, the shameful act of slavery imposed on her ancestors ✓ brings back painful memories. ✓

(2)

- 6.2.2 (a) 'sassiness'/'pumping' ✓ (1)
- (b) Simile ✓ (1)
- (c) The speaker walks as if she had the world's wealth ✓ and walks with an air of self-confidence. ✓ /The oil symbolises her success ✓ and she walks with pride. ✓ (2)

- 6.2.3 The speaker refers to natural forces/elements that are eternal and cannot be contained/controlled. ✓ Likewise, she is certain that she will not give up and cannot be controlled. ✓

OR

Moon and stars can also refer to achieving success/ambition ✓ thus the speaker will not give up but work towards achieving her goals. ✓

(2)

6.2.4 When you hurt someone ✓ by looking contemptuously/scornfully/deprecatingly at the person. ✓ (2)

6.2.5 Even though the speaker writes about herself/women, the poem is about the atrocities she and her ancestors (males and females) suffered as slaves (lines 39–40). ✓ (1)

6.2.6 Accept a relevant response which shows an understanding of the theme of perseverance, **among others**:

- The speaker portrays the history of racism and brutality to her race and the determination to overcome this wretched treatment.
- The poem depicts the American treatment of African-Americans. Despite slavery and prejudice the speaker says/promises that none of that will stop African-Americans in their quest for equality, contentment and success.
- The phrase 'Still I rise' is repeated several times. It reflects the idea that no matter what comes your way, she/African-Americans will stand up and try again.
- Throughout the poem the speaker makes the point that nothing that the oppressors have done to African-Americans all these years will stop them from overcoming their obstacles and succeeding. This is resonated in 'like dust...', 'like air I'll rise'.
- The poem reflects the universal idea that no matter what comes your way, the determination to 'rise' is evident.

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

6.2.7 Open-ended.

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

Yes

- The speaker writes from personal experience.
- She is an African-American woman who is subjected to slavery, discrimination, oppression and wants to empower other women to break free from this bondage.
- Despite her suffering, she has risen above her circumstances.
- She portrays resolution and determination; thus becoming the hope for many other African-Americans.

OR

No

- The speaker writes from her experiences as an African-American slave. Slavery no longer exists in America.
- She focuses on prejudice (against black women). Women do have equal opportunities and may not regard her as their role model ('dream').
- African-Americans may not read her poetry/writings or know her background, thus they may not consider her as their dream and hope (the emancipation of women/feminists).

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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)

TOTAL SECTION D: 35
GRAND TOTAL: 70