



ENGLISH FIRST ADDITIONAL LANGUAGE

REVISION BOOKLET 2025 TERM 2

Grade 12

This revision program is designed to assist you in revising the critical content and skills covered during the 2nd term. The purpose is to prepare you to understand the key concepts and to provide you with an opportunity to establish the required standard and the application of the knowledge necessary to succeed in the NCS examination.

The revision program covers the following topics:

- EFAL Paper 1
 - Comprehension
 - Summary
 - Visual Literacy
 - Editing
- EFAL Paper 2
 - Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson
 - My Children! My Africa! by Athol Fugard
 - Short Stories
 - Poetry

GRADE 12 REVISION

PAPER 1

The following analysis of the Grade 12 paper 1 is by no means the be all and end all for you to pass the paper but will go a long way in assisting you to what is expected of you when you have to answer the Paper 1 for your final exam.

So, what is expected of you?

2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line after each answer.
6. Number the answers correctly according to the numbering system used in this question paper.
7. For multiple-choice questions, write only the letter (A–D) next to the question number in the ANSWER BOOK.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frame as a guideline:
SECTION A: 50 minutes
SECTION B: 20 minutes
SECTION C: 50 minutes
10. Write neatly and legibly.

Remember to start each question on a new page and leave a line open between every answer.

SECTION A: COMPREHENSION [30] = 37.5%

QUESTION 1:

You will get a **Text A** prose (worded) text of 600-700 words for 24 marks and a **Text B** graphic (picture or illustration) for 6 marks. The questions will be staggered from easy (answers directly from the text) to difficult (where you have to deduce answers from the text) to more difficult (where the examiner will test value and worth or the psychological impact of the text).

TIPS:

1. Read through your text carefully.
2. Read your questions, underlining key words.
3. Read through your text for a second time and indicate the number of the answer next to the relevant part of the text, in pen.
 - a. Some questions will refer to specific paragraphs; you will then know where to locate the core of the answer.

ANSWERING TECHNIQUES TIPS:

- Avoid starting sentences with conjunctions, such as because, and, but and so.
- The mark allocation is usually an indication of the number of points needed in your answer.
- Your numbering must correspond to the numbering in the QP.

- If you are asked to describe in ONE sentence what the character looks like, do not give two or four sentences. Do not give one-word answers if you are asked for a sentence.
- Each answer must be written in a new line. Leave a line open after each answer.
- When quoting from the text, enclose the quote with single inverted commas. ('...').
- Edit your work to check that you have answered correctly. Spelling and language errors result in an unnecessary loss of marks especially at Question 5.
- Write clearly and neatly. It is recommended to use blue ink in the exams.

Now practice using this question paper. Check your answers once you are done.

SECTION A: COMPREHENSION

QUESTION 1

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A

IT IS IN THE BAG

- | | | |
|---|--|----------|
| 1 | Whether you live on your own or as a family, finding the time and energy to prepare home-cooked meals seems like a daunting task. Over the years, people have thought of different ways to minimise the time they spend cooking in order to have more time with family and friends. | |
| 2 | The Wonderbag, which was invented in South Africa in 2008, is one product which responded to this need. This product originated from Sarah Collins, an entrepreneur and social activist who had the desire to continue cooking during a national power outage. This award-winning, revolutionary, non-electric, heat-retention cooking bag comes in different sizes. It allows food that has been brought to the boil by conventional methods to continue to cook for up to 12 hours without using additional energy sources. | 5
10 |
| 3 | Through the years, the Wonderbag journey has been nothing short of inspiring. It is an innovative solution for Africa's most vulnerable communities and the environment. | |
| 4 | Cooking with a Wonderbag saves a significant amount of money, water and energy. The environmental benefits that automatically follow are enormous too. Just one Wonderbag used every day reduces up to 1,5 tons of carbon emissions annually. It also reduces exposure to indoor air-pollution by up to 60% in homes. It saves five trees annually from being cut down, therefore limiting deforestation. | 15 |
| 5 | When you use a Wonderbag, you invest in young people. The number of children, who do at least two hours of household chores per day, almost doubles after they reach the age of 15. By the time they are adults, more than four hours are spent doing household chores every day, leaving precious little time for anything else. Wonderbag cooking saves many hours per year, giving these young adults more time to study. With every year of education, their earning potential is increased, thereby creating a better opportunity for them. | 20
25 |
| 6 | The factories and sewing groups that produce Wonderbags provide communities | |

with work they are paid to do. Many people who own a Wonderbag often start their own businesses, such as serving hot food straight out of the Wonderbag at local markets. They are also able to sell other crafts which they now have time to make. 30

7 The simple act of using a Wonderbag changes people's lives by allowing them control over their finances as they save the money they would have spent paying for charcoal or fuels like gas, paraffin and electricity. Users of the Wonderbag report utilising money saved by cooking in this innovative way to buy more nutritious food and health supplements, such as vitamin tablets for their families. They, therefore, also report fewer health issues. 35

8 In 2020, over 60 000 Wonderbag non-electric slow cookers were produced as a well-timed response to the global Covid-19 pandemic. Wonderbag partnered with like-minded organisations such as the Community Chest and some non-governmental organisations (NGOs) to distribute these bags. Together, they helped families to achieve their potential while simultaneously helping to reduce carbon emissions through more fuel-efficient cooking. 40

9 'This bag has solved my problems. I can now cook anything I want without fear of burning the food,' reported Evelyn Wani. As a member of a communityfarming group, she is very happy about this invention. The Wonderbag has been of great help since this group is able to carry their food to the farm land while it is cooking. They would not hesitate to strongly recommend this technology to others. Evelyn also says she used to burn a bundle of fire wood for every meal, but now she uses the same bundle for a week or more. Her eye problems have also improved as she uses less wood. Evelyn feels that life is better now because of the Wonderbag. 45 50

10 The Wonderbag has made cooking fun and much easier for the whole family. People spend less time cooking and do not have to fight for space and time in the kitchen. They know that once their food is in the bag, they are done with cooking and will have more free time to themselves or to socialise. 55

[Adapted from wonderbagworld.com]

1.1 Refer to paragraph 1.

State ONE benefit of spending less time preparing home-cooked meals. (1)

1.2 Refer to paragraph 2.

1.2.1 Using your OWN words, explain why Sarah Collins invented the Wonderbag. (2)

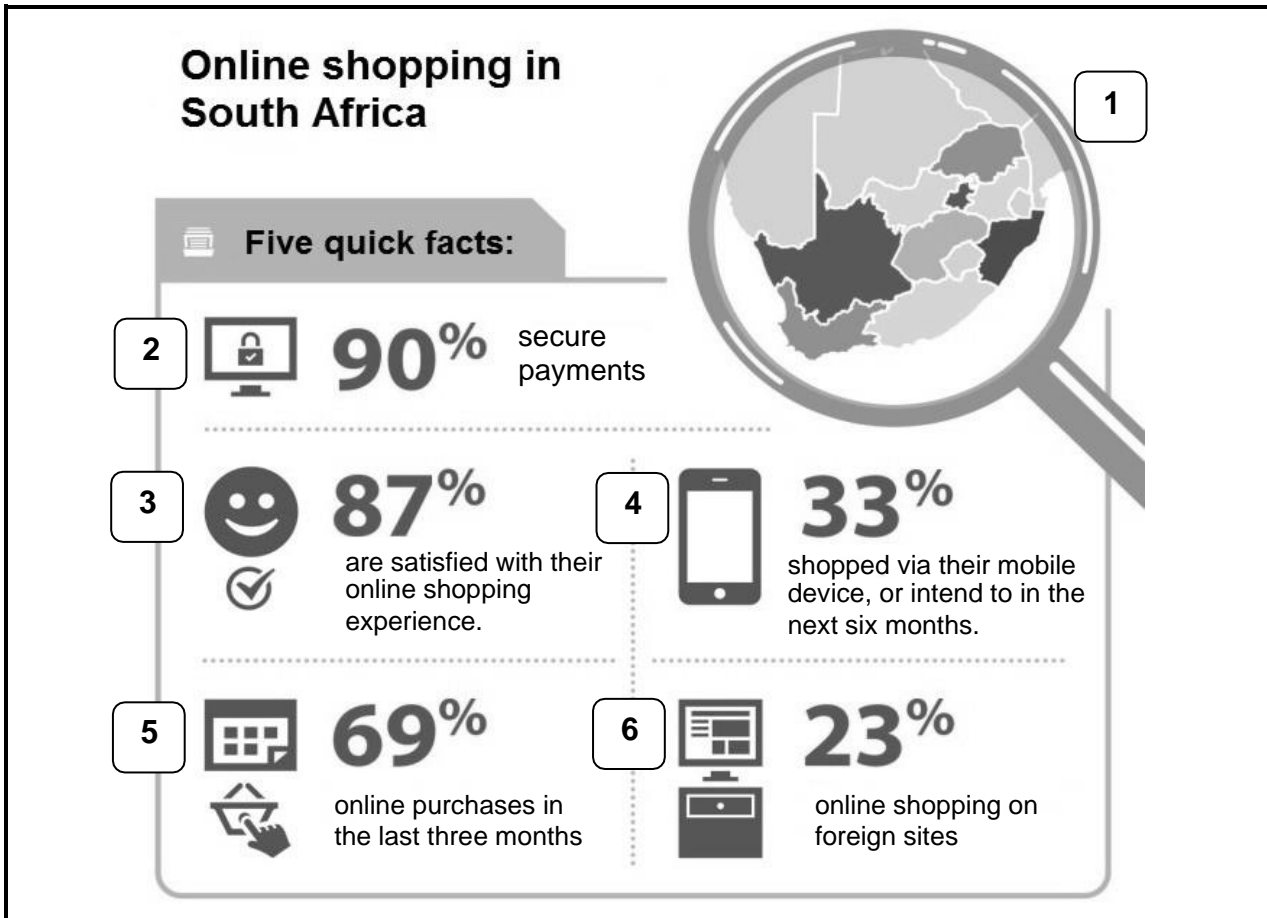
1.2.2 Explain why the writer refers to the Wonderbag as a revolutionary cooker. (2)

1.2.3 Why is the following statement FALSE?

Raw food can be cooked in a Wonderbag. (1)

- 1.3 Choose the correct answer to complete the following sentence:
The word, 'vulnerable' in line 13 means the same as ...
- A helpless.
 - B homeless.
 - C timeless.
 - D priceless. (1)
- 1.4 Refer to paragraph 4.
What are the environmental benefits of cooking with a Wonderbag? Give TWO points. (2)
- 1.5 Refer to paragraph 5.
Using your OWN words, explain what the writer means by, 'When you use a Wonderbag, you invest in young people'. (2)
- 1.6 Refer to paragraph 6.
State TWO ways in which the owners of the Wonderbag may be able to earn an income. Use your OWN words. (2)
- 1.7 How does the use of the Wonderbag lead to 'fewer health issues' (line 37)? State TWO points. (2)
- 1.8 Refer to paragraph 8.
- 1.8.1 What does the writer mean by, 'a well-timed response' (line 39)? (1)
 - 1.8.2 Suggest reasons for the reference to the Community Chest and NGOs in this paragraph. (2)
- 1.9 Explain why the writer has included the story of Evelyn Wani in this passage. (2)
- 1.10 Discuss whether paragraph 10 is an appropriate conclusion to this passage. (2)
- 1.11 Discuss the suitability of the title, 'IT IS IN THE BAG'. (2)

TEXT B



[Source: www.google.com]

GLOSSARY:

Online shopping: buying goods using the internet

- 1.12 Why is the magnifying glass (visual 1) included in this text? (2)
- 1.13 What emotion is conveyed by the emoticon (emoji) used in visual 3? (1)
- 1.14 Identify the percentage of shoppers who use their mobile devices to do their online shopping. (1)
- 1.15 Do you think visual 6 conveys an important message? Substantiate your answer. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

What is expected of you?

Follow these instructions to the letter.

TIPS:

- Read your text carefully; **Underline/Highlight** and number identified sentences in the text.
- Write in short, concise **full sentences**.
- **Edit** your rough draft.
- **Draw a line** through your rough draft.
- **Leave a line open** between every sentence of your final draft.
- Use your **own words** to express facts;
- Add a word; remove words; change the word order; use synonyms etc. to ensure that you do not quote directly from the text.
- This summary lends itself to the use of the **imperative form**; a grammatical mood that forms a **command or request**.
- **Practice**, practice and practice.

SECTION B: SUMMARY**QUESTION 2**

Mushrooms have been proven to be a superfood when it comes to plant-based diets, with various benefits to tap into.

Read TEXT C below and list SEVEN points on **the benefits of eating mushrooms**.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using no more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C**MUSHROOMS: THE SUPERFOOD**

More and more people are opting for a plant-based diet for various reasons. This does not necessarily mean that they are vegan or vegetarian. It simply means you choose to eat more food from plant sources. Mushrooms, which are also known as fungi, are popular in such diets as they have many benefits.

Mushrooms are not seasonal vegetables since South African farmers cultivate them throughout the year. This makes them cost-effective for consumers.

Including mushrooms in your diet allows you to reap the benefits of them being fat-free, low in sodium, low in calories and cholesterol-free. They are also packed with vitamins and minerals.

Mushrooms have anti-inflammatory properties. Eating more fungi may provide supportive therapy for many conditions that become worse with long-lasting inflammation.

They also have a meaty texture and taste and can be used to substitute the amount of meat that is suggested in a recipe. This will allow you to feed more mouths.

In many cultures, mushrooms are used to enhance the flavour of certain dishes. Chopped mushrooms are often added to meat stews to improve the taste.

Fibre in your diet fills you up for the whole day. It also prevents constipation. For these reasons, dieticians strongly recommend that you add more mushrooms to your daily diet.

There are several recipe books which have mushroom-inspired recipes to choose from. These books are available in bookshops and online.

[Adapted from *The Citizen*, 7 July 2021]

TOTAL SECTION B: 10

SECTION C: LANGUAGE**QUESTION 3: ANALYSING AN ADVERTISEMENT**

Know these words for advertising

- Target Audience
- Headline
- Imagery/image
- Slogan/logo
- Product
- Target Market
- Brand
- Persuasive techniques

- Learners, you should be able to identify and explain the above words and phrases in the context of the advertisement in the exams.
- Look carefully at graphics; what emotions are displayed with the picture/s or graphics.
- Read every word in the advertisement; identify words that are convincing to the reader.
- Refer to your questions; add the number of the questions to the part of the advertisement that might answer the question.
- Companies and institutions add contact details, websites and email addresses. You should be able to answer questions related to these.

You can expect higher-order questions at the advertisement, e.g.

3.7 Does this advertisement succeed in convincing the reader to purchase the advertised product? Substantiate your answer. (2)

Once more, the P-E-E method can be employed to answer the higher order question.

Note wording to initiate the answer such as:

'The advertisement is successful because...' (Point).

'The advertisement displays ... (visual or verbal) ... (Evidence).

Therefore... (Explanation).

TIPS:

- Do more exercises to hone techniques for;
 - 'target audience';
 - 'visual and verbal techniques'.
- Not every advertisement promotes a product, but some advertise a service, manufacturer, an idea or a lifestyle, etc.
- Practice with a variety of advertising texts.
- Voice an opinion in class when answering more demanding questions like Q3.7. (P-E-E)

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D

We know YOU HAVE BIG dreams WE'LL GET YOU STARTED!

Shape your future by making the right choice, right now. Apply the skills you learn today in the workplace tomorrow. Choose from courses in IT, Accounting, Management, Marketing, Business Communication, Secretarial, Hospitality, Travel, Sports Management, UNISA BCompt support and more.

SMS CEO AND YOUR NAME TO 45139 AND WE'LL GET YOU STARTED

BCC BOSTON
City Campus & Business College
Education For Life

Over 40 Tuition Centres Nationwide

boston.co.za

[Source: boston.co.za]

The text in small font below the logo and the word **BOSTON** reads as follows:

<p>City Campus & Business College Education For Life</p> <p>Over 40 Tuition Centres Nationwide</p>
--

- 3.1 Who is the target audience in this advertisement? (1)
- 3.2 Why is the word, 'Big', written in larger font in the headline? (1)

- 3.3 Quote FOUR consecutive words from the text which suggest that BOSTON College is willing to assist students in pursuing their career paths. (1)
- 3.4 Why does the advertiser include the visual of car keys in this advertisement? (2)
- 3.5 Provide an **antonym** for the underlined word in the following sentence:
Boston College offers more courses than other colleges. (1)
- 3.6 Refer to the words, 'Over 40 Tuition Centres Nationwide'.
- 3.6.1 Why has the advertiser included the words, 'Over 40 Tuition Centres', in this advertisement? (1)
- 3.6.2 Choose the correct answer to complete the following sentence:
The word 'Nationwide' means the entire ...
- A world.
B country.
C universe.
D continent. (1)
- 3.7 Does the advertiser succeed in convincing the reader to enrol at Boston? Substantiate your answer. (2)
- [10]**

QUESTION 4: ANALYSING A CARTOON

In essence, the cartoon is intended to create humour in newspapers, magazines, memes and other media.

The cartoon is presented to you in numbered frames.

Read carefully through the cartoon.

Identify each character and **characteristics**.

Identify **emotions** of each character.

Are you able to explain the **intended humour** in the cartoon?

Refer to the **frame references** with questions;

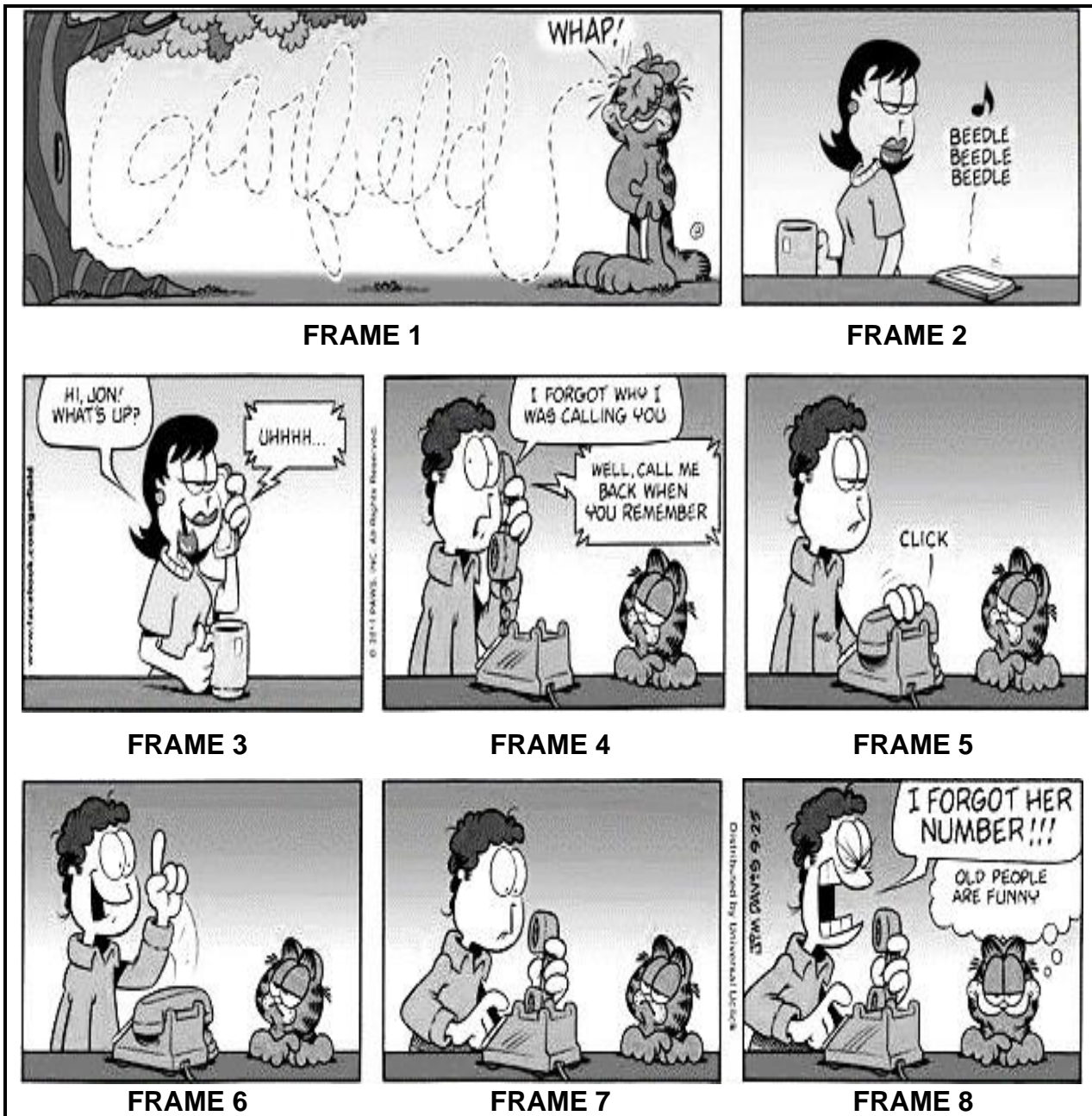
TIPS:

- Note the body language of characters (How do they use their bodies to convey a certain message: non-verbal communication);
- Verbal communication (What do the characters say? Tone of voice);
- Setting (What is the background to the pictures?);
- Scale (Is one character bigger than the other?);
- Stereotypes and Caricatures;
 - A stereotype is a vastly oversimplified view of some group;
 - Caricature is an exaggerated or distorted drawing of an individual;
- Speech bubbles (Words of characters);
- Thought bubbles (Thoughts of characters);
- FONT size (size of letters in text); and
- Identify and describe the intended humour.

QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

TEXT E



[Source: www.google.com]

NOTE: In this cartoon, the man's name is Jon, the woman is Liz (Jon's friend) and the cat's name is Garfield.

4.1 Refer to FRAME 2.

What evidence is there that the cellphone is ringing? State TWO points. (2)

4.2 Refer to FRAME 3.

4.2.1 Rewrite the following question in more formal English.

'Hi Jon! What's up?'

(2)

- 4.2.2 Explain why the cartoonist uses two different types of speech bubbles in this frame. (2)
- 4.3 Refer to FRAMES 5 and 6.
Explain how Jon's body language in FRAME 5 is in contrast to his body language in FRAME 6. (2)
- 4.4 Do you think the cartoonist succeeds in creating humour in this cartoon? Discuss your view. (2)
- [10]**

QUESTION 5: LANGUAGE AND EDITING SKILLS

You will receive a prose text of 150-200 words inclusive of intentional errors [14 marks]. In addition, you will also receive a picture with a short text [6 marks].

Language and Editing skills questions will be related to these two texts.

The science of question May/June 2022.

Language aspect	Mark
Correcting the single error	(4)
Combine Sentences	(2)
Present continuous tense	(1)
Plural form	(1)
Tag question	(1)
Parts of speech	(2)
Reported speech	(3) 1 mark for correct punctuation.
Correct form of the word	(1)
degree of comparison	(1)
homonym	(1)
negative form	(1)
passive voice	(1)
prefix.	(1)

There is no guarantee that the 2023 NSC EFAL/P1 will have the same layout. You need to be prepared for any grammar question.

Note the checklist below and ensure that you are able to tick each grammar aspect.

I know the following: Language					YES	NO
The parts of speech and the function of each:						
conjunction	article	preposition	verb	interjection		
noun	adjective	pronoun	adverb			
Compound words (adjectives and nouns)						
Punctuation and the function of each:						

Full stop	comma	apostrophe	capitals	Semi-colon		
colon	Question mark	exclamation	Ellipsis dots	hyphen		
dash	brackets	parenthesis	Inverted commas			
Concord and the basic rules of concord						
Singular and plural						
The apostrophe rules – possession and omission						
The pronoun and the rules governing the personal pronoun						
The verb - auxiliary verbs						
Degrees of comparison						
Synonyms, antonyms						
Homonyms, homophones						
Abbreviation, acronyms						
Prefixes, suffixes						
Etymology, root of words						
Tenses						

TIPS:

- Practice active to passive voice, direct to reported speech, negative form and vice versa. Do revision of your grammar activities during the past year.
- Know tenses and changing the tense of sentences.
- Practice what a tag question is and which punctuation mark to use.
- Do remedial work/corrections after tests and examinations, and after any written work.
- Past question papers, question 5 are useful revision tools. Also, refer to the memorandum as to how questions are answered.
- Study the trends of the past question papers.
- READ as much English as possible

Check your Answers for Paper 1

SECTION A: COMPREHENSION QUESTION 1

- 1.1 People will have more time to spend with friends and family/to relax.✓ (1)
- 1.2 1.2.1 She invented the Wonderbag to find a solution for people to be able to cook food✓when the electricity was off/during a blackout/power failure/loadshedding.✓ (2)
- 1.2.2 The Wonderbag is a new/innovative/unconventional cooker✓ that changes the way people cook their food./It saves time/fuel.✓ (2)
- 1.2.3 Food must be boiled/pre-cooked (before it is placed in the Wonderbag.)✓ (1)
- 1.3 A/helpless✓ (1)
- 1.4 It is ozone friendly./Decreases carbon emissions✓
Decreases indoor air-pollution✓
Saves trees/reduces deforestation✓
Saves energy✓
Saves water.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.5 Using a Wonderbag for cooking, enables young people to have more time for their studies/schoolwork.✓This allows them to obtain a better education/have more opportunities (which may lead to them earning more money.)✓ (2)
- 1.6 Wonderbag owners can begin their own business/become entrepreneurs/sell warm food.✓
They can sell handcrafts/handcrafted goods they would have made during their spare time.✓ (2)
- 1.7 Money that is saved by using this method of cooking is used to buy healthy ingredients/food items.✓
Money that is saved may be used to buy health supplements which make people healthier.✓ (2)
- 1.8 1.8.1 The Wonderbag came at an appropriate time/right on time.✓ (1)
- 1.8.2 To indicate that the product has the support/backing of organisations that help vulnerable communities,✓and to add credibility to the article.✓ (2)
- 1.9 It adds a human element to the Wonderbag story✓ and demonstrates how the Wonderbag has changed the lives of ordinary people.✓ (2)

1.10 Open-ended. Accept a suitable response, e.g.

Yes.

The conclusion is appropriate because it summarises the most important benefits of the Wonderbag mentioned in the passage. It reaffirms the advantages of using the Wonderbag and thus strengthens the message of the passage.

OR

No.

The conclusion is not appropriate because it does not summarise all the points that are discussed in the passage. While there are more benefits mentioned, this paragraph only focuses on the benefits of spending less time cooking and having more free time.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.11 Open-ended. Accept a suitable response, e.g.

The title is suitable because the Wonderbag is guaranteed to be successful. There is also a clever play on words (pun) as the wonder of cooking is in the bag.

OR

It is not suitable because it is vague. Just reading the title leaves one with a number of questions about the bag to which reference is made./One is not sure what to expect upon reading the title.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.12 It shows that South Africa is the focus✓of this study/investigation on online shopping habits.✓ (2)

1.13 Satisfaction/Happiness✓ (1)

1.14 33%✓ (1)

1.15 Open-ended. Accept a suitable response, e.g.

Yes.

Visual 6 shows that the majority of South Africans do not use foreign sites for online shopping. Only 23% of them do online shopping on foreign sites.

OR

No.

The visual does not support the idea of online shopping as there is no reference to international shopping websites. It is only a visual showing a computer monitor.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'Mushrooms are not seasonal vegetables since South African farmers cultivate them throughout the year.'	1.	Mushrooms are available all year long.
2.	'This makes them cost-effective for consumers.'	2.	Mushrooms are affordable (for shoppers).
3.	'Including mushrooms in your diet allows you to reap the benefits of them being fat-free, low in sodium, low in calories and cholesterol free. They are also packed with vitamins and minerals.'	3.	Mushrooms have various health benefits./Mushrooms are healthy.
4.	'Mushrooms have anti-inflammatory properties. Eating more fungi may provide supportive therapy for many conditions that become worse with long-lasting inflammation.'	4.	Mushrooms have medicinal benefits./ Mushrooms are beneficial in the treatment of inflammation.
5.	'They also have a meaty texture and taste and can be used to substitute the amount of meat that is suggested in the recipe.'	5.	Mushrooms are the perfect substitute for meat.
6.	'This will allow you to feed more mouths.'	6.	By adding mushrooms to a meal, you are able to feed more people.
7.	'In many cultures, mushrooms are used to enhance the flavour of certain dishes. Chopped mushrooms are often added to meat stews to improve the taste.'	7.	Mushrooms add flavour to certain dishes./Mushrooms are versatile.
8.	'Fibre in your diet fills you up for the whole day.'	8.	Mushrooms keep you fuller for longer.
9.	'It also prevents constipation.'	9.	Mushrooms stop constipation.

MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- **Distribution of language marks when a candidate has not quoted verbatim:**
 - 1–3 points correct: award 1 mark
 - 4–5 points correct: award 2 marks
 - 6–7 points correct: award 3 marks
- **Distribution of language marks when a candidate has quoted verbatim:**
 - 6–7 quotes: award no language mark
 - 4–5 quotes: award a maximum of 1 language mark
 - 2–3 quotes: award a maximum of 2 language marks

NOTE:

- **Word count:**
 - Markers are required to verify the number of words used.
 - Do not deduct any marks if the candidate fails to indicate the number of words used, or if the number of words used is indicated incorrectly.
 - If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

SECTION C: LANGUAGE

- **Spelling:**

- One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
- In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
- Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 People who want to study./Grade 12 learners/School leavers/People who are interested in a career (change).✓ (1)
- 3.2 To attract the reader's attention./To emphasise that studying at Boston College will enable the student to realise his/her 'big dreams'.✓ (1)
- 3.3 'We'll get you started!'✓ (1)
- 3.4 To emphasise that studying at Boston College will enable you to succeed✓and realise your dream of owning a car.✓

OR

There is a play on the words, 'We'll get you started!' The reference is to starting a car,✓and to Boston College getting the prospective student to start a new life/career.✓ (2)

- 3.5 fewer✓ (1)
- 3.6 3.6.1 To indicate that the college is well-established/successful/has many campuses all over the country.✓ (1)
- 3.6.2 B/country✓ (1)
- 3.7 Open-ended. Accept a suitable response, e.g.
Yes.
There is a wide variety of courses to choose from. The advertisement suggests that you will be successful if you study at Boston College.

OR

No.
Boston College does not offer all possible courses. As a result, this advertisement will not appeal to all students to study at Boston.

NOTE: Do not award a mark for Yes or No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]

QUESTION 4: ANALYSING A CARTOON

- 4.1 The music note✓
(The onomatopoeia) 'Beedle Beedle Beedle'✓ The movement lines coming from the cellphone.✓

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

- 4.2 4.2.1 Hello/Good day, Jon.✓
Why are you calling?/What is wrong?/What do you want?/How are you?✓

NOTE: Accept ANY other suitable answer. (2)

- 4.2.2 The solid speech bubble indicates the direct words of the speaker (Liz)✓while the jagged speech bubble indicates the words heard (by Liz)/spoken over the phone (by Jon).✓ (2)

- 4.3 In Frame 5, Jon places the telephone receiver down./His eyes are half-closed./His mouth is closed.
In Frame 6, his arm/hand is lifted with his index finger pointing upwards./His eyes are wide open./His mouth is wide open/smiling.

NOTE:

- Accept ANY other suitable answer provided that the contrast is clear.
- Award 2 or 0 marks. (2)

- 4.4 Open-ended. Accept a suitable response, e.g.

Yes.

It is humorous that Jon forgets the reason why he calls his friend and when he finally remembers, he forgets her number./Garfield's facial expression (smirk/grin) and his comment that old people are funny add to the humour.

OR

No.

There is no humour in the fact that old people lose their memory. Jon suffers from short-term memory loss, which is not funny.

NOTE: Do not award a mark for Yes or No.
The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]

1. As you prepare for Paper 2, keep the following in mind:

It is not good enough simply to have a basic knowledge of the texts. You must know the content inside out, backwards and forwards. **When you see an extract, you must be able to place it in context. That is, what happens BEFORE and what happens AFTERWARDS.**

That will enable you to answer Levels 1* and 2** questions (e.g. name, who, what, when, how, identify, state, describe etc.), which make up 40% of the total of the question. Don't throw away these easy marks!

This knowledge of the content is necessary to show you **understand** Level 3*** questions (explain, why, discuss), which also make up 40% of the total of the question.

Now you have to use all of the above and **apply** it when you answer Levels 4 and 5**** questions (making a judgement or expressing a personal response: e.g. do you think, do you agree, in your view, discuss, comment, discuss how xxx is relevant/effective etc).

These questions will cover important aspects such as CHARACTERISATION and THEMES.

You will be asked to motivate/substantiate your answer.

VERY IMPORTANT: Your motivation has to be grounded in the text. The answer is not about you. Always refer to the content and the characters.

- Use the **PEE-method** to answer Levels 4 and 5 questions:
 - P = point (the behaviour IS/IS NOT barbaric ...) = take a stand.
 - E = evidence/example (you need to support your point of view with some evidence or an example to back up your ideas.
 - E = explanation: explain your evidence/example in more detail, considering how it relates to the point you are making.
- Another tip for Levels 4 and 5 questions is to UNPACK the question. Follow the **STEPPING STONES** that are given in the question.

2. In the exam venue:

- Number the answers correctly according to the numbering system used in this question paper. E.g. 1.2.3 (a) must be indicated as 1.2.3 (a) and not just as (a) or 3(a).
- **Start EACH section on a NEW page.**
Write a **heading** at the top of each section:
E.g. Question 1: Extract A
- **Please leave a line open between every question.** It makes the marking much easier. There is more than enough space in the answer booklet.
- **Check** that you have answered ALL the questions. Tick each question off as you complete that specific question. Too many candidates leave out questions.

3. At the marking centre:

MARKING GUIDELINES

- A candidate may not answer more than ONE question on the same genre. That means: You cannot answer Question 1 (*CRY THE BELOVED COUNTRY*) and QUESTION 2 (*STRANGE CASE OF DR JEKYLL AND MR HYDE*) as both of these are novels. (Both Questions 3 and 4 are dramas, for example.)
- If you answer Questions 4 (*MY CHILDREN! MY AFRICA!*), 5 (SHORT STORIES) and 6 (POETRY), the first two, namely Questions 4 and 5 will be marked, even if you have studied Questions 4 and 6. Then you lose 35 marks!
- If a spelling error affects the meaning, it will be marked as being incorrect (e.g. 'smile' instead of 'simile').

QUESTION 2: *STRANGE CASE OF DR JEKYLL AND MR HYDE* by Robert Louis Stevenson

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** [Mr Guest examines the letter.]

Guest's eyes brightened, and he sat down at once and studied it with passion.	
'No, sir,' he said; 'not mad; but it is an odd hand.'	
'And by all accounts a very odd writer,' added the lawyer.	
Just then the servant entered with a note.	
'Is that from Doctor Jekyll, sir?' inquired the clerk. 'I thought I knew the writing.	5
Anything private, Mr Utterson?'	
'Only an invitation to dinner. Why? do you want to see it?'	
'One moment. I thank you, sir;' and the clerk laid the two sheets of paper alongside and sedulously compared their contents. 'Thank you, sir,' he said at last, returning both; 'it's a very interesting autograph.'	10
There was a pause, during which Mr Utterson struggled with himself. 'Why did you compare them, Guest?' he inquired suddenly.	
'Well, sir,' returned the clerk, 'there's a rather singular resemblance; the two hands are in many points identical: only differently sloped.'	
'Rather quaint,' said Utterson.	15
'It is, as you say, rather quaint,' returned Guest.	
'I wouldn't speak of this note, you know,' said the master.	
'No, sir,' said the clerk. 'I understand.'	
But no sooner was Mr Utterson alone that night, than he locked the note into his safe where it reposed from that time forward. 'What!' he thought. 'Henry Jekyll	20
forge for a murderer!' And his blood ran cold in his thought.	
[Incident of the Letter]	

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

COLUMN A	COLUMN B
----------	----------

(a) Mr Guest	A struggles with his dark side
(b) Henry Jekyll	B repulsive and cruel
(c) Mr Utterson	C shows concern for his master
(d) Mr Poole	D a renowned and honourable lawyer
	E a handwriting specialist

(4)

2.1.2** Refer to line 2 ('No, sir ... an odd hand').

(a) What tone would Mr Guest use in this line? (1)

(b) Why would Mr Guest use this tone? (1)

2.1.3*** What does this extract reveal about Mr Guest's character?

Substantiate your answer. (2)

2.1.4**** One of the themes in this novel is the duality of human nature.

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

➤ *The underlined words are the STEPPING STONES to answering the question.*

2.2 **EXTRACT** [Dr Jekyll gives an account of his dual nature.]

Between these two, I now felt I had to choose. My two natures had memory in common, but all other faculties were most unequally shared between them. Jekyll (who was composite) now with the most sensitive apprehensions, now with a greedy gusto, projected and shared in the pleasures and adventures of Hyde; but Hyde was indifferent to Jekyll, or but remembered him as the mountain bandit remembers the cavern in which he conceals himself from pursuit. Jekyll had more than a father's interest; Hyde had more than a son's indifference. To cast in my lot with Jekyll, was to die to those appetites which I had long secretly indulged and had of late begun to pamper. To cast it in with Hyde, was to die to a thousand interests and aspirations, and to become, at a blow and forever, despised and friendless. The bargain might appear unequal; but there was still another consideration in the scales; for while Jekyll would suffer smartingly in the fires of abstinence, Hyde would be not even conscious of all that he had lost. Strange as my circumstances were, the terms of this debate are as old and commonplace as man; much the same inducements and alarms cast the die for any tempted and trembling sinner; and it fell out with me, as it falls with so vast a majority of my fellows, that I chose the better part and was found wanting in the strength to keep to it.

5
10
15

[Henry Jekyll's Full Statement of the Case]

2.2.1* Refer to line 1 ('Between these two ... had to choose').

With what decision was Henry Jekyll faced? (2)

2.2.2** Refer to line 6 ('the cavern in ... himself from pursuit').

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

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

2.2.3**** With reference to the entire novel, do you think that the predicament

Dr Jekyll faces is purely a result of his own doings? Discuss your view. (3)

➤ The underlined words are the STEPPING STONES.

MARKING GUIDELINE

2.1.1* (a) E/ a handwriting specialist ✓

(b) A/ struggles with his dark side ✓

(c) D/ a renowned and honourable lawyer ✓

(d) C/ shows concern for his master (4)

➤ NOTE: These questions may appear easy, but you must know the characters very well in order to score full marks. The answers do not necessarily appear in the extract, therefore you have to read the novel several times.

2.1.2 (a) curiosity/surprise/suspicion ✓ (1)**

(b) Mr Guest is curious/surprised/suspicious because the handwriting is very similar with merely a different slope. ✓ (1)

➤ NOTE: TONE does not refer to volume. A tone cannot be "loud" or "soft". It refers to the ATTITUDE of the speaker.

2.1.3*He is supportive. ✓ He agrees to treat the matter with confidentiality. ✓ He is skilful. ✓ He is an expert in handwriting/notices the similarities. ✓ (2)**

➤ NOTE: The mark allocation is 2 marks. You need to give a character trait (how the character behaves) AND an example of this behaviour from the extract.

2.1.4**Your discussion of the theme of the duality of human nature could include the following points:**

- Doctor Jekyll says every human being is capable of good and evil.
- He is a well-respected, honourable scientist.
- He secretly has a dark, immoral side, expressed through Mr Hyde.

➤ Other relevant points will be accepted if they are grounded in the novel.
➤ In order to be score full marks, your response must be well-substantiated. This could be achieved by referring to examples from the novel.

2.2.1* He has to choose which person he wanted to be ✓; the good Doctor Jekyll or the evil Mr Hyde ✓ (2)

➤ NOTE: Check the mark allocation. Remember: two facts for two marks.

2.2.2 (a) metaphor (1)**

(b) The metaphor illustrates how Doctor Jekyll's good side served as a secret place to hide, like a cavern that provides protection.

➤ NOTE: Put yourself in the shoes of the writer. Why would you include this figure of speech? You would use it to show, illustrate or emphasise something.
➤ NOTE: When explaining a simile or metaphor, refer to BOTH sides of the comparison.

2.2.3**Start your answer by saying whether you agree or not.**

YES, I agree that the predicament Dr Jekyll faces is purely a result of his own doings.

- He performed the experiment to separate the two sides of human character.
- He willingly continued with the experiment after the first transformation.

- He enjoys the pleasures of Mr Hyde's adventures.
- He enjoys the freedom of an anonymous existence.

NO, I do not agree that the predicament Dr Jekyll faces is purely a result of his own doings.

- His intentions in performing the experiment were scientific and not evil.
- The acts committed by Mr Hyde (his evil side) were beyond his control. (3)

- NOTE: Other relevant points will be accepted if they are based on the novel.
 - TIP: Refer to examples from the novel to substantiate your answer.
 - NOTE: You may agree and disagree with the statement. This is a good way to boost your marks.
-

QUESTION 4: MY CHILDREN! MY AFRICA! by Athol Fugard

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** [Mr M is alone on the stage.]

I wish I could. Believe me, I really wish I could. Because I am frightened of the one I've got. I don't get gentle promptings from it, my friends. I get heart attacks. When I walk out into those streets, and I see what is happening to my people, it jumps out and savages me like a wild beast. *[Thumping his chest with a clenched fist]* I've got a whole zoo in here, a mad zoo of hungry animals ... and the keeper is frightened! All of them. Mad and savage! Look at me! I'm sweating today. I've been sweating for a week. Why? Because one of those animals, the one called Hope, has broken loose and is looking for food. Don't be fooled by its gentle name. It is as dangerous as Hate and Despair would be if they ever managed to break out. You think I'm exaggerating? Pushing my metaphor a little too far? Then I'd like to put you inside a black skin and ask you to keep Hope alive, find food for it on these streets where our children, our loved and precious children, go hungry and die of malnutrition. No, believe me, it is a dangerous animal for a black

man to have prowling around in his heart. So how do I manage to keep mine alive, you ask. Friends, I am going to let you into a terrible secret. That is why I am a teacher.

4.1.1*

Complete the following sentences by filling in the most appropriate words. Write only the word/s next to the question number (4.1.1(a) – 4.1.1(c)).

Mr Anela Myalatya is the Principal of (a) ... High School in (b) He is a bachelor and lives alone in a room at (c) (3)

4.1.2** Refer to lines 1 – 5.

What tone would Mr M use in these lines? (1)

4.1.3**** Refer to lines 5 – 7.

Discuss the relevance of the metaphor of the 'zoo of hungry animals' in the context of the play. (3)

➤ *The underlined words are the STEPPING STONES to answering the question.*

4.1.4**** Given the time and the circumstances, do you think becoming a teacher is the most effective way Mr M can keep Hope alive?

Discuss your views. (3)

➤ *The underlined words are the STEPPING STONES to answering the question.*

EXTRACT [Isabel and Thami have had their friendly quiz on the Lake poets.]

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?	
THAMI:	By identifying with the fight for our Freedom.	15
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! Wouldn't it be better for us to rather put our energies into erecting a few of our own? We've also got heroes, you know.	
THAMI:	Like who, Mr M? Nelson Mandela? <i>[Shaking his head with disbelief]</i>	25
	Hey! They would pull that statue down so fast ...	
MR M:	<i>[Cutting him]</i> In which case they would be just as guilty of gross vandalism ... because that is what it will be, regardless of who does it to whom. Destroying somebody else's property is inexcusable behaviour.	30
	No, Thami. As one of the People you claim to be acting for, I raise my hand in protest. Please don't pull down any statues on my behalf. Don't use me as an excuse for an act of lawlessness. If you want to do something 'revolutionary' for me let us sit down and discuss it, because I have a few constructive alternatives I would like to suggest. Do I make myself clear?	35
THAMI:	Yes. Teacher.	
MR M:	Good. I'm glad we understand each other.	
[Act 1 Scene 5]		

4.2.1* Complete the following sentences by filling in the most appropriate words. Write only the word/s next to the question number (4.2.1 (a) – 4.2.1 (b)).

Mr M wants to enter Isabel, a pupil from (a) ... Girls' High School, and Thami in an Interschools' Literature Quiz at the Grahamstown Schools' Festival. However, he first needs (b) ...'s consent for the two schools to join forces. (2)

4.2.2** Refer to lines 1 – 2.

Why is the following statement FALSE?

The word 'toppled' is meant figuratively as far as the real Ozymandias is concerned? (1)

4.2.3*** Discuss how the confrontation between Mr M and Thami in this extract reveals the differences between their characters. (2x2) (4)

4.2.4*** Explain the irony in the last line of the extract. (2)

MARKING GUIDELINE

4.1.1* Mr Anela Myalatya is the Principal of (a) Zolile High School in (b) Brakwater. He is a bachelor and lives alone in a room at (c) Rev. Mbopa. (3)

- NOTE: You must get 3/3 for this type of question.
- TIP: Detail such as Rev. Mbopa's name could be lost if you do not know the content in detail.

4.1.2 anxious/nervous/worried/concerned/restless/ frustrated/frightened/scared/ afraid/desperate/hopeless ✓ (1)**

- TIP: Take a highlighter and mark the relevant lines.
- **TO****N**E does NOT mean how loudly/softly/ fast /slowly the character speaks. Tone refers to the **ATTITUDE** of the character (e.g. humorous, funny, playful, sad, serious, threatening).

4.1.3**Start your answer by saying whether you agree or not that it is/is not very relevant.**
For this question, you cannot disagree, because then you do not understand the story.

It is a very relevant comparison:

- Mr M's intense emotions are compared to a zoo.
 - There are three wild animals called HOPE, DESPAIR and HATE.
 - He is very scared/terrified (NOT: frightened) because they are dangerous/ destructive (NOT: hungry).
 - He does not have control (they attack him) of these emotion/his emotions are prepared to fight (attack).
 - The people in Brakwater are struggling against the injustices/unfairness of Apartheid.
 - When Mr M sees all of the above, he experiences many strong emotions of DESPAIR and HATE.
 - He cannot let these emotions escape his heart/he is afraid what will happen if these emotions escape.
 - So he feeds the children HOPE because he cannot afford to lose HOPE. (3)
- NOTE: Other relevant points will be accepted if they are based on the novel.

4.1.4**Start your answer by saying whether you agree or not.**

YES, I agree that becoming a teacher is the most effective way Mr M can keep Hope alive.

- Mr M does not agree with the inferior Bantu Education system.
- But he uses it/has no choice/as a passionate teacher.
- He pledges to serve the rest of his life to uplifting young black lives/to educate his black learners.
- He wants to open their minds/make them think/unlock their potential.
- He does not want them to waste their lives.

NO, I do not agree that becoming a teacher is the most effective way Mr M can keep Hope alive.

- He does not adapt his traditional ways./He is out of touch with the way many of his learners feel and think.
- He teaches his learners to use words, but he never gives them a voice.
- Because he believes in the power of the word, he should listen to their voices.

- In the process, the learners start mistrusting him/see him as a traitor.
- They see his classroom as a TRAP.
- They no longer have hope in the education they receive. (3)

- NOTE: Other relevant points will be accepted if they are based on the novel.
- TIP: Refer to examples from the drama to substantiate your answer.
- NOTE: You may agree and disagree with the statement. This is a good way to boost your marks.

4.2.1* Mr M wants to enter Isabel, a pupil from (a) Camdeboo Girls' High School, and Thami in an Interschools' Literature Quiz at the Grahamstown Schools' Festival. However, he first needs (b) Miss Brockway's consent for the two schools to join forces. (2)

- NOTE: You must get 2/2 for this type of question.
- NOTE: Detail such Miss Brockway's name could be lost if you do not know the content in detail.

4.2.2 The statue of Ozymandias has literally fallen over with time/because of weathering/reduced to rubble. ✓ (1)**

- NOTE: You cannot give a silly answer such as: Because it is not meant figuratively. The question says 'WHY'.

4.2.3* Take a highlighter and underline IN THIS EXTRACT.**

Mr M

- He is a traditionalist. ✓
- He believes in order/rules/discipline. ✓
- He believes in constructive dialogue and discussion/talking. ✓
- He sees violence as vandalism and lawlessness.
- He is the adult and Thami must obey him/tells him what to do/does not ask him. ✓

(any TWO)

Thami

- He is a rebellious youth. ✓
- There is no time left to talk about the wrongs of Apartheid./He is impatient. ✓
- Violence is the only option left to them. ✓
- He believes Mr M is out of touch with the reality of life in the township. ✓
- He does not want to back-chat./He still has a form of respect for Mr M, so he always answers "Yes, Teacher." ✓

(any TWO)

(2x2) (4)

4.2.4* Mr M thinks that Thami has understood him/agrees with what he has said, BUT, Thami's answer is simply out of respect for Mr M. ✓✓ (2)**

- NOTE: IRONY ALWAYS COUNTS 2 OR 0.
- TIP: Make sure you have BOTH sides of the argument: Use the word BUT in the middle of the sentence.

QUESTION : SHORT STORIES

In this section, questions are set on TWO of the Short Stories.

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

Your interpretation must be grounded in the text and must refer to the story. No generalisations.

A Bag of Sweets

Diction and figurative language

Some examples of **figures of speech** in the story include:

SIMILE:

The narrator compares her feelings towards her sister 'as cold ...**as** the last kiss I gave to anyone.' p 67.

The narrator says Khadija's 'hands resting easily on the cold glass counter were **like** a bird's wings, relaxed, yet with the potential for unimaginable flight.' p 67

METAPHOR:

The narrator describes how 'one day as in a trance, I reached for a fistful of sweets' p 69 to explain she was not fully aware of the reasons for the action. **Note:** the 'as' is used in the subjunctive mood and not comparing two things.

PERSONIFICATION:

'I could see those hands running across the keyboard' p 67. Her hands moved so fast it resembled a person running.

IRONY:

- A bag of sweets is supposed to be a treat and bring joy to the receiver but in this story, it is used as a form of insult to the one who receives it. Khadija is disrespected and she was treated like a child.

- It is ironical that Kaltoum never speaks to her sister and tells her brothers she wishes that she would come calling at the shop. Yet when Khadija one day does not come, Kaltoum waits for her until after closing time.

It is a comparison, using 'like' or 'as'. For example, 'He is as brave as a lion.'

It is a direct comparison without 'as' or 'like'. For example, 'He is a lion.'

PERSONIFICATION is a figure of speech in which a non-living object is given the characteristics of a person.

The definition of irony is the use of words where the meaning is the opposite of their usual meaning or what is expected to

TONE AND MOOD**Tone:**

The tone is gloomy because Kaltoum only expresses negative thoughts.

Mood:

Angry and upset

ACTIVITY 4**A Bag Of Sweets**

Read the following extract and answer the questions which follow:

Khaltoum and her brother discuss Khadija's situation

I knew he would have forgiven Khadija the very day she ran away to marry the Christian boy. But he had to take his cue from our parents.	
'It's like you would insult someone? Listen. You know that rich family who live in the valley? They're very generous to everyone, aren't they? But do you know what they do to someone who has spoken ill of them and then has the cheek to visit?'	5
He did not know. 'They dish up food in a bowl, wrap it in a cloth, and give it to the visitor.'	
'What does that mean?'	
'It's to say we will not eat with you. Eating with people is a big thing with us. The visitor goes soon after.'	10
'I can see you want to make Khadija feel cheap! But why does she come back?'	
'She doesn't take the insult. She knows I want to make her not to come back. But she wants to come back. Like a woman when she loves a man who beats her up. After each beating they make up. She forgives him. She makes excuses for why he beats her up. She says he is possessive. She says it's because he loves her but can't control his jealousy!' We sat pensively for a while.	15
'Perhaps it's guilt,' he whispered.	20

- 4.1. Refer to 1-2 ('I knew he would ... the Christian boy').
Show the differences in behaviour in the attitudes of the brother and Kaltoum in these lines (2)
- 4.2. Explain the implication of 'But he had to take his cue from our parents.' In relation to the story as a whole. (2)
- 4.3. Refer to line 12 ('I can see you want to make Khadija feel cheap!')
- 4.3.1 What did Kaltoun do to make Khadija feel cheap? (1)
- 4.3.2 Explain if her deed had the necessary effect? (1)
- 4.3.3 Explain the figurative meaning of Kaltoun's deed with reference to the title. (3)
- 4.4 Refer to line 15 -16 ('But she wants... beats her up.')
- 4.4.1 Identify the figure of speech in this line. (1)
- 4.4.2 Explain why this figure of speech is relevant to the short story. (2)

- 4.5 Refer to line 20 ('Perhaps it's guilt'.)
- 4.5.1 What tone would the speaker use in these lines? (1)
- 4.5.2 Why would the speaker use this tone in these lines? (2)
- 4.5 Khatija can be admired. Discuss your view. (3)

Suggested answers for Activity 4

- 4.1 The brother has a forgiving nature and would easily have forgiven Khadija for running away, ✓ but Kaltoum steadfastly refuses to forgive Khadija. ✓ (2)
- 4.2 In their traditional family, the children had to obey the instructions of the parents to the letter. ✓ It shows that they were very obedient, and this role is taken over by the eldest daughter, Kaltoum. ✓ (2)
- 4.3 4.3.1. She gives her a bag of cheap sweets. ✓ (1)
- 4.3.2 No, because she carries on visiting her sister. ✓ (1)
- 4.3.3 In the Muslim culture, a gift is seen to strengthen relationships between people, ✓ but Kaltoum wanted to insult her sister by giving her a gift fit for a child. Her intentions are not clear, however, because she impulsively gave her the bag of sweets. ✓ Khadija, on the other hand, views it as a sign of goodwill and continues visiting her sister. ✓ (3)
- 4.4 4.4.1 Simile ✓ (1)
- 4.4.2 This figure of speech is relevant to the short story as it compares Khadija's persistent visits to Kaltoum ✓ to that of a woman who is beaten by her husband but cannot leave because she loves him. ✓ (2)
- 4.5 4.5.1 concern/ troubled/ anxious ✓ (1)
- 4.5.2 He is concerned ✓ that the only reason why Kaltoum would not forgive their sister is because she felt betrayed that Khadija did not take her into her confidence when she planned to run away with the Christian man. ✓ (2)

4.5 Open-ended.

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

Yes

- She makes a decision to marry a Christian man and does not change her mind even when her family disowns her.
- She stays loyal to her family even though they refuse her entry.
- She does not convert to Christianity which is an indication that she has integrity.
- She makes every effort to reconcile with her family after the death of her parents,

OR

No

- She denounced her family and that is unethical.
- She is insensitive because she returns time and again even though Kaltoun makes it clear she is not welcome.
- She leaves again when it becomes clear that Kaltoun may change her mind.

NOTE: You will NOT be awarded a mark for YES or NO only.
For full marks, the response must be well-substantiated. You can score 1 mark for a response which is not well-substantiated. Your interpretation must be grounded in the short story.

(2)

Activity 5.2

'Class Act'

Read the following extract and answer questions which follow:

'Whoa, Sister Mary has undergone a makeover! Who knew she had nice legs,' said Renato behind me while we were changing periods on our way to Mr Patel's class for geography. Next thing I know, I catch him below the staircase looking under my skirt as I was going up the stairs.	
'Nice yellow bloomers,' he hissed as we left Mr Patel's class. 'You're still Sister Mary under all that.'	5
'Girl, umgobo ongaka? Why the big hem? Irhali emhlophe ke yona iyaphi? Where do all the white tracks lead?' Said snooty Khanyisa Peter when I bumped into her at break, breaking into a fit of laughter.	
'Amadolo amnyama ke wona asisathethi ngawo. I won't even mention the black knees. Your mama must invest in a mop.'	10
I have never been so humiliated in my life. All in one day! The boys make fun of me, and so do the girls. I don't think the school would allow me to wear the same grey pants as the boys. Besides, my mother will freak. She made it clear she won't spend more money on my uniform. Maybe I should just accept that I am Sister Mary Clarence. At least no one cared what colour panties she wore.	15

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

(a) Sister Mary	A has failed Standard 6 three times
(b) Renato	B wears long dresses in the movie
(c) Ayanda	C cannot control Standard 6 class
(d) Mr Sauls	D an elder sister to the narrator
	E a fashion designer in Rhawutini

(4 x 1) (4)

- 5.2.2 Describe the setting in this extract. (2)
- 5.2.3 Who does Renato refer to as Sister Mary? (1)
- 5.2.4 Explain why the following statement is FALSE: (1)
- The narrator is wearing black panties.
- 5.2.5 Refer to lines 5-6 ('Nice yellow bloomers...under all that.')
- (a) Identify a figure of speech in this line. (1)
- (b) Explain the effectiveness of this figure of speech. (2)

- 5.2.6 Refer to lines 7-9 ('Girl, umgobo ongaka...fit of laughter.
- (a) Quote three words that has the same meaning as giggle (1)
- (b) Choose the correct answer from those given below. Write down only the letter (A - D) next to the question number (5.2.6 (a)) and the answer in the ANSWER BOOK.

The narrator bumped into Khanyisa at break. It means she

- A danced bum-jive with her.
 B met her by accident
 C was excited to meet her
 D punched her (1)

- 5.2.7 Discuss the narrator's opinion about Khanyisa. (2)

- 5.2.8 Refer to the story as a whole:

The narrator succumbs to pressure. Discuss your view. (2)

Suggested answers to Activity 5.2

- 5.2.1 (a) B/wears long dresses in the movie ✓ (1)
- (b) A/has failed Standard 6 three times ✓ (1)
- (b) D/an elder sister to the narrator ✓ (1)
- (c) C/cannot control Standard 6 class ✓ (1)
- 5.2.2 It is at school during the day ✓ and the narrator is wearing the newly-adjusted tunic ✓ (2)
- 5.2.3 The narrator ✓ (1)
- 5.2.4 The narrator was wearing yellow bloomers (panties) according to Renato. ✓ (1)
- 5.2.5 (a) onomatopoeia ✓ (1)
- (b) Renato used a soft but menacing voice ✓ that took the narrator by surprise. ✓ (2)
- 5.2.6 (a) A/fit of laughter ✓ (1)
- (b) B/met her by accident ✓ (2)
- 5.2.7 The narrator thinks Khanyisa is pompous ✓ and thinks she is the centre of attraction and more important than other learners. ✓ (2)

- 5.2.8. Open-ended response e.g.

The narrator is only 12 years old and is not strong enough to fight her own battles. She needs to report her troubles to other people to do things for her.

OR

The narrator is brave to absorb all insults hurled at her by both boys and girls. Instead of stooping to their level and be rude, she cushions the bullying and continues with her life. (2)

SECTION D: DON'T THINK POETRY IS EASY BECAUSE THE POEMS ARE SHORT!

When you study your poems:

- Make sure you understand the words in a poem, and what they mean in the context of the poem. Why has the poet used them?
- Look at how the poet uses punctuation in the poems.
TEACHERS: BE CAREFUL! MODERN ANTHOLOGIES OFTEN CHANGE THE PUNCTUATION FROM THE ORIGINAL – this changes the meaning of the poem.
- Understand the imagery (pictures) the poet uses in the poems: Know the different FIGURES OF SPEECH. (NB: learn to spell SIMILE ... you do not get a mark for a 'smile'!)
- What type of poem is it? Look at its structure.
TEACHERS: BE CAREFUL: SOME STUDY GUIDES CHANGE THE FORM OF A POEM e.g. SONNET 18 that is typed as 3 quatrains of 4 lines each and then the rhyming couplet. That is a major error.
- Get a feel of the mood/atmosphere and tone of the poem.
- And finally, what is the deeper meaning of the poem? The themes?

Poetry Terms

Style	Tone	Imagery
Intention	Mood	Theme
Form	Diction	Rhythm
Tone	Rhyme	Mood

Style:

It is the manner in which a poet or writer expresses his/her distinctive traits or the individual manner in which he/she uses the language at his/her disposal. It includes many aspects but sometimes it helps to look at the period in which the poem or work was written to determine the poet's style. Sometimes it is useful to sum up a poet's style in a word or two:

* colloquial,	* conversational,	* emotive,	* factual,	* humorous,	* idiomatic,
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* sensational, succinct	*	* terse, technical,	*	* clichéd, etc.
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Diction:

This refers to the poet's choice of words. Every word used by the poet must be seen as a way to enhance and guide the reader to his proposed intention.

Tone:

It is the poet's attitude towards the subject **of the poem**. The tone can only be determined once one has examined the diction of the poem thoroughly. The tone may also vary within a poem.

(Emotional is not an example of tone, the emotion should be specifically stated.)

Look at the examples of tone below:

* sincere, * ironical, * mocking, etc.	* humorous, * loving,	* forceful, * sentimental,	* critical, * joyful,	* sarcastic, * melancholic, * bitter,
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Mood:

Mood or feeling is a term used to refer to the atmosphere the poet creates within the particular work. It is related to the tone and in some ways mood may also be said to reflect the poet's attitude towards the subject matter.

*cheerful, *reflective, *gloomy, *humorous, *melancholy, *idyllic, *whimsical, *romantic.

Imagery:

It is the use of word-pictures or images that usually appeal to our senses but they may also appeal to the heart or the mind. (Imagery is gathered by the understanding of the diction, tone and mood.)

Reciprocities

for my mother

- 1 She gave me skeins of wool
- 2 To hold out (like a priest at Mass),
- 3 With stern rubrics not to fidget, while she
- 4 Wound it into a ball, unwinding me,
- 5 Unravelling my hands and arms, checking
- 6 My lapses with a gentle tug
- 7 When I wandered off through images
- 8 Her chat had made, for though
- 9 She kept the line between us taut
- 10 She kept my heart at ease with all her talk.

11 And when her ball compacted grew,
 12 And my few strands fell limp away,
 13 I knew there was no loss, for she
 14 Would knit it back again to fit me perfectly.

15 But richer still,
 16 I see today these lines are drawn out from me
 17 To knit through this faltering verse
 18 A thread of memory
 19 Time has pulled away from consciousness.

Words to know

Word	Basic meaning
skeins	length of thread loosely coiled or knotted
rubrics	Instructions on how a church service should be conducted.
lapse	brief/temporary loss of concentration
taut	tight
compacted	compressed/ firmly packed together
strand	a thin length of thread
faltering	imperfect

ACTIVITY 4

Read the poem, *Reciprocities*, and answer the questions below.

- 4.1 Describe the structure of this poem. (2)
- 4.2 Refer to line 2 'To hold out (like a priest at Mass').
- (a) Identify a figure of speech in this line. (1)
- (b) Explain the comparison in this figure of speech. (2)
- 4.3 Why does the mother check the boy's lapses? (2)
- 4.4 Refer to line 10 ('She kept line between us taut'),
Explain the use of the word 'line'. (2)
- 4.5 Give ONE reason why the ball grows. (1)
- 4.6 Refer to Stanza 2
Quote one word from stanza 2 that has the same meaning as strings. (1)
- 4.7 Identify the tone the speaker uses in lines 1 to 15. (1)
- 4.8 Explain the role and the effectiveness of the word 'But' at the beginning of the third stanza. (2)
- 4.9 Discuss the meaning of the phrase 'these lines' (in line 16) (2)

[16]

Suggested Answers

- 4.1 This poem is a narrative poem ✓ with a free-verse comprising three stanzas that do not have the same length. ✓ (2)
- 4.2 (a) Simile ✓ (1)
- (b) The speaker compares the way he holds out his hands ✓ to the way a priest would during a mass. ✓ (2)
- 4.3 The boy has a tendency of wandering in thoughts ✓ and that might lead to him loosening the grip ✓ (2)
- 4.4 The word refers to the string he is holding as he helps his mother, ✓ and also refers to the relationship they have where his mother would pull him back to track when going astray. ✓ (2)
- 4.5 It is a sign that they have been doing this task for some time./ They have spun more string. ✓ (1)
- 4.6 strands ✓ (1)
- 4.7 nostalgic and/or sentimental ✓ (1)
- 4.8 The word 'But' is transitional in its use ✓ because it links the past to present. ✓ (2)
- 4.9 The phrase is an allusion because 'these lines' refers to poetry that he is now writing ✓ while the lines are also associated with the thread he helped his mother spin. ✓ (2)
- Total [16]**

ACTIVITY 3

Read the poem, *What life is really like* and answer the questions below.

What life is really like – Beverly Rycroft

- 1 *You need to toughen up*
- 2 my father would complain
- 3 when I was small
- 4 *I ought to take you to see*
- 5 *chickens having their head*
- 6 *chopped off.*
- 7 *That'd teach you*
- 8 *what life is **really** like.*

- 9 He'd seek me out
- 10 when one of his pigeons
- 11 - crazed for home or
- 12 mad with terror from a
- 13 roaming hawk –
- 14 would tumble into
- 15 the loft
- 16 mutilated by
- 17 wire or beak.

- 18 *I* was the one made to
- 19 clench my palms round
- 20 its pumping chest,
- 21 to keep it still while
- 22 my father's hairy fingers stitched
- 23 its garotted throat
- 24 angrily to rights again.

- 25 *You see life is a fight for survival*
- 26 he'd shout, forgetting
- 27 he was not lecturing his students
- 28 or giving his inaugural address
- 29 *You gotta roll with the punches.*

30 i waited and waited for the bitter
 31 roughness to spy me and circle
 32 in to land
 33 years and years
 34 of flinching anticipation until
 35 the day i came home from hospital

36 and my father dressed my wound.

37 Easing with practiced hands
 38 the drip from my bulldozed chest
 39 he renewed the plaster in breathing
 40 never speaking never
 41 once saying

42 *Life's a bastard*

43 *Toughen up!*

5.1 Give TWO reasons why this poem can be identified as a free verse poem. (2)

5.2 Refer to the first three stanzas.

Name two incidences the father used as examples to teach his child that life is tough. (2)

5.3 Refer to lines 11-12 ('-crazed for home ... terror from a)

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

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

5.4 Refer to stanza 3

Quote one word that proves the pigeon was not coming home slowly. (1)

5.5 Refer to line 38 ('The drip from my bulldozed chest.')

Choose the correct answer to complete the following sentence:

The word 'bulldozed' is an example of a/an

A alliteration.

B oxymoron.

C onomatopoeia.

D metaphor. (1)

5.6 Refer to stanza 4

(a) What tone would the father use in this stanza? (1)

	(b) Why would he use this tone?	(2)
5.7	Refer to stanza 5 What is the significance of 'l', using the lowercase in lines 30 and 35'?	(2)
5.8	Refer to stanza 5	
	(a) Which words are repeated in this stanza?	(1)
	(b) Explain the purpose of the repetition.	(2)
5.9	Refer to stanza 7	
	Why does the speaker describe her father's dressing of her wound as 'practiced'?	(2)
5.10	Do you think the father is justified in emphasising that 'Life's a bastard'? Discuss your view.	(3)
	Total	(22)

Suggested Answers

5.1	The stanzas differ in length ✓ and there is no fixed rhyming scheme. ✓	(2)
5.2	The slaughter of a chicken ✓ Assisting with fixing an injured pigeon. ✓	(2)
5.3	(a) Personification ✓	(1)
(b)	It effectively creates a picture of the agitated state the pigeon is in after he nearly does not make it home or is accosted by a hawk ✓ by comparing him to a crazy person who is mad with terror. ✓	(2)
5.4	'tumble' ✓	(1)
5.5	D/Metaphor. ✓	(1)
5.6	(a) anger ✓	(1)
(b)	He is adamant that his child must become stronger and face the challenges in life. ✓ He needs her to understand that life is hard. ✓	(2)
5.7	It effectively portrays her feelings of defencelessness ✓ while waiting for the onset of her bad luck as predicted by her father. ✓	(2)
5.8	(a) 'waited' and 'years' ✓	(1)
(b)	It emphasises how long she has been waiting ✓ for the toughness of life to attack her. ✓	(2)

5. 9 He gained previous experience on the treating wounds✓ by caring for his pigeons.✓ (2)

5.10 Open-ended.

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

Yes.

- A father needs to warn his children that 'Life's a bastard' otherwise they may live in a dreamworld.
- He uses his life experiences of a chicken being slaughtered in a violent way and the stitching up a wounded pigeon.
- His child's chest was 'bulldozed' in an operation which is a good reason for a person to 'toughen up'.

No.

- It is unfair to put that burden on a child, making her wait for year and years to stricken down.
- She finally experiences a bad thing, but her awareness of the tough nature of life does not make it any easier to deal with it.
- Her father changes his mind at the end and stops his sayings showing that he has reconsidered.

NOTE: You will not be awarded marks for YES or NO.

To obtain full marks, your response must be well-substantiated.

You can score 1 or 2 marks for a response which is not well-substantiated. Your interpretation must be grounded in the text of the poem.

(3)
Total [22]

