

PREPARATORY EXAMINATION

2022

10052

ENGLISH
FIRST ADDITIONAL LANGUAGE

PAPER 2

TIME: 2½ hours

MARKS: 70

27 pages

ENGLISH FIRST ADDITIONAL LANGUAGE: Paper 2



10052E

X05



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 that you have studied this year. Read these questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections.

SECTION A: Novel (35)
SECTION B: Drama (35)
SECTION C: Short stories (35)
SECTION D: Poetry (35)

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

SECTION A: NOVEL

Answer the question on the novel that you have studied.

SECTION B: DRAMA

Answer the question on the drama that you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

Use the checklist on the next page to assist you.

4. Follow the instructions at the beginning of each section carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Start EACH section on a NEW page.
7. Suggested time management: Spend approximately 75 minutes on EACH section.
8. Write neatly and legibly.

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Answer ANY ONE question.		
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SECTION B: DRAMA		
Answer ANY ONE question.		
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SECTION C: SHORT STORIES		
Answer the questions set on BOTH short stories.		
5.1 'A chip of glass ruby'	17	21
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Answer the questions set on BOTH poems		
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CHECKLIST**NOTE:**

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

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

SECTION A: NOVEL

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

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

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

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

1.1 EXTRACT A

[Stephen Kumalo is in conversation with Msimangu.]

- You are kind.

Something in the humble voice must have touched Msimangu, for he said, I am not kind. I am a selfish and sinful man, but God put his hands on me, that is all.

He picked up Kumalo's bag, but before they reached the door Kumalo stopped him. 5

- I have one more thing to tell you.

- Yes.

- I have a brother also, here in Johannesburg. He too does not write any more. John Kumalo, a carpenter. 10

Msimangu smiled. I know him, he said. He is too busy to write. He is one of our great politicians.

- A politician? My brother?

- Yes, he is a great man in politics.

Msimangu paused. I hope I shall not hurt you further. Your brother has no use for the Church any more. He says that what God has not done for South Africa, man must do. That is what he says. 15

- This is a bitter journey.

- I can believe it.

- Sometimes I fear – what will the Bishop say when he hears? One of his priests. 20

- What can a Bishop say? Something is happening that no Bishop can stop. Who can stop these things from happening? They must go on.

- How can you say so? How can you say they must go on?

[Book One, Chapter 5]

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

COLUMN A	COLUMN B
(a) Mrs Ndela	A helps Stephen Kumalo to find Msimangu
(b) Dubula	B lives in End Street, where Absalom stayed
(c) Mrs Lithebe	C finds a lawyer to take Absalom's case
(d) Mr Mafola	D agrees to let Gertrude and the child stay
	E tells Msimangu and Kumalo about the bus boycott

(4 x 1) (4)

- 1.1.2 Describe the setting of this extract. (2)
- 1.1.3 Refer to line 7 ('I have one ... to tell you.').
Explain what the other thing is that Stephen tells Msimangu. (1)
- 1.1.4 Why is the following statement FALSE?
Msimangu's selfishness is evident at the end of the novel. (1)
- 1.1.5 Refer to line 13 ('A politician? My brother?').
(a) What tone would Stephen Kumalo use in this line? (1)
(b) Why would Stephen Kumalo use this tone in this line? (1)
- 1.1.6 State ONE difference in the attitude of Stephen Kumalo and Msimangu in this extract. (2)
- 1.1.7 One of the themes in the novel, *Cry, the Beloved Country* is the journey.
Discuss how this theme is relevant to Stephen Kumalo. (3)
- 1.1.8 The Bishop is judgemental.
Discuss your views. (3)

1.2 **EXTRACT B**

[Stephen Kumalo and Jarvis are hiding from the storm in the church.]

It was nearly over when Jarvis rose and came and stood in the aisle near Kumalo. Without looking at the old man he said, Is there mercy?

Kumalo took the letter from his wallet with trembling hands; his hands trembled partly because of sorrow, and partly because he was always so with this man. Jarvis took the letter and held it away from him so that the dull light fell on it. Then he put it back again in the envelope, and returned it to Kumalo.

5

- I do not understand these matters, he said, but otherwise I understand completely.

- I hear you, umnumzana.

10

Jarvis was silent for a while, looking towards the altar and the cross on the altar.

- When it comes to the fifteenth day, he said, I shall remember. Stay well, umfundisi.

But Kumalo did not say go well. He did not offer to carry the saddle and the bridle, nor did he think to thank Jarvis for the milk. And least of all did he think to ask about the matter of the sticks. And when he rose and went out, Jarvis was gone. It was still raining, but lightly, and the valley was full of sound, of streams and rivers, all red with the blood of the earth.

15

[Book Three, Chapter 3]

1.2.1 Why does Jarvis ask if there is mercy (line 2)? (2)

1.2.2 What is the content of the letter that Kumalo shows Jarvis? (2)

1.2.3 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (1.2.3) in the ANSWER BOOK.

The word 'umnumzana' (line 10) means ...

- A an owner of a place.
- B a pastor of a church.
- C a chief of a tribe.
- D a white man.

(1)

1.2.4 Refer to line 13 ('I shall remember.').

Explain the irony in Jarvis' words.

(2)

1.2.5 Refer to lines 18 – 19 ('It was still ... of the earth.').

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

(b) Explain this figure of speech as used in this extract. (2)

1.2.6 What does this extract tell us about Stephen Kumalo's state of mind?

Substantiate your answer. (2)

1.2.7 What does this extract reveal about James Jarvis's character?

Substantiate your answer. (2)

1.2.8 Stephen Kumalo and James Jarvis are similar.

Discuss your view. (3)

[35]

QUESTION 2: THE STRANGE CASE OF DR JEKYLL AND MR HYDE

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

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

2.1 EXTRACT C

[Utterson visits Lanyon.]

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

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

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

5

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

10

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

15

'Hyde,' repeated Lanyon. 'No. Never heard of him. Since my time.'

20

[Chapter 2: Search for Mr Hyde]

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

COLUMN A	COLUMN B
(a) Dr Lanyon	A investigates the death of Sir Carew
(b) Mr Enfield	B examines the handwriting of Dr Jekyll in the letter
(c) Mr Guest	C tells Utterson the story about the girl who was trampled
(d) Mr Utterson	D witnesses the physical change of Dr Jekyll into Mr Hyde
	E finds the body of Mr Hyde in the cabinet

(4 x 1) (4)

- 2.1.2 Why is the following statement FALSE?

Mr Utterson is Dr Jekyll's brother. (1)

- 2.1.3 Refer to line 11 ('such unscientific balderdash,').

- (a) Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (2.1.3) in the ANSWER BOOK.

The word 'balderdash' means ...

- A experiments.
 B nonsense.
 C theories.
 D assumptions. (1)

- (b) What tone would Dr Lanyon use in this line? (1)

- (c) Why would Dr Lanyon use this tone in this line? (1)

- 2.1.4 State ONE difference in the attitude between Utterson and Lanyon in the extract. (2)

2.1.5 Refer to lines 18 – 19 ('Did you ever ... Hyde?' he asked.').

Hyde is called a '*protégé*'. Explain the irony in these lines. (2)

2.1.6 After the meeting with Dr Lanyon, what is Utterson's next step in the search for Hyde? (1)

2.1.7 What does this extract reveal about Dr Lanyon's character?

Substantiate your answer. (2)

2.1.8 Dr Lanyon's death could have been prevented.

Discuss your view. (3)

AND

2.2 EXTRACT D

[Utterson is reading Jekyll's last letter.]

... my eye fell upon my hand. Now the hand of Henry Jekyll (as you have often remarked) was professional in shape and size: it was large, firm, white and comely. But the hand which I now saw, clearly enough, in the yellow light of a mid-London morning, lying half shut on the bed-clothes, was lean, corded, knuckly, of a dusky pallor, and thickly shaded with a swart growth of hair. It was the hand of Edward Hyde. I must have stared upon it for near half a minute, sunk as I was in the mere stupidity of wonder, before terror woke up in my breast as sudden and startling as the crash of cymbals; and bounding from my bed, I rushed to the mirror. At the sight that met my eyes my blood was changed into something exquisitely thin and icy. Yes, I had gone to bed Henry Jekyll, I had awakened Edward Hyde. How was this to be explained? I asked myself; and then, with another bound of terror – how was it to be remedied? It was well on in the morning; the servants were up; all my drugs were in the cabinet – a long journey, down two pairs of stairs, through the back passage; across the open court and through the anatomical feature, from where I was then standing horror-struck.	5 10 15
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[Chapter 10: Henry Jekyll's Full Statement of the Case]

2.2.1 Who is the 'you' referred to in line 2 ('(as you have often remarked)')? (1)

- 2.2.2 Refer to lines 4 – 7 ('But the hand ... growth of hair.').
- (a) What does the hairy hand of Hyde symbolise? (1)
- (b) Describe the differences between Jekyll and Hyde's physical appearance (excluding the reference to their hands). (2)
- 2.2.3 Refer to lines 8 – 11 ('I must have ... to the mirror.').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain this figure of speech as used in this extract. (2)
- 2.2.4 What has Jekyll done to ensure that the servants would not be suspicious when Hyde appears? (2)
- 2.2.5 What does this extract tell us about Dr Jekyll's state of mind?
- Substantiate your answer. (2)
- 2.2.6 One of the themes in the novel, *The Strange Case of Dr Jekyll and Mr Hyde*, is the duality of human nature.
- Discuss this theme. (3)
- 2.2.7 Dr Jekyll should be held responsible for Mr Hyde's actions.
- Discuss your view. (3)
- [35]**

TOTAL SECTION A: 35

SECTION B: DRAMA

In this section, contextual questions are set on the following dramas:

- *MACBETH* by William Shakespeare
- *MY CHILDREN! MY AFRICA!* by Athol Fugard

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

QUESTION 3: *MACBETH*

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 3.1 AND QUESTION 3.2.

3.1 EXTRACT E

[Ross and Angus bring a message from King Duncan]

MACBETH:	The Thane of Cawdor lives; why do you dress me In borrowed robes?	
ANGUS:	Who was the Thane lives yet, But under heavy judgement bears that life Which he deserves to lose. Whether he was combined With those of Norway, or did line the rebel With hidden help and vantage, or that with both He laboured in his country's wrack, I know not; But treasons capital, confessed and proved, Have overthrown him.	5 10
MACBETH:	(<i>aside</i>) Glamis, and Thane of Cawdor; The greatest is behind. (<i>to Ross and Angus</i>) Thanks for your pains. (<i>to Banquo</i>) Do you not hope your children shall be kings, When those that gave the Thane of Cawdor to me Promised no less to them?	 15
BANQUO:	That, trusted home, Might yet enkindle you unto the crown, Besides the Thane of Cawdor. But 'tis strange. And oftentimes, to win us to our harm, The Instruments of Darkness tell us truths, Win us with honest trifles, to betray's In deepest consequence. Cousins, a word, I pray you.	 20

MACBETH: (<i>aside</i>) Two truths are told, As happy prologues to the swelling act Of the imperial theme. I thank you, gentlemen. [Act 1, Scene 3]	25
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- 3.1.1 Choose the description from COLUMN B that matches the 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) Fife	A Macbeth's father
(b) Sinel	B Birnam forest
(c) Inverness	C King of Norway
(d) Sweno	D Macduff's castle
	E Macbeth's castle

(4 x 1) (4)

- 3.1.2 Describe the setting of this extract. (2)

- 3.1.3 Refer to lines 1 – 2 ('The Thane of Cawdor ... in borrowed robes?').

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

(b) Explain this figure of speech as used in this extract. (2)

- 3.1.4 Refer to lines 3 – 5 ('Who was the Thane ... deserves to lose.').

Explain why the Thane of Cawdor is 'under heavy judgement'. (2)

- 3.1.5 Refer to lines 20 – 23 ('And oftentimes, ... In deepest consequence.').

What do these lines reveal about Banquo's character?

Substantiate your answer. (2)

- 3.1.6 Refer to line 25 ('(*aside*) Two truths are told,').

To what does the word '*aside*' refer, in this line? (2)

3.1.7 Banquo is a more level-headed character than Macbeth.

Discuss your view.

(3)

AND

3.2 EXTRACT F

[Lady Macbeth and Macbeth are speaking after the banquet.]

LADY M::	I pray you, speak not, He grows worse and worse; Question enrages him. At once, good night. Stand not upon the order of your going, But go at once.	
LENNOX:	Good night, and better health Attend his majesty!	5
LADY M:	A kind good night to all!	
	<i>Exeunt all but Macbeth and Lady Macbeth.</i>	
MACBETH:	It will have blood, they say, blood will have blood. Stones have been known to move and trees to speak; Augures and understood relations have By maggot-pies and choughs and rooks brought forth The secret'st man of blood. What is the night?	10
LADY M:	Almost at odds with morning, which is which.	
MACBETH:	How say'st thou, that Macduff denies his person At our great bidding?	15
LADY M:	Did you send to him, sir?	
MACBETH:	I hear it by the way, but I will send. There's not a one of them but in his house I keep a servant fee'd. I will tomorrow, And betimes I will, to the Weird Sisters. More shall they speak, for now I am bent to know, By the worst means, the worst. For mine own good All causes shall give way; I am in blood Stepped in so far that, should I wade no more, Returning were as tedious as go o'er. Strange things I have in head, that will to hand, Which must be acted, ere they be scanned.	20 25
	[Act 3, Scene 4]	

3.2.1 Why is the following statement FALSE?

Macduff is loyal to Macbeth. (1)

3.2.2 Refer to lines 5 – 6 ('Good night; ... his majesty!').

If you were the director of this play, what would you tell Lennox to do while saying these lines?

State TWO actions. (2)

3.2.3 Explain what Macbeth means when he tells Lady Macbeth, 'It will have blood, ... blood will have blood.', in line 9. (2)

3.2.4 Refer to lines 19 – 20 ('There's not a one ... a servant fee'd.').

Choose the correct answer from the options given below to complete the following sentence. Write only the letter (A – D) next to the question number (3.2.4) in the ANSWER BOOK.

Macbeth's state of mind as evident in these lines can best be described as ...

- A confused.
- B concerned.
- C paranoid.
- D indifferent. (1)

3.2.5 Who are the 'Weird Sisters' to whom Macbeth refers in line 21? (1)

3.2.6 Explain the irony of Lady Macbeth wanting Macbeth to be strong after the murder of Duncan. (2)

3.2.7 Refer to lines 22 – 23 ('More shall they ... means, the worst.').

(a) What tone of voice would Macbeth use in these lines? (1)

(b) Why would Macbeth use this tone in these lines? (1)

3.2.8 One of the themes in *Macbeth* is betrayal.

Discuss this theme. (3)

3.2.9 Macbeth's ambition is what leads to his eventual downfall. Discuss your view. (3)

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 AND QUESTION 4.2.

4.1 EXTRACT G

[The great debate]

THAMI:	The opposition has spoken about sexual exploitation and the need for women's liberation. Brothers and sisters, these are foreign ideas. Do not listen to them. They come from a culture, the so - called Western Civilisation that has meant only misery to Africa and its people. It is the same culture that shipped away thousands of our ancestors as slaves, the same culture that has exploited Africa with the greed of a vulture during the period of Colonialism and the same culture which continues to exploit us in the twentieth century under the disguise of concern for our future.	5
	The opposition has not been able to refute my claim that women cannot do the same jobs as men because they are not equals of us physically and that a woman's role in the family, in society, is totally different to that of the man's. These facts taken together reinforce what our fathers, and our grandfathers and our great-grandfathers knew – namely, that happiness and prosperity for the tribe and the nation is achieved when education of the little ladies takes these facts into consideration. Would it be right for a woman to go to war while a man sits at the sewing machine?	10
		15
[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 – D) next to the question numbers (4.1.1 (a) to 4.1.1 (d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Auntie	A delivers medicines
(b) Reverend Mbopa	B is a domestic worker
(c) Samuel	C is Isabel's debate team member
(d) Renee Vermaas	D sells vetkoeks
	E rents out the room to Mr M

(4 x 1) (4)

- 4.1.2 Describe the setting of this extract. (2)
- 4.1.3 Refer to the lines 5 – 9 ('It is the ... for our future.').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 4.1.4 Refer to lines 10 – 13 ('The opposition has ...of the man's.').
- Explain what Thami means when he says the opposition has not been able to refute his claim. (1)
- 4.1.5 State ONE difference in attitude between Thami and Isabel in the debate. (2)
- 4.1.6 One of the themes in *My Children! My Africa!* is order versus disorder.
- Discuss this theme. (3)
- 4.1.7 Thami believes in gender equality.
- Discuss your view. (3)

AND

4.2 EXTRACT H

[Mr M is alone in Number One Classroom.]

MR M:	They are more than just themselves. That tribesman and the dead child do duty for all of us, Thami. Every African soul is either carrying that bundle or in it.	
	What is wrong with this world that it wants to waste you all like that . . . my children . . . my Africa! <i>[Holding out a hand as if he wanted to touch Thami's face]</i> My beautiful and proud young Africa! <i>[More breaking glass and stones and the sound of a crowd outside the school. Mr M starts to move. Thami stops him.]</i>	5
THAMI:	No! Don't go out there. Let me speak to them first. Listen to me! I will tell them I have confronted you with the charges and that you have denied them and that I believe you. I will tell them you are innocent.	10
MR M:	You will lie for me, Thami?	
THAMI:	Yes.	
MR M:	<i>[Desperate to hear the truth] Why? [Thami can't speak.]</i>	15
MR M:	Why will you lie for me, Thami?	

THAMI: I've told you before.

MR M: The 'Cause'?

THAMI: Yes.

MR M: Then I do not need to hide behind your lies.

20

THAMI: They will kill you.

MR M: Do you think I'm frightened of them? Do you think I'm frightened of dying?

[Mr M breaks away from Thami. Ringing his bell furiously he goes outside and confronts the mob. They kill him.]

25

[Act 2, Scene 3]

- 4.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (4.2.1) in the ANSWER BOOK.

Mr M is from ...

- A Bethlehem in the Free State.
- B Kokstad in KwaZulu-Natal.
- C Cookhouse in the Eastern Cape.
- D the Great Karoo in the Western Cape.

(1)

- 4.2.2 Refer to lines 4 – 6 ('What is wrong . . . proud young Africa!').

(a) What tone of voice would Mr M use in these lines?

(1)

(b) Why would Mr M use this tone in these lines?

(1)

- 4.2.3 Refer to lines 9 –12 ('No! Don't go ... you are innocent.').

If you were the director of the play, what would you tell Thami to do when saying these words?

State TWO actions.

(2)

- 4.2.4 Why is the following statement FALSE?

Mr M is innocent.

(1)

- 4.2.5 Refer to line 13 ('You will lie for me, Thami?').

Explain why Thami would lie for Mr M.

(2)

4.2.6 What does this extract reveal about Thami's state of mind?

Substantiate your answer.

(2)

4.2.7 What does this extract reveal about Mr M's character?

Substantiate your answer.

(2)

4.2.8 Refer to lines 24 – 25 (*'Mr M breaks . . . They kill him.'*).

Explain the irony in these lines.

(2)

4.2.9 Thami is responsible for the death of Mr M.

Discuss your view.

(3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'A CHIP OF GLASS RUBY' by Nadine Gordimer
- 'THE NEW TRIBE' by Buchi Emecheta

QUESTION 5

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

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

5.1 'A CHIP OF GLASS RUBY'**EXTRACT I**

[The family discusses Ahmed's teacher picking on him at school.]

... 'They've been cruel to Ahmed.'	
'What has he done?' said the father.	
'Nothing! Nothing!' The little girl stood twisting her handkerchief excitedly.	
An older one, thin as her mother, took over, silencing the others with a gesture of her skinny hand. 'They did it at school today. They made an example of him.'	5
'What is an example?' said Bamjee impatiently.	
'The teacher made him come up and stand in front of the whole class, and he told them, "You see this boy? His mother's in jail because she likes the natives so much. She wants the Indians to be the same as natives."	10
'It's terrible,' he said. His hands fell to his sides. 'Did she ever think of this?'	
'That's why Ma's <i>there</i> ,' said Jimmy, putting aside his comic and emptying his schoolbooks upon the table. 'That's all the kids need to know. Ma's there because things like this happen. Petersen's a coloured teacher, and it's his black blood that's brought him trouble all his life, I suppose. He hates anyone who says everybody's the same, because that takes away from him his bit of whiteness that's all he's got. What d'you expect? It's nothing to make too much fuss about.'	15
'Of course, you are fifteen and you know everything,' Bamjee mumbled at him.	20
'I don't say that. But I know Ma, anyway.' The boy laughed.	

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

COLUMN A	COLUMN B
(a) Pahad	A fruit and vegetable hawker
(b) Dr Khan	B a big business man
(c) Bamjee	C Pahad's son
(d) Jimmy	D prominent lawyer
	E Mrs Bamjee's first husband

(4 x 1) (4)

- 5.1.2 Describe the setting of this extract. (2)

- 5.1.3 Refer to line 3 ('Nothing! Nothing!') .

(a) What tone of voice would the little girl use in this line? (1)

(b) Why would the little girl use this tone in this line? (1)

- 5.1.4 Why is the following statement FALSE?

Peterson wants the natives to be treated the same as Indians and Whites. (1)

- 5.1.5 Refer to lines 13 – 21 ('Did she ever... much fuss about.').

State ONE difference in the reaction of Jimmy and Mr Bamjee in this extract. (2)

- 5.1.6 Refer to line 19 ('He hates anyone who says everybody's the same,').

Explain the irony in Jimmy's words. (2)

- 5.1.7 What does this extract reveal about Jimmy's character?

Substantiate your answer. (2)

- 5.1.8 In this short story 'A Chip of Glass Ruby', Jimmy can be admired.

Discuss your view. (3)

AND

5.2 'THE NEW TRIBE'

EXTRACT J

[Chester's first day of school.]

Drawn by the noise, the headmaster came to investigate. As Miss Slattery explained the problem, he said jokingly to Chester, 'You little devil, you started the uproar, and now look at you, laughing away with your sister!' The teacher smiled but Julia's face clouded. She piped up, 'Chester's not the devil! He's my brother!'	5
The headmaster and Miss Slattery gave each other a knowing look. Chester felt the change of mood immediately and so did the whimpering pupils. He looked up from his painting and was confused. Julia, however, looked the headmaster straight in the eye and took her brother's hand. Chester was different and Mummy had told her to look after him. No one was going to pick on him. Chester only knew his sister was sad and cross. He didn't know why, but he felt responsible. After that, the sense of spoiling things for others remained with him for a long, long time and would not go away. Instinctively, Chester understood he had to behave and try not to cause trouble.	10 15
A day or two after this incident, Ray Miller started school. He had been sick, and hadn't come on the first day with the other children. As a result, they all knew each other and he felt left out. Ray tried to be brave, because he knew boys didn't cry, but he felt lost all the same.	

5.2.1 Refer to line 1 ('Drawn by the noise, the headmaster came to investigate.').

Explain why the headmaster comes into the classroom. (2)

5.2.2 Refer to lines 2 – 3 ('You little devil, you started the uproar,').

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

(b) Explain this figure of speech as used in this extract. (2)

5.2.3 Refer to lines 9 – 10 ('Julia, however, looked ... her brother's hand.').

What does Julia's reaction reveal about her attitude towards Chester? (2)

5.2.4 Explain how Chester became a part of the Arlington family. (1)

5.2.5 Refer to lines 11 – 15 (Chester only knew... to cause trouble.')

What do these lines reveal about Chester's state of mind? (2)

- 5.2.6 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (5.2.6) in the ANSWER BOOK.

What is the relationship between Chester and Ray Miller?

They are ...

- A friends.
- B cousins.
- C brothers.
- D enemies.

(1)

- 5.2.7 One of the themes in 'The New Tribe' is insecurity.

Discuss this theme.

(3)

- 5.2.8 Julia is portrayed as a good sister.

Discuss your view.

(3)

[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'CAPTIVE' by Francis Carey Slater
- 'MID-TERM BREAK' by Seamus Heaney

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.

Captive by Francis Carey Slater

Lament of a sick Xhosa mine-labourer in a compound hospital

- 1 As a wild bird caught in a slip-knot snare –
- 2 The plaited tail-hairs of a dun-coloured cow,
- 3 Almost invisible –
- 4 So, tethered in the toils of fever, do I lie
- 5 And burn and shiver while I listen to the buzzing
- 6 Of flies that flutter vainly
- 7 Against cold, hard, deceiving window-panes:
- 8 Like them would I escape, and escaping hasten
- 9 To my home that shines in a valley afar,
- 10 My home – brightest tooth in the jaws of distance.

- 11 There, now, the cows I love are feeding
- 12 In some quiet sun-washed vale;
- 13 Their lazy shadows drink the sunlight
- 14 Rippling on the grasses;
- 15 There, through the long day, girls and women
- 16 Among the mealies chant and hoe,
- 17 Their swinging hoes are like the glitter
- 18 Of sunshine on water;
- 19 There, now, shouting, happy herdboys,
- 20 While they watch the cattle browse,
- 21 Are busy moulding mimic cattle
- 22 From clay moist and yellow.

- 23 There, when the sun has folded his wings that dazzle,
- 24 And has sunken to his hidden nest beyond the hills,

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

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

This poem is an example of ...

- A lyrical poetry.
- B free verse.
- C a sonnet.
- D protest poetry. (1)

- 6.1.2 Explain the comparison that the speaker wants to make in lines 1 – 5. (2)

- 6.1.3 Refer to lines 6 – 8 ('Of flies that... and escaping hasten').

Using your OWN words, explain what is suggested by the presence of the flies in these lines.

State TWO points. (2)

- 6.1.4 Refer to line 13 ('Their lazy shadows drink the sunlight').

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

- (b) Explain this figure of speech in the context of the poem. (2)

- 6.1.5 Why is the following statement FALSE?

The speaker comes from a divided uncaring community. (1)

- 6.1.6 Refer to lines 27 – 30 ('And greybeards shall...to his lair.').

Describe the setting of these lines. (2)

6.1.7 One of the themes in the poem is longing.

Discuss this theme.

(3)

6.1.8 Do you think that the title of the poem is suitable? Discuss.

(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.

Mid-term break by Seamus Heaney

- 1 I sat all morning in the college sick bay
- 2 Counting bells knelling classes to a close.
- 3 At two o'clock our neighbours drove me home.
- 4 In the porch I met my father crying –
- 5 He had always taken funerals in his stride –
- 6 And Big Jim Evans saying it was a hard blow.
- 7 The baby cooed and laughed and rocked the pram
- 8 When I came in, and I was embarrassed
- 9 By old men standing up to shake my hand
- 10 And tell me they were 'sorry for my trouble'.
- 11 Whispers informed strangers I was the eldest,
- 12 Away at school, as my mother held my hand
- 13 In hers and coughed out angry tearless sighs.
- 14 At ten o'clock the ambulance arrived
- 15 With the corpse, stanced and bandaged by the nurses.
- 16 Next morning I went up into the room. Snowdrops
- 17 And candles soothed the bedside; I saw him
- 18 For the first time in six weeks. Paler now,
- 19 Wearing a poppy bruise on his left temple,
- 20 He lay in the four-foot box as in his cot.
- 21 No gaudy scars, the bumper knocked him clear.
- 22 A four-foot box, a foot for every year.

- 6.2.1 Complete the following sentences by filling in the missing words. Write only the word next to the question numbers (6.2.1(a) to 6.2.1 (d)) in the ANSWER BOOK.

tragedy; blessing; celebrates; grieves; car; bus; brother; cousin

- The poem is about the poet's (a) ..., who was killed by a (b) ... when he was only four years old. The poem describes the different ways his family (c) ... as they confront this (d) (4)
- 6.2.2 Refer to line 2 ('Counting bells knelling classes to a close.').
Identify the sound device used in this line. (1)
- 6.2.3 Refer to line 6 ('And Big Jim Evans saying it was a hard blow.').
Explain the FIGURATIVE meaning of 'hard blow'. (2)
- 6.2.4 Refer to line 7 ('The baby cooed and laughed and rocked the pram').
Using your OWN words, explain what the words 'cooed' and 'laughed' tell us about the baby.
State TWO points. (2)
- 6.2.5 Refer to lines 16 – 18 ('Next morning I...weeks. Paler now',).
(a) What tone would the speaker use in these lines? (1)
(b) Why would the speaker use this tone? (1)
- 6.2.6 Explain the comparison that the speaker wants to make in line 22. (2)
- 6.2.7 What is ironic about the title of the poem 'Mid-term break'? (2)
- 6.2.8 Do you think that mentioning specific times for example, 'two o'clock' (line 3) and 'ten o'clock' (line 14), contributes to the message of the poem?
Discuss your view. (3)

[35]**TOTAL SECTION D: 35****TOTAL: 70****END**



PREPARATORY EXAMINATION

2022

MARKING GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE (PAPER 2) (10052)
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22 pages

2

1.1.8 Open-ended

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

Yes

- The bishop believes that Stephen Kumalo is a priest, and it has a direct influence on how people see him.
- The Bishop maintains that Absalom's hanging and the fact that Gertrude is a prostitute, throws a negative light on Stephen Kumalo.
- The Bishop feels that Stephen Kumalo represents the church and therefore should be an example to other people. He will not be a good example if his own son is in jail.
- The Bishop wants Stephen Kumalo to leave Ndotsheni
- The Church preaches forgiveness – this is what should happen here. Stephen's son should be forgiven for what he has done.

OR**No**

- The Bishop is only doing his job to protect the integrity of the church.
- The Bishop is protecting Stephen Kumalo from embarrassment and insults from the community.
- His job as a priest forces him to be judgemental because he is worried about what people and the church, he represents will perceive him and Stephen Kumalo.

(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 novel.

AND

- | | | | |
|-----|-------|--|-----|
| 1.2 | 1.2.1 | Absalom is on death row✓ and has applied for mercy from the court. ✓ | (2) |
| | 1.2.2 | It is a letter from Absalom. ✓
The letter states that there will be no mercy.✓/He will be hanged on the 15 th of the month. ✓ | (2) |
| | 1.2.3 | A – an owner of a place. | (1) |
| | 1.2.4 | Jarvis says that he will think of Stephen Kumalo on the 15 th , as Absalom will be hanged but then Jarvis will also remember that his son was killed by Absalom. ✓✓ | (2) |

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

- 1.2.5 (a) Metaphor ✓ (1)
- (b) The red streams of water are compared to blood. ✓
The rain/water is life-giving, just like blood./The rain will bring life and new beginnings to Ndotsheni. ✓ (2)
- 1.2.6 He is sad/reflective/preoccupied with his own thoughts. ✓
He thinks about his son who has received the death penalty. ✓/He realises that there is no hope for his son, as he will be hanged. ✓ (2)
- 1.2.7 He is kind/understanding/sympathetic ✓ – he understands how Stephen must feel, as he too has lost a son.
Jarvis sympathises with Kumalo and does not understand why mercy was not given. ✓ (2)
- 1.2.8 Open-ended
Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes

- Both are going through the heaviest thing in their lives. Jarvis's son is dead because of Absalom (the son of Stephen Kumalo) and Absalom is going to be hanged for committing murder.
- Both live in Ndotsheni and both love and care about where they live.
- Both fathers are trying to understand something about their sons. Kumalo struggles to talk to Absalom about killing another person. Jarvis attempts to get to know his son through his son's writings.
- Both fathers are grieving over the losses of their sons.

OR**No**

- Jarvis is a white racist, while Kumalo is a black priest who believes in kindness and forgiveness.
- Jarvis lives in the rich valley of Ndotsheni, whereas Kumalo is an old man from the poor side of Ndotsheni.
- They have different cultural backgrounds and there will always be a boundary between them that cannot be crossed. (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 novel.

[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

- 2.1 2.1.1 (a) D – witnesses the physical change of Dr Jekyll into Mr Hyde ✓
 (b) C – tells Utterson the story about the girl who was trampled ✓
 (c) B – examines the handwriting of Dr Jekyll in the letter ✓
 (d) E – finds the body of Mr Hyde in the cabinet ✓ (4)
- 2.1.2 Mr Utterson is Dr Jekyll's lawyer/friend. ✓ (1)
- 2.1.3 (a) B – nonsense ✓ (1)
- (b) Dr Lanyon would sound agitated/furious/enraged/irritated/
 dismissive. ✓ (1)
- (c) Lanyon is a rational person and believes anything out of the order
 is nonsense./Lanyon and Jekyll have opposite views of
 science. ✓/
 Lanyon feels strongly about his opinion of Jekyll's
 experiments. ✓ (1)
- 2.1.4 Utterson is calm/collected/unemotional. ✓
 Lanyon is defensive/angry/quick-tempered. ✓ (2)
- 2.1.5 Hyde is called a protégé: a person who receives support and protection
 from an influential person who furthers the protégé's career but in the
 end, Hyde takes over his master's life and body. ✓✓

OR

Hyde is given support and protection by Jekyll, but that is only to cover
 up the evil activities of Hyde. ✓✓ (2)

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

- 2.1.6 Utterson wants to meet Hyde face to face. ✓ (1)
- 2.1.7 Lanyon is outspoken/conservative ✓ – he does not agree with Jekyll's
 experiments and calls it 'balderdash.' ✓

OR

He is stubborn ✓ – he does not forgive easily (the disagreement has
 been going on for ten years). ✓

OR

He is witty ✓ – he wishes his friends were younger, implying that he
 wishes he was younger. ✓

OR

He is loyal ✓ – he is still interested in Jekyll's life, even if it is only for old
 time's sake. ✓

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

2.1.8 Open-ended

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

Yes

- If Utterson read the letter that Lanyon gave him at the moment that it was given to him, his death might have been prevented.
- Lanyon could have discussed Jekyll's transformation with Utterson – it might have helped to overcome the shock.
- Utterson should have made more enquiries, especially when Jekyll showed the unnatural behaviour at the window.

OR**No**

- Lanyon is the only person who has seen the transformation from Jekyll to Hyde and that causes his physical and mental illness that leads to his death.
- Even if Lanyon told Utterson about the transformation, no one, not even Utterson would have believed Lanyon.
- If Lanyon had spoken to anyone, it is possible that Hyde would have killed Lanyon before the truth was discovered about Jekyll.

(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 novel.

AND

2.2 2.2.1 Utterson ✓ (1)

2.2.2 (a) The primitive side of man ✓ (1)

(b) Jekyll is a large man, ✓ whereas Hyde is smaller/dwarfish. ✓

OR

Jekyll is a smooth-faced man ✓, whereas Hyde seems hardly human/there is something wrong with his appearance/you can read Satan's signature on Hyde's face. ✓

OR

Jekyll is large/tall while Hyde is smaller is stature.

OR

Jekyll is handsome while Hyde appears deformed/ugly. (2)

NOTE: Accept any ONE of the above combinations.

2.2.3 (a) Simile/Personification ✓ (1)

(b) The moment Jekyll realises he has turned into Hyde ✓, is compared to the sound of cymbals clashing. ✓/Terror is compared to a person suddenly waking up and being overwhelmed by terror/fear. (2)

- 2.2.4 The servants have been ordered to obey Hyde. ✓/
Hyde has a key to the laboratory. ✓/
The servants have seen Hyde before. ✓ (2)

NOTE: Any TWO reasons.

- 2.2.5 Jekyll is shocked/fearful/anxious✓ when he realises that Hyde is taking over his body, without even drinking the potion. ✓/
Jekyll realises that Hyde is growing bigger and might one day take over completely. ✓ (2)

- 2.2.6 The discussion of the theme of the duality of human nature should include the following points, **among others**:
- Jekyll uses his evil side, Hyde, to enjoy adventures that he would not be able to do as the reputable scientist. Jekyll has returned from one of his adventures.
 - Jekyll has to repress his evil side in Victorian society and then Hyde is created. Hyde is the personification of Jekyll's evil characteristics.
 - In the extract Jekyll realises that Hyde (his evil side) is taking over and that his (Jekyll's) control over Hyde is fading. (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 novel.

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

Yes

- Jekyll has taken a deliberate decision to take the potion and change into Hyde. He is therefore responsible for whatever Hyde does.
- Jekyll created Hyde with the intention of doing unsavoury things that would have been harshly judged in Victorian society.
- Hyde is the evil/primitive side of Jekyll. Jekyll is completely aware of Hyde's doings.

OR

No

- Hyde is a separate person, with different handwriting, physical appearance, bank account and address.
- The repressive Victorian society is the reason that Jekyll had to go to these measures to create another person to freely express himself.
- Jekyll is under the addiction of a drug and cannot be held responsible for Hyde's actions./It can be seen as a fit of insanity. (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 novel.

[35]
TOTAL SECTION: A 35

SECTION B: DRAMA

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

QUESTION 3: *MACBETH*

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

- 3.1.1 (a) D – Macduff's castle✓
 (b) A – Macbeth's father✓
 (c) E – Macbeth's castle✓
 (d) C – King of Norway✓ (4)

- 3.1.2 This scene takes place on the heath/an open plain✓ on the way to Forres (Duncan's castle) just after Macbeth and Banquo had come across the witches/after Macbeth received the news that he was the new Thane of Cawdor. ✓ (2)

- 3.1.3 (a) Metaphor✓ (1)
 (b) Macbeth compares the new title, Thane of Cawdor, ✓ that he has received to an item of clothing that does not belong to him (he is under the impression that the Thane of Cawdor is alive and well). ✓

OR

Macbeth is saying that this new title does not fit him as it belongs to someone else (Thane of Cawdor) as the Thane is still alive.✓ (2)

- 3.1.4 The Thane of Cawdor is a traitor ✓ as he assisted the King of Norway (Sweno) to invade Scotland/assisted the rebels against Scotland. He has been found guilty of treason and is to be executed by order of King Duncan. ✓ (2)

- 3.1.5 Banquo is wary of trusting the witches./He is realistic./He is level-headed./He is a sceptic.✓
 Banquo warns Macbeth that he should not trust the witches because they are evil and often tell half-truths to trick people into believing certain things only to betray them later on. ✓ (2)

- 3.1.6 The word 'aside' is a stage direction✓ that means Macbeth is speaking aloud to himself in order for the audience to hear his thoughts but the other characters on stage cannot hear what he says. ✓ (2)

3.1.7 Open-ended

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

Yes

- Banquo does not easily trust the witches or what they have predicted.
- He knows that they are not to be trusted.
- Believing whatever the witches have to say may lead to terrible consequences.

OR**No**

- Banquo also hopes for his sons to be kings as the witches have prophesied.
- He also believes what the witches said.
- Macbeth considers the prophecies very carefully as it seems that their prophecies do come true.

(3)

AND3.2 **EXTRACT F**

- 3.2.1 Macduff did not accept (refused/declined) Macbeth's invitation to attend the banquet to celebrate Macbeth's crowning (coronation) as King of Scotland. ✓/
Macduff also did not attend the crowning of Macbeth as King of Scotland. ✓

(1)

- 3.2.2 Lennox could bow/curtsy/get up from his seat/and turn and walk out of the banquet hall/raise his hand to motion to the other lords to leave with him.

(2)

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

- 3.2.3 Macbeth has finally realised that if you live by the sword ✓ you will die by the sword. ✓

OR

If you commit murderous deeds ✓, you will be the victim of murderous deeds. ✓

OR

The blood of Banquo ✓ demands that more blood be spilled. ✓

OR

Killing ✓ results in more killing. ✓

OR

Those who shed blood ✓ will have their own blood shed in return. ✓

(2)

NOTE: Accept any ONE of the above combinations.

3.2.4 C – paranoid ✓ (1)

3.2.5 The (three) witches ✓ (1)

3.2.6 Lady Macbeth wants Macbeth to be strong after the murder of Duncan, yet she is not strong enough to handle all the killings. She eventually becomes mentally deranged. ✓✓ (2)

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

3.2.7 (a) Determined/adamant/desperate ✓ (1)

(b) Macbeth has decided to go to the witches and is determined to find out what else they have to tell him about his future./He has decided that he will get the information from the witches by any means necessary. ✓ (1)

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

- Macdonwald, the rebel, betrays King Duncan and is the cause of the civil war in Scotland.
- Macbeth and the Scottish Army defeated Macdonwald.
- The Thane of Cawdor also betrays King Duncan by assisting the King of Norway, Sweno, to invade Scotland.
- The Thane of Cawdor is executed by order of Duncan after being defeated by Macbeth and Duncan's army.
- Macbeth betrays Duncan's trust by murdering him.
- Macbeth also betrays his friend and comrade, Banquo, by having Banquo murdered.

(3)

NOTE: For full marks, the response may include one example that is well substantiated. A candidate can score 1 or 2 marks for a response that is not well-substantiated. The candidate's response must be grounded in the drama.

3.2.9 Open-ended

Accept a relevant response, that is grounded in the text, which shows an understanding of the following viewpoints, **among others**:

Yes

- Macbeth's ambition drives him to kill King Duncan and Banquo.
- The witches predicted that he will be King of Scotland.
- Lady Macbeth convinces Macbeth that he has to do something in order for the prophecy to come true.
- Macbeth feels threatened by the fact that the witches predicted that Banquo's sons will be kings.
- Macbeth sets out to have Banquo and his son Fleance killed in order to be secure in his position as king.
- Macbeth continues to kill and rule Scotland as a tyrant. Macduff goes to England to seek Malcolm's assistance to overthrow Macbeth and finally kill him.
- Because of Macbeth's ambition to become King of Scotland by any means necessary, he spirals out of control because of his constant fear of losing his position as king to any person he feels might pose a threat.

OR**No**

- Macbeth was a kind and gentle man.
- He was loyal to King Duncan and to Scotland.
- He fought so bravely to save Scotland from Macdonwald and from the invasion by King Sweno of Norway.
- Lady Macbeth (and the witches) is what causes Macbeth to act on the witches' prediction.
- Lady Macbeth convinces Macbeth to kill Duncan in order for him to become king and for her to become queen.
- It is Lady Macbeth's ambition that led her to convince Macbeth to murder Duncan.

(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.

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

- 4.1 4.1.1 (a) B – is a domestic worker ✓
 (b) E – rents out the room to Mr M ✓
 (c) A – delivers medicines ✓
 (d) C – is Isabel's debate team member ✓ (4)
- 4.1.2 At Zolile High School/Thami's school/Number 1 classroom. ✓
 Thami and Isabel are debating. ✓ (2)
- 4.1.3 (a) Metaphor ✓ (1)
- (b) Thami compares colonialism to vultures ✓ that have preyed on
 the rich resources and cultures of Africa and its people. ✓ (2)
- 4.1.4 Thami means that the opposition has not provided enough reasons to
 justify that there should be no separate roles between men and
 women. ✓

OR

Thami means that the opposition has not been able to dispute that
 women cannot do the same jobs as men. ✓ (1)

NOTE: Accept any ONE of the above combinations.

- 4.1.5 Thami is resentful/forceful. ✓
 Isabel is unflinching/determined. ✓ (2)
- 4.1.6 The discussion of the theme of order versus disorder should include
 the following points, **among others:**
- Learners at Zolile High School riot, (behave in a disorderly manner/
 they all speak at the same time/wild applauses) while learners at
 Camdeboo are orderly (disciplined and procedural).
 - Debates at Isabel's school are conducted according to rules (with
 politeness) while at Zolile High School there is no strict adherence
 to rules (screaming, applauding, and excitement).
 - During the school boycott, Mr M is killed by the angry mob at Zolile
 High School, however, there are no incidents of violence and
 murder at Camdeboo Girls' High. (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 drama.

4.1.7 Open-ended

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

Yes

- Thami becomes friends with Isabel.
- Thami and Isabel are practising for the quiz competition together.
- Thami treats Isabel with respect and consideration

OR**No**

- Gender equality or women's liberation is a foreign concept.
- He claims that women cannot do men's jobs because they are physically weaker and belong in the home.
- He jokes that he could not breastfeed a child.
- His wife cannot be expected to go to war while he, a man sews clothes.

(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.

AND

4.2 4.2.1 C – Cookhouse in the Eastern Cape ✓ (1)

4.2.2 (a) Sad/sorrowful/despair ✓ (1)

(b) Mr M laments/is saddened by the loss of African children who must leave school because of political violence in the country. Their education is disrupted, and they do not get to realise their future goals and dreams. ✓ (1)

4.2.3 Thami should put up one hand signalling Mr M to stop. ✓
He should raise his voice. ✓
He should bang the table with his fist. ✓
He should stamp his feet on the ground. ✓
He should shake his head. ✓ (2)

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

4.2.4 Mr M went to inform Captain Lategan about what the comrades were planning. ✓ (1)

- 4.2.5 He loves Mr M./He does not want Mr M to die. ✓
 He finds it hard to accept that Mr M is an informer. ✓
 Mr M confessed to being an informer, so Thami is protecting him. ✓ (2)

NOTE: Accept any TWO of the above.

- 4.2.6 Thami is afraid/frightened/concerned. ✓ Thami is unable to convince Mr M not to go out to the approaching mob./He fails to prevent Mr M's imminent death. ✓ (2)

- 4.2.7 Mr M is courageous ✓ – he is willing to die for his cause. ✓
 Mr M is steadfast ✓ – even though Thami is willing to lie for him to the comrades to save his life, he is adamant that what he did was right. ✓ (2)

NOTE: Accept any ONE of the above combinations.

- 4.2.8 Mr M rings the bell furiously to try and quieten the situation or get his learners back to school but instead his actions make it worse (they kill him). ✓✓

OR

Mr M rings the bell furiously to restore order but ringing the bell exacerbates the disorder and gets him killed. ✓✓ (2)

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

- 4.2.9 Open-ended

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

Yes

- Mr M's wish was for Thami to stay at school and get an education not to be swayed into political activities.
- Thami's involvement in the boycotts distresses Mr M and he decides to report the matter to the police which is why he is killed by the angry mob.
- If Thami had stayed in school Mr M would not have informed the police about the violence in the township and his life might have been saved.
- Thami refuses to listen to Mr M, to use words (education) to fight inequality, instead he decides to use the stones (violence) to achieve freedom.

OR

No

- Thami comes to warn Mr M that the comrades are aware that he is an informer and that they are coming to kill him.
- He is willing to lie to the comrades that Mr M is not an informer in order to save his life.
- He is not part of the angry mob that kills Mr M.
- He decides to go to the north to join the movement because he realises that Mr M's death could be attributed to the violence in the township. So, achieving freedom would put an end to the unrest and prevent the loss of lives.

(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.

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

SECTION C: SHORT STORIES

QUESTION 5: Candidates are required to answer BOTH questions, i.e. QUESTIONS 5.1 and 5.2.

5.1 'A CHIP OF GLASS RUBY'

- 5.1.1 (a) E – Mrs Bamjee's first husband ✓
 (b) D – prominent lawyer ✓
 (c) A – fruit and vegetable hawker ✓
 (d) C – Pahad's son ✓ (4)

- 5.1.2 The setting is the Bamjee's dining room/house✓ when one of the Bamjee's girls tell Mr Bamjee what happened in Mr Petersen's classroom. Ahmed is made fun of by a coloured teacher at school. ✓ (2)

- 5.1.3 (a) defensive/protective/sad/upset✓ (1)

- (b) The little girl points out that Ahmed did not provoke Mr Petersen. / Ahmed does not deserve the cruelty from Mr Petersen. She doesn't want Bamjee to think that Ahmed had done anything wrong at school. ✓ (1)

- 5.1.4 Mrs Bamjee wants the natives to be treated the same as Indians and Whites./ Peterson wants nothing to do with the cause of the natives ✓
OR
 Peterson hates anyone who says everybody's the same✓ (1)

- 5.1.5 Jimmy is sympathetic/hurt/angry/protective. ✓
 Mr Bamjee is blaming/indifferent/insensitive. ✓ (2)

- 5.1.6 Petersen has both black and white ancestry; however he identifies more with his white side. ✓✓
OR
 Petersen hates everything that associates him with blackness, although he is coloured. /Peterson regards himself as better than black people, but he is half black ✓✓

OR
 Mr Petersen would have been oppressed by the white Afrikaner government, yet he mocks Ahmed because his mother is involved in the liberation struggle. ✓✓

OR
 Mr Peterson regards himself as better than black people, but he is half black. ✓✓

OR
 It's ironic that Peterson does not support the anti-apartheid struggle because he himself has suffered as a coloured person under the white government. ✓✓ (2)

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

- 5.1.7 Jimmy is understanding/supportive/loyal. ✓ He does not resent/blame his mother for the negative effects of her political activities. ✓

OR

Jimmy is mature. ✓ He seems to be aware of the politics of the day and how different races are treated in South Africa. /He is mature ✓ enough to understand the struggle and the part his mother is playing. ✓

NOTE: Accept any **ONE** of the above combinations.

(2)

5.1.8 Open-ended

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

Yes

- Jimmy shows love to/compassion for his mother.
- This is evident when he packs clothes for her and ensures that she will not get cold.
- He gave her his own jersey to wear in prison.
- Jimmy asks Mr Bamjee for five shillings to help Girlie pay the train fare to Pretoria.
- He is supportive of his mother and shares her political views.

OR

No

- Jimmy is just a child who does not understand what is going on.
- His admiration for his mother could land him in trouble.
- He is young and impressionable, and he could easily follow his mother's political activities.
- He is cheeky and disrespectful towards stepfather. The way he speaks to Mr Bamjee and laughs in his face when he does not agree with him also shows a lack of respect.

(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, 2 or 3 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

AND

5.2 'THE NEW TRIBE'

5.2.1 The headmaster came to the class to check why the children were making a noise/crying loudly. ✓/The children joined Chester who was crying and shouting that he wanted to go home. /The children were hoping to get the same attention the teacher gave to Chester. ✓ To help Miss Slattery calm the children ✓ (2)

5.2.2 (a) Metaphor ✓ (1)

(b) The headmaster made a joke by comparing Chester to the devil ✓because he caused the uproar and now, he is quite happily playing with his sister (he has got his way), while everyone else is still crying (chaos is reigning in the rest of the class as they are mimicking his behaviour)./commotion in class/the other children cried because Chester was crying.✓ (2)

5.2.3 She is loving/protective over him. ✓/Julia was supposed/ her mother told her to look after Chester as he was different. ✓

OR

She cares for him/ loves him✓ because he is her younger brother, and she has been told by her mother that he is special. ✓

OR

She is very loyal to him; ✓ therefore, she is willing to take on the principal. ✓

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

5.2.4 Chester's mother asked the Arlingtons to adopt him after learning of Julia's adoption through the press. ✓/
Chester's mother could not keep Chester, she requested that the Arlingtons adopt him. ✓ (1)

5.2.5 He is confused/anxious/troubled. ✓He is worried that he has caused trouble for his hurt sister. ✓

OR

Chester is wary, cautious, and careful – he does not want to cause trouble anymore. ✓ (2)

5.2.6 A – friends ✓ (1)

5.2.7 The discussion of the theme of insecurity should include the following points, **among others**:

- Chester knows he is different.
- From a very early age Chester feels as though he does not belong.
- He is teased as being 'King of the devils'.
- Chester refuses to be the king in the annual Christmas play, because he is made fun of, and he is aware that he is different.
- Ginny tells Chester that 'your people' are from the east; Chester again begins to doubt who he is.
- Julia and Chester become introverts after being told they were adopted.

(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.

5.2.8 Open-ended

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

Yes

- Julia is fiercely protective of her brother, Chester.
- Julia stands up bravely for Chester, telling the headmaster he is not a devil.
- Julia cries when Chester asks who his real mother is.

No

- Julia is only following or obeying her mother's instructions to look after Chester.
- The teacher asks Julia to help calm Chester who was crying.
- Julia is just a sensitive child.

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

[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

6.1 CAPTIVE

6.1.1 B – free verse ✓ (1)

6.1.2 The speaker compares himself to a wild bird. ✓ He is tied 'tethered' in the 'snare' of fever as he lies in the hospital bed in the city, like a bird caught in a trap at home. ✓ (2)

6.1.3 The speaker wishes to escape, ✓ but is trapped like the flies/freedom is an illusion ✓ as they attempt to escape through the transparent windowpanes.

OR

He is trapped like the flies ✓ by the unseen sickness/fever ✓ and his work in the mine. (2)

6.1.4 (a) Personification ✓ (1)

(b) As the cattle graze and move slowly they block the sunlight from the tall grass ✓ therefore their shadows seem to be drinking the sunlight as they absorb the light like living beings. ✓ (2)

6.1.5 The speaker comes from a unified community/a group of gay people/happy community (that gathers around the fire). ✓ (1)

6.1.6 The setting is the village/the poet's rural home/around the fire in the evening ✓ when the community gathers at night and the old people/greybeards reminisce over the events of the past (battles/cattle races/hunters/their interaction with lions and leopards). ✓ (2)

6.1.7 The explanation of the theme of longing, should include the following points, **among others**:

- The word 'lament' refers to a sad song or story of longing.
- The speaker is described as 'homesick' in lines 8 and 9.
- In stanza 2 and stanza 3, the images depict familiar activities that the speaker misses but cannot return to, as he is sick. He moves to the city to work in the mines and ends up trapped by fever in a hospital bed instead of being with his people.
- The mineworker's emotions are typical of a homesick person.
- The mood is nostalgic therefore showing a longing for olden times. (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 poem.

6.1.8 Open-ended

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

Yes

- When you are captive, you are caught/imprisoned.
- The speaker feels trapped/captured by his illness and circumstances as a migrant labourer.
- He cannot escape as the illness confines him to his hospital bed.
- His work in the mine keeps him far from his home.
- He misses his home.

OR**No**

- The speaker can return as soon as he is healthy.
- He is not actually in prison with no way to escape.
- The speaker is held captive only by his memories which are not realistic.

(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 poem.

AND6.2 **MID-TERM BREAK**

- 6.2.1 (a) brother ✓
(b) car ✓
(c) grieves ✓
(d) tragedy ✓

(4)

- 6.2.2 Onomatopoeia/Alliteration ✓

(1)

- 6.2.3 The 'hard blow' figuratively refers to the emotional impact ✓ of the younger brother's death on the family. ✓

(2)

- 6.2.4 The baby is innocent ✓ and completely unaware of the tragedy. ✓ / The contrast created by its laughing ✓ emphasises the sadness of the parents. / Too young to understand that the family has been struck by tragedy. ✓

(2)

- 6.2.5 (a) Calm /serene/accepting ✓ (1)
- (b) To show how his private moments with his brother brought him peace although he still experiences grief and loss/the speaker accepted his brother's death. ✓ (1)
- 6.2.6 The small size of the coffin ✓ is compared to the short life of the little boy. ✓ (2)
- 6.2.7 The title 'Mid-term break' is ironic because the break usually refers to a holiday that students get in the middle of a term, but this college student comes home for the funeral of his four-year-old brother. ✓✓ (2)

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

6.2.8 Open-ended

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

Yes

- The message of the poem is the effect of death on family members.
- The brother remembers the exact time that he was fetched from school and the time the ambulance arrived.
- The speaker remembers the events vividly, they impacted his life.
- These specific events contribute to the shock and pain/trauma caused by his brother's death.

OR

No

- The death of the brother has an effect on the family members.
- The mention of time does not contribute to the message of the poem.
- The poem deals with the effect of the death on each member of the family and the specific times are not relevant (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 poem.

TOTAL SECTION D: 35

TOTAL: 70