



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS



ENGLISH FIRST ADDITIONAL LANGUAGE P2

MAY/JUNE 2025

MARKS: 70

TIME: 2½ hours

This question paper consists of 30 pages.



INSTRUCTIONS AND INFORMATION

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

1. Do NOT attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on 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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SECTION B: DRAMA		
Answer ANY ONE question.		
3. <i>Macbeth</i>	35	13
4. <i>My Children! My Africa!</i>	35	18
SECTION C: SHORT STORIES		
Answer the questions set on BOTH extracts.		
5.1 'The girl who can't see'	18	22
AND		
5.2 'A bag of sweets'	17	24
SECTION D: POETRY		
Answer the questions set on BOTH poems.		
6.1 'What life is really like'	18	26
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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

[The umfundisis are on a quest.]

- I have nothing to do with the police, I wish to have nothing to do with them. But there is an old man suffering because he cannot find his son.
- That is a bad thing, she said, but she spoke as one speaks who must speak so.
- It is a bad thing, he said, and I cannot leave you until you have told what you would not tell. 5
- I have nothing to tell, she said.
- You have nothing to tell because you are afraid. And you do not tremble because it is cold.
- And why do I tremble? she asked. 10
- That I do not know. But I shall not leave you till I discover it. And if it is necessary, I shall go to the police after all, because there will be no other place to go.
- It is hard for a woman who is alone, she said resentfully.
- It is hard for an old man seeking his son. 15
- I am afraid, she said.
- He is afraid also. Could you not see he is afraid?
- I could see it, umfundisi.
- Then tell me, what sort of life did they lead here, these two young men? But she kept silent, with the fear in her eyes, and tears near to them. 20
- He could see she would be hard to move.

[Book 1, Chapter 8]



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

COLUMN A	COLUMN B
(a) Mrs Kumalo	A is forgiving towards Stephen Kumalo
(b) Johannes Pafuri	B is prepared to house Gertrude
(c) James Jarvis	C is in need of a stove
(d) Mrs Lithebe	D is a ringleader of a robbery gang
	E is generous to the Ndotsheni community

(4 x 1) (4)

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

- 1.1.3 Who is the 'old man' (line 2)? (1)

- 1.1.4 What do lines 5–9 ('It is a ... it is cold') reveal about Msimangu's character?

Substantiate your answer. (2)

- 1.1.5 Refer to line 10 ('And why do I tremble?').

- (a) What tone would the woman use in this line? (1)

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

- 1.1.6 To whom do the 'two young men' (line 19) refer? (2)

- 1.1.7 Explain what is meant by, 'she would be hard to move' (line 21). (2)

- 1.1.8 Refer to the novel as a whole.

Stephen Kumalo is a brave man.

Discuss your view. (3)

AND



1.2 **EXTRACT B**

[Jarvis gives Stephen Kumalo a letter.]

... and the rain made less noise on the roof.

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

Kumalo took the letter from his wallet with trembling hands; his hands trembled partly because of the sorrow, and partly because he was always so with this man. Jarvis took the letter and held it away from him so that the dull light fell on it. Then he put it back again in the envelope, and returned it to Kumalo. 5

– I do not understand these matters, he said, but otherwise I understand completely. 10

– I hear you, umnumzana.

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

– When it comes to this fifteenth day, he said, I shall remember. Stay well, umfundisi. 15

But Kumalo did not say go well. He did not offer to carry the saddle and the bridle, nor did he think to thank Jarvis for the milk. And least of all did he think to ask about the matter of the sticks. And when he rose and went out, Jarvis was gone. It was still raining, but lightly, and the valley was full of sound, of streams and rivers, all red with the blood of the earth. 20

[Book 3, Chapter 3]

1.2.1 State why the following statement is FALSE:

Absalom fired the gun because he was attacked. (1)

1.2.2 Refer to line 1 ('and the rain ... on the roof').

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

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

1.2.3 Explain the irony in Jarvis's words, 'Is there mercy?' (line 3). (2)

1.2.4 Refer to lines 4–6 ('Kumalo took the ... with this man').

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

Substantiate your answer. (2)



1.2.5 Refer to lines 17–18 ('nor did he ... of the sticks').



- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.5 (a)) in the ANSWER BOOK.

James Jarvis donates the milk to ...

- A feel better about himself.
- B save the local toddlers.
- C feed the starving cattle.
- D feed the local villagers.

(1)

- (b) Explain to what the 'matter of the sticks' refers.

State TWO points.

(2)

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

Discuss this theme.

(3)

1.2.7 Refer to the novel as a whole.

James Jarvis displays true human values.

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

[Dr Jekyll and Mr Utterson are in conversation.]

'I have been wanting to speak to you, Jekyll,' began the latter. 'You know that will of yours?'

A close observer might have gathered that the topic was distasteful; but the doctor carried it off gaily. 'My poor Utterson,' said he, 'you are unfortunate in such a client. I never saw a man so distressed as you were by my will; unless it were that hide-bound pedant, Lanyon, at what he called my scientific heresies. Oh, I know he's a good fellow – you needn't frown – an excellent fellow, and I always mean to see more of him; but a hide-bound pedant for all that; an ignorant, blatant pedant. I was never more disappointed in any man than Lanyon.'

'You know I never approved of it,' pursued Utterson, ruthlessly disregarding the fresh topic.

'My will? Yes, certainly, I know that,' said the doctor, a trifle sharply. 'You have told me so.'

'Well, I tell you so again,' continued the lawyer. 'I have been learning something of young Hyde.'

The large handsome face of Dr Jekyll grew pale to the very lips, and there came a blackness about his eyes. 'I do not care to hear more,' said he. 'This is a matter I thought we had agreed to drop.'

'What I heard was abominable,' said Utterson.

[Dr Jekyll was Quite at Ease]

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) Jekyll	A loyal friend and respected lawyer
(b) Lanyon	B student and critic of handwriting
(c) Guest	C estranged colleague and dear friend
(d) Utterson	D esteemed citizen and secretive scientist
	E loyal and reliable head servant

(4 x 1) (4)



- 2.1.2 Describe the time and place where this extract is set. (2)
- 2.1.3 What is strange about the contents of Dr Jekyll's will (line 2)? (1)
- 2.1.4 What do lines 11–12 ('You know I ... the fresh topic') reveal about Mr Utterson's character? (2)
- Substantiate your answer. (2)
- 2.1.5 State why the following statement is FALSE: (1)
- The butler witnesses the killing of Sir Carew. (1)
- 2.1.6 Refer to line 20 ('What I heard was abominable'). (1)
- (a) What tone would Mr Utterson use in this line? (1)
- (b) Why would Mr Utterson use this tone in this line? (1)
- 2.1.7 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is the two-sided nature of man. (3)
- Discuss this theme. (3)
- 2.1.8 Refer to the novel as a whole. (3)
- Dr Lanyon is a good scientist. (3)
- Discuss your view. (3)

AND



2.2 EXTRACT D

[Dr Jekyll reflects on his life.]

I sat in the sun on a bench; the animal within me licking the chops of memory; the spiritual side a little drowsed, promising subsequent penitence, but not yet moved to begin. After all, I reflected, I was like my neighbours; and then I smiled, comparing myself with other men, comparing my active goodwill with the lazy cruelty of their neglect. And at the very moment of that vainglorious thought a qualm came over me, a horrid nausea and the most deadly shuddering. These passed away, and left me faint; and then, as in its turn the faintness subsided, I began to be aware of a change in the temper of my thoughts, a greater boldness, a contempt of danger, a solution of the bonds of obligation. I looked down; my clothes hung formlessly on my shrunken limbs; the hand that lay on my knee was corded and hairy. I was once more Edward Hyde. A moment before I had been safe of all men's respect, wealthy, beloved – the cloth laying for me in the dining-room at home; and now I was the common quarry of mankind, hunted, houseless, a known murderer, thrall to the gallows.

My reason wavered, but it did not fail me utterly. I have more than once observed that in my second character, my faculties seemed sharpened ...

[Henry Jekyll's Full Statement of the Case]

2.2.1 Refer to lines 1–2 ('I sat in ... chops of memory').

- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.2.1(a)) in the ANSWER BOOK.

Dr Jekyll sits on a bench in ...

- A Regent's Park.
 B his garden.
 C his laboratory.
 D Cavendish Square. (1)

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

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

2.2.2 Explain what Dr Jekyll means by, 'the spiritual side ... promising subsequent penitence' (line 2). (2)

2.2.3 Explain the irony in Dr Jekyll's words, 'comparing myself with ... of their neglect' (lines 4–5). (2)



2.2.4 Refer to lines 8–11 ('I began to ... corded and hairy.')

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

Substantiate your answer. (2)

2.2.5 Refer to lines 14–15 ('I was the ... to the gallows').

(a) Explain why Mr Hyde describes himself as 'hunted' and 'houseless' (line 14). (2)

(b) What does the 'known murderer' do to change back into Dr Jekyll without being seen?

State TWO points. (2)

2.2.6 Refer to the novel as a whole.

Mr Hyde is responsible for Dr Jekyll's downfall.

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 is crowned.]

BANQUO:	Thou hast it now: King, Cawdor, Glamis, all, As the Weird Women promised, and I fear Thou play'dst most foully for't. Yet it was said It should not stand in thy posterity, But that myself should be the root and father Of many kings. If there come truth from them, As upon thee, Macbeth, their speeches shine, Why, by the verities on thee made good, May they not be my oracles as well And set me up in hope? But hush, no more.	5 10
<i>Sennet sounded. Enter Macbeth, as King; Lady Macbeth, as Queen; Lennox, Ross, Lords and Attendants.</i>		
MACBETH:	Here's our chief guest.	
LADY M:	If he had been forgotten, It had been as a gap in our great feast, And all-thing unbecoming.	15
MACBETH:	Tonight we hold a solemn supper, sir, And I'll request your presence.	
BANQUO:	Let your highness Command upon me, to the which my duties Are with a most indissoluble tie For ever knit.	20



MACBETH:	Ride you this afternoon?	
BANQUO:	Ay, my good lord.	
MACBETH:	We should have else desired your good advice, Which still hath been both grave and prosperous, In this day's council; but we'll take tomorrow. Is't far your ride?	25
BANQUO:	As far, my lord, as will fill up the time 'Twixt this and supper. Go not my horse the better, I must become a borrower of the night For a dark hour or twain.	30
MACBETH:	Fail not our feast.	
[Act 3, Scene 1]		

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) Lady Macbeth	A fights bravely for the English army
(b) Lady Macduff	B administers to the sick Lady Macbeth
(c) King Duncan	C disapproves of her husband helping Malcolm
(d) Young Siward	D stands for social and political order
	E falls into madness and despair eventually

(4 x 1) (4)

3.1.2

Refer to lines 1–3 ('Thou hast it ... most foully for't').

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

Substantiate your answer.

(2)

3.1.3

What are the witches' predictions about Banquo?

(2)

3.1.4

Choose the correct answer to complete the following sentence. Write only the question number (3.1.4) and the letter (A–D) in the ANSWER BOOK.

The 'gap' (line 15) refers to Banquo ...

- A suddenly becoming sick.
- B missing the banquet.
- C attending the banquet.
- D fleeing the country.

(1)





3.1.5

What do lines 19–22 ('Let your highness ... For ever knit') reveal about Banquo's character?

Substantiate your answer.

(2)

3.1.6

State why the following statement is FALSE.

Malcolm is Banquo's only son.

(1)

3.1.7

One of the themes in *Macbeth* is violence.

Discuss this theme.

(3)

3.1.8

Refer to the drama as a whole.

Lady Macbeth is a tragic hero.

Discuss your view.

(3)

**AND**

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3.2

EXTRACT F

[Macbeth summons Lennox.]

FIRST WITCH:	I'll charm the air to give a sound, While you perform your antic round, That this great King may kindly say Our duties did his welcome pay. <i>Music. The Witches dance, and then vanish.</i>	5
MACBETH:	Where are they? Gone? Let this pernicious hour Stand aye accursèd in the calendar! Come in, without there!	
LENNOX:	<i>Enter Lennox.</i> What's your grace's will?	10
MACBETH:	Saw you the Weird Sisters?	
LENNOX:	No, my lord.	
MACBETH:	Came they not by you?	
LENNOX:	No indeed, my lord.	
MACBETH:	Infected be the air whereon they ride, And damned all those that trust them! I did hear The galloping of horse; who was't came by?	15
LENNOX:	'Tis two or three, my lord, that bring you word Macduff is fled to England.	
MACBETH:	Fled to England!	20
LENNOX:	Ay, my good lord.	
MACBETH:	(<i>aside</i>) Time, thou anticipatest my dread exploits. The flighty purpose never is o'ertook Unless the deed go with it; from this moment The very firstlings of my heart shall be The firstlings of my hand. And even now, To crown my thoughts with acts, be it thought and done: The castle of Macduff I will surprise, Seize upon Fife, give to the edge of the sword His wife, his babes, and all unfortunate souls That trace him in his line. No boasting like a fool, This deed I'll do before this purpose cool! But no more sights! Where are these gentlemen?	25 30

[Act 4, Scene 1]

- 3.2.1 Describe the time and place where this extract is set. (2)
- 3.2.2 Refer to line 6 ('Where are they? Gone?').
- (a) What tone would Macbeth use in these lines? (1)
- (b) Why would Macbeth use this tone in these lines? (1)
- 3.2.3 Explain the irony in Macbeth's words in, 'And damned all those that trust them!' (line 16). (2)





3.2.4 Refer to line 19 ('Macduff is fled to England').

(a) Why does Macduff flee to England? (1)

(b) If you were the director of this play, what would you tell Lennox to do when saying this line?

State TWO actions. (2)

3.2.5 Refer to line 22 ('Time, thou anticipatest my dread exploits').

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

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

3.2.6 Explain what Macbeth means by, 'Seize upon Fife ... in his line' (lines 29–31). (2)

3.2.7 Refer to the drama as a whole.

The witches are to be blamed for the chaos in Scotland.

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

[Isabel confronts Thami.]

THAMI:	So? He can watch me as much as he likes. I've got nothing to hide. Even if I did he'd be the last person to find out. He sees nothing, Isabel.	
ISABEL:	I think you are very wrong.	
THAMI:	No I'm not. That's his trouble. He's got eyes and ears but he sees and hears nothing.	5
ISABEL:	Go on. Please. <i>[Pause]</i> I mean it, Thami. I want to know what's going on.	
THAMI:	He is out of touch with what is really happening to us blacks and the way we feel about things. He thinks the world is still the way it was when he was young. It's not! It's different now, but he's too blind to see it. He doesn't open his eyes and ears and see what is happening around him or listen to what the people are saying.	10
ISABEL:	What are they saying?	15
THAMI:	They've got no patience left, Isabel. They want change. They want it now!	
ISABEL:	But he agrees with that. He never stops saying it himself.	
THAMI:	No. His ideas about change are the old-fashioned ones. And what have they achieved? Nothing. We are worse off now than we ever were. The people don't want to listen to his kind of talk any more.	20
ISABEL:	I'm still lost, Thami. What sort of talk is that?	
THAMI:	You've just heard it, Isabel. It calls our struggle vandalism and lawless behaviour.	25

[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–E) next to the question numbers (4.1.1(a) to 4.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Isabel	A attends Zionist Church every Sunday
(b) Thami	B works at Cape Town railways
(c) Anela	C lives with sister in Brakwater
(d) Samuel	D determined to become a journalist
	E devotes his life to pupils

(4 x 1) (4)

4.1.2 Explain the irony in Thami's words, 'He's got eyes ... and hears nothing' (lines 5–6). (2)

4.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.3) in the ANSWER BOOK.

Mr M's 'kind of talk' (line 21) is based on ...

- A observation.
- B recommendation.
- C demonstration.
- D negotiation. (1)

4.1.4 Refer to line 23 ('I'm still lost, Thami').

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

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

4.1.5 Apart from burning schools, what other acts of vandalism do the pupils commit? (2)

4.1.6 One of the themes in *My Children! My Africa!* is change.

Discuss this theme. (3)

4.1.7 Refer to the drama as a whole.

The Zolile High pupils can be pitied.

Discuss your view. (3)

AND



4.2

EXTRACT H

[Thami talks to Mr M.]

THAMI:	There was a meeting last night. Somebody stood up and denounced you as an informer. <i>[Pause. Thami waits. Mr M says nothing]</i> He said you gave names to the police. <i>[Mr M says nothing]</i>	
	Everybody is talking about it this morning. You are in big danger.	5
MR M:	Why are you telling me all this?	
THAMI:	So that you can save yourself. There's a plan to march to the school and burn it down. If they find you here ... <i>[Pause]</i>	
MR M:	Go on. <i>[Violently]</i> If they find me here, what?	10
THAMI:	They will kill you.	
MR M:	'They will kill me.' That's better. Remember what I taught you ... if you've got a problem put it into words so that you can look at it, handle it and ultimately solve it. They will kill me! You are right. That is very serious. So then ... what must I do? Must I	15
THAMI:	No, they will find you. You must join the boycott.	
MR M:	I'm listening.	
THAMI:	Let me go back and tell them that we have had a long talk and that you have realised you were wrong and have decided to join us. Let me say that you will sign the declaration and that you won't have anything to do with the school until all demands have been met.	20

[Act 2, Scene 3]

- 4.2.1 Describe the time and place where this extract is set. (2)
- 4.2.2 Refer to lines 8–9 ('There's a plan ... find you here').
- (a) What tone would Thami use in these lines? (1)
- (b) Why would Thami use this tone in these lines? (1)
- (c) Explain why Thami does not complete his sentence. (2)
- 4.2.3 What does, 'They will kill ... and hide somewhere?' (lines 14–16) reveal about Mr M's character?
- Substantiate your answer. (2)
- 4.2.4 Refer to line 17 ('No, they will ... join the boycott').
- What does this line reveal about Thami's state of mind?
- Substantiate your answer. (2)





4.2.5

Refer to lines 19–23 ('Let me go ... have been met').

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

State TWO actions.

(2)

- (b) What are the pupils' demands (line 22) that need to be met?

(1)

4.2.6

State why the following statement is FALSE:

Isabel's father is a mayor.

(1)

4.2.7

Refer to the drama as a whole.

Mr M is inconsiderate.

Discuss your view.

(3)

[35]

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TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

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

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 'THE GIRL WHO CAN'**EXTRACT I**

[Nana and Maami argue about education.]

Nana thought it would be a waste of time. I never understood what she meant. My mother seemed to know, and disagreed. She kept telling Nana that she, that is, my mother, felt that she was locked into some kind of darkness because she didn't go to school. So that if I, her daughter, could learn to write and read my own name and a little besides – perhaps be able to calculate some things on paper – that would be good. I could always marry and may be ... 5

Nana would just laugh. 'Ah, may be with legs like hers, she might as well go to school.'

Running with our classmates on our small sports field and winning first place each time never seemed to me to be anything about which to tell anyone at home. 10

This afternoon was different. I don't know how the teachers decided to let me run for the junior section of our school in the district games. But they did.

When I went home to tell my mother and Nana, they had not believed it at first. 15

So Nana had taken it upon herself to go and 'ask into it properly.' She came home to tell my mother that it was really true. I was to be one of my school's runners.





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) Kaya	A a talented seven-year-old learner
(b) Nana	B a very protective parent
(c) Adjoa	C the school's athletic coach
(d) Mensah	D the clothes-pressing iron owner
	E a traditional, disapproving grandparent

(4 x 1) (4)

5.1.2 Explain the irony in the narrator's words, 'Nana thought it ... waste of time' (line 1). (2)

5.1.3 Refer to lines 2–7 ('She kept telling ... and may be').

(a) Explain why Maami feels that not going to school keeps her in 'darkness'. (2)

(b) What do these lines reveal about Maami's character?
 Substantiate your answer. (2)

5.1.4 Refer to lines 18–19 ('I was to ... my school's runners').

(a) How does Nana later show that she is proud of Adjoa's achievement?
 State TWO points. (2)

(b) What are Adjoa's achievements after she is selected as one of her 'school's runners'? (2)

5.1.5 State why the following statement is FALSE:

Adjoa is a Malawian citizen. (1)

5.1.6 Refer to the short story as a whole.

Nana is set in her ways.
 Discuss your view. (3)

AND



5.2 'A BAG OF SWEETS'

EXTRACT J

[Khadija brings back memories.]

Three years ago I had wanted her to go, for the disgrace she was bringing to our family. Yet I begged her not to go, thinking we could avert the gossip and shame. But now, I did not want her to go. I wanted to stand looking at her face, noting the eyes, the brow, the mouth that was so much like our mother's. And it seemed ironic that of all of us, she should be the one to remind me of our mother. 5

Instead of saying that to her, instead of reaching out to hold her, of sharing my grief with her, I reached up and pulled down the blinds in the windows, switched off the lights and moved to the door with the keys in my hand.

Love is a funny thing. Khadija, her face softened, smiling and vulnerable, said, 'I'll visit you again, Kaltoum,' then she left. 10

Over the past year she had been calling at our home daily without fail, knocking at our door, waiting like a stranger for someone to answer, smiling sweetly at whoever opened the door, asking if she could visit us – now. Now our parents were dead. Just the way a stranger would have done. And throughout that year we had quietly shut the door in her face. As if we were strangers. 15

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

5.2.2 How does Khadija bring 'disgrace' to her family (line 1)? (1)

5.2.3 Refer to lines 3–4 ('But now, I ... like our mother's').

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

Substantiate your answer. (2)

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

When the narrator says that Khadija is 'vulnerable', (line 10), she means that she ...

- A displays her utmost grief.
- B reunites with her family.
- C needs her family's support.
- D shows off her baby.

(1)





5.2.5 Refer to line 11 ('I'll visit you again, Kaltoum').

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

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

5.2.6 Refer to lines 16–17 ('... we had quietly ... we were strangers').

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

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

5.2.7 One of the themes in 'A bag of sweets' is pretence.

Discuss this theme. (3)

5.2.8 Refer to the short story as a whole.

Khadija can be admired.

Discuss your view. (3)

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[35]

TOTAL SECTION C: 35



SECTION D: POETRY

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

- 'What life is really like' by Beverly Rycroft
- 'You laughed and laughed and laughed' by Gabriel Okara

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.

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.*

- 6.1.1 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.

exposes; cancer; forgets; harsh; tuberculosis;
recalls; restrains; gentle

- The speaker (a) ... how her father wants to prepare her for adult life. He (b) ... her to a form of cruelty but he has a (c) ... love for her, which is shown when she is diagnosed with (d) ... (4)
- 6.1.2 Describe the time and place in stanza 2. (2)
- 6.1.3 What do lines 1–8 ('You need to ... is **really** like') reveal about the character of the speaker's father? (2)
- Substantiate your answer. (2)
- 6.1.4 State why the following statement is FALSE: (1)
- The bird in the poem has its throat sliced with a thin knife. (1)
- 6.1.5 Refer to lines 18–24 ('I was the ... to rights again'). (2)
- What do these lines tell us about the speaker's state of mind?
- Substantiate your answer. (2)



- 6.1.6 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) and the question number (6.1.6) in the ANSWER BOOK.

'that bitter roughness to spy me' (lines 30–31) is an example of ...

- A assonance.
- B metonymy.
- C personification.
- D onomatopoeia.

(1)

- 6.1.7 Refer to line 38 ('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)

- 6.1.8 The speaker's father is justified in showing that '*life is a fight for survival*'.

Discuss your view.

(3)

AND

You laughed and laughed and laughed – Gabriel Okara

1 In your ears my song
2 is motor car misfiring
3 stopping with a choking cough;
4 and you laughed and laughed and laughed.

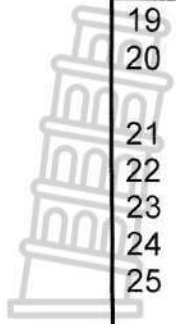
5 In your eyes my ante
6 natal walk was inhuman, passing
7 your 'omnivorous understanding'
8 and you laughed and laughed and laughed.

9 You laughed at my song,
10 you laughed at my walk.

11 Then I danced my magic dance
12 to the rhythm of talking drums pleading,
13 but you shut your eyes
14 and laughed and laughed and laughed.

15 And then I opened my mystic
16 inside wide like
17 the sky, instead you entered your
18 car and laughed and laughed and laughed.





19 You laughed at my dance,
 20 you laughed at my inside.
 21 You laughed and laughed and laughed,
 22 But your laughter was ice-block
 23 laughter and it froze your inside froze
 24 your voice froze your ears
 25 froze your eyes and froze your tongue.
 26 And now it's my turn to laugh;
 27 but my laughter is not
 28 ice-block laughter. For I
 29 know not cars, know not ice-blocks.
 30 My laughter is the fire
 31 of the eye of the sky, the fire
 32 of the earth, the fire of the air,
 33 the fire of the seas and the
 34 rivers fishes animals trees
 35 and it thawed your inside,
 36 thawed your voice, thawed your
 37 ears, thawed your eyes and
 38 thawed your tongue.
 39 So a meek wonder held
 40 your shadow and you whispered:
 41 'Why so?'
 42 And I answered:
 43 'Because my fathers and I
 44 are owned by the living
 45 warmth of the earth
 46 through our naked feet.'

6.2.1 Refer to stanza 1.

How does the White man view the speaker's song?

State TWO points.

(2)

6.2.2 Refer to lines 11–12 ('Then I danced ... of talking drums').

(a) What tone would the speaker use in these lines?

(1)

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

(1)



- 6.2.3 Explain the irony in, 'Then I danced ... laughed and laughed' (lines 11–14). (2)
- 6.2.4 Refer to lines 15–17 ('And then I ... the sky, instead'). (1)
- (a) Identify the figure of speech used in these lines.
- (b) Explain why this figure of speech is relevant in this poem. (2)
- 6.2.5 How does the speaker's laughter differ from that of the coloniser? (2)
- 6.2.6 One of the themes in the poem, 'You laughed and laughed and laughed' is mockery.
- Discuss this theme. (3)
- 6.2.7 The speaker in this poem can be admired.
- Discuss your view. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MAY/JUNE 2025

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

SECTION A: NOVEL

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

- 1.1 1.1.1 (a) C/is in need of a stove✓
(b) D/is a ringleader of a robbery gang✓
(c) A/is forgiving towards Stephen Kumalo✓
OR
E/is generous to the Ndotsheni community✓
(d) B/is prepared to house Gertrude✓ (4)
- 1.1.2 The time is when Msimangu, (accompanied by Stephen Kumalo), enquires about the whereabouts of Absalom✓ at the home of Mrs Mkize.✓ (2)
- 1.1.3 Stephen Kumalo✓ (1)
- 1.1.4 Reverend Msimangu is resolute/courageous✓ as he is determined/unafraid to convince Mrs Mkize to tell him what she knows about Absalom and Matthew.✓
- OR**
- He is understanding✓ as he immediately realises that Mrs Mkize's fear will prevent her from telling him what he wants to know.✓ (2)
- 1.1.5 (a) Sarcastic/questioning/enquiring/evasive✓ (1)
(b) Mrs Mkize is aware that Msimangu suspects that she knows something/is afraid/reluctant to divulge information.✓ (1)
- 1.1.6 Absalom Kumalo✓ and Matthew Kumalo✓ (2)
- 1.1.7 Msimangu means that it will be difficult✓ to get Mrs Mkize to give him any details (about Absalom and Matthew).✓ (2)



1.1.8

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

Yes.

- Stephen Kumalo decides to embark on a train journey to Johannesburg despite his age and vulnerability.
- He confronts John about his lifestyle (abandoning the church and living with another woman).
- He is unsuccessful in his search for Absalom, but continues tirelessly until he finds him.

OR

No.

- Stephen Kumalo does not want to open the letter which arrives and rather assigns this task to his wife.
- He admits his fear of the unknown, among others 'Gertrude's sickness' and what he could discover about his son.
- He trembles with fear when he meets Jarvis at Barbara Smith's house as he does not expect to find him there.

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)

1.2 1.2.1 Absalom fired the gun because he was **afraid**.✓ (1)

1.2.2 (a) Personification✓ (1)

(b) In the same way that a person's voice becomes quieter, the intensity of the rain subsides✓ which emphasises that the downpour is diminishing.✓ (2)

1.2.3 Absalom murders James Jarvis's son, yet James is concerned about Absalom's well-being/whether he will be pardoned for this crime.✓✓

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

1.2.4 Kumalo is grief-stricken/emotional/anguished✓ as he struggles to reconcile fully with Jarvis because Absalom murders his (Jarvis's) son.✓ (2)

1.2.5 (a) B/save the local toddlers.✓ (1)

(b) The sticks refer to the material to demarcate the area✓ for the building of the dam.✓ (2)



1.2.6

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

- Stephen Kumalo is fearful when he undertakes the first journey to Johannesburg.
- Hlabeni, the taxi driver, shows his fear/anxiety in responding to Msimangu's enquiries about Absalom's whereabouts.
- Mrs Mkize visibly trembles with fear when questioned about Absalom's stay with her at some stage.

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.

- James Jarvis tells Stephen Kumalo that he bears no grudge against him even though Stephen's son murders his son.
- He selflessly finances the building of the dam in his quest to improve the farming conditions of the Ndotsheni community.
- He generously donates to the boys' soccer club which Arthur established.

OR

No.

- James Jarvis is initially indifferent to the plight of the Black people.
- He does not display compassion for the underprivileged to set an example for Arthur as a child.
- It is only after his son's death and reading his manuscripts that James becomes involved in the upliftment of Black communities.

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) D/esteemed citizen and secretive scientist✓
(b) C/estranged colleague and dear friend✓
(c) B/student and critic of handwriting✓
(d) A/loyal friend and respected lawyer✓ (4)

- 2.1.2 The time is after a dinner party Dr Jekyll hosts/when Mr Utterson remains behind after dinner/when Mr Utterson confronts Dr Jekyll about his will✓at his/Dr Jekyll's home.✓ (2)

- 2.1.3 Mr Hyde is the sole beneficiary of Dr Jekyll's will.✓
A stranger (Mr Hyde) is the beneficiary of Dr Jekyll's will.✓
NOTE: Accept any ONE of the above. (1)

- 2.1.4 Mr Utterson is persistent/determined✓ as he disregards Dr Jekyll's attempt to change the subject.✓

OR

Mr Utterson is caring✓ as he is concerned about Dr Jekyll's safety/Dr Jekyll being blackmailed.✓ (2)

- 2.1.5 The **maid** witnesses the killing of Sir Carew.✓ (1)

- 2.1.6 (a) Disgust/revolt✓ (1)

- (b) Mr Utterson wants to convey his shock/concern/anger/disapproval at the inhumane behaviour of Mr Hyde. ✓ (1)

- 2.1.7 The discussion of the theme of the two-sided nature of man may include the following points, **among others**:
- As a respected member of society, Dr Jekyll fulfils his desire to live a life unrestricted by moral values as Mr Hyde.
 - Dr Jekyll regards the trampling of the little girl as immoral, whereas Mr Hyde willingly indulges in such activities.
 - Dr Jekyll is shocked about the murder of Sir Carew, yet it is Mr Hyde (his alter-ego) who commits the crime.

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)



2.1.8

Open-ended.

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

Yes.

- Dr Lanyon is ethical and is not prepared to give up his professional/moral beliefs in pursuit of knowledge.
- He does not venture into metaphysical science and is even prepared to forfeit his friendship with Dr Jekyll whose research he refers to as 'unscientific balderdash'.
- He is a rational scientist who is focused on science that serves practical purposes (like in the field of medicine).

OR

No.

- Dr Lanyon is not innovative and willing to take scientific risks.
- He is bound by his moral beliefs which restrain him from conducting unconventional experiments.
- He is unable to cope with unexpected and challenging situations (witnessing Dr Jekyll's transformation).

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)

2.2 2.2.1 (a) A/Regent's Park.✓

(1)

(b) Metaphor✓

(1)

(c) Dr Jekyll remembers and savours all the deeds he committed as Mr Hyde✓ similar to an animal licking its lips, relishing its prey.✓

(2)

2.2.2 Dr Jekyll acknowledges that he has to change/show remorse/seek forgiveness as his spirituality has somewhat waned✓ for Mr Hyde's misdeeds.✓

(2)

2.2.3 Dr Jekyll describes his neighbours as being cruel, yet, as Mr Hyde, he is the one who commits more violent, evil deeds.✓✓

NOTE: Both parts must be included to earn the marks.

(2)

2.2.4 Dr Jekyll is anxious/scared/surprised✓ as he involuntarily transforms into Mr Hyde (in public).✓

(2)



2.2.5

- (a) Mr Hyde sees himself as 'hunted' because he is now wanted by the police✓ and as 'houseless' because he is unable to return to his usual dwelling as the police know where he lives.✓ (2)
- (b) Dr Jekyll (as Mr Hyde) writes a letter to Dr Lanyon requesting him to retrieve the drawer containing his powder/drugs.✓ Mr Hyde consumes the potion and changes back into Dr Jekyll.✓ (2)

2.2.6 Open-ended.

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

Yes.

- Mr Hyde is a different person from Dr Jekyll and makes decisions on his own.
- He overwhelms Dr Jekyll and enjoys being violent, knowing that there will be no consequences.
- His lack of remorse spurs him to commit more evil deeds which ultimately lead to Dr Jekyll's death.

OR

No.

- Mr Hyde is a creation of Dr Jekyll's experiment therefore Dr Jekyll should take responsibility for Mr Hyde's actions.
- Dr Jekyll should have known that the experiment could go wrong and not have used himself in the trial.
- Dr Jekyll continues to drink the potion despite being aware of the evil deeds that Mr Hyde commits.

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 B: 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) E/falls into madness and despair eventually✓
 (b) C/disapproves of her husband helping Malcolm✓
 (c) D/stands for social and political order✓
 (d) A/fights bravely for the English army✓ (4)
- 3.1.2 He is suspicious/sceptical✓ as he thinks Macbeth killed King Duncan to become the King of Scotland/he does not trust Macbeth. ✓ (2)
- 3.1.3 Banquo will be the father of a line of kings✓ but he himself will not be one.✓ (2)
- 3.1.4 B/missing the banquet.✓ (1)
- 3.1.5 Banquo is obedient/submissive/respectful✓ as he does not question his king's orders/he accepts Macbeth's invitation.✓

OR

- He is loyal✓as he continuous to submit to Macbeth despite his suspicions about his (Macbeth's) evil deeds. ✓ (2)
- 3.1.6 **Fleance** is Banquo's only son.✓ (1)
- 3.1.7 The discussion of the theme of violence may include the following points, **among others**:
- The play begins with the battle where numerous soldiers/people are killed.
 - Macbeth orders for Macduff's entire family to be murdered.
 - Macduff beheads Macbeth bringing an end to his violent/tyrannical reign.

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)



3.1.8

Open-ended.

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

Yes.

- Lady Macbeth is a woman of strength and determination, however, her ambition coupled with materialism leads her to persuade Macbeth to murder Duncan.
- She sacrifices her sanity for the sake of realising both her and Macbeth's ambition.
- She succeeds in persuading Macbeth to kill Duncan to become king.

OR

No.

- Lady Macbeth does not have noble qualities as she is ruthless and manipulative.
- She is consumed by greed and ambition and she leads Macbeth on the dishonourable path of killing Duncan.
- She is not a hero as she becomes queen by default.

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)

- | | | | |
|-----|-------|---|-----|
| 3.2 | 3.2.1 | The time is when Macbeth consults with the witches about his future/when Lennox tells Macbeth that Macduff has fled the country/when Macbeth orders his servants to murder Macduff's family✓ in a dark cave.✓ | (2) |
| | 3.2.2 | (a) Surprise/disbelief/shock✓ | (1) |
| | | (b) Macbeth is stunned by the witches' unexpected/inexplicable disappearance.✓ | (1) |
| | 3.2.3 | Macbeth curses people who trust the witches, yet he implicitly believes in them and lives according to their predictions.✓✓ | |
| | | NOTE: Both parts must be included to earn the marks. | (2) |
| | 3.2.4 | (a) Macduff fears for his safety./He hopes to raise an army in England.✓ | (1) |



- (b) Lennox should look down.✓
He should point in a direction.✓
He should throw his hands in the air.✓

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

3.2.5 (a) Personification/Apostrophe✓ (1)

- (b) Just as a person may be suspicious of someone's evil intentions,✓ Macbeth feels that time may be aware of his plans.✓ (2)

3.2.6 Macbeth means that all those who are related to Macduff✓ should be killed.✓ (2)

3.2.7 Open-ended.

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

No.

- The witches only predict that Macbeth will become king and do not tell him how to achieve it, therefore they are not responsible for the evil path he pursues.
- Although the witches prophesy to Banquo that he will be the father of kings, unlike Macbeth he does not commit evil acts to fulfil it.
- Lady Macbeth orchestrates Duncan's murder which gives rise to the chaos.

OR

Yes.

- Macbeth is content with being Thane of Glamis until he encounters the witches and they sow the seed of him becoming king of Scotland.
- This prophecy makes Macbeth obsessed with becoming king and in this process, he embarks on a path of destruction and chaos.
- The witches equivocate (speak in riddles) when they tell Macbeth that he is invincible which intensifies the reigning chaos.

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]

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

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) D/determined to become a journalist ✓
(b) C/lives with sister in Brakwater ✓
(c) E/devotes his life to pupils ✓
(d) A/attends Zionist Church every Sunday ✓ (4)

- 4.1.2 Mr M is aware of what is happening in the township, yet he chooses to ignore reality. ✓✓

OR

Thami claims that Mr M does not listen, yet he (Thami) ignores Mr M's advice and joins the boycott. ✓✓

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

- 4.1.3 D/negotiation. ✓ (1)

- 4.1.4 (a) Metaphor ✓ (1)

- (b) Thami's explanation of the situation in the township is incomprehensible to Isabel ✓ which is similar to a person who has wandered off and cannot find his way back. ✓ (2)

- 4.1.5 Throwing stones that break windows. ✓
Writing on walls. ✓
Overturning buses. ✓
Looting bread vans. ✓

NOTE: Accept any TWO of the above and any other relevant text-bound examples. (2)

- 4.1.6 The discussion of the theme of change may include the following points, **among others**:

- Isabel learns about the Black culture and starts to understand life from their perspective, compelling her to change her perception about them.
- Thami changes from being a diligent pupil to becoming a revolutionary (freedom fighter).
- Mr M believes that negotiation is the best way to solve problems instead of resorting to violence.

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)



4.1.7

Open-ended.

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

Yes.

- The pupils are subjected to an inferior Bantu Education System which will not adequately equip them to contribute to the economy of the country.
- The ongoing riots make it unsafe for them to come to school and learn.
- The pupils do not have alternate means to further their education and are forced to abandon their dreams.

OR

No.

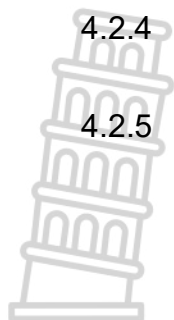
- The pupils allow themselves to be used by the Comrades to fight their battle.
- The boycotts will only interrupt their learning opportunities but will not resolve their current situation.
- The pupils do not engage in negotiations to voice their grievances.

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)

- 4.2 4.2.1 The time is when Thami comes to warn Mr M/tries to persuade Mr M to join the boycott✓ at Zolile High School/ Number One Classroom.✓ (2)
- 4.2.2 (a) Pleading/anxious/despairing/urgent✓ (1)
- (b) Thami is desperate to save Mr M's life/knows that the Comrades will not hesitate to kill Mr M.✓ (1)
- (c) The idea of Mr M being killed is so horrific✓ that Thami is unable to utter the words.✓ (2)
- 4.2.3 Mr M is fearless✓ as he is willing to face the danger that awaits him.✓

OR

He is stubborn/defiant✓ as he refuses to heed Thami's warning about the angry mob.✓ (2)



4.2.4 He is anguished/panic-stricken✓ as he realizes his efforts to change Mr M's mind are fruitless.✓ (2)

4.2.5 (a) Thami should point in a direction.✓
He should put his hand on his forehead to show his frustration.✓
He should put his hands together in a pleading gesture.✓

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

(b) Bantu Education should be scrapped/the authorities should recognise and negotiate with the Student Committees.✓ (1)

4.2.6 Isabel's father is a **pharmacist/chemist**.✓

OR

Mr Pienaar is the mayor. ✓ (1)

4.2.7 Open-ended.

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

No.

- Mr M devotes his life to education because he wants only the best for his learners.
- His empathy for Thami's disadvantaged background motivates him to ask for a scholarship for Thami at the literature quiz.
- He sacrifices his time to educate Isabel about the reality of the socio-political situation in the country.

OR

Yes.

- Mr M does not allow Thami to make his own decisions.
- He subjects the inexperienced Zolile High debating society to a debate with the experienced Camdeboo Girls High pupils.
- He fails to take Thami's feelings into consideration when he refuses Thami's advice to join the Comrades.

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

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

'THE GIRL WHO CAN' – AMA ATA AIDOO

- 5.1 5.1.1 (a) B/a very protective parent✓
(b) E/a traditional, disapproving grandparent✓
(c) A/a talented seven-year-old learner✓
(d) D/the clothes-pressing iron owner✓ (4)

- 5.1.2 Nana does not believe that going to school would be valuable to Adjoa, yet it is at school that Adjoa discovers her talent for running.✓✓

OR

Nana regards school as a waste of time, yet she is the first to celebrate Adjoa's success at school. ✓✓

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

- 5.1.3 (a) Maami feels lost/hopeless✓as she is unable to read and write ('darkness').✓ (2)

- (b) Maami is supportive/progressive/forward-thinking✓ as she wants her daughter to go to school/a better life for her daughter.✓ (2)

- 5.1.4 (a) Nana irons Adjoa's school uniform.✓
She accompanies her to town every day during the district sports week.✓
She carries Adjoa's trophy on her back.✓
She places Adjoa on her knee.✓

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

- (b) Adjoa wins every race that she runs for her school.✓
She wins the trophy for being the best all-round junior athlete.✓ (2)

- 5.1.5 Adjoa is a **Ghanaian** citizen.✓ (1)



5.1.6

Open-ended.

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

Yes.

- Nana stands firm in her belief that thin legs and narrow hips are not conducive to bearing children.
- She is unwilling to accept Maami's husband as a suitable spouse.
- She does not allow Adjoa to bathe in the river with the older women.

OR

No.

- Nana is proud when Adjoa is selected to run for her school (irons her uniform).
- She defies typical behaviour by accompanying Adjoa to the district sports week and celebrating her win.
- In the end she accepts that thin legs can also be useful for running fast.

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

'A BAG OF SWEETS' – AGNES SAM

- | | | | |
|-----|-------|---|-----|
| 5.2 | 5.2.1 | The time is when Khadija visits her sister (Kaltoum) for the first time after leaving the family home✓ at the family shop.✓ | (2) |
| | 5.2.2 | Khadija comes from a staunch Muslim family but she marries a Christian man.✓ | (1) |
| | 5.2.3 | Kaltoum is pensive/reflective/nostalgic✓ as Khadija's features remind her of their late mother.✓ | (2) |
| | 5.2.4 | C/needs her family's support✓ | (1) |
| | 5.2.5 | (a) Resolute/determined✓ | (1) |
| | | (b) Khadija is decisive about visiting Kaltoum again./undeterred by Kaltoum's cold attitude towards her./She clearly expresses her intentions.✓ | (1) |



5.2.6

(a) Simile✓ (1)

(b) Just as one refuses to talk to a stranger,✓ so do Kaltoum and her family refuse to acknowledge/talk to Khadija.✓ (2)

5.2.7

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

- Kaltoum is good at keeping up pretences, especially when she appears to ignore Khadija's presence by paging through a magazine.
- Although Abdul is prepared to forgive Khadija, he pretends that he will not, simply because he takes his cue from the unforgiving Kaltoum.
- Kaltoum is disappointed when Khadija does not return to the shop but pretends that she is unaffected.

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)

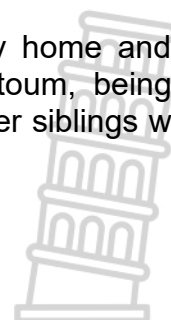
5.2.8 Open-ended.

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

Yes.

- Khadija, despite raising the ire of her family, marries the man whom she loves.
- She musters up courage to reunite with her siblings after the death of their parents.
- She religiously visits/frequents the family home and her sister at the shop in the hope that Kaltoum, being the eldest, would forgive her and that her other siblings would follow suit.

OR





No.

- Khadija visits Kaltoum but does not wear the traditional trousers with her dress ('her legs were bare').
- She is insensitive by telling Kaltoum about her 'wonderful' husband, knowing that he is the reason for her family's rejection of her.
- It can be assumed that she does not attend the funerals of her parents when they die (due to grief) after she marries a Christian man.

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

WHAT LIFE IS REALLY LIKE – BEVERLY RYCROFT

- 6.1 6.1.1 (a) recalls✓
(b) exposes✓
(c) gentle✓
(d) cancer✓ (4)
- 6.1.2 The time is when a pigeon is injured✓ and returns to its enclosure.✓ (2)
- 6.1.3 The speaker's father is emphatic/persuasive/insistent✓ when he imposes his perspective/ideas of life on his daughter.✓ (2)
- 6.1.4 The bird in the poem has its throat sliced with a thin **wire/beak**.✓ (1)
- 6.1.5 The speaker (a little girl at this stage) is traumatised/terrified/fearful/anxious✓ when her father forces her to hold the injured pigeon (while he stitches up its throat).✓ (2)
- 6.1.6 C/personification.✓ (1)
- 6.1.7 (a) Metaphor✓ (1)
- (b) In the same way a bulldozer flattens/damages the earth/a surface,✓ the surgery leaves a wound in the speaker's chest.✓ (2)
- 6.1.8 Open-ended.

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

Yes.

- The speaker's father is aware that life can be difficult/cruel ('*Life's a bastard*').
- He wants to prepare her to be mentally strong when she encounters difficult circumstances ('*You need to toughen up*').
- He wants to test her inner strength when he forces her to hold the injured bird still.

OR



No.

- The speaker's father is insensitive/harsh when he expects her, as a little girl, to understand how to respond to the adversities of life.
- His intention to take her to see how chickens are beheaded is a rather cruel gesture.
- He shouts at her in the same way he would when he lectures his students to prove his point.

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

YOU LAUGHED AND LAUGHED AND LAUGHED – GABRIEL OKARA

- 6.2 6.2.1 To the White man/coloniser, the song of the African sounds unpleasant/harsh✓ and sounds like a person who has a bad cough/car that backfires.✓ (2)
- 6.2.2 (a) Pride/delight/enchantment ✓ (1)
- (b) The African man is proud of/takes pleasure in dancing as it is part of his culture/African heritage.✓ (1)
- 6.2.3 The coloniser will still be able to hear the beating of the drum despite the fact that he does not want to see the African dancing. ✓✓
- NOTE:** Both parts must be included to earn marks. (2)
- 6.2.4 (a) Simile✓ (1)
- (b) Just as the sky is vast/unlimited (and may not be easy to grasp),✓so too is the African culture/connection to nature immeasurable and difficult to understand.✓ (2)
- 6.2.5 The speaker's laughter is warm/compassionate✓ whereas the coloniser's laughter is cruel/mocking.✓ (2)



6.2.6

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

- The coloniser/White man mocks the way the African man walks (his walk is regarded as clumsy).
- He climbs into his car and further mocks at the way the African man dances.
- The White man's continuous mockery is reflected in the repetition of the word 'laughed'.

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

(3)

6.2.7 Open-ended.

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

Yes.

- The speaker takes pride in his singing despite the White man's negative attitude.
- He is undeterred by the White man's pessimism and continues in his pursuit to win him over by dancing.
- He does not resort to the malicious cruel laughter of the European; instead, he reciprocates with a gentle, joyful one.

OR

No.

- The speaker should be more assertive and explain his culture to the coloniser.
- He should be forthright in the role that his ancestors play and their connection to the earth.
- He does not need the validation of the White man to be 'owned by the living warmth of the earth'.

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