



GAUTENG PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION 2025

10052

**ENGLISH
FIRST ADDITIONAL LANGUAGE**

PAPER 2

ENGLISH FIRST ADDITIONAL LANGUAGE: Paper 2



10052E

TIME: 2½ hours

MARKS: 70

28 pages

X05



INSTRUCTIONS AND INFORMATION

Read these instructions carefully before you begin to answer the questions.

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

2. This question paper consists of FOUR sections.

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

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

SECTION A: NOVEL

Answer the question on the novel that you have studied.

SECTION B: DRAMA

Answer the question on the drama that you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH short stories.

SECTION D: POETRY

Answer the questions set on BOTH poems.

Use the checklist on page 3 to assist you.

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

TABLE OF CONTENTS

SECTION A: NOVEL		
Answer ANY ONE question.		
QUESTION	MARKS	PAGE NO.
1. <i>Cry, the Beloved Country</i>	35	4
2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	8
SECTION B: DRAMA		
Answer ANY ONE question.		
3. <i>Macbeth</i>	35	12
4. <i>My Children! My Africa!</i>	35	16
SECTION C: SHORT STORIES		
Answer the questions set on BOTH extracts.		
5.1 'A bag of sweets'	17	20
AND		
5.2 'The girl who can'	18	22
SECTION D: POETRY		
Answer the questions set on BOTH poems.		
6.1 'The night-jar and Inkosazana Yasezulwini'	18	24
AND		
6.2 'What life is really like'	17	26

CHECKLIST

NOTE:

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

SECTIONS	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A: Novel	1 – 2	1	
B: Drama	3 – 4	1	
C: Short stories	5	1	
D: Poetry	6	1	

NOTE: Ensure that you have answered questions on TWO sections only.

SECTION A: NOVEL

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

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

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

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

1.1 EXTRACT A

[Stephen Kumalo found his sister Gertrude.]

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?

5

She looks at him sullenly, like an animal that is tormented.

- I have come to take you back. She falls on 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.

10

- Do you wish to come back?

She nods her head. I do not like Johannesburg, she says, I am sick here. The child is sick also.

- Do you wish with your heart to come back?

She nods her head again. She sobs too. I do not like Johannesburg, she says. She looks at him with eyes of distress and his heart quickens with hope. I am a bad woman, my brother. I am no woman to go back.

15

His eyes fill with tears, his deep gentleness returns to him. He goes to her and lifts her from the floor to the chair. Inarticulately he strokes her face ...

[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) John Harrison	A organises the bus boycott to protest the increase in bus fares
(b) Dubula	B accompanies the reverend to the mission house
(c) Mr Mafolo	C supports James Jarvis after Arthur's death
(d) Barbara Smith	D masterminds the scheme of breaking into Jarvis's house
	E dismisses Sibeko's daughter for brewing liquor in her room

(4 x 1) (4)

- 1.1.2 Refer to lines 1 – 2 ('The fear in ... wait for it').

Explain why Gertrude is afraid of her brother. (2)

- 1.1.3 Refer to lines 3 – 5 ('You have shamed ... this to us').

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

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

- 1.1.4 Refer to line 6 ('She looks at ... that is tormented').

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

Substantiate your answer. (2)

- 1.1.5 Refer to line 9 ('They will hear us, he says urgently').

To whom is Kumalo referring when he says 'They'? (1)

- 1.1.6 Refer to lines 18 – 19 ('His eyes fill ... strokes her face').

What do these lines reveal about Reverend Kumalo's character?

Substantiate your answer. (2)

1.1.7 Change ONE word to make this statement TRUE:

Gertrude lives in Doornfontein. (1)

1.1.8 Refer to the novel as a whole.

Gertrude is a deceitful woman.

Discuss your view. (3)

AND

1.2 EXTRACT B

[John Harrison and James Jarvis are talking.]

For this boy of his had gone journeying in strange waters, further than his parents had known. Or perhaps his mother knew. It would not surprise him if his mother knew. But he himself had never done such journeying, and there was nothing he could say.

- Am I tiring you, Jarvis? Or is there perhaps something else you'd like to talk about? Or go to bed, perhaps? 5

- Harrison, you're doing me more good by talking.

- Well, that's how he was. He and I didn't talk much about these things. It's not my line of country. I try to treat a native decently, but he's not my food and drink. And to tell you the truth, these crimes put me off. I tell you, Jarvis, we're scared stiff at the moment in Johannesburg. 10

- Of crime?

- Yes, of native crime. There are too many of these murders and robberies and brutal attacks. I tell you we don't go to bed at night without barricading the house. It was at the Phillipsons, three doors down, that a gang of these roughs broke in; they knocked old Phillipson unconscious and beat up his wife. It was lucky the girls were out at a dance, or one doesn't know what might have happened. I asked Arthur about that, but he reckoned we were to blame somehow. 15

[Book 2, Chapter 2]

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

1.2.2 Explain what the phrase 'journeying in strange waters' (line 1) means. (2)

1.2.3 How does Jarvis's inability to relate to his son's experiences affect him? (2)

- 1.2.4 Choose the correct answer to complete the following sentence.
Write only the letter (A – D) next to the question number (1.2.4) in the ANSWER BOOK.

Barbara Smith is Margaret Jarvis's ...

- A cousin.
- B niece.
- C daughter-in-law.
- D granddaughter.

(1)

- 1.2.5 Refer to lines 9 – 10 ('I try to ... food and drink').

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

(1)

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

(2)

- 1.2.6 Refer to lines 18 – 19 ('I asked Arthur ... to blame somehow').

Explain the irony in these lines.

(2)

- 1.2.7 One of the themes in the novel *Cry, the Beloved Country* is fear.

Discuss this theme.

(3)

- 1.2.8 Refer to the novel as a whole.

Arthur Jarvis is a visionary man.

Discuss your view.

(3)

[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

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

2.1 EXTRACT C

[Mr Enfield relates the incident with the girl.]

Well, sir, he was like the rest of us; every time he looked at my prisoner, I saw that Sawbones turn sick and white with the desire to kill him. I knew what was in his mind, just as he knew what was in mine; and killing being out of the question, we did the next best. We told the man we could and would make such a scandal out of this as should make his name stink from one end of London to the other. 5
If he had any friends or any credit, we undertook that he should lose them. And all the time, as we were pitching it in red-hot, we were keeping the women off him as best we could, for they were as wild as harpies. I never saw a circle of such hateful faces; and there was the man in the middle, with a kind of black, sneering coolness – frightened, too, I could see that – but carrying it off, sir, really like Satan. 10
“If you choose to make capital out of this accident,” said he, “I am naturally helpless. No gentleman but wishes to avoid a scene,” says he. “Name your figure.” Well, we screwed him up to a hundred pounds for the child’s family; he would have clearly liked to stick out; but there was something about the lot ...
[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) Mr Utterson	A Blackmail House
(b) Mr Enfield	B Cavendish Square
(c) Dr Lanyon	C Gaunt Street
(d) Mr Hyde	D Queer Street
	E Soho

(4 x 1) (4)

- 2.1.2 Change ONE word to make the following statement TRUE:

The word “Sawbones” is a term used for a butcher.

(1)

- 2.1.3 Refer to lines 1 – 2 ('Well, sir, he ... to kill him').
Explain why Sawbones feels this way about the prisoner. (2)
- 2.1.4 Refer to lines 4 – 6 ('We told the ... should lose them').
(a) What tone would Mr Enfield use in these lines? (1)
(b) Why would Mr Enfield use this tone in these lines? (1)
- 2.1.5 Refer to lines 6 – 8 ('And all the ... wild as harpies').
What do these lines reveal about the women's state of mind?
Substantiate your answer. (2)
- 2.1.6 To whom is Mr Enfield referring when he says, 'the man in the middle' in line 9? (1)
- 2.1.7 Refer to lines 11 – 13 ('If you choose ... Name your figure.').
What do these lines reveal about Mr Hyde's character?
Substantiate your answer. (2)
- 2.1.8 Refer to the novel as a whole.
The door serves as a symbol of transformation.
Discuss your view. (3)

AND

2.2 EXTRACT D

[Mr Pool calls for Mr Utterson's help.]

The besiegers, appalled by their own riot and the stillness that had succeeded, stood back a little and peered in. There lay the cabinet before their eyes in the quiet lamplight, a good fire glowing and chattering on the hearth, the kettle singing its thin strain, a drawer or two open, papers neatly set forth on the business-table and, nearer the fire, the things laid out for tea: the quietest room, you would have said, and, but for the glazed presses full of chemicals, the most commonplace that night in London. 5

Right in the midst there lay the body of a man sorely contorted and still twitching. They drew near on tiptoe, turned it on its back and beheld the face of Edward Hyde. He was dressed in clothes far too large for him, clothes of the doctor's bigness: the cords of his face still moved with a semblance of life, but life was quite gone; and by the crushed phial in the hand and the strong smell of kernels that hung upon the air, Utterson knew that he was looking on the body of a self-destroyer. 10

'We have come too late,' he said sternly, 'whether to save or punish. Hyde is gone to his account; and it only remains for us to find the body of your master.' 15

[The last night]

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

2.2.2 Explain what the phrase 'the stillness that had succeeded' (line 1) means. (2)

2.2.3 Refer to line 3 ('a good fire ... on the hearth').

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

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

2.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (2.2.4) in the ANSWER BOOK.

The phrase 'crushed phial' in line 12 suggests that ...

- A Sir Carew has accidentally broken the phial.
- B Mr Utterson has destroyed evidence of the experiments.
- C Dr Lanyon has spilled the potion.
- D Mr Hyde has committed suicide. (1)

- 2.2.5 Refer to lines 15 – 16 ('We have come ... of your master').
Explain the irony in Mr Utterson's reaction to finding Hyde's body. (2)
- 2.2.6 Why does Mr Utterson believe that Mr Hyde deserves to be punished?
State TWO points. (2)
- 2.2.7 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is the limits of scientific knowledge.
Discuss this theme. (3)
- 2.2.8 Refer to the novel as a whole.
Dr Jekyll is a tragic character.
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 the king.]

MACBETH:	‘... Cawdor Shall sleep no more, Macbeth shall sleep no more.’	
LADY MACBETH:	Who was it that thus cried? Why, worthy Thane, You do unbend your noble strength, to think So brainsickly of things. Go get some water, And wash this filthy witness from your hand. Why did you bring these daggers from the place? They must lie there! Go carry them, and smear The sleepy grooms with blood.	5
MACBETH:	I’ll go no more. I am afraid to think what I have done; Look on’t again I dare not.	10
LADY MACBETH:	Infirm of purpose! Give me the daggers; the sleeping and the dead Are but as pictures. ‘Tis the eye of childhood That fears a painted devil. If he do bleed, I’ll gild the faces of the grooms withal, For it must seem their guilt.	15
	<i>Exit. Knocking within</i>	

MACBETH:	Whence is that knocking? How is't with me, when every noise appals me? What hands are these? 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.	20 25
LADY MACBETH:	<i>Re-enter Lady Macbeth.</i> My hands are of your colour, but I shame To wear a heart so white. <i>Knocking.</i> I hear a knocking At the south entry. Retire we to our chamber. A little water clears us of this deed. How easy is it then!	30
[Act 2, Scene 2]		

- 3.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A – E) next to the question numbers (3.1.1(a) to 3.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Lennox	A strong, ruthless and ambitious wife
(b) Lady Macbeth	B protective mother and loyal wife
(c) Young Siward	C loyal, observant, cautious nobleman
(d) Lady Macduff	D honourable and brave young soldier
	E rightful heir to the Scottish throne

(4 x 1) (4)

- 3.1.2 Why is Duncan visiting Inverness? (1)

- 3.1.3 Refer to line 2 ('Macbeth shall sleep no more!').

Explain what Macbeth means when he says, 'Macbeth shall sleep no more!'. (2)

- 3.1.4 Refer to line 6 ('wash this filthy witness from your hand').

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

(b) Why would Lady Macbeth use this tone in this line? (1)

- 3.1.5 Refer to lines 19 – 20 ('Whence is that ... noise appals me').

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

Substantiate your answer.

(2)
P.T.O.

3.1.6 Refer to lines 27 – 28 ('My hands are ... heart so white.')

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

Substantiate your answer. (2)

3.1.7 Change ONE word to make this statement TRUE:

Banquo is the Thane of Glamis. (1)

3.1.8 Lady Macbeth's ambition is her greatest strength.

Discuss your view. (3)

AND

3.2 EXTRACT F

[The thanes discuss the approaching English forces.]

MENTEITH:	Revenues burn in them; for their dear causes Would to the bleeding and the grim alarm Excite the mortified man.	
ANGUS:	Near Birnam Wood Shall we meet them; that way are they coming.	5
CAITHNESS:	Who knows if Donalbain be with his brother?	
LENNOX:	For certain, sir, he is not. I have a file Of all the gentry: there is Siward's son, And many unrough youths that even now Protest their first of manhood.	10
MENTEITH:	What does the tyrant?	
CAITHNESS:	Great Dunsinane he strongly fortifies: Some say he's mad; others, that lesser hate him, Do call it valiant fury; but, for certain, He cannot buckle his distempered cause Within the belt of rule.	15
ANGUS:	Now does he feel His secret murders sticking on his hands; Now minutely revolts upbraid his faith-breach. Those he commands move only in command, Nothing in love. Now does he feel his title Hang loose about him, like a giant's robe Upon a dwarfish thief.	20
MENTEITH:	Who then shall blame His pestered senses to recoil and start, When all that is within him does condemn Itself for being there?	25

QUESTION 4: MY CHILDREN! MYAFRICA!

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

[Isabel and Thami discuss Mr M.]

THAMI:	That classroom is a political reality in my life ... it's part of the whole political system we're up against and Mr M has chosen to identify himself with it.	
ISABEL:	<i>[Trying a new tack]</i> All right. I believe you. I accept everything you Said ... about him, your relationship, the situation ... no arguments. Okay? But doesn't all of that only make it still more important that the two of you start talking to each other? I know he wants to, but he doesn't know how to start. It's so sad ... because I can see him trying to reach out to you. Show him how it's done. Make the first move, Oh Thami, don't let it go wrong between the two of you. That's just about the worst thing I could imagine. We all need each other.	5
THAMI:	I don't need him.	
ISABEL:	I think you do, just as much as he ...	
THAMI:	Don't tell me what I need, Isabel! And stop telling me what to do! You don't know what my life is about, so keep your advice to yourself.	10
ISABEL:	I'm sorry, I didn't mean to interfere. I thought we were a team and that what involved you two concerned me as well. I'll mind my own business in the future. <i>[She is deeply hurt. She collects her things]</i>	15
[Act 1, Scene 5]		

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

COLUMN A	COLUMN B
(a) Renee Vermaas	A rents out a room to Mr M
(b) Oom Dawie	B colleague of Mr M
(c) Reverend Mbopa	C plays a poor hockey game
(d) Hillary Castle	D member of debating team
	E inspector of education

(4 x 1)

(4)

- 4.1.2 In which township is Thami's school situated?

(1)

- 4.1.3 Refer to line 1 ('That classroom is a political reality').

Explain Thami's view.

(2)

- 4.1.4 Refer to lines 4 – 5 ('I accept everything ... no arguments').

What is Isabel's intention in saying these words?

(2)

- 4.1.5 Refer to line 13 ('I don't need him').

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

(1)

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

(1)

- 4.1.6 Refer to line 15 ('Don't tell me ... what to do').

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

Substantiate your answer.

(2)

- 4.1.7 Change ONE word to make this statement TRUE:

Isabel's favourite sport is soccer.

(1)

- 4.1.8 Refer to the play as a whole.

Isabel's open-mindedness is her greatest strength.

Discuss your view.

(3)

AND

4.2 EXTRACT H

[Mr M and Thami discuss the school boycott.]

MR M:	Talk to others. Bring them back into the classroom. They will listen to you. They look up to you as a leader.	
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.	5
MR M:	Then listen carefully, Thami, I have received instructions from the department to make a list of all those who take part in the boycott. Do you know what they will do with that list when all this is over ... because don't fool yourself, Thami, it will be. When your boycott comes to an inglorious end like all the others ... they will make all of you apply for re-admission and if your name is on that list ... <i>[He leaves the rest unspoken]</i>	10
THAMI:	Will you do it? Will you make that list for them?	
MR M:	That is none of your business.	
THAMI:	Then don't ask me questions about mine.	15
MR M:	<i>[His control finally snaps. He explodes with anger and bitterness]</i> Yes, I will! I will ask you all the questions I like. And you know why? Because I am a man and you are a boy. And if you are not in that classroom tomorrow you will be a very, very silly boy.	
THAMI:	Then don't call me names, Mr M.	20
[Act 2, Scene 1]		

- 4.2.1 Describe the time and place where this extract is set. (2)
- 4.2.2 Refer to line 2 ('They look up to you as a leader').
What does this line reveal about Thami's character? (2)
- 4.2.3 Refer to lines 3 – 4 ('You talk about ... to be led').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)

4.2.4 Refer to lines 8 – 9 ('Do you know ... it will be').

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

State TWO actions.

(2)

4.2.5 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (4.2.5) in the ANSWER BOOK.

The 'list' referred to in the extract is a list of ...

- A teachers who offered extra help.
- B students who participated in the boycott.
- C teachers who supported the boycott.
- D students who need extra help.

(1)

4.2.6 Explain the irony in Mr M's words, 'Because I am a man and you are a boy' (line 18).

(2)

4.2.7 One of the themes in *My Children! My Africa!* is the conflict between generations.

Discuss this theme.

(3)

4.2.8 Refer to the play as a whole.

Thami is a committed activist.

Discuss your view.

(3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'A BAG OF SWEETS' by Agnes Sam
- 'THE GIRL WHO CAN' by Ama Ata Aidoo

QUESTION 5

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

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

5.1 A BAG OF SWEETS

EXTRACT I

[A surprising reunion between Khadija and Kaltoum]

You would have thought the past three years had never happened, the way my sister Khadija breezed into the family shop and stood beaming at me, radiating that glow that comes from knowing someone is surprised and overjoyed to see you.

Like a good Muslim woman, her hair was tucked under a blue chiffon scarf, she wore a delicate peach lipstick – but her legs were bare. She had discarded the traditional trousers Muslim women wear with a dress.

Looking at her, standing there not attempting to hide her delight at surprising me, nor her own joy at seeing me, I marvelled at all she had forgotten.

After several minutes delighting in the joy of that meeting, her voice burst from her, as if a hand clamped over her mouth the past three years had just been removed. 'Kal-toum!' she said, stepping forward to embrace me.

Without thinking, I side stepped, moving out of her reach. She knew I was never any good at pretending to be civil or courteous. Social niceties were never important to me. Khadija knew that. Safely behind the counter I made a pretext of flipping idly through a magazine, the way I would have done if there was no-one in the shop with me.

I have to say this for Khadija, she was blessed with humility.

5

10

15

20

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

COLUMN A	COLUMN B
(a) Khadija	A place of tension and unresolved issues
(b) The shop	B brings shame on her family
(c) Kaltoum	C place of Friday prayers
(d) Mosque	D discards traditional family values
	E mother of two daughters

(4 x 1) (4)

- 5.1.2 Refer to lines 5 – 6 ('Like a good ... legs were bare').

What do these lines reveal about Kaltoum's attitude towards Khadija's choice of clothing?

Substantiate your answer.

(2)

- 5.1.3 What happened to Kaltoum's parents?

(1)

- 5.1.4 Refer to line 13 ('Kal-toum!' she said, stepping forward to embrace me').

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

(1)

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

(1)

- 5.1.5 Refer to lines 15 – 16 ('She knew I ... civil or courteous').

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

Substantiate your answer.

(2)

- 5.1.6 Refer to line 20 ('I have to ... blessed with humility').

What do these lines reveal about Khadija's character?

Substantiate your answer.

(2)

- 5.1.7 Change ONE word to make this statement TRUE:

Khadija visits the shop on Sundays.

(1)

5.1.8 Refer to the short story as a whole.

Khadija is a manipulative woman.

Discuss your view.

(3)

AND

5.2 THE GIRL WHO CAN

EXTRACT J

[Maami and Nana are discussing Adjoa.]

When I think back on it now, those two, Nana and my mother, must have been discussing my legs from the day I was born. What I am sure of is that when I came out of the land of sweet soft silence into the world of noise and comprehension, the first topic I met was my legs.

That discussion was repeated very regularly.

5

Nana: "Ah, ah, you know, I thank my God that your very first child is female. But, Kaya, I'm not sure about her legs. Hm ... hm ... hm ..."

And Nana would shake her head.

Maami: "Mother, why are you always complaining about Adjoa's legs? ... If you ask me ..."

10

Nana: They are too thin. And I am not asking you!"

Nana has many voices. There is a special one she uses to shut everyone up.

"Some people have no legs at all," my mother would try again with all her small courage.

15

"But Adjoa has legs," Nana would insist; "except that they are too thin. And also too long for a woman. Kaya, listen. Once in a while, but only once in a very long while, somebody decides nature, a child's spirit mother, an accident happens, and somebody gets born without arms or legs, or both sets of limbs. And then let me touch wood: it is a sad business.

20

5.2.1 Describe the time and place where this extract is set.

(2)

5.2.2 Refer to lines 3 – 4 ('when I came ... was my legs').

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

(1)

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

(2)

5.2.3 Refer to line 11 ('They are too thin').

Why does Nana repeat this statement regularly? (2)

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

Nana's special voice (line 12) is used to ...

- A encourage Adjoa.
- B praise Maami.
- C teach Adjoa.
- D silence Maami.

(1)

5.2.5 Discuss how Maami defends Adjoa against Nana's criticism.

(2)

5.2.6 Explain the irony in Nana's words, 'But Adjoa has ... for a woman.' (lines 16 – 17).

(2)

5.2.7 One of the themes in 'The Girl Who Can' is societal expectations.

Discuss this theme.

(3)

5.2.8 Refer to the short story as a whole.

Adjoa is a determined and insightful girl.

Discuss your view.

(3)

[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'The night-jar and Inkosazana Yasezulwini' by Chris Mann
- '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 below 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.

The night-jar and Inkosazana Yasezulwini – Chris Mann

The Princess of the Heavens – Zulu

- 1 The speckled bird as brown as dust
- 2 which roosts inside a bush by day,
- 3 hiding its head against the glare,
- 4 at midnight pecked against the pane,
- 5 and gently pecked, until I saw
- 6 the starlight glitter through its beak.

- 7 On calm and tender summer nights,
- 8 when fishes bite the wobbling moon,
- 9 and moths rise to silvery fruit
- 10 sprinkling the space among the boughs,
- 11 it wakes and glides from sill to sill
- 12 across the worn-out, curtained town.

- 13 It shook the sandman from my sight,
- 14 and when the tar-bound slope had turned
- 15 to bush and rocky hill it said,
- 16 'There is a grass-house in the hills,
- 17 above the coast where sugar spumes,
- 18 and lilies sprout, and no storms fly.

- 19 'There, the Princess of the Heavens,
- 20 beside her dark as honey feet,
- 21 gathers up the dreams which reach her
- 22 and stooping to her woven pots
- 23 rinses them in rainbow water,
- 24 or stores them with the morning mist.

25 'Go, waking sleeper, call to her,
26 and wading through the icy stream
27 in which the golden pebbles shine,
28 ask her if her power is love,
29 for she is old as she is young,
30 and without her, no one dreams.'

31 She leaned against a leafless tree
32 on which a crown of crimson burned,
33 and then the hill began to dim,
34 and standing in the greying rocks,
35 I heard the nightjar fade, from sill
36 to sill, across the windowed town.

- 6.1.1 Complete the following sentences by using the words in the list below.
Write only the word next to the question numbers (6.1.1(a) to 6.1.1(d)) in
the ANSWER BOOK.

lyric; myth; nocturnal; supernatural;
human; ballad; method; diurnal

- This poem is a (a) ... based on a Zulu (b) The bird in this poem is (c) ...
and the Princess is believed to have (d) ... power. (4 x 1) (4)
- 6.1.2 Describe the time and place where stanza 1 is set. (2)
- 6.1.3 Identify the figure of speech used in line 1 ('The speckled bird as brown as
dust'). (1)
- 6.1.4 Explain why the speaker says, 'It shook the sandman from my sight'
(line 13). (2)
- 6.1.5 Explain the oxymoron in line 25 ('Go, waking sleeper, call to her'). (2)
- 6.1.6 Change ONE word to make the following statement TRUE:
The Princess of the Heavens is mortal. (1)
- 6.1.7 One of the themes in *The night-jar and Inkosazana Yasezulwini* is hope.
Discuss this theme. (3)
- 6.1.8 The Princess of Heavens can be seen as the keeper of dreams and love.
Discuss your view. (3)

AND

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

What life is really like – Beverly Rycroft

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

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

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

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

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

36 and my father dressed my wound.
37 Easing with practiced hands
38 the drip from my bulldozed chest
39 he renewed the plaster in breathing silence
40 never speaking never
41 once saying
42 *Life's a bastard*
43 *Toughen Up.*

- 6.2.1 What is meant by 'toughen up' (line 1)? (1)
- 6.2.2 Refer to lines 11 – 13 ('– crazed for home ... a roaming hawk –').
- (a) What does the phrase 'crazed for home' suggest about the pigeons' behaviour? (1)
- (b) Explain the meaning of the term 'roaming hawk.' (2)
- 6.2.3 In the context of the poem, explain why the speaker says, '*I* was the one made to' (line 18).
State TWO points. (2)
- 6.2.4 Refer to lines 30 – 35 ('I waited and ... home from hospital').
- (a) What tone would the speaker use in these lines? (1)
- (b) Why would the speaker use this tone? (1)
- 6.2.5 Refer to line 38 ('the drip from my bulldozed chest').
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why the figure of speech is relevant in this line. (2)

- 6.2.6 Choose the correct answer to complete the following sentence.
Write only the letter (A – D) next to the question number (6.2.6) in the
ANSWER BOOK.

‘breathing silence’ (line 39), is an example of ...

- A hyperbole.
- B a metaphor.
- C personification.
- D a simile.

(1)

- 6.2.7 Refer to lines 37 – 41 (‘Easing with practiced ... never once saying’).

What does the father’s silence while dressing the speaker’s wound reveal
about his state of mind?

Substantiate your answer.

(2)

- 6.2.8 The title, ‘What life is really like’, is suitable for this poem.

Discuss your view.

(3)

[35]

TOTAL SECTION D: 35

TOTAL: 70



**PREPARATORY EXAMINATION
2025
MARKING GUIDELINES**

ENGLISH FIRST ADDITIONAL LANGUAGE (PAPER 2) (10052)

**AMENDMENT TO MARKING GUIDELINES
PREPARATORY EXAMINATIONS – 2025**

**FOR ATTENTION:
THE CHIEF INVIGILATOR**

SUBJECT / VAK	ENGLISH FAL
PAPER / VRAESTEL	2
DATE OF EXAMINATION	3 SEPTEMBER 2025

The errata for the Marking Guidelines of **ENGLISH FAL P2** has reference.

There was an OMISSION OF AN ANSWER in **Question 5.1.1** which carried 1 mark. This matter was addressed at the Marking Standardisation Meeting.

To ensure that candidates are not disadvantaged and prejudiced in any way, you are advised to please ask your educator(s) of English FAL to **ignore Question 5.1.1 (c)** when marking.

In other words, the paper must be marked out of a total of 69 instead of 70 and then the learners' marks must be converted to a mark out of 70. E.g., Should a learner attain 43/69 then that mark is recalculated to 44/70.

Use the formula: $\frac{a}{69} \times 100 = b$. Then, $\frac{b}{100} \times 70 = c$

c is the mark that is entered into SASAMS out of 70.



Mr. Jonathan Williams

DIRECTOR: EXAMINATIONS MANAGEMENT

3 September 2025

CANDIDATE TOTAL	CONVERTED MARK
Mark out of 69	Mark out of 70
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28

CANDIDATE TOTAL	CONVERTED MARK
29	29
30	30
31	31
32	32
33	33
34	34
35	36

CANDIDATE TOTAL	CONVERTED MARK
Mark out of 69	Mark out of 70
36	37
37	38
38	39
39	40
40	41
41	42
42	43
43	44
44	45
45	46
46	47
47	48
48	49
49	50
50	51
51	52
52	53
53	54
54	55
55	56
56	57
57	58
58	59
59	60
60	61
61	62
62	63
63	64
64	65
65	66
66	67

CANDIDATE TOTAL	CONVERTED MARK
Mark out of 69	Mark out of 70
67	68
68	69
69	70

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session. Any omissions or queries should be referred to the Internal Moderator. All protocols must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. MARKING GUIDELINES

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

SECTION A: NOVEL

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/supports James Jarvis after Arthur's death ✓
 (b) A/organises the bus boycott to protest the increase in bus fares. ✓
 (c) B/accompanies the reverend to the mission house. ✓
 (d) E/dismisses Sibeko's daughter for brewing liquor in her room. ✓ (4)
- 1.1.2 Gertrude is guilty of not informing the family about her whereabouts and activities in Johannesburg. ✓ She has also brought shame to them by becoming a liquor seller and a prostitute. ✓ (2)
- 1.1.3 (a) Disappointment/hurt/anger ✓ (1)
 (b) Disappointment-Reverend Kumalo is disappointed to find out that his sister who was brought up differently, is now a liquor seller and a prostitute, she also happens to be a married woman. ✓
 OR
 Hurt/sadness- He is sad to find his sister living in such a highly immoral situation with her young son. ✓
- OR
 Angry – Reverend Khumalo is angry because his sister is shaming her family with her immoral behaviour. ✓ (1)
- 1.1.4 She feels distress/inner turmoil/judged/ashamed ✓ as her brother's words make her feel the weight of her immorality/sinfulness. ✓ (2)
- 1.1.5 The neighbours/Gertrude's friends. ✓ (1)
- 1.1.6 The lines reveal that he is compassionate/understanding/caring/gentle. ✓
 Compassionate because he asks his sister if she wants to go back to Ndotsheni. This shows that he feels for her./He is moved by his sister's distress and shows deep gentleness and love by comforting her. ✓
 OR
 Forgiving/tolerant ✓
 As his sister falls, he lifts her and strokes her face to show that he sympathises with his sister because she finds herself in that position. ✓ (2)

1.1.7 Gertrude lives in Claremont. ✓ (1)

1.1.8 Open-ended

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

Yes

- Gertrude's involvement in illegal activities, such as selling liquor and engaging in prostitution, can be seen as deceitful behaviour.
- Gertrude disappears and leaves her child with Mrs Lithebe the night before she and Kumalo are supposed to return home to Ndotsheni.
- Her actions bring shame and disgrace to her family, indicating a disregard for their reputation and values.

OR

No

- Gertrude's actions can be interpreted as a consequence of her challenging circumstances and desperation, rather than inherent deceitfulness. Unable to locate her husband in Johannesburg, her situation forced her into survival mode.
- She expresses genuine remorse and a desire to return home, indicating that she is not inherently deceitful.
- Her willingness to admit her mistakes and seek forgiveness shows that she is conflicted and tormented by her actions, rather than being intentionally deceitful.

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 EXTRACT B

1.2.1 This extract is set when James Jarvis is visiting Johannesburg after the death of his son, Arthur Jarvis./The evening after James Jarvis had to identify his son's body at the morgue. ✓ The conversation takes place in the home of John Harrison. ✓ (2)

1.2.2 Jarvis's son was getting involved in unfamiliar/sensitive activities, like fighting for the rights of black people. ✓ This was something his parents were not used to and found hard to understand. ✓ (2)

- 1.2.3 Jarvis's inability to relate to his son's experiences leaves him feeling disconnected/distant/overwhelmed ✓ and unable to contribute meaningfully to the conversation about his son's actions. ✓ (2)
- 1.2.4 B niece ✓ (1)
- 1.2.5 (a) Metaphor ✓ (1)
- (b) By comparing natives to not being his "food and drink," ✓ he implies that they are not an integral part of his life or interests,/it highlights Harrison's limited engagement with the native population/ it reflects the social and racial divide in Johannesburg. ✓ (2)
- 1.2.6 Harrison believes that the natives are solely responsible for the crimes BUT the white people actually brought this upon themselves with their policies. ✓✓
- NOTE: BOTH** parts must be included to earn the marks. (2)
- 1.2.7 The discussion of the theme of fear should include the following points, **among others**:
- Stephen Kumalo's fear when he travels to Johannesburg to find his son, Absalom. He is anxious about what he might discover and the changes that have occurred in the city and in his family.
 - The white population's fear of crime is evident in the way that they talk about the increasing violence in Johannesburg. Harrison's statement about barricading their houses at night and the incident with the Philipsons highlights the pervasive fear of native crime among the white residents.
 - James Jarvis's fear and grief after the murder of his son, Arthur Jarvis. This personal tragedy forces him to confront his own beliefs and the societal issues that contributed to his son's death.
- 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 aspects, **among others**:

Yes

- Arthur Jarvis dedicates his life to advocating for social justice and racial equality, as seen in his writings and speeches.
- He believes in the potential for change and reconciliation between races, as evidenced by his efforts to improve the lives of the native population.
- His vision for a better South Africa inspires others, including his father, James Jarvis, who continues Arthur's work after his death. The people of Ndotsheni benefit.

OR**No**

- Arthur's ideas, while progressive, were not widely accepted or implemented during his lifetime.
- Harrison remains prejudiced, indicating that Arthur failed to influence him positively and that societal attitudes are slow to change.
- During the trial for his murder, white people still used a different exit/entrance from black people. It would not change for many years.

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)
[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

- 2.1 2.1.1 (a) C/Gaunt Street ✓
 (b) A/Blackmail House ✓
 (c) B/Cavendish Square ✓
 (d) E/Soho ✓ (4 x 1) (4)
- 2.1.2 The word "Sawbones" is a term used for a doctor/surgeon. ✓ (1)
- 2.1.3 Sawbones feels this way because he is disgusted and horrified by the prisoner, Mr Hyde ✓ whose appearance and behaviour cause a strong reaction of fear and anger. ✓ (2)
- 2.1.4 (a) Threatening tone/contempt/disgust/aggression/ forceful ✓ (1)
- (b) To intimidate/frighten the prisoner/make him realise the seriousness of what he has done/to get justice/to emphasise how hideous the crime is. ✓ (1)
- 2.1.5 The women were extremely angry/furious/upset and aggressive, ✓ (comparing them to harpies, which are wild and vengeful creatures from myths) and how hard it was to hold them back almost impossible to control. This means the women were deeply upset by what happened and wanted revenge. ✓ (2)
- 2.1.6 Mr Hyde/the man who trampled the girl and tried to flee the scene. ✓ (1)
- 2.1.7 He is evil, vindictive, cruel, selfish. ✓ The man is unmoved by what he did, he shows no remorse. ✓ (2)

2.1.8 Open-ended

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

Yes

- The door is where Mr Hyde enters Dr Jekyll's lab. It shows the change between Jekyll's public life and Hyde's secret life. For example, after hurting a girl, Hyde runs back through the door, showing his hidden life.
- The door looks old and damaged, unlike the other entrances in the pleasant neighbourhood. This shows the difference between Jekyll's respectable side and Hyde's dark side.
- Mr Utterson looks at the door to find out the truth about Jekyll and Hyde. The door is the key to Jekyll's secret changes.
- At the end, the door is broken down to get into Jekyll's lab. This shows the end of secrecy and reveals Jekyll's change into Hyde.

OR**No**

- The change from Jekyll to Hyde happens because of the potion, not the door. The potion is the real symbol of change.
- The door is just a way for Hyde to enter separately. It doesn't directly show transformation.
- The story is more about Jekyll's inner struggle with good and evil, not the door. The change is in his mind and soul.
- Items like Jekyll's will and the lab are more important in showing transformation and secrecy, making the door less significant.

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)

AND

2.2 2.2.1 Just after Mr Hyde has committed suicide/after Poole and Mr Utterson have broken down the door of the cabinet/have entered the cabinet. ✓
It takes place in Dr Jekyll's home/cabinet/laboratory. ✓

(2)

2.2.2 The phrase means the sudden calm and quiet ✓ that came after the noise and chaos caused by Mr Poole, Mr Utterson, and the other servants. ✓

(2)

2.2.3 (a) Personification. ✓ (1)

(b) The informal/social/cosy sound of the fire ✓ sounds like a person talking/having a conversation. ✓

OR

The cosiness of the warm fire highlights the (situational) irony of discovering a dead body. ✓ (2)

2.2.4 D Mr Hyde has committed suicide. ✓ (1)

2.2.5 The discovery of Hyde's body is shocking and gruesome BUT Mr Utterson's reaction is stern and composed.

OR

Mr Utterson is searching for Dr Jekyll BUT Dr Jekyll is actually lying right in front of them.

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

2.2.6 Mr Utterson thinks that Mr Hyde ...

- killed Dr Jekyll. ✓
- killed Sir Carew. ✓
- is blackmailing Dr Jekyll, forcing him to change his will. ✓
- hid Dr Jekyll's body. ✓

Note: Accept any TWO of the above (2)

2.2.7 The discussion of the theme of the limits of scientific knowledge may include the following points, **among others**:

- Dr Jekyll's experiments with the potion show the unexpected and uncontrollable results of trying to change human nature.
- The frightening and mysterious actions of Hyde highlight the moral limits that Jekyll ignores in his quest for knowledge.
- The eventual failure of Jekyll's experiments, which results in him completely losing control over Hyde, acts as a warning about the dangers of unchecked scientific ambition.

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 an understanding of the following aspects, **among others**:

Yes

- Dr Jekyll's attempt to separate his good and evil sides through science results in the creation of Mr Hyde, leading to uncontrollable consequences and his eventual downfall.
- Jekyll gradually loses control over his transformation into Hyde and becomes unable to stop Hyde's evil actions.
- Realising the irreversible damage caused by his experiment, Jekyll isolates himself and falls into despair, eventually deciding to end his own life to stop Hyde.

OR**No**

- At first, Jekyll feels liberated and successful with his experiment, enjoying the freedom to act on his darker impulses without facing consequences.
- Jekyll understands the moral impact of his actions and tries to control Hyde, showing that he is not completely consumed by his tragic fate and still has a sense of responsibility.
- Despite the tragic result, Jekyll's experiment shows his scientific brilliance and ambition, which can be seen as a positive aspect of his character.

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)
[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

QUESTION 3: *MACBETH*

- 3.1 3.1.1 (a) C/loyal, observant, cautious nobleman ✓
 (b) A/strong, ruthless and ambitious wife ✓
 (c) D/honourable and brave young soldier ✓
 (d) B/protective mother and loyal wife ✓ (4 x 1) (4)

3.1.2 King Duncan visits Inverness to honour Macbeth for his bravery and loyalty in battle/to celebrate the victory on the battlefield. ✓ (1)

3.1.3 Macbeth implies that he will no longer find peace or rest ✓ because of his guilt at murdering King Duncan which will haunt him. ✓ (2)

- 3.1.4 (a) Commanding/impatient/urgent/persuasive/contempt/loathing/aggressive/condescending/frustrated. ✓ (1)
 (b) Lady Macbeth uses this tone to assert control and calm Macbeth, urging him to quickly remove any evidence of their crime. ✓

OR

She is disappointed in the fact that Macbeth is a coward, does not want to return to the scene of the crime, that Macbeth is not as brave and cruel as she is for he is too scared to take the daggers back to the scene of the crime. ✓ (1)

3.1.5 Fear/paranoia/guilt/anxiety/shock/confusion ✓ Macbeth is deeply troubled by the murder he has committed. The knocking sound amplifies his fear and paranoia, making him feel that every noise is a potential threat. His guilt is overwhelming, as he believes that he will never be free from the blood on his hands. ✓ (2)

3.1.6 Lady Macbeth is remorseless/ruthless/manipulative. ✓
 She criticises Macbeth for his guilt, implying that while they both have blood on their hands, she is not ashamed or fearful like he is. ✓ (2)

3.1.7 Macbeth is the Thane of Glamis. ✓ (1)

3.1.8 Open-ended

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

Yes

- Lady Macbeth's ambition to become queen drives her to manipulate Macbeth into murdering King Duncan. She questions his manhood and resolve.
- Lady Macbeth takes charge of the plan to kill Duncan, showcasing her strategic thinking and decisiveness. She meticulously plans the details of the murder, instructing Macbeth to 'look like the innocent flower, but be the serpent under't'.
- After Duncan's murder, Lady Macbeth remains composed and takes control of the situation when Macbeth begins to unravel. She calmly instructs him to wash the blood from his hands and return the daggers to the scene of the crime. Ambition helps her to maintain a clear head and manage crises effectively.

OR**No**

- Despite her strong start, Lady Macbeth's ambition leads to deep guilt and mental instability, causing her to break down psychologically.
- Lady Macbeth's ambition blinds her to the long-term consequences of their actions. She thinks they can simply wash away their guilt, but this shows a lack of foresight and contributes to her downfall.
- At first, Lady Macbeth seems stronger than Macbeth, but as the play goes on, she loses control over him and the situation. Her ambition pushes him to commit murder, but she cannot control the chaos or his growing paranoia. This loss of control shows that her ambition, while powerful at first, ultimately leads to her destruction.

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 The time is just before the final battle against Macbeth/ just before meeting the English forces (to march towards Dunsinane Castle).✓The extract is set near Birnam Wood/Dunsinane (in Scotland).✓ (2)

3.2.2 The soldiers are filled with a strong desire for revenge ✓ against Macbeth for his tyrannical rule and the wrongs he has committed. ✓ (2)

3.2.3 Menteith's face should show worry and curiosity, with furrowed brows/frowning. ✓
He must lean slightly forward. ✓
He should raise his hand or point. ✓

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

3.2.4 C Macbeth ✓ (1)

3.2.5 Macbeth thinks that he can beat the English army with loyal soldiers fighting at his side BUT these soldiers will desert him later, leading to his downfall.✓✓

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

3.2.6 (a) Simile ✓ (1)

(b) This simile is relevant because it illustrates how Macbeth's title and power are ill-fitting ✓, much like an oversized robe on a small thief. It emphasises the idea that Macbeth is unworthy and incapable of bearing the responsibilities of kingship. ✓ (2)

3.2.7 The discussion of the theme of order and disorder may include the following points, **among others**:

- Macbeth's rise to power through the murder of King Duncan creates chaos and disorder in Scotland. Macduff defeats Macbeth, and Malcolm, the rightful heir, is restored to the throne.
- The witches' prophecies play a significant role in disrupting the natural order. However, by the end of the play, the witches' influence is nullified as their prophecies are fulfilled in a way that ultimately restores order.
- Macbeth betrays his king, murders innocent people, and rules through fear. However, the deaths of Macbeth and Lady Macbeth serve as retribution for their crimes, reinforcing the idea that justice prevails and moral order is ultimately restored.

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

3.2.8 Open-ended

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

Yes

- Macduff remains loyal to his country and refuses to support Macbeth after Duncan's murder. He joins Malcolm to overthrow Macbeth and restore peace to Scotland.
- Macduff shows courage and integrity by challenging Macbeth and fighting him to the death, despite the personal risk involved. He stands for justice and morality.
- Macduff's nobility is shown through his personal sacrifice. Despite the loss of his wife and children, he focuses on avenging their deaths and ending Macbeth's tyranny, prioritising the greater good.

OR**No**

- Macduff leaves Scotland to go to England, abandoning his country and family instead of staying to fight Macbeth's tyranny.
- Macduff's pursuit of revenge for the death of his family is motivated by personal anger, making his actions more about personal grief than justice.
- Macduff relentlessly pursues Macbeth without showing mercy or compassion, prioritising vengeance over forgiveness.

NOTE: DO NOT award a mark for Agree or Disagree. 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 that is not well-substantiated. The candidate's response must be grounded in the play.

(3)
[35]

QUESTION 4: MY CHILDREN! MYAFRICA!

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTIONS 4.1 and 4.2.

- 4.1 4.1.1 (a) D/member of debating team ✓
 (b) E/inspector of education ✓
 (c) A/rents out a room to Mr M ✓
 (d) C/plays a poor hockey game ✓
 (4 x 1) (4)
- 4.1.2 Brakwater. ✓ (1)
- 4.1.3 Thami views the classroom as a political reality because it represents the oppressive ✓ educational/Bantu Education System. ✓ (2)
- 4.1.4 Isabel says this to Thami to show that she understands and respects his perspective ✓ and to avoid further conflict by not arguing with him. ✓
OR
 Isabel also wants to encourage Thami to communicate with Mr M ✓, despite the tension in their teacher-student relationship. ✓ (2)
- 4.1.5 (a) Defiant/frustrated/assertive/anger. ✓ (1)
- (b) To assert his independence and reject Mr M's authority. This tone reflects his frustration and determination to stand by his beliefs and actions, even if it means distancing himself from someone he once respected. ✓ (1)
- 4.1.6 Frustrated/irritated/defensive/angry. ✓ Thami shows his irritation and impatience with being told what to do, indicating that he feels overwhelmed and misunderstood. /His reaction suggests that he is trying to assert his independence and protect his autonomy, feeling the need to defend his decisions and actions against what he perceives as interference or control from Isabel. ✓ (2)
- 4.1.7 Isabel's favourite sport is hockey. /Thami's favourite sport is soccer. ✓ (1)

4.1.8 Open-ended

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

Yes

- Isabel's willingness to participate in debates with Thami and Mr M shows her openness to different perspectives and her desire to understand the complexities of the issues they face.
- Her friendship with Thami, despite their different backgrounds, demonstrates her ability to connect with others and support them in their struggles.
- Isabel's visit to pay her last respects to Mr M and her promise to him further demonstrate her open-mindedness and growth. She acknowledges the impact Mr M had on her life and commits to making her life useful, as he had hoped. This promise shows her deep respect for Mr M's values and her determination to honour his legacy by striving for a meaningful and just life.

OR**No**

- Before visiting Zolile High, Isabel's attitude towards black people was influenced by her privileged background, as seen in her description of the location and her initial detachment from the struggles faced by the black community. This limited understanding can lead to misunderstandings and conflicts.
- Isabel's initial curiosity about the boycott can be seen as superficial, as she does not fully grasp the depth of the struggle Thami and the other students face.
- Her involvement in the boycott is limited, as she does not face the same risks and consequences as Thami and the other students, which can make her support seem less impactful.

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

(3)

AND

- 4.2 4.2.1 The time is when Thami and Mr M have a heated discussion about the school boycott /before the comrades burned Mr M ✓, and the place is in Mr M's/ Number One classroom / a classroom at Zolile High School, ✓ (2)
- 4.2.2 Admirable/influential /charismatic/ambitious.✓
The phrase means that the other students admire and respect Thami and see him as someone who can guide and influence them.✓ (2)
- 4.2.3 (a) Simile ✓ (1)
- (b) According to Thami, Mr M compares the learners to sheep that must be led, ✓implying that they are not clever/mature enough to make their own decisions regarding the school boycott. They merely follow like sheep. (2)
- 4.2.4 Mr M should ...
 - Lean slightly towards Thami. ✓
 - Use a pointing gesture with his finger. ✓
 - Maintain strong eye contact with Thami. ✓**NOTE:** Accept any TWO of the above or any other relevant actions. (2)
- 4.2.5 B students who participated in the boycott ✓ (1)
- 4.2.6 The irony is that Mr M asserts his authority by claiming he is a man and Thami is a boy, yet his outburst shows a loss of control and maturity, which contradicts his claim of being the more responsible adult. ✓✓
OR
 Mr M still treats Thami as a boy, BUT he is no longer a mere schoolboy; as a youth leader he is already involved in matters concerning serious political unrest, far removed from the life of a boy. ✓✓
NOTE: BOTH parts must be included to earn the marks. (2)
- 4.2.7 The discussion of the theme of conflict between generations may include the following points, **among others**:
 - Mr M believes in the power of education and dialogue to bring about change. He organises debates and encourages his students to think critically.
 - In contrast, Thami becomes increasingly disillusioned with the slow pace of change and believes that more radical actions, like the boycott, are necessary.
 - Isabel, coming from a different background, often finds herself caught between the older and younger generations. She respects Mr M and values his dedication to education, but she also sympathises with Thami's desire for change.**NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not (3)

well-substantiated. The candidate's interpretation must be grounded in the drama.

4.2.8 Open-ended

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

Yes

- Thami actively participates in the student boycott, showing his commitment to the cause.
- He challenges Mr M's authority and questions the education system's role in perpetuating inequality.
- Thami takes a leadership role among his peers, encouraging them to stand up for their rights.
- Thami hopes that if he joins the liberation movement and fights for freedom that will put an end to vigilantism and lives will be saved.

OR

No

- Thami hesitates when Mr M asks him to bring the students back to the classroom, showing doubt in his actions.
- He struggles with the personal consequences of his activism, such as the potential loss of his education.
- Thami's relationship with Isabel reveals his internal conflict between activism and personal connections.
- Thami tries to avoid conflict with Mr M at all costs out of respect for his teacher. It is only towards the end of the play that he openly rebels against him.

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

(3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 5

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

5.1 A BAG OF SWEETS – AGNES SAM

- 5.1.1 (a) B/brings shame on her family ✓
OR
D/discards traditional family values ✓
- (b) A/place of tension and unresolved issues ✓
- (d) C/place of Friday prayers ✓
- (3 x 1) (3)
- 5.1.2 Kaltoum disapproves ✓ of Khadija's choice of clothing, especially her bare legs, as it goes against their traditional Muslim attire/ because it goes against their religious norms/she finds it difficult to accept Khadija's modern approach. ✓ (2)
- 5.1.3 Her parents died or passed on. ✓ (1)
- 5.1.4 (a) Enthusiastic/joyful /delighted. ✓ (1)
- (b) Khadija uses this tone because she is overjoyed/excited to see her sister, Kaltoum, after a long time/she hopes to reconnect with her. ✓ (1)
- 5.1.5 Kaltoum is irritated/ resentful and unwilling to engage in polite or friendly behaviour towards Khadija, ✓ indicating her lingering bitterness/anger. ✓ (2)
- 5.1.6 Khadija is humble and persistent. ✓ She keeps trying to reconnect with her family, despite their cold reception. ✓ (2)
- 5.1.7 Khadija visits the shop on Fridays. ✓ (1)
- 5.1.8 Open-ended

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

Yes

- She visits the shop frequently despite knowing her family disapproves.
- She tries to use Kaltoum's perceived weakness to re-enter the family.
- She disregards the family's customs by visiting on Fridays.

OR

No

- She wants to reconcile with her family.
- She shows humility and persistence in her attempts.
- She respects her family's space by eventually stopping her visits.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1, 2 or 3 marks for a response, which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)

AND**5.2 THE GIRL WHO CAN**

5.2.1 When Adjoa's grandmother and mother discuss her legs ✓ at their hut/home in the village. ✓ (2)

5.2.2 (a) Metaphor ✓ (1)

(b) The calm, quiet state of being unborn is compared to a sweet, soft, silent world/ life is compared to a loud, complicated world. ✓ This metaphor highlights the difficulties Adjoa has been facing from birth. ✓ (2)

5.2.3 Nana is upset /concerned/worried /disappointed ✓ emphasising the fact that Adjoa's legs do not fit the traditional physical expectations for a woman/which should be thicker and shorter because she would not be able to bear children ✓ (2)

5.2.4 D/silence Maami ✓ (1)

5.2.5 Maami tries to defend Adjoa by pointing out that some people have no legs at all, ✓ implying that Adjoa should be appreciated for having legs. ✓ (2)

5.2.6 The irony is that Nana criticises Adjoa's legs for being too thin and long, YET these same legs later become the source of Adjoa's success as an athlete. ✓✓

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

5.2.7 The discussion of the theme of societal expectations may include the following points, **among others**:

- The pressure placed on Adjoa to conform to traditional physical and gender roles.
- Nana's criticism of Adjoa's legs reflects the narrow view of a woman's purpose.
- Education is viewed as a waste of time; women are expected to bear and raise the children.
- Adjoa's success in athletics challenges and expands these expectations.

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

(3)

5.2.8 Open-ended

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

Yes

- Adjoa's determination and insight are evident in her ability to navigate and challenge the expectations placed on her.
- Adjoa questions societal norms.
- She excels in athletics despite criticism.
- Adjoa perseveres and ultimately gains her grandmother's approval.

OR

No

- Adjoa often keeps her thoughts to herself, as she fears ridicule.
- She never speaks up to defend her mother and father when Nana criticises them.
- She struggles to express her ideas.

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

(3)

[34]

TOTAL SECTION C: 34

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTIONS 6.1 AND 6.2

SECTION D: POETRY

QUESTION 6

6.1 'The night-jar and Inkosazana Yasezulwini' – Chris Mann

- 6.1.1 (a) ballad ✓
 (b) myth ✓
 (c) nocturnal ✓
 (d) supernatural ✓ (4)
- 6.1.2 Midnight, when the speaker is woken up by the nightjar ✓ in a town/speaker's house/bedroom. ✓ (2)
- 6.1.3 Simile ✓ (1)
- 6.1.4 The speaker was harshly woken up by the nightjar, ✓ despite the sandman sprinkling dust in his eyes to make him fall asleep. ✓ (2)
- 6.1.5 The speaker is awake ✓ while sleeping /in a dream-like state. ✓ (2)
- 6.1.6 Immortal/going to live forever ✓ (1)
- 6.1.7 The discussion of the theme of hope may include the following points, **among others:**
- The nightjar is a messenger who brings hope to humans.
 - The nightjar acts as a guide to the Princess of Heavens.
 - The Princess of Heavens is a being who helps people dream.
 - Dreams provide hope for the future and the possible realisation of people's ideals.

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)

6.1.8 Open-ended

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

Yes

- The Princess of Heavens rinses dreams in rainbow water, thereby purifying them.
- The Princess of Heavens then keeps the dreams safely wrapped in the morning mist.
- Humans need dreams to be able to love.
- Without the Princess of Heavens no one will be able to dream or love.

OR**No**

- The Princess of Heavens is a mythical being.
- It is natural for all humans to dream.
- All dreams cannot be good/pure.
- Love can exist without dreams.

NOTE: Do not award marks for YES or NO. 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

6.2 'What life is really like' – Beverly Rycroft

6.2.1 Become resilient/strong enough for life's challenges. ✓ (1)

6.2.2 (a) The pigeons are desperate/ frantic to return to their home. /The pigeons show a strong, almost irrational desire to find safety and familiarity. ✓ (1)

(b) The hawk is a bird of prey. ✓
It is flying/hovering as it is looking for food. ✓
OR
The disease /cancer is compared to a bird of prey (hawk) ✓that is circling above her waiting to attack. ✓ (2)

6.2.3 The speaker emphasises that she was forced to assist her father. ✓
She was a frightened little girl exposed to the cruelties of life. ✓ (2)

6.2.4 (a) Anticipation/expectation/vulnerability ✓ (1)

- (b) To emphasise that the speaker spent her entire life waiting for what her father had prepared her for. ✓

(1)

6.2.5 (a) Metaphor ✓ (1)

(b) It compares the damage that the surgery inflicted on the speaker's chest to what a bulldozer does to the land. ✓
This emphasises the invasiveness/brutality of her surgery. ✓ (2)

6.2.6 C/personification. ✓ (1)

6.2.7 The father's silence reveals a sense of pain/regret/helplessness/shock. ✓
The father refrains from lecturing his daughter, knowing she can handle life's cruelty. /He struggles to express his care in words, he shows his love through actions, like gently dressing her wound. /He prepared his daughter but he was not prepared for this cruelty. ✓ (2)

6.2.8 Open-ended

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

Yes

- In this poem the father prepares his daughter for the harsh realities of life.
- The speaker uses examples to show how cruel life can be: the beheading of the chickens, the pigeon mutilated by the hawk, and the father's shouting that life is a fight for survival.
- The title is a repeated phrase in the poem.

OR

No

- Only the worst parts of life are depicted in this poem.
- Life is more often good and happy.
- Life does not really consist of only cruelty as the father believes.

NOTE: Do not award marks or YES or NO. 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)
[35]

TOTAL SECTION D: 35

TOTAL: 70