



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2019

MARKS: 70

TIME: 2 hours

This question paper consists of 27 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.

TABLE OF CONTENTS

SECTION A: NOVEL		
Answer ANY ONE question.		
QUESTION NO.	MARKS	PAGE NO.
1. <i>Cry, the Beloved Country</i>	35	5
2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	8
SECTION B: DRAMA		
Answer ANY ONE question.		
3. <i>Macbeth</i>	35	12
4. <i>My Children! My Africa!</i>	35	16
SECTION C: SHORT STORIES		
Answer the questions set on BOTH extracts.		
5.1 'Next door'	18	20
AND		
5.2 'The last breath'	17	22
SECTION D: POETRY		
Answer the questions set on BOTH poems.		
6.1 'Everything has changed (except graves)'	18	24
AND		
6.2 'To learn how to speak ...'	17	26

CHECKLIST**NOTE:**

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

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

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

SECTION A: NOVEL

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

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

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

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

1.1 EXTRACT A

[Stephen Kumalo is upset.]

– My son was not a thief, said Kumalo harshly. There was a white man, a good man, devoted to his wife and children. And worst of all – devoted to our people. And his wife, these children, they are bereaved because of my son. I cannot suppose it to be less than the greatest evil I have known.

– A man may repent him of any evil. 5

– He will repent, said Kumalo bitterly. If I say to him, Do you repent? he will say, It is as my father says. If I say to him, Was this not evil? he will say, It is evil. But if I speak otherwise, putting no words in his mouth, if I say, What will you do now? he will say, I do not know, or he will say, It is as my father says.

Kumalo's voice rose as though some anguish compelled him. 10

– He is a stranger, he said, I cannot touch him, I cannot reach him. I see no shame in him, no pity for those he has hurt. Tears come out of his eyes, but it seems that he weeps only for himself, not for his wickedness, but for his danger.

The man cried out, Can a person lose all sense of evil? A boy, brought up as he was brought up? 15

[Book 1, Chapter 15]

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

COLUMN A	COLUMN B
(a) Theophilus Msimangu	A a servant of Arthur Jarvis
(b) John Kumalo	B a reverend in Sophiatown
(c) Johannes Pafuri	C the owner of High Place
(d) James Jarvis	D lives at Mrs Mkize's house
	E a former carpenter, turned politician

(4 x 1)

(4)

- 1.1.2 Refer to lines 1–3 ('There was a ... to our people').
Explain how this white man was 'devoted to our people'. (2)
- 1.1.3 What does Stephen Kumalo mean when he says that he 'cannot reach' his son (line 11)? (2)
- 1.1.4 What does this extract reveal about Stephen Kumalo's character?
Substantiate your answer. (2)
- 1.1.5 With whom does Stephen Kumalo have the conversation in this extract? (1)
- 1.1.6 One of the themes in *Cry, the Beloved Country* is religion.
Discuss how this theme is relevant to the various priests in the novel. (3)
- 1.1.7 Stephen Kumalo's attitude towards his son is harsh in this extract.
Discuss your view. (3)

AND1.2 **EXTRACT B**

[The small boy visits the Kumalos.]

– Something bright will go out of Ndotsheni, said Kumalo in Zulu.	
– Something about Ndotsheni. But it's so hard for me. Say it in English, umfundisi.	
– Something bright will go out of Ndotsheni, said Kumalo in English.	
– Yes, I see. When I go, something bright will go out of Ndotsheni.	5
The small boy laughed with pleasure. I hear you, he said in Zulu.	
And Kumalo clapped his hands in astonishment, and said Au! Au! You speak Zulu, so that the small boy laughed with still greater pleasure, and Kumalo clapped his hands again, and made many exclamations. The door opened and his wife came in, and he said to the small boy, This is my wife,	10
and he said to his wife in Zulu, This is the son of the man. The small boy stood up and made a bow to Kumalo's wife, and she stood and looked at him with fear and sorrow. But he said to her, You have a nice house here, and he laughed. She said to her husband in Zulu, I am overcome, I do not know what to say. And the small boy said in Zulu, I hear you, so that she took a step backwards in fear.	15
	[Book 3, Chapter 4]

- 1.2.1 Refer to lines 2–3 ('Something about Ndotsheni ... in English, umfundisi').

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

'Umfundisi' is the isiZulu word for ...

- A mister.
- B priest.
- C lawyer.
- D father. (1)

- 1.2.2 Refer to line 4 ('Something bright will ... Kumalo in English').

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

- 1.2.3 Refer to lines 7–8 ('You speak Zulu').

- (a) What tone would Stephen Kumalo use in these lines? (1)
- (b) Why would Stephen Kumalo use this tone in these lines? (1)

- 1.2.4 In line 11 Stephen Kumalo says, 'This is the son of the man'.

Why does Stephen Kumalo not call the man by his name? (2)

- 1.2.5 State TWO actions from the extract to show that the small boy is polite. (2)

- 1.2.6 Describe the atmosphere between Stephen Kumalo and the small boy in this extract.

Substantiate your answer. (2)

- 1.2.7 Why is the following statement FALSE?

In this extract Mrs Kumalo has a long conversation with the small boy. (1)

- 1.2.8 Refer to the novel as a whole.

Explain the irony in the killing of Arthur Jarvis. (2)

- 1.2.9 Refer to the novel as a whole.

Stephen Kumalo's journey to Johannesburg increases his awareness of the good qualities of human beings.

Discuss your view. (3)

[35]

- 2.1.3 Refer to lines 8–9 ('My good Utterson ... thank you in').
- (a) What tone would Dr Jekyll use in these lines? (1)
- (b) Why would Dr Jekyll use this tone in these lines? (1)
- 2.1.4 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (2.1.4) in
the ANSWER BOOK.
- When Dr Jekyll mentions 'it' (line 15), he refers to the ...
- A experiment.
B letter.
C will.
D confession. (1)
- 2.1.5 What does this extract reveal about Mr Utterson's character?
Substantiate your answer. (2)
- 2.1.6 Refer to the novel as a whole.
Explain the irony in the death of Mr Hyde. (2)
- 2.1.7 Refer to the novel as a whole.
Dr Lanyon's attitude to science is better than that of Dr Jekyll.
Discuss your view. (3)

AND

2.2 **EXTRACT D**

[Mr Utterson and Poole are discussing Dr Jekyll's strange behaviour.]

'This is a strange note,' said Mr Utterson; and then sharply, 'How do you come to have it open?'

'The man at Maw's was main angry, sir, and he threw it back to me like so much dirt,' returned Poole.

'This is unquestionably the doctor's hand, do you know?' resumed the lawyer. 5

'I thought it looked like it,' said the servant rather sulkily; and then, with another voice, 'But what matters hand-of-write?' he said. 'I've seen him!'

'Seen him?' repeated Mr Utterson. 'Well?' 10

'That's it!' said Poole. 'It was this way. I came suddenly into the theatre from the garden. It seems he had slipped out to look for this drug, or whatever it is; for the cabinet door was open, and there he was at the far end of the room digging among the crates. He looked up when I came in, gave a kind of cry, and whipped upstairs into the cabinet. It was but for one minute that I saw him, but the hair stood up on my head like quills. Sir, if that was my master, why had he a mask upon his face? If it was my master, why did he cry out like a rat, and run from me? I have served him long enough. And then ...', the man paused and passed his hand over his face. 15

[The Last Night]

2.2.1 Refer to lines 1–4 ('This is a ... dirt,' returned Poole').

(a) What is written in the note? (2)

(b) Why does the man at Maw's throw the note back at Poole in lines 3–4? (1)

2.2.2 Refer to line 17 ('why had he ... upon his face?').

Mr Utterson tells Poole that the man he (Poole) saw was wearing a mask.

(a) How does Mr Utterson explain the 'mask' to Poole after this extract? (2)

(b) If the man wearing the mask, as Mr Utterson suspects, is indeed Mr Hyde, what is so strange about Mr Hyde's behaviour? (2)

2.2.3 Refer to line 18 ('he cry out ... run from me?').

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

(b) Explain how this figure of speech is relevant in this extract. (2)

2.2.4 Why is the following statement FALSE?

In this extract, the conversation between Mr Utterson and Poole takes place in Hyde's house in Soho. (1)

2.2.5 One of the themes in the novel is that good and evil exist in all human beings.

Discuss how this theme is revealed through Dr Jekyll and Mr Hyde. (3)

2.2.6 Friendship plays an important role in revealing the mystery of Mr Hyde.

Discuss your view. (3)
[35]

TOTAL SECTION A: 35

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

COLUMN A		COLUMN B	
(a)	Lady Macbeth	A	loyal to Scotland
(b)	Macduff	B	a cruel leader
(c)	Duncan	C	later commits suicide
(d)	Macbeth	D	a kind king
		E	flees to Norway

(4 x 1) (4)

- 3.1.2 Refer to line 1, ('So foul and ... have not seen').

Explain what Macbeth means in this line? (2)

- 3.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.3) in the ANSWER BOOK.

Forres (line 2) in this extract is ... castle.

- A Macbeth's
 - B Banquo's
 - C Duncan's
 - D Macduff's
- (1)

- 3.1.4 Refer to lines 7–8 ('By each at ...her skinny lips').

Why do the witches perform this action? (1)

- 3.1.5 Explain the real reason why the witches address Macbeth as the 'Thane of Cawdor' (line 13). (2)

- 3.1.6 What does this extract reveal about Banquo's character?

Substantiate your answer. (2)

- 3.1.7 How do Macbeth's and Banquo's reactions differ after their encounter with the witches? (2)

- 3.1.8 The witches are responsible for Macbeth's actions after their first meeting with him.

Discuss your view. (3)

AND

3.2 **EXTRACT F**

[Ross meets with Macduff and Malcolm in England.]

MACDUFF:	Stands Scotland where it did?	
ROSS:	Alas, poor country!	
	Almost afraid to know itself! It cannot Be called our mother, but our grave; where nothing, But who knows nothing, is once seen to smile;	5
	Where sighs and groans and shrieks that rend the air, Are made, not marked; where violent sorrow seems A modern ecstasy. The dead man's knell Is there scarce asked for who, and good men's lives Expire before the flowers in their caps, Dying or ere they sicken.	10
MACDUFF:	O, relation, Too nice, and yet too true!	
MALCOLM:	What's the newest grief?	
ROSS:	That of an hour's age doth hiss the speaker, Each minute teems a new one.	15
MACDUFF:	How does my wife?	
ROSS:	Why, well.	
MACDUFF:	And all my children?	
ROSS:	Well too.	20
MACDUFF:	The tyrant has not battered at their peace?	
ROSS:	No they were well at peace when I did leave 'em.	
MACDUFF:	Be not a niggard of your speech, how goes't?	
ROSS:	When I came hither to transport the tidings, Which I have heavily borne, there ran a rumour Of many worthy fellows that were out, Which was to my belief witnessed the rather, For that I saw the tyrant's power a-foot. Now is the time of help; your eye in Scotland Would create soldiers, make our women fight, To doff their dire distresses.	25 30
[Act 4 Scene 3]		

- 3.2.1 Why does Macduff ask Ross, 'Stands Scotland where it did' in line 1? (2)
- 3.2.2 Refer to lines 9–10 ('Is there scarce ... in their caps').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 3.2.3 Why is the following statement FALSE? (1)
- Malcolm has fled to Ireland to seek help for Scotland.

- 3.2.4 If you were the director of this play, what would you tell Ross to do when saying line 18 ('Why, well')?
State TWO points. (2)
- 3.2.5 Refer to line 22 ('No they were ... did leave 'em').
Discuss the irony of Ross' words in this line. (2)
- 3.2.6 Refer to line 23 ('Be not a ... speech, how goes't?').
(a) What tone would Macduff use in this line? (1)
(b) Why would Macduff use this tone in this line? (1)
- 3.2.7 One of the themes in the play is betrayal.
Discuss how this theme is relevant to the character of Macbeth. (3)
- 3.2.8 It is Lady Macbeth's ambition, and not Macbeth's, which causes their destruction.
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 Isabel are having a conversation in Thami's classroom.]

ISABEL: And where does ... <i>[She finds his name in the register.]</i> Thami Mbikwana sit? <i>[Thami points. Isabel goes to the desk and sits.]</i>	
THAMI: Yes, that's the one. For nearly two years I've sat there ... being educated!	5
ISABEL: <i>[Reading names carved into the wood of the desk]</i> John, Bobby, Zola, Bo ... Boni ...	
THAMI: Bonisile.	
ISABEL: Where's your name?	
THAMI: You won't find it there. I don't want to leave any part of me in this classroom.	10
ISABEL: That sounds heavy.	
THAMI: It's been heavy. You got no problems with it, hey?	
ISABEL: With school! No. Not really. Couple of teachers have tried their best to spoil it for me, but they haven't succeeded. I've had a pretty good time, in fact. I think I might even end up with the old cliché ... you know, school years, best years, happiest years ... Whatever it is they say.	15
THAMI: No, I won't be saying that.	
ISABEL: That surprises me.	20
THAMI: Why?	
ISABEL: Ja, come on, so would you be if I said it. You're obviously clever. I bet you sail through your exams.	
THAMI: It's not as simple as just passing exams, Isabel. School doesn't mean the same to us that it does to you.	25
ISABEL: Go on.	
THAMI: I used to like it. Junior school? You should have seen me. I wanted them to have school on Saturdays and Sundays as well. Yes, I did. Other boys wanted to kill me. I hated the holidays.	
	[Act 1, Scene 1]

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

COLUMN A	COLUMN B
(a) Sipho Fondini	A a learner at Camdeboo
(b) Thami	B the standard six learner
(c) Mr M	C a learner at Zolile High
(d) Isabel	D passionate about educating the learners
	E delivery man at Karoo pharmacy

(4 x 1) (4)

- 4.1.2 When does the conversation in this extract occur between Thami and Isabel? (1)

- 4.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.3) in the ANSWER BOOK.

Zolile High is situated in ...

- A Cradock.
B Cookhouse.
C Brakwater.
D Grahamstown. (1)

- 4.1.4 Refer to lines 10–11 ('I don't want ... in this classroom').

- (a) What tone would Thami use in these lines? (1)
(b) Why would Thami use this tone in these lines? (1)
(c) If you were the director of this play, what would you tell Thami to do while saying these lines?

State TWO points. (2)

- 4.1.5 What does Thami mean when he says, 'It's not as ... passing exams, Isabel' (line 24)? (2)

- 4.1.6 Refer to lines 27–29 ('I used to ... hated the holidays').

Discuss the irony of Thami's words in these lines. (2)

- 4.1.7 Mr M's relationship with Isabel is different to his relationship with Thami.

Discuss your view. (3)

AND

4.2 **EXTRACT H**

[Thami comes to warn Mr M.]

MR M:	You haven't come for a lesson, have you?	
THAMI:	No I haven't.	
MR M:	Of course not. What's the matter with me? Slogans don't need much in the way of grammar, do they? As for these ... <i>[The stone in his hand]</i> No, you don't need me for lessons in stone-throwing either. You've already got teachers in those very revolutionary subjects, haven't you? <i>[Picks up his dictionary ... the stone in one hand, the book in the other]</i> You know something interesting, Thami ... if you put these two on a scale I think you would find that they weighed just about the same. But in this hand I am holding the whole English language. This ... <i>[The stone]</i> ... is just one word in that language. It's true! All that wonderful poetry that you and Isabel tried to cram into your beautiful heads ... in here! Twenty-six letters, sixty thousand words. The greatest souls the world has ever known were able to open the floodgates of their ecstasy, their despair, their joy! ... with the words in this little book. Aren't you tempted? I was. <i>[Opens the book at the fly-leaf and reads]</i> Anela Myalatya. Cookhouse. 1947. One of the first books I ever bought. <i>[Impulsively]</i> I want you to have it.	5 10 15
THAMI:	<i>[Ignoring the offered book]</i> I've come here to warn you.	20
[Act 2, Scene 3]		

- 4.2.1 Refer to lines 10–12 ('But in this ... in that language').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 4.2.2 Give TWO reasons why Mr M has entered Thami and Isabel for the literary quiz. (2)
- 4.2.3 Using your OWN words, explain what Mr M tells Thami in lines 14–16 ('The greatest souls ... this little book'). (2)
- 4.2.4 Why is the following statement FALSE?
- Isabel's father is a lawyer. (1)
- 4.2.5 Why does Thami warn Mr M in line 20 ('I've come here to warn you')?
- State TWO points. (2)
- 4.2.6 What does this extract reveal about Mr M's character?
- Substantiate your answer. (2)

4.2.7 Friendship is one of the themes in this play.

Discuss how this theme is relevant to Thami and Isabel. (3)

4.2.8 The play ends on a hopeful note.

Discuss your view. (3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'NEXT DOOR' by Kurt Vonnegut
- 'THE LAST BREATH' by Sam Kahiga

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 'NEXT DOOR'**EXTRACT I**

[Paul is upset about what has happened at the Hargers.]

She and Paul screamed at the same time, and then she grabbed him as he started to run.	
'You want candy?' she said wildly. 'Bicycle?'	
'No, thank you,' said Paul shrilly. 'Not at this time.'	
'You haven't seen or heard a thing!' she said. 'You know what happens to squealers?'	5
'Yes!' cried Paul.	
She dug into her purse, and brought out a perfumed mulch of face tissues, bobbypins and cash. 'Here!' she panted. 'It's yours! And there's more where that came from, if you keep your mouth shut.' She stuffed it into his trousers pocket.	10
She looked at him fiercely, then fled into the street.	
Paul ran back into his apartment, jumped into bed, and pulled the covers up over his head. In the hot, dark cave of the bed, he cried because he and All-Night Sam had helped to kill a man.	15
A policeman came clumping into the house very soon, and he knocked on both apartment doors with his billyclub.	
Numb, Paul crept out of the hot, dark cave, and answered the door. Just as he did, the door across the hall opened, and there stood Mr Harger, haggard but whole.	20
'Yes, sir?' said Harger. He was a small, balding man, with a hairline mustache. 'Can I help you?'	

5.1.1 Refer to lines 1–2 ('She and Paul ... started to run').

- (a) To whom does 'she' refer in line 1? (1)
- (b) Why does she grab Paul? (1)

- 5.1.2 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (5.1.2) in the ANSWER BOOK.
- When the woman refers to 'squealers' in line 6 she means people who ...
- A speak very softly.
 - B tell a secret.
 - C start crying loudly.
 - D keep a secret. (1)
- 5.1.3 Refer to lines 9–11 ('And there's more ... his trousers pocket').
- Identify TWO items that Paul's mother expects to find when she later feels the ball of money in his pocket. (2)
- 5.1.4 Explain how 'All-Night Sam had helped to kill a man' (line 15). (2)
- 5.1.5 Refer to line 18 ('Numb, Paul crept ... answered the door').
- (a) Identify the figure of speech in this line. (1)
 - (b) Explain why this figure of speech is relevant in this extract. (2)
- 5.1.6 Refer to lines 21–22 ('Yes, sir?' said ... I help you?').
- (a) What tone would Mr Harger use in these lines? (1)
 - (b) Why would Mr Harger use this tone in these lines? (1)
- 5.1.7 What does this extract reveal about the character of the woman?
Substantiate your answer. (2)
- 5.1.8 Paul's mother is over-protective.
Discuss your view. (3)

AND

5.2 'THE LAST BREATH'

EXTRACT J

[The young man and woman discuss the operation.]

<p>'What do you mean?' I asked. I saw a tear creep down her cheek, underneath her dark glasses. 'That's what I wanted to tell you,' she said. 'I've got my bags packed!' Packed? I didn't quite ... see ... 'Yes,' she said. 'I'm going to the hospital to receive a new cornea from someone else – someone who is about to – to cross over.' I stared at her. I licked my lips. 'You mean that someone has –?' She nodded. 'I have no idea who it is,' she said. 'But God bless him. I don't know why he should want to do this for me. But I'm going to see again! God bless him ...!'</p>	5
<p>I just stared. I couldn't find any words to say. My heart was beating hard and loud – with unspeakable joy. But sorrow was equally great.</p>	10
<p>July too passed away and a great grey blanket seemed to have been lifted back to let the sun smile again. It was August, and life was once more brisk and lively.</p>	15
<p>I walked down the garden path whistling to myself. The oranges, for which I was aiming with my basket, looked beautiful and yellow in the sun. Suddenly I stopped, the smile dying on my face. I stood still. Then I walked towards the mound of earth a little way off.</p>	

- 5.2.1 Refer to line 1 ('What do you mean?').
Why is the speaker asking this question? (2)
- 5.2.2 With reference to the story, state TWO points why the speaker uses ellipses in line 4 ('I didn't quite ... see ...'). (2)
- 5.2.3 Give TWO reasons for the speaker's happiness in lines 11–12 ('My heart was ... – with unspeakable joy'). (2)
- 5.2.4 Refer to lines 13–14 ('July too passed ... sun smile again').
Explain the figurative meaning of these lines in the context of this short story. (2)
- 5.2.5 What is the 'mound of earth' referred to in line 19? (1)
- 5.2.6 Why is the following statement FALSE?
The speaker would marry the woman when he turns thirty. (1)
- 5.2.7 State TWO points to show that the young man in this story has a good relationship with his mother. (2)

5.2.8 One of the themes in the short story is love.

Discuss how this theme is relevant to the speaker and Eva. (3)

5.2.9 'What will you do? You can't marry her like that!' he shouted above the roar of the engine.

The young man's father is prejudiced towards Eva.

Discuss your view. (3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Everything has changed (except graves)' by Mzi Mahola
- 'To learn how to speak ...' by Jeremy Cronin

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.

Everything has changed (except graves) – Mzi Mahola

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

6.1.1 'I stood at the ruins' (line 1).

Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (6.1.1) in the
ANSWER BOOK.

The word 'ruins' means that the school is ...

- A new.
- B maintained.
- C renovated.
- D neglected. (1)

6.1.2 Refer to line 4 ('wild plants own every space now').

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

(b) Explain why this figure of speech is relevant in this poem. (2)

6.1.3 Explain the metaphor used in line 5. (2)

6.1.4 Refer to lines 11–15 ('the ground where ... conceal my shame').

Quote TWO words to show that the speaker has experienced joy as
well as embarrassment at school. (2)

6.1.5 Explain what is meant by, 'though growth strangles it to near
extinction' in line 23. Use your OWN words. (2)

6.1.6 Discuss why the speaker uses the words 'voice' and 'its' in
lines 31–32. (2)

6.1.7 One of the themes of the poem is change.

Discuss this theme in the context of the poem. (3)

6.1.8 The speaker overreacts when he describes the visit to his former
school.

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.

To learn how to speak ... – Jeremy Cronin

1 To learn how to speak
 2 With the voices of the land,
 3 To parse the speech in its rivers,
 4 To catch in the inarticulate grunt,
 5 Stammer, call, cry, babble, tongue's knot
 6 A sense of the stoneness of these stones
 7 From which all words are cut.
 8 To trace with the tongue wagon-trails
 9 Saying the suffix of their aches in -kuil, -pan, -fontein,
 10 In watery names that confirm
 11 The dryness of their ways.
 12 To visit the places of occlusion, or the lick
 13 In a vlei-bank dawn.
 14 To bury my mouth in the pit of your arm,
 15 In that planetarium,
 16 Pectoral beginning to the nub of time
 17 Down there close to the water-table, to feel
 18 The full moon as it drums
 19 At the back of my throat
 20 Its cow-skinned vowel.
 21 To write a poem with words like:
 22 I'm telling you,
 23 Stompie, stickfast, golovan,
 24 Songololo, just boombang, just
 25 To understand the least inflections,
 26 To voice without swallowing
 27 Syllables born in tin shacks, or catch
 28 The 5.15 ikwata bust fife
 29 Chwannisberg train, to reach
 30 The low chant of the mine gang's
 31 Mineral glow of our people's unbreakable resolve.

32 To learn how to speak
 33 With the voices of this land.

- 6.2.1 Complete the following sentences by using the word(s) provided in the list below. Write only the word(s) next to the question numbers (6.2.1(a) to 6.2.1(b)) in the ANSWER BOOK.

American; Johannesburg; South African; Pietermaritzburg

Jeremy Cronin, a/an (a) ... poet, writes about communication. He uses words like 'Chwannisberg', which refers to (b) ..., to show that even the pronunciation of words poses a problem.

(2)

- 6.2.2 Refer to line 2 ('With the voices of the land').
To what does 'voices' refer?
State TWO points. (2)
- 6.2.3 Refer to line 5 ('Stammer, call, cry, babble, tongue's knot').
(a) Identify the tone used in this line? (1)
(b) Why would the speaker use this tone in this line? (1)
- 6.2.4 Refer to line 9 ('Saying the suffix ... -kuil, -pan, -fontein').
Why does the speaker use '-kuil, -pan, -fontein'? (2)
- 6.2.5 Refer to line 20 ('Its cow-skinned vowel').
(a) Identify the figure of speech in this line. (1)
(b) Explain why this figure of speech is relevant in this poem. (2)
- 6.2.6 Why is the following statement FALSE?
'just boombang' (line 24) means the way words are divided into syllables. (1)
- 6.2.7 Explain the difference between the first two and the last two lines of this poem. (2)
- 6.2.8 The poem loses its effectiveness because the speaker uses too many unfamiliar words and phrases.
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 2019

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 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) B/a reverend in Sophiatown ✓
(b) E/a former carpenter, turned politician ✓
(c) A/a servant of Arthur Jarvis ✓
(d) C/the owner of High Place ✓ (4)
- 1.1.2 Arthur Jarvis campaigned for justice for Black South Africans. ✓
He ran a boys' club for the black youth with the aim of helping them stay out of crime. ✓
He wrote manuscripts suggesting new ways to improve conditions for Black South Africans. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.1.3 He means that he cannot get through to his son ✓ either morally/get him to see the magnitude of his actions or spiritually/elicit feelings of remorse from him. ✓ (2)
- 1.1.4 Stephen Kumalo is compassionate ✓ – he feels sorry for Arthur Jarvis's family. ✓
He is honest ✓ – he does not make excuses for Absalom's crime. ✓
He is insensitive ✓ – he lashes out at Absalom's seemingly selfish attitude/detachment from the situation. ✓
- NOTE:** Accept any ONE of the above combinations. (2)
- 1.1.5 Father Vincent. ✓ (1)
- 1.1.6 The discussion of the theme of religion, should include the following points, **among others**:
- Father Vincent reminds Kumalo that because of his faith, his sorrow has replaced his fear. Father Vincent also expresses the hope that Absalom may be able to repent and receive absolution.
 - Reverend Stephen Kumalo believes that God has put His hands on Jarvis when Jarvis contributes to the community of Ndotsheni. At the end of the novel when Kumalo goes up the mountain to pray, he shows absolute dependence on God.

- Reverend Msimangu supports Stephen Kumalo emotionally during his trying times to keep the faith/not to lose hope. He decides to forsake all worldly possessions to focus on his faith.

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

(3)

1.1.7 Open-ended.

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

Yes.

- Absalom's lack of remorse aggrieves Stephen Kumalo which causes his harsh attitude.
- Stephen feels bitter/ashamed that Absalom has discarded all the morals and values taught to him.
- Stephen Kumalo is upset that he and his wife have had no idea of Absalom's behaviour.

OR

No.

- Stephen Kumalo appears to be over-reacting because he is in a state of despair.
- Absalom's fate seems sealed and this causes Stephen Kumalo to be anxious.
- Absalom appears to be indifferent to his actions/the 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 novel.

(3)

AND

- 1.2 1.2.1 B/priest. ✓ (1)
- 1.2.2 (a) Metaphor ✓ (1)
- (b) The small boy is a source of light/joy ✓ (in Stephen Kumalo's life). When the boy leaves Ndotsheni this light will go out. ✓ (2)
- 1.2.3 (a) surprise/pleasure/admiration/excitement ✓ (1)
- (b) Stephen Kumalo is pleased/surprised that the white boy can speak some isiZulu. ✓ (1)
- 1.2.4 He is ashamed ✓ because this is the son of Arthur Jarvis/the man his son murdered. ✓ (2)
- 1.2.5 He bows to Mrs Kumalo. ✓
He compliments her on her lovely home. ✓
He stands up when Mrs Kumalo enters the room. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.6 The atmosphere is relaxed/pleasant/congenial. ✓
The boy laughs at Stephen Kumalo's exclamations while Kumalo applauds the boy's attempts at speaking isiZulu. ✓
- NOTE:** Award 1 mark for description and 1 mark for the explanation. (2)
- 1.2.7 She does not speak to the small boy./She speaks to her husband. ✓ (1)
- 1.2.8 Arthur Jarvis fought for the rights of the Black people, yet he was shot and killed by a Black man. ✓✓ (2)
- 1.2.9 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- On his journey, Stephen Kumalo encounters several acts of kindness, e.g. Mr Mafolo takes him to the Mission House in Sophiatown.
 - Msimangu is selfless when he helps Stephen Kumalo, e.g. he offers him a room to stay.
 - The young white man from the reformatory assists Stephen Kumalo, e.g. in trying to find Absalom.

OR

No.

- Many of the people Stephen Kumalo encounters have bad qualities, e.g. he is robbed when he arrives in Johannesburg.
- He discovers that Gertrude and John Kumalo lead sinful lives, e.g. Gertrude is a prostitute and John a corrupt politician.
- His own son, Absalom, leads a life of crime and ultimately commits a 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 novel.

(3)
[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

- 2.1 2.1.1 (a) B/lawyer ✓
 (b) A/Jekyll's butler ✓
 (c) D/handwriting expert ✓
 (d) E/Utterson's cousin ✓ (4)

- 2.1.2 (a) Mr Utterson has heard that Mr Hyde ✓ has trampled a little girl. ✓ (2)

- (b) The atmosphere is tense/apprehensive/uneasy/filled with trepidation. ✓
 Mr Utterson mentions the name of Mr Hyde but Dr Jekyll is disinclined to speak about Mr Hyde, fearing that his secret might be revealed. ✓

NOTE: Award 1 mark for description and 1 mark for the explanation. (2)

- 2.1.3 (a) appreciation/gratitude/sincerity/relief ✓ (1)

- (b) Dr Jekyll appreciates that Mr Utterson is a true friend/means well. ✓ (1)

- 2.1.4 C/will. ✓ (1)

- 2.1.5 He is tenacious ✓ – despite Dr Jekyll's request not to interfere, Mr Utterson persistently enquires about Mr Hyde. ✓
 Mr Utterson is considerate ✓ – he believes Dr Jekyll is being blackmailed and wants to help him. ✓
 He is trustworthy ✓ – Dr Jekyll says he trusts Mr Utterson more than he trusts himself/Mr Utterson does not tell Dr Jekyll anything about the little girl. ✓

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

- 2.1.6 Dr Jekyll uses a potion to create Mr Hyde yet it is the very potion that causes Dr Jekyll's death. ✓ ✓ (2)

- 2.1.7 Open-ended.

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

Yes.

- Unlike Dr Jekyll, Lanyon is a rational scientist.
- He pursues knowledge but is not prepared to give up his moral beliefs like Dr Jekyll does.
- He does not believe in metaphysical science like Dr Jekyll.

OR

No.

- He believes that everything should be explained rationally.
- Dr Lanyon is not prepared to take any scientific risks whereas Dr Jekyll is willing to do so.
- He is not open to metaphysical science like Dr Jekyll is.

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

Credit responses where a combination is given. For full marks, the response must be well-substantiated.

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

AND

- 2.2.1 (a) The note states that the last sample of salt✓ is impure/useless ✓(for Dr Jekyll's purpose).

OR

Dr Jekyll wants the salt✓ at any cost. ✓ (2)

- (b) The man is angry./Poole has been at Maw's several times with a similar note.✓ (1)

- 2.2.2 (a) Mr Utterson tells Poole that Dr Jekyll probably suffers from an illness✓ that changes/deforms him.✓ (2)

- (b) If the man in the mask was indeed Mr Hyde, then he would not look for the drug✓ to transform back into Dr Jekyll.✓

OR

Mr Hyde is the stronger and more vicious character; ✓ he would not run away or cry out in fear. ✓

OR

He is familiar with his surroundings✓ yet he cries out and runs away. ✓

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

- 2.2.3 (a) Simile✓ (1)

- (b) Dr Jekyll/Mr Hyde makes a shrill sound of fear✓ like that of a rat, ✓(when Mr Poole unexpectedly sees him digging among the crates). (2)

- 2.2.4 The conversation between Utterson and Poole takes place outside the laboratory/cabinet/Dr Jekyll's house.✓ (1)

2.2.5 The discussion of the theme of good and evil that exists in human beings should include the following points, **among others**:

- Dr Jekyll says that all humans are both good and evil/bad.
- He is a respected scientist and regarded as a gentleman in society. He is well-liked by his employees.
- At first, Dr Jekyll is delighted about the appearance of Mr Hyde as he feels he is not bound by any moral constraints, e.g. he goes out late at night to visit the 'unsavoury' suburbs in London.
- Mr Hyde's evil nature is revealed when he tramples the little girl and kills Sir Carew.

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

(3)

2.2.6 Open-ended.

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

Yes.

- Mr Utterson's friendship with Mr Enfield causes him to become interested in the mystery of Mr Hyde.
- He is compelled to unravel the mystery of Mr Hyde because of his friendship with Dr Jekyll.
- The friendship between Dr Jekyll and Dr Lanyon, although not that strong, allows Dr Jekyll to show Dr Lanyon the result of his experiment.

OR

No.

- Mr Utterson's curiosity drives him to try and solve the mystery of Mr Hyde.
- The friendship between Dr Lanyon and Dr Jekyll is ruined when Dr Jekyll reveals his alter ego.
- Mr Utterson is blinded by his friendship with Dr Jekyll to see the truth, e.g. he recognises the cane (the murder weapon) which he had given to Dr Jekyll but fails to report this information to the police.

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

(3)

[35]

TOTAL SECTION A: 35

3.1.8 Open-ended.

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

Yes.

- The witches arouse Macbeth's curiosity by telling him that he will become the Thane of Cawdor and king of Scotland.
- Macbeth becomes the Thane of Cawdor as predicted and this sets him on a path of destruction/murder to become king.
- The witches predict that Banquo's children will become kings and therefore Macbeth continues with his evil deeds to remain in power.

OR

No.

- Macbeth's own ambition to become king is the driving force for his evil deeds.
- The witches are aware of Macbeth's ambitious nature but they cannot force him to do anything.
- Lady Macbeth has more influence over Macbeth than the witches as she persuades him to murder Duncan.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

AND

- 3.2 3.2.1 Macduff has fled to England ✓ and wants to know from Ross whether the situation is still the same in Scotland. ✓ (2)
- 3.2.2 (a) Metaphor ✓ (1)
- (b) It is relevant because currently good/young people in Scotland are dying/being murdered, ✓ before they have grown old/before their time/ sooner than a flower worn in their caps. ✓ (2)
- 3.2.3 Malcolm/Macduff has fled to England. ✓ (1)
- 3.2.4 Ross should look at the ground. ✓
He should avoid eye contact. ✓
He should nod in confirmation. ✓

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

3.2.5 Ross reassures Macduff that his family is safe, yet he knows that they have in fact been killed. ✓✓ (2)

3.2.6 (a) stern/commanding/authoritative/demanding/anxious✓ (1)

(b) Macduff realises that Ross is not telling the truth and demands to hear it.✓ (1)

3.2.7 The discussion of the theme of betrayal, should include the following points, **among others**:

- Macbeth betrays Duncan by killing him.
- He betrays Banquo's friendship by hiring murderers to kill him.
- He betrays Macduff by having his wife and children killed.

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

3.2.8 Open-ended.

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

Yes.

- Lady Macbeth's own ambition to become queen causes her to manipulate Macbeth to murder Duncan.
- She invites the forces of evil to render her cruel in order to become queen.
- Macbeth is coerced into killing Duncan and this ultimately leads to their destruction.

OR

No.

- Macbeth's ambition to become king, strengthened by the witches' prophecies, causes their destruction.
- He does not need much persuasion from Lady Macbeth to kill Duncan, because he is ambitious.
- Macbeth's ambition to secure his position causes Lady Macbeth's madness and death, and ultimately his own destruction.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

[35]

QUESTION 4: MY CHILDREN, MY AFRICA!

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

- 4.1 4.1.1 (a) B/the standard six learner ✓
 (b) C/a learner at Zolile High ✓
 (c) D/passionate about educating the learners ✓
 (d) A/a learner at Camdeboo ✓ (4)
- 4.1.2 After the debate. ✓ (1)
- 4.1.3 C/Brakwater. ✓ (1)
- 4.1.4 (a) bitter/disdainful/reproachful/resentful/determined/rebellious ✓ (1)
- (b) He does not want to be remembered by/be associated in any way with Zolile High School/He feels he has received an inferior education. ✓ (1)
- (c) He should shake his head. ✓
 He should wave his hands. ✓
 He should bang on the table/desk. ✓

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

- 4.1.5 Thami means that enjoying his school years does not depend entirely on being successful in the exams ✓ but that there are other contributing factors that influence his happiness at school (e.g. the poor education offered to Black people). ✓ (2)
- 4.1.6 As a primary school learner Thami was enthusiastic/excited about school; now he realises the inferiority of Bantu education and has become disenchanted/disillusioned. ✓✓ (2)
- 4.1.7 Open-ended.

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

Yes.

- Mr M exercises patience when Isabel wants to know anything from him, yet he becomes irritated with Thami.
- He readily accepts Isabel's opinion. However, he does not allow Thami to have an opinion of his own.
- Mr M has an authoritarian approach when he expects absolute obedience from Thami.

OR

No.

- Mr M wants what is best for all learners which include Thami and Isabel.
- He compliments both Thami and Isabel on their achievements, e.g. after the debate.
- He believes they are both born leaders, e.g. he enters them for the literary quiz.

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

Credit responses where a combination is given.

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

AND

- 4.2 4.2.1 (a) Metaphor/Hyperbole/Metonymy/Synecdoche. ✓ (1)
- (b) Mr M tries to show Thami that education ✓ is more important than violence. ✓ (2)
- 4.2.2 Zolile High will receive a cheque of R5 000 if Thami and Isabel win the literary quiz. ✓
Thami may get a scholarship if they win the literary quiz. ✓
Mr M believes Thami and Isabel will make a formidable team. ✓
He wants to show that black and white can work together and gain success. ✓
- NOTE:** Accept any TWO of the above. (2)
- 4.2.3 Mr M tells Thami that the most famous/powerful/greatest writers/leaders ✓ could express their overwhelming emotions/feelings and opinions through the medium of words. ✓ (2)
- 4.2.4 Isabel's father is a pharmacist/chemist. ✓ (1)
- 4.2.5 Thami warns Mr M that his life is in danger ✓ because he is an informer. ✓

OR

- Thami is trying to save Mr M's life ✓ because the mob is coming to kill him. ✓ (2)
- 4.2.6 Mr M is committed/dedicated. ✓ He goes to school despite the boycotts. ✓
He is unmoved/stubborn/obstinate. ✓ He believes that violence is not the solution to the inequality of education. / He does not listen to anything Thami says and remains steadfast in his belief. ✓

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

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

- The school debate sets the scene for the budding friendship of Thami Mbikwana and Isabel Dyson.
- They develop a meaningful friendship when they exchange information and meet regularly to practise for the literary quiz.
- Their friendship, however, is subjected to immense strain when Thami decides to withdraw from the literary quiz /joins the school boycott.
- Their friendship withstands the test of time when Thami jeopardises his life to come and bid farewell to Isabel and they part as friends.

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

(3)

4.2.8 Open-ended.

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

Yes.

- Isabel is a symbol of/represents hope in this drama as she becomes aware of the plight of the greater South Africa.
- She promises Mr M that she will not waste her life but will strive to make a difference in South Africa.
- Despite the difference in opinion/cultural backgrounds, Thami and Isabel prove that people of different races can work together/be friends.

OR

No.

- Mr M's death is tragic.
- Thami compromises his education to join the Movement.
- The violence and lawlessness displayed during the school boycott do not evoke hope.

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

(3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

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

5.1 'NEXT DOOR' – KURT VONNEGUT

- 5.1.1 (a) To Charlotte/the woman with whom Mr Harger has an affair./ To the woman who presumably has fired the shots.✓ (1)
- (b) She is afraid that he might tell on her about the shooting.✓ (1)
- 5.1.2 B/tell a secret.✓ (1)
- 5.1.3 Paul's mother expects to find a frog✓ and a 'magic' pocketknife. ✓ (2)
- 5.1.4 All-night Sam has 'helped to kill a man' by playing a dedication/ from Mr Harger to his wife asking her to make up and start all over again. ✓The woman in the apartment hears the dedication and shoots at Mr Harger. ✓ (2)
- 5.1.5 (a) Metaphor✓ (1)
- (b) The figure of speech is relevant because Paul tries to hide from the awful experience he has had/the knowledge that he contributed to Mr Harger's death✓ and finds shelter/protection in his bed.✓ (2)
- 5.1.6 (a) polite/enquiring/anticipation/pretentious ✓ (1)
- (b) He is addressing a policeman/ashamed of his behaviour/the noise made/feels guilty.✓ (1)
- 5.1.7 The woman is insensitive✓ – she sees Paul is shocked but does not do anything to comfort him. ✓
She is cruel✓ – she grabs him by the arm in order to restrain him. ✓
She is dishonest✓ – she offers him a bribe to remain silent about the shooting.✓

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

5.1.8 Open-ended.

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

Yes.

- Paul's mother does not want him to watch the adult movie.
- She repeatedly instructs him to apply certain safety measures.
- She is concerned that he might look at germs through the microscope.

OR

No.

- Paul's parents leave him alone at night while they go to the movies.
- Paul's mother ensures that he knows what to do in the case of an emergency.
- She is more amused than concerned when she finds the money in his pocket.

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

Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

AND

5.2 'THE LAST BREATH' – SAM KAHIGA

5.2.1 He does not understand why she wants to see the ring ✓ as she is blind. ✓

OR

He does not understand why she removes the ring ✓ and asks him to wait a while after he proposes. ✓ (2)

5.2.2 The speaker uses ellipsis to show his confusion as he does not understand Eva's happiness. ✓
He uses ellipsis to show his hesitation before he uses the word 'see' as Eva is blind. ✓ (2)

- 5.2.3 The young man will now be able to marry Eva ✓ as she will regain her sight. ✓ (2)
- 5.2.4 After the death of the young man's father, which was a period of sadness, ✓ Eva's sight is restored and brings about happiness. ✓ (2)
- 5.2.5 His father's grave/the soil covering the grave. ✓ (1)
- 5.2.6 The speaker would marry Eva when he comes of age/turns eighteen/twenty-one years old/as soon as she can see. ✓ (1)
- 5.2.7 The young man has a good relationship with his mother because she understands how he feels about Eva. ✓ She accepts Eva and supports his decision to marry her. ✓ (2)
- 5.2.8 The discussion of the theme of love, should include the following points, **among others**:
- The speaker loves Eva so much that he is prepared to defy his father.
 - He intends to marry Eva despite her blindness.
 - Eva loves him to the extent that she does not want to accept the ring from him until her sight is restored.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)
- 5.2.9 Open-ended.
Accept a relevant response which shows an understanding of the following aspects, **among others**:
- Yes.
- The young man's father is against his son marrying Eva because she is blind.
 - He feels that Eva will be a burden to his son because of her blindness.
 - He does not make an attempt to get to know Eva better even though he goes to the school of the blind.
 - He concentrates only on her blindness and not her good qualities.

OR

No.

- The father is concerned and wants only the best for his son.
- When the speaker invites his father to accompany him to the school for the blind to meet Eva, he accedes to his request.
- He donates his cornea to Eva when he dies therefore ensuring that she is able to see again.

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

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY**QUESTION 6**

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

6.1 Everything has changed (except graves) – Mzi Mahola

- 6.1.1 D/neglected. ✓ (1)
- 6.1.2 (a) Personification ✓ (1)
- (b) The figure of speech is relevant because there are wild plants everywhere ✓ which highlight the neglect of the area/the passing of time. ✓ (2)
- 6.1.3 The speaker is so shocked/disappointed when he sees the neglected state of the school ✓ that he cannot express his feelings. ✓ (2)
- 6.1.4 'laughed' ✓
'shame' ✓ (2)
- 6.1.5 The cemetery has become so overgrown with wild plants ✓ that soon it will no longer be recognisable. ✓ (2)
- 6.1.6 The speaker uses the words to emphasise that he has been away for so long ✓ that everything around him is unfamiliar and he does not recognise the person addressing him. ✓

OR

- The speaker is so overwhelmed by the extent of the neglect ✓ that the voice he hears is possibly not a real person/he is imagining that he hears a voice. ✓ (2)
- 6.1.7 The explanation of the theme of change, should include the following points, **among others**:
- The speaker visits his former school after many years and reflects on the changes he sees.
 - The buildings, the school playgrounds are unrecognisable because they are overgrown with wild plants.
 - Even the speaker has changed. He expresses shame/embarrassment for his undisciplined action where he was involved in a fight.
 - Everything in Lushington has changed and the speaker no longer has a sense of belonging.

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

6.1.8 Open-ended.

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

Yes.

- It is inevitable that things will change over the years for the speaker.
- The speaker has not lived through the changes therefore everything seems different.
- He does not feel at home in Lushington anymore since he is no longer part of the community.

OR

No.

- Memories are precious and as a child he would experience that more intensely.
- The speaker's shock when he sees the dilapidated state of the school is not overreaction.
- The speaker's feeling of not belonging is natural and not overreaction.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

AND

6.2 **To learn how to speak ... – Jeremy Cronin**

- 6.2.1 (a) South African✓ (1)
- (b) Johannesburg✓ (1)
- 6.2.2 'Voices' refers to the different people/cultures✓ and to the different languages.✓ (2)

- 6.2.3 (a) incomprehension/uncertainty/confusion ✓ (1)
- (b) To indicate that the speaker is experiencing difficulty with speech. ✓ (1)
- 6.2.4 These suffixes are borrowed from a different language ✓ and the speaker has difficulty pronouncing them. ✓

OR

They are Afrikaans suffixes ✓ in order to make reference to place names where water was found. ✓ (2)

- 6.2.5 (a) Metaphor ✓ (1)
- (b) It is relevant because it shows that words are formed differently in the various languages/cultures ✓ just like the different sounds that are produced by an African drumbeat. ✓ (2)
- 6.2.6 'Just boombang' describes the way something happens (quick/fast)/parse means 'the way words are divided into syllables'. ✓ (1)
- 6.2.7 The first two lines emphasise the need to understand one another/language ('the land'). ✓ In the last two lines the speaker is more specific and refers to South Africa ('this land'). ✓ (2)
- 6.2.8 Open-ended.

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

Yes.

- It is difficult to try to analyse what the speaker is saying when many of the sentences are incomplete.
- Many of the linguistic terms seem to be unrelated to the message of the poem, which is to learn how to speak.
- The speaker makes use of an extended metaphor of water, but it is difficult to link that to learning to communicate.
- The images used are unclear, like 'in the pit of your arm'.

OR

No.

- Through the use of the linguistic terms in the poem, the speaker wants to get the message across that it is difficult to learn another language.
- Understanding a language does not only rely on knowledge of vocabulary and syntax, but also on the lingua franca.

- The speaker makes it clear that South Africa is diverse in languages and cultures.

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

(3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70