



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2023

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKS: 70

TIME: 2½ hours

This question paper consists of 28 pages.

INSTRUCTIONS AND INFORMATION

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

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

2. This question paper consists of FOUR sections:

SECTION A: Novel (35)

SECTION B: Drama (35)

SECTION C: Short Stories (35)

SECTION D: Poetry (35)

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

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

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

TABLE OF CONTENTS

SECTION A: NOVEL

Answer ANY ONE question on the novel you have studied.

	QUESTION	QUESTION	MARKS	PAGE
1.	<i>Cry, the Beloved Country</i>	Contextual questions	35	5
2.	<i>Strange Case of Dr Jekyll and Mr Hyde</i>	Contextual questions	35	9

SECTION B: DRAMA

Answer ANY ONE question on the drama you have studied.

3.	<i>Macbeth</i>	Contextual questions	35	13
4.	<i>My Children! My Africa!</i>	Contextual questions	35	17

SECTION C: SHORT STORIES

Answer questions set on BOTH short stories.

5.1	'Class act'	Contextual questions	18	21
	AND			
5.2	'Forbidden love'	Contextual questions	17	23

SECTION D: POETRY

Answer the questions set on BOTH poems.

6.1	'Reciprocities'	Contextual questions	18	25
	AND			
6.2	'On the grasshopper and cricket'	Contextual questions	17	27

CHECKLIST**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, questions are set on the following novels:

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

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

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

1.1 EXTRACT A

[Kumalo decides to use the money they have saved.]

She said patiently to him, About this letter, Stephen. He sighed. Bring me the St. Chad's money, he said. She went out, and came back with a tin, of the kind in which they sell coffee or cocoa, and this she gave to him. He held it in his hand, studying it, as though there might be some answer in it, till at last she said, It must be done, Stephen.	5
-How can I use it? he said. This money was to send Absalom to St. Chad's. -Absalom will never go now to St. Chad's. -How can you say that? he said sharply. How can you say such a thing?	10
-He is in Johannesburg, she said wearily. When people go to Johannesburg, they do not come back. - You have said it, he said. It is said now. This money which was saved for that purpose will never be used for it. You have opened a door, and because you have opened it, we must go through. And Tixo alone knows where we shall go.	15
-It was not I who opened it, she said, hurt by his accusation. It has a long time been open, but you would not see. -We had a son, he said harshly. Zulus have many children, but we had only one son.	20

[Book 1, Chapter 2]

- 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) James Jarvis	A selfish
(b) John Harris	B naïve
(c) John Kumalo	C liberal
(d) Absalom Kumalo	D faithful
	E conservative

(4 x 1) (4)

- 1.1.2 Refer to lines 7–8 ('How can I ... to St. Chad's').

- (a) How does Reverend Kumalo and his wife plan to use their savings? (2)

State TWO points.

- (b) Why did Reverend Kumalo want Absalom to go to St. Chad's? (1)

- 1.1.3 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (1.1.3) in the ANSWER BOOK.

The St. Chad's referred to in lines 8–9 is a ...

- A high school.
B missionary school.
B university.
C teacher college. (1)

- 1.1.4 Refer to line 10 ('How can you ... such a thing?').

- (a) What tone would Reverend Kumalo use in this line? (1)

- (b) Why would he use this tone in this line? (1)

- 1.1.5 What does this extract reveal about Mrs Kumalo's character?

Substantiate your answer. (2)

- 1.1.6 Explain the irony in Absalom going to Johannesburg to look for his aunt. (2)

- 1.1.7 Absalom's background has contributed to his actions in Johannesburg.

Discuss your view. (3)

AND

1.2 EXTRACT B

[Kumalo receives good news.]

Umfundisi: I thank you for your message of sympathy, and for the promise of the prayers of your church. You are right, my wife knew of the things that are being done, and had the greatest part in it. These things we did in memory of our beloved son. It was one of her last wishes that a new church should be built at Ndotsheni, and I shall come to discuss it with you. Yours truly, 5

JAMES JARVIS

You should know that my wife was suffering before we went to Johannesburg.

Kumalo stood up, and he said in a voice that astonished the Bishop, This is from God. It was a voice in which there was relief from anxiety and laughter and weeping, and he said again, looking round from the walls of the room, This is from God. 10

–May I see your letter from God?, said the Bishop dryly.

So Kumalo gave it to him eagerly, and stood impatiently while the Bishop read it. And when the Bishop had finished, he said gravely, That was a foolish jest. 15

He read it again, and blew his nose, and sat with the letter in his hand.

–What are the things that are being done? he asked.

So Kumalo told him about the milk, and the new dam that was to be built, and the young demonstrator. 20

[Book 3, Chapter 5]

1.2.1 Describe the setting of this extract. (2)

1.2.2 Why does James find it necessary to tell Kumalo about his wife's condition before they went to Johannesburg (lines 8–9)? (2)

1.2.3 Refer to line 13 ('This is from God').

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

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

1.2.4 Refer to line 14 ('May I see ... the Bishop dryly').

What does this line tell us about the Bishop's state of mind?

Substantiate your answer. (2)

1.2.5 Explain why the Bishop thinks Kumalo should not stay in Ndotsheni any longer. (2)

1.2.6 Why is the following statement FALSE?

The Jarvis family like Kumalo, went to Johannesburg to look for their son. (1)

1.2.7 One of the themes in *Cry, the Beloved Country* is faith.

Discuss this theme. (3)

1.2.8 James Jarvis and his family should be admired for helping the people of Ndotsheni.

Discuss your view. (3)

TOTAL SECTION A: 35

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Read the 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.

2.1 EXTRACT C

[Mr Utterson and Mr Enfield on their weekly walk.]

‘Indeed?’ said Mr Utterson, with a slight change of voice, ‘and what was that?’

‘Well, it was this way,’ returned Mr Enfield: ‘I was coming home from some place at the end of the world, about three o’clock of a black winter morning, and my way lay through a part of town where there was literally nothing to be

5

seen but lamps. Street after street, and all the folks asleep – street after street, all lighted up as if for a procession and all as empty as a church – till at last I got into that state of mind when a man listens and listens and begins to long for the sight of a policeman. All at once I saw two figures: one a little man who was stumping along eastward at a good walk, and the other a girl of maybe eight or ten, who was running as hard as she was able down a cross street. Well, sir, the two ran into one another naturally enough at the corner; and then came the horrible part of the thing; for the man trampled calmly over the child’s body and left her screaming on the ground. It sounds nothing to hear, but it was hellish to see. It wasn’t like a man; it was like some damned Juggernaut.

10

15

[Story of the door]

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

COLUMN A	COLUMN B
(a) Jekyll	A aged
(b) Hyde	B red-faced
(c) Utterson	C dwarfish
(d) Lanyon	D smooth-faced
	E lean

(4 x 1) (4)

- 2.1.2 Describe the setting of this extract. (2)
- 2.1.3 What is the relationship between Mr Enfield and Mr Utterson?
State TWO points. (2)
- 2.1.4 Refer to line 7 ('all as empty as a church').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 2.1.5 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (2.1.5) in the ANSWER BOOK.
- '... one a little man who was stumping' is ...
- A Hyde.
B Poole.
C Guest.
D Bradshaw. (1)
- 2.1.6 Refer to lines 12–14 ('for the man ... hellish to see').
- (a) What is strange about how the 'little man' paid the family of the child he trampled? (1)
- (b) What does Mr Enfield mean when he says, '... it was hellish'? (1)
- 2.1.7 Mr Utterson's friendship with Dr Jekyll compromises his job as a lawyer.
Discuss your view. (3)

AND

2.2 EXTRACT D

[Dr Jekyll rejects Mr Hyde.]

'If it came to a trial your name might appear.'

'I am quite sure of him,' replied Jekyll; 'I have grounds for certainty that I cannot share with anyone. But there is one thing on which you may advise me. I have – I have received a letter; and I am at a loss whether I should show it to the police. I should like to leave it in your hands, Utterson; you would judge wisely, I am sure; I have so great a trust in you.'

5

'You fear, I suppose, that it might lead to his detection?' asked the lawyer.

'No,' said the other. 'I cannot say that I care what becomes of Hyde; I am quite done with him. I was thinking of my own character, which this hateful business has rather exposed.'

10

Utterson ruminated awhile; he was surprised at his friend's selfishness, and yet relieved by it. 'Well,' said he at last, 'let me see the letter'.

15

The letter was written in an odd, upright hand and signed 'Edward Hyde': and it signified, briefly enough, that the writer's benefactor Dr Jekyll, whom he had long so unworthily repaid for a thousand generousities, need labour under no alarm for his safety, as he had means of escape on which he placed a sure dependence.

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[Incident of a letter]

2.2.1 Refer to lines 2–3 ('I am quite ... share with anyone').

(a) Explain why Dr Jekyll's certainty of Hyde's disappearance is ironic.

(2)

(b) With reference to the novel as a whole, who does Dr Jekyll prefer to be?

Substantiate your answer.

(2)

2.2.2 Refer to lines 3–7 ('But there is ... trust in you').

(a) What tone would Dr Jekyll use in these lines?

(1)

(b) Why would Dr Jekyll use this tone in these lines?

(1)

2.2.3 Refer to lines 8–9 ('You fear, I ... asked the lawyer').

What does this line tell us about Mr Utterson's state of mind?

Substantiate your answer.

(2)

2.2.4 Why is the following statement FALSE?

The 'hateful business' (line 12), that Dr Jekyll refers to is Mr Hyde's disappearance. (1)

2.2.5 What does Mr Utterson discover about this letter (line 16) he gets from Dr Jekyll? (1)

2.2.6 What does this extract tell us about Dr Jekyll's character? (2)

2.2.7 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is secrecy.

Discuss this theme. (3)

2.2.8 Dr Jekyll created Mr Hyde out of his selfishness.

Discuss your view. (3)
[35]

TOTAL SECTION B: 35

SECTION B: DRAMA

In this section, questions set on the following dramas:

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

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

QUESTION 3: MACBETH

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

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

3.1 EXTRACT E

[Macbeth thinks deeply about the witches' prophecy.]

MACBETH:	(<i>aside</i>)	Two truths are told, As happy prologues to the swelling act Of the imperial theme. I thank you, gentlemen. (<i>aside</i>) This supernatural soliciting Cannot be ill; cannot be good; if ill,	5
		Why hath it given me earnest of success, Commencing in a truth? I am a Thane of Cawdor. If good, why do I yield to that suggestion, Whose horrid image doth unfix my hair And make my seated heart knock at my ribs, Against the use of nature? Present fears Are less than horrible imaginings. My thought, whose murder yet is but fantastical, Shakes so my single state of man that function Is smothered in surmise, and nothing is But what is not.	10
BANQUO:		Look, how our partner's rapt.	
MACBETH:	(<i>aside</i>)	If chance will have me King, why, chance may crown me Without my stir.	20
BANQUO:		New honours come upon him, Like our strange garments, cleave not to their mould But with the aid of use.	
MACBETH:	(<i>aside</i>)	Come what come may, Time and the hour runs through the roughest day.	25
BANQUO:		Worthy Macbeth, we stay upon your leisure.	
MACBETH:		Give me your favour; my dull brain was wrought With things forgotten. Kind gentlemen, your pains Are registered where every day I turn The leaf to read them. Let us toward the King.	30

[Act 1, Scene 3]

- 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) Banquo	A gullible
(b) Macduff	B manipulative
(c) Duncan	C vengeful
(d) Lady Macbeth	D honest
	E ambitious

(4 x 1) (4)

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

- 3.1.3 Refer to lines 1–3 ('Two truths are ... the imperial theme').

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

- (b) Explain why the figure of speech is relevant in this extract. (2)

- 3.1.4 Explain why the following statement is FALSE.

Macbeth is now the Thane of Cawdor because the previous Thane of Cawdor died due to illness. (1)

- 3.1.5 Refer to lines 6–7 ('Why hath it ... Thane of Cawdor').

What do these lines tell us about Macbeth's state of mind?

Substantiate your answer. (2)

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

Substantiate your answer. (2)

- 3.1.7 Refer to the drama as a whole.

The witches' prophecy reveals Macbeth's true murderous character.

Discuss your view. (3)

AND

3.2 EXTRACT F

[Macbeth plans Banquo's murder.]

1 ST MURDERER:	It was, so please your highness.	
MACBETH:	Well, then, now Have you considered of my speeches? Know That it was he in the times past which held you So under fortune, which you thought had been	5
	Our innocent self. This I made good to you In our last conference, passed in probation with you, How you were borne in hand, how crossed, the instruments, Who wrought with them, and all things else that might	10
	To half a soul and to a notion crazed Say 'Thus did Banquo'.	
1 ST MURDERER:	You made it known to us.	
MACBETH:	I did so; and went further, which is now Our point of second meeting. Do you find Your patience so predominant in your nature, That you can let this go? Are you so gospelled, To pray for this good man and for his issue, Whose heavy hand hath bowed you to the grave And beggared yours for ever?	15 20
1 ST MURDERER:	We are men, my liege.	
MACBETH:	Ay, in the catalogue ye go for men; As hounds and greyhounds, mongrels, spaniels, curs, Shoughs, water-rugs and demi-wolves, are clept All by the name of dogs. The valued file Distinguishes the swift, the slow, the subtle, The housekeeper, the hunter, every one According to the gift which bounteous Nature Hath in him closed, whereby he does receive Particular addition, from the bill That writes them all alike.	25 30
[Act 3, Scene 1]		

3.2.1 Refer to lines 2–6 ('Well then, now ... Our innocent self'.)

- (a) What tone would Macbeth use in these lines? (1)
- (b) Why would Macbeth's tone be appropriate in these lines? (1)
- (c) Explain the irony in Macbeth's words 'our innocent self'. (2)

- 3.2.2 If you were the director of this play, what would you tell Macbeth to do when saying, 'Do you find ... let this go? (lines 15–17).

State TWO actions. (2)

- 3.2.3 Explain why Macbeth wants Banquo murdered. (2)

- 3.2.4 In your OWN words state the reasons Macbeth puts forward for the murderers to kill Banquo. (2)

- 3.2.5 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (3.2.5) in the ANSWER BOOK.

When the first murderer replies that 'We are men' (line 21) means that they are ...

- A not in the catalogue.
- B not on the list.
- C men who take revenge.
- D followers of gospel. (1)

- 3.2.6 What does Macbeth later do to prove that he does not trust these murderers? (1)

- 3.2.7 One of the themes in *Macbeth* is disruption of order and its consequences.

Discuss this theme. (3)

- 3.2.8 Refer to the drama as a whole.

Banquo deserves to be killed.

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 proposal for competition]

ISABEL:	You know, that everybody would be nice and polite and very, very grateful.	
MR M:	And we weren't?	
ISABEL:	You were, but not them. Thami and his friends. [<i>She laughs at the memory.</i>] Ja, to be honest Mr M, that family of yours was a bit scary at first. But not anymore! I feel I've made friends with Thami and others, so now it's different.	5
MR M:	Simple as that.	
ISABEL:	Simple as that.	
MR M:	Knowledge has banished fear! Bravo. Bravo. And yet again Bravo! If you knew what it meant to me to hear you speak like that. I wasn't wrong. From the moment I first shook hands with you I knew you were a kindred spirit.	10
ISABEL:	Tell me more about the competition.	
MR M:	First prize is five thousand rand which the bank has stipulated must be spent on books for school library. We will obviously divide it equally between Camdeboo and Zolile when you and Thami win.	15
ISABEL:	Yes, what about my team-mate? What does he say? Have you asked him yet?	
MR M:	No, I haven't <i>asked</i> him Isabel, and I won't. I will tell him, and when I do I trust he will express as much enthusiasm for the idea as you have. I am an old-fashioned traditionalist in most things, young lady, and my classroom is certainly no exception. I teach, Thami learns.	20

[Act 1, Scene 3]

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

COLUMN A	COLUMN B
(a) Thami Mbikwana	A devotes his life to education
(b) Oom Dawie	B is blind to the daily struggles
(c) Isabel Dyson	C gives standard ten his pep talk
(d) Anela Myalatya	D sees education as a trap
	E very loyal to Zionism

(4 x 1) (4)

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

- 4.1.3 Explain why Isabel expects everybody to be 'nice and polite and very grateful' (lines 1–2).

Substantiate your answer. (2)

- 4.1.4 Refer to line 10 ('Knowledge has banished fear!').

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

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

- 4.1.5 Explain why the following statement is FALSE.

Isabel and Thami participate in the choir competition. (1)

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

Substantiate your answer. (2)

- 4.1.7 Refer to the drama as a whole.

Mr M's traditional approach to his classroom is acceptable.

Discuss your view. (3)

AND

4.2 EXTRACT H

[The argument about the best way to fight for freedom.]

MR M:	I've got to choose, have I? My black skin doesn't confer automatic membership. So how do I go about choosing?	
THAMI:	By identifying with the fight for our Freedom.	
MR M:	As simple as that? I want our Freedom as much as any of you. In fact, I was fighting for it in my small way long before any of you were born! But I've got a small problem. Does that noble fight of ours really have to stoop to pulling down a few silly statues? Where do you get the idea that we, The People, want you to do that for us?	5
THAMI:	<i>[Trying]</i> They are not our heroes, teacher.	10
MR M:	They are not our statues, Thami! Wouldn't it be better for us to rather put our energies into erecting a few of our own? We've also got heroes, you know.	
THAMI:	Like who, Mr M? Nelson Mandela? <i>[Shaking his head with disbelief]</i> Hey! They would pull <i>that</i> statue down so fast ...	15
MR M:	<i>[Cutting him]</i> In which case they would be just as guilty of gross vandalism ... because that is what it will be, regardless of who does it to whom. Destroying somebody else's property is inexcusable behaviour.	
	No, Thami. As one of the People you claim to be acting for, I raise my hand in protest. Please don't pull down any statues on my behalf.	20
[Act 1, Scene 5]		

4.2.1 Refer to lines 1–2 ('I've got to ... go about choosing').

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

4.2.2 What must Mr M do to identify 'with the fight' for freedom' (line 4)? (2)

4.2.3 Refer to lines 4–9 ('As simple as ... that for us').

If you were the director of this play, what would you tell Mr M to do when saying these lines?

State TWO actions. (2)

- 4.2.4 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (4.2.4) in the ANSWER BOOK.

‘The People’ that Mr M is referring to in lines 10–11 are ...

- A Afrikaners in Camdeboo.
- B Black South Africans.
- C Farmers in the Karoo.
- D Zionists in Brakwater. (1)

- 4.2.5 Who is ‘they’ that Thami is referring to in line 16? (1)

- 4.2.6 Refer to lines 16–19 (Cutting him in ... is inexcusable behaviour’).

What do these lines tell us about Mr M’s state of mind?

Substantiate your answer. (2)

- 4.2.7 Why it is ironic that Mr M is killed at school? (2)

- 4.2.8 One of the themes in *My Children! My Africa!* is generational conflict.

Discuss this theme. (3)

- 4.2.9 Thami makes a good decision in joining the movement.

Discuss your view. (3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- CLASS ACT by Namhla Tshisana
- FORBIDDEN LOVE by Can Themba

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. QUESTION 5.1 AND QUESTION 5.2.

5.1 'CLASS ACT'**EXTRACT I**

[Narrator is humiliated.]

Flip, I could see my thighs and knock-knees – and so could everyone else!

“Whoa, Sister Mary has undergone a makeover! Who knew she had nice legs,” said Renato behind me while we were changing periods on our way to Mr Patel’s class for geography. Next thing I know, I catch him below the staircase looking under my skirt as I was going up the stairs. “Nice yellow bloomers,” he hissed as we left Mr Patel’s class. “You’re still Sister Mary under all that.”

5

“Girl, umgobo ongaka? Why the big hem? Irhali emhlophe ke yona iyaphi? Where do all the white tracks lead?” said snooty Khanyisa Peter when I bumped into her at break, breaking into a fit of laughter. “Amadolo amnyama ke wona asisathethi ngawo. I won’t even mention the black knees. Your mama must invest in a mop”.

10

I have never been so humiliated in my life. All in one day! The boys make fun of me, and so do the girls. I don’t think the school would even allow me to wear the same grey pants as the boys. Besides, my mother will freak. She made it clear she won’t spend more money on my uniform. Maybe I should just accept that I am Sister Mary Clarence. At least no one cared what colour panties she wore.

15

- 5.1.1 Choose a description from COLUMN B that matches a 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) Sister Mary	A an English teacher
(b) Renato	B a Geography teacher
(c) Auntie Connie	C a class bully
(d) Mr Sauls	D a nun in a film
	E a fashion designer

(4 x 1) (4)

- 5.1.2 Refer to line 1 ('Flip, I could ... could everyone else!').

What does this line tell us about the narrator's state of mind?

Substantiate your answer. (2)

- 5.1.3 Why is the following statement FALSE?

Auntie Connie sewed the hem of the narrator's uniform. (1)

- 5.1.4 Refer to lines 5–6 ('Nice yellow bloomers. ... under all that').

Explain why Renato calls the narrator 'Sister Mary'. (2)

- 5.1.5 Refer to lines 7–8 ('Girl, umgobo ongaka? ... white tracks lead?').

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

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

- 5.1.6 What does this extract reveal about Renato's character?

Substantiate your answer. (2)

- 5.1.7 Refer to the short story as a whole.

Renato's actions towards the narrator are justified.

Discuss your view. (3)

AND

5.2 'FORBIDDEN LOVE'

EXTRACT J

[Dick Peters and Bobby fight]

Dick Peters did wait for Freddie. He wanted a full audience, and he wanted to make sure that his friend Freddie was present in case of any fighting.	
Freddie was still gasping for breath when Dick stood up, faced Bobby, and exploded his bombshell without finesse or ceremony.	
'Your sissy goes with a Naytif!'	5
'You lie!'	
'Yes, it's true. I seen her by the bioscope on Saturday. Your sissy goes with a Naytif!'	
The gang burst into laughter. Bobby broke loose with such a fierce barrage of blows upon Dick that they both tumbled over onto the ground. Dick did not stand a chance. Bobby's arms were flailing into his face and the blood was spurting out. Dick yelled out with sudden fear and pain.	10
Meneer Carelse had to push aside the cheering youngsters before he could get at the rolling fighters. He pulled Bobby off and held the two apart.	
'What're you fighting for?'	15
'He hit me first,' Dick said, inconsequently.	
'Why did you hit him, Bobby?'	
'He says my sister goes with a Naytif.'	
'It's true,' Dick shouted. I seen them myself on Saturday by the bioscope.'	
For a moment Meneer Carelse was stunned by the news. Through his mind rushed with painful vividness the picture of his proposal of marriage to Dora Randolph and the disdainful rejection she had given him.	20

5.2.1 Describe the setting of this extract. (2)

5.2.2 Refer to lines 5–8 ('Your sissy goes ... with a Naytif!').

(a) What is a *Naytif*? (1)

(b) Explain why it is not acceptable to the boys that Bobby's sister goes with the Naytif. (2)

5.2.3 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (5.2.3) in the ANSWER BOOK.

The bioscope is a ...

- A laboratory.
- B hospital.
- C hotel.
- D cinema. (1)

- 5.2.4 Refer to line 18 ('He says my ... with a Naytif').
- (a) What tone would Bobby use in this line? (1)
- (b) Why would Bobby use this tone in this line? (1)
- 5.2.5 Explain the irony in Davie being upset about his sister who goes out with a 'Naytif'. (2)
- 5.2.6 Why does the school principal insist on keeping the boys' fight a secret?
- State TWO points. (2)
- 5.2.7 One of the themes in the 'Forbidden love' is defiance.
- Discuss this theme. (3)
- 5.2.8 Davie is justified when he does not approve of Dora and Michael's relationship.
- Discuss your view. (3)
- [35]**

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Reciprocities' by Cathal Lagan
- 'On the grasshopper and cricket' by John Keats

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.

Reciprocities – by Cathal Lagan
for my mother

- 1 She gave me skeins of wool
- 2 To hold out (like a priest at Mass),
- 3 With stern rubrics not to fidget, while she
- 4 Wound it into a ball, unwinding me,
- 5 Unravelling my hands and arms, checking
- 6 My lapses with a gentle tug
- 7 When I wandered off through images
- 8 Her chat had made, for though
- 9 She kept the line between us taut
- 10 She kept my heart at ease with all her talk.
- 11 And when her ball compacted grew,
- 12 And my few strands fell limp away,
- 13 I knew there was no loss, for she
- 14 Would knit it back again to fit me perfectly.
- 15 But richer still,
- 16 I see today these lines are drawn out from me
- 17 To knit through this faltering verse
- 18 A thread of memory
- 19 Time has pulled away from consciousness.

- 6.1.1 Choose a description from COLUMN B that matches a name in COLUMN A. Write only the letter (A–E) next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) skeins	A a directive in mass
(b) rubrics	B act of writing
(c) lapses	C a length of wool
(d) images	D breaks in concentration
	E pictures in imagination

(4 x 1) (4)

- 6.1.2 Refer to line 2 ('To hold out ... priest at Mass').

- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is relevant in this poem. (2)

- 6.1.3 Refer to lines 8–10 ('Her chat had ... all her talk.')

- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.3) in the ANSWER BOOK.

'... the line between us taut' means their relationship was ...

- A unusual.
 B estranged.
 C firm.
 D supportive. (1)

- (b) Identify the tone the speaker would use in these lines. (1)

- (c) Why would the speaker use this tone in these lines? (1)

- 6.1.4 What is the speaker's state of mind in stanza 2?

Substantiate your answer. (2)

- 6.1.5 How is the knitting of the jersey similar to writing a poem? (2)

- 6.1.6 The title 'Reciprocities' is suitable for the poem.

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.

On the grasshopper and cricket by John Keats

1 The poetry of earth is never dead:
2 When all the birds are faint with the hot sun,
3 And hide in cooling trees, a voice will run
4 From hedge to hedge about the new-mown mead;
5 That is the Grasshopper's – he takes the lead
6 In summer luxury, – he has never done
7 With his delights; for when tired out with fun
8 He rests at ease beneath some pleasant weed.
9 The poetry of earth is ceasing never:
10 On a lone winter evening, when the frost
11 Has wrought a silence, from the stove there shrills
12 The Cricket's song, in warmth increasing ever,
13 And seems to one in drowsiness half lost,
14 The Grasshopper's among some grassy hills.

- 6.2.1 Refer to the structure of the poem.

(a) What type of sonnet is this? (1)

(b) Discuss the structure of this sonnet. State TWO points. (2)

- 6.2.2 Refer to line 1 ('The poetry of ... is never dead').

In your OWN words explain what is meant by this line. (2)

- 6.2.3 Refer to lines 4–6 ('From hedge to ... has never done')

Describe the setting in these lines (2)

- 6.2.4 Explain why the following statement is FALSE.

In winter everything is quiet. (1)

- 6.2.5 Refer to lines 11–14 ('Has wrought a ... some grassy hills').

(a) Identify the figure of speech in 'Has wrought a ... stove there shrills' in line 11. (1)

(b) Why does the cricket sound like a grasshopper? (1)

- 6.2.6 Explain the irony in the choice of insects the poet has used for the beauty of nature. (2)
- 6.2.7 In this poem one of the themes is happiness that nature provides.
Discuss your view. (3)
- 6.2.8 In this poem the speaker successfully proves that Spring is not the only season of beauty.
Discuss your view. (3)
- [35]**

TOTAL SECTION D: 35
GRAND TOTAL: 70



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2023

**ENGLISH FIRST ADDITIONAL LANGUAGE P2
MARKING GUIDELINE**

MARKS: 70

This marking guideline consists of 20 pages.

INSTRUCTIONS AND INFORMATION

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

SECTION A: NOVEL

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

- 1.1 1.1.1 (a) E/conservative ✓
 (b) C/liberal ✓
 (c) A/selfish ✓
 (d) B/naïve ✓ (4)

- 1.1.2 (a) Reverend Kumalo wants to buy a stove for his wife. ✓
 Mrs Kumalo wants her husband to buy his church clothes. ✓
 Reverend Kumalo wants to use it for travelling to Johannesburg. ✓ (2)

NOTE: Accept any TWO of the above.

- (b) To further his education. **OR** St. Chad's offers the best education for black children. ✓ (1)

- 1.1.3 A/high school. ✓ (1)

- 1.1.4 (a) troubled/distressed ✓ (1)
 (b) He does not want to believe that their only son will never come back. / He had hoped that Absalom would come back and still go to school. ✓ (1)

- 1.1.5 Mrs Kumalo is sensible/rational. ✓ She has since realised that their son would never come back/would not go to school. ✓ (2)

- 1.1.6 Absalom goes to look for his aunt whose whereabouts are not known because she never writes to them. However, when Absalom goes to Johannesburg he also does not write back and his whereabouts are not known. ✓✓

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

- 1.1.7 Open-ended.

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

Yes.

- Absalom is from a protected rural life of Ndotsheni and it has made him naïve to the harsh life of the city.
- He goes to Johannesburg in the first place because of his family, in search of his aunt.
- The hopelessness of life in Ndotsheni for young people (no job opportunities) makes him stay in Johannesburg.

OR

No.

- Absalom's actions do not reflect that he comes from a God-fearing family.
- He is sent for rehabilitation and he is offered a job but he leaves.
- He chooses not to communicate with his parents although he was sent to look for his aunt.

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

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

(3)

AND

- | | | | |
|-----|-------|--|-----|
| 1.2 | 1.2.1 | In Kumalo's home/room, ✓ after the confirmation celebrations by church members. ✓ | (2) |
| | 1.2.2 | He senses that Kumalo feels guilty ✓ and thinks that his wife's death is as a result of Arthur's death who was killed by Absalom. ✓ | (2) |
| | 1.2.3 | (a) Metaphor ✓ | (1) |
| | | (b) Reverend Kumalo compares Jarvis's letter to an answer from God. ✓ Jarvis's letter brings comfort to Kumalo's broken, anxious heart in the same way God gives peace to our troubled hearts. ✓ | (2) |
| | 1.2.4 | He is mocking/ridiculing Kumalo disbelief/curious. ✓
He is curious to know who the letter is coming from and the news it carries.
He is mocking Kumalo who says the letter is from God (because God does not write letters). ✓ | (2) |
| | 1.2.5 | The Bishop thinks that Reverend Kumalo is a disgrace as a priest in Ndotsheni. ✓ His son is a murderer / He took a girl in that was impregnated by his son out of wedlock. ✓/ He thinks it will be easier for Kumalo to leave, as his neighbour is the father of the man Absalom murdered. ✓ | (2) |

1.2.6 The Jarvis family went to Johannesburg on the news of their son's death. ✓ (1)

1.2.7 The discussion of the theme of faith should include the following points, **among others**:

- Kumalo has strong faith in God even in adverse conditions of Ndotsheni and of his personal life.
- When his son is to be hanged, he does not lose faith he still has courage to go and pray in the mountain.
- He believes his prayers are answered by God when Jarvis offers to help the people in Ndotsheni.

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)

1.2.8 Open ended.

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

Yes.

- Jarvis chooses not to be bitter and angry following Arthur's death.
- He offers financial help and plans support for Kumalo and the entire community of Ndotsheni.
- He continues with his son's work by helping the Ndotsheni community.

OR

No.

- Jarvis acts out of guilt because he has been ignorant of the distressed life of the Ndotsheni community.
- The heavy storm makes him realise that the church must be renovated.
- Arthur's death forces him to have a better understanding of black people.

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 response must be grounded in the novel. (3)

TOTAL SECTION A: 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/smooth-faced ✓
(b) C/dwarfish ✓
(c) A/lean ✓
(d) B/red-faced ✓ (4)
- 2.1.2 The setting is a by-street/London ✓ on a Sunday afternoon. ✓ (2)
- 2.1.3 Utterson and Enfield are distant relatives. ✓
They have been friends for a long time. ✓ (2)
- 2.1.4 (a) Simile ✓ (1)
- (b) Enfield compares the emptiness of the streets ✓ to a lack of Christian values (at that time of morning) represented by empty churches. ✓ (2)
- 2.1.5 A/Hyde ✓ (1)
- 2.1.6 (a) The little man pays the family with a cheque that is signed by someone else / with Dr Jekyll's name. ✓
- (b) He means the whole scene was horrible / unbelievable. ✓ The man had no sense of wrongdoing. / The man acted like a demon or animal. ✓ (1)
- 2.1.7 Open-ended.

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

Yes.

- Mr Utterson does not tell the police of his suspicion about Sir Danver's murder to protect his friend, Dr Jekyll.
- As a friend he is more concerned about Dr Jekyll's safety and protects him against Mr Hyde.
- He does not tell the police about the Mr Hyde and Dr Jekyll's relationship/connection.

OR

No.

- Mr Utterson, as a lawyer, wants to get facts about Dr Jekyll's connection with Mr Hyde.
- He is professional enough not to read the contents of Dr Jekyll's will.
- He only opens letters (from his friends) when they were dead.

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 (3)

response must be grounded in the novel.

AND

- 2.2 2.2.1 (a) Dr Jekyll is certain that Mr Hyde has disappeared because he himself is Mr Hyde and he thinks he is in control, yet he loses control over Hyde at the end. ✓✓

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

- (b) Dr Jekyll prefers to be himself and enjoys the company of his friends ✓ / the reputation he has in the society. ✓

OR

He prefers to be Mr Hyde who is young. ✓ livelier or enjoying secret pleasure without consequences. ✓

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

- 2.2.2 (a) anxious / desperate / uncertain ✓ (1)

- (b) Dr Jekyll uses a letter he wrote as Mr Hyde to convince Mr Utterson that Mr Hyde is gone and will not be found. ✓ (1)

- 2.2.3 He is concerned/worried. ✓ If Mr Hyde is caught Dr Jekyll's name will come up. ✓ (2)

- 2.2.4 Dr Jekyll refers to Sir Carew's murder (that he has committed). ✓ (1)

- 2.2.5 He discovers that the letter and an invitation from Dr Jekyll have been written by the same person only differently sloped. / The letter was written by Dr Jekyll to cover up for Mr Hyde. ✓ (1)

- 2.2.6 He is deceitful /dishonest. ✓ Dr Jekyll lies and plays with Utterson's friendship and understanding / Dr Jekyll lies to Mr Utterson about Mr Hyde. ✓ (2)

- 2.2.7 The discussion of the theme of secrecy should include the following points, **among others:**

- Enfield is telling Utterson about a horrible story that he witnessed but he chooses not to mention Dr Jekyll's name.
- Utterson is very secretive about Dr Jekyll and Mr Hyde's relationship that he does not tell the police about the walking stick Mr Hyde used to kill Sir Carew.
- It is only when Dr Jekyll dies that Utterson learns the truth about Dr Lanyon.

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

2.2.8 Open ended.

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

Yes.

- Mr Hyde helps Dr Jekyll to live a double life.
- Dr Jekyll wants to explore his dark side through Mr Hyde and not be bound by conscience.
- He created Mr Hyde so he can maintain his reputation whilst doing as he pleases.

OR

No.

- Dr Jekyll as a scientist has to conduct experiments.
- Experiments have unpredictable outcomes as in the case of Mr Hyde.
- Dr Jekyll is also overwhelmed by Mr Hyde who dominates and takes control of his life.

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

(3)
[35]

TOTAL SECTION A: 35

SECTION B: DRAMA**QUESTION 3: *MACBETH***

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

Candidates are required to answer BOTH questions, i.e. QUESTIONS 3.1 AND 3.2.

- 3.1 3.1.1 (a) D/honest ✓
 (b) C/vengeful ✓
 (c) A/gullible ✓
 (d) B/manipulative ✓ (4)
- 3.1.2 The setting is in a heath / veld (near Forres) ✓ after the battle / after the
 witches' first appearance to Macbeth. ✓ (2)
- 3.1.3 (a) Simile/Metaphor ✓ (1)
- (b) From what the witches have told him, Macbeth is excited ✓ as in
 his mind his future is like a play, where he sees himself playing
 the role of a king / he sees himself like a king. ✓ (2)
- 3.1.4 The previous Thane of Cawdor is executed for betraying his country. ✓ (1)
- 3.1.5 Macbeth is apprehensive/nervous. ✓ He finds out that the witches have
 told him the truth but is nervous about how he will be the king. ✓ (2)
- 3.1.6 Macbeth is greedy. ✓ He holds two titles, but he is still contemplating
 being a king when he knows that he cannot be a king. ✓ (2)
- 3.1.7 Open-ended.

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

Yes.

- The witches promised Macbeth kingship knowing that he does not deserve it / he is not the King's successor.
- They told Banquo that his sons will be kings motivating Banquo's murder.
- Macbeth's courage to fight Macduff (when he sees that his army is already defeated by Malcolm's) is driven by the prophecy that 'no man born out of a woman' will kill him.

OR

No.

- Before the witches' prophecy, Macbeth is used to killing as a warrior.
- He is known for his fearless nature when it comes to war.
- He is praised by other soldiers for fighting bravely and killing soldiers on the opposite side.

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

3.2 3.2.1 (a) Deceitful/convincing ✓ (1)

(b) He wants the murderers to have a tangible reason for killing Banquo. / He does not want the murders to suspect him. ✓ (1)

(c) Macbeth tells the murderers that he has been innocent yet he is now deceiving them into believing that Banquo is bad. ✓✓

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

3.2.2 Macbeth should move closer to them. ✓
He should put his hands on their shoulders. ✓
He should look at them with raised eyebrows. ✓

NOTE: Accept any other relevant actions. (2)

3.2.3 Banquo has a reason to suspect that Macbeth killed King Duncan because he knows about the witches' prophecy. ✓ Banquo was told that his sons will be kings. ✓ (2)

3.2.4 Banquo has dehumanised the murderers and their families by reducing them to nothing. ✓ He has oppressed them. ✓ (2)

3.2.5 C / men who take revenge ✓ (1)

3.2.6 He sends another murderer (without their knowledge) to join them. ✓ (1)

3.2.7 The discussion of the theme of disruption of order and its consequences should include the following points, **among others**:

- The murder of King Duncan brings disorder in Scotland.
- Macbeth has sleepless nights because of the murder of King Duncan and he does not enjoy his title.
- He kills Macduff's family and he pays dearly at the end.

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.

(3)

3.2.8 Open-ended.

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

Yes.

- Banquo is a threat to Macbeth as his sons were prophesied to be kings by the witches.
- He knows about the witches' prophecy of Macbeth being a king.
- Macbeth cannot trust Banquo anymore and organises murderers to kill him.

OR

No.

- Banquo does not take the witches' prophecies seriously.
- He supports Macbeth as a new king.
- He continues to be Macbeth's loyal friend.

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)
[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

- 4.1 4.1.1 (a) D / sees education as a trap. ✓
 (b) C / gives standard ten his pep talk. ✓
 (c) B / is blind to the daily struggles. ✓
 (d) A / devotes his life to education. ✓ (4)
- 4.1.2 Camdeboo High School/Isabel's school/classroom ✓ when Mr M informs Isabel about the English literature quiz. ✓ (2)
- 4.1.3 She is white, ✓ and she is used to black people being nice and polite to her. ✓ (2)
- 4.1.4 (a) Metaphor ✓ (1)
- (b) Mr M reflects on how education (debate) can transform people's lives (Isabel) and help overcome social divisions by simply meeting people from another group.
 (Thami / Zolile High learners) ✓ to get rid of fear and get a better understanding. ✓ (2)
- 4.1.5 Thami pulls out of the quiz competition. ✓ (1)
- 4.1.6 Mr M values education / knowledge. ✓ He is passionate about his students. / He does everything in his power to inspire his students. ✓

OR

He is authoritarian. ✓ He does not expect Thami to argue with what he says. ✓ (2)

4.1.7 Open-ended.

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

Yes.

- Mr M's approach comes from the cultural background which brings the idea that children must obey adults.
- Mr M believes his approach instils discipline.
- His approach emphasises the fact that children are not allowed to take any decisions.

OR

No.

- Mr M's approach does not allow students to be open.
- It is dictatorial / does not allow his authority to be challenged.
- It leads to misunderstanding between Mr M and Thami.

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

4.2 4.2.1 (a) Mocking/ridicule/sarcastic ✓ (1)

(b) Mr M does not believe that Thami has abandoned his teaching to join the freedom fighters that promote violence. ✓ (1)

4.2.2 Mr M is supposed to forsake his old ways/noneffective ways of fighting freedom ✓ and join forces with the freedom fighters and fight physically. ✓ (2)

4.2.3 Mr M should move closer to Thami as he speaks. ✓
He should open his eyes wide / look at Thami with a frown. ✓
He should point a finger at Thami. ✓

NOTE: Accept any other relevant actions. (2)

4.2.4 B / Black South Africans ✓ (1)

4.2.5 The Afrikaner/Apartheid government ✓ (1)

4.2.6 Mr M is distraught. ✓ He does not believe that his intelligent student Thami is aligning himself with vandalism. ✓ (2)

4.2.7 Mr M dedicates his entire life in educating children with an emphasis on the fact that conflicts are better solved through discussion than violence, yet the mob with his learners kills him at school. ✓✓

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

4.2.8 The discussion of the theme of generational conflict should include the following viewpoints, **among others**:

- Thami is in conflict with Mr M about his approach to fight apartheid which Thami finds to be old fashioned and has yielded no results.
- Mr M is authoritative; he expects that Thami should do as he says because he is the teacher.
- His dictatorship puts a strain on their relationship because Thami has his own opinions that are not considered.

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.

(3)

4.2.9 Open-ended.

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

Yes.

- Thami has realised that black children are receiving inferior education and there is no future for them.
- Staying does not guarantee that he will go to school as there are violent uprisings that may lead to jail or death.
- He sees that becoming part of the freedom fighters is the only way to end apartheid.

OR

No.

- Thami could have proceeded with his education as he is the top achiever.
- Mr M was organising a scholarship for him which could have taken him to better universities.
- He wasted his life because he ends up avoiding possible arrest by leaving the country.

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

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

NOTE: Candidates are required to answer **BOTH** questions set **on the TWO short stories they have studied i.e. QUESTIONS 5.1 AND 5.2.**

QUESTION 5.1: 'Class Act'

- 5.1 5.1.1 (a) D/a nun in a film ✓
 (b) C/a class bully ✓
 (c) E/a fashion designer ✓
 (d) A/an English teacher ✓ (4)
- 5.1.2 The narrator is extremely anxious. ✓ She realises that she has made things worse by shortening her uniform. ✓ (2)
- 5.1.3 The narrator's sister, Ayanda, sewed the hem. ✓ (1)
- 5.1.4 The narrator's uniform makes her look like a nun in the movie. ✓
 Although her dress is short now, Renato tells her that she is still unsophisticated and old-fashioned. ✓ (2)
- 5.1.5 (a) Metaphor ✓ (1)
 (b) The ridiculous white stitches on her uniform show how wide the hem is (to shorten her long dress) ✓ and it looks similar to a wide path/road/track leading somewhere. ✓ (2)
- 5.1.6 He is insensitive. ✓ he does not care if the narrator is hurt or humiliated by what he is saying. ✓ (2)
- 5.1.7 Open-ended.

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

Yes.

- Renato, as an old student, sees it proper to initiate the narrator as she is new in the school.
- He does it as an acceptable norm that is known by teachers as well.
- Renato gets power from being a bully because he struggles academically.

OR

No.

- Newcomer's initiation humiliates new learners, like the narrator, when they are laughed at.
- The narrator feels helpless as she receives negative comments.
- Renato is still young and must respect other learners including the narrator who is new.

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 story. (3)

AND

- 5.2.1 The setting is Noordgesig Primary School/school ✓ before the school starts/after Freddie puts Meneer Carelse's bag in his class. ✓ (2)
- 5.2.2 (a) Naytif/Native is a term which used to refer to Africans during the apartheid period/a Black person. ✓ (1)
- (b) Bobby's sister is a coloured, ✓ and during the apartheid period inter-racial relationships were illegal / Blacks were regarded as the most inferior race that no one race wanted to be associated with. ✓ (2)
- 5.2.3 D/cinema ✓ (1)
- 5.2.4 (a) shameful/angry/upset ✓ (1)
- (b) Bobby does not want to believe the scandalous rumour that his sister has a native boyfriend. /He is ashamed/unsettled that his sister is being accused of having an affair with a native. ✓ (1)
- 5.2.5 Davie does not like his sister having a relationship with Michael who is black, yet he has a child with Salome, Michael's sister. ✓✓

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

- 5.2.6 The principal knows that this information is going to cause trouble for the families. ✓ The school cannot be found as part of disclosing such sensitive information. ✓ (2)

5.2.7 The discussion of the theme of defiance should include the following viewpoints, **among others**:

- Dora's relationship with Michael becomes well-known and is despised by a lot of Coloured folks, yet she continues seeing Michael.
- Davie's mother defies her husband when she insists on seeing her grandchild.
- Salome defies Davie when she tells his family about their relationship and child.

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 story.

5.2.8 Open-ended.

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

Yes.

- The apartheid government did not allow mixed race relationships
- Davie cannot disclose that he has a child with Salome who is black.
- He fears being judged by his coloured community.

OR

No.

- Davie is a hypocrite who insists on hiding his relationship with Salome.
- Dora and Michael continue to love each other despite being ill-treated.
- Davie (coloured) and Salome (black) have a healthy child though they are different races.

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

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions.

QUESTION 6.1: 'Reciprocities' by Cathal Lagan

- 6.1 6.1.1 (a) C / a length of wool ✓
(b) A / a directive in mass ✓
(c) D / breaks in concentration ✓
(d) E / pictures in imagination ✓ (4)
- 6.1.2 (a) Simile ✓ (1)
- (b) The poet is ordered to hold wool with his arms lifted up ✓ as the priest would do when giving a blessing in church. ✓ (2)
- 6.1.3 (a) C / firm ✓ (1)
- (b) Nostalgic/admiringly ✓ (1)
- (c) The speaker is looking back at the time/remembering when he was young and would help his mother (in making balls of wool). ✓ (1)
- 6.1.4 The speaker is sentimental, ✓ as he thinks fondly of the past, feeling a connection with his mother like the time when they used to work together/as he remembers the time spent with his mother/the jersey she would knit him. ✓ (2)
- 6.1.5 It is similar in the sense that the knitting begins with one stitch and the poem also begins with one word, ✓ but they both get to being a whole (poem and jersey). ✓ (2)
- 6.1.6 Open-ended.

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

Yes.

- The speaker remembers how he used to help his mother with wounding which in turn made him a jersey.
- He remembers the talks with his mother which have built their relationship.
- He uses the skills he gained (being attentive and patient) to write poetry.

OR

No.

- The speaker has no choice but to hold the wool.
- His attention wanders because as a child he wants to be somewhere and play.
- He does not attach any value to what he is doing with his 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 poem. (3)

AND

QUESTION 6.2: ON THE GRASSHOPPER AND CRICKET by John Keats

- 6.2 6.2.1 (a) Italian/Petrarchan sonnet ✓ (1)
- (b) The poem is divided into two stanzas ✓ / Octave – first 8 lines and sestet – six last lines ✓
It has an abbaabba cdecde rhyme scheme ✓ (2)
- 6.2.2 Nature's music is not confined to a particular season (e.g. Spring). ✓
There is sound all year round even during harsh conditions. ✓ (2)
- 6.2.3 The setting is outdoors/in a field ✓ on a hot summer's day/when the grasshopper is having fun. ✓ (2)
- 6.2.4 In winter (when everything seems quiet) there is a sound of a cricket. ✓ (1)
- 6.2.5 (a) C / personification ✓ (1)
- (b) The speaker's sleepiness makes the cricket sound like a grasshopper. ✓ (1)
- 6.2.6 The poet describes the two insects as bringing happiness to those around them, yet these can be annoying to some people. ✓✓

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

6.2.7 The discussion of the theme of happiness that nature provides should include the following viewpoints, **among others**:

- The happiness brought by nature is through music which is all year round.
- In harsh seasons like summer when all other animals are tired there is a grasshopper that delightfully brings music.
- When it is all quiet and cold from frost the cricket brings joy into the houses by producing its own music.

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

(3)

6.2.8 Open-ended.

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

Yes.

- The speaker uses insects to depict the pleasantness of the sounds made by nature in summer and winter.
- The grasshopper and the cricket take the lead during the harsh conditions of winter and summer when other animals cannot withstand such conditions.
- Nature does not go into dormancy because of the harsh conditions.

OR

No.

- In winter and summer, the grasshopper and the cricket can be the most irritating insects to be around.
- In Spring all birds and insects are active as the weather conditions are not too harsh.
- During this season birds and insects make beautiful sounds.

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

(3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70