



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

VHEMBE EAST DISTRICT

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE PAPER 2

JUNE EXAMINATION 2026

MARKS: 70

TIME : 2.5 Hours

This paper consists of 29 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 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 questions from TWO sections, as follows:

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 extracts.

SECTION D: POETRY

Answer the questions set on BOTH poems.

Use the checklist on page 4 to assist you.

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

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

6. Start EACH section on a NEW page.

7. Spend approximately 60 minutes on each section.

8. Write neatly and legibly.

TABLE OF CONTENTS

SECTION A: NOVEL

Answer any one question on the Novel you have studied

QUESTION	QUESTION	MARKS	PAGE
1	<i>Cry, the Beloved Country</i>	Contextual questions	35

OR

2	<i>Strange Case of Dr Jekyll and Mr Hyde</i>	Contextual questions	35
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SECTION B: DRAMA

Answer any one question on the drama you have studied.

3	<i>Macbeth</i>	Contextual questions	35
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OR

4	<i>My Children! My Africa!</i>	Contextual questions	35
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SECTION C: SHORT STORIES

Answer questions set on BOTH short stories.

5.1	Rejection	Contextual questions	18
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AND

5.2	Class Act	Contextual questions	17
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SECTION D: POETRY

Answer the questions set on BOTH poems.

6.1	The Night-jar and Inkosazana yasezulwini	Contextual questions	18
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AND

6.2	What life is really like	Contextual questions	17
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CHECKLIST

NOTE:

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

SECTION	QUESTION NUMBERS	NO. OF QUESTION 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.

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

[Kumalo decides to use the money they have saved]

-She said patiently to him, About this letter, Stephen. He sighed. Bring me the St. Chad's money, he said. She went out, and came back with a tin, of the kind in which they sell coffee or cocoa, and this she gave to him. He held it in his hand, studying it, as though there might be some answer in it, till at last she said, it must be done, Stephen. 5

-How can I use it? He said. This money was to send Absalom to St.Chad's. Absalom will never go now to St.Chad's. How can you say that? He said Sharply. How can you say such a thing? He is in Johannesburg, she said wearily. When people go to Johannesburg, they do not come back. You have said it, he said. It is said now. This money which was saved for 10

-that purpose will never be used for it. You have opened a door, and because you have opened it, we must go through. And Tixo alone knows where we shall go. It was not I who opened it, she said, hurt by his accusation. It has a long time been open, but you would not see.

We had a son, he said harshly. Zulus have many children, but we had only one.15
- He went to Johannesburg, as you said – when people go to Johannesburg, they do not come back. They do not even write any more. They do not go to St.Chad's, to learn that knowledge without which no Black man can live. They go to Johannesburg, and there they are lost. and no one hears of them at all. And this money 20

Book One Chapter 2

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

COLUMN A	COLUMN B
(a) James Jarvis	A Selfish
(b) Arthur Jarvis	B Naïve
(c) John Kumalo	C Liberal
(d) Absalom Kumalo	D Faithful
	E Conservative

(4x1) (4)

1.1.2 Refer to lines 6-7 ("How can I useto St. Chad's")

(a) How do Reverend Kumalo and his wife plan to use their savings?

State **TWO** points (2)

(b) Why did Reverend Kumalo want Absalom to go to St. Chad's? (1)

1.1.3 Choose the correct answer to complete the following sentence.

Write only the letter (A-D) next to the question number (1.1.3.) in the ANSWER BOOK.

The St. Chad's referred to in lines 6-7 is a (1)

A High school

B Missionary school

C University

D Teacher college

1.1.4 Refer to line 16-17 ("He went to Johannesburg, as you said – when people go to Johannesburg, they do not come back")

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

(b) Why would he use this tone in this context? (1)

1.1.5 What does this extract reveal about Mrs Kumalo's character? Substantiate (3)

1.1.6 Explain the irony in Absalom going to Johannesburg to look for his aunt. (2)

1.1.7 One of the themes in *Cry The Beloved Country* is **FEAR**. Discuss (3)

(18)

AND

1.2 EXTRACT B

[Absalom pleads guilty]

-But the judge interrupts. You may proceed shortly with your examination, Mr Prosecutor. But I have one or two questions to ask the first accused.
 -As your lordship pleases.
 -Why did you carry this revolver?
 -It was to frighten the servant of the house. 5
 -But why do you carry any revolver? The boy is silent. You must answer My question. They told me to carry it.
 -Who told you? No, they told me Johannesburg was dangerous.
 -Who told you? The boy is silent. You mean you were told by the kind of Man who is engaged in this business of breaking and stealing? 10
 -They asked me if I was Absalom Kumalo. And I agreed, and I was afraid. and I had meant to go that day to confess to the police, and now I could see I had delayed foolishly.
 -Did they arrest you? No, they asked if I could tell them where to find Johannes. I said no, I did not know, but it was not Johannes who had killed the white man., it was I myself 15

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Book two Chapter 5

- 1.2.1 Describe the time and place where this extract is set. (2)
- 1.2.2 Refer to line 4. (...the boy is silent)
- (a) To whom does the boy refer? (1)
- (b) What has happened to him? (1)
- 1.2.3 How would you describe the relationship between Absalom and Mathew Kumalo? Substantiate (2)
- 1.2.4 Refer to line 8. (...they told me Johannesburg was dangerous.)
- (a) Identify the figure of speech used (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 1.2.5 Change ONE word to make the following statement TRUE
- Absalom was pardoned by the law for killing Arthur Jarvis (1)
- 1.2.6 Refer to lines 14-15. (Did they arrest you?Johannes")
- (a) Who is this Johannes? (1)
- (b) What role does he play in this context? (2)

1.2.7 Is the title " Cry the beloved country suitable?"
Substantiate.

(2)

1.2.8 Absalom Kumalo can be pitied. Discuss your view.

(2)

(17)

[35]



QUESTION 2: THE STRANGE CASE OF DR JEKYLL AND MR HYDE

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

Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 and QUESTION 2.2.

2.1 EXTRACT C

[Mr Utterson enquires about Mr Hyde.]

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

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

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

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

[Search for Mr Hyde]

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

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

(4x1) (4)

2.1.2 Explain why Mr Utterson is relieved at Dr Lanyon's 'little spirt of temper'

(line 1)

(2)

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

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



Mr Utterson's dwelling is in Soho.

(1)

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

State of mind?

Substantiate your answer.

(2)

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

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

(1)

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

(2)

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

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

sleeplessness?

(2)

(b) Choose the correct answer to complete the following sentence.

Write only letter (A-D) next to the question number (2.1.5(b)) in the

ANSWER BOOK.

Mr Enfield is ... of Mr Utterson.

A an old client

B a financial advisor

C a distant relative

D a loyal servant

(1)

2.1.6 Refer to the novel as a whole.

Mr Utterson's enables Dr Jekyll to live his dual life. Discuss your view.

(3)

[18]

AND

2.2 EXTRACT D

[Mr Utterson and Poole are discussing Dr Jekyll's strange behaviour.]

'This is a strange note,' said Mr Utterson; and then sharply, 'How do you come to have it open?'
'The man at Maw's was much angry, sir, and he threw it back to me like so much dirt,' returned Poole
'This is unquestionably the doctor's hand, do you know? Resumed the lawyer. 5
'I thought it looked like it,' said the servant rather sulkily; and then, with Another voice, 'But what matters hand-of-write?' he said.
'I've seen him!' 10
'Seen him?' repeated Mr Utterson. 'Well?'
'That's it!' said Poole. 'It was this way. I came suddenly into theatre from the garden. It seems he had slipped out to look for this drug, or whatever it is; for the cabinet door was open, and there he was at the far end of the room digging among the crates. He looked up when I came in, gave a kind of cry, and whipped upstairs into the cabinet. It was but for one minute 15
that I saw him, but the hair stood up on my head like quills. Sir, if that was my master, why had he had a mask upon his face? If it was my master, why did he cry out like a rat, and run from me? I have served him long enough. And then ... , the man paused and passed his hand over his face.
[The Last Night]

2.2.1 Refer to lines 1-4. (' "This is a ... dirt," returned Poole').

- (a) What is written in the note? (2)
- (b) Why does the man at Maw's throw the note back at Poole in lines 3-4? (1)

2.2.2 Refer to line 17. ('why had he ... upon his face?').

- (a) How does Mr Utterson explain the 'mask' to Poole after this extract? (2)
- (b) If the man wearing the mask, as Mr Utterson suspects, is indeed Mr Hyde, what is so strange about Mr Hyde's behaviour? (2)

2.2.3 Refer to line 18. ('he cry out ... run from me?').

- (a) Identify the figure of speech in this line. (1)
- (b) Explain how this figure of speech is relevant in this extract. (2)

2.2.4 Why is the following statement FALSE?

In this extract, the conversation between Mr Utterson and Poole takes
Place in Hyde's house in Soho. (1)

2.2.5 One of the themes in the novel is that good and evil exist in all human
beings.

Discuss how this theme is revealed through Dr Jekyll and Mr Hyde. (3)

2.2.6 Friendship plays an important role in revealing the mystery of Mr Hyde.

Discuss your view. (3)
[17]
[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.

QUESTIONS 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 kills King Duncan]



LADY MACBETH:	My husband!	
MACBETH:	I have done the deed. Didst thou hear a noise?	
LADY MACBETH:	I heard the owl scream and the crickets cry. Did you not speak?	
MACBETH:	When?	5
LADY MACBETH:	Now.	
MACBETH:	As I descended?	
LADY MACBETH:	Ay	
MACBETH:	Hark! Who lies i'th' second chamber?	10
LADY MACBETH:	Donalbain.	
MACBETH:	(looking at his hands) This is a sorry sight.	
LADY MACBETH:	A foolish thought, to say a sorry sight.	
MACBETH:	There's one did laugh in's sleep, and one cried 'Murder'! That they did wake each other. I stood and heard them. But they did say their prayers, and addressed them	15

	Again to sleep.	
LADY MACBETH:	There are two lodged together.	
MACBETH:	One cried 'God bless us!' and 'Amen!' the other, As they had seen me with these hangman's hands Listening their fear, I could not say 'Amen', When they did say 'God bless us!'	20
LADY MACBETH:	Consider it not so deeply.	
MACBETH:	But wherefore could I not pronounce 'Amen'? I had most need of blessing, and 'Amen' Stuck in my throat.	25
LADY MACBETH:	These deeds must not be thought After these ways; so, it will make us mad.	
[Act 2, Scene 2]		

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

COLUMN A	COLUMN B
(a) Donalbain	A. King of England
(b) Duncan	B. Earl of Northumberland
(c) Fleance	C. King of Scotland
(d) Siward	D. Son of Duncan
	E. Son of Banquo

(4 X 1) (4)

- 3.1.2 Refer to line 1. (My husband!)
- Describe Lady Macbeth's state of mind in this line. (2)
- 3.1.3 Refer to line 12. (This is a sorry sight)
- (a) What tone would Macbeth use in this line? (1)
- (b) Why would Macbeth use this tone? (1)

- (c) If you were the director of this play, what would you tell Macbeth to do when saying these words? State TWO actions. (2)
- 3.1.4 Why is the following statement TRUE?
Macbeth kills King Duncan. (1)
- 3.1.5 State ONE difference in Macbeth and Lady Macbeth reaction to the 'deed' (line 2) committed in this extract. (2)
- 3.1.6 Explain the irony in Lady Macbeth's words in lines 27 – 28. (These deeds must . . . make us mad) (2)
- 3.1.7 King Duncan is careless. Discuss your view. (3)

(18)

AND



3.2 EXTRACT F

[A doctor and a gentlewoman observe Lady Macbeth's actions]

DOCTOR: Do you mark that?

LADY MACBETH: The Thane of Fife had a wife, where is she now? What.
Will these hands ne'er be clean? No more o'that, My lord,
No more o'that; you mar all with this starting.

DOCTOR: Go to, go to; you have known what you should not. 5

GENTLEWOMAN: She has spoke what she should not, I am sure
Of that. Heaven knows what she has known.

LADY MACBETH: Here's the smell of blood still; all the perfumes of
Arabia will not sweeten this little hand. Oh, oh oh!

DOCTOR: What a sigh is there! The heart is surely charged. 10

GENTLEWOMAN: I would not have such a heart in my bosom for the
Dignity of the whole body.

DOCTOR: Well, well, well!

GENTLEWOMAN: Pray God it be, sir.

DOCTOR: This disease is beyond my practice, yet I have known 15
Those which have walked in their sleep who died
Holily in their beds.

LADY MACBETH: Wash your hands; put on your night gown; look not so
Pale, I tell you yet again, Banquo is buried; he cannot come
Out on's grave 20

DOCTOR: Even so?

LADY MACBETH: To bed; to bed; there's knocking at the gate; come,
Come, come, come, give me your hand. What's done
Cannot be undone; to bed, to bed, to bed.

DOCTOR: Will she go now to bed? 25

GENTLEWOMAN: Directly.

[Act 5, Scene 1]

- 3.2.1 Describe the time and place where this extract is set. (2)
- 3.2.2 What has happened to the Thane of Fife's wife? (line 2)? (1)
- 3.2.3 To which of Macbeth's actions does Lady Macbeth refer when she says:
'You mar all with this starting' (line 4)? (2)
- 3.2.4 What does this extract reveal about the gentlewoman's character? Substantiate your answer. (2)
- 3.2.5 Refer to lines 8 – 9. ('here's the smell . . . this little hand').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 3.2.6 Choose the correct answer to complete the following sentence. Write only the letter (A – D) next to the question number (3.2.6) in the ANSWER BOOK.
- "There's knocking at the gate"(line 22) refers to arriving at Macbeth's castle.
- A. Fleance
- B. Malcolm
- C. Seyton
- D. Young Siward (1)
- 3.2.7 One of the themes in *Macbeth* is deception. Discuss this theme. (3)
- 3.2.8 In this Play, Macbeth is a tragic hero. Discuss your view (3)

(17)

[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 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 on stage alone.]

ISABEL: It's on the edge of town, on the right hand side when you drive out to join the National Road going north to Middleburg. Unfortunately, as most of Camdeboo would say, you can't miss it. I discovered the other day that it has actually got a name...Brakwater... from the old farm that used to be there. Now everybody just calls it 'the location.'	5
There's been a lot of talk lately about moving it to where it can't be seen. Our mayor, Mr Pienaar was in our shop the other day and I heard him say to my dad that it was "very much to be regretted" that the first thing that greeted any visitor to the town was the "terrible mess of the location". To be fair to old Pienaar he has got a point you know. Our town is very pretty. We've got a lot of nicely restored National Monument houses and buildings. Specially in the Main Street. Our shop is one of them. The location is quite an eyesore by comparison. Most of the houses – if you call them that – are made of bits of old corrugated iron or anything else they could find to make four walls and a roof. There are no gardens or anything like that. You've got to drive in first gear all the time because of the potholes and stones, and when the wind is blowing and all the dust and rubbish flying around...! I think you'd be inclined to agree with our mayor.	10 15 20

[Act 1 Scene 2]

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

COLUMN A	COLUMN B
(a) Samuel	A. Learner at Camdeboo
(b) Cathy Bullard	B. Motivates standard 10 learners
(c) Oom Dawie	C. A standard six learner
(d) Sipho Fondini	D. Father works for the railways
	E. Committed Zionist

(4x1) (4)

- 4.1.2. Refer to lines 10-11. ('To be fair to old Pienaar you know')

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

- 4.1.3. State how Brakwater is different from Camdeboo. (2)

- 4.1.4. Refer to lines 13 -14. ('The location is quite an eyesore.)

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

- 4.1.5. Change one word to make the following statement **TRUE**:

Mr Brockway is the Principal of Camdeboo. (1)

- 4.1.6. Refer to the drama as a whole.

Isabel can be admired. Discuss your view. (3)

- 4.1.7. One of the themes in My Children! My Africa is inequality during the apartheid era. Discuss the theme. (3)

(18)

AND

4.2 EXTRACT H

[Thami talks to Isabel]

THAMI	: Isabel.	
ISABEL	: [It takes her a few seconds to respond] Hello, Thami.	
THAMI	: Thank you for coming.	
ISABEL	: [She is tense. Talking to him is not easy] I wasn't going to. Let me tell you straight out that there is nothing in this world...nothing!...that I want see less at this moment than anything or anybody from the location. But you said in your note that it was urgent, so here I am. If you've got something to say I'll listen.	5
THAMI	: Are you in a hurry?	10
ISABEL	: I haven't got to be somewhere else, if that's what you mean. But if you're asking because it looks as if I would like to run away from here, from you!.. very fast, then the answer is yes. But don't worry, I'll be able to control that urge for as long as you need to say what you want to.	15
THAMI	: [Awkward in the face of Isabel's severe and unyielding attitude] I just wanted to say goodbye.	
ISABEL	: Again?	
THAMI	: What do you mean?	
ISABEL	: You've already done that, Thami. Maybe you didn't use that word, but you turned your back on me and walked out of my life that last afternoon the three of us... [She can't finish] How long ago was that?	20
THAMI	: Three weeks I think.	
ISABEL	: So you want to do it again? Aren't you happy with that last time? It was so dramatic, Thami!	25
THAMI	: [Patiently]I Wanted to see you because I'm leaving the town, I'm going away for good.	

Act 2 Scene 4

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

4.2.2 Refer to line 18. ['Again?']

If you were the director of this play what would you tell Isabel to do when saying these words. State TWO points. (2)

4.2.3 Explain the irony in Isabel's words 'I would like to run away from here, from you'. (2)

4.2.4 Why would Isabel want to run away from Thami and Brakwater? (2)

4.2.5 Explain how Mr M died. (2)

4.2.6 Refer to line 25. ['Aren't you happy with that last time?']

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

Substantiate your answer. (2)

4.2.7 Refer to line 27. ['I wanted to see you because I'm leaving the town']

What does this line reveal about Thami's character.

Substantiate your answer. (2)

4.2.8 Refer to the drama as a whole.

Thami is selfish. Discuss your view. (3)

(17)

[35]

TOTAL SECTION B:35



SECTION C: SHORT STORIES

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

- 'REJECTION' by Mariama Bâ
- 'CLASS ACT' by Namhla Tshisana

QUESTION 5

Read the following extracts from the short story and answer the questions set. The number of marks allocated to each question should serve as a guide to the length of your answer.

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

5.1 'REJECTION'

EXTRACT I

[The narrator feels betrayed]

You know how soft-hearted I am , how much I loved Modou.

You can testify that, mobilized day and night in his service, I anticipated His slightest desire.

I made peace with his family. Despite his desertion of our home, his father and mother and Tamsir, his brother, still continued to visit me often, as did his sisters. My children too grew up without much ado. Their success at school was my pride, just like laurels thrown at the feet of my lord and master.

5

And Modou was no prisoner. He spent his time as he wished. I well, understood his desire to let off steam. He fulfilled himself outside as he wished in his trade union activities I am trying to pinpoint any weakness in the way I conducted myself. My social life may have been stormy and perhaps injured Modou's trade union career. Can a man, be deceived and flouted by his family, impose himself on others? Can a man whose wife does not do her job well honestly demand a fair reward for labour?

10

Aggression and condescension in a woman arose contempt and hatred for her husband.

15

If she is gracious, even without appealing to any ideology, she can summon support for any action. In a word, a man's success depends on feminine support. And I ask myself. I ask myself, why?

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

COLUMN A	COLUMN B
(a) Binetou	A Opportunist
(b) Tamsir	B Polygamist
(c) Imam	C Narrator's daughter
(d) Modou	D Shy and Naive
	E Islamic spiritual leader

(4x1) (4)

- 5.1.2 Refer to lines 4. ('I made peace with ... our home').

What does this line reveal about the speaker's character? (2)

- 5.1.3 Refer to line 7. ('just like laurels ... and master').

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

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

- 5.1.4 Refer to line 19. ('And I ask myself ... why?')

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

(b) Why would the speaker use this tone? (1)

- 5.1.5 Change one word to make the following statement TRUE?

Tamsir is the narrator's husband. (1)

- 5.1.6 One of the visible themes in this short story is betrayal.

Discuss this theme. (3)

- 5.1.7 In this story, Modou can be regarded as selfish.

Discuss your view. (3)
(18)

AND

5.2 'CLASS ACT' by Namhla Tshisana

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

EXTRACT J

[Life in high school]

'Tell me, tell us, Sister Mary Clarence, what's your excuse?

This is not a convent.'

The class's laughter sounded like thunder in my ears and I could feel my head spinning. I looked at myself in the mirror when I got home.

Indeed, I looked like the nuns in the film Sister Act.

5

I asked Mama again but she said she was busy and would fix it over the weekend.

Ayanda is back from Alice. She's lucky she has finished school. No one wears uniform at university. I told her how embarrassed I was and about my classmates' taunts. I also told her that Aunt Connie had refused to fix it with white cotton.

10

'Ok, I'll try but don't come crying to me if the white cotton shows.'

I left her to it, made a sandwich and started working on my maths homework. An hour later she was done and had washed the tunic. 'It'll be dry by the time we have supper. I'll even iron it for you.'

15

I put on my tunic this morning determined not to look like a nun.

Ayanda had altered the tunic to look shorter even than Renato's three fingers' length. 'You look nice, even if I say so myself,' said Ayanda admiring her handiwork. I got gooseflesh on my thighs the moment I stepped out of the house into the morning chill.

20

- 5.2.1 Describe the time and place where this extract is set. (2)
- 5.2.2 Refer to line 4-5. ('I looked at ... film Sister Act').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why this figure of speech is used in these lines. (2)
- 5.2.3 What seems common between the narrator and Mr Sauls which may cause both to dislike attending classes? (2)
- 5.2.4 What is the significance of the tunic, and why is it being altered? (2)
- 5.2.5 Refer to lines 19-20 ('I got gooseflesh ... the morning chill').
- What does the narrator mean by 'gooseflesh'? (1)
- 5.2.6 What does this extract tell us about the narrator's state of mind?
- Substantiate your answer. (2)
- 5.2.7 What does this extract reveal about Ayanda's character?
- Substantiate your answer. (2)
- 5.2.8 Do you feel sorry for the narrator? Discuss your view. (3)
- [17]
- (35)

TOTAL SECTION C: [35]

SECTION D: POETRY

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

- 'The Night-jar and Inkosazana Yasezulwini' – Chris Mann
- 'What life is really like' – Beverly Rycroft

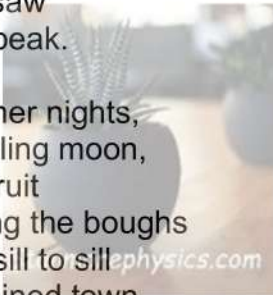
NOTE: Answer the questions set on BOTH poems, i.e. Question 6.1 and Question 6.2

QUESTION 6

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

The Night-jar and Inkosazana Yasezulwini ***The Princess of the Heavens – Zulu***

1. The speckled bird as brown as dust
2. which roosts inside a bush by day,
3. hiding its head against the glare,
4. at midnight pecked against the pane,
5. and gentle pecked, until I saw
6. starlight glitter through its beak.
7. On calm and tender summer nights,
8. when fishes bite the wobbling moon,
9. and moths rise to silvery fruit
10. sprinkling the space among the boughs
11. it wakes and glides from sill to sill
12. across the worn-out, curtained town.
13. It shook the sandman from my sight
14. and when the tar-bound slope had turned
15. to bush and rocky hill it said,
16. 'there is a grass-house in the hills,
17. above the coast where sugar spumes,
18. and lilies sprout, and no storms fly
19. 'There, the Princess of the Heavens,
20. beside her dark as honey feet,
21. gathers up the dreams which reach her
22. and stooping to her woven pots
23. rinses them in rainbow water,
24. or stores them with the morning mist.
25. 'Go, waking sleeper, call to her,
26. and wading through the icy stream
27. in which the golden pebbles shine,
28. ask her if her power is love,
29. for she is old as is young,



30. and without her, no one dreams.'
31. She leaned against a leafless tree
32. on which a crown of crimson burned,
33. and then the hill began to dim,
34. and standing in the greying rocks,
35. I heard the night-jar fade, from sill
36. to sill, across the windowed town.

6.1.1 Choose the description from COLUMN B that matches a name in COLUMN A. Write only the letter (A – E) next to the question numbers [6.1.1 (a) to 6.1.1 (d) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Sandman	A bird that kills other birds
(b) Princess of the Heavens	B traditional Zulu dwelling
(c) Night-jar	C has the power of love
(d) Grasshouse	D messenger and guide
	E magical person who sprinkles stuff into children's eyes

(4)

6.1.2 Refer to lines 1 – 6. (the speckled bird . . . through its beak).

Use your own words to show that the Night-jar is a bird that is active at night.

Mention any TWO points.

(2)

6.1.3 Refer to line 15. (to bush and rocky hill it said).

What does the word **it** refer to?

(1)

6.1.4 Refer to lines 19 – 24. (There, the Princess . . . the morning mist).

(a) Identify the figure of speech in line 20 (beside her dark as honey feet) (1)

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

(c) Describe the tone that the poet uses in these lines? (2)

6.1.5 Explain why the following statement is TRUE

The Princess of the Heavens is the maker and keeper of dreams. (1)

6.1.6 Identify the important role that the Night-jar plays in this poem. (1)

6.1.7 The princess of the heavens can be **admired**. Discuss your view. (3)

(17)

AND

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

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. – craze 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 the 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 is a bastard*
43. *Toughen Up.*

- 6.2.1 Describe the time and place where the poem is set (2)
- 6.2.2 Explain why the word I (line 18) is written in bold. (1)
- 6.2.3 Refer to lines 25 – 29. (You see life . . . with the punches)
- (a) Identify the figure of speech used in line 25. (You see life . . . fight for survival). (1)
- (b) Explain why this figure of speech is relevant in this line. (2)
- (c) Write the word “he’d” (line 26) in full. (1)
- (d) Describe the speaker’s attitude in these lines. (2)
- 6.2.4 Refer to lines 36 – 38. (and my father . . . my bulldozed chest)
- Explain how the speaker’s father gains the experience to deal with wounds. (1)
- 6.2.5 Refer to the poem as a whole.
- The father is vocal and insensitive in his lessons to his daughter.
- Describe the irony in this statement. (2)
- 6.2.6 One of the themes in the poem ‘What life is really like’ is suffering.
- Discuss this theme. (3)
- 6.2.7 The speaker’s father is a cruel man. Discuss your view. (3)
- (18)

TOTAL FOR SECTION D: [35]

GRAND TOTAL [70]



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

VHEMBE EAST DISTRICT

GRADE 12



ENGLISH FIRST ADDITIONAL LANGUAGE PAPER 2

JUNE EXAM

MARKING GUIDELINE 2026

MARKS: 70

This marking guideline consists of pages 25

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. Candidates' responses should be assessed as objectively as possible.

3. MARKING GUIDELINES

- 3.1 A candidate may not answer more than ONE question on the same genre.
- 3.2 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.
- 3.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 3.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 3.5 If the candidate does not use inverted commas when asked to quote, do not penalise.
- 3.6 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.
- 3.7 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) E/ Conservative ✓
 (b) C/ Liberal ✓
 (c) A/ Selfish ✓
 (d) B/ Naïve ✓ (4)

- 1.1.2. (a) Reverend Kumalo wants to buy a stove for his wife.
 Mrs Kumalo wants her husband to buy his vestments (church clothes)
 Reverend Kumalo wants to use it for travelling to Johannesburg ✓✓

NB: Accept any two of the above (2)

- (b) To further his education / St. Chad's offers the best education for black children. ✓ (1)

- 1.1.3. B (Missionary school) ✓ (1)

- 1.1.4. (a) Troubled/distressed/Worried/ concerned/ ✓ (1)

- (b) He doesn't want to believe that their only son will never come back.
 He had hoped that Absalom would come back and still go to school. ✓ (1)

- 1.1.5. Mrs Kumalo is sensible/rational. ✓ She has since realized that their son would never come back / would not go to school/ must use Absalom's school money ✓✓ (3)

- 1.1.6. Absalom goes to look for his aunt whose whereabouts are not known because she never writes to them. However, when Absalom goes to Johannesburg he also does not write and his whereabouts are not known. ✓✓

(2)

1.1.7. Open-ended

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

- Reverend Kumalo is afraid because his son is going to die alone and painfully
- Absalom is afraid of losing his life
- The pregnant girl is afraid of what might happen when Rev Kumalo goes back to Ndotsheni.
- Gertrude is afraid of starting a new life because she is used to her wild
- lifestyle. ✓✓✓ (3)

(18)**AND****1.2**

1.2.1. They are in court where Absalom's case is in progress. ✓✓ (2)

1.2.2. (a) Absalom Kumalo ✓ (1)

(b) He has been arrested and is standing trial for murder. ✓ (1)

1.2.3. Mathew and Absalom are partners in crime. They are both family rebels who will do anything for money. ✓✓ (2)

NB: Accept any relevant answer.

1.2.4. (a) Personification/metonymy ✓ (1)

(b) Johannesburg is identified as a dangerous place whereas it is the people who live there who make it dangerous. ✓✓ (2)

1.2.5. Absalom was convicted/ charged by the law for killing Arthur Jarvis ✓(1)

1.2.6. (a) Johannes is one of the men who were with Absalom when Arthur Jarvis was killed. ✓ (1)

(b) Johannes is the one who initiated this whole criminal activity.

He is also the mastermind behind this crime.

He is the one who struck the down the servant of the house.

He is the one who instructed them on the terms of the robbery. ✓✓

NB: Any TWO of the above. (2)

1.2.7. Open-ended

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

Yes:

- The crime level is very high which invites all citizens to cry for help, deliverance and unity amongst all
- The natives see white people as enemies hence the death of Arthur Jarvis.
- Reverend Kumalo has only one child who has dropped out of school to become a criminal.
- Every community, newspaper and other social media platforms are engaging on the rate of crime in South Africa with concern. √√

No:

- Each and every person is responsible for morality in their communities, John. Gertrude and Absalom were irresponsible and uncaring.
- Going to Johannesburg was their choice and no one should be blamed. Absalom decided on his own to become a criminal and no one should suffer for him. √√ (2)

1.2.8. Open-ended

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

Yes:

- He is a victim of social conditions and poor choices.
- He didn't know the life in Johannesburg and was caught off-guard by criminal activities.
- He chose the wrong friends.
- He might have thought that Mathew would lead him to greener pastures but unfortunately he involved him in criminal activities.
- He grew up in a rural area and was overwhelmed by urban life style.
- He was a member of a crime syndicate that killed a white man but he is the only one who was killed for that. √√

No:

- Absalom chose to be a criminal
- He was taught morals, humanity, discipline and kindness but when he arrived in Johannesburg he took a wrong turn and became a criminal.
- He was supposed to have to school with the money his parents saved for him but he dropped off school.
- There was nothing stopping him from going back home after finding his uncle and aunt but he decided to stay in Johannesburg. √√ (2)

(17)

[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

2.1

2.1.1 (a) C/is murdered by Hyde✓

(b) A/transforms and shocks friends✓

(c) B/minds his own business✓

(d) E/recognises the murder weapon✓ (4)

2.1.2 Mr Utterson sees Dr Lanyon's anger at Dr Jekyll's scientific beliefs

as a sign/proof✓ that there is no sinister connection between Mr Hyde and

Dr Jekyll.✓ (2)

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

OR

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

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

2.1.4 (a) Metaphor/Personification✓ (1)

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

2.1.5 (a) The cheque that Mr Hyde gives to the family of the trampled girl is signed
by Dr Jekyll.✓ Enfield sees Mr Hyde entering Dr Jekyll's laboratory.✓

The haunting figure of the man that tramples the child has control/
power over Dr Jekyll.✓

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

(b) C/a distant relative✓ (1)

2.1.6 **Open-ended.**

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

Yes.

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

OR

No.

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

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

(18)

AND

2.2.1 (a) The note states that the last sample of salt✓ is impure/useless ✓
(for Dr Jekyll's purpose).

OR

Dr Jekyll wants the salt✓ at any cost. ✓ (2)

(b) The man is angry./Poole has been at Maw's several times with
a similar note.✓ (1)

2.2.2 (a) Mr Utterson tells Poole that Dr Jekyll probably suffers from
an illness✓ that changes/deforms him.✓ (2)



(b) If the man in the mask was indeed Mr Hyde, then he would not look for the drug√ to transform back into Dr Jekyll.√

OR

Mr Hyde is the stronger and more vicious character; √ he would not run away or cry out in fear.√

OR

He is familiar with his surroundings√ yet he cries out and runs away.√

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

2.2.3 (a) Simile√ (1)

(b) Dr Jekyll/Mr Hyde makes a shrill sound of fear√ like that of a rat, √
(when Mr Poole unexpectedly sees him digging among the crates). (2)

2.2.4 The conversation between Utterson and Poole takes place outside the laboratory/cabinet/Dr Jekyll's house.√ (1)

2.2.5 The discussion of the theme of good and evil that exists in human beings should include the following points, among others:

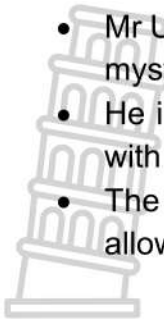
- Dr Jekyll says that all humans are both good and evil/bad.
- He is a respected scientist and regarded as a gentleman in society. He is well-liked by his employees.
- At first, Dr Jekyll is delighted about the appearance of Mr Hyde as he feels he is not bound by any moral constraints, e.g. he goes out late at night to visit the 'unsavoury' suburbs in London.
- Mr Hyde's evil nature is revealed when he tramples the little girl and kills Sir Carew.√√√

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

2.2.6 **Open-ended.**

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

Yes.



- Mr Utterson's friendship with Mr Enfield causes him to become interested in the mystery of Mr Hyde.
- He is compelled to unravel the mystery of Mr Hyde because of his friendship with Dr Jekyll.
- The friendship between Dr Jekyll and Dr Lanyon, although not that strong, allows Dr Jekyll to show Dr Lanyon the result of his experiment. ✓✓✓

OR

No.

- Mr Utterson's curiosity drives him to try and solve the mystery of Mr Hyde.
- The friendship between Dr Lanyon and Dr Jekyll is ruined when Dr Jekyll reveals his alter ego.
- Mr Utterson is blinded by his friendship with Dr Jekyll to see the truth, e.g. he recognises the cane (the murder weapon) which he had given to Dr Jekyll but fails to report this information to the police. ✓✓✓

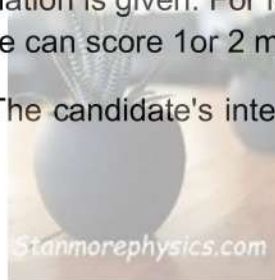
NOTE: Do NOT award a mark for YES or NO.

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)

(17)

[35]



TOTAL SECTION A: 35

SECTION B: DRAMA

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

QUESTION 3 MACBETH BY WILLIAM SHAKESPEARE

Candidates are required to answer **BOTH** questions, i.e. QUESTION 3.1 AND 3.2

3.1

- 3.1.1 (a) D/Son of Duncan ✓
 (b) C/King of Scotland ✓
 (c) E/Son of Banquo ✓
 (d) B/Earl of Northumberland ✓ (4)

- 3.1.2 Anxious/ worried/ uncertain/ doubtful ✓
 She is not sure if Macbeth has succeeded in killing King Duncan. ✓ (2)

- 3.1.3 (a) Regret/ horror/ guilt/ remorse ✓ (1)
 (b) Regret - Macbeth is traumatised by the sight of King Duncan's blood on his hands ✓
 Horror - he is looking at his blood-covered hands with horror ✓
 Guilt/ remorse- Macbeth immediately realises his error in killing King Duncan ✓

(Accept anyone of the above) (1)

(c)

- Macbeth should stare at his hands
- Show his hands to Lady Macbeth
- Shake his head
- Speak quietly
- Move towards Lady Macbeth
- Open his eyes wide

(Accept any **TWO** of the above) (2)

- 3.1.4 Macbeth says that he has done the deed, referring to the murder of Duncan. ✓ (1)

3.1.5 Macbeth is falling apart as he quickly realizes the seriousness of his action, but ✓

Lady Macbeth is cold (unemotional) as she calls her husband stupid for acting with fear. ✓ (2)

3.1.6 Lady Macbeth says that thinking deeply about the killing of King Duncan will drive them crazy, however, she loses her mind later because of thinking about the murders. ✓✓

(NOTE: Both statements of the irony must be mentioned) (2)

3.1.7 **Open-ended.**

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

Yes

- The Thane of Cawdor just betrayed him yet he quickly gives the title of Cawdor to Macbeth
- When visiting Macbeth, he focuses on the beauty of the castle instead of his security
- Duncan is too open, which gives Macbeth the best opportunity to take advantage of him
- It is Duncan's trust of Macbeth that leads to his death, plus the external forces at play as far as Macbeth is concerned ✓✓✓

No

- King Duncan trusts Macbeth as a close family member
- Macbeth fights bravely in the battle to protect the King and his country
- The King has just promoted Macbeth so that it is only fitting to go and celebrate with him at his castle
- There are no suspicious signs of strife between the King and Macbeth ✓✓✓

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)

(18)

AND

3.2

3.2.1 The time is when the Doctor visits to observe Lady Macbeth who has lost her mind and the place is Macbeth's castle. ✓✓ (2)

3.2.2 The wife of the Thane of Fife has been murdered by Macbeth's servants/ soldiers. ✓ (1)

3.2.3 Lady Macbeth says Macbeth is messing up/ spoiling their plan to get away with King Duncan's murder because he is shaking with fear. ✓✓ (2)

3.2.4 Caring/ compassionate ✓

She stays with Lady Macbeth under very difficult circumstances/ she gives an honest update (report) to the Doctor about Lady Macbeth's illness. ✓ (2)

3.2.5 (a) Hyperbole/ exaggeration ✓ (1)

(b) Lady Macbeth exaggerates with 'all the perfumes of Arabia' to show that her guilt feels impossible to wash away (get rid of). ✓✓ (2)

3.2.6 C Seyton ✓ (1)

3.2.7 The discussion of the theme of deception should include the following viewpoints, among others:

- Macbeth is deceived by the three sisters who address him as king
- Macbeth and Lady Macbeth deceive King Duncan by welcoming him to their home and planning to kill him
- Macbeth invites Banquo to the banquet only to assassinate him in cold blood
- Macbeth deceives the leaders of Scotland by killing King Duncan's bodyguards in order to destroy any evidence linking him to the King's murder
- The three sisters deceive Macbeth by telling him that he will never be defeated by any person who is born of a woman. ✓✓✓ (3)

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.

3.2.8 **Open-ended**

Accept any relevant response which shows understanding of the following viewpoints, among others:

Yes

- 
- Macbeth is a hero when he fights against the King of Norway and defeats him.
 - He is a hero when the king honours him with promotion to the Thane of Cawdor, in addition to him being the Thane of Glamis.
 - Macbeth becomes a villain when he allows the three sisters and his wife Lady Macbeth to manipulate and control his destiny.
 - He betrays and murders his King, with many other people in Scotland.
 - Macbeth dies tragically in his own castle in the hands of Macduff. ✓✓✓

No

- Killing the unarmed helpless and innocent King Duncan in his sleep does not make Macbeth a hero.
- A true tragic hero usually commits one great crime, then suffers, yet Macbeth keeps on killing indiscriminately.
- He is manipulated by the three witches and his wife into killing Duncan.
- He kills Macduff's family, which does not make him a hero.
- He dies without redemption by fighting to the very end. ✓✓✓

NOTE: Do not award a mark for a 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)

(17)

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

Candidates are required to answer BOTH questions, i.e. QUESTION 4.1

and 4.2

4.1

4.1.1

- (a) E/committed Zionist ✓
 (b) A/learner at Camdeboo ✓
 (c) B/motivates standard ten learners ✓
 (d) C/a standard six learner ✓

(4)

4.1.2 (a)

Condescending/pride/insensitive/fair minded/reasonable ✓

(1)

(b)

Isabel shows how content she is about their comfortable living conditions. ✓

She is insensitive of the suffering of the black people. ✓

(1)

4.1.3

Brakwater is filthy with dusty roads, no electricity and no proper housing (shacks or pondoks), whereas Camdeboo is clean, well-resourced with nicely restored monuments. ✓ ✓

(2)

4.1.4 (a)

Metaphor ✓

(1)

(b)

The location is compared to an eyesore implying that it is Unpleasant or ugly to look at. ✓ ✓

(2)

4.1.5

Miss Brockway is the Principal of Camdeboo. ✓

(1)

4.1.6 Open-ended:

Accept a relevant response which shows an understanding of the following view points, among others:

Yes.

- Isabel interacts well with Thami and Mr M irrespective of her apartheid upbringing.
- Isabel is happy to be counted in as one of Mr M's extended family member
- She is heartbroken when Mr M is killed. ✓✓✓

OR

No.

- Isabel is proud to have been born white.
- Isabel disregards the plight of black people and supports Mr Pienaar's idea of moving Brakwater to where it cannot be seen.
- She doesn't understand the struggle of black people and calls their discipline murder. ✓✓✓

NOTE: Do not award 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 ground in the play. (3)

4.1.7 The discussion of the theme of inequality during the apartheid era may include the following points among others:

- Black learners receive inferior Bantu Education .
- The majority of black people live in poverty.
- White people like Isabel and her family enjoy a comfortable life in well-resourced suburb of Camdeboo. ✓✓✓

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 ground in the play. (3)

(18)

AND

4.2

4.2.1 The time is when Thami invites Isabel to tell her that he is leaving the country and the place is Brakwater. ✓✓ (2)

4.2.2 Isabel should look straight into Thami's eyes ✓

Raise her voice ✓

Lean towards Thami ✓

Raise her eyebrows ✓ (2)

NOTE: Accept any TWO of the above or any relevant action.

- 4.2.3 Isabel would like to run away from Thami, yet she initially showed her eagerness to interact with Thami and his friends √√ (2)
- 4.2.4 She is not comfortable to be in the area and company of people she believes are responsible for Mr M's death. √√ (2)
- 4.2.5 He was hit over the head with an iron rod and set alight. √ √ (2)
- 4.2.6 Frustrated/angry/sarcastic
Isabel is unhappy with Thami wanting to hurt her once again. √√ (2)
- 4.2.7 Caring/sensitive/selfless/considerate
Thami wants Isabel to have firsthand information about him leaving as he knows she will be disappointed to get it from other people. √√ (2)

4.2.8 **Open-ended**

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

Yes.

- Thami quits the literature quiz without considering Mr M and Isabel's feelings
- Thami leaves the country fearing arrest leaving black people still suffering under apartheid
- He fails to tell Mr M he loves him which would have saved his life √√√

OR

No

- Thami quits school to fight Bantu Education and liberate his people.
- Thami risks his life when warns Mr M about the comrades who are about to burn the school and kill him.
- He invites Isabel to tell her he is leaving the country. √√√

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)

(17)

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

Candidates are required to answer BOTH questions, i.e. QUESTIONS 5.1 and 5.2

5.1

5.1.1 (a) D/ shy and naive✓

(b) A/ opportunist✓

(c) E/ Islamic spiritual leader✓

(d) B/ polygamist✓ (4)

5.1.2 The speaker is a loving /caring✓

mother and wife who is determined to raise her children and care for her family.✓ (2)

5.1.3 (a) Simile✓ (1)

(b) The narrator compares the pride resulting from success of her children at school to praises/accolades given to her husband. ✓✓ (2)

5.1.4 (a) Enraged/Angry/reflective/questioning/bewildered✓ (1)

(b) The narrator felt betrayed by her husband of 25 years when she was rejected for a younger wife.✓

OR

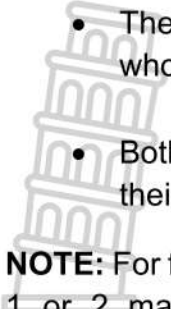
She is also angered by Tamsir when he indicates his intention to make the narrator his wife without her consent and disregarding the fact that she is still mourning.✓

(Accept any relevant answer) (1)

5.1.5 Modou is the narrator's husband.✓ (1)

5.1.6 Accept a relevant text-based response which shows an understanding of the theme betrayal in the short story, among others:

- The narrator feels betrayed by her life partner, Modou, who takes a second wife without consulting her.
- She is expected to accept without questioning her husband.

- 
- The narrator's daughter, Daba, feels betrayed by her close friend Binetou, who is taken by her father as his second wife.
 - Both the narrator and Daba feel betrayed by Binetou whom they welcomed in their home to do schoolwork. ✓✓✓

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

5.1.7 Open-ended.

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

Yes.

- Modou shows selfishness when he takes a decision to marry a second wife (Binetou), without consulting his first wife.
- He also shows selfishness when he uses his money to lure Binetou, who is poor, into marrying him.
- When Binetou shows resistance to the idea of marrying old Modou, he entices her family by promising to improve their Lifestyle. ✓✓✓

OR

No.

- 
- Modou did not force Binetou to marry him, it was her choice.
 - By marrying a second wife, Modou is not being selfish; instead he is following his cultural and religious beliefs. (Islamic). ✓✓✓

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

(18)

AND

5.2: CLASS ACT

5.2.1 The time is when the narrator asks her aunt to shorten/sew the hem of her uniform√ and the place is the narrator's bedroom/her mother's room.√ (2)

5.2.2 (a) Simile√ (1)

(b) The narrator wore a long tunic just like the nuns who wore the long dresses. √√ (2)

5.2.3 Both of them do not have an enjoyable experience in class (learners do not listen to the teacher and learners are bullying the narrator. √√ (2)

5.2.4 The narrator was bullied at school because of her tunic which was too long. It had to be altered for her not to feel out of place.√√ (2)

5.2.5 She is feeling cold √ (1)

5.2.6 The narrator is embarrassed√ because the other learners in the class are laughing at her.√ (2)

5.2.7 Ayanda is a caring/loving√ sister to the narrator – she feels sorry for the narrator and she fixes her tunic/skirt/school dress and also washes and irons it as well.√ (2)

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

Yes.

She is not treated well at her new school; she is bullied and made to feel ashamed of herself. That is very sad for a 12-year-old to be made to feel like that since even her mother and aunt are not supportive to her feelings and what she is going through at school.√√√

OR

No

She should not mind the other learners and concentrate on what she is at school for. She should just be herself and not try to change to suit the learners at school.√√√

NOTE: Do not award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can

score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the story. (3)

[17]

(35)

TOTAL SECTION C: 35



SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions

QUESTION 6.1: The Night-jar and Inkosazana Yasezulwini by Chris Mann

- 6.1.1(a) E/magical person who sprinkles stuff into children's eyes ✓
 (b) C/has the power of love ✓
 (c) D/messenger and guide ✓
 (d) B/traditional Zulu dwelling ✓ (4)

6.1.2 The Night-jar hides inside a bush during the day. ✓

It hides from the brightness of the sun. ✓

It pecks at the window pane at midnight. ✓

(Accept any **TWO** of the above) (2)

6.1.3 The Night-jar ✓ (1)

6.1.4 (a) Simile ✓ (1)

(b) As the colour of honey is dark brown, so is the colour of the feet of the Princess of the Heavens. ✓✓ (2)

(c) Admiration/ appreciation/ praise ✓
 The speaker admires/ appreciates/ praises the beauty of the Princess' feet. ✓ (2)

6.1.5 Without her, no one dreams. ✓ (1)

6.1.6 The Night-jar brings hope by guiding the speaker from the worn-out curtained town to the Princess of the Heavens. ✓ (1)

6.1.7 **Open-ended.**

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

Yes

- She has feet as dark as honey (beautiful)
- She is a symbol of hope and love
- She collects and restores human dreams.
- She possesses timeless wisdom and compassion ✓✓✓

No

- She does not exist in the real world

- The worn-out curtained town is still there when people wake up
- She is silent and passive in the poem (she does not speak)
- She makes people dependent on her because they cannot dream without her ✓✓✓

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)

(17)

AND**6.2 What life is really like by Beverly Rycroft ✓**

- 6.2.1 The time is when the speaker's father teaches her about life and the place is at the speaker's home. ✓✓ (2)
- 6.2.2 To emphasise that the speaker is the one specifically singled out by her father for the task of holding the injured pigeon down. ✓✓ (1)
- 6.2.3 (a) Metaphor ✓ (1)
- (b) Just as the chickens and the pigeons have to fight for their lives, so must his daughter fight the cruelties of life. ✓✓ (2)
- (c) He would ✓ (1)
- (d) Resentful ✓



The speaker is pointing out that her father treats her like one of his students, not a daughter ✓

OR

Judgmental ✓

She is criticising his lack of empathy since she is only a child in need of comfort, not harsh words. ✓

OR

Sarcastic ✓

The father thinks that he is teaching what life is really like, but he is missing the point because she is not one of his students. ✓

(Accept disapproving/ critical/ bitter and ironic, among others). (2)

6.2.4 The speaker's father used to stitch his mutilated/ injured pigeons. ✓ (1)

6.2.5 The father is vocal and insensitive in his lessons to his daughter, but only succeeds in causing her trauma

OR

The father tries to prepare his daughter about the cruelties of life, however, he is being cruel to her by forcing her to watch the killing of chickens or the stitching of injured pigeons.

OR

The father is very vocal and insensitive in his lessons, yet he works in complete silence when his daughter faces a life and death situation fighting breast cancer. ✓✓ (2)

6.2.6 The discussion of the theme of suffering should include the following viewpoints, among others:

- The father believes suffering is something to be taught
- The speaker suffers trauma when she is forced to watch the slaughter of chickens
- The speaker suffers emotionally when she waits for years for a bitter experience to come to her.
- She suffers physically because of breast cancer and the subsequent operation to remove her breast.
- The father also suffers when he sees his daughter's illness and works in silence to deal with her wound. ✓✓✓

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 the understanding of the following viewpoints, among others:

Yes

- The father exposes his daughter to violence by forcing her to watch the killing of chickens in order to teach her about life
- He calls her from the playing field when one of his pigeons comes home injured

- He makes his daughter to hold the pigeons when he stitches them
- He shouts at her, treating her like one of his students instead of his daughter
- No
- The father's intention is to protect, not to hurt his daughter by telling her to toughen up
- He seeks his daughter to come and assist with the injured pigeon, which shows trust
- He is angry when he sees his pigeons suffering, thus working angrily.
- As a university lecturer, he knows how to teach, but not to switch from teacher to dad✓✓✓

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)

(18)

[35]



TOTAL SECTION D: 35

GRAND TOTAL: 70