



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

**NATIONAL SENIOR
CERTIFICATE**

Stanmorephysics.com

GRADE 10

ENGLISH FIRST ADDITIONAL LANGUAGE P2

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JUNE 2025

MARKS: 70

TIME: 2½ Hours

This question paper consists of **19 pages** including the cover page.

INSTRUCTIONS AND INFORMATION



1. This question paper consists of FOUR SECTIONS:

- SECTION A – NOVEL (35)
- SECTION B - DRAMA (35)
- SECTION C – SHORT STORY (35)
- SECTION D – POETRY (35)

2. Answer two questions in all, ONE question each from any TWO sections.

3. SECTION A: NOVEL

Answer the questions 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 on the short story you have studied.

SECTION D: POETRY

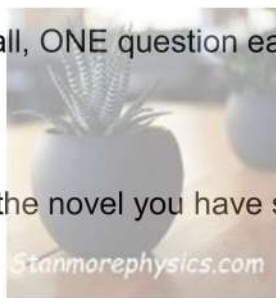
Answer the questions set on BOTH poems.

4. Follow the instructions at the beginning of each section carefully.

5. Number the answers correctly according to the numbering system used in the question paper.

6. Start each section on a new page.

7. Write neatly and legibly.



SECTION A: NOVEL

SECTION A

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

- Finders Keepers – Rosamund Haden

Answer ALL the questions on the novel.

QUESTION 1: FINDERS KEEPERS

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 1.2

1.1. EXTRACT A

“Don’t worry, we’ll get you to school,” says the skinny guy as his stocky friend saunters up. He walks like he’s auditioning for a fashion shoot. A third, with a beanie pulled low over his face, hangs back slightly.

“Hey shame, wena, you missed the taxi. But we know the way. We were at your school last year,” the skinny one adds. “Now we’ve got better things to do.” He laughs, a hoarse sound that makes him cough. 5

My heart thudding against my rib cage. Better things? Hanging around making trouble?

“Don’t you trust us? The stocky one is right up in my face now. I can smell his stale breath. If I say no, it means trouble. If I say yes, then I will have to walk to school with them. 10

The tall one flicks the butt of his cigarette onto the sand and crushes it with the heel of his fake Carvela shoe. I could push past them and run for it, but I know I won’t get far. I look around for another taxi. All I can see is a Golden Arrow bus hurtling along the road. 15

“Hey what are you holding there?” The stocky guy nods at my hand. I look down; my hand is closed around my bracelet. I must have instinctively searched for the comfort of my bracelet in my pocket.

“What do you have there?” asks the skinny one.

“Hey, uphethen'to?” The stocky guy points to my clenched fist.

20

Chapter 2

1.1.1 Choose a description from COLUMN B that matches a name/term in COLUMN A.

Write only the letter (A-E) next to the question numbers (1.1.1(a) – 1.1.1(d) in your sheet.

COLUMN A		COLUMN B
(a)	Skinny guy	A. walks like he's auditioning for a fashion shoot.
(b)	Stocky friend	B. The person who told the narrator not to worry about the way to school.
(c)	Golden Arrow	C. The name of shoes.
(d)	Carvela	D. The name of a bus.
		E. The narrator.

(4 x 1)

1.1.2 Describe the setting of the above extract.

(2)

1.1.3 How do readers get to know that the people speaking to the narrator are school drop outs?

(2)

1.1.4 What could, possibly, be “... better things to do,” (line 5) according to the narrator's interpretation of what the street guys said?

(2)

1.1.5 Refer to lines 7 – 8 (“My heart thudding against my rib cage.”)

What does this statement suggest about the narrator's feelings at the moment she said it?

(2)

1.1.6 Refer to lines 9 – 10 (“I can smell his stale breath.”)

(a) To whom does 'his' in the above statement refer?

(1)

(b) What does 'stale breath' suggest about his character?

(2)

1.1.7 Refer to lines 12 – 13 (“The tall one ... his fake Carvela shoe.”)

Which TWO character traits are suggested by the above statement with regard to “The tall” street guy? (2)



AND

1.2. EXTRACT B

“I love you like XO,” pumps out of Ricardo’s speakers. My mother complains about the music he plays.

As I open the door, I hear my mother’s music. As Ricardo pumps up the volume, she turns hers up too. There is an unspoken music war going on between them. Only she hasn’t got the subwoofers – only an old fashioned radio which she tunes to her gospel music. 5



She comes over and hugs me and I breathe in the smell of bread from the factory. The smell reminds me of the bread my grandmother used to bake, warm and comforting. She used to let me have the first slice, still hot from the oven, with the butter melting into it. 10

“I got out of the late shift,” my mother says, as she takes onions out of a string bag and starts to chop them. Her eyes start to water. “How was your day?”

“It was OK,” I say, putting down my bag and getting a glass of water. I don’t feel like telling her about it. I haven’t got the energy.

“Mrs Jantjies has potatoes for us. I need a plastic,” I tell her, unwrapping a plastic Shoprite bag that has been crumpled up in a bundle. 15

I can see my mother hesitate as she wipes her hands on a dishcloth. She doesn’t want to accept the potatoes. She doesn’t trust those potatoes; she doesn’t trust Mrs Jantjies.

“It’s OK, Mma; I don’t think she’ poisoned them,” I say, rolling my eyes. 20

1.2.1. What were the lyrics coming from Ricardo’s sound system? (1)

1.2.2. How are the following characters related?

- (a) The narrator's family and Mrs Jantjies (1)
- (b) Mrs Jantjies and Ricardo (1)
- 1.2.3. Ricardo and the narrator's mother are all staunch music fanatics, nonetheless, there is something ironical about their playing of music; how does it come up? (2)
- 1.2.4. Love of music and mistrust are the themes in this extract.
- (a) State how love of music as a theme in the extract is true. (2)
- (b) Discuss how mistrust projects itself as a theme in this extract? (2)
- 1.2.5 Refer to line 1 ("I love you like XO")
- (a) Which figure of speech has been used in the statement above? (1)
- (b) What is being compared in this figure of speech? (2)
- 1.2.6 Refer to lines 7 – 9 ("The smell reminds ... butter melting into it.")
- The above statement is rich in imagery. Pick up/state two types of imagery projected in the statement. (2)
- 1.2.7 Discuss why the narrator did not have energy to tell her mother the reality of her day but simply said it was OK. (2)
- 1.2.8 How do you think was the narrator's state of mind in seeing her mother hesitant to accept potatoes from Mrs Tjantjies? (2)

[35]

SECTION B - DRAMA:

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

- AFRICAN DUSTBIN by Victor Mtubani

Answer ALL the questions based on this drama.

Question 2: AFRICAN DUSTBIN

Read the extract from the PLAY below and answer the questions set on it. 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

GWALA : Then why didn't you come to my office?

ANDERSON : Because the business I have in mind cannot be discussed in your office.

GWALA : Why not? (Pause) We have discussed all kinds of things there. What's Wrong with this one?

ANDERSON : This particular business is very sensitive, and there are many 5
eyes
and ears there. (Pause) So, I thought that my office would be
safer. The further away from the crowd, the safer.

GWALA : Still working on your conspiracy theory, are you?

ANDERSON : Safety, my friend. I am taking no chances.

GWALA : I see. (Pause) What kind of business have you in mind then? 10
I mean to require such elaborate precautions.

ANDERSON : My people are looking for help.

GWALA : What kind of help. I am sure that you will agree that you haven't
Given me much information.

ANDERSON: They need a reliable partner in their 15
venture.
My people would like you to help them keep their waste. It has

Become illegal for them to do so in Europe. (Pause) They thought
That this country might be suitable for their needs.
GWALA : Your people what? Did I understand you correctly? Paul do you
know what you are saying? 20

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 number (2.1.1 (a) to 2.1.1.(d)
in the answer script.

Column A	Column B
a. Thoko	A. Heroine
b. Scheme	B. Anderson's secretary
c. Mr Gwala	C. Minister of Natural Resource and Environment
d. Dr Thebe	D. Conspiracy
	E. Minister of Energy

1 x 4 = 4

2.1.2 Refer to line 2: ('Because the business... office')

(a) What type of business was that? (1)

(b) Why was Anderson unable to discuss the business in Gwala's office? (1)

2.1.3 Who are referred to as 'my people' (line 16) referred to? (1)

2.1.4 Refer to lines 5-6 ('... there are many eyes and ears...')

(a) Identify the figure of speech. (1)

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

2.1.5 Give the reason why it was impossible for the Europeans to keep their waste in their country. (2)

2.1.6 Why did Anderson decide to discuss the “business” with Gwala only?
(2)

2.1.7 One of the themes in this book is corruption. Discuss this theme. (3)



AND

Extract D

(Africa, in Mpumelelo, Capital of the Republic of Nkululeko, In Paul Anderson’s office)

Mabhena	: Mr Anderson, there is a visitor to see you.	
Anderson	: A visitor? Who is he, Thoko?	
Mabhena	: He said that his name was Mr Mthengisi Gwala, from the ministry of Natural Resources and Environmental Protection. Should I send him in, Mr Anderson?	5
Anderson	: Yes, by all means. Send Mr Gwala in. Thoko	
Mabhena	: Yes, Sir.	
Anderson	: I wish you would stop calling me, Sir.	
Mabhena	: What should I call you, sir? Oh, I am sorry, I mean, Mr Anderson.	
Anderson	: Never mind.	10
Mabhena	: You had something to say to me, Mr Anderson?	
Anderson	: Yes, I want nobody to disturb me during my discussion with Mr Gwala. Do you understand? Nobody.	
Mabhena	: Yes, Mr Anderson	14

2.1

2.2.1. Describe the setting of this extract? (2)

2.2.2 Give the reason why it was impossible for Europeans to keep their waste in their country? (2)

2.2.3. Why did Mr Gwala go to Mr Anderson’s office? (2)

2.2.4. Give the synonym of the word “emergency”. (1)

2.2.5. Why is the following statement FALSE?:

2.2.5.1: The toxic materials were dumped in South Africa. (1)

2.2.5.2 Discuss the extend of damage caused by dumped materials in Africa. (2)

2.2.6. What kind of toxic materials are causing sickness in the area? (2)

2.2.7. Why did Dr Thebe go to Sibanda's office? (2)

2.2.8 What does Dr Thebe intend to do with the results of the contaminations? (2)

2.2.9. Suggest TWO reasons why Dr Sibanda and Gwebu are so opposed to Dr Thebe's plans. (2)

2.2.10. Choose the correct answer from those given in brackets.

A. The first patient to be diagnosed with chemical waste is (Ncube / Baba Moyo / Dube) (1)

2.2.11. In your opinion, is it fair for Europeans to dump toxic materials in Africa? Discuss your view. (2)

2.2.12 Do you think Gwala is the reliable person in this story? Discuss your view. (2)

[35]

SECTION C – SHORT STORY

In this section, questions are set on the following Short Story:

- “Her Three Days” by Ousmane Sembene

Question 3

Read the following extract and answer the questions set on it. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Extract E

She raised her haggard face, and her far-away look ranged beyond the muddle 1
of roofs, some tiled, others of thatch or galvanised-iron; the wide fronds of
the twin coconut-palms were swaying slowly in the breeze, and in her mind she
could hear their faint rustling.

Noumbe was thinking of ‘her three days’. Three days for her alone when she 5
would have her husband, Mustapha, to herself... It was a long time since she
had felt such emotion. To have Mustapha! The thought comported her. She
had heart trouble and still felt some pain, but she had been dosing herself for
the past two days, taking more medicine than was prescribed. It was a nice 10
syrup that just slipped down, and she felt the beneficial effects at once. She
blinked; her eyes were like two worn buttonholes, with lashed that were like
frayed thread, in little clusters of fives and threes; the whites were like the
colour of old ivory.

“What’s the matter, Noumbe?” asked Aida, her next-door neighbour, who was 15
sitting at the door of her room.

“Nothing,” she answered, and went on cutting the slice of raw meat, helped by
her youngest daughter.

“Ah, it’s your three days,” exclaimed Aida, whose words held a meaning that
she could not elaborate on while the little girl was present. She went on:

“You’re looking fine enough to prevent a holy man from saying his prayers 20
properly!”

3.1.1. With your knowledge of this story complete the following sentences:

Noumbe is excited because it is her 'three days'. Her husband, [a] _____, will come to stay with her for three days. He has three other wives. Each wife gets him for [b] _____ days at a time. Lately, Mustapha has been neglecting Noumbe. He has not visited her in two [c] _____. Even though she has no money, she prepares a delicious meal. She wants him to enjoy his time with her and not think about his other [d] _____. The other women in her compound joke with her about how much fun she will have with him. They sing and dance together. She waits for Mustapha for three days, not eating and hardly sleeping. On the first day, she sends her [e] _____ to look for him. She thinks about him spending this time with one of his other wives. She is no longer Mustapha's favourite wife because he has married a fourth wife, who is younger than she is.

(5 x 1) = 5

3.1.2. Noumbe is not feeling well in the above extract.

(a) What was the cause of her feeling ill? (2)

(b) QUOTE a single word from the extract with the same meaning as "worn out" to prove that she was not feeling well. (1)

3.1.3. Choose ONE correct answer. Write down ONLY the number and the correct letter.

The thought of having her husband to herself for three days made Noumbe feel...

- A. Dejected and excited
- B. Excited and indifferent
- C. Indifferent and dejected
- D. Enthusiastic and excited (1)

3.1.4. How does the reader know that Noumbe was determined not to let her illness influence her three days with her husband negatively? (2)

3.1.5. "You're looking fine enough to prevent a holy man from saying his prayers properly!" (Line 20 – 21)

3.2.1. Refer to lines 1 – 2 (“Noumbe remembered ... wife’s three days.”)

Another word for “usurped” is ...

- A. Contributed
- B. Arranged
- C. Taken
- D. Fixed

(1)

3.2.2. What terrible truth does Noumbe realise while talking to Mustapha’s second wife? (2)

3.2.3. Why has Mustapha’s second wife come to visit Noumbe?

Give TWO reasons.

(2)

3.2.4. Name THREE things that Mustapha’s second wife does during her visit in order to make Noumbe feel bad. (3)



3.2.5. Refer to line 5 – 7, “The latter’s presence ... no longer the favourite.”

(a) Who is referred to as “the latter”?

(1)

(b) Why is Noumbe “no longer the favourite”?

(2)

3.2.6. Refer to line 10 – 11, (“ ... all this ... cold blood.”)

Quote FOUR consecutive words that show that Noumbe’s feelings were hurt.

(1)

3.2.7. At the end of the extract, Noumbe asks herself ‘Why do we allow ourselves to be men’s playthings?’

(a) What figure of speech is this?

(1)

(b) Comment on its effectiveness.

(2)

3.2.8. The way women are treated in this story demonstrates the damaging impacts of patriarchy. Discuss “patriarchy” as a theme of this story. (3)

(Sub-Total = 35)

SECTION D: POETRY

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

- “Do not go gentle into that good night” by Dylan Thomas
- “How do I love thee” by Elizabeth Barret Browning

NOTE: Answer the questions set on both poems, QUESTION 4.1 and QUESTION 4.2.

QUESTION 4

4.1. 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.

“Do not go gentle into that good night” by Dylan Thomas

- 1 Do not go gentle into that good night,
- 2 Old age should burn and rave at close of day;
- 3 Rage, rage against the dying of the light.

- 4 Though wise men at their end know dark is right,
- 5 Because their words had forked no lightning they
- 6 Do not go gentle into that good night.

- 7 Good men, the last wave by, crying how bright
- 8 Their frail deeds might have danced in a green bay,
- 9 Rage, rage against the dying of the light.

- 10 Wild men who caught and sang the sun in flight,
- 11 And learn, too late, they grieved it on its way,
- 12 Do not go gentle into that good night.

13 Grave men, near death, who see with blinding sight
14 Blind eyes could blaze like meteors and be gay,
15 Rage, rage against the dying of the light.
16 And you, my father, there on the sad height,
17 Curse, bless, me now with your fierce tears, I pray.
18 Do not go gentle into that good night.
19 Rage, rage against the dying of the light.

4.1.1. Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (3.1.1.(a) to 3.1.1.(d) in the ANSWER SHEET.

Life	Encouraging	Gentle
Resist	Accept	Death



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The message of this poem, “Do not go gentle into that good night”, is that human beings should (a) death with all their strength before they end. (b) means being mild, moderate in action, not strong, not violent. The poet is (c) the ones aging not to be mild but violent when approaching “that night” which is (d) They must fight death as it approaches. (4)

4.1.2. What makes this poem, “Do not go gentle into that good night”, a Villanelle? (2)

4.1.3. Who is the author addressing in this poem? (1)

4.1.4. Refer to line 3.

What does the “the dying of light symbolise”? (1)

4.1.5. Refer to Line 8, “Their frail ... green bay”,

What does “green bay” metaphorically mean? (2)

4.1.6. Refer to line 14, "Blind eyes ... be gay"

Identify the figure of speech in this line and explain its effectiveness. (3)

4.1.7. Describe the poet's attitude towards death in this poem. (1)

4.1.8. One of the themes in this poem is "Life and Death".

Discuss this theme. (3)

AND

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

How do I love thee by Elizabeth Barret Browning

- 1 How do I love thee? Let me count the ways.
- 2 I love thee to the depth and breadth and height
- 3 My soul can reach, when feeling out of sight
- 4 For the ends of being and ideal grace.
- 5 I love thee to the level of every day's
- 6 Most quite need, by sun and candle-light.
- 7 I love thee freely, as men strive for right.
- 8 I love thee purely, as they turn from praise.
- 9 I love thee with the passion put to use
- 10 In my old griefs, and with my childhood's faith.
- 11 I love thee with a love I seemed to lose
- 12 With my lost saints. I love thee with the breath,
- 13 Smiles, tears, of all my life; and, if God choose,
- 14 I shall but love thee better after death.

- 4.2.1. Describe the structure of this poem. (2)
- 4.2.2. Write the word “thee” in the modern English. (1)
- 4.2.3. Who is addressed as “thee” in this poem? (1)
- 4.2.4. What does the speaker mean when she says, “I love thee to the depth and breadth and height”? (2)
- 4.2.5. Refer to line 6, “Most quite ... candle-light.”
- 4.2.5.1. What do “sun” and “candle-light” symbolise? (2)
- 4.2.5.2. Give the literal meaning of “sun” and “candle-light” as used in this poem. (2)
- 4.2.6. Refer to line 8, “I love thee purely, as they turn from praise.”
- 4.2.6.1. Which tone will the speaker use in this line? (1)
- 4.2.6.2. Why would the speaker use this tone? (1)
- 4.2.7. Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number 4.2.6 in your answer sheet.
- “I shall but love thee better after death” (line 14) is an example of
- A. Alliteration
- B. Hyperbole
- C. Consonant
- D. Irony (1)
- 4.2.8. Refer to line 12, “With my lost saints. I love thee with the breath,”
- Who are “lost saints”? (2)

4.2.9. One of the themes of this poem is Religious Love.

Discuss this theme.

(3)

[35]



GRAND TOTAL = 70





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GRADE 10

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ENGLISH FIRST ADDITIONAL LANGUAGE P2

JUNE 2025

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MARKING GUIDELINE

This marking guideline consists of 9 pages, including the cover page.

SECTION A – NOVEL

1.1.1

(a) B (The one that told the narrator not to "...worry, we'll get you to school.") ✓

(b) A (walks like he's auditioning for a fashion shoot.) ✓

(c) D (The name of a bus.) ✓

(d) C (The name of shoes.) ✓

1.1.2 On the street at the time narrator missed a taxi. ✓✓

1.1.3 They personally said they were schooling last year. ✓✓

1.1.4 Hanging around making trouble. ✓✓

1.1.5 She was shocked and surprised as to what could be the "better things" to be done by the street guys. ✓✓

1.1.6

(a) Stocky ✓

(b) He does not take good care of himself → he is not clean. ✓✓

1.1.7 He is careless regarding the surrounding environment/ He is rough/He is a brand slave. ✓✓

AND

1.2

1.2.1 I love you like XO ✓

1.2.2

(a) Tenants and a landlord. ✓

(b) Mother and son. ✓

1.2.3 They do not tolerate each other's taste in music. ✓✓

1.2.4.

- (a) In the extract, loud playing of music is clearly stated. ✓
- (b) The narrator's mother hesitated when Mrs Jantjies gave them potatoes and her daughter tells her they are not poisoned. ✓✓

1.2.5.

- (a) Metaphor ✓
- (b) Music from speakers and anything being pumped. ✓✓

1.2.6 Imagery of smell of freshly baked bread and visual imagery of the bread and butter melting on it. ✓✓

1.2.7 She might have realised that her mother had a long day and thus she had to spare her the agonising experience on her way to and at school. ✓✓

1.2.8 She might thought her mother's fear and mistrust of the Tjantjies was over exaggerated. Words to this effect. ✓✓

SUB – TOTAL = 35

SECTION B - DRAMA

2.1.1.

(a) B ✓

(b) D ✓

(c) C ✓

(d) A ✓

2.1.2

(a) Business of dumping chemical waste in Africa. ✓

(b) Because he does not want to be overheard by others. ✓

2.1.3 European people. ✓

2.1.4

a. Synecdoche. ✓

b. The eyes and ears refer to people ✓ who may see and hear what they will say and hear what they say. ✓

2.1.5 The laws of the countries ✓ do not allow them. ✓

2.1.6 He is the key person in the department of Natural and environmental protection ✓ and is also corrupt. ✓

2.1.7. Corruption is displayed by some educated people ✓ who took bribes from European Chemical Company to allow them to dump chemical waste in Africa ✓. These people were expected to protect environment against any form pollution but they are party to the conspiracy to contaminate natural resource and environment. ✓

(3)

AND

2.2.1 In the morning in Mr Anderson's office. ✓

2.2.2 It has become illegal to dump any toxic material in their country. ✓✓

2.2.3 To discuss about the optional places where his people (European Company) can dump their chemical wastes. ✓✓

2.2.4 Urgent ✓

2.2.5

2.2.5.1 The toxic materials were dumped in Africa. ✓

2.2.5.2 More than 280 people were already contaminated and admitted in hospitals across African countries and one died. ✓✓

2.2.6 Polychlorobiphenyls (PCB). ✓

2.2.7 (a) To deliver the results of the patient's contamination from PCB. ✓

(b) To discuss way forward as to what should be done to stop the chemical company from dumping. ✓

2.2.8 To get the court order to stop the European companies from dumping their toxic materials in Africa. ✓✓

2.2.9 Both Dr Sibanda and Mr Gwala are corrupt and have already received bribes from European Company. ✓✓

2.2.10

A. Moyo ✓

2.2.11 Yes – Because Africans will benefit economically from dumping. ✓✓

OR

No – It is not fair because dumping contaminate the environment and causes diseases and ultimately death. ✓✓

2.2.12 No. Gwala is Ministry of Natural Resource and Environmental Protection, but the most corrupt person who allow European Company to dump their chemical waste and receive bribes.

SUB TOTAL = 35

SECTION C – SHORT STORY

3.1.1 (a) Mustapha ✓

(b) Three ✓

(c) Month ✓

(d) Wives ✓

(e) Daughter ✓

3.1.2 (a) She has heart problems ✓ and was in pain ✓

(b) “Haggard” ✓

3.1.3. D ✓

3.1.4. She drank more than the prescribed amount of medicine. ✓✓

3.1.5. Noumbe looked beautiful. ✓

3.1.6 (a) Polygamy ✓

(b) Yes ✓

(c) The wives were jealous and tried to sabotage one another ✓, each trying to draw Mustapha’s attention solely on herself. ✓

AND

3.2.1. C ✓

3.2.2. She realises that she is no longer the favourite wife ✓. This realisation shatters her sense of security and status within the marriage. ✓

3.2.3. (a) To assert her position as the senior wife. ✓

(b) To indirectly remind Noumbe of her diminished status in Mustapha’s eyes. ✓

3.2.4. (a) Praises Noumbe’s household items and clothes. ✓

(b) Enquire about her family’s well-being. ✓

(c) Praises the cleanliness of the room and the fragrance of the incense. ✓

3.2.5 (a) Mustapha's second wife. ✓

(b) Mustapha has married the fourth wife and spent much of his time with her. ✓

3.2.6. "Stab in cold blood" ✓

3.2.7 (a) Metaphor ✓

(b) It is effective because women have no choice or say and are being treated like toys. ✓✓

3.2.8. The story illustrates patriarchy through the power dynamics in polygamous Relationships ✓, showcasing how women like Noumbe feel marginalised ✓ and struggle for their husband's affection and recognition. ✓

SUB TOTAL = 35

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SECTION D – POETRY

4.1.1

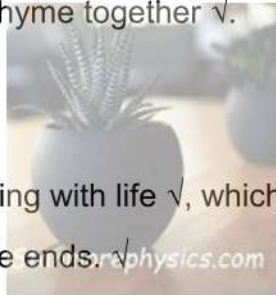
- (a) Resist ✓
- (b) Gentle ✓
- (c) Encouraging ✓
- (d) Feath ✓

4.1.2. It has nineteen lines with five tercets followed by quatrain ✓. The first and the third lines of each tercet rhyme together ✓.

4.1.3. The author's father. ✓

4.1.4. Death ✓

4.1.5. It represents a place teeming with life ✓, which stands in contrast to the beach, where waves crash and life ends. ✓

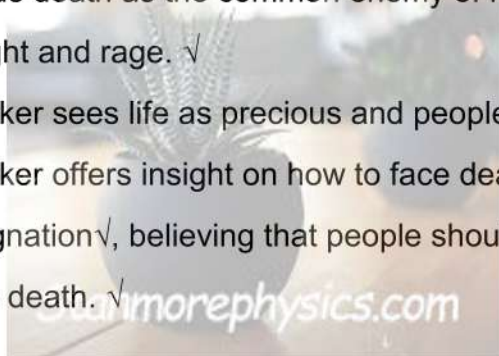


4.1.6. Defiance, ✓

Specifically towards death rather than accepting it. ✓✓

4.1.7. He regards death as the common enemy of humanity, against which people should fight and rage. ✓

4.1.8. The speaker sees life as precious and people should fight for it at every turn. ✓ The speaker offers insight on how to face death with dignity and ferocity rather than resignation ✓, believing that people should “burn and brave” as they approach death. ✓



AND

- 4.2.1 - It is a sonnet. (2)
- It has 14 lines. (Any two) (2)
 - It has some rhyming lines but not a perfect rhyme scheme.
- 4.2.2 You. (1)
- 4.2.3 To her beloved one / someone she loves. (1)
- 4.2.4 The speaker's love is unconditional / intense / genuine / unlimited (2)
- 4.2.5.1 They symbolise the love of the speaker to her beloved one. (2)
- 4.2.5.2 The sun refers to the day light and candle refers to the light that is provided by the during the night. (2)
- 4.2.6.1 Humble / Romantic / lovely tone. (1)
- 4.2.6.2 To show that her love is not based on pride / to show the politeness of her love / to indicate the intensity of her love. (1)
- 4.2.7 B / Hyperbole. (1)
- 4.2.8 Christianity in which she was raised. (2)
- 4.2.9 The discussion of the theme of Religious love will amongst others include the following :
- The speaker refers to her love as true love that is long – lasting and even eternal.
 - She indicates that she loves her beloved one with childhood's faith that implies the Christianity in which she was raised.
 - She likens her love to a religious or spiritual feeling. (3)
 - She also expresses the wish that both she and her beloved one will eventually transcend their earthly lives and go to heaven together.
 - With the help of God, their love will be better after death.

[35]

GRAND TOTAL = [70]