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EASTERN CAPE
EDUCATION

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NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKS: 70

TIME: 2½ hours

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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.**

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

SECTION B: DRAMA**Answer ANY ONE question.**

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

SECTION C: SHORT STORIES**Answer questions set on BOTH extracts.**

5.1 'Triumph in the face of adversity'	Contextual questions	18	21
AND			
5.2 'The wind and a boy'	Contextual questions	17	23

SECTION D: POETRY**Answer the questions set on BOTH poems.**

6.1 'Hard to find'	Contextual questions	17	25
AND			
6.2 'What life is really like'	Contextual questions	18	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

[Khumalo meets Gertrude.]

- | | |
|--|----|
| - Where is the child? | |
| She looks round vaguely. She gets up and goes to the yard. She calls, but the voice that was once so sweet has a new quality in it, the quality of the laughter that he heard in the house. She is revealing herself to him. | |
| - I have sent for the child, she says. | 5 |
| - Where is it? | |
| - It shall be fetched, she says. | |
| There is discomfort in her eyes, and she stands fingering the wall. The anger wells up in him. | |
| - Where shall I sleep? He asks. | 10 |
| The fear in her eyes is unmistakable. Now she will reveal herself, but his anger masters him, and he does not wait for it. | |
| - You have shamed us, he says in a low voice, not wishing to make it known to the world. A liquor seller, a prostitute, with a child and you do not know where it is. Your brother a priest. How could you do this to us? | 15 |
| She looks at him sullenly, like an animal that is tormented. | |
| - I have come to take you back. She falls on to the floor and cries; her cries become louder and louder, she has no shame. | |
| - They will hear us, he says urgently. | |
| She tries to control her sobs. | 20 |
| -Do you wish to come back? | |

[Book 1, Chapter 6]

- 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) Mr Stephen Khumalo	A worked in a factory in Doornfontein
(b) Mr Msimangu	B works at the reformatory in Johannesburg
(c) Mr James Jarvis	C a highly moral priest in Ndotsheni
(d) Absalom Khumalo	D helps Khumalo to locate his sister
	E provides people of Ndotsheni with milk

(4 x 1) (4)

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

- 1.1.3 Refer to lines 11–12 ('The fear in ... wait for it').

Explain the meaning of the phrase 'but his anger masters him'. (2)

- 1.1.4 Refer to lines 13–15 ('You have shamed ... this to us?').

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

Substantiate your answer. (2)

- 1.1.5 Refer to line 16 ('She looks at ... that is tormented').

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

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

- 1.1.6 Why is the following statement FALSE?

Reverend Khumalo is in Johannesburg looking for a job. (1)

- 1.1.7 Reverend Khumalo is too harsh and judgemental in his condemnation of his sister.

Discuss your view. (3)

AND

1.2 EXTRACT B

[Absalom's letter.]

Stephen, she said sharply.
He looked at her.
Read it, finish it, she said. Then let us go to our work.
He took the letter and read it, it was short and simple, and except for the
first line, it was in Zulu, as is often the custom: 5
My dear Father and Mother: I am hoping you are all in health as I am. They
told me this morning there will be no mercy for the thing I have
done. So I shall not see you or Ndotsheni again.
This is a good place. I am locked in, and no one may come and talk to
me. But I may smoke and read and write letters and the white men do not 10
speak badly to me.
There is a priest who comes to see me, a black priest from Pretoria. He
is preparing me and speaks well to me.
There is no more news here, so I close my letter. I think of you all at
Ndotsheni, and if I were back there I should not leave it again. Your son, 15
ABSALOM
Is the child born? If it is a boy, I should like his name to be Peter. Have you
heard of the case of Matthew and Johannes?

[Book 3, Chapter 3]

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

The word 'custom' in line 5 means ...

- A religion.
B tradition.
C belief.
D conviction. (1)

- 1.2.2 Refer to lines 6–8 ('They told me ... or Ndotsheni again').

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

- 1.2.3 Refer to lines 9–11 ('This is a ... badly to me').

Explain Absalom's attitude towards prison. (2)

- 1.2.4 Refer to lines 14–15 ('I think of ... leave it again').

Explain the irony in these lines. (2)

- 1.2.5 Name the person to whom Stephen is reading the letter. (1)
- 1.2.6 Refer to the novel as a whole.
- (a) How does Johannes facilitate the execution of the plan for burglary at Arthur Jarvis' residence? (2)
- (b) Explain how Absalom is linked to the death of Arthur Jarvis. (2)
- 1.2.7 One of the themes in the novel, *Cry, the Beloved Country*, is inequality.
- Discuss this theme. (3)
- 1.2.8 Absalom's death sentence for murdering Arthur Jarvis is justified.
- Discuss your view. (3)
- [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 visits Dr Jekyll.]

'And now,' said Mr Utterson, as soon as Poole had left them, 'you have heard the news?'	
The doctor shuddered. 'They were crying it in the square,' he said. 'I heard them in my dining-room.'	
'One word,' said the lawyer. 'Carew was my client, but so are you, and I want to know what I am doing. You have not been mad enough to hide this fellow?'	5
'Utterson, I swear to God,' cried the doctor, 'I swear to God I will never set eyes on him again. I bind my honour to you that I am done with him in this world. It is all at an end. And indeed he does not want my help; you do not know him as I do; he is safe, he is quite safe; mark my words, he will never more be heard of.'	10
The lawyer listened gloomily; he did not like his friend's feverish manner. 'You seem pretty sure of him,' said he; 'and for your sake, I hope you may be right. If it came to a trial your name might appear.'	15
'I am quite sure of him,' replied Jekyll; 'I have grounds for certainty that I cannot share with anyone.'	
[Incident of the letter]	

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

COLUMN A	COLUMN B
(a) Mr Edward Hyde	A an expert in handwriting
(b) Dr Jekyll	B Dr Jekyll's loyal servant
(c) Mr Guest	C a doctor and scientist
(d) Mr Utterson	D murders Sir Danvers Carew
	E a well-respected lawyer

(4 x 1) (4)

- 2.1.2 Describe the time and place where this extract is set. (2)
- 2.1.3 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 ‘shuddered’ as used in line 3 suggests that the doctor is ...
- A happy.
B scared.
C excited.
D angry. (1)
- 2.1.4 Refer to lines 5–7 (‘One word, said ... ‘hide this fellow’).
- Explain why Utterson demands an explanation from Dr Jekyll. (2)
- 2.1.5 Refer to lines 13–14 (‘The lawyer listened ... friend’s feverish manner’).
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 2.1.6 Refer to lines 14–15 (‘You seem pretty ... name might appear’).
- (a) What tone would Mr Utterson use in these lines? (1)
- (b) Why would Mr Utterson use this tone in these lines? (1)
- 2.1.7 Mr Utterson’s visit to Dr Jekyll goes against his professional ethics as a lawyer.
- Discuss your view. (3)

AND

2.2 EXTRACT D

[Dr Jekyll's letter.]

The next day came the news that the murder had been overlooked that the guilt of Hyde was patent to the world and that the victim was a man high in public estimation. It was not only a crime, it had been a tragic folly. I think I was glad to know it; I think I was glad to have my better impulses thus buttressed and guarded by the terrors of the scaffold . Jekyll was now my city of refuge; let but Hyde peep out an instant, and the hands of all men would be raised to take and slay him. I resolved in my future conduct to redeem the past; and I can say with honesty that my resolve was fruitful of some good. You know yourself how earnestly in the last month of year, I laboured to relieve suffering; you know that much was done for others, and that the days passed quietly, almost happily for myself. Nor can I truly say that I wearied of this beneficent and innocent life; I think instead that I daily enjoyed it more completely; but I was still cursed with my duality of purpose, and as the first edge of my penitence wore off, the lower side of me, so long indulged, so recently chained down, began to growl for licence. Not that I dreamed of resuscitating Hyde;	5
	10
	15
[Henry Jekyll's full statement of the case]	

2.2.1 To whom is Dr Jekyll referring as the 'man of high public estimation' (line 3)? (1)

2.2.2 Refer to lines 4–6 ('I think I ... of the **scaffold**').

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

Substantiate your answer. (2)

2.2.3 Explain what Dr Jekyll means when he says, 'Jekyll was now my city of refuge' (line 6). (2)

2.2.4 Refer to line 8 ('I resolved in ... of some good').

Why does Dr Jekyll decide to change his future conduct?

State TWO reasons. (2)

2.2.5 Why is the following statement FALSE?

Dr Jekyll prefers to be Hyde. (1)

2.2.6 Refer to lines 12–13 ('Nor can I ... it more completely;').

Explain Dr Jekyll's attitude towards his 'innocent' life. (2)

2.2.7 Refer to lines 17–18 ('Not that I dreamed ... of resuscitating Hyde;')

Explain the irony in these lines. (2)

2.2.8 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde* is duality of mankind.

Discuss this theme. (3)

2.2.9 Dr Jekyll's inversion of Hyde is justified.

Discuss your view. (3)

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

In this section, 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 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 returns from murdering king Duncan.]

MACBETH:	Still it cried 'Sleep no more' to all the house 'Glamis hath murdered sleep, and therefore Cawdor Shall sleep no more, Macbeth shall sleep no more.'	
MACBETH:	I'll go no more I am afraid to think what I have done, Look on't again I dare not.	5
LADY MACBETH:	Infirm of purpose! Give me the daggers. The sleeping and the dead Are but as pictures. 'Tis the eye of childhood That fears a painted devil. If he do bleed I'll gild the faces of grooms withal, For it must seem their guilt <i>Knock within</i>	10
MACBETH:	Whence is that knocking?-- How is't with me when every noise appals me? What hands are here! Ha, they pluck out mine eyes. Will all great Neptune's ocean wash this blood Clean from my hand? No, this my hand will rather The multitudinous seas incarnadine, Making the green one red. <i>Enter Lady Macbeth</i>	15 20
LADY MACBETH:	My hands are of your colour, but I shame To wear a heart so white. <i>Knock within</i> Hark, more knocking. Get on your nightgown, lest occasion call us And show us to be watchers. Be not lost So poorly in your thoughts.	 25

MACBETH:	To know my deed 'twere best not know myself. <i>Knock within</i> Wake Duncan with thy knocking. I would thou couldst. <i>Exeunt</i> [Act 2, Scene 2]
-----------------	--

- 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) Malcom	A thane of Fife
(b) Macduff	B plans Duncan's murder
(c) Duncan	C son of Duncan
(d) Lady Macbeth	D king of Scotland
	E thane of Glamis

(4 x 1) (4)

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

- 3.1.3 Refer to lines 7–10 ('Infirm of purpose ... a painted devil').

What do these lines reveal about Lady Macbeth's character?

Substantiate your answer. (2)

- 3.1.4 Refer to line 10 ('That fears a painted devil').

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

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

- 3.1.5 Refer to lines 17–20 ('Will all great ... green one red').

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

Substantiate your answer. (2)

- 3.1.6 Why is the following statement FALSE?

Macbeth drugs Duncan's guards before killing Duncan. (1)

- 3.1.7 Macbeth is genuinely remorseful for killing Duncan.

Discuss your view. (3)

AND

3.2 EXTRACT F

[Macbeth meets Macduff.]

MACBETH:	Why should I play a Roman fool, and die On my own sword? Whiles I see lives, the gashes Do better upon them. <i>Enter Macduff</i>	
MACDUFF:	Turn, hell-hound, turn.	5
MACBETH:	Of all men else I have avoided thee. But get thee back. My soul is too much charged With blood of thine already.	
MACDUFF:	I have no words My voice is in my sword, thou bloodier villain That terms can give thee out. <i>They fight; alarum</i>	10
MACBETH:	Thou lovest labour. As easy mayst thou the intrenchant air Let fall thy blade on vulnerable crests; I bear a charmed life, which must not yield To one of woman born.	15
MACDUFF:	Despair thy charm And let the angel whom thou still hast served Tell thee Macduff was from his mother's womb Untimely ripped.	20
MACBETH:	Accursed be that tongue that tells me so, For it hath cowed my better part of man; And be these juggling fiends no more believed, That palter with us in double sense, That keep the word of promise to our ear And break it to our hope. I'll not fight with thee.	25
MACDUFF:	Then yield thee, coward, And live to be the show and gaze o'th'time. We'll have thee as our rarer monsters are, Painted upon a pole, and underwrit 'Here may you see tyrant.'	30

[Act 5, Scene 10]

3.2.1 Refer to lines 1–3 ('Why should I ... better upon them').

Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (3.2.1) in the
ANSWER BOOK.

Macbeth dismisses the thought of ...

- A killing Macduff.
- B committing suicide.
- C spilling blood.
- D fighting Romans. (1)

3.2.2 Refer to line 5 ('Turn, hell-hound, turn').

- (a) If you were the director of this play, what would you tell Macduff
to do when saying these words?

State TWO actions. (2)

- (b) From your knowledge of the play, why is Macduff determined to
fight Macbeth? (2)

3.2.3 Refer to lines 6–8 ('Of all men ... of thine already').

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

3.2.4 Refer to lines 13–17 ('Thou lovest labour ... of woman born').

In your own words, state the reason why Macbeth believes that it is
pointless for Macduff to fight him. (2)

3.2.5 Refer to lines 22–27 ('Accursed be that ... to our hope').

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

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

3.2.6 Refer to line 27 ('I will not fight with thee').

What does Macduff later say that makes Macbeth feel he has to fight? (1)

3.2.7 One of the themes in the play *Macbeth* is appearance versus reality.

Discuss this theme. (3)

3.2.8 Macduff's decision to flee to England is justified.

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

[Mr M is worried about Thami.]

ISABEL:	I don't think it's something you can learn. You've either got it or you haven't. Like Thami. Without even thinking about it. I know he's a good loser.	
MR M:	Maybe.	
ISABEL:	No. No maybes about it. He'd never grab his hockey stick and take it out on somebody else if he doesn't win.	5
MR M:	You're right. I can't see him doing that. You've become good friends, haven't you?	
ISABEL:	The best. These past few weeks have been quite an education. I owe you a lot, you know. I think Thami says the same ... if you would only give him the chance to do so.	10
MR M:	What do you mean by that remark, young lady?	
ISABEL:	You know what I mean by that remark, Mr Teacher! It's called freedom of speech.	
MR M:	I've given him plenty of freedom, within reasonable limits, but he never uses it.	15
ISABEL:	Because you're always the teacher and he's always the pupil. Stop teaching him all the time, Mr M. Try just talking to him for a change ... you know, like a friend. I bet you in some ways I already know more about Thami than you.	20
MR M:	I dare say that is true. In which case tell me, is he happy?	
ISABEL:	What do you mean? Happy with what? Us? The competition?	
MR M:	Yes, and also his schoolwork and ... everything else.	
ISABEL:	Why don't you ask him?	

[Act 1, Scene 5]

- 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) Mr M	A debates for Camdeboo Girls High
(b) David Grobbelaar	B wants to be a lawyer
(c) Thami	C principal of Camdeboo Girls High
(d) Isabel	D believes education can bring liberation
	E inspector of Bantu Education schools

(4 x 1) (4)

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

- 4.1.3 Refer to lines 1–3 ('You've either got ... a good loser').

What do these lines reveal about Thami's character?

Substantiate your answer. (2)

- 4.1.4 Refer to lines 19–20 ('I bet you ... Thami than you').

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

- 4.1.5 Why is the following statement FALSE?

Mr M is Thami's father. (1)

- 4.1.6 Refer to line 21 ('I dare say ... is he happy?').

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

Substantiate your answer. (2)

- 4.1.7 To which competition (line 22) is Isabel referring? (1)

- 4.1.8 Mr M's top-down approach compromises his relationship with Thami.

Discuss your view. (3)

AND

4.2 EXTRACT H

[Mr M's conversation with Thami.]

THAMI:	No I don't. You never taught me those lessons.	
MR M:	Oh, I see. You have got other teachers, have you?	
THAMI:	Yes. Yours were lessons in whispering. There are men now who are teaching us to shout. Those little tricks and jokes of yours in the classroom liberated nothing. The struggle doesn't need the big English words you taught me how to spell.	5
MR M:	Be careful, Thami. Be careful! Be careful! Do not scorn words. They are sacred! Magical! Yes, they are. Do you know that without words a man can't think? Yes, it's true. Take that thought back with you as a present from the despised Mr M and share it among the Comrades. Tell them the difference between a man and an animal is that Man thinks, and he thinks with words. Consider the mighty ox. Four powerful legs, massive shoulders, and a beautiful thick hide that gave our warriors shields to protect them when they went into battle. Think of his beautiful head Thami, the long horns, the terrible bellow from his lungs when he charges a rival!	10 15
THAMI:	No, I won't. You talk about them as if they were a lot of sheep waiting to be led. They know what they are doing. They'd call me a traitor if I tried to persuade them otherwise.	

[Act 2, Scene 1]

- 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.

'other teachers' in line 2 refers to ...

- A parents.
 - B comrades.
 - C friends.
 - D Isabel.
- (1)

- 4.2.2 Explain what Thami means when he says, 'Yes. Yours were ... classroom liberated nothing' (lines 3–5). (2)

- 4.2.3 Refer to lines 7–8 (Be careful, Thami ... Yes, they are').

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 Refer to lines 9–11 ('Take that thought ... among the Comrades').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain the figure of speech as used in these lines. (2)
- 4.2.5 Refer to lines 17–19 ('No, I won't ... persuade them otherwise').
- (a) What tone would Thami use in these lines? (1)
- (b) Why would Thami use this tone? (1)
- 4.2.6 Refer to the play *My Children! My Africa!* as a whole.
- Explain how Mr M's death negatively affects Thami's career. (2)
- 4.2.7 One of the themes in the play *My Children! My Africa!* is the power of words.
- Discuss this theme. (3)
- 4.2.8 Thami is justified for joining the boycott.
- Discuss your view. (3)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- TRIUMPH IN THE FACE OF ADVERSITY by Kedibone Seku
- THE WIND AND THE BOY by Bessie Head

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 'TRIUMPH IN THE FACE OF ADVERSITY'

EXTRACT I

[Mr Nkwane is concerned about Thulisile's performance.]

"Thulisile, you really can't continue like this! What is going on? Have you forgotten that getting an education is the most important thing in life?" the teacher said.

"Sir I ... I ..." said sheepishly.

"Don't give me that, I want to know what is going on and I want to know now," he said:

5

So I told him, I expected him to feel sorry for me and offer his help but instead he said:

"You cannot allow your home situation to control you. You have to control your situation." I was very angry. How could he say that? It was easy for him to judge me when he lived in a nice house, drove a nice car and didn't worry about where his next meal was going to come from.

10

"But how?" was all I could manage to say to him.

"Focus," he said, and that drove me up the wall.

15

"Sir I really think that I should leave now; it is one thing to act concerned but making a mockery of me is more that I am willing to take," I said and walked towards the door.

"Thulisile wait ..." he said, but I kept on walking.

The following day I did not go to school, and I told myself that I was never going back.

20

- 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) Thulisile	A helps Thulisile find a job
(b) Mr Rathebe	B presenter of a kids' programme
(c) Nthabiseng	C Thulisile's most loved younger sister
(d) Zanele	D owns a fish and chips shop
	E is abusive to her husband

(4 x 1) (4)

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

- 5.1.3 Refer to line 9 ('You cannot allow ... to control you').

What is Thulisile's 'home situation' the speaker is referring to? (1)

- 5.1.4 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (5.1.4) in the ANSWER BOOK.

'and that drove me up the wall' (line 15) means Thulisile is extremely ...

- A tired.
B irritated.
C confused.
D calm. (1)

- 5.1.5 Refer to lines 16–18 ('Sir I really ... willing to take').

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

- 5.1.6 What does this extract reveal about Mr Nkwane's character? (2)

- 5.1.7 One of the themes in 'Triumph in the face of adversity' is determination.

Discuss this theme. (3)

- 5.1.8 Thulisile is justified for storming out of the classroom whilst Mr Nkwane addresses her.

Discuss your view. (3)

AND

5.2 'THE WIND AND A BOY'

EXTRACT J

[The death of Friedman and Mme Sejosenye]

People of Ga-Sefete-Molemo ward never forgot the last coherent words Sejosenye spoke to the police. A number of them climbed into the police truck and accompanied it to her lands. They saw her walk slowly and enquiringly towards the truck, they heard the matter-of-fact voice of the policeman announce the death, then they heard Sejosenye say 5
piteously:
'Can't you return those words back?'
She turned away from them, either to collect her wits or the few possessions she had brought with her. Her feet and buttocks quivered anxiously as she stumbled towards her hut. Then her feet tripped her up 10
and she fell to the ground like a stunned log.
The people of Ga-Sefete-Molemo ward buried the boy Friedman but none of them would go near the hospital where Sejosenye lay. The stories, brought to them by way of the nurses were too terrible for words. They said the old woman sang and laughed and talked to herself all 15
the time. So they merely asked each other: 'Have you been to see Mma-Sejosenye?' 'I'm afraid I cannot. It would kill my heart.' Two weeks later, they buried her.
As was village habit, the incident was discussed thoroughly from all sides till it was understood. 20

5.2.1 What is the relationship between Mma Sejosenye and Friedman? (1)

5.2.2 Refer to the short story as a whole.

Explain how the truck driver's negligence leads to the accident that claims Friedman's life.

State TWO points (2)

5.2.3 Refer to line 7 ('Can't you return those words back')

What does this line reveal about Sejosenye's state of mind?

Substantiate your answer. (2)

5.2.4 Refer to line 11 ('... she fell to the ground like a stunned log').

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

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

5.2.5 Refer to lines 12–13 ('The people of ... where Sejosenye lay')

Explain the irony in these lines. (2)

5.2.6 Refer to the short story as a whole.

Explain why Friedman is not raised by his mother. (2)

5.2.7 Why is the following statement FALSE?

Friedman is named after a famous lawyer. (1)

5.2.8 What does the speaker mean by 'It would kill my heart' (line 17)? (1)

5.2.9 The people of Ga-Sefete-Molemo ward are justified for not having courage to visit Sejosenye in hospital.

Discuss your view. (3)

[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Hard to find' by Sinesipo Jojo
- 'What life is really like' by Beverly Rycroft

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 that follow.

The number of marks allocated to each question serves as a guide to the expected length of your answer.

Hard to find – Sinesipho Jojo

- 1 Words are everywhere
- 2 daily
- 3 we read them, and they fly out
- 4 like nobody's business when we are provoked ...
- 5 but there's always something hard to understand ...
- 6 they are hard to find
- 7 when they are needed by the heart;
- 8 when the heart feels,
- 9 words hide like they are not part of life.
- 10 While words are busy playing some twisted game
- 11 my heart looks sadly through the glass windows
- 12 as the raindrops slowly slide down, gently
- 13 on a cloudy lifetime,
- 14 hoping that one day,
- 15 words will realise what my heart wants to say.

- 6.1.1 Choose a description from COLUMN B that matches a word 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) fly out	A deceptive
(b) provoked	B slither
(c) twisted	C capture
(d) slide	D triggered
	E escape

(4 x 1) (4)

- 6.1.2 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.2) in the ANSWER BOOK.

‘everywhere daily’ as used in lines 1–2 suggests that words are ...

- A scarce.
 - B abundant.
 - C scattered.
 - D hurtful.
- (1)

- 6.1.3 Refer to lines 1–2 (‘Words are everywhere daily’).

Explain the irony in these lines in the context of the poem’s central theme. (2)

- 6.1.4 Refer to lines 10–13 (‘While words are ... a cloudy lifetime’).

What is the speaker’s state of mind in these lines?

Substantiate your answer. (2)

- 6.1.5 Give the literal meaning of the word raindrops as used in line 12. (1)

- 6.1.6 Why is the following statement FALSE?

Words will never be able to express the deeper emotions of the heart. (1)

- 6.1.7 Refer to lines 14–15 (‘hoping that one ... wants to say’).

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

- 6.1.8 In this poem the speaker successfully proves that words are hard to find.

Discuss your view. (3)

AND

- 6.2 Read the poem carefully and then answer the questions that follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

What life is really like – Beverly Rycroft

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

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

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

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

30 i waited and waited for the bitter
31 roughness to spy me and circle
32 in to land
33 years and years

34 of flinching anticipation until

35 the day i came home from hospital

36 and my father dressed my wound.

37	Easing with practiced hands
38	the drip from my bulldozed chest
39	he renewed the plaster in breathing silence
40	never speaking never
41	once saying
42	<i>Life's a bastard</i>
43	<i>Toughen Up.</i>

6.2.1 Describe the time and place where this poem is set. (2)

6.2.2 Refer to stanza 1.

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

(b) Why would the father use this tone in this stanza? (1)

6.2.3 Refer to the poem as a whole.

Using your own words, state TWO real life situations the father suggests or exposes the speaker to as a way of demonstrating the realities of life. (2)

6.2.4 Refer to line 25 (*'You see life is a fight for survival'*).

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

(b) Comment on the effectiveness of the figure of speech as used in this line. (2)

6.2.5 Refer to lines 26–28 (*'he'd shout forgetting ... his inaugural speech'*).

What do these lines reveal about the father's character?

Substantiate your answer. (2)

6.2.6 What does the father mean when he says *'You gotta roll with the punches'* (line 29)? (1)

6.2.7 One of the themes in *'What life is really like'*, is parenthood.

Discuss your view. (3)

6.2.8 The father is justified for using graphic, real-life demonstrations to teach the speaker how difficult life can be.

Discuss your view. (3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70



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

SECTION A: NOVEL

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

- 1.1 1.1.1 (a) C/a highly moral priest in Ndotsheni ✓
 (b) D/helps Khumalo to locate his sister ✓
 (c) E/provides people of Ndotsheni with milk ✓
 (d) A/worked in a factory in Doornfontein ✓ (4)

- 1.1.2 The time is when Khumalo finds and confronts Gertrude about her lifestyle, ✓ and the place is Claremont where Gertrude stays/in Gertrude's house. ✓ (2)

- 1.1.3 The phrase 'but his anger masters him' means that Reverend Khumalo's anger is controlling him ✓ and preventing him from thinking rationally. ✓

OR

He is unable to control his emotions ✓ and is letting his anger get the better of him. ✓

OR

His anger is preventing him from being compassionate or understanding towards his sister ✓ and he is acting out of pure emotions rather than reasons. ✓

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

- 1.1.4 Mr Khumalo is angry/ashamed/disappointed. ✓ He is upset/ashamed/disappointed that his sister has engaged in activities that he considers dishonourable, (and she has done so in spite of her brother's position as a reverend). ✓ (2)

- 1.1.5 (a) Simile ✓ (1)
 (b) Gertrude's looks are compared to those of an animal that is tortured/tormented/cornered. ✓ She is feeling ashamed and defenceless, and her face shows it./The simile highlights Gertrude's inner distress. ✓ (2)

- 1.1.6 Reverend Khumalo is in Johannesburg to search for his sister Gertrude and his son Absalom. ✓ (1)

- 1.1.7 Open-ended.

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

Yes.

- While he is understandably upset by her choices, he is not taking into account the circumstances that led her to make those choices. ✓
- He does not consider the fact that maybe she was forced by her situation to turn to prostitution in order to support herself and her child. ✓
- Reverend Khumalo does not consider the fact that she is trying to make money so that she cannot be a burden to her family. ✓

OR

No.

- He is simply upholding the traditional values and traditions of his culture, where a woman's honour is tied to her purity and her ability to remain faithful to her husband. ✓
- By engaging in prostitution his sister has brought shame upon herself and her family. ✓
- It is his responsibility to correct his sister, therefore, he is not being harsh and judgemental but rather upholding the values of his culture and protecting his family's honour. ✓

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

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

(3)

AND

1.2 1.2.1 B/tradition ✓ (1)

1.2.2 (a) Despair/hopelessness ✓ (1)

(b) Absalom seems to accept the fact that he will not be forgiven for the crime he has committed and there is nothing he can do to save himself or change the situation. ✓ (1)

1.2.3 (Relative) contentment/satisfaction/positive. ✓ He describes the prison as "a good place" and says he can do things like, read, write letters, and smoke, which shows that he is relatively content with his current situation./He says that the "white men" do not speak badly to him, which suggests that he is being treated well and respected. ✓ (2)

1.2.4 Absalom barely visited Ndotsheni while he had a chance to do so but now that he will be hanged, he declares his wish to return to Ndotsheni and to never leave it again. ✓✓

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

1.2.5 Mrs Khumalo (his wife) ✓ (1)

- 1.2.6 (a) Johannes used to work for Arthur Jarvis and is familiar with his residence, ✓ he helps plan the details of the burglary including timing, security measures and the entry point. ✓ (2)
- (b) Absalom, (Matthew and Johannes) go to Arthur Jarvis' house for burglary. ✓ Absalom shoots and kills Arthur Jarvis when he is startled by his (Arthur Jarvis) sudden appearance. ✓ (2)

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

- Black and white people are not equal, their lifestyle in the novel portrays inequality.
- Whites are more privileged than blacks as a result the people of Ndotsheni are fed by Jarvis' milk from his farm, located in the rich land of Ndotsheni.
- In Johannesburg white people live in well-established places unlike black people who live in informal settlements; where they are subjected to poverty.

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.

- Absalom took Jarvis' life: therefore, he does not deserve to live.
- Victims of crime should be given justice and this punishment is a true reflection of justice.
- This punishment is a way of combating crime because people will think twice before committing crime, in fear of being hanged.

OR

No.

- The punishment is a violation of Absalom's right to life.
- Absalom deserves to be given a second chance to do things differently.
- This punishment will negatively affect his family in particular his child, who will grow without a father.

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]

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/murders Sir Danvers Carew ✓
 (b) C/a doctor and scientist ✓
 (c) A/an expert in handwriting ✓
 (d) E/a well-respected lawyer ✓ (4)
- 2.1.2 The time is when Utterson visits Dr Jekyll after Carew's murder ✓ and the place is in Dr Jekyll house. ✓ (2)
- 2.1.3 B/ scared. ✓ (1)
- 2.1.4 As Jekyll's lawyer he feels responsible for understanding of his client's actions. ✓ He is concerned about Dr Jekyll's association with Hyde. ✓ (2)
- 2.1.5 (a) Metaphor ✓ (1)
 (b) The manner in which Dr Jekyll responds to Utterson is compared to someone with fever ✓ to show he is scared and nervous because Hyde; who killed Carew is his other character. ✓ (2)
- 2.1.6 (a) Precautious/deterrent ✓ (1)
 (b) He is warning Dr Jekyll to be careful because if the murder case goes to trial, he (Dr Jekyll) would be implicated. ✓ (1)
- 2.1.7 Open-ended.

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

Yes.

- Mr Utterson should not visit Dr Jekyll and talk about the case because Jekyll is the suspect in this case.
- By visiting Dr Jekyll and keeping his secrets, he is betraying his professional ethics and potentially helping to conceal a crime.
- Utterson does not share what he knows with the authorities, he (Utterson) is denying justice to the victims of crime.

OR

No.

- Mr Utterson's visit is a friendly visit, he has a right to visit his friend.
- He does not disclose critical information about the case but just has a conversation with his friend.
- He is loyal to his friend, and he does not do anything unlawful.

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)

AND

- 2.2 2.2.1 Sir Danvers Carew. ✓ (1)
- 2.2.2 Dr Jekyll is relieved ✓ to know that the truth about the murder has been revealed (and that justice may be served)./ He is relieved that his own conscience is not weighed down by the guilt of this terrible crime./ He is relieved by the fact that his better side had always managed to suppress his evil side. ✓ (2)
- 2.2.3 Dr Jekyll's good side (represented by the name Jekyll) has become a safe haven or place of protection for him, ✓ his conscious effort to be a good and ethical person has become a safe space for him to exist in. ✓

OR

- He feels safe and secure when he is living as Jekyll, ✓ his "better impulses" are protected by this refuge and he is free from the temptations and dangers of his darker side. ✓ (2)
- 2.2.4 Dr Jekyll decides to change his future conduct because he is not pleased by the fact that the character Hyde gradually comes out of his character as Jekyll. ✓ He (Dr Jekyll) then decides to do an experiment that separates his evil side from his good side. ✓

OR

- He understands that he has done some terrible things in the past, ✓ and he wants to make amends for that by living a virtuous life. ✓ (2)
- 2.2.5 Dr Jekyll prefers to be Jekyll. ✓ (1)
- 2.2.6 Contentment/satisfaction, ✓ he describes living an innocent life as something he enjoys completely and finds satisfaction in his efforts to help others. ✓ (2)
- 2.2.7 Dr Jekyll does not want to resuscitate Hyde because of his wickedness yet Hyde is another side of his character, he is the same person as Hyde, so within his good character there is also wickedness, he cannot get rid of. ✓✓

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

2.2.8 The discussion of the theme of duality of mankind should include the following points, **among others**:

- Hyde and Dr Jekyll are the characters that show the theme of duality of mankind, where Hyde is the evil side and Dr Jekyll the highly moral side.
- Hyde is compared to a primitive animal that is not controlled by laws and regulations.
- On the other hand, Dr Jekyll is a decent man who has a good heart, yet he is still Hyde.

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)

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

Yes.

- The inversion of Hyde is a way Dr Jekyll resolves his inner conflict between good and evil.
- The inversion of Hyde allows Dr Jekyll to indulge in the darker side of his nature without having to face the consequences in his public life.
- Dr Jekyll believes that by giving free rein to his darker impulses, he could better understand and control them.

OR

No.

- The inversion of Hyde allows Dr Jekyll not to take responsibility for his immoral actions, he blames them on Hyde instead.
- Dr Jekyll's experiments are unethical and dangerous, this transformation into Hyde leads to terrible consequences for others.
- The inversion ultimately leads to the destruction of Dr Jekyll, as he is no longer able to control Hyde and commits suicide in the end.

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) C/son of Duncan ✓
(b) A/thane of Fife ✓
(c) D/king of Scotland ✓
(d) B/plans Duncan's murder ✓ (4)
- 3.1.2 The time is after Macbeth has just returned from killing king Duncan, ✓ and the place is at Macbeth's castle. ✓. (2)
- 3.1.3 Lady Macbeth is a strong-willed/brave/controlling character, ✓ she is taking charge and showing her willingness to get involved in the killing of king Duncan. ✓ (2)
- 3.1.4 (a) Metaphor ✓ (1)
- (b) Duncan's body is compared to painted devil. ✓ Lady Macbeth is trying to convince Macbeth that there is no need to be afraid of Duncan's dead body, although it is a horrifying sight, but it cannot actually harm him. ✓ (2)
- 3.1.5 These lines reveal Macbeth's sense of guilt/regret, ✓ and his futile attempt to escape it. ✓ (2)

OR

He wishes that the ocean would wash the blood in his hands to clear his guilt, ✓ but he realises that he cannot undo what he has done. ✓

- 3.1.6 Lady Macbeth drugs the guards. ✓ (1)
- 3.1.7 Open-ended.

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

Yes.

- Macbeth acknowledges that he has committed a crime, and he is filled with self-doubt and guilt.
- He wishes that what he has done can be reversed. When there is a knock at the door, he wishes that the knock could wake up Duncan (this shows remorse).
- When Lady Macbeth realises that he (Macbeth) mistakenly brought the daggers to the house, Macbeth does not have courage to return to the crime scene, as he is afraid to look at what he has done.

OR

No.

- Macbeth is motivated by self-interest and ambition, he regrets the murder because of the negative consequences it has for him, rather than because of any true moral awakening.
- Macbeth continues to orchestrate the murder of others after killing Duncan, showing that he has no real remorse for his actions.
- He never attempts to make amends for his actions, suggesting that he does not feel any real remorse.

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 B/committing suicide. ✓ (1)

- 3.2.2 (a) Raise his sword and points it at Macbeth. ✓
Take a step towards Macbeth (to show that he is ready to fight). ✓
Plant his feet firmly on the ground and his shoulders square. ✓

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

- (b) Macduff wants to avenge to Macbeth for killing his family. ✓ He sees killing Macbeth as a way of restoring justice and bring peace to the people of Scotland. ✓ (2)

3.2.3 Macbeth is telling Macduff to flee and save himself, when in fact Macbeth is the one who is about to die (needs to flee). ✓✓

OR

Macbeth is telling Macduff to escape the same fate he himself is about to face. ✓✓

OR

Macbeth tells Macduff to avoid bloodshed, when Macbeth himself has been responsible directly or indirectly for multiple deaths. ✓✓

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

3.2.4 Macbeth believes that he is invincible. ✓ Macbeth has been told by the witches that he cannot be defeated/killed by a man born of a woman. ✓ (2)

3.2.5 (a) Accusatory/sadness/angry/frustrated ✓ (1)

- (b) Macbeth is angry/frustrated/sad because he feels betrayed by the witches' prophecy that made him believe that he is too powerful to be defeated (invincible). ✓

NOTE: Accept any ONE of the above. (1)

3.2.6 Macduff threatens to capture him and display him as a public spectacle. ✓ /He calls him a coward. ✓ (1)

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

- Macbeth appears to be a brave and loyal man, but is ultimately revealed to be ambitious, power-hungry and ruthless.
- Lady Macbeth also presents herself as a virtuous woman but is shown to be greedy and willing to do anything to achieve her goals.
- The witches, who seem to be helping Macbeth, end up betraying him.

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.

- Macduff is fearful of his own safety, as Macbeth has already murdered his wife and children (Macbeth sees him as a potential threat to his rule).
- He needs to gather an army to defeat Macbeth and England is the best place to do so.
- Macbeth has become a tyrant and Macduff feels it is his duty to remove him from power.

OR

No.

- Abandoning his country leaving it vulnerable to Macbeth's tyranny.
- He left his homeland and people at a time when they needed him most and could have done better by staying and helping to organise resistance.
- Fleeing to England could be seen as a cowardly act, and he may have lost the respect of his 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 interpretation must be grounded in the drama. (3)
[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

- 4.1 4.1.1 (a) D/believes education can bring liberation ✓
 (b) E/inspector of Bantu Education schools ✓
 (c) B/wants to be a lawyer ✓
 (d) A/debates for Camdeboo Girls High ✓ (4)
- 4.1.2 The time is when Mr M visits Isabel to invite her to take part in the literature quiz competition ✓ and the place is at Camdeboo Girls High. ✓ (2)
- 4.1.3 Thami is humble/gracious ✓ he handles both winning and losing with humility and grace. ✓ (2)
- 4.1.4 Isabel claims to understand and know Thami more than Mr M, whereas she is relatively a newcomer and Mr M has long known Thami. ✓✓
- NOTE:** Both parts must be included to earn marks. (2)
- 4.1.5 Mr M is Thami's English teacher/principal. ✓ (1)
- 4.1.6 Mr M is concerned/curious ✓ about Thami's happiness and how he feels about everything. (He wishes that Isabel can share what Thami told her so that he can know how Thami feels). ✓ (2)
- 4.1.7 Literature quiz competition ✓ (1)
- 4.1.8 Open-ended.

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

Yes.

- Mr M has a traditional and hierarchical view of his relationship with Thami.
- He sees himself as the teacher and Thami as a pupil, and this dynamic prevents him from truly connecting with Thami as a person.
- It also prevents Thami from expressing his feelings to Mr M.

OR

No.

- Mr M allows Thami to express himself but with limitations to ensure that Thami makes the right choices.
- Mr M believes Thami has a bright future and does not want him to ruin his life by joining the boycott, hence he constantly guides him.
- Mr M does not impose his ideas to Thami but tries to give him possible options.

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 B/comrades ✓ (1)

4.2.2 Thami means that Mr. M's lessons are unable to grant them liberation ✓ as compared to the boycott that earns them attention from the authorities. ✓ (2)

4.2.3 Mr M should move towards Thami. ✓
Point a finger at him as a gesture of warning him. ✓
He can also look him straight in the eye, showing the seriousness of what he is saying. ✓

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

4.2.4 (a) Metaphor ✓ (1)

(b) The thought is compared to a present or a gift. ✓ The metaphor highlights how words can be valuable just like a gift. ✓ (2)

4.2.5 (a) defiant/rebellious/disobedient ✓ (1)

(b) Thami is not willing to change his mind about persuading the comrades to stop boycotting, and start convincing them to use words to gain liberation. ✓ (1)

4.2.6 Thami's school is closed down after Mr M's death, ✓ which means that Thami's education is disrupted. ✓

OR

Thami ends up going to exile, ✓ without fulfilling his dream of becoming a lawyer. ✓ (2)

4.2.7 The discussion of the theme of power of words should include the following viewpoints, **among others**:

- Mr M explains that words and dialogue are more powerful than throwing stones or resorting to violence.
- The proceedings during the debate give clear evidence that a debate opens people's minds and is a way of reaching consensus.
- Mr M encourages Thami to use words to gain liberation.

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)

4.2.8 Open-ended.

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

Yes.

- Thami is fighting for a good cause because learners at Zolile High school are given inferior education.
- Thami is afraid that if he does not support the boycott he would be seen as betraying his fellow comrades who are fighting for liberation.
- Thami could have been labelled as an informer and would be at risk of being killed just like Mr M.

OR

No.

- Thami ends up going to exile, ruining his future career plans or aspiration of becoming a lawyer.
- He drops out from the literature quiz competition that was going to give him money to further his studies.
- The boycott leads to the death of Mr M (his teacher).

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)

[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: 'TRIUMPH IN THE FACE OF ADVERSITY'

- 5.1 5.1.1 (a) B/presenter of a kids' program ✓
(b) D/owns fish and chips shop ✓
(c) A/helps Thulisile find a job ✓
(d) C/Thulisile's most loved younger sister ✓ (4)

5.1.2 The time is during Mr Nkwane's discussion with Thulisile pertaining to her poor performance in a test, ✓ and the place is at school/classroom. ✓ (2)

5.1.3 They do not have food at home. ✓
The father is abusive. ✓

NOTE: Accept any ONE of the above. (1)

5.1.4 B/irritated. ✓ (1)

5.1.5 (a) defiant/assertive/annoyed ✓ (1)

- (b) Thulisile is making it clear that she is not going to tolerate being mocked and ridiculed in class. ✓
Thulisile is making a stand and asserting her right to be treated with respect. ✓

NOTE: Accept any ONE of the above. (1)

5.1.6 Mr Nkwane is a caring/compassionate/firm teacher, ✓ he is (genuinely) concerned about the success of Thuli/his student. /He emphasises that Thulisile should focus on her studies and not let her home situation disturb her. ✓ (2)

5.1.7 The discussion of the theme of determination should include the following viewpoints, **among others:**

- Thulisile is determined to succeed despite her family problems (her situation).
- When things do not go well at school, she starts a business.
- She gets a part time job at Mr Rathebe's shop (fish & chips) and she later gets a job as a television presenter.

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. (3)

5.1.8 Open-ended.

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

Yes.

- Thulisile is overwhelmed by her home situation and that causes her to be unable to focus on the conversation with the teacher.
- She feels that the teacher is being insensitive to 'her situation' and does not fully comprehend her situation.
- The teacher is not offering any immediate solution to her problem.

OR

No.

- Thulisile misses out on an opportunity to receive guidance and support from the teacher.
- She portrays herself as disrespectful or uncooperative to the teacher.
- She misses out on a chance to learn from the teacher's experience and perspective.

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 THE WIND AND THE BOY

- 5.2.1 Mme Sejosenye is Friedman's grandmother. ✓
Friedman is Sejosenye's grandson. ✓

NOTE: Accept any ONE of the above. (1)

- 5.2.2 The driver's failure to have working brakes for the truck, ✓ and a valid driver's license. ✓ (2)

- 5.2.3 Sejosenye is in shock/disbelief. ✓ She is unable to process the news of the tragic death of her grandson./She is in denial and she is struggling to accept the death of her grandson. ✓ (2)

- 5.2.4 (a) Simile ✓ (1)

- (b) Sejosenye's body is compared to a stunned log. ✓ It conveys her emotional state, as she has been so shocked that she has become immobilised like a log. ✓ (2)

- 5.2.5 It is ironic that the people of Ga-Sefete-Molemo ward bury Sejosenye's grandson, yet they do not visit Sejosenye in hospital (when she desperately needed support). ✓✓

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

- 5.2.6 Friedman's mother works in another town, ✓ therefore she is forced to leave Friedman with his grandmother. ✓ (2)

- 5.2.7 Friedman is named after a famous doctor. ✓ (1)

- 5.2.8 It would be very disturbing and hurtful to see Sejosenye in that state. ✓ (1)

- 5.2.9 Open-ended.

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

Yes.

- People of Ga-Sefete-Molemo ward feel that there is nothing they can do to help Sejosenye.
- Sejosenye's illness is seen as too difficult to face.
- People of Ga-Sefete-Molemo ward are deeply troubled by Sejosenye's medical condition, so they cannot handle seeing her in a bad state.

OR

No.

- They abandon her in her time of need.
- People of Ga-Sefete-Molemo ward contribute to her sense of isolation and loneliness.
- They have missed an opportunity to show compassion and support.

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 marks 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: 'Hard to find' by Sinesipo Jojo

- 6.1 6.1.1 (a) E/escape ✓
 (b) D/triggered ✓
 (c) A/deceptive ✓
 (d) B/slither ✓ (4)

6.1.2 B/abundant. ✓ (1)

6.1.3 Words are said to be everywhere daily (which shows abundance), yet they are hard to find/they seem to disappear or hide when we need them most (to express our heart's feelings). ✓✓

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

6.1.4 The speaker is in a despairing/disheartened/resignation/sadness state of mind. ✓ The words are described as playing a twisted game, which suggests they are not straightforward or honest. ✓ (2)

6.1.5 tears ✓ (1)

6.1.6 The speaker holds onto hope that one day words can eventually capture deeper emotions of the heart. ✓ (1)

6.1.7 (a) Personification ✓ (1)

(b) In the same way a person would come to a clear understanding of something (realise), ✓ words will also understand what the heart is feeling/what the heart wants to communicate. ✓ (2)

6.1.8 Open-ended.

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

Yes.

- The speaker effectively conveys the idea that words are hard to find especially when they are needed.
- The use of phrase such as 'hiding like they are not part of life' creates sense of frustration in finding words to express the speaker's feelings.
- The speaker further shows the sadness brought by the inability to find words by using the phrase 'raindrops sliding down the window'.

OR

No.

- The poem could be interpreted as more of a reflection on the difficulty of expressing one's feelings, rather than difficulty of finding the right words.
- The speaker's frustration with words may be more of a personal issue, rather than a universal experience.
- The speaker describes words as having the ability to fly out at times which shows they are readily available.

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: 'WHAT LIFE IS REALLY LIKE' – Beverly Rycroft

- 6.2 6.2.1 The time is when the speaker reflects on how her father taught her about what life is really like (about the realities of life) ✓ and the place is in a rural environment (likely a farm/ the speaker's home). ✓ (2)
- 6.2.2 (a) firm/authoritative ✓ (1)
- (b) The father emphasises that the speaker should be prepared for the tough realities of life. ✓ (1)
- 6.2.3 The father suggests that he will expose the speaker to chickens' heads being chopped off, ✓ and the speaker is made to hold an injured pigeon while the father stitches the wound. ✓ (2)
- 6.2.4 (a) Metaphor ✓ (1)
- (b) The speaker is comparing life to a fight which is a struggle for survival. ✓ It highlights that life can be difficult and needs one to fight in order to survive. ✓ (2)
- 6.2.5 The father is dedicated/serious/passionate, ✓ he approaches his role as a parent with similar level of seriousness/dedication/passion to that of lecturing his students or delivering an inaugural speech. ✓ (2)
- 6.2.6 Accept painful experiences and make the best of them. ✓
Being resilient and adapting to adversity ✓
Do not allow challenges to discourage you. ✓

NOTE: Accept any ONE of the above.

(1)

6.2.7 The discussion of the theme of fatherhood of life should include the following viewpoints, **among others**:

- The father takes the responsibility to teach the speaker about the realities of life.
- He prepares and gives the speaker lessons that will sustain the speaker when experiencing challenges in life.
- The father is there when the speaker experiences difficulties in life, this shows a caring and loving father.

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.

- It is important for the speaker to learn about the darker side of life, (so that the speaker is prepared for challenges in future.)
- This will help the speaker to develop a realistic view of the world, rather than an overly idealistic one.
- This will help the speaker to develop empathy and understanding for others facing hardships.

OR

No.

- Exposing the speaker to violence and cruelty is never a right thing, no matter what the reason.
- This could traumatise the speaker and cause emotional scars.
- This could damage the speaker's relationship with the father as the speaker may see him as a source of fear and anxiety rather than comfort and support.

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