



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2024

MARKS: 70

TIME: 2½ hours

This question paper consists of 28 pages.



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 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.

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Answer ANY ONE question.		
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2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	9
SECTION B: DRAMA		
Answer ANY ONE question.		
3. <i>Macbeth</i>	35	13
4. <i>My Children! My Africa!</i>	35	17
SECTION C: SHORT STORIES		
Answer the questions set on BOTH extracts.		
5.1 'Triumph in the face of adversity'	18	21
AND		
5.2 'The wind and a boy'	17	23
SECTION D: POETRY		
Answer the questions set on BOTH poems.		
6.1 'The slave dealer'	18	25
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CHECKLIST

NOTE:

- Answer questions from ANY TWO sections.
- Tick (✓) the sections 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 receives a letter.]

He was reluctant to open it, for once such a thing is opened, it cannot be shut again.
He called to his wife, Has the child gone?
– She is eating, Stephen.
– Let her eat then. She brought a letter. Do you know anything about a letter? 5
– How should I know, Stephen?
– No, that I do not know. Look at it.
She took the letter and she felt it. But there was nothing in the touch of it to tell from whom it might be. She read out the address slowly and carefully: 10

Rev. Stephen Kumalo
St. Mark's Church
Ndotsheni
Natal

She mustered up her courage, and said, It is not from our son. 15
– No, he said. And he sighed. It is not from our son.
– Perhaps it concerns him, she said.
– Yes, he said. That may be so.
– It is not from Gertrude, she said.
– Perhaps it is my brother John. 20
– It is not from John, she said.
They were silent, and she said, how we desire such a letter, and when it comes, we fear to open it.
– Who is afraid? he said. Open it.
She opened it, slowly and carefully, for she did not open so many letters. 25
She spread it out open, and read it slowly and carefully, so that he did not hear all that she said.

[Book 1, Chapter 2]



1.1.1

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

COLUMN A	COLUMN B
(a) Reverend Msimangu	A becomes head boy of the reformatory
(b) Arthur Jarvis	B accompanies Stephen to his brother's shop
(c) Absalom Kumalo	C favours Barbara Smith above other nieces
(d) Father Vincent	D writes <i>The Truth About Native Crime</i>
	E finds Stephen a pro deo lawyer

(4 x 1) (4)

1.1.2 Change ONE word to make the following statement TRUE:

John Kumalo is a carpenter who turned pastor. (1)

1.1.3 Refer to line 7 ('How should I know, Stephen?').

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

(b) Why would Mrs Kumalo use this tone in this line? (1)

1.1.4 Explain why Stephen sighs in line 16. (2)

1.1.5 Explain the irony in Stephen's words, 'Who is afraid?' (line 24). (2)

1.1.6 What do lines 25–27 ('She opened it, ... that she said') reveal about Mrs Kumalo's character?

Substantiate your answer. (2)

1.1.7 Explain what the letter encourages Stephen to do. (2)

1.1.8 Refer to the novel as a whole.

Do you feel sorry for Gertrude?

Discuss your view. (3)

AND

1.2

EXTRACT B

[James Jarvis is in mourning.]

He looked at the hundreds of books, and slid aside the glass panel and took one of them out. Then he returned to his chair, and begun to turn over its pages. One of the chapters was headed 'The Famous Speech at Gettysburg', apparently a speech that was a failure, but that had since become one of the great speeches of the world. He turned over the preliminary pages till he came to the speech, and read it through carefully. That done, he smoked again, lost in deep abstraction. After some time he rose and replaced the book in the case, and shut the case. Then he opened the case again, and slipped the book into his pocket, and shut the case. He looked at his watch, knocked out his pipe in the fireplace, put on his hat, took up his stick. He walked slowly down the stairs, and opened the door into the fatal passage. He took off his hat and looked down at the dark stain on the floor. Unasked, unwanted, the picture of the small boy came to his mind, the small boy at High Place, the small boy with the wooden guns. Unseeing he walked along the passage and out of the door through which death had come so suddenly.

[Book 2, Chapter 3]

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

1.2.2 Refer to lines 8–9 ('Then he opened ... shut the case').

Why did James Jarvis slip 'the book into his pocket'? (1)

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

The 'dark stain' (line 12) refers to ...

- A paint.
 - B blood.
 - C sweat.
 - D polish.
- (1)

1.2.4 Refer to lines 12–14 ('Unasked, unwanted, the ... the wooden guns').

(a) What do these lines tell us about Jarvis's state of mind?

Substantiate your answer. (2)

(b) How does 'the small boy' (line 14) contribute to the upliftment of the black community when he becomes an adult?

State TWO points. (2)



1.2.5 Refer to lines 14–15 ('Unseeing he walked ... come so suddenly').

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

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

1.2.6 One of the themes in *Cry, the Beloved Country* is regret.

Discuss this theme. (3)

1.2.7 Refer to the novel as a whole.

Absalom is responsible for the poor choices he makes.

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 Utterson enquires about Mr Hyde.]

This little spurt of temper was somewhat of a relief to Mr Utterson. 'They have only differed on some point of science,' he thought; and being a man of no scientific passions (except in the matter of conveyancing) he even added: 'It is nothing worse than that!' He gave his friend a few seconds to recover his composure, and then approached the question he had come to put. 'Did you 5 ever come across a *protégé* of his – one Hyde?' he asked.

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

That was the amount of information that the lawyer carried back with him to the great, dark bed on which he tossed to and fro, until the small hours of the morning began to grow large. It was a night of little ease to his toiling mind, 10 toiling in mere darkness and besieged by questions.

Six o'clock struck on the bells of the church that was so conveniently near to Mr Utterson's dwelling, and still he was digging at the problem. Hitherto it had touched him on the intellectual side alone; but now his imagination also was engaged, or rather enslaved; and as he lay and tossed in the gross 15 darkness of the night and the curtained room, Mr Enfield's tale went by before his mind in a scroll of lighted pictures.

[Search for Mr Hyde]

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

COLUMN A	COLUMN B
(a) Carew	A transforms and shocks friends
(b) Jekyll	B minds his own business
(c) Enfield	C is murdered by Hyde
(d) Utterson	D witnesses the murder secretly
	E recognises the murder weapon

(4 x 1)

(4)



2.1.2 Explain why Mr Utterson is relieved at Dr Lanyon's 'little spirt of temper' (line 1). (2)

2.1.3 Refer to line 13 ('... Mr Utterson's dwelling ... at the problem').

(a) Change ONE word to make the following statement TRUE:

Mr Utterson's dwelling is in Soho. (1)

(b) What does 'still he was digging at the problem' tell us about Mr Utterson's state of mind?

Substantiate your answer. (2)

2.1.4 Refer to lines 14–15 ('but now his ... or rather enslaved').

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

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

2.1.5 Refer to lines 16–17 ('...Mr Enfield's tale ... of lighted pictures').

(a) What detail about Mr Enfield's story causes Mr Utterson's sleeplessness? (2)

(b) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.5(b)) in the ANSWER BOOK.

Mr Enfield is ... of Mr Utterson.

A an old client

B a financial advisor

C a distant relative

D a loyal servant

(1)

2.1.6 Refer to the novel as a whole.

Mr Utterson enables Dr Jekyll to live his dual life.

Discuss your view.

(3)

AND



2.2

EXTRACT D

[Dr Jekyll reaches out to Dr Lanyon.]

Think of me at this hour, in a strange place, labouring under a blackness of distress that no fancy can exaggerate, and yet well aware that, if you will but punctually serve me, my troubles will roll away like a story that is told. Serve me, my dear Lanyon, and save

'Your friend, 5
 'HJ

'P S – I had already sealed this up when a fresh terror struck upon my soul. It is possible that the post office may fail me, and this letter not come into your hands until to-morrow morning. In that case, dear Lanyon, do my errand when it shall be most convenient for you in the course of the day; and once more expect my messenger at midnight. It may then already be too late; and if that night passes without event, you will know that you have seen the last of Henry Jekyll.' 10

Upon the reading of this letter I made sure my colleague was insane; but till that was proved beyond the possibility of doubt, I felt bound to do as he requested. The less I understood of this farrago, the less I was in a position to judge of its importance; and an appeal so worded could not be set aside without a grave responsibility. 15

[Dr Lanyon's Narrative]

- 2.2.1 Describe the time and place where this extract is set. (2)
- 2.2.2 To which 'strange place' (line 1) does Dr Jekyll refer? (1)
- 2.2.3 Refer to lines 3–4 ('Serve me, my ... Lanyon, and save').
- (a) What tone would Dr Jekyll use in these lines? (1)
- (b) Why would Dr Jekyll use this tone in these lines? (1)
- 2.2.4 Why does Dr Jekyll specifically ask Dr Lanyon to run his errand (line 9)?
- State TWO points. (2)
- 2.2.5 Explain the irony in Dr Jekyll's words, 'expect my messenger at midnight' (line 11). (2)
- 2.2.6 What do lines 14–16 ('Upon the reading ... as he requested') reveal about Dr Lanyon's character?
- Substantiate your answer. (2)



2.2.7

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

Discuss this theme.

(3)

2.2.8

Refer to the novel as a whole.

Dr Jekyll enjoys being Mr Hyde.

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*

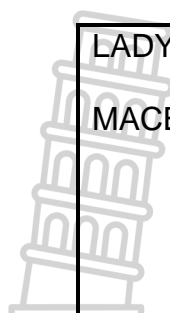
Read the extracts from the PLAY below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

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

3.1 EXTRACT E

[Macbeth and Lady Macbeth host guests.]

MACBETH:	What man dare, I dare! Approach thou like the rugged Russian bear, The armed rhinoceros, or the Hyrcan tiger. Take any shape but that, and my firm nerves Shall never tremble; or be alive again, And dare me to the desert with thy sword. If trembling I inhabit then, protest me The baby of a girl. Hence, horrible shadow! Unreal mockery, hence!	5
	<i>Exit Ghost.</i> Why, so; being gone, I am a man again. Pray you, sit still.	10
LADY M:	You have displaced the mirth, broke the good meeting, With most admired disorder.	
MACBETH:	Can such things be, And overcome us like a summer's cloud, Without our special wonder? You make me strange Even to the disposition that I owe, When now I think you can behold such sights, And keep the natural ruby of your cheeks, When mine is blanched with fear.	15 20
ROSS:	What sights, my lord?	
LADY M:	I pray you, speak not. He grows worse and worse; Question enrages him. At once, good night. Stand not upon the order of your going, But go at once.	25
LENNOX:	Good night, and better health Attend his majesty!	



LADY M:	A kind good night to all!	
	<i>Exeunt all but Macbeth and Lady Macbeth.</i>	
MACBETH:	It will have blood, they say, blood will have blood. Stones have been known to move and trees to speak; Augures and understood relations have By maggot-pies and choughs and rooks brought forth ...	30

[Act 3, Scene 4]

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)	Macduff	A	King Duncan's cousin
(b)	Macbeth	B	Banquo's teenage son
(c)	Fleance	C	Thane of Fife
(d)	Malcolm	D	King of England
		E	King Duncan's heir

(4 x 1) (4)

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

3.1.3 If you were the director of this play, what would you tell Macbeth to do when saying, 'Approach thou like ... Shall never tremble' (lines 2–5)?

State TWO actions. (2)

3.1.4 What do lines 12–13 ('You have displaced ... most admired disorder') reveal about Lady Macbeth's character?

Substantiate your answer. (2)

3.1.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.5) in the ANSWER BOOK.

The words, 'such sights' (line 18) refer to ...

- A the guests.
 - B the witches.
 - C Duncan's horses.
 - D Banquo's ghost.
- (1)



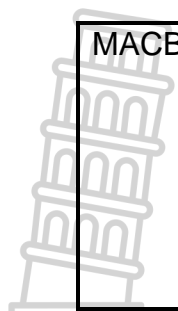
- 3.1.6 Why does Lady Macbeth instruct Ross to leave immediately (lines 23–25)? (1)
- 3.1.7 Refer to lines 26–27 ('Good night, and ... Attend his majesty!').
What do these lines tell us about Lennox's state of mind?
Substantiate your answer. (2)
- 3.1.8 Change ONE word to make the following statement TRUE:
Macbeth's coronation takes place at Colme-kill. (1)
- 3.1.9 Refer to the drama as a whole.
Unnatural events play an important role in the drama.
Discuss your view. (3)

AND


3.2 EXTRACT F

[Macbeth's last fight.]

MACBETH:	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 Than terms can give thee out!	5
	<i>They fight.</i>	
MACBETH:	Thou lovest labour. As easy mayst thou the intrenchant air With thy keen sword impress as make me bleed. Let fall thy blade on vulnerable crests – I bear a charmed life, which must not yield To one of woman born!	10
MACDUFF:	Despair thy charm, And let the angel whom thou still hast served Tell thee, Macduff was from his mother's womb Untimely ripped.	15
MACBETH:	Accursèd 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 a double sense; That keep the word of promise to our ear, And break it to our hope. I'll not fight with thee.	20
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 YOU MAY SEE THE TYRANT!'	25



MACBETH:	I will not yield, To kiss the ground before young Malcolm's feet, And to be baited with the rabble's curse. Though Birnam Wood be come to Dunsinane, And thou opposed, being of no woman born, Yet I will try the last.	30
		[Act 5, Scene 8]

- 3.2.1 Refer to lines 1–2 ('my soul is ... of thine already').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 3.2.2 What does Macduff mean when he says, 'I have no ... in my sword' (lines 3–4)? (2)
- 3.2.3 Explain the irony in Macbeth's words in, 'I bear a ... of woman born!' (lines 11–12). (2)
- 3.2.4 Explain why Macbeth calls the witches 'juggling fiends' in 'And be these ... a double sense' (lines 19–20). (2)
- 3.2.5 Refer to lines 23–27 ('Then yield thee ... SEE THE TYRANT!').
- (a) What tone would Macduff use in these lines? (1)
- (b) Why would Macduff use this tone in these lines? (1)
- 3.2.6 One of the themes in *Macbeth* is manhood.
- Discuss this theme. (3)
- 3.2.7 Refer to the drama as a whole.
- The play ends on a positive note.
- 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

[Thami and Isabel are relaxed.]

ISABEL:	Eighteen years old. I think I want to be a writer. My favourite subject is English and my favourite sport, as you might have guessed, is hockey. Anything else?	
THAMI:	Yes. What did you have for breakfast this morning? <i>[Isabel laughs.]</i>	5
ISABEL:	Auntie, our maid, put down in front of me a plate of steaming, delicious Jungle Oats over which I sprinkled a crust of golden, brown sugar, and while that was melting on top I added a little moat of chilled milk all around the side. That was followed by brown-bread toast, quince jam and lots and lots of tea.	10
THAMI:	Yes, you're a writer.	
ISABEL:	You think so?	
THAMI:	You made me hungry.	
ISABEL:	My turn now?	
THAMI:	Yep.	15
ISABEL:	Let's start with your family.	
THAMI:	Mbikwana! <i>[He clears his throat.]</i> Mbikwana is an old Bantu name and my mother and my father are good, reliable, ordinary, hard-working Bantu-speaking black South African natives. I am the one hundred thousandth generation.	20
ISABEL:	You really like teasing, don't you?	
THAMI:	Amos and Lilian Mbikwana. They're in Cape Town. My mother is a domestic and my father works for the railways. I stay here with my grandmother and married sister. I was sent to school here in the peaceful platteland because it is so much safer, you see, than the big city with all its temptations and troubles. <i>[Thami laughs.]</i> Another Bantu joke.	25

[Act 1, Scene 1]



4.1.1

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

COLUMN A	COLUMN B
(a) Mrs Makatini	A organises a debating competition
(b) Mr Myalatya	B wins the debating competition
(c) Thami Mbikwana	C the vetkoek seller
(d) Isabel Dyson	D debating competition spectator
	E abandons the literature quiz

(4 x 1) (4)

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

4.1.3 What is Thami's favourite sport? (1)

4.1.4 Refer to lines 6–10 ('Auntie, our maid, ... lots of tea').

Choose the correct answer to complete the following sentence. Write only the question number 4.1.4 and the letter (A–D) in the ANSWER BOOK.

Auntie lives in ...

- A Cradock.
- B Brakwater.
- C Camdeboo.
- D Cookhouse. (1)

4.1.5 Refer to lines 17–20 ('Mbikwana! *[He clears ... South African natives']*).

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

4.1.6 Thami tells Isabel about his parents (lines 22–23). What do Isabel's mother and father do for a living? (2)

4.1.7 Explain the irony in Thami's words, 'I was sent ... temptations and troubles' (lines 24–26). (2)

4.1.8 Refer to the drama as a whole.

Thami is an exemplary pupil.

Discuss your view. (3)

AND

4.2

EXTRACT H

[Mr M goes to an empty classroom.]

MR M:	How many young souls do I have present this morning? There are a lot of well-aimed stray bullets flying around on the streets out there. Is that why this silence is so ... heavy? But what can I teach you? <i>[Picks up his little black dictionary on the table]</i> My lessons were meant to help you in this world. I wanted you to know how to read and write and talk in this world of living, stupid, cruel men. <i>[Helpless gesture]</i> Now? Oh my children! I have no lessons that will be of any use to you now. Mr M and all his wonderful words are ... useless, useless, useless! <i>[The sound of breaking glass. Stones land in the classroom. Mr M picks up one]</i> No! One of you is still alive. Ghosts don't throw stones with hot, sweating young hands. <i>[Grabs his bell and rings it wildly again]</i> Come to school! Come to school! <i>[Thami appears.]</i>	5 10 15
THAMI:	<i>[Quietly]</i> Stop ringing that bell, Mr M.	
MR M:	Why? It's only the school bell, Thami. I thought you liked the sound of it. You once told me that it was almost as good as music ... don't you remember?	
THAMI:	You are provoking the Comrades with it.	20
MR M:	No Thami. I am summoning the Comrades with it.	
THAMI:	They say you are ringing the bell to taunt them.	

[Act 2, Scene 3]

- 4.2.1 Why does Mr M say 'this silence is so ... heavy' (line 3)? (2)
- 4.2.2 If you were the director of this play, what would you tell Mr M to do when saying, 'Mr M and ... useless, useless, useless!' (lines 9–10)?
- State TWO actions. (2)
- 4.2.3 Refer to line 16 ('Stop ringing that bell, Mr M').
- What does this line tell us about Thami's state of mind?
- Substantiate your answer. (2)
- 4.2.4 Refer to lines 18–19 ('You once told ... good as music').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why the figure of speech is relevant in these lines. (2)



4.2.5 What does line 21 ('No Thami. I ... Comrades with it') reveal about Mr M's character?

Substantiate your answer. (2)

4.2.6 Change ONE word to make the following statement TRUE:

Renee is Isabel's sister. (1)

4.2.7 One of the themes in *My Children! My Africa!* is teamwork.

Discuss this theme. (3)

4.2.8 Refer to the drama as a whole.

The debating contest is a good idea.

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 A 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

[The narrator stands up for herself.]

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 so 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. 5

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

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

'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. 10

'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. I knew that Mr Nkwane would tell everybody about my situation and the last thing I wanted from them was their pity, because it was not going to feed me, put clothes on my back or even help me in getting my school work on track. Besides the fact that I was poor didn't mean that I didn't have pride. 15



5.1.1

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

COLUMN A	COLUMN B
(a) MaDlamini	A a home buyer
(b) Nthabiseng	B a younger sister
(c) Zanele	C a thoughtful friend
(d) Thembekile	D an old-fashioned woman
	E an abused daughter-in-law

(4 x 1) (4)

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

5.1.3 Refer to line 3 ('You cannot allow ... to control you').

State TWO challenges that Thulisile experiences at home. (2)

5.1.4 Why does Thulisile say, 'and that drove me up the wall' (line 8)? (2)

5.1.5 Explain the irony in Thulisile's words, 'the last thing ... was their pity' (line 15). (2)

5.1.6 One of the themes in 'Triumph in the face of adversity' is kindness.

Discuss this theme. (3)

5.1.7 Refer to the short story as a whole.

Thulisile is a good role model.

Discuss your view. (3)

AND



5.2 'THE WIND AND A BOY'

EXTRACT J

[Friedman's third phase.]

'Oh, he's no trouble,' Sejosenye would reply.

They began to laugh at his third phase. Almost overnight he turned into a tall spindly-legged, graceful gazelle with large, grave eyes. There was an odd, musical lilt to his speech and when he teased, or was up to mischief, he moved his head on his long thin neck from side to side like a cobra. It was he who became the king of kings of all the boys in his area; he could turn his hand to anything and made the best wire cars with their wheels of shoe-polish tins. All his movements were neat, compact, decisive, and for his age he was a boy who knew his own mind. They laughed at his knowingness and certainty on all things, for he was like the grandmother who had had a flaming youth all her own too. Sejosenye had scandalised the whole village in her days of good morals by leaving her own village ward to live with a married man in Ga-Sefete-Molemo ward. She had won him from his wife and married him and then lived down the scandal in the way only natural queens can. Even in old age, she was still impressive. She sailed through the village, head in the air, with a quiet, almost expressionless face.

5.2.1 Refer to line 1 ('Oh, he's no trouble,' Sejosenye would reply.)

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

Substantiate your answer. (2)

5.2.2 To whom does 'They' (line 2) refer? (1)

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

Friedman turned from a ... in his second phase into a 'graceful gazelle' (line 3) in his third phase.

- A toddler
 - B teenager
 - C new-born
 - D grown-up
- (1)

5.2.4 Refer to lines 4–5 ('he moved his ... like a cobra').

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

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



- 5.2.5 Refer to lines 6–8 ('he could turn ... of shoe-polish tins').
- (a) What tone would the narrator use in these lines? (1)
- (b) Why would the narrator use this tone in these lines? (1)
- 5.2.6 Explain why Friedman is given this name. (2)
- 5.2.7 What do lines 15–16 ('She sailed through ... almost expressionless face') reveal about Sejosenye's character?
- Substantiate your answer. (2)
- 5.2.8 Change ONE word to make the following statement TRUE:
- Friedman is the son of Sejosenye's first-born daughter. (1)
- 5.2.9 Refer to the short story as a whole.
- Friedman has a wonderful childhood.
- Discuss your view. (3)

TOTAL SECTION C: 35



SECTION D: POETRY

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

- 'The slave dealer' by Thomas Pringle
- 'Hard to find' by Sinesipo Jojo

NOTE: Answer the questions set on BOTH poems, i.e. QUESTION 6.1 AND QUESTION 6.2.

QUESTION 6

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

The slave dealer – Thomas Pringle

1 From ocean's wave a Wanderer came,
2 With visage tanned and dun:
3 His Mother, when he told his name,
4 Scarce knew her long-lost son;
5 So altered was his face and frame
6 By the ill course he had run.

7 There was hot fever in his blood,
8 And dark thoughts in his brain;
9 And oh! to turn his heart to good
10 That Mother strove in vain,
11 For fierce and fearful was his mood,
12 Racked by remorse and pain.

13 And if, at times, a gleam more mild
14 Would o'er his features stray,
15 When knelt the Widow near her Child,
16 And he tried with her to pray,
17 It lasted not – for visions wild
18 Still scared good thoughts away.

19 'There's blood upon my hands!' he said,
20 'Which water cannot wash;
21 It was not shed where warriors bled –
22 It dropped from the gory lash,
23 As I whirled it o'er and o'er my head,
24 And with each stroke left a gash.

25 'With every stroke I left a gash,
26 While Negro blood sprang high;
27 And now all ocean cannot wash
28 My soul from murder's dye;
29 Nor e'en thy prayer, dear Mother, quash
30 That Woman's wild death-cry!



31 'Her cry is ever in my ear,
 32 And it will not let me pray;
 33 Her look I see – her voice I hear –
 34 As when in death she lay,
 35 And said, "With me thou must appear
 36 On God's great Judgment-day" !
 37 'Now, Christ from frenzy keep my son!
 38 The woeful Widow cried;
 39 'Such murder foul thou ne'er hast done –
 40 Some fiend thy soul belied!' –
 41 '– Nay, Mother! the Avenging One
 42 Was witness when she died!
 43 'The writhing wretch with furious heel
 44 I crushed – no mortal nigh;
 45 But that same hour her dread appeal
 46 Was registered on high;
 47 And now with God I have to deal,
 48 And dare not meet His eye!'

- 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.

pray; violently; visions; physically; scars; lovingly;
 slightly; eat

- When the slave dealer returns home, it is evident he has changed
 (a) ... He tries to (b) ... with his mother, but he has terrible (c) ... of
 the woman he had (d) ... killed. (4)
- 6.1.2 Describe the time and place where stanza 1 is set. (2)
- 6.1.3 Explain the irony of the Wanderer's skin having been 'tanned' (line 2). (2)
- 6.1.4 Identify the figure of speech used in line 7 ('There was hot fever in his blood'). (1)
- 6.1.5 Explain why the speaker is unable to pray (lines 31–33). (2)
- 6.1.6 Change ONE word to make the following statement TRUE:
 The dying woman told the slave dealer that God will forgive him. (1)
- 6.1.7 One of the themes in 'The slave dealer' is guilt.
 Discuss this theme. (3)
- 6.1.8 The slave dealer's mother can be pitied.
 Discuss your view. (3)

AND

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

Hard to find – Sinesipo 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 realize what my heart wants to say.

- 6.2.1 Refer to line 3 ('we read them, and they fly out').
- (a) When the speaker refers to 'they fly out', does she mean it literally or figuratively? (1)
 - (b) Explain the meaning of, 'they fly out'. (2)
- 6.2.2 What is meant by, 'we are provoked' (line 4)? (1)
- 6.2.3 Refer to lines 6–7 ('they are hard ... by the heart').
- (a) What tone would the speaker use in these lines? (1)
 - (b) Why would the speaker use this tone? (1)
- 6.2.4 Refer to line 9 ('words hide like ... part of life').
- (a) Identify the figure of speech in this line. (1)
 - (b) Explain why the figure of speech is relevant in this line. (2)
- 6.2.5 Explain why the speaker says, 'words are busy playing some twisted game' (line 10). (2)
- State TWO points. (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.

'as the raindrops slowly slide down' (line 12), is an example of ...

- A assonance.
- B alliteration.
- C repetition.
- D onomatopoeia.

(1)

6.2.7

Refer to line 13 ('on a cloudy lifetime').

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

Substantiate your answer.

(2)

6.2.8

The title, 'Hard to find', is suitable for this poem.

Discuss your view.

(3)

TOTAL SECTION D: 35
GRAND TOTAL: 70





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2024

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 21 pages.



INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to the Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. MARKING GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the rest.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. 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) B/accompanies Stephen to his brother's shop✓
 (b) D/writes, *The Truth About Native Crime*✓
 (c) A/becomes head boy of the reformatory✓
 (d) E/finds Stephen a *pro deo* lawyer✓ (4)
- 1.1.2 John Kumalo is a carpenter who turned **politician**.✓ (1)
- 1.1.3 (a) Confused/questioning/nervous✓ (1)
- (b) Mrs Kumalo feels as baffled/unknowing/anxious as her husband is about the letter.✓ (1)
- 1.1.4 Stephen is despondent as the letter is not from Absalom✓ who has not communicated with them after he has left.✓

OR

Stephen is disappointed as he hopes that the letter would be from their son/Absalom✓ from whom they have not heard in a long time.✓ (2)

- 1.1.5 Stephen pretends that he is not afraid to open the letter, yet he avoids opening it/instructs his wife to do so.✓✓

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

- 1.1.6 Mrs Kumalo is brave/courageous✓ to open the letter even though she does not know who the sender is/does not read often.✓

OR

She is sensitive✓ as she realises that her husband is reluctant or even afraid to open the letter/softens the impact of the letter by reading slowly.✓

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



1.1.7 The letter encourages Stephen to use their savings/to go to Johannesburg✓ to find Gertrude (who is not well).✓ (2)

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

Yes.

- Gertrude's husband goes to Johannesburg and she does not hear from him again.
- She is left with an infant and has to care for him on her own.
- She loses hope and is drawn into the social ills that prevail in a big city like Johannesburg.

OR

No.

- Gertrude should have returned to Ndotsheni when she did not find her husband.
- She has the support of her brother and his wife in Ndotsheni.
- She makes the choice to live an immoral life.

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

AND

1.2 1.2.1 This takes place when James Jarvis/Arthur's father discovers the huge number of books/invitations/ manuscripts✓ in Arthur's study/home. ✓ (2)

1.2.2 James Jarvis wanted to read/discover more about the Gettysburg speech/Abraham Lincoln/his son.✓ (1)

1.2.3 B/blood.✓ (1)

1.2.4 (a) James Jarvis is nostalgic✓ when the recollection of his son's childhood spontaneously comes to mind/without him having thought about it.✓ (2)

(b) 'The small boy'/Arthur Jarvis is involved in running a boys' club (in Claremont).✓
He is an advocate for justice for Black South Africans.✓ (2)



1.2.5 (a) Personification✓ (1)

(b) In the same way that death is likened to a person who rushes through a door,✓ so is Arthur Jarvis's untimely/unexpected/swift death emphasised.✓ (2)

1.2.6 The discussion of the theme of regret may include the following points, **among others**:

- James Jarvis regrets not making more effort to get to know and understand his adult son better.
- Gertrude expresses her regret at falling into disrepute (becoming a prostitute, a liquor seller).
- Absalom regrets associating with his cousin and his friend who turn their backs on him in court.

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)

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

Yes.

- Absalom has a stable job at the textile factory but decides to abandon this job.
- He chooses to join the bad crowd who steal and rob for a living.
- He agrees to carry the gun that ultimately kills Arthur Jarvis.

OR

No.

- Absalom is timid – as a result, he becomes a victim of manipulation by his cousins and friends.
- His rural background has not prepared him for the challenges he encounters in the big city.
- He is away from his parents and does not have their guidance.

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

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

- 2.1 2.1.1 (a) C/is murdered by Hyde✓
(b) A/transforms and shocks friends✓
(c) B/minds his own business✓
(d) E/recognises the murder weapon✓ (4)

- 2.1.2 Mr Utterson sees Dr Lanyon's anger at Dr Jekyll's scientific beliefs as a sign/proof✓ that there is no sinister connection between Mr Hyde and Dr Jekyll.✓ (2)

- 2.1.3 (a) Mr **Hyde's** dwelling is in Soho.✓

OR

Mr Utterson's dwelling is in **London/Gaunt Street.**✓ (1)

- (b) Mr Utterson is confused/troubled✓ as he is in a state of turmoil/struggling to piece the puzzle of Mr Hyde versus Dr Jekyll.✓ (2)

- 2.1.4 (a) Metaphor/Personification✓ (1)

- (b) In the same way a slave is controlled (held captive) by his owner ✓ so is Mr Utterson's mind occupied by the mystery surrounding Dr Jekyll and Mr Hyde.✓ (2)

- 2.1.5 (a) The cheque that Mr Hyde gives to the family of the trampled girl is signed by Dr Jekyll.✓
Enfield sees Mr Hyde entering Dr Jekyll's laboratory.✓
The haunting figure of the man that tramples the child has control/power over Dr Jekyll.✓

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

- (b) C/a distant relative✓ (1)



2.1.6

Open-ended.

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

Yes.

- Mr Utterson does not confront Dr Jekyll when he suspects his involvement in the murder of Sir Carew (the walking stick).
- He does not question Dr Jekyll about the fact that Mr Hyde has a key to his house.
- He remains silent when Mr Guest confirms that Mr Hyde and Dr Jekyll's handwriting are almost identical (the signed cheque/the letter Dr Jekyll receives from Mr Hyde).

OR

No.

- Mr Utterson is unaware of Dr Jekyll's experiment which transforms him into Mr Hyde.
- He and Dr Jekyll have been friends and never would he suspect that Dr Jekyll is able to commit such criminal acts.
- He expresses his concern for Dr Jekyll's well-being and tries to help him (he suspects that Mr Hyde is blackmailing Dr Jekyll).

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

- | | | | |
|-----|-------|--|-----|
| 2.2 | 2.2.1 | This takes place when Mr Utterson reads Dr Lanyon's letter✓
at his (Mr Utterson's) home/office.✓ | (2) |
| | 2.2.2 | The hotel/inn (in Portland Street where Dr Jekyll hides).✓ | (1) |
| | 2.2.3 | (a) Pleading/desperate✓ | (1) |
| | | (b) Dr Jekyll desperately/urgently needs Dr Lanyon to
rescue him.✓ | (1) |
| | 2.2.4 | Dr Lanyon is one of Dr Jekyll's oldest friends.✓
He trusts Dr Lanyon with his life.✓
As a scientist, Dr Lanyon will immediately recognise the
content of the drawer if Dr Jekyll's directions are not clear.✓ | |

NOTE: Accept any TWO of the above.

(2)



2.2.5 Dr Jekyll tells Dr Lanyon that he will send a messenger, but it is in fact Dr Jekyll (in the body of Mr Hyde) who will collect the drawer.✓✓

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

2.2.6 Dr Lanyon is dutiful/conscientious✓ as he decides to help Dr Jekyll despite his strange request/despite their differences.✓

OR

He is rational/cautious✓ as he does not completely dismiss Dr Jekyll's request as insane but first seeks evidence/wants to investigate.✓

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

2.2.7 The discussion of the theme of conflict may include the following points, **among others**:

- Dr Lanyon and Dr Jekyll are in conflict due to their different scientific beliefs.
- Dr Jekyll is in conflict with Mr Hyde (his alter-ego) when he can no longer control him.
- Mr Utterson and Mr Hyde experience conflict when Mr Utterson confronts Mr Hyde (about his identity/whereabouts).

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 viewpoints **among others**:

Yes.

- As Mr Hyde, Dr Jekyll willingly indulges in activities that society sees as immoral (the trampling of the little girl).
- Dr Jekyll consciously continues to pursue his scientific experiments, despite knowing Mr Hyde's capabilities.
- He ignores the desire to abstain from taking the potion to escape his mundane existence as Dr Jekyll.

OR



No.

- Dr Jekyll shows remorse after Mr Hyde has beaten Sir Carew to death.
- He tries to stop taking the potion to transform into Mr Hyde.
- He ultimately admits that Mr Hyde's activities are monstrous and villainous.

NOTE: Do NOT award a mark for YES/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*

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

- 3.1 3.1.1 (a) C/Thane of Fife✓
 (b) A/King Duncan's cousin✓
 (c) B/Banquo's teenage son✓
 (d) E/King Duncan's heir✓ (4)

- 3.1.2 This takes place when Macbeth sees Banquo's ghost/during the feast✓ at the palace in Forress/in the banqueting hall.✓ (2)

- 3.1.3 Macbeth should beat his chest.✓
 He should approach the ghost.✓
 He should pace up and down.✓
 He should throw his hands in the air.✓

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

- 3.1.4 Lady Macbeth is insensitive/selfish✓ as she is more concerned about the atmosphere/merriment at the feast than her husband's odd behaviour.✓

OR

She is well-composed✓ as she remains calm despite her husband's erratic behaviour.✓ (2)

- 3.1.5 D/Banquo's ghost.✓ (1)

- 3.1.6 Lady Macbeth does not want Ross to speak to/question Macbeth./Lady Macbeth fears that Macbeth might unintentionally reveal their secret.✓ (1)

- 3.1.7 Lennox is concerned/worried✓ about Macbeth's well-being.✓

OR

He is hopeful✓ for Macbeth to have a speedy recovery.✓

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

- 3.1.8 Macbeth's coronation takes place at **Scone**.✓ (1)



3.1.9

Open-ended.

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

Yes.

- The witches' prediction, at the beginning of the play, that Macbeth will become king is what drives most of the plot.
- Banquo's ghost unnerves Macbeth which results in him feeling threatened by and suspicious of everyone.
- Duncan's murder is also an unnatural event which leads to Lady Macbeth losing her mind.

OR

No.

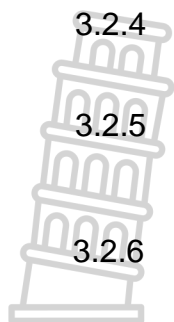
- Macbeth's evil ambition to become king fuels his actions.
- His guilt and remorse have dire consequences as he alone can see Banquo's ghost.
- Lady Macbeth's guilt in plotting and ensuring the execution of Duncan's murder leads to her insanity and ultimate suicide.

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

AND

- 3.2.1 (a) Metaphor✓ (1)
- (b) Just as a person who has committed sins feels guilty,✓
Macbeth feels guilty for killing Macduff's family/is
unwilling to commit another murder.✓ (2)
- 3.2.2 Macduff does not want to answer Macbeth✓ as his response
will be shown in his actions.✓ (2)
- 3.2.3 Macbeth feels he is invincible as he is misled by the witches'
prophecy that he will not be murdered by a man born
naturally ('of woman born'). However, Macduff who was born
unnaturally and prematurely (through a caesarean section),
murders him.✓✓

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



3.2.4 The witches manipulate/tell lies/cannot be believed✓ as they deceive Macbeth with their double-talk (equivocation).✓ (2)

3.2.5 (a) Sarcastic/mocking/taunting✓ (1)

(b) Macduff wants Macbeth to feel inadequate/a failure.✓ (1)

3.2.6 The discussion of the theme of manhood may include the following points, **among others**:

- Lady Macbeth challenges Macbeth's manhood when he decides not to kill Duncan.
- Lady Macduff questions Macduff's priorities as the head of his family when he goes to England to assist Malcolm.
- Banquo remains strong-willed/principled and does not resort to evil like Macbeth does to prove his manhood.

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)

3.2.7 Open-ended.

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

Yes.

- Malcolm eventually takes his rightful seat as the king when Macbeth is overthrown.
- Order is finally restored in Scotland when the tyrant is killed.
- Macduff contributes to the restoration of Scotland by joining forces with Malcolm.

OR

No.

- Far too many people are killed for Macbeth to realise his dream of becoming the king.
- Lady Macbeth suffers a terrible fate, even though she did not kill anyone.
- The witches, who are responsible for all the chaos, do not suffer the consequences of their actions.

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

(3)
[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

- 4.1 4.1.1 (a) C/the vetkoek seller✓
(b) A/organises a debating competition✓
(c) E/abandons the literature quiz✓
(d) B/wins the debating competition✓ (4)
- 4.1.2 This takes place after the debating contest✓ at Zolile High/Number One Classroom.✓ (2)
- 4.1.3 Thami's favourite sport is soccer.✓ (1)
- 4.1.4 B/Brakwater.✓ (1)
- 4.1.5 (a) Confident/boastful✓ (1)
(b) Thami shows that he is proud of his ancestry.✓ (1)
- 4.1.6 Isabel's father is a chemist/owns the Karoo Pharmacy✓ and her mother works in the pharmacy.✓ (2)
- 4.1.7 Thami's parents send him to Brakwater to keep him safe, yet this is where he experiences unrests/boycotts.✓✓
- NOTE:** BOTH parts must be included to earn marks. (2)
- 4.1.8 Open-ended.

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

Yes.

- Thami is an obedient pupil who works hard to obtain good grades; he represents his school at debating.
- Even though he has his own opinions, he allows his teacher, Mr M, to take decisions on his behalf.
- Although he is not content with Bantu Education, he perseveres to Standard 10.

OR



No.

- Thami's political involvement interrupts his learning opportunities.
- He openly challenges his teacher when he confronts him about being controlling.
- He does not use his leadership/influence to entice the pupils to come back to school.

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

4.2.1 Mr M feels that the absence of learners✓ leaves him without a purpose/feeling depressed.✓ (2)

4.2.2 Mr M should throw his hands in the air.✓
He should stamp his foot.✓
He should bang on the table.✓

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

4.2.3 Thami is fearful/afraid/anxious✓ as the sound of the bell will alert the Comrades to Mr M's whereabouts/he knows that the Comrades might kill Mr M.✓ (2)

4.2.4 (a) Simile✓ (1)

(b) It emphasises how Thami enjoyed listening to the school bell in the past✓ which is symbolic of his love for education (which was like music to his ears).✓ (2)

4.2.5 Mr M is fearless/brave/headstrong/defiant✓ as he refuses to walk away from imminent danger/death.✓ (2)

4.2.6 **Lucille** is Isabel's sister.✓

OR

Renee is Isabel's **friend**.✓ (1)

4.2.7 The discussion of the theme of teamwork may include the following points, **among others**:

- Isabel and Thami devote their time and work with the aim of winning the literature quiz.
- Mr M and Miss Brockway work together to foster relations between Zolile High and Camdeboo Girls' High.
- Isabel and her teammates work together to ensure victory for their school.





4.2.8

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)

Open-ended.

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

Yes.

- The debating contest provides an opportunity for Thami and Isabel to compete against learners from other districts in the Literature Quiz at Grahamstown.
- Students from Zolile High (like Thami) realise that they can confidently compete against White learners.
- Isabel learns about the reality of Black people's socio-political situation.

OR

No.

- It is potentially unsafe for Camdeboo learners to travel to the township.
- The Zolile High learners are inexperienced as they have just started a debating society.
- English is a second language for Zolile High learners, yet they are expected to debate against home language speakers.

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

(3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

'TRIUMPH IN THE FACE OF ADVERSITY' – KEDIBONE SEKU

- 5.1 5.1.1 (a) D/an old-fashioned woman✓
(b) C/a thoughtful friend✓
(c) B/a younger sister✓
(d) E/an abused daughter-in-law✓ (4)

5.1.2 It takes place after Thulisile fails a class test/when Mr Nkwane (Thulisile's teacher) calls her in,✓ in the staff room/at school.✓ (2)

5.1.3 Thulisile's father abuses her mother and her siblings.✓
He uses the little money they have to drink./He is always drunk.✓
They do not have money for food.✓
They live in a squatter camp./They do not have a proper house.✓
Her mother does not defend/look after her children.✓

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

5.1.4 Thulisile is upset/humiliated✓ as Mr Nkwane does not seem to understand/sympathise with her situation.✓ (2)

5.1.5 Thulisile does not want to be pitied by the school community, yet she goes begging from door to door in her neighbourhood.✓✓

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

5.1.6 The discussion of the theme of kindness may include the following points **among others**:

- Mme Sadike gives Thulisile hope by comforting her and giving her bread to take home.
- Thulisile's grandmother lends her money without expecting repayment.
- Mr Rathebe gives Thulisile a job (in his fish and chips shop) and allows her to take the leftovers home.

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



5.1.7

Open-ended.

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

Yes.

- Thulisile selflessly saves the school lunch that Nthabiseng brings for her to give to her brother and sister.
- She starts a successful business selling sweets at school.
- She becomes a famous television presenter despite her circumstances.

OR

No.

- Thulisile is jealous of Ntombi after Ntombi's shack burns down and she enjoys a better life with the family who takes her in.
- She questions her mother's decision to stay with her father.
- She does not appreciate the advice Mr Nkwane gives her about focusing on her studies.

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

AND

'THE WIND AND A BOY' – BESSIE HEAD

- 5.2.1 Sejosenye is content✓ as she does not see Friedman as burdensome as the other villagers do.✓ (2)
- 5.2.2 'They' refers to the villagers/people of Ga-Sefete-Molemo ward/the women.✓ (1)
- 5.2.3 A/toddler✓ (1)
- 5.2.4 (a) Simile✓ (1)
- (b) Just as a cobra's movement before it attacks signals danger,✓ so do Friedman's movements indicate that he is about to commit his naughty acts which will have a huge impact.✓ (2)
- 5.2.5 (a) Admirable/appreciative/approving✓ (1)
- (b) The narrator shows that she is impressed with Friedman's innovation/talents/skills.✓ (1)



5.2.6 Sejosenye names him after a foreign doctor named Dr Friedman✓ who went out of his way to be friendly towards her/admired her commitment to the unborn baby.✓ (2)

5.2.7 Sejosenye is confident/proud/carefree✓ as she lives her life with no regrets/is not troubled by what the villagers think of her.✓ (2)

5.2.8 Friedman is the son of Sejosenye's **youngest/last-born** daughter.✓ (1)

5.2.9 Open-ended.

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

Yes.

- Friedman is allowed to engage in playful activities.
- He has the freedom to explore his surroundings.
- He is the only child in the village who owns a bicycle.

OR

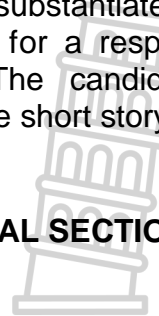
No.

- Friedman does not experience his biological mother's love.
- He has too many responsibilities to fulfil as a child (running errands for his grandmother).
- He dies tragically at a young age.

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)
[35]

TOTAL SECTION C: 35



SECTION D: POETRY

'THE SLAVE DEALER' – THOMAS PRINGLE

- 6.1 6.1.1 (a) physically✓
(b) pray✓
(c) visions✓
(d) violently✓ (4)

6.1.2 This takes place after the slave dealer returns from his (aimless) travels✓ to his mother's home.✓ (2)

6.1.3 The slave dealer has been abusive towards black people because of their complexion (dark skin), yet he now resembles them as he is sunburnt.✓✓

OR

The slave dealer went away to make money by trading and tormenting black people, yet he comes back spiritually tormented and seeking redemption.✓✓

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

6.1.4 Metaphor✓ (1)

6.1.5 The woman's cries still haunt him.✓
He remembers the look on her face.✓ (2)

6.1.6 The dying woman told the slave dealer that God will **punish** him.✓ (1)

6.1.7 The discussion of the theme of guilt may include the following points, **among others:**

- The slave dealer is plagued by what he had made other people endure (torture, pain, exploitation, murder).
- He admits that no amount of water can wash away the blood on his hands.
- The cry of the dying woman is like a refrain in his ears (lines 35-36).

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 aspects, **among others**:

Yes.

- The slave dealer's mother is a widow and he is her only child; he goes astray which causes her heartache.
- She has been separated from her son for so many years that she does not recognise him upon his return.
- She does everything in her power to nurse him when he falls ill but it is in vain.

OR

No.

- The slave dealer's mother tries to convince him that he is not guilty of his treatment of the slaves.
- She states that he has been tricked by an evil spirit even though he admits his atrocities.
- She tries to exonerate him from the terrible murder he has committed despite him relaying it to her in graphic detail.

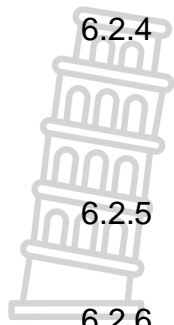
NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

AND

'HARD TO FIND' – SINESIPO JOJO

- | | | |
|-------|--|-----|
| 6.2.1 | (a) Figuratively✓ | (1) |
| | (b) The words are uttered quickly✓ without any thought/ consideration/uncontrollably.✓ | (2) |
| 6.2.2 | We are upset/angered/incited by someone/something.✓ | (1) |
| 6.2.3 | (a) Frustrated/despondent✓ | (1) |
| | (b) The speaker feels helpless, as she is unable to find the appropriate words to express her feelings.✓ | (1) |





- 6.2.4 (a) Personification✓ (1)
- (b) In the same way that a person does not want to be found,✓ words too can be elusive.✓ (2)
- 6.2.5 The words that are used are malicious/unfair/cruel.✓
They cause pain/sadness/hurt.✓ (2)
- 6.2.6 B/alliteration.✓ (1)
- 6.2.7 The speaker is depressed/gloomy/sad✓ as she experiences a turbulent period in her life.✓ (2)
- 6.2.8 Open-ended.

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

Yes.

- The speaker struggles to find words, especially when she needs to express her innermost feelings.
- She admits that there are some things that she does not understand (line 5).
- The words the speaker utters do not give her complete satisfaction and leaves her only with hope.

OR

No.

- The poem indicates that words are readily available to use in every situation.
- Words play games and impact people negatively.
- When angered, we do not have to think which words to use.

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)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70