



Western Cape
Government

Western Cape Education Department
Directorate: Curriculum FET

ENGLISH FAL

REVISION BOOKLET

2025

TERM 3

Grade 12

This revision programme is designed to assist you in revising the critical content and skills you need to practice prior to the start of the Final National Senior Certificate Examination.

CONTENT

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PAPER 1: THE COMPREHENSION

Here are some steps to follow when you answer the comprehension:

- You have enough time to READ and DO the comprehension. Do not rush.
 - Leave a line open after each answer.
 - Read through the passage quickly to get a general understanding of the passage. Try to picture what you are reading. This helps you to focus and read for meaning.
 - The **title** may offer a clue to the contents and purpose of the passage.
 - Read each paragraph and try to find the main idea in each paragraph.
 - Circle and work out the meaning of difficult words in the context of each paragraph.
 - Read through the comprehension questions. When you do this, keep the passage in mind. This will give you clues leading to the answers in the passage.
-
- It is important to interpret and follow the instructions exactly as they are given:
 - Does the answer need a full sentence, a word or a phrase?
 - Highlight the **key words** in the question, e.g. **Quote**
 - Find the restriction words, e.g. **NINE consecutive words**
 - Find or underline **the focus/content of your answer**, e.g. which suggest that spending money on experiences can be a risk.
 - Avoid starting sentences with conjunctions such as because, and, but and so.
 - The mark allocation is usually a suggestion of the number of points needed.
 - Your numbering must correspond to the numbering of the questions – if the number is 1.1.1 you must not answer 1 or A.
-
- **Irony questions** must have two parts – use words like **‘but’, ‘however’, ‘instead of’**
 - **Comment on:** Present an informed opinion on ...
 - Explain in OWN WORDS – do not quote. Use your own words as far as possible: shuffle word order, use synonyms, rephrase. Just do not use it as it appears on the text.
 - QUOTE – then you must quote exactly. That means quotation marks, no words left out, no spelling mistakes, not a comma or full stop missing. It must look like a photocopy.
 - Quote ONE word/sentence/phrase, use quotation marks and make sure you have the **exact number** of words required.
 - Answer in a SENTENCE, make sure there is a **verb** (predicate) and a **subject** in your answer. For example: The scientists (subject) found (predicate/verb) evidence in the cave.
 - *Why is the following FALSE?*
The scientists found the evidence in a museum.
 Reply simply: It is false because they found it in a cave.
 DO NOT answer - They did not find it in a museum. X
 You have to correct the false statement.
 - Do you agree what the title of the text is appropriate, your answer has to be **based on** the **TEXT**. Do not refer to anything from your own experience. Remember the question is based on the specific given text. Your opinion does not really matter. They simply want to know whether you understand what you have read.

- . **RESPONDING TO TEXT B**
- Step 1: Look at the picture.
- Step 2: Read the words and link them to the picture and to Text A.
- Step 3 - Answer the questions.
- Do not rush. Take your time. Read through your work again.

Let’s practise!!

SECTION A: COMPREHENSION

QUESTION 1

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

TEXT A

SOCIAL MEDIA AND FINANCIAL INDEPENDENCE: THE YOUTH’S OPPORTUNITY		
1	In today’s digital age, social media has changed how people connect, communicate, and consume information. It has become more than just a platform for sharing personal experiences or keeping up with trends – it is a powerful tool for young people to make money and become independent. With millions of users and creative	1
2	features, social media offers countless opportunities for the youth of tomorrow to turn their interests and talents into money making opportunities.	5
3	‘One of the most common ways to earn through social media, is content creation,’ says co-founder and Head of the Creator Economy - Ace Labs, Nadia Jaftha. Platforms like You Tube, TikTok ¹ , Instagram, and Facebook enables users to post videos, photos and other materials that entertain, educate, or inspire the audience. By creating content that people can relate to and that is also interesting, young creators can attract followers and, eventually, brands want them to use or promote their products on social media. With sponsorships, advertisements and product placements, content creators can monetize their social media presence. ‘Popular influencers show that creativity, combined with dedication, can lead to great earnings and financial stability,’ says Jaftha.	10
4	Entrepreneurship is another promising path. Social media platforms provide tools for setting up online stores and promoting products directly to a target audience. Young business owners can sell handmade crafts, artwork, clothing, or even digital products such as e-books or software. Tools like Instagram Shops and Facebook Marketplace help them to reach more customers. With the ability to showcase products through beautiful posts and videos, social media helps young business owners to grow their brand and grow their businesses.	15
5	Freelancing ² is also thriving on social media. Platforms like LinkedIn and Twitter serve as spaces to showcase professional skills, including graphic design, writing, photography, and video editing. By sharing a portfolio online and networking with potential clients, young people can secure freelancing opportunities and remote work. These platforms offer access to a global market, helping the youth find projects and earn income from virtually anywhere. The growing demand for digital skills	20
6		25
		30
		35
		40
		45

7 8	<p>makes freelancing a practical and rewarding option.</p> <p>Affiliate marketing³ is another avenue for generating income. By promoting products or services using unique affiliate links, users can earn commissions for every sale made through their referrals. This method requires building trust with an audience, ensuring that recommendations are genuine and relevant. Many companies offer affiliate programs, making it easy for young people to partner with brands and start earning.</p> <p>Educational content is popular as well. Young experts in particular fields can use social media to create and sell online courses or coaching services. Platforms like YouTube allow creators to monetize instructional videos, while Instagram can be used to market classes on topics such as fitness, cooking, or technology. The growing demand for online education opens up excellent opportunities for those willing to share their knowledge. Becoming an influencer is another path to financial independence.</p> <p>Influencers work with companies to promote their products to followers. This requires authenticity, creativity and a deep understanding of their audience. Successful influencers often blend entertainment with valuable insights, earning money through sponsorships and campaigns.</p> <p>Digital marketing is a growing career field that offers exciting opportunities for young people. Businesses depend on social media for advertising, creating demand for services like social media management, content creation and campaign planning. With knowledge of trends and analytics, young people can help companies succeed online, while building their own income streams.</p>	50
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GLOSSARY:

TikTok¹: a social media application that allows users to create, watch and share short videos

Freelancing²: to work for yourself and do projects with different companies rather than being a company employee.

Affiliate marketing³: when you earn a commission for the online promotion of another company's product or service.

1.1 Refer to paragraph 1.

1.1.1 Why has social media become a powerful tool? (1)

1.1.2 Quote THREE consecutive words which indicate that social media is a very popular platform. (1)

1.2 Refer to paragraph 2.

1.2.1 Give ONE example of a social media platform that is popular in giving financial opportunities to young people. (1)

1.2.2 Explain the meaning of the word 'monetize' as it is used in the context of the passage. (2)

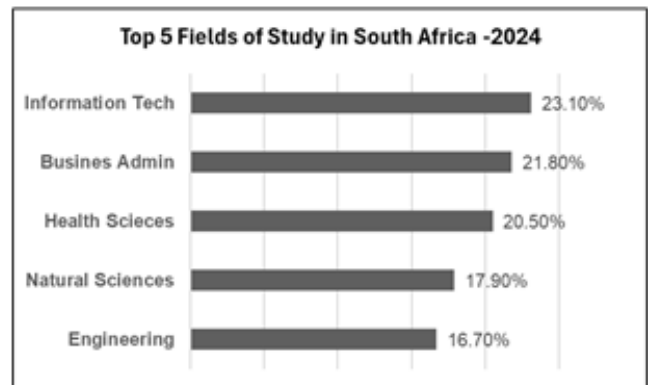
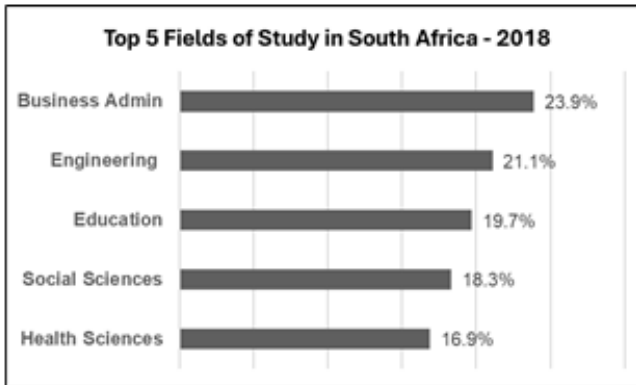
1.3 Refer to paragraph 3.

1.3.1 Using your own words explain what the writer means by 'entrepreneurship'. State TWO points. (2)

1.3.2 Identify ONE product young entrepreneurs can sell on social media platforms to earn money. (1)

- 1.4 Refer to paragraph 4.
- 1.4.1 What does the word 'thriving' suggest about freelancing on social media? (1)
- 1.4.2 Explain how freelancing through social media platforms helps young people achieve financial independence.
State TWO points. (2)
- 1.5 Refer to paragraph 5.
- Identify two challenge areas that young people might face when using affiliate marketing as a social media platform. (2)
- 1.6 Refer to paragraph 6.
- 1.6.1 According to the text, how can young experts benefit from the growing popularity of online educational content?
Mention TWO points. (2)
- 1.6.2 How do platforms like Youtube and Instagram allow for diversity amongst young experts on social media? (2)
- 1.7 Refer to paragraph 7.
- 1.7.1 Name one way how successful influencers typically earn money. (1)
- 1.7.2 What qualities are essential for becoming a successful influencer, according to the text? State TWO points. (2)
- 1.8 Refer to paragraph 8.
- In your own words, explain why digital marketing is considered an exciting opportunity for young people. (2)
- 1.9 Discuss the suitability of the title 'Social Media and Financial Independence: The Youth's Opportunity.' (2)

Comparing Fields of Study in South Africa 2018 - 2024



- 1.10 Identify the course of study that shows the greatest growth between 2018 and 2024. Give a reason for your answer (2)
- 1.11 What does the decline of students studying education suggest? (2)
- 1.12 In your opinion, do the graphs in this visual succeed in conveying relevant information? Substantiate your answer (2)

TOTAL SECTION A: 30

Marking guidelines

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This marking guideline serves as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
3. Some responses may require a marker's DISCRETION, while others may be expanded upon at the Common Paper Marking guideline discussion.
4. Candidates' responses should be assessed as objectively as possible.

MARKING THE COMPREHENSION

- As **the focus is on understanding**, incorrect spelling and language errors should not be penalised, unless such errors change the meaning/understanding. (errors must still be indicated)
- If a candidate uses words from another language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- For **OPEN-ENDED QUESTIONS**, no marks should be awarded for YES/NO or I AGREE/DISAGREE. The reason/motivation/substantiation is what should be considered.
- When one-word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/ highlighted.
- When a two/three facts/points are required, and a range is given, **mark only** the first two/three.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

SECTION A: COMPREHENSION**QUESTION 1****TEXT A**

- 1.1 1.1.1 It has become a tool/way/opportunity for young people to make money/gain financial independence. ✓ (1)
- 1.1.2 'millions of users' ✓ (1)
- 1.2 1.2.1 YouTube/TikTok/Instagram/Facebook (Any ONE) ✓ (1)
- 1.2.2 It is the process in which individual creators, brands, and advertisers earn money on social media ✓ and an individual's ability/ways to earn money from posts/videos. ✓ (2)
- 1.3 1.3.1 Entrepreneurship refers to the ability to creatively start and run a business, ✓ in the context of this text using social media as a platform to create wealth. ✓ (2)
- 1.3.2 Handmade crafts/ artwork/ clothing/digital products (Any ONE of the above) ✓ (1)
- 1.4 1.4.1 Thriving refers to the growth/success/flourishing/ of freelancing. ✓ (1)
- 1.4.2 It helps the youth to find different freelancing projects/practical projects ✓ that could help them to earn an income from anywhere in the world (global market). ✓ (2)
- 1.5 Their main income is commission for every sale made through a referral only. ✓
They must build trust with an audience first to make sure that recommendations are genuine and relevant. ✓ (2)
- 1.6 1.6.1 Young experts can benefit by creating and selling online courses ✓ or coaching services using social media. ✓ (2)
- 1.6.2 YouTube: Creators can monetize instructional videos. ✓
Instagram: It can be used to market classes on topics such as fitness, cooking, or technology. ✓ (2)
- 1.7 1.7.1 Successful influencers earn money through sponsorships / campaigns. ✓ (1)

- 1.7.2 Authenticity✓/creativity✓/a deep understanding of their audience✓ are essential. (Any TWO) (2)
- 1.8 Digital marketing is an exciting opportunity because it is a growing field, ✓ it allows young people to use their knowledge of social media and technology, ✓ and it offers the potential to earn a good income✓ while helping businesses succeed. ✓ (Any TWO) (2)
- 1.9 Open-ended. Accept a suitable answer, e.g.
The title is suitable as it highlights the two key aspects of the discussion— social media as a platform and financial independence as the outcome. It directly appeals to youth by emphasizing the opportunities available to them in the digital age.
Or
The title is not suitable because not all youth would consider social media as a means to financial freedom. They would not see this as a viable job opportunity.
- NOTE:**
Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer (2)
- 1.10 Information Technology✓ The interest in Information Technology has grown to 23.1% from not even being in the top 5 in 2018✓It is seen as a financially rewarding career. ✓
(Any suitable justification accepted) (2)
- 1.11 The interest in studying education has declined due to the shortage of available jobs in the country. ✓ It is seen as a below average income career. ✓ (Any suitable justification accepted) (2)
- 1.12 Open-ended. Accept a suitable answer, e.g.
The graphs clearly depict the changing study choices over the last six years. It shows how new fields of study have emerged or declined.
OR
The visuals do not give enough information on specific courses of study. Words would be easier to understand because not everyone is familiar with interpreting graphs
NOTE:
Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer (2)

TOTAL SECTION A: 30

SUMMARY

- Take your time!
- Read the instructions carefully, and make sure you follow them exactly.
- Read the question: E.g. *List the SEVEN ways in which you can make good friends*. Then you should not give your opinion. Base your answer on the TEXT. Do not be misled by the “fluff” of the passage.
- Number your answer 1 – 7.
- Your answer has to be in the form of seven **instructions** or **commands**. Concentrate on the question (statement) that you will find just before the instructions.
- Start each sentence/fact with a **VERB**.
- Do not use contractions. They count as two words. (I've = I have)
- Do not aim to write the shortest summary possible. Keep to the number of words required.
- Write down the number of words.

QUESTION

Budgeting is something that all of us should be doing, but few are doing it effectively. If you are looking to start budgeting effectively, here are some tips to your saving process.

Read TEXT C and **list SEVEN key budgeting tips to help you save. 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**BUDGETING – THE KEY TO FINANCIAL FREEDOM**

If you want to start budgeting, it is probably because you are trying to save, which is great. However, what is it exactly you are saving for? It is difficult to keep the motivation when you are just saving for savings sake. The best way is to focus on setting specific and realistic goals making it easy to stay on track.

Once you have defined your aims, formulate a plan to achieve your goals. Prioritise expenses and see if there are areas where you can cut costs. Document your purchases and savings in a spreadsheet. Calculate how much you can put aside. Deduct your savings from your salary and transfer it to a saving account. To ensure the transfer, set up a debit order. The money you save starts earning interest immediately.

Putting pen to paper every time you make a purchase is almost impossible, therefore a simple solution is to stick to online purchases and those you can swipe for, making it easy to track your expenses. Remember, you are spending real money every time you swipe.

Life is filled with surprise expenses – car repairs, burst geysers and unplanned doctor’s visits. Your budgeting plan is less likely to derail if you set up an emergency fund for unexpected expenses.

To maintain a good credit score and avoid late payment charges, get your debit orders deducted immediately after payday. Serious about saving? Open an account with low monthly administration banking fees but also grows your money. Be wise and strategise effectively.

[Adapted from *Old Mutual, Your Goals, 2025*]

Marking Guidelines**SECTION B: SUMMARY****QUESTION 2**

The following points form the answer to the question:			
QUOTATIONS		FACTS	
		(NOTE: Candidates may phrase the facts differently.)	
1.	'It is difficult to keep the motivation .../ The best way is to focus on setting specific and realistic goals making it easy to stay on track'.	1.	Find a REASON for saving / Set particular, reachable, attainable, practical GOALS (any relevant synonym) for saving.
2.	'Prioritise expenses and see if there are areas where you can cut costs'.	2.	Limit your expenses.
3.	'Document your purchases and savings in a spreadsheet'.	3.	Record / log / register what you have bought and saved in a notebook".
4.	'To ensure the transfer, set up a debit order'.	4.	Automate your savings / the money you have saved. Establish/activate/arrange a standing deposit to your savings bank account.
5.	'stick to online purchases and those you can swipe for, making it easy to track your expenses'.	5.	Use your bank card for payments to make monitoring your spending patterns easier.
6.	'Your budgeting plan is less likely to derail if you set up an emergency fund for unexpected expenses'.	6.	Have a contingency / crisis / reserve / extra money set aside in case of any unplanned expenditure.
7.	'..., get your debit orders deducted immediately after payday'.	7.	Have all your regular monthly expenses deducted soon after being paid your salary.
8.	'Open an account with low administration banking fees but also grows your money'.	8.	Get a bank account that promotes saving.

MARKING THE SUMMARY	
	<p>Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.</p> <p>The summary should be marked as follows:</p> <ul style="list-style-type: none"> • Mark allocation: <ul style="list-style-type: none"> ○ 7 marks for 7 points (1 mark per main point) ○ 3 marks for language ○ Total marks: 10 • Distribution of language marks when candidate has not quoted verbatim: <ul style="list-style-type: none"> ○ 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 candidate has quoted verbatim: <ul style="list-style-type: none"> ○ 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 <p>NOTE:</p> <ul style="list-style-type: none"> • Word Count: <ul style="list-style-type: none"> ○ 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

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING AN ADVERTISEMENT

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

TEXT D

Free workshops

ANXIETY & STRESS

Anxiety and stress management workshop for teens

Topics covered

- The difference between stress and anxiety
- How stress or anxiety affects our brains
- How to manage your own stress
- Self-care and why it's important
- The benefits of mindfulness
- A variety of strategies for your toolkit

Limited places. Registrations essential
bayside.vic.gov.au/youth

WORKSHOP DATES

Monday 2 November
 3.45pm – 5pm

Tuesday 10 November
 3.45pm – 5pm

Wednesday 18 November
 3.45pm – 5pm

Thursday 26 November
 3.45pm – 5pm

bgkllen

YOUTH SERVICES
Bayside

2158

The text in small font reads as follows:

Topics covered

- The difference between stress and anxiety
- How stress or anxiety affects our brains
- How to manage your own stress
- Self-care and why it's important
- The benefits of mindfulness

- 3.1 Who is the target audience for this advertisement? (1)
- 3.2 How do the words 'FREE WORKSHOP' capture the reader's attention?
Give TWO points. (2)
- 3.3 Use the homonym of 'May' in a sentence of your choice. (1)
- 3.4 Provide an antonym for the underlined word in the following sentence
The difference between stress and anxiety (1)
- 3.5 Quote ONE word from the text that indicates that this is not a limited approach to stress management. (1)
- 3.6 Explain the advertiser's intention in using the word 'Self-care'. (2)
- 3.7 Does the visual of the teenager lying on the grass, support the message of the advertisement?
Substantiate your answer (2)
- [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.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

Marking Guidelines

- 3.1 Teens suffering from anxiety and stress.✓ / Parents with teens suffering from stress.✓ (1)

- 3.2 There is no financial barrier to attending the workshop.✓
The word 'free' is a powerful, especially for teenagers and families who may be interested in mental health support but are concerned about costs.✓
It makes the workshops more attractive and increases the likelihood of participation.✓
The big bold capital letters will draw the attention of teens in need of mental support.✓
- NOTE:** Accept TWO of the above or other suitable answers. (2)
- 3.3 You may attend the workshop in May to learn effective stress management techniques.✓
- NOTE:** Accept any sentence in which the word 'May' is used with an alternative meaning. (1)
- 3.4 similarity/resemblance ✓
- NOTE:** Accept other suitable answers (1)
- 3.5 'variety' ✓ (1)
- 3.6 Playing an active role in protecting one's own well-being✓ /happiness,✓ (1)
- 3.7 Open-ended. Accept a suitable answer, e.g.

Yes.

The relaxed expression of the teenager lying on the grass, listening to music, symbolizes calmness and tranquillity, which aligns with the purpose of the workshop: reducing anxiety and stress. The use of soothing and peaceful imagery reinforces the idea of achieving peace of mind, making it a fitting representation for an anxiety and stress management workshop.

OR**No.**

The visual image alone does not effectively convey the full message of the advertisement. While the image of a relaxed teen listening to music suggests calmness and relaxation, it does not clearly communicate that the advertisement is about an anxiety and stress management workshop for teens. Without reading the accompanying text, viewers might not understand the specific purpose, dates, or educational value of the workshop.

(2)

QUESTION 4: ANALYSING A CARTOON

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

TEXT E



4.1 Refer to Frame 1

Study the following sentence:

'If you ask me, recycling is a big waste of time.'

Identify the root of the underlined word. (1)

4.2 Refer to Frame 3

Explain how the cartoonist conveys Mother Anderson's attempt at scaring Thandi.

Refer to ONE verbal and ONE visual clue in your answer. (2)

4.3 Refer to Frame 4

'Don't interrupt!... He's made of plastic...'

Rewrite 'he's' in full. (1)

4.4 Refer to Frame 2 and 6

Describe how Thandi's viewpoint changes between these TWO frames. (2)

4.5 Refer to Frame 7

Explain how the cartoonist conveys Thandi's tone in this frame. (2)

4.6 Do you think the cartoonist is successful in creating humour while conveying the message of recycling. Substantiate your answer. (2)
[10]

Marking Guidelines

QUESTION 4: ANALYSING A CARTOON

- 4.1 cycle.✓ (1)
- 4.2 Verbal: She says, '...He **prowls** the empty streets at night'/ she emphasises the word **prowls**✓
Visual: Mother Anderson is leaning towards her/she is frowning/her face has changed colour.✓
NOTE: One verbal and one visual clue must be mentioned. (2)
- 4.3 He is✓ (1)
- 4.4 In **FRAME 2**, Thandi is sceptical and confused✓, asking, '...the recycling man?'/ This shows that she has never heard of the 'Recycling Man'✓ and finds the concept dubious.
In **FRAME 6**, after hearing more about the 'Recycling Man,' Thandi starts to engage with the story, ✓ asking, 'And what happens if he catches one?' indicating a shift from scepticism to curiosity and concern.✓ (2)

4.5 Thandi's tone in FRAME 7 is conveyed through her sarcastic and dismissive response. ✓ This indicates she does not believe Gogo's story while subtly mocking Gogo's attempt to scare her. ✓

: Award 1 mark for identifying the sarcasm in Thandi's response. Award 1 mark for the explanation. (2)
Open-ended. Accept a suitable answer, e.g.

4.6 **Yes.**
The cartoonist was successful in creating humour while conveying the message of recycling. The exaggeration of the 'Recycling Man' as a scary/mysterious figure who hunts down children who don't recycle is a funny and imaginative way to get readers—especially younger audiences—to think twice about their attitude towards recycling.

OR

No.

Some readers might not recognise the humour/sarcasm, they may interpret the cartoon as a means of scaring children rather than focusing on the importance of recycling.

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]

4. LANGUAGE

- Work out old exam papers – look at the common language concepts tested across the last six years – **ensure that you know the rules of those concepts**
- Passive and active voice:
 - He sold the painting. → *The painting was sold (by him).* → past tense
 - He sold the paintings. → *The paintings were sold by him.* → plural
- Direct and reported speech: Go through all the notes of...
 - This = that; today = that day; is = was; was = had been; ...
 - Always jump ← one tense back into the past.
- Adverbs (words that describe verbs) usually end in **...ly**.

Believe and receive	really, beautifully
Bad, worse, worst	successful BUT successfully
lose - lost	loose and fast
quite and quiet	disappoint
already	develop BUT development
everybody, everything, everyone BUT	every → day (two words)

a→→→lot	its = belonging to it BUT it's = it is or it was
immediately	there = th→e→e→e→re
this = singular BUT these = plural that = singular BUT those = plural	their = people
practi Se = verb BUT practi Ce = noun	they're = they are or they were
advi Ce = noun BUT advi Se = verb	until BUT till (death do us part)
process	one boy's book BUT many boy S' books
a N apple, egg, unicorn, hour (vowels) BUT a dog, cat, zebra (consonants)	neither → nor the is opposite either → or
because	After I HAD EATEN, I brushed Remember the rules of the verb when you join sentences.
I tell a lie. He lies. I am lying. He lied.	I lie on my bed. I lay on my bed.
I lay another brick in the wall. This year I have lain a lot of bricks in the wall.	

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

Drumming goes beyond making music. It actively contributes to a healthier lifestyle. African drumming may soon emerge as a effective stress reliever and full body work out, according to researchers

Carin Smith, Associate Proffessor at *Stellenbosch University* explains that the African drum lifted off the floor and clasped between the knees so the legs, core muscles in the back and pounding arms are exercised.


Researchers asked African drum percussionist Bevin Spence to be a guinea pig for laboratory testing. He is also tested at his drumming circle in Somerset West. It was found that in some stages of the drumming session his heart rate went up to more then 80% of its estimated maximum rate. This is equivalent to a strenuous aerobics' session.

Carin said "African drumming presents itself as an alternative for people that do not like traditional forms of exercise." The approach to drumming will determine the outcome. Drumming needs to be results-driven and performed at an adequate level of intensity. Drumming for 45-60 minutes should adequately build up a healthy sweat like what would be experienced during a normal aerobics' session. It is an enjoyable and healthy exercise!

[Adapted from News24, accessed January 2025]

- 5.1.1 Correct the SINGLE error in EACH of the following sentences. Write down ONLY the question numbers and the words you have corrected.
- (a) African drumming may soon emerge as a effective stress reliever. (1)
- (b) Associate Proffessor at Stellenbosch University explains that the African drum lifted the floor. (1)
- (c) He is also tested at his drumming circle in Somerset West. (1)
- (d) His heart rate went more then 80% of its estimated rate. (1)
- 5.1.2 Complete the following tag question. Write down only the missing words. This is equivalent to a strenuous aerobics session...? (1)
- 5.1.3 Rewrite the following sentence in the simple future tense: Researchers asked Bevin Spence to be a guinea pig for laboratory testing. (1)
- 5.1.4 Rewrite the following sentence in reported speech: Bevin said, 'I enjoyed the drumming session so much.' (3)
- 5.1.5 Provide a synonym for the underlined word in the following sentence: Drumming needs to be performed at an adequate level of intensity. (1)
- 5.1.6 Rewrite the following sentence in the passive voice. Bevin Spence tested the drumming circle in Somerset West. (1)
- 5.1.7 Why is *Stellenbosch University* written in italics? (1)
- 5.1.8 Study the following sentence:
- Drumming for 45-60 minutes should adequately build up a healthy sweat.
- State the part of speech of EACH of the underlined words as used in this sentence. (2)

5.2 Study the text (TEXT G) below and answer the set questions.



Some of the challenges of starting (and continuing) a new healthier lifestyle are feeling alone in it, staying motivated, being responsible and keeping social.

- 5.2.1 Rewrite the following sentence in the negative form:
My family enjoy going for a jog in the morning (1)
- 5.2.2 Combine the following sentences into a single sentence.
Exercising regularly keeps you healthy.
Exercising regularly keeps you fit.
Begin with: Not only... (2)
- 5.2.3 Provide the correct degree of comparison in the following sentence:
Eating healthily and exercising creates a (happy) version of yourself. (1)
- 5.2.4 Give the correct form of the word in brackets:
Exercising at least once a week can (significant) improve one's mental well-being. (1)
- A possession.
B omission
C emphasis
D limitation
- 5.1.2 isn't it/ is it not ✓ (1)
- 5.1.3 Researchers will ask Bevin Spence to be guinea pig for laboratory testing. ✓ (1)
- 5.1.4 Bevin said (that) he ✓ had enjoyed ✓ the drumming session so much.
NOTE: Award ONE mark for each underlined change and ONE mark for the correct punctuation. (3)
- 5.1.5 sufficient/ enough ✓ (1)
- 5.1.6 The drumming circle in Somerset Wet was tested by Bevin Spence ✓ (1)
- 5.1.7 It is the name of the institution. ✓ (1)
- 5.1.8 Drumming - verb ✓
healthy - adjective ✓ (2)
- 5.2 5.2.1 My family do not/don't enjoy going for a jog in the morning. ✓ (1)
- 5.2.2 Not only does exercising regularly keep you healthy, ✓ (but) it also keeps you fit. ✓
- OR
- Not only does exercising regularly keep you fit, ✓ (but) it also keeps you healthy. ✓ (2)
- 5.2.3 happier. ✓ (1)
- 5.2.4 significantly. ✓ (1)
- 5.2.5 (B) omission ✓ (1)

[20]

Read the **INSTRUCTIONS** at the beginning of PAPER 1 thoroughly before you attempt to start with your answers. This is what you should do in the 10 minutes you are given before the examination actually starts.

Good luck! Remember, YOU can ace Paper 1!

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections.
SECTION A: Comprehension (30)
SECTION B: Summary (10)
SECTION C: Language (40)
2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line between answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.
8. Pay special attention to spelling and sentence construction.
9. Suggested time allocation:
SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 minutes.
10. Write neatly and legibly.

PAPER 2 (2 ½ hours)

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.
- Work through past papers and **note the type of questions** across the paper – **ENSURE THAT YOU UNDERSTAND WHAT YOU NEED TO DO TO ANSWER EACH TYPE OF QUESTION**

2. In the exam venue: FIND THE TWO GENRES YOU HAVE STUDIED FOR THE YEAR. DO NOT ANSWER ALL THE QUESTIONS IN THE PAPER!!!

- 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 the questions on **ONLY THE GENRES YOU HAVE STUDIED**. Tick each question off as you complete that specific question. Too many candidates leave out questions.

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 those questions and choose the ones you wish to answer.
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 questions from TWO sections, as follows:

SECTION A: NOVEL
Answer ONE question on the novel that you have studied.

SECTION B: DRAMA
Answer ONE question on the drama that you have studied.

SECTION C: SHORT STORIES
Answer the questions on BOTH extracts.

SECTION D: POETRY
Answer the questions 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 your answers exactly as the questions are numbered in the question paper.
6. Start EACH section on a NEW page.
7. Spend approximately 60 minutes on each section.
8. Write neatly and legibly.

NOTE:

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

SECTION	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A: Novel	1–2	1	
B: Drama	3–4	1	
C: Short Stories	5	1	
D: Poetry	6	1	
NOTE: Ensure that you have answered questions on TWO sections only.			

SECTION A: NOVEL

In this section there are questions 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 you have studied.

QUESTION 1: *CRY, THE BELOVED COUNTRY*

Read the following extracts from the novel 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 returns to Absalom's girlfriend's house.]

- | | |
|---|-----------|
| - Have you heard of your husband? he asked. Only the word does not quite mean husband. The smile went from her face. I have not heard, she said. | |
| - What I have to say is heavy, he said. He is in prison. | |
| - In prison? she said. | |
| - He is in prison, for the most terrible deed that a man can do. | 5 |
| But the girl did not understand him. She waited patiently for him to continue. She was surely but a child. | |
| - He has killed a white man. | |
| - Au! The exclamation burst from her. She put her hands over her face. And Kumalo himself could not continue, for the words were like knives, cutting into a wound that was still new and open. She sat down on a box and looked at the floor, and the tears started to run slowly down her cheeks. | 10 |
| - I do not wish to speak of it, my child. Can you read? The white man's newspaper? | |
| - A little. | |
| - Then I shall leave it with you. But do not show it to others. | |
| - I shall not show it to others umfundisi. | 15 |
| - I do not wish to speak of it any more. I have come to speak with you of another matter. Do you wish to marry my son? | |
| - It is as the umfundisi sees it. | |
| - I am asking you, my child. | |
| - I can be willing. | 20 |

[Book 1, Chapter 16]

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 your ANSWER BOOK.

COLUMN A	COLUMN B
(a) James Jarvis	A) accomplice to a murder
(b) Matthew Kumalo	B) the reason Stephen Kumalo travels to Johannesburg
(c) Mr Carmichael	C) Absalom's nephew
(d) Gertrude	D) the lawyer who defends Absalom
	E) a landowner whose farm overlooks Ndotsheni

(4x1) (4)

1.1.2 Why does Stephen visit Absalom's girlfriend's home?

State TWO reasons.

(2)

1.1.3 Refer to line 4 'What I have ... heavy, he said'

Explain what he means by the word 'heavy' in this line

(1)

1.1.4 Refer to lines 10 - 12 ('And Kumalo himself ... still new and open.')

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

(1)

(b) Explain why the figure of speech is relevant in this extract

(2)

1.1.5 Refer to line 16 (But do not show it to others.')

(a) What tone would Stephen use in these lines?

(1)

(b) Why would Stephen use this tone in this line?

1.1.6 Choose the correct answer to complete the following sentence. Write down only the letter (A – D) next to the question number (1.1.6).

The word 'umfundisi' (line 17) is Zulu for...

A chief.

B priest.

C friend.

D uncle.

(1)

1.1.7 Refer to line 17 ('I shall not ... to others umfundisi.')

What does the girlfriend's response reveal about her character?

Substantiate your answer.

(2)

1.1.8 Absalom Kumalo is a victim of his circumstances.

Discuss your view.

(3)

1.2 EXTRACT B

[A police captain comes to see James Jarvis.]

- I have bad news for you.	
- Bad news?	
Jarvis sat down, his heart beating loudly. Is it my son? he asked.	
- Yes, Mr. Jarvis.	
- Is he dead?	5
- Yes, Mr. Jarvis. The captain paused. He was shot dead at 1:30 p.m. this afternoon in Johannesburg.	
Jarvis stood up, his mouth quivering. Shot dead? he asked. By whom?	
- It is suspected by a native housebreaker. You know his wife was away?	
- Yes, I knew that.	10
- And he stayed home for the day, a slight indisposition. I suppose this native thought no one was at home. It appears that your son heard a noise, and came down to investigate. The native shot him dead. There was no sign of any struggle.	
- My God!	
- I'm sorry, Mr. Jarvis. I'm sorry to have to bring this news to you.	15
He offered his hand, but Jarvis had sat down again on the stone, and did not see it. My God, he said.	
Van Jaarsveld stood silent while the older man tried to control himself.	
- You didn't tell my wife, captain?	
- No, Mr, Jarvis.	20
Jarvis knitted his eyebrows as he thought of the task that must be performed.	
She isn't strong enough, he said. I don't know how she will stand it.	
	[Book 2, Chapter 1]

- 1.2.1 Describe the time and place where this extract is set. (2)
- 1.2.2 Refer to line 11 ('And he stayed ... a slight indisposition')
- Why did Jarvis' son stay home that day? (1)
- 1.2.3 Refer to line 13 ('There was no sign of any struggle.')
- Explain why the captain gives Mr Jarvis this information as well.
- State TWO points. (2)
- 1.2.4 Discuss why Arthur Jarvis' murder is ironic. (2)
- 1.2.5 Change ONE word to make the following statement TRUE:
- Absalom and three others who were involved in Arthur Jarvis murder. (1)
- 1.2.6 Refer to lines 16 - 17 ('He offered his ...God, he said.')
- What do these lines tell us about Jarvis' state of mind?
- Substantiate your answer. (2)

- 1.2.7 Refer to line 21 ('Jarvis knitted his ... must be performed.')
- What is the 'task' Jarvis is referring to in this line? (1)
- 1.2.8 One of the themes in *Cry, the Beloved Country* is things falling apart.
- Discuss this theme. (3)
- 1.2.9 Absalom meant to kill Arthur Jarvis.
- Discuss your view. (3)
- [35]**

QUESTION 2

STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the following extracts from the novel 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.

EXTRACT C

[Mr Utterson visits Dr Jekyll]

A fortnight later, by excellent good fortune, the doctor gave one of his pleasant dinners to some five or six old cronies, [...]; and Mr Utterson so contrived that he remained behind after the others had departed. [...]	
'Oh, I know he's a good fellow – you needn't frown – an excellent fellow, and I always mean to see more of him; but a hide-bound pedant for all that; an ignorant, blatant pedant. I was never more disappointed in any man than Lanyon,' said Jekyll.	5
'You know I never approved of it,' pursued Utterson, ruthlessly disregarding the fresh topic.	
'My will? Yes, certainly, I know that,' said the doctor, a trifle sharply. 'You have told me so.'	10
'Well, I tell you so again,' continued the lawyer. 'I have been learning something of young Hyde.'	
The large handsome face of Dr Jekyll grew pale to the very lips, and there came a blackness about his eyes. 'I do not care to hear more,' said he. 'This is a matter I thought we had agreed to drop.'	15
'What I heard was abominable,' said Utterson.	
'It can make no change. You do not understand my position,' returned the doctor, with a certain incoherency of manner. 'I am painfully situated, Utterson; my position is a very strange – a very strange one. It is one of those affairs that cannot be mended by talking.'	20
[Dr Jekyll was Quite as Ease]	

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

Mr Utterson ; Dr Jekyll; overjoyed; Sir Carew;
Mr Hyde; horrified; Mr Enfield; Mr Poole

- Early in the novel, (a)..., a lawyer, decides to seek out (b)... . The lawyer is
(c) ... by an odd story told to him by (d)... . (4)
- 2.1.2 Explain why Utterson, remains as the last guest at the dinner party? (2)
- 2.1.3 Quote ONE word from lines 4 – 7 ('Oh, I know ... Lanyon,' said Jekyll') which describes Dr
Jekyll's feelings for Dr Lanyon. (1)
- 2.1.4 Refer to lines 15 – 16 ('I do not ... agreed to drop').
- (a) Identify the tone Dr Jekyll uses in these lines. (1)
- (b) Why is Dr Jekyll's tone appropriate in these lines? (1)
- 2.1.5 With reference to the finalising of Dr Jekyll's will, state ONE difference in the
character traits of Mr Utterson and Dr Jekyll. (2)
- 2.1.6 Change ONE word to make the following statement TRUE:
- Mr Utterson stops investigating Mr Hyde, as per Dr Jekyll's wish. (1)
- 2.1.7 Refer to line 20 – 21 ('It is one ...mended by talking')
- Explain what is the only way that Dr Jekyll can mend the situation. (2)
- 2.1.8 Considering the novel thus far, would you consider Utterson to be a
good friend to Dr Jekyll?
- Discuss your view. (3)

AND

EXTRACT D

[Poole and Mr Utterson prepare to confront Dr Jekyll]

'I've seen him!'	
'Seen him?' repeated Mr Utterson, 'Well?'	
'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.	5
'These are all very strange circumstances,' said Mr Utterson, 'but I think I begin to see daylight. Your master, Poole, is plainly seized with one of those maladies that both torture and deform the sufferer [...].'	10
'Sir,' said the butler, turning to a sort of mottled whiteness, 'that thing was not my master, and there's the truth.'	15
[The Last Night]	

2.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (2.2.1) in the ANSWER BOOK.

When Mr Utterson arrives at Dr Jekyll's house, the servants are in a state of ...

- A excitement.
- B anger.
- C fear.
- D comfort.

(1)

2.2.2 Refer to lines 7 – 8 ('It was but ... head like quills').

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

(b) Explain how this figure of speech is suitable in describing Poole's reaction. (2)

2.2.3 Why does Poole 'pause and pass his hand over his face' (line 11)? (2)

2.2.4 Discuss the irony in lines 15 – 16 ('that thing was ... there's the truth'). (2)

2.2.5 (a) What is Mr Utterson's explanation for Dr Jekyll's behaviour in the extract? (2)

(b) Give TWO reasons, from the extract, to prove that the person in the cabinet is Mr Hyde. (2)

2.2.6 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde*, is the dual nature of human beings.

Discuss this theme. (3)

2.2.7 Do you think that Dr Jekyll was proud of his creation 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) Donalbain	A. ambitious and manipulative
(b) Banquo	B. deeply loyal to Scotland
(c) Macduff	C. loyal to King Duncan and resists the temptation of the witches' prophecy
(d) Lady Macbeth	D. timid and cowardly
	E. thoughtful, cautious, and aware of the political dangers around him

(4x1) (4)

- 3.1.2 Refer to lines 2–3 ('As two spent ... choke their art').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 3.1.3 Refer to lines 4–6 ('Worthy to be ... swarm upon him').
- (a) What tone would the Captain use in these lines? (1)
- (b) Why would the Captain use this tone in these lines? (1)
- 3.1.4 Refer to line 18 ('O, valiant cousin! Worthy gentleman')
- Explain the irony of Duncan's description of Macbeth in this line. (2)
- 3.1.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.5) in the ANSWER BOOK.
- The 'Norwegian lord' (line 25) is ...
- A. Siward.
B. Sweno.
C. Sinel.
D. Seyton. (1)
- 3.1.6 Refer to line 31 ('As sparrows, eagles; ... hare, the lion'.)
- Explain the comparison that the Captain makes in this line. (2)
- 3.1.7 Macbeth is brave.
Discuss your view. (3)

AND

3.2 EXTRACT F

[Lady Macbeth scolds Macbeth.]

LADY MACBETH:	Infirm of purpose! Give me the daggers. The sleeping and the dead Are but as pictures. 'Tis the eye of childhood That fears a painted devil. If he do bleed, I'll gild the faces of the grooms withal, For it must seem their guilt.	1 5
MACBETH:	<i>She goes up. A knocking heard.</i> Whence is that knocking? How is't with me, when every noise appals me? What hands are here? Ha – they pluck out mine eyes! Will all great Neptune's ocean wash this blood Clean from my hand? No; this my hand will rather The multitudinous seas incarnadine, Making the green, one red.	10 15
LADY MACBETH:	<i>Lady Macbeth returns, closing the inner door.</i> My hands are of your colour; but I shame To wear a heart so white. (<i>Knocking</i>) I hear a knocking At the south entry! Retire we to our chamber. A little water clears us of this deed: How easy it is then! Your constancy Hath left you unattended.	20 25
MACBETH:	<i>Knocking.</i> Hark! More knocking Get on your nightgown, lest occasion call us And show us to be watchers. Be not lost So poorly in your thoughts! To know my deed, 'twere best not know myself.	30 35
	<i>Knocking.</i> Wake Duncan with thy knocking! I would thou couldst. <i>They go to their chamber.</i>	30

[Act 2 Scene 2]

- 3.2.1 Describe the time and place where this extract is set. (2)
- 3.2.2 Refer to lines 1–2 ('Infirm of purpose! Give me the daggers').
- (a) Why does Lady Macbeth instruct Macbeth to give the daggers to her? (1)
- (b) If you were the director of this play, what would you tell Lady Macbeth to do when saying these lines?
State TWO actions. (2)
- 3.2.3 Explain why Lady Macbeth decides to 'gild the faces of the grooms withal'. (2)
- 3.2.4 Refer to lines 11–14 ('What hands are ... from my hand?').
- What do these lines reveal about Macbeth's state of mind?
- Substantiate your answer. (2)

- 3.2.5 Change ONE word to make the following statement TRUE: (1)
Banquo is knocking at the gate to wake Duncan.
- 3.2.6 What does this extract reveal about Lady Macbeth's character? (2)
Substantiate your answer.
- 3.2.7 One of the themes in *Macbeth* is appearance versus reality. (3)
Discuss this theme.
- 3.2.8 Lady Macbeth's influence is the sole cause of the tragedy that occurs. (3)
Discuss your view.

TOTAL QUESTION 3: [35]

OR

QUESTION 4: MY CHILDREN, MY AFRICA

Read the following extracts from the play 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 getting to know each other better.]

THAMI:	I told you. I'm not sure about anything yet.	
ISABEL:	What does Mr M say?	
THAMI:	It's got nothing to do with him.	
ISABEL:	But you're his favourite, aren't you? [Non-committal shrug from Thami] I bet you are. And I also bet you anything you like that he's got a career planned out for you.	5
THAMI:	[Sharply] What I do with my life has got nothing to do with him.	
ISABEL:	Sorry.	
THAMI:	I don't listen to what he says and I don't do what he says.	
ISABEL:	I said I'm sorry. I didn't mean to interfere.	10
THAMI:	That's all right. It's just that he makes me so mad sometimes. He always thinks he knows what is best for me. He never tries to ask me how I feel about things I know he means well, but I'm not a child any more. I've got ideas of my own now.	
ISABEL:	[Placating] Ja, I know what you mean. I've had them in my life as well. They always know what is best for you, don't they? So anyway, listen ... I'm going to write up the debate for our school newspaper. I'll send you a copy if you like.	15
THAMI:	You got a school newspaper! How about that!	
ISABEL:	It's a bit unethical reporting on a contest in which I took part, and won, but I promise to be objective. I made notes of most of your main points.	20

[Act 1 Scene 1]

- 4.1.1 Choose a description from COLUMN B that matches the 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) Isabel	A well-known, motivational, inspector
(b) Miss Brockway	B a deliveryman
(c) Oom Dawie	C principal of Camdeboo Girls High School
(d) Samuel	D a Chinese philosopher
	E a hockey player

(4x1) (4)

- 4.1.2 Describe the time and place where this extract is set. (2)

- 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.

Thami lives in Brakwater location with his sister and ...

- A parents
 - B Mr M
 - C grandmother
 - D Rev Mbopa
- (1)

- 4.1.4 If you were the director of this play, what would you tell Thami to do when saying, 'I don't listen ... what he says.' (line 9)

State TWO actions. (2)

- 4.1.5 What do lines 13–14 ('I'm not a ... my own now.') reveal about Thami's character?

Substantiate your answer. (2)

- 4.1.6 Refer to line 19 ('You got a school newspaper! How about that!')

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

(b) Why would Thami use this tone? (1)

- 4.1.7 Refer to lines 21–22 ('I made notes ... your main points.')

Explain why Isabel reassures Thami that she 'made notes' of his 'main points'. (2)

- 4.1.8 Refer to the drama as a whole.

Thami is an ungrateful learner.

Discuss your view. (3)

AND**4.2 EXTRACT H**

[Mr M shares his fears.]

MR M:	No yet again. Not in this life, and most certainly not in this world where I find myself, will those wonderful words of Confucius ever be mine. Not even if I lived to be one hundred and seventy, will I end up with a calm, gentle Chinese heart like his.	
	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.	5
		10
		15
	[Act 1, Scene 4]	

4.2.1 Why does Mr M admire Confucius?

State TWO POINTS (2)

4.2.3 Refer to lines 7–9 ('When I walk ... a wild beast.')

Who are the people Mr M is referring to? (1)

4.2.4 Refer to lines 12–14 ('Because one of ... looking for food.').

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

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

4.2.5 What does this extract tell you about Mr M's state of mind?

Substantiate your answer. (2)

4.2.6 Change ONE word to make the following statement TRUE:

Thami believes that learners are receiving superior education under the Bantu Education System. (1)

4.2.7 Discuss the irony in Mr M devoting his life to the education of young people. (2)

4.2.8 One of the themes in *My Children! My Africa!* is sacrifice.

Discuss this theme. (3)

4.2.9 In this drama, Isabel plays an important role.

Discuss your view. (3)

[35]

SECTION C: SHORT STORIES

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

- 'FORBIDDEN LOVE' by Can Temba
- 'CLASS ACT' by Namhla Tshisana

QUESTION 5

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

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

5.1 FORBIDDEN LOVE**EXTRACT I**

[The boys are gathered in the playground.]

'A woman in love is operating at the lowest level of intellect.' He went out.	
Meneer Carelse, of the Noordgesig Primary School, leaned over the gate of the school yard and looked for the small group of coloured boys who would be sitting in a circle in a corner of the yard. He called one of them.	
'Take my bag and put it into the History classroom,' he said to the sandy-haired, smart-looking youngster who came up to him. He looked at the circle of boys wistfully. He knew what they were doing now during these precious few minutes before lessons started. They were teasing each other in the age-old school tradition. Probably vulgar, the naughty little scamps, he thought tolerantly as his mind went back to his own school-days as a youngster. Then he hurried away to Aunt Sannie's house for that daily cup of coffee.	5 10
Meanwhile Freddie Williams, the sandy-haired, smart-looking youngster, sped across the playground to the History classroom. Freddie was not going to miss that morning's session of their little tease-club. Freddie had met Dick Peters that morning on their way to school, and that eternal victim of Bobby Randolph's tease-tongue had intimated to Freddie that he had a bombshell with which he was going to blow Bobby to bits and blazers.	15

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

COLUMN A	COLUMN B
(a) Louisa Randolph	A. racist individual
(b) Salome Chabakeng	B. the headmaster of Noordgesig Primary
(c) Mr van Vuuren	C. is very dark-skinned
(d) Mr Phillips	D. has an illegitimate child
	E. a victim of Bobby's teasing

(4)

(4 x 1)

- 5.1.2 Refer to line 1('A woman in love...level of intellect')
What opinion of women does Mike express in line 1? (2)
- 5.1.3 Explain the irony in the narrator's words 'They were teasing ... age-old school tradition.'
(lines 8 – 9) (2)
- 5.1.4 What does this extract reveal about Meneer Carelse's character? (1)
- 5.1.5 Refer to lines 6 – 11 (He looked at as a youngster)
Why does Mr Carelse look at the 'circle of boys wistfully'? (2)
- 5.1.6 One of the themes of 'Forbidden Love' is fear.
Discuss this theme. (3)
- 5.1.7 Refer to the story as a whole. Do you admire Dora?
Discuss your view. (3)

AND

5.2 **CLASS ACT****EXTRACT J**

[The narrator describes her classmates.]

There are at least ten repeaters in class. Some, like Renato, have failed Standard 6 three times. He made us – the freshers - stand in front of the blackboard while he surveyed our uniforms. “The tunic should be a respectable length. At least three fingers above the knee,” he said pacing up and down, all while pinching his nose. With a piece of chalk in his hand he turned, and pointed at me. “Tell me, tell us, Sister Mary Clarence, what’s your excuse? This is not a convent.” 5

The class’s laughter sounded like thunder in my ears and I could feel my head spinning. I looked at myself in the mirror when I got home. Indeed, I looked like the nuns in the film Sister Act. 10

I asked Mama again but she said she was busy and would fix it over the weekend.

Ayanda is back from Alice. She’s lucky she has finished school. No one wears uniform at university. I told her how embarrassed I was and about classmates’ taunts. I also told her that Aunt Connie had refused to fix it with white cotton. 15

“Ok, I’ll try but don’t come crying to me if the white cotton shows.” I left her to it, made a sandwich and started working on my maths homework. An hour later she was done and had washed the tunic.

- 5.2.1 Describe the time and place of this extract. (2)
- 5.2.2 Change ONE word to make the following statement TRUE. (1)
- Ayanda goes to school in Alice.
- 5.2.3 Refer to lines 4-5 (‘The tunic should above the knee’)
- a) What does this line reveal about his character? (2)
- Substantiate your answer.
- b) What tone would Renato use in these lines? (1)
- c) Why would he use this tone? (1)
- 5.2.4 Refer to lines 8-9 (‘The class’s laughter ... my head spinning’)
- a) Identify the figure of speech used in these lines. (1)
- b) Explain why this figure of speech is relevant in these lines. (2)

(c) What do these lines tell us about the narrator's state of mind?

Substantiate your answer. (2)

5.2.5 Why does the narrator look like the nuns in 'Sister Act'? (1)

5.2.6 Refer to line 17 ('Ok, I'll try...white cotton shows.')

(a) What does Ayanda mean in this line? (1)

(b) Choose the correct answer to complete the following sentence.
Write only the letter (A-D) next to the question number (5.2.4(b))
in the ANSWER BOOK.

When Renato says 'This is not a convent' he means school is
not a ...

- A. nunnery
 - B. a church
 - C. confessional
 - D. cathedral
- (1)

5.2.7 Refer to the short story as a whole.

The narrator displays inner strength

Discuss your view (3)

[35]

TOTAL SECTION C: 35

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.*
- *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.*
- *Get a feel of the mood/atmosphere and tone of the poem.*
- *And finally, what is the deeper meaning of the poem? The themes?*
- *Use the TWIST method to analyse each poem*

Title	
Words/diction	
Imagery	
Structure/setting/character	
Tone/themes	

SECTION D: POETRY

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

- 'What life is really like' by Beverly Rycroft
- 'You laughed and laughed and laughed' by Gabriel Okara

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.

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 heads*
- 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 that 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 silence
 40 never speaking never
 41 once saying

42 *Life's a bastard*
 43 *Toughen Up.*

- 6.1.1 Complete the following sentences by using the words in the list below. Write ONLY the word next to the question numbers (6.1.1(a) to 6.1.1(c)).

innocent; diabetes; dead; healthy; strong; injured harshness; happiness; breast cancer

The poet has been diagnosed with (a) The speaker's father exposes her to the (b) of life, in the hope that she will become (c) The father uses the (d)pigeon to teach her this lesson. (4)

- 6.1.2 Explain why line 1 and lines 4–6 are in italics. (1)
- 6.1.3 Provide TWO possible circumstances that could lead to the pigeon being 'mutilated' (line 16). (2)
- 6.1.4 Change ONE word to make the following statement TRUE:
 Her father begged her to hold the injured pigeon. (1)

- 6.1.5 Explain the difference in the use of the pronoun, 'I' (line 18) and 'i' (line 30). (1)
- 6.1.6 Refer to line 38 ('the drip from my bulldozed chest').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why the figure of speech is relevant in this line. (2)
- 6.1.7 One of the themes in 'What life is really like' is the fate (what is meant to happen, *will* happen).
Discuss this theme. (3)
- 6.1.8 The father is not a good parent.
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.

You laughed and laughed and laughed – Gabriel Okara

1 In your ears my song
2 is motor car misfiring
3 stopping with a choking cough;
4 and you laughed and laughed and laughed.

5 In your eyes my ante
6 natal walk was inhuman, passing
7 your 'omnivorous understanding'
8 and you laughed and laughed and laughed.

9 You laughed at my song,
10 you laughed at my walk.

11 Then I danced my magic dance
12 to the rhythm of talking drums pleading,
13 but you shut your eyes
14 and laughed and laughed and laughed.

15 And then I opened my mystic
16 inside wide like
17 the sky, instead you entered your
18 car and laughed and laughed and laughed.

19 You laughed at my dance,
20 you laughed at my inside.

21 You laughed and laughed and laughed,
22 But your laughter was ice-block
23 laughter and it froze your inside froze
24 your voice froze your ears
25 froze your eyes and froze your tongue.

26 And now it's my turn to laugh;

27 but my laughter is not
 28 ice-block laughter. For I
 29 know not cars, know not ice-blocks.

30 My laughter is the fire
 32 of the eye of the sky, the fire
 33 of the earth, the fire of the air,
 34 the fire of the seas and the
 35 rivers fishes animals trees
 36 and it thawed your inside,
 37 thawed your voice, thawed your
 38 ears, thawed your eyes and
 39 thawed your tongue.
 40 So a meek wonder held
 41 your shadow and you whispered:
 42 'Why so?'
 43 And I answered:
 44 'Because my fathers and I
 45 are owned by the living
 46 warmth of the earth
 47 through our naked feet.'

- 6.2.1 Explain the irony contained in lines 1–3 ('In your ears ... a choking cough'). (2)
- 6.2.2 What is meant by, 'In your eyes my ante natal walk was inhuman' (lines 5 and 6)? (2)
- 6.2.3 Refer to lines 15–17 ('And then I ... like the sky,').
- (a) What tone would the speaker use in these lines? (1)
- (b) Why would the speaker use this tone? (1)
- 6.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (6.2.4).
- 'You laughed and ... was ice-block laughter' (lines 21–23) is an example of ...
- A alliteration.
 B onomatopoeia.
 C a simile.
 D a metaphor. (1)
- 6.2.5 Refer to lines 23–25 ('it froze your inside froze ... and froze your tongue.')
- Explain why 'froze' is repeated.
 State TWO points. (2)
- 6.2.6 Refer to lines 40–42 ('So a meek ... 'Why so?').
- What do these lines tell us about this person's state of mind?
 Substantiate your answer. (2)

(2)

6.2.7 Refer to the poem as a whole.

Comment on the difference in the laughter of the listener and the laughter of the speaker.

6.2.8 Provide proof that there is a better understanding between speaker and listener by the end of this poem.

State ONE point.

(1)

6.2.9 The title, 'You laughed and laughed and laughed' is suitable for this poem.

Discuss your view.

(3)

35

MARKING GUIDELINES

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 the Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. MARKING GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the rest.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION.

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.

EXTRACT A

- 1.1.1(a) E) a landowner whose farm overlooks Ndotsheni ✓
- 1.1.1(b) A) accomplice to a murder ✓
- 1.1.1(c) D) the lawyer who defends Absalom ✓
- 1.1.1(d) B) the reason Stephen Kumalo travels to Johannesburg ✓ (4)
- 1.1.2 Stephen Kumalo has come
- to inform her that Absalom is in jail. ✓
 - to ask her if she will marry Absalom. ✓
- (2)
- 1.1.3 He means that what he has to say is very difficult/tough ✓ for him. (1)
- 1.1.4 a Simile ✓ (1)
- 1.1.4 b Sharing the recent news about Absalom being in prison for murder ✓ is as painful as cutting with a knife over a recent wound. ✓ (2)
- 1.1.5 a Ashamed / embarrassed / humiliated / uncomfortable / shamed / disgraced ✓ (1)
- 1.1.5 b He is ashamed to be a father to a murderer / someone who is in prison. ✓ (1)
- 1.1.6 B priest. ✓ (1)
- 1.1.7 LINE 17: 'I shall not show it to others umfundisi.'

Her response to Reverend Kumalo's request for her not to show the newspaper to anyone reveals her respect for him/her obedience ✓ as she does not question him or debate why she should not do so. ✓ (2)

OR

This response reveals her innocence/naivety ✓ as she realises the seriousness with which the Reverend speaks and is afraid of offending an elder. ✓

1.1.8 **Open-ended.**

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

Yes, Absalom is a victim of his circumstances because:

- He was never meant to stay in Johannesburg, he was merely there to find Gertrude.
- He was under the influence of his cousin Matthew and Johannes Pafuri.
- He comes from a rural village that could not have prepared him for the corruption and dangers in the city.

OR

No, Absalom is not a victim of his circumstances because:

- He made the decision to participate in the house robberies.
 - He was the only one who carried a loaded gun to Arthur's house.
 - He has no reason to kill Arthur, because Arthur was not a threat to him.
- (3)

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

EXTRACT B

1.2.1 Jarvis is at High Place ✓ where he just found out about Arthur's death. ✓ (2)

1.2.2 Arthur felt ill / sick ✓ (1)

1.2.3 The captain wants Mr. Jarvis to understand that his son's death was sudden and likely painless ✓. /By saying there was no struggle, he may be trying to soften the emotional blow, suggesting that his son was not tortured or terrified ✓ before he died. ✓ /This detail helps Mr Jarvis to understand that the shooting was unexpected, and that Arthur Jarvis likely did not have a chance to defend himself. ✓

(Accept valid alternate responses)

(2)

1.2.4 Arthur was an activist for equal rights and was busy writing an article about the Truth about Native Crime, when he was killed by black people and ultimately became of victim of Native Crime himself. ✓✓ (2)

1.2.5 Absalom and **TWO** ✓ others who were involved in Arthur Jarvis murder. (1)

1.2.6 Jarvis is shocked/ upset/ stunned ✓ about the news of Arthur's death ✓ (2)

1.2.7 It refers to the difficult task of telling his fragile wife about Arthur's death. ✓ (1)

1.2.8 The discussion of the **theme of things fall apart**, should include the following points, among others:

- Jarvis is afraid to tell his wife about their son's death because he knows she will fall apart.
- James' life / family unit fell apart with the death of his only son.
- Arthur's death highlights how people who live in Johannesburg fall apart and forget their morals or values by committing crime / murder easily.
- When Kumalo heard the news of Arthur's death, he is instantly afraid that Absalom might be involved somehow and fears for his son's morals falling apart.

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

1.2.9 Open-ended.

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

Yes.

- It was not his intention to kill Arthur because he admitted to committing the crime, which shows he has no reason to lie about his intentions
- He blames Johannesburg for having to carry a gun because he claims he is afraid, and the city is too dangerous.
- He merely shot Arthur because he was startled by his presence and was not expecting him to be home.

- He did not break into Arthur's house with the knowledge of knowing he would be home.
- If he wanted to commit murder, he would have killed Richard first, and not let Johannes Pafuri merely hit him unconscious.

OR

No.

- He was carrying a loaded gun in his hand on the night of the murder which shows intent.
- He also took a practice shot before using the gun which indicates that he had every intention of using it.

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

(3)

GRAND TOTAL: 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.

EXTRACT C

- 2.1.1 A – Mr Utterson ✓
 B – Mr Hyde ✓
 C – horrified ✓
 D – Mr Enfield ✓ (4)
- 2.1.2 Utterson wanted to discuss Jekyll's will with him. ✓
 He also hoped Jekyll would confide in him about Hyde. ✓ (2)
- 2.1.3 'disappointed' ✓ (1)
- 2.1.4 (a) Angry / frustrated / irritated / upset (Accept any one) ✓ (1)
- (b) Dr Jekyll is irritated that Mr Utterson wants to find out more about Mr Hyde. / He is aware of Utterson's concern about Mr Hyde's inclusion in the will but Dr Jekyll refuses to talk about it any further.
 Dr Jekyll is tired of repeating himself to Mr Utterson regarding the content of Mr Hyde in his will. ✓ (1)
- 2.1.5 Mr Utterson is fearful/concerned ✓
 Dr Jekyll seems uncomfortable but complacent. ✓
- NOTE:** Accept any TWO RELEVANT points (2)
- 2.1.6 Mr Utterson **continues** his investigation of Mr Hyde. (1)
- 2.1.7 Once Dr Jekyll stops drinking the potion, he will not be able to transform into Mr Hyde any longer. ✓ In other words, Dr Jekyll is in complete control of the transformation. ✓ This is the only way to 'mend' the situation. (2)

2.1.8 Open-ended.

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

Yes.

Mr Utterson is trustworthy and loyal to Dr Jekyll to the point of trying to warn him about Mr Hyde.

Mr Utterson explores ways to expose Mr Hyde to Dr Jekyll to protect him and his assets.

He even goes as far as stalking Mr Hyde.

OR

No.

Mr Utterson could be regarded as inquisitive – bordering on crossing the line of friendship by involving himself in something he was expressly asked not to.

He does not understand the situation Dr Jekyll finds himself in, thus he is not able to accurately help him overcome his obstacles.

He is not able to adequately protect Dr Jekyll (from himself) – resulting Jekyll's demise.

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

(3)

AND

- 2.2.1 C – fear ✓ (1)
- 2.2.2 (a) Simile ✓ (1)
- (b) Poole, the butler, is comparing his hair standing upright to that of a porcupine's quills on its back. ✓ This is used to indicate that Poole was alarmed/frightened/shocked by what he saw. ✓ (2)
- 2.2.3 Mr Poole is extremely concerned/worried about his employer, Dr Jekyll. ✓ He is shocked at what he has just witnessed and needs a moment to collect his emotions or thoughts. ✓ He is confused at Dr Jekyll's strange/unusual behaviour. (2)
- 2.2.4 When Mr Poole refers to Hyde as 'that thing was not my master', he does so not knowing who Mr Hyde really is. It is ironic as Dr Jekyll, his employer, is in reality, Mr Hyde, the monster he is so fearful of. ✓✓ (2)
- 2.2.5 (a) Mr Utterson believes that Dr Jekyll is ill. ✓ Whatever disease he has, has caused Dr Jekyll to change his appearance and behaviour. ✓ (2)
- (b) The fact that Dr Jekyll chooses not to make direct contact with Poole ✓, his trusted butler for 20 years seems suspicious and would lead one to believe that it is not Dr Jekyll but Mr Hyde.
Poole does not recognise the face ✓ he sees as Dr Jekyll's – he says it looks like he is wearing a mask and this could mean that this is Hyde and not Jekyll.
The strange sound that the person cried ✓ when he saw Poole could also lead one to believe that this is Mr Hyde.
- Any TWO points. (2)
- 2.2.6 The discussion of the theme of the dual nature of human beings, should include the following points, **among others**:

The novel explores the precept that everybody has a good and an evil side. Jekyll seems to be in control of his desires and temptations, but as Hyde, he can fulfil them and not feel guilty.

Throughout the novel, there is a constant struggle between which of the two will survive.

Which is more powerful - good or evil or if they can co-exist.

Mr Hyde's heinous crime and shocking, abhorrent behaviour is starkly contrasted with Dr Jekyll – moral, decent, respectable

The theme of this novel explores the possibility that in each person lies the possibility of evil/ becoming evil.

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

(3)

2.2.7 Open-ended.

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

Yes,

- Dr Jekyll was proud of his scientific work.
- Dr Jekyll studied and tested his scientific work over the course of many years.
- He remained faithful to his work and even though Mr Hyde ended up killing someone, Dr Jekyll could not stop using the potion as it allowed him to escape from his social expectations.
- He was so proud of his work, that one might even suggest that he put it above his friendships with both Lanyon and Utterson.
- To Dr Jekyll, it was ground-breaking work.

OR

No.

- Dr Jekyll was not proud of his scientific work.
- One can assume that at the beginning of the novel Dr Jekyll is proud of his work as he is very persistent in continuing with his experiments.
- However, this changed as soon as Mr Hyde finally goes too far and kills Sir Carew.
- Dr Jekyll becomes so fearful of his own work, that he stops drinking the potion for an entire year.
- Jekyll is unfortunately too strong and manages to take over Dr Jekyll's body.
- In the end, Dr Jekyll decides to take his own life in order to stop Mr Hyde from coming out, thus signalling his regret and depression in having created such a creature.

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

(3)

[35]**TOTAL SECTION A: 35**

SECTION B: DRAMA

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

QUESTION 3: MACBETH

3.1.2 (a) Simile ✓ (1)

3.1.3 (a) Disgust / contempt / scorn / disdain ✓ (1)

(b) He views Macdonwald as a traitor / dishonourable warrior. / He views Macdonwald's actions of rebelling against Duncan as wicked / evil / despicable. ✓ (1)

3.1.4 Duncan praises Macbeth bravery and calls him loyal / honourable, but Macbeth is ultimately disloyal / dishonourable when entertaining thoughts of killing Duncan after hearing the witches prophecy / plotting with Lady Macbeth to kill Duncan / when he betrays and murders Duncan. ✓✓

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

3.1.5 B / Sweno ✓ (1)

3.1.6 Just like predators (eagles and lions) are not scared of / discouraged by their prey (sparrows and hares), ✓ Macbeth and Banquo were not afraid of / discouraged by the second set of rebels / having to fight another battle so soon after winning the first battle. ✓ (2)

3.1.7 Open-ended.
Accept a relevant response which shows an understanding of the following viewpoints, **among others:**

Yes.

- Macbeth performs heroically in the battle, fighting fiercely against both Macdonwald's and Sweno's forces.
- He kills the treacherous Macdonwald brutally and fearlessly in defending Duncan.
- His initial hesitation before killing Duncan shows moral courage, because he acknowledges right from wrong and understands the seriousness of regicide.
- He considers backing out of the murder of Duncan by standing up to Lady Macbeth and saying that they 'will proceed no further in this business' – this shows that he is brave enough to question his own murderous desires.

OR

No.

- Instead of creating his own destiny, Macbeth relies on the witches' prophecies to justify his actions.
- When Macbeth wishes to abandon their plan to murder Duncan and Lady Macbeth questions his manhood / masculinity, he allows himself to be manipulated by her into murdering Duncan.
- Unlike a brave warrior, Macbeth is terrified after the murder – he hears voices and is too afraid to return the daggers to the crime scene and place them on the sleeping guards, forcing Lady Macbeth to do it instead.
- Instead of confronting Banquo himself, Macbeth hires assassins to murder his friend – this contrasts directly with his earlier bravery on the battlefield, because he now acts out of fear and avoids direct confrontation.

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

3.2.1 Macbeth's castle / Inverness ✓ after Macbeth has murdered Duncan. ✓ (2)

3.2.2 (a) Lady Macbeth instructs Macbeth to give her the daggers because he is too shaken/afraid to return them to the crime scene✓, and she knows the murder will not look convincing unless the guards are framed properly. (1)

(b) Lady Macbeth should hold out her hands for the daggers. ✓
She should grab / snatch the daggers from Macbeth's hands aggressively. ✓

She should push Macbeth aside aggressively after she grabs / snatches the daggers from his hands. ✓

She should glare / stare angrily at Macbeth. ✓

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

3.2.3 Lady Macbeth says she will 'gild the faces of the grooms' to frame them for King Duncan's murder ✓and make the crime look convincing.✓/ By doing smearing blood on them✓, she is planting false evidence to make it appear that the guards (grooms) murdered Duncan.✓/ Macbeth forgot to frame the guards properly✓—he brought the daggers back instead of leaving them behind. Lady Macbeth realizes that without this key part of the plan, they could be suspected.✓ (2)

3.2.4 Macbeth feels guilty / horrified / paranoid / regretful, ✓ because he struggles to accept that he has just killed Duncan without any justifiable reason / cannot look at his bloodstained hands and is incapable of facing his crime. ✓ (2)

3.2.5 **Macduff** ✓ is knocking at the gate to wake Duncan. (1)

3.2.6 She is cold / practical / ruthless, ✓ because she does not dwell on guilt after Duncan's murder but focuses on framing the guards for it by taking the daggers from Macbeth and placing it on the guards. ✓

OR

She is domineering / controlling / manipulative, ✓ because she criticises Macbeth as being weak / a coward / instructs him what to do. ✓ (2)

3.2.7 The discussion of the theme of appearance versus reality may include the following points, **among others**:

- Macbeth appears to be loyal to Duncan, but commits treason when he murders him.
- Duncan views Inverness as a good place, but it is a place of evil where he will be murdered.
- Macbeth and Lady Macbeth appear to be gracious hosts to Duncan at Inverness, but they conspire to murder him.
- Macbeth and Lady Macbeth appear horrified / shocked when they learn that Duncan has been murdered by the guards, but they already know he is dead / were the ones who murdered him.
- Macbeth states that he killed the guards because of his loyalty to Duncan / appears to express regret for killing the guards, but he did it to cover his own tracks by silencing them and retaining his innocence.
- The guards appear to have murdered Duncan, because they have bloody daggers on them, but Macbeth murdered them and Lady Macbeth planted the daggers on them to implicate them in Duncan's murder.
- Macbeth and Lady Macbeth appear to have been sleeping at the time of Duncan's

- murder, but they were awake and killed him.
- Macbeth appears to be interested in Banquo's comings and goings before the banquet, because he supposedly wants Banquo to attend, but he only wants to know that Banquo will be away from the castle so that he can have Banquo and Fleance murdered.
- Macbeth suggests to Banquo that Malcolm and Donalbain murdered their father, but he did it.
- At the banquet, Macbeth pretends to be joyous when he proposes a toast, but he is troubled, because he has just had Banquo murdered and Fleance has escaped.

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 viewpoints, **among others:**

Yes.

- Despite Macbeth's initial hesitation in killing Duncan and acknowledgement that he has no justifiable reason for murdering the king, she pressures Macbeth into killing Duncan by manipulating him / calling him a coward and challenging his masculinity. By taunting and emotionally manipulating Macbeth into committing his first murder, she sets him on a path of destruction that will claim many innocent lives (e.g. Banquo, Lady Macduff and her children).
- When Macbeth is troubled by the killing of Duncan and Banquo, she dismisses his concerns by telling him not to think about it and putting on a happy face. This allows Macbeth to continue his violent rise to power without confronting his conscience.
- Without her goading, Macbeth might not have killed Duncan. The witches play on Macbeth's ambition, but Lady Macbeth gives him the push to act on it. Without her manipulation, Macbeth may have remained conflicted about killing Duncan, rather than embracing murder as a means to attaining power.

OR

No.

- The witches are largely responsible for having a negative influence on Macbeth by predicting his future through the prophecies.
- When the witches tell him he will be king, he immediately considers murder, showing that the desire / ambition for power was already within him without Lady Macbeth's influence.
- Macbeth chooses to kill Duncan.
- He murders the two guards outside Duncan's chamber, which was not part of Lady Macbeth's plan, showing that he acts murderously of his own free will.
- Unlike Duncan's murder, Lady Macbeth is not involved in plotting Banquo's death. Macbeth plans and orders the assassination on his own because of his own insecurities, showing that he is capable of violence without her influence.
- Macbeth's ambition gets the better of him and he becomes obsessed with securing his power. He no longer needs Lady Macbeth to influence him but chooses to go on a killing spree to secure his position.

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!

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

- 4.1.1 (a) E / a hockey player ✓
 (b) C / principal of Camdeboo High School ✓
 (c) A / a well-known, motivational, inspector ✓
 (d) B / a delivery man ✓ (4)
- 4.1.2 The conversation takes place shortly after a school debate ✓, likely in or near the school premises. ✓ (2)
- 4.1.3 C / grandmother ✓ (1)
- 4.1.4 Thami must stamp his foot/feet.
 Thami must shake his head from side to side.
 Thami gesturing with his pointing finger in front of him
 [Any TWO actions] ✓✓ (2)
- 4.1.5 Thami is determined/ decisive/ adamant/ rebellious. ✓
 Thami has made up his mind to pursue his own ideas and not submit to his culture that requires him to obey and respect his elders/ Mr M. ✓ /Thami feels that he is mature enough to make his own decisions. ✓ / Thami no longer accepts Mr. M's views about education. ✓ / Thami says Mr. M thinks what he knows what is best for him and this makes him angry. ✓ (2)
- 4.1.6 (a) Thami is shocked/ impressed/ surprised. ✓ (1)
 (b) Thami attends a disadvantaged school and they do not have a newspaper at Zolile High. ✓ (1)
- 4.1.7 Isabel's team won the competition therefore she says that she will not be influenced ✓ by her personal feelings or opinions when writing the report. ✓ (2)
- 4.1.8 OPEN-ENDED

Yes

Thami is being ungrateful. He has a teacher that wants the best for him, a teacher who wants him to study after school. However, Thami does not want to do what Mr. M wants him to do. He is unsure about his future and is rebelling against Mr. M.

OR

No

Thami is not being ungrateful. Thami feels that he needs to express his feelings and protest an unfair education system. However, Mr. M does not understand this and is against it. Thami feels that by doing this he could improve his chances at a better/ equal education for him and his peers.

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 drama.

(3)

- 4.2.1 Mr. M thinks that Confucius is the wisest teacher. ✓
Mr. M admires Confucius' life, thoughts and quotes/ utterances. ✓ (2)
Mr. M admires Confucius' gentle/peaceful/ kind nature. ✓
[Any TWO]
- 4.2.3 The black people ✓ (1)
- 4.2.4 (a) Personification ✓ (1)
- (b) Mr. M personifies the hope he holds in his heart to a hungry animal that must feed on young people in order to stay alive. ✓ / Hope is personified and let loose/fed/kept alive by Mr. M teaching his learners. ✓ (2)
- 4.2.5 Mr. M is in a state of despair/ anxiety✓ because he realizes that his dream to educate his learners will be dashed. ✓ (2)
- 4.2.6 inferior/inadequate/bad/poor✓ (1)
Accept a valid alternate response.
- 4.2.7 We would think that the young learners that Mr. M has taught will show appreciation towards him however they were the very ones who killed Mr M. ✓✓ / Mr. M is devoting his life to teaching Bantu Education and this is the education system (inferior education) his learners rejected/proteted against. ✓✓ (2)
- NOTE: **BOTH** parts must be included to earn the marks. (2)
- 4.2.8 The discussion of the theme of sacrifice may include the following points, **among others**:
- Mr M sacrifices his time and efforts to support his learners.
 - Isabel sacrifices her time by practising for the literary quiz.
 - Mr. M literally sacrifices his life when he refuses to join the boycott.
 - Thami sacrifices his education/dream of becoming a doctor, by leaving school and joining the movement.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)
- 4.2.9 Open-ended
- Yes.
Isabel plays an important role
- Bridge Between Races: Isabel's interactions with Thami and Mr. M symbolize the possibility of understanding and cooperation between races in apartheid South Africa.
 - Her presence helps to ignite the debates that drive the drama.
 - She represents the potential for transformation among white South Africans, moving from ignorance to awareness.
 - Her relative innocence and optimism contrast the harsh realities faced by black South Africans, deepening the audience's understanding of apartheid's impact.

OR

No.

Isabel does not play an important role

- Not part of the main story/plot: The core of the play's conflict is between Mr. M and Thami — a generational and political struggle within the black community. Isabel is an outsider to this central drama.
- She does not face any serious risks like Thami and Mr. M. Isabel does not face direct consequences for her involvement. Her life remains relatively untouched by the dangers and oppression the others face.
- She is only included to show a white person's viewpoint: Some critics argue that her role may serve primarily to make the play more accessible to white audiences, rather than being essential to the story's internal dynamics.
- Ultimately, Isabel does not change the outcome of the conflict between Mr. M and Thami. Her influence is emotional rather than practical or transformative in terms of the broader socio-political struggle.

(3)

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 drama.

TOTAL SECTION B:

**35
[35]**

SECTION C: SHORT STORIES

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

'FORBIDDEN LOVE' - CAN THEMBA

- 5.1.1 (a) C / (is very dark-skinned)
(b) D / (Has an illegitimate child)
(c) A / (racist individual)
(d) B / (the headmaster of Noordgesig Primary) (4)
- 5.1.2 A woman who is in love is less intelligent✓ than she would usually be and behaves questionably✓. / He is being sexist and scornful of women in love✓. (2)
- 5.1.3 The boys were involved in bullying, **yet** Mr Carelse viewed it as a harmless activity.✓✓
- NOTE: BOTH parts must be included to earn marks** (2)
- 5.1.4 He is authoritative / imposing / respected✓ (1)
- 5.1.5 He knew that they were teasing each other✓and this reminded him of his own school-days as a youngster✓ (2)
- 5.1.6 The discussion of the theme of fear may include the following points **among others:**
- Dora fears being disowned or rejected by her family and community because of her love for Michael, a black man. /
 - Salome, hides her relationship with Davie Randolph and the child they share. She fears being shamed or rejected not only by society but also possibly by her own family. /
 - Michael lives with the fear of racial violence. His relationship with Dora places him in physical danger, and this fear becomes real when he is attacked by Davie and other men./ ✓✓✓

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)

5.1.7 Yes

- She chooses who to love despite external pressure.
- She continues to love Michael after her brother attacks him.
- She is authentic and sees people for who they are and does not discriminate.
- She is not a hypocrite, unlike her brother Davie

OR

No

- She is naïve and should never have entered into a relationship with Michael without understanding the dangers.
- She does not stand up to her family or the community to defend her relationship.

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 drama.

(3)

AND**'CLASS ACT' – Namhla Tshisana**

5.2.1 The narrator's home / bedroom. ✓ After her aunt refused to alter her skirt / when Ayanda offers to alter her tunic. ✓ (2)

5.2.2 university ✓ (1)

5.2.3 (a) He is being sexist/ a chauvinist ✓ by saying that women must wear short skirts / dresses ✓ (2)

(b) Demeaning / Condescending / Patronizing ✓ (1)

(c) He is mocking / shallow-minded / sexist ✓ (1)

5.2.4 (a) Simile ✓ (1)

(b) In the same way that sound of thunder drowns out other sounds so the laughter of the learners was the only sound she could hear. ✓ ✓ (2)

(c) She is feeling embarrassed / humiliated ✓ because of the class's laughter at her uniform / tunic. ✓ (2)

5.2.5 Her tunic is long which reminds them of the long dresses that nuns wear ✓ (1)

5.2.6 (a) The narrator should not be dissatisfied/ungrateful with her aunt's attempt at shortening her dress with white cotton. ✓ (1)

(b) A. nunnery ✓ (1)

5.2.7 Open-ended. Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes

- She demonstrates inner strength by enduring the bullying and teasing.
- She strives to adapt without losing self-respect.
- She continues to attend school despite the bullying and ridicule

(3)

OR

No

- She surrenders to peer pressure by shortening her dress
- She never stands up for herself.
- She does not seek help from her teachers / mother

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

TOTAL SECTION B:

35
[35]

SECTION D: POETRY

'WHAT LIFE IS REALLY LIKE' – BEVERLY RYCROFT

- 6.1.1 (a) breast cancer ✓
(b) harshness ✓
(c) strong ✓
(d) injured ✓ (4)
- 6.1.2
 - These are the father's *direct/exact* words/
 - the words of her father as the *speaker remembers them*/
 - the words that made such an impression on the speaker when she was very young, that she *still remembers them exactly*. ✓
 ANY ONE ASPECT (1)
- 6.1.3
 - It could have flown into (barbed) wire; ✓
 - A predatory bird/hawk might have attacked it. ✓
 TWO POINTS (2)
- 6.1.4 Her father **forced/compelled/ordered** ✓ her to hold the injured pigeon.
ACCEPT VALID ALTERNATIVE SYNONYMS: (1)
- 6.1.5
 - 'I' is used to show that she, as an individual/his only daughter (child) was singled out to help; ✓
 - 'i' is used to show she feel insignificant, even as an older child or even grown up, as her father does not notice ('spy') her. ✓**NOTE:** Answer **BOTH PARTS** correctly to earn **the ONE MARK** as the question requires that they show the **DIFFERENCE**. (1)
- 6.1.6 (a) metaphor ✓ (1)
- (b) Her chest had been operated upon (during the mastectomy) and the stitching of the cut /the operation/removal of her breasts/mastectomy left her physically damaged ✓is compared to/looked just like the tracks of a bulldozer over (soft) ground/ like a bulldozer would damage a building it was busy demolishing. ✓ (2)
- 6.1.7 The discussion of the theme of the reality of fate (what is meant to happen, will happen) may include the following points, **among others**:
 - The father is trying to show his daughter how to be resilient, in order to prepare her for the horrible events that surely await in her future.

- He exposes her to his harsh warnings by threatening her with seeing how chickens are slaughtered; it is the chickens' FATE to be slaughtered.
- He forces her to hold one of his wounded pigeons while he is stitching it up; it was FATE that made it fly into a wire or be hunted by a hawk.
- It was FATE that she had become ill (with breast cancer) and he had hoped that her harsh upbringing would prepare her for this fateful blow ...
- However, it is also FATE that she, once she has suffered, returns to her (now) caring father.

(3)

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.

6.1.8 Open-ended

YES

- The father is harsh and unloving to his small daughter:
- he threatens her with going to see chickens slaughtered;
- he orders her to hold wounded pigeons while he is stitching them up; he shouts at her to accept life's blows.
- Furthermore, he ignores her while she waits for acknowledgement from him.
- His lack of immediate communication and contact with her as a younger person can surely be construed as poor parenting.

OR**NO**

- On the other hand, the father SEEMS to lack compassionate, but it is because he loves his daughter so much, that he wants to prepare her for life's inevitable hardships.
- He is supportive and caring when she returns hospital. He tenderly and lovingly tends her wounds: he is a model father, changing his handling of his daughter when she needs him the most.

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**'YOU LAUGHED AND LAUGHED AND LAUGHED' – GABRIEL OKARA**

- 6.2.1
- The speaker sings a *song*, by implication a pleasant and even meaningful tune, possibly even representing his culture.
 - In his eyes, this song is worthy,
BUT/YET/HOWEVER,
 - the listener/colonialist/bigot compares the sound of the song to a dysfunctional, discordant sounding motor car, which misfires and 'coughs',
 - symbolising that the song is unworthy and unsuited to Western culture. ✓✓

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

(2)

- 6.2.2
- The listener observes the way in which Africans walk as slow, laboured and meandering. ✓
OR
 - From a colonial/Western perspective, this would be a hindrance ✓ to the fast-paced Western life.
 - The listener is derogatory towards the speaker, in deeming him 'inhumane'; and in this way dehumanises ✓ him,
 - emphasising that the African man is less worthy./unworthy. ✓
- (2)

- 6.2.3 (a) hopeful/proud ✓

Accept Valid Alternatives

(1)

- (b) He is **hopeful** that

- the sharing ✓ his valued (African) beliefs and culture (his mysticism) will show/prove
- his desire ✓ to explain and communicate, OR
- (He is hopeful of) making the listener *understand* ✓
- and *value* ✓ his (African) beliefs.

OR

He is **proud** of

- his culture/beliefs, ✓
- and his genuine and trusting exposure/sharing ✓ thereof. OR
- the *effort* ✓ he is making in trying to *share with/explain to* ✓ the listener/colonialist.

ANY TWO VALID ASPECTS

(2)

- 6.2.4 D (a metaphor) ✓

(1)

- 6.2.5
- ... emphasises the listener's utter lack of effort ✓ to understand the value of African culture, traditions and beliefs
 - The listener simply will not/cannot understand/accept ✓ that African culture has value.
 - The listener refuses to speak about/communicate/discuss ✓ the value of the speaker's culture.
- ANY TWO VALID POINTS

(2)

- 6.2.6 accepting/compliant/submissive/gentle ✓

Accept valid alternate response. Not 'meek'.

(1)

- 6.2.7 The laughter of the listener was cruel/*derogatory/insulting* ✓

BUT

The laughter of the speaker laughed in a warm, kind and warm way: it was *not condescending, hurtful or mean* ✓

NOTE: The CONTRAST must be clear.

(2)

- 6.2.8 The sneering listener is *no longer laughing* at the African's display of his culture and way of life. ✓/
He is now meek and compliant, even submissive, and searches for understanding ✓ / He wants to know how the happy laughter of the African man can be experienced. ✓

6.2.9 Open-ended.

Yes. The title is suitable.

- The repetitive laughter of the listener/colonialist symbolises his derision and rejection of African culture as unworthy: he compares an African song to the sound of a broken motor car.
- However, his laughter emphasises his own ignorance and lack of understanding of a different/African culture: he becomes an emotionally 'frozen' person.
- It is ironic that the warm, natural laugh of the African impacts the colonialist, who comes to understand that African culture has value – something he has initially failed to understand.

OR

No. The title is NOT suitable.

- The title refers to the laugh of the colonialist only.
- However, the African man also laughs, and
- it is this happy, warm laughter that leads to the change:
- the colonialist now seeks to share in the uncomplicated, joyful and natural laughter of Africans.

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)

TOTAL SECTION D:	35
GRAND TOTAL:	70

PAPER THREE

ANALYSIS OF THE PAPER

Familiarise yourself with the paper.

SECTION A: Question 1 - Essay writing	50 marks
SECTION B: Question 2 – Longer transactional writing	30 marks
SECTION C: Question 3 – Shorter transactional writing	20 marks

Summary of the Genres of Essay Writing

This is a great method to use for your planning. You should be familiar with the following types of essays:

- Narrative – to entertain or tell a story;
- Descriptive – to describe in a vivid manner;
- Argumentative – to argue a case for one side of a point to convince your reader of your opinion;
- Reflective – to give emotional reaction and feeling on a specific topic.

Weighting and Rubrics

Essays will be assessed according to the following criteria:

CRITERIA	MARKS
Content and planning (60%)	30
Language, style and editing (30%)	15
Structure (10%)	5
TOTAL	50

Longer Transactional Writing will be assessed according to the following criteria:

CRITERIA	MARKS
Content, planning and format (60%)	18
Language, style and editing (40%)	12
TOTAL	30

Shorter transactional writing will be assessed according to the following criteria:

CRITERIA	MARKS
Content, planning and format (60%)	12
Language, style and editing (40%)	8
TOTAL	20

In all three rubrics; Content, planning and format, is weighted 60% of the overall mark.

ESSAY WRITING

This section is the most creative of the three sections and an opportunity for you to obtain better marks for English.

TIME MANAGEMENT

Paper 3 requires thorough time management. Allow yourself 80 minutes (1 hour and 20 minutes) to complete the essay. This time includes your planning, drafting, editing and proofreading. If you go beyond this time frame for either piece; **STOP**, move on to the next piece, and then return to the incomplete piece. Remember, if you leave out one of the other pieces, you will lose either 30/20 marks!

POINTS TO PONDER FOR THE ESSAY WRITING PROCESS

Planning, drafting and Editing

The marker wants to see that you have put effort into this piece of writing.

Begin your writing process with a mind-map / spider diagram or paragraph plan. This should capture the essence of your ideas on your chosen topic and the structure of your essay (How will your story unfold?). TIP: “5 **W**aiters in the **H**otel” in first paragraphs. Creates setting. Where, When, Who, What, Why, How

Thereafter, use your planning to write the first draft of your essay. Check the grammar, spelling, structure (paragraphs), etc. of the first draft. You could use a pencil or a different pen colour to indicate your changes on this draft. You must have a first draft before you write your neat work.

Remember to CLEARLY INDICATE your FIRST DRAFT and FINAL EFFORT. You should strike through the first draft so that the marker / teacher will mark the correct effort.

Register

The TONE (how you come across to the reader) and STYLE (the way you convey your message) must be appropriate. For example, the writing must be FORMAL and therefore all grammar rules must still be obeyed. Avoid contractions and slang.

For example:

I and my tjommies checked out the chicks at the local joint its were i met alot of intresting ppl but the hilite is when i met u. she ws so hot and I fell inluv.

Let's look at the errors in the above paragraph:

‡ (We always include other people first in a sentence.) My tjommies (slang is ALWAYS unacceptable) friends and I checked out the chicks watched (note that you have started your essay in the past tense) the girls at the local shop. its It was were where ‡ I met alot a lot of (many) intresting interesting (engaging, vibrant) ppl people, but the hilite highlight is was (tense) when ‡ I met u you.

Final effort:

My friends and I watched the girls at the local shop. It was where I met many interesting people, but the highlight was when I met you.

LONGER TRANSACTIONAL TEXTS

Transactional writing texts are either a response or an initiation of a response. As implied, these texts are a transaction. For example, a letter of appreciation will possibly yield a response, as much as a speech will get the audience won over or yelling in disagreement.

The length of texts ranges from:

	Grade 12
LONGER TRANSACTIONAL WRITING	120 –150 words
SHORTER TRANSACTIONAL WRITING	80 – 10 words

Candidates will be expected to answer only ONE question in this section. FOUR questions will be set, at least ONE and a maximum of TWO from each of the following categories:

Category A:

Friendly letter/Formal letter (request/application/business/complaint/sympathy/congratulations/thanks)/Curriculum Vitae and covering letter (asked as a combination)/Formal/Informal letter to the press/e-mail

Category B:

Reviews/Newspaper article/Magazine article/Agenda and minutes of meeting (asked as a combination)/Formal/Informal reports/Obituary

Category C:

Dialogue/Written interview/Written formal/Informal speech

NOTE:

- Visuals may be used only as supportive material.
- The type of text required should be clearly indicated as a heading, e.g. 2.1 Obituary.

The table below illustrates the differences between Informal and Formal letters.

	Informal	Formal
Audience	<ul style="list-style-type: none"> writing to a friend or a member of your family. language and tone will be informal with a friendly approach. may have a chatty tone but slang is not allowed. 	<ul style="list-style-type: none"> writing to a person you may not know personally or who you know in a more formal way. language and tone is formal. always be polite.
Purpose	<ul style="list-style-type: none"> to keep in touch with someone you know or are related to. to give information and enquire about things that are of mutual interest e.g. family matters, gossip or sharing news, congratulate or sympathise. 	<ul style="list-style-type: none"> to apply for a job. to give your views on an issue of concern to you. to complain. to request information.
Format	<ul style="list-style-type: none"> include your address and the date. salutation will be formal with use of the first or familiar name e.g. 'Dear Gran', 'Dear Andy'. ending/closing will be informal, such as 'Your best friend/ Yours sincerely/Your favourite niece'. 	<ul style="list-style-type: none"> include your address and the date. include the address of the recipient. salutation is more formal, 'Dear Mr Monyaki' or 'Dear Sir/Madam' . include topic line. ending/closing will be formal such as 'Yours faithfully.' (If letter was started with the name of the person 'Dear Mr Monyaki', then the letter may end with 'Yours sincerely'. signature and name of sender.
Content	<ul style="list-style-type: none"> topic/question will tell you what the content should be. plan opening paragraph, central points and organise what you want to say. 	<ul style="list-style-type: none"> topic/question will tell you what the content should be. plan opening paragraph, central points and organise what you want to say. arguing or putting across your points logically is important and strengthens your case. be concise and to the point.

Informal letter

Example of an informal letter

Instruction

Your uncle sent you money to pay for your matric farewell outfit. Write a letter to thank him for his contribution.

8 Serengeti Street
Triangle
Smallville
2037
12 February 2018
Dear Uncle Bully
It was great.....
.....
I am planning to
.....
.....
My mother
.....
.....
I want to thank
.....
Yours sincerely
Bongani

4.2 Formal letter


4.2.1 Letter of application


	8 Serengeti Street
<p>Name of company/firm. Give a fictitious name and address IF it is not given in the paper</p>	Triangle
	Smallville
	2037
	12 February 2025
The Manager	<p>The post you have to apply for as given in the paper.</p>
Name of firm	
Address	
Dear Sir/Madam	<p>Your name and surname. If CV is provided in question paper, use the name on CV.</p>
APPLICATION FOR POST OF	
I, name and surname, would like to apply for the post of (name the post) as	
advertised in (name magazine/ newspaper).	<p>Any fictitious name (make up your own if not provided in question paper)</p>
Give details of yourself and qualifications.	
Mention why you consider yourself suitable for the post.	<p>Age, school attended, subjects. College/university. Sport/activities you do.</p>
I am available for an interview at any time convenient to you.	
I hope my application will be considered favourably.	<p>Mention here characteristics/talents/ special achievements – anything that makes you the best/suitable candidate for this specific post.</p>
Yours faithfully	
Signature	
Initials and surname	

Letter to the Editor

NOTE: Please note that either of the two formats can be used to write a letter to the editor: (Format 1)




Format 2

	<p>Instruction</p> <p>You have had many electricity and water disruptions in your area. Write a letter to the editor of your local newspaper expressing your views and feelings about it.</p>
<p>NOTE: Any formal letter must be addressed to a specific person – be guided by the brief in the question.</p>	<p>8 Serengeti Street Smallville 2037 12 February 2025</p>
<p>The Editor</p>	
<p>The Triangle Tribune</p>	
<p>PO Box 123</p>	
<p>Smallville</p>	
<p>2037</p>	
<p> </p>	
<p>Sir /Madam</p>	<p>State the problem</p>
<p> </p>	
<p><u>Electricity and water disruptions</u></p>	
<p> </p>	
<p>During the past month we have experienced</p>	
<p>.....</p>	
<p> </p>	
<p>The consequences of these disruptions</p>	<p>Provide more detail</p>
<p>.....</p>	
<p>Several requests were made to the municipality to investigate the cause of these</p>	
<p>disruptions but to date they have not responded. Going public with our plight is our</p>	
<p>last resort.....</p>	
<p>Yours faithfully</p>	<p>Suggest possible solution</p>
<p><i>B Monyaki</i></p>	
<p>B. Monyaki</p>	

	<p>Instruction</p> <p>You have had many electricity and water disruptions in your area. Write a letter to the editor of your local newspaper expressing your views and feelings about it.</p>
The Editor	
The Triangle Tribune	<p>NOTE: Any formal letter must be addressed to a specific person – be guided by the brief in the question.</p>
PO Box 123	
Smallville	
2037	
Sir /Madam	
<u>Electricity and water disruptions</u>	<p>State the problem</p>
During the past month we have experienced	
.....	
The consequences of these disruptions	<p>Provide more detail</p>
.....	
Several requests were made to the municipality to investigate the cause of these	
disruptions but to date they have not responded. Going public with our plight is our	
last resort.....	
	<p>Suggest possible solution</p>
Yours faithfully	
Concerned Citizen	
<i>B Monyaki</i>	
B. Monyaki	<p>A pseudonym may be used if the writer wishes to remain anonymous.</p>
8 Serengeti Street	
Smallville	
2037	
12 February 2025	

IMPORTANT NOTE

The letters listed below can take the format of either the informal or the formal letter depending on the question

Type of letter	Informal	Formal
	<p>A letter of thanks to a family member that contributed to your studies.</p>	<p>A letter to a company thanking them for their donation.</p>
	<p>A letter of request to your nephew requesting assistance with a difficult subject.</p>	<p>A letter of request to a company requesting assistance with a project at school.</p>
	<p>A letter of complaint to a neighbour regarding the incessant barking of his dogs.</p>	<p>A letter of complaint to the municipality regarding the non-removal of refuse.</p>

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTIONS 3.1– 3.3****Length of texts**

Disjunctive orthography: 80–100 words

Conjunctive orthography: 60–80 words

Types of texts

(Refer to the CAPS, page 85.)

Candidates will be expected to answer only ONE question in this section. THREE questions will be set, ONE from each of the following categories:

Category A:

Advertisement/Invitation card/Flyer/Poster

Category B:

Diary entries/Short Message System (SMS), namely: WhatsApp, Facebook Messenger etc.

Category C:

Instructions/Directions

NOTE:

- Visuals may be used only as supportive material.
- The type of text required should be clearly indicated as a heading, e.g. 3.1 Directions.

4.10 Obituary

An obituary is a notice of the passing on of someone known by the audience. Over and above ‘formally’ announcing the death, it also sketches the cause of death as well as the funeral arrangements.

The aspects below must be included:

- full name of the deceased
- date of birth, date of death
- where person was living at time of death
- birthplace
- key survivors and their names
- time date place of funeral
- a tribute

Some of the following may be included:

- cause of death
- biographical information

Style and tone

- formal tone
- concise
- euphemisms may be used, e.g. *passed away* instead of *died*

NOTE: be guided by the brief in the question paper as to a tribute that must be paid.

Basic Obituary Template

Year of birth and death must correlate with age of person, e.g. a grandmother will be different than a learner at school

Full name and surname must be given

Heading: name and surname of deceased	
Year of birth and year of death	
Name and surname of deceased , age, passed away on(date) at	
.....(place). Cause of death	
Born in ...(town/city), he was the son/daughter of (parents). He/she attended...	
(school) / graduated at ... (University/College). He/she was employed at ...	
(place of work) and worked as (job title).	
He/she (name) was a member of (church /organisations/ groups/ committees/RCL).	
He /she enjoyed (hobbies/activities, etc.)	
Pay tribute (<i>depending on what is asked in question paper</i>)	
He/she is survived by wife/husband, children, grandchildren, etc. (<i>be very careful to determine this. If it is a child, then it will be parents and siblings. If a grandmother/grandfather then there must be grandchildren</i>).	
The funeral service will be held on (date) at(time) at(place and address).	
He/she (name) will be remembered for his/her ... (personality traits/things)	

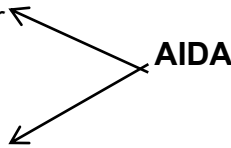
Tribute is where you say positive things about deceased. Refer to the requirements in the paper, e.g. 'sports', then you mention sport achievements or 'person helped poor' – give examples.

Shorter transactional writing

Advertisement, Flyer and Poster

The purpose of any advertisement, flyer or poster, is to persuade someone to buy something or use a service.

An advertisement /flyer/poster must include:

- persuasive techniques
 - grab the **a**ttention of the reader
 - keep the interest of the reader
 - create a **d**esire for the product
 - persuade the buyer to **a**ct
 - a description of the product/company/service/event
 - brand name and slogan (where applicable)
 - if it is a product/service/company, information on where to find it
 - contact information
 - if it is an event, the details of the venue and the date
 - style and tone
 - use figurative language such as similes, metaphors, puns, alliteration and assonance, hyperbole and onomatopoeia
 - Note: no marks will be awarded for illustrations.
- 
- The diagram shows the word 'AIDA' in bold capital letters. Two arrows point from it to the first two items in the 'persuasive techniques' list: 'grab the attention of the reader' and 'keep the interest of the reader'. A third arrow points from 'AIDA' to the fourth item: 'persuade the buyer to act'.

Example of an advertisement

Instruction:

Your family wants to start a transport service for learners to and from school. They have asked you to create an advertisement that will be placed in a local newspaper.

HIPPO'S HAPPY HOP TRANSPORT SERVICES

Tired of those Transport woes?
Struggling to get your kids to school safely and on time?

Change to HIPPO'S HAPPY HOP TRANSPORT SERVICES for transport that
is
safe,
reliable
and affordable.

Learners are picked up and dropped in front of your home.

We pride ourselves on punctuality and roadworthy vehicles.

R400 per month per child. 10% discount if you pay in advance for the year.

We cover all school routes in Smallville.

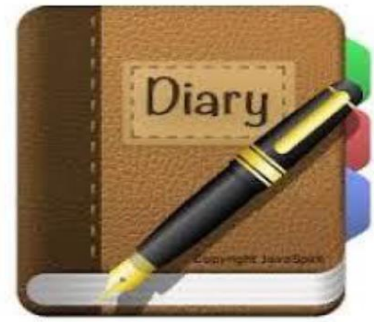
Contact Mark or Harold at 074 456 7890 to secure a seat for your child today.

5.3 Diary entries

A diary entry is a record and reflection on personal experiences. The number of entries will be determined by the question.

Diary entries

- must reflect a date for each entry
- must be written in the first person
- must express feeling and emotions
- will be informal in style



Example of FAL diary entries:

Instructions

You recently participated in a talent contest. Write TWO diary entries. The first entry must indicate how you felt before the talent contest and the second entry must express how you felt after the contest.

FRIDAY, 27 APRIL 2025

Dear Diary

It's 5pm and my nerves are shattered. My stomach is filled with butterflies and my hands are sweaty and won't stop shaking. I'm so nervous about this talent show tonight. What on earth made me decide to compete in the first place and why did I choose singing as my talent?

FRIDAY, 27 APRIL 2025

Dear Diary

It's now 8pm. The show wasn't so bad after all. I went on stage and did great. I obtained second place and couldn't be happier. I guess the nervousness was unnecessary; after all, everybody applauded me!
I am so proud of myself!