



Province of the
EASTERN CAPE
EDUCATION

CHRIS HANI WEST DISTRICT

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MID - YEAR EXAMINATIONS

29 JUNE 2025

MARKS: 70

TIME: 2 ½ hours

This question 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 TWO QUESTIONS in all, ONE question each from ANY TWO sections.

SECTION A: NOVEL

Answer the question on the novel you have studied.

SECTION B: DRAMA

Answer the question on the drama you have studied.

SECTION C: SHORT STORIES

Answer the questions set on BOTH 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.

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Answer the questions set on BOTH poems		
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CHECKLIST

NOTE:

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

SECTION	QUESTION NUMBERS	No. of questions to answer	TICK (✓)
Novel	1 - 2	1	
Drama	3 - 4	1	
Short Stories	5	1	
Poetry	6	1	

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

SECTION A

- **CRY, THE BELOVED COUNTRY**
- **STRANGE CASE OF DR JEKYLL AND MR HYDE**

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

1.1 EXTRACT A

[Stephen Kumalo and his wife are talking about the journey]

- Twelve pounds, five shillings and seven pence.
 – I shall take, he said, I shall take eight pounds, and the shillings and pence.
 -Take it all, Stephen. There may be doctors, hospitals, other troubles. Take it all. And take the Post Office Book – there is ten pounds in it – you must take that also. 5
 -I have been saving that for your stove, he said.
 -That cannot be helped, she said. And that other money, though we saved it for St Chad's, I had meant it for your new black clothes, and a new black hat, and new white collars. 10
 -That cannot be helped either. Let me see, I shall go ...
 -Tomorrow, she said. From Carisbrooke.
 – I shall write to the Bishop now, and tell him I do not know how long I shall be gone.
 He rose heavily to his feet, and went and stood before her. I am sorry I hurt you, he said. I shall go and pray in the church. 15
 He went out of the door, and she watched him through the little window, walking slowly to the door of the church. Then she sat down at his table and put her head on it, and was silent, with the patient suffering of black women, with the suffering of oxen, with the suffering of any that are mute. 20

[Book 1, 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)	Matthew Kumalo	A	young man who spent time in a reformatory
(b)	Arthur Jarvis	B	accomplice to the murder of Arthur Jarvis
(c)	Absalom Kumalo	C	servant knocked unconscious during an attempted robbery
(d)	Richard Mpiring	D	young man who works at the reformatory
		E	well-known engineer in the city of Johannesburg

4x1 (4)

- 1.1.2 Change ONE word to make the following statement TRUE.
Gertrude Kumalo is Stephen Kumalo's only daughter. (1)
- 1.1.3 Refer to line 4 (Take it all, Stephen. There may be other troubles).
Using your OWN words explain what Mrs Kumalo means in this line. (2)
- 1.1.4 Why has the money been saved for St Chad's in lines 8–9
(‘And that other ... for St Chad's’)? (1)
- 1.1.5 Refer to line 11 (‘Let me see, I shall go ...’).
(a) What tone would Stephen Kumalo use in this line? (1)
(b) Why would Stephen Kumalo use this tone in this line? (1)
- 1.1.6 What does this extract reveal about Stephen Kumalo's character?
Substantiate your answer. (2)
- 1.1.7 One of the themes in the Novel Cry the Beloved Country is social injustice
Discuss this theme. (3)
- 1.1.8 Refer to the novel as a whole.
Absalom Kumalo can be pitied. Discuss your view. (3)

AND

1.2 EXTRACT B

[The Bishop talks to the bereaved]

The Bishop himself had spoken, words that pained and uplifted. And the Bishop too had said that men did not understand this riddle, why a young man so full of promise was cut off in his youth, why a woman was widowed and children were orphaned, why a country was bereft of one who might have served it greatly. And the Bishop's voice rose when he spoke of South Africa, and he spoke in a language of beauty, and Jarvis listened for a while without pain, under the spell of the words.	5
And the Bishop said that here had been a life devoted to South Africa, of intelligence and courage, of love that cast out fear, so that the pride welled up in the heart, pride in the stranger who had been his son.	10
* The funeral was over. The brass doors opened soundlessly, and the coffin slid soundlessly into the furnace that would reduce it to ashes. And people that he did not know shook hands with him, some speaking their sympathy in brief conventional phrases, some speaking simply of his son. The black people – yes, the black people also – it was the first time he had ever shaken hands with black people.	15

[Book 2, Chapter 4]

- 1.2.1 Describe the time and place where this extract is set. (2)
- 1.2.2 Refer to lines 1–5 ('The Bishop himself ... served it greatly.')
- What do these lines tell us about the Bishop's state of mind?
- Substantiate your answer. (2)
- 1.2.3 Refer to lines 7–8 ('And the Bishop ... to South Africa')
- State TWO ways in which Arthur Jarvis devotes his life to South Africa. (2)
- 1.2.4 Refer to lines 8–9 ('of intelligence and ... cast out fear')
- (a) What do these lines reveal about Arthur Jarvis's character?
- Substantiate your answer. (2)
- (b) Identify the figure of speech used in 'so that the ... in the heart,' (line 9). (1)
- (c) Explain why this figure of speech is relevant in this extract. (2)
- 1.2.5 Refer to lines 12–16 ('And people that ... black people also').

(a) What tone would the 'black people' use when speaking to James Jarvis?
(1)

(b) Why would the 'black people' use this tone when speaking to James Jarvis?
(1)

(c) Explain the irony in James Jarvis shaking hands with Black people for the first time. (2)

1.2.6 Stephen Kumalo is an admirable character. Discuss your view. (3)

TOTAL: [35]



QUESTION 2 : NOVEL

NOVEL 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.

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

2.1 EXTRACT C

[Mr Hyde is reluctant to talk to Mr Utterson]

'Yes,' returned Mr Hyde, 'it is as well we have met; and *à propos*, you should have my address.' And he gave a number of a street in Soho.

'Good God!' thought Mr Utterson, 'can he too have been thinking of the will?' but he kept his feelings to himself and only grunted in acknowledgement of the address. 5

'And now,' said the other, 'how did you know me?'

'By description,' was the reply.

'Whose description?'

'We have common friends,' said Mr Utterson.

'Common friends?' echoed Mr Hyde, a little hoarsely. 'Who are they?' 10

'Jekyll, for instance,' said the lawyer.

'He never told you,' cried Mr Hyde, with a flush of anger. 'I did not think you would have lied.'

'Come,' said Mr Utterson, 'that is not fitting language.'

The other snarled aloud into a savage laugh; and the next moment, with extraordinary quickness, he had unlocked the door and disappeared into the house. 15

The lawyer stood awhile when Mr Hyde had left him, the picture of disquietude. Then he began slowly to mount the street, pausing every step or two and putting his hand to his brow like a man in mental perplexity. The problem he was thus debating as he walked was one of a class that is rarely solved. 20

[Search for Mr

Hyde]

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

COLUMN A	COLUMN B
(a) Hyde	A a politician
(b) Bradshaw	B a murderer
(c) Carew	C Utterson's clerk
(d) Lanyon	D a footman
	E a scientist

(4 x 1) (4)

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

2.1.3 Refer to line 2 ('he gave a ...street in Soho').

Change ONE word to make the following statement TRUE.

Dr Lanyon was staying in Soho. (1)

2.1.4 Refer to lines 19–20 ('Then he began ... in mental perplexity').

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

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

2.1.5 Give ONE word which best describes Mr Hyde's state of mind in this extract.

Substantiate your answer. (2)

2.1.6 One of the themes in Strange Case of Dr Jekyll and Mr Hyde is deceit.

Discuss this theme. (3)

2.1.7 Mr Utterson's loyalty towards Dr Jekyll prevents him from solving the case of Mr Hyde.

Discuss your view. (3)

AND

2.2 EXTRACT D

[Mr Utterson and Poole decided to break in in Dr Jekyll's cabinet]

The lawyer unsealed it, and several enclosures fell to the floor. The first was a will, drawn in the same eccentric terms as the one which he had returned six months before, to serve as a testament in case of death and as a deed of gift in case of disappearance; but, in place of the name of Edward Hyde, the lawyer, with indescribable amazement, read the name of Gabriel John Utterson. He looked at Poole, and then back at the paper, and last of all at the dead malefactor stretched upon the carpet. 5

'My head goes round,' he said. 'He has been all these days in possession; he had no cause to like me; he must have raged to see himself displaced; and he has not destroyed this document.' 10

He caught up the next paper; it was a brief note in the doctor's hand, and dated at the top. 'O Poole!' the lawyer cried, 'he was alive and here this day. He cannot have been disposed of in so short a space, he must still be alive, he must have fled! And then, why fled? and how? and in that case, can we venture to declare this suicide? 15

Oh, we must be careful. I foresee that we may yet involve your master in some dire catastrophe.'

[The last night]

2.2.1 Explain why Mr Utterson and Poole are in Dr Jekyll's cabinet. (2)

2.2.2 Choose the correct answer to complete the following sentence.
Write down only the letter (A-D) next to the question number 2.2.2 in The ANSWER BOOK

When the lawyer opens the envelope, he finds the will as well as a

- A. Dr Jekyll's confession.
- B. Instruction to mix potion
- C. Letter of apology to Dr Lanyon
- D. Invoices for the potion purchase (1)

2.2.3 Refer to lines 6–7 ('He looked at ... upon the carpet').

Why is this person referred to as a 'malefactor'? State TWO points. (2)

2.2.4 Refer to lines 8–10 ('my head goes ... destroyed this document').

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

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

2.2.5 Refer to lines 12–14 ('O Poole! the ... must have fled!').

Explain the irony in Mr Utterson's words. (2)

2.2.6 Why does Mr Utterson suspect that it was suicide (line 15)?

(1)

2.2.7 What does Mr Utterson mean when he says that Dr Jekyll might be involved in 'some dire catastrophe' (line17)? (2)

2.2.8 What does this extract reveal about Mr Utterson's character?

Substantiate your answer.

(2)

2.2.9 Dr Jekyll can be admired.

Discuss your view. (3)



SECTION B: DRAMA

In this section, contextual questions are set on the following dramas:

- **MACBETH** by William Shakespeare
- **MY CHILDREN MY AFRICA**

Answer the questions on the drama that you have studied.

QUESTION 3: *MACBETH*

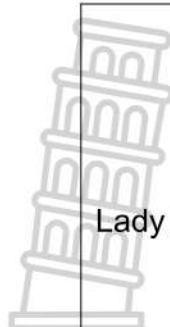
Read the extracts from the play below and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on both extracts, i.e. QUESTION 3.1 and QUESTION 3.2.

3.1 EXTRACT E

[Macbeth and Lady Macbeth argue]

Macbeth:	Besides, this Duncan Hath borne his faculties so meek, hath been So clear in his great office, that his virtues Will plead like angels trumpet-tongued against The deep damnation of his taking-off; And Pity, like a naked new-born babe, Striding the blast, or Heaven's cherubim, horsed Upon the sightless couriers of the air, Shall blow the horrid deed in every eye, That tears shall drown the wind. I have no spur To prick the sides of my intent, but only Vaulting ambition which o'erleaps itself And falls on the other-	5
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He hath honoured me of late, and I have bought
Golden opinions from all sorts of people,
Which would be worn now in the newest gloss,
Not cast aside so soon. 20

Lady Macbeth: Was the hope drunk
Wherein you dressed yourself? Hath it slept since? 25
And wakes it now, to look so green and pale
At what it did so freely? From this time
Such I account thy love. Art thou afeard
To be the same in thine own act and valour
As thou art in desire?

30 [Act 1,
Scene 7]

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

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

(4x1) 4

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

3.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.1.3) in the ANSWER BOOK.

When Macbeth thinks about Duncan's virtues (line 3) he considers him to be ...

- A selfish.
- B humble.
- C ambitious.

D cruel. (1)

3.1.4 Refer to lines 10–11 ('I have no ... of my intent').

Explain what Macbeth means by these words. (2)

3.1.5 Refer to line 20 ('He hath honoured me of late')

Which honour does Duncan bestow on Macbeth? (1)

3.1.6 Refer to lines 24–27 ('Was the hope ... did so freely').

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

Substantiate your answer. (2)

3.1.7 Refer to lines 27–30 ('From this time ... art in desire?').

Explain how Lady Macbeth tries to convince Macbeth to continue with the plan. (2)

3.1.8 Change ONE word to make the following statement TRUE.

King Duncan was killed in Fife. (1)

3.1.9 Macbeth is a weak character.

Discuss your view. (3)

AND

3.2 EXTRACT F

[Macbeth and Lennox discuss the witches.]

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

[Act 4, Scene 1]

3.2.1 To whom does the King in line 1 refer to? (1)

3.2.2 Refer to line 1-2 ('the great King.....his welcome pay').

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

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

3.2.3 Apart from the apparition of the crowned child holding a branch, which other apparitions do the 'Weird Sisters' (line 9) show to Macbeth at this point in the play? (2)

3.2.4 Quote FOUR consecutive words that prove that Macbeth was determined to brutally kill Macduff's family. (1)

3.2.5 Refer to lines 13–14 ('Infected be the ... that trust them!').

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

State TWO actions. (2)

(b) Explain the irony in these lines. (2)

3.2.6 One of the themes in *Macbeth* is wickedness.

Discuss this theme. (3)

3.2.7 Macduff is brave.

Discuss your view. (3)
[35]

QUESTION 4: *MY CHILDREN! MY AFRICA!*

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

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 AND QUESTION 4.2.

4.1 **EXTRACT G**

[Mr M has a conversation with Isabel]

ISABEL: You know what I mean by that remark, Mr Teacher! It's called Freedom of

Speech.

MR M : I've given him plenty of Freedom, within reasonable limits, but he never uses it.

ISABEL: Because you're always the teacher and he's always the pupil. Stop
5 teaching him all the time, Mr M. Try just talking to him for a
change...you know, like a friend. I bet you in some ways, I already
know more about Thami than you.

MR M : I dare say that is true. In which case tell me, is he happy?

ISABEL: What do you mean? Happy with what? Us? The competition? 10

MR M : Yes, and also his school work and ... everything else.

ISABEL: Why don't you ask him?

MR M : Because all I'll get is another polite "Yes, Teacher". I thought maybe he
had said something to you about the way he really felt.

ISABEL : [Shaking her head] The two of you! It's crazy! But ja, he's happy. 15

At least I think he is. He's not a blabber-mouth like me, Mr M. He
doesn't give much...even when we talk about ourselves, I don't know
what it was like in your time, but being eighteen years old today is a
pretty complicated business as far as we're concerned. If you asked
me if I was happy, I'd say yes, but that doesn't mean I haven't got any
20 problems. I've got plenty and I'm sure it's the same with Thami.

MR M: Thami has told you he's got problems?

ISABEL: Come on, Mr M! We've all got problems. I've got problems,
you've got problems, Thami's got problems

MR M: But did he say what they were? 25

ISABEL: You're fishing for something, Mr M. What is it?

[Act 1, Scene 5]

4.1.1. Choose a description from COLUMN B that matches the name in COLUMN
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) Noloyiso Mfundweni	A. motivates standard ten yearly
(b) Dawid Grobbelaar	B. killed by comrades
(c) Mr M	C standard six learner
(d) Sipho Fondini	D. Thami's classmate
	E. domestic worker

(4x1) 4

4.1.2 What does Isabel mean by "you're always the teacher and he's always the
pupil? (line) 4. (2)

4.1.3 If you were the director of this play, what would you tell Isabel to do when
saying, "What do you mean...us? "(line 10).
State TWO actions. (2)

4.1.4 Refer to line 7 ('I dare say ...is he happy').

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

Substantiate your answer. (2)

4.1.5 Refer to line 14 ('He's not a... like me, Mr M').

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

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

4.1.6 What does this extract reveal about Mr M's character?

Substantiate your answer. (2)

4.1.7 Mr M can be admired in this play.

Discuss your view.

(3)

AND

EXTRACT H

[Isabel and Thami are talking]

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 5
nothing! ...that I want to 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.

THAMI: Are you in a hurry?

ISABEL: I haven't got to be somewhere else, if that's what you mean. But if 10
you're asking because it looks as if I want 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 to say what you.

THAMI: [Awkward in the face of Isabel's severe and unyielding attitude] I just wanted
to say goodbye. 15

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 why do you want to do it again? Aren't you happy with that last time? It
was

Dramatic, Thami!

THAMI: [Patiently] I wanted to see you because I'm leaving the town, I'm going 25
away for good.

ISABEL: Oh I see. This is meant to be a 'said' goodbye, is it? [She is on the edge] I'm
sorry If I'm hurting your feelings but I thought you wanted to see me
because you had something to say about recent events in our little
community... [Out of a pocket a crumpled little piece of newspaper 30



which she opens with unsteady hands] ...a certain unrest- related ... I think that is the phrase they use ...here it is ...[Reading] "...unrest related incident in which according to witnesses the **defenceless** teacher was attacked by a group of blacks who struck him over the head with an iron rod before setting him on fire"

35

[Act 2, Scene 4]

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

4.2.2 What does Isabel want to study after matric? (1)

4.2.3 Refer to lines 4-6 ('let me tell you... from the location').

Choose the correct answer to complete the following sentence.

Write only question number 4.2.3 and the letter (A-D) of the correct answer.

(a) The location Isabel refers to is...

- A. Cradock
- B. Cookhouse
- C. Brakwater
- D. Camdeboo



(1)

(b) What tone would Isabel use in these lines? (1)

(c) Why would she use this tone? (1)

4.2.5 Refer to lines 9-11 ('But if you're ... answer is yes').

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

4.2.6 Refer to lines 17-19 ('Maybe you didn't...the three of us').

Explain the incident Isabel refers to in these lines. (2)

4.2.7 Change ONE word to make the following statement TRUE.

Mrs Makatini is Dyson's domestic worker. (1)

4.2.8 One of the themes in My Children! My Africa! is racial inequality. Discuss this theme. (3)

4.2.9 Do you think Thami's leaving of Brakwater for good is justified.

Discuss your view. (3)
SECTION C: SHORT STORIES

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

- 'REJECTION' by Mariama Ba^
- 'CLASS ACT' by Namhla Tshisana

QUESTION 5

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

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

5.1 'REJECTION'

EXTRACT I

[The narrator is confused.]

They entered laughing, deliberately sniffing the fragrant odour of incense that was floating on the air. I sat in front of them, laughing with them.

The *Imam* attacked:

'There is nothing one can do when Allah the almighty puts two people side by side.' 5

'True, true,' said the other two in support.

A pause. He took a breath and continued: 'There is nothing new in this world.'

'True, true,' Tamsir and Mawdo chimed in again.

'Some things we may find to be sad are much less so than others ...' 10
I followed the movement of the haughty lips that let fall these axioms, which can precede the announcement of either a happy event or an unhappy one. What was he leading up to with these preliminaries that rather announced a storm? So their visit was obviously planned.

Does one announce bad news dressed up like that in one's Sunday best? 15
Or did they want to inspire confidence with their impeccable dress?

I thought of the absent one. I asked with the cry of a hunted beast:
Modou?

And the Imam, who had finally got hold of leading thread, held tightly onto it. He went on quickly, as if the words were glowing embers in his mouth: 20

'Yes, Modou Fall, but happily, he is alive for you, for all of us, thanks be to God.'



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

COLUMN A	COLUMN B
(a) Daba	A marries his daughter's friend
(b) Binetou	B the Islamic spiritual leader
(c) Modou	C Binetou's friend and confidant
(d) Imam	D brother-in-law of the narrator
	E forced into a marriage

(4)

(4 x 1)

- 5.1.2 Describe the time and place where this extract is set.

(2)

- 5.1.3 Refer to lines 4–8 ('There is nothing ... in this world').

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

Substantiate your answer.

(2)

- 5.1.4 Refer to lines 19-20 ('He went on...embers in his mouth').

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

(1)

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

(2)

- 5.1.5 Change ONE word to make the following statement TRUE.

Tamsir is an Islamic spiritual leader.

(1)

- 5.1.6 One of the themes in 'Rejection' is betrayal.

Discuss this theme.

(3)

- 5.1.7 Refer to the short story as a whole.

The narrator can be pitied for the rejection she endured.

Discuss your view. (3)

5.2 'CLASS ACT' EXTRACT J

[The narrator describes her first week at school.]

'The white is going to stick out if I do it by hand.' I could have asked my sister Ayanda but she was in Alice for the weekend. She had to submit her application at the university because she applied late. And Mama had to work.

I've had a terrible time at school this week. My classmates are rude and make a lot of noise. Dino brought a small battery-operated radio to school and played it in class. Our English teacher, Mr Sauls, couldn't get the class to keep quiet during the last period so he took his briefcase from the cupboard, put it on his desk and laid his head on it.

There are at least ten repeaters in class. Some, like Renato, have failed 10 Standard 6 three times. He made us – the freshers – stand in front of the blackboard while he surveyed our uniforms. 'The tunic should be a respectable length. At least three fingers above the knee,' he said pacing up and down, all the while pinching his nose. With a piece of chalk in his hand he turned and pointed at me. 'Tell me, tell us, Sister Mary Clarence, what's your 15 excuse? This is not a convent.'

The class's laughter sounded like thunder in my ears and I could feel my head spinning.

5.2.1 Describe the time and place where lines 1–4 ('The white is...had to work') are set. (2)

5.2.2 Refer to lines 6–9 ('Dino brought a ... head on it').

What do these lines reveal about Mr Sauls's character?

Substantiate your answer. (2)

5.2.3 Choose the correct answer to complete the following sentence

Write only the letter (A–D) next to the question number (5.2.3) in the ANSWER BOOK.

When the narrator says '... while he surveyed our uniforms', she means Renato ... their uniforms.

- A measured
- B. examined

C. counted
D.shredded (1)
5.2.4 Why does Renato have 'a piece of chalk in his hand' (line 14)?

State TWO points. (2)

5.2.5 Refer to lines 15–16 ('Tell me, tell ... not a convent').

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

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

5.2.6. Explain the irony in Mr Sauls reaction to chaos in class. (2)

5.2.7 Refer to lines 17–18 ('The class's laughter ... my head spinning').

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

Substantiate your answer. (2)

5.2.8 The title, 'Class Act', is suitable for this short story.

Discuss your view. (3)

SECTION C TOTAL :35

SECTION D: POETRY

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

- 'Sonnet 73' by William Shakespeare
- 'Reciprocities' by Cathal Lagan

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.

Sonnet 73 – by William Shakespeare



1 That time of year thou mayst in me behold
2 When yellow leaves, or none, or few, do hang
3 Upon those boughs which shake against the cold,
4 Bare ruined choirs where late the sweet birds sang.
5 In me thou seest the twilight of such day
6 As after sunset fadeth in the west,
7 Which by and by black night doth take away,
8 Death's second self, that seals up all in rest.
9 In me thou seest the glowing of such fire
10 That on the ashes of his youth doth lie,
11 As the deathbed whereon it must expire,
12 Consumed with that which it was nourished by.
13 This thou perceiv'st, which makes thy love more strong,
14 To love that well which thou must leave ere long.

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

quatrains; couplet; Petrarchan; sestet; abab cdcd efef gg;
Elizabethan; octaves; abba cddc effe gg

This is a typical (a) ... sonnet, consisting of three (b) ... and a rhyming (c) ... with a rhyme scheme of (d) ... (4)

6.1.2 Refer to the first quatrain.

Mention the time of the year the speaker is referring to. (1)

6.1.3 Refer to lines 5–6 ('In me thou ... in the west').

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

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

6.1.4 Refer to line 7, ('Which by and...doth take away').

Explain why word 'seals' is so effective in describing both night and death. (2)

6.1.5 Refer to line 8 ('Death's second self ... all in rest').

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

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

6.1.6 One of the themes in 'Sonnet 73' is love.

Discuss this theme. (3)

6.1.7 Refer to the poem as a whole.

Should the speaker be pitied. Discuss your view. (3)

AND

6.2 Reciprocities – by Cathal Lagan: for my mother

Read the poem carefully and then answer the questions which follow.

Reciprocities – by Cathal Lagan
for my mother



1 She gave me skeins of wool
2 To hold out (like a priest at Mass),
3 With stern rubrics not to fidget, while she
4 Wound it into a ball, unwinding me,
5 Unravelling my hands and arms, checking
6 My lapses with a gentle tug
7 When I wandered off through images
8 Her chat had made, for though
9 She kept the line between us taut
10 She kept my heart at ease with all her talk.
11 And when her ball compacted grew,
12 And my few strands fell limp away,
13 I knew there was no loss, for she
14 Would knit it back again to fit me perfectly.
15 But richer still,
16 I see today these lines are drawn out from me
17 To knit through this faltering verse
18 A thread of memory
19 Time has pulled away from consciousness.

6.2.1 Describe the time and place in stanza 1. (2)

6.2.2 Why is the following statement FALSE? (1)

(a) The action of unwinding the boy is cruel. (1)

(b) Quote ONE word which means loss of attention. (1)

6.2.3 Describe how knitting is like writing a poem . (2)

6.2.4 Refer to lines 8–10 ('Her chat had ... all her talk.')

Choose the correct answer to complete the following sentence.

Write only the letter (A–D) next to the question number (6.2.4) in the ANSWER BOOK.

'the line between us taut' means their relationship was ...

A unusual.

B estranged.

C firm.

D supportive. (1)

6.2.5 What is the speaker's state of mind in stanza 2?

Substantiate your answer.

(2)

6.2.6 Refer to line 10 ('she kept ...all her talk').

What does the speaker mean by this line?

(1)

6.2.7 Explain the role and the effectiveness of the word 'but' at the beginning of the

third stanza.

(2)

6.2.8 Refer to lines 3 -10 ('with stern rubric...with all her talk').

Discuss the irony in these lines.

(2)

6.2.9 The title 'Reciprocities' is suitable for the poem.

Discuss your view.

(3)

TOTAL SECTION D: [35]



Province of the
EASTERN CAPE
EDUCATION

CHRIS HANI WEST DISTRICT

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2
June examinations 2025
MARKING GUIDELINES

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines will be finalised at a district marking guideline discussion session.
3. Candidates' responses should be assessed as objectively as possible.

4. MARKING GUIDELINES

4.1 A candidate may not answer more than ONE question on the same genre.

4.2 If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the next.

4.3 If answers are incorrectly numbered, mark according to the marking guidelines.

4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.

4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.

4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/ motivation is what should be considered.

4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

1.1

- 1.1.1 (a) B/accomplice to the murder of Arthur Jarvis ✓
(b) E/well-known engineer in the city of Johannesburg ✓
(c) A/young man who spent time in a reformatory ✓
(d) C/servant knocked unconscious during an attempted robbery ✓
(4)

1.1.2 Sister. ✓ (1)

1.1.3 Mrs Kumalo means that Stephen Kumalo should take enough money with him as the could be other issues in Johannesburg that could need him to spend more (1)

1.1.4 The money is intended to send their son, Absalom, to St Chad's. (1)

1.1.5 (a) Hesitant/uncertain ✓ (1)

(b) Stephen is unsure as he does not really want to use their savings to go to Johannesburg. ✓ (1)

1.1.6 Stephen Kumalo is considerate/caring ✓ – he does not want to use all the money that has been saved for a stove

OR

Stephen Kumalo is sensitive ✓ – he apologises to his wife for hurting her. ✓

OR

Stephen Kumalo is devoted ✓ – he goes to the church to pray. ✓

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

1.1.7 Accept a text-based response which shows an understanding of the theme of inequality as explored in this novel

- The white people are placed where they can enjoy abundance while black people's land is infertile.
- The drought and poor farming methods in the rural areas make life difficult. As a result, young members of the community are pushed into the city in search of better life.
- Family life of black people is fragmented/destroyed, and mothers and old people tend the land for sustenance.
- Black people suffer from racial injustices as they are subjected to Apartheid laws such as the Land Act
- The migration of black people to the cities leads to unemployment and a loss of moral values as is the case with Absalom

NOTE: For full marks, the response must be well-substantiated. A learner can score 1

Or 2 marks for a response which is not well-substantiated.

(3)

1.1.8 Open-ended.

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

Yes.

- Absalom's unemployment forces him to join Johannes Pafuri and Matthew Kumalo to burgle Arthur's home.
- Absalom does not kill Arthur intentionally but out of fear.
- He is an accomplice but in the end he is the only one who pays the highest price for the crime committed.

OR

No.

- Absalom was raised with good values and should have been guided by that.
- He gets an opportunity to change his life at the reformatory but chooses to go back to a life of crime.
- He should have realised the consequences of carrying a loaded gun.

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

(3)

AND

1.2.1 At (Parkwold) Church/at the funeral ✓ after Arthur Jarvis' funeral service/after three o'clock/when the Bishop addresses the bereaved. ✓

1.2.2 The Bishop is confused/sad ✓ because Arthur Jarvis, who has done so many good deeds, was killed. ✓

OR

The Bishop is in awe ✓ of the good deeds that Arthur Jarvis has done. ✓

NOTE: Accept any ONE of the above combinations.

1.2.3 Arthur Jarvis empathises with the Blacks. ✓

He is involved in running the Boys' Club. ✓

He is a reformer and an advocate for justice for all. ✓

He demands equality for all races. ✓

He devotes his life to keeping the children from a life of crime. ✓

He has written a manuscript which promotes social justice. ✓

(2)

NOTE: Accept any TWO of the above.

1.2.4 (a) Arthur Jarvis is insightful/informed ✓ as he writes a manuscript about the 'Truth of Native Crime.' ✓

OR

He is a courageous ✓ man who fights for justice across all racial backgrounds. ✓

OR

He is dedicated ✓ to empowering and enriching the lives of the Natives despite r resistance. ✓

NOTE: Accept any ONE of the above combinations.

b) Metaphor ✓

(1)

(c) In the same way that water will rise up and fill a well, ✓ James Jarvis cannot contain the pride he has when hearing about his son. ✓

(2)

1.2.5 (a) Respect/admiration/sympathetic ✓

(1)

- (b) They have respect for Arthur Jarvis because he contributes to the upliftment of the Black people. ✓

(1)

- (c) Although James Jarvis has lived in close proximity with the Black people it has taken

(2)

death of his son for him to acknowledge their equality/to understand their plight. ✓✓ **NOTE:**
BOTH parts must be included to earn marks.

1.2.6 Open-ended.

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

- Yes.
- Stephen Kumalo looks for Sibeko's daughter, even though he is distressed by his son facing persecution.
 - He tries to remain strong and support Absalom despite knowing that his son might be hanged for murder.
 - He takes care of Gertrude's son, Absalom's girlfriend, and unborn child.

OR

- No.
- Stephen Kumalo burdens his wife with the responsibility of taking care of others, despite her own pain.
 - He tortures himself with the decisions made by some of his family members and the consequences they face.
 - He deserts his wife in her grief when her son is hanged, and he goes alone into the mountain.

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

(3)

[35] QUESTION 2: *STRANGE CASE OF DR JEKYLL AND MR HYDE*

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

2.1

- 2.1.1 (a) B/a murderer
- (b) D/a footman

(c) A/a politician

(d) E/a scientist

(4)

2.1.2 The back entrance to Jekyll's house ✓ when Mr Utterson finally meets (runs into) Mr Hyde. ✓ (2)

2.1.3 Mr Hyde (1)

2.1.4 (a) Simile ✓ (1)

(b) Just as someone who is confused/baffled about a situation ✓ so is Mr Utterson as he cannot understand the relationship between Mr Hyde and Dr Jekyll. ✓ (2)

2.1.5 anger/nervous/defensive ✓ Mr Hyde realises that Mr Utterson is lying to him. ✓

OR

He wants to get away from Mr Utterson. /He does not want to be asked/answer questions. ✓

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

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

- Mr Enfield shares his story with Mr Utterson but he reveals Mr Hyde's name only at the end.
- Mr Utterson does not reveal that he has heard Mr Hyde's name before.
- Dr Jekyll finds a secret outlet for his darker urges, in the form of Mr Hyde.

Dr Lanyon's letter is kept secret from Mr Utterson until after Dr Jekyll's death which lead to deceive

Mr Utterson does not reveal that it might be Dr Jekyll who killed Sir Carew when he recognises the cane.

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

2.1.7 Open-ended.

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

Yes.



- Mr Utterson's insistence on protecting Dr Jekyll prevents him from learning the truth about Dr Jekyll and Mr Hyde.
- His principal desire is to avoid a scandal rather than the discovery of truth (the stick used to kill Sir Carew).
- He suspects Dr Jekyll is covering up a murder committed by Mr Hyde but prefers to protect the reputation of his friend rather than solve the case of Dr Jekyll and Mr Hyde.

OR

No.

- Dr Jekyll deceives Mr Utterson by lying to him about Mr Hyde. Mr Utterson cannot link the uncanny aspects of Hyde's appearance and behaviour to Dr Jekyll.
- Mr Utterson fails to believe that Dr Jekyll is capable of the strange deeds reported by Poole.

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

Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)

AND

2.2

2.2.1 Mr Poole is convinced that Dr Jekyll has been murdered/there has been foul play and that Mr Hyde has taken his place. ✓ He then asks Mr Utterson to help him uncover the truth. ✓ (2)

2.2.2 A/Dr Jekyll's confession

2.2.3 Mr Hyde is regarded as a criminal because he has committed a murder ✓ and injured a child. ✓ (2)

2.2.4 (a) confusion/puzzlement/perplexity/shock ✓ (1)

(b) Mr Utterson does not understand why Mr Hyde has not torn up Dr Jekyll's latest will which nominates him (Utterson) as the beneficiary. ✓ (1)

2.2.5 Mr Utterson thinks that the body on the floor is Mr Hyde's, but it is in fact that of Dr Jekyll. ✓✓

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

2.2.6 Mr Utterson finds a phial with poison next to the body/smells the poison (kernels). ✓ (1)

2.2.7 Mr Utterson means that he knows about Dr Jekyll's will and believes that Mr Hyde has blackmailed Dr Jekyll. /With Mr Hyde dead, ✓ the suspicion might fall on Dr Jekyll. ✓ (2)

2.2.8 Mr Utterson is caring ✓ – He goes with Poole to find out what is going on at Dr Jekyll's house. ✓
He is dishonest ✓ – He is reluctant to report the death of Mr Hyde as he believes Dr Jekyll might be implicated. ✓

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

2.2.9 Open-ended.

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

Yes.

- Mr Utterson is aware that Mr Hyde has a key to Dr Jekyll's house. However, he does not question Dr Jekyll about this.
- Mr Utterson is aware of the cheque signed by Dr Jekyll and the state of his will. Despite this knowledge, he does not take action.

He realises the possible involvement of Dr Jekyll in the murder of Sir Danvers Carew when he sees the broken cane, but he fails to take action. **OR**

No.

- Mr Utterson is suspicious that Dr Jekyll is being blackmailed.
- He does not see Dr Jekyll's involvement with Mr Hyde's criminal deeds.
- He and Dr Jekyll have been friends since childhood and share a relationship of trust and, therefore, respects Dr Jekyll's request not to interfere.

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

(3)
[35]



SECTION B: DRAMA

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

QUESTION 3

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

MACBETH

3.1.1 (a) B/ King Duncan's cousin ✓

(b) C/Thane of Fife ✓

(c) C/Banquo's teenage son ✓

(d) E/King Duncan's heir ✓ (4)

3.1.2 At Macbeth's castle/Inverness ✓ when Macbeth and Lady Macbeth are planning
Duncan's murder/Duncan visits Macbeth/the battle is over. ✓ (2)

3.1.3 B/humble. ✓ (1)

3.1.4 He has no reason ✓ to murder Duncan. ✓ (2)

3.1.5 Thane of Cawdor ✓ (1)

3.1.6 Lady Macbeth is determined/manipulative ✓ as she forces Macbeth to go ahead with the
murder despite his reluctance. ✓ (2)

3.1.7 Lady Macbeth says that Macbeth does not love her ✓ and calls him a coward (because he
is too afraid to commit the murder). ✓ (2)

3.1.8 Inverness

3.1.8 Open-ended.

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

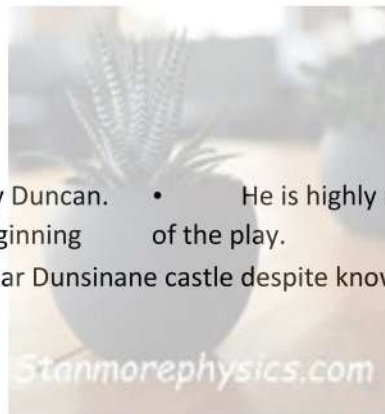
Yes.

- Macbeth is gullible and is easily deceived by the witches.
- He is manipulated by Lady Macbeth to murder Duncan.
- He is overambitious and greedy to become King.



No.

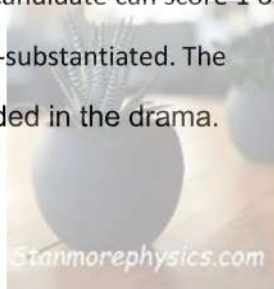
OR



- Macbeth is honoured for bravery in battle by Duncan. Thanes and the people of Scotland at the beginning of the play.
- He is highly regarded by all the
- He faces the enemy head-on at the battle near Dunsinane castle despite knowing that all odds are against him.

(3) **NOTE:** Do NOT award a mark for YES or NO. Credit responses

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



AND

3.2

3.2.1 Macbeth ✓ (1)

3.2.2 (a) Metaphor ✓ (1)

(b) The witches compare their prophecies for Macbeth ✓ to payment that has received after they have done their work. ✓ (2)

3.2.3 The witches show Macbeth a vision of an armed/helmeted head ✓ and that of a child covered in blood. ✓ (2)

3.2.4 "the edge of the sword"

3.2.5 (a) He should have an angry expression on his face. ✓
He should speak in a loud, aggressive voice. ✓

Macbeth should stamp his foot. ✓

He should thrust his fist into the air. ✓

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

(b) Macbeth curses the witches and those who trust them, yet he wholly believes their prophecies. ✓✓

Please turn over

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

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

- Lady Macbeth calls on the spirit of evil to give her courage to kill Duncan.
- Macbeth slaughters/murders the innocent family of Macduff in retaliation to Macduff's flight to England.
- Macbeth orders the killing of Fleance, who is predicted to become a king.

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

3.2.7 Open-ended

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

- Macduff openly defies Macbeth when he refuses to attend the banquet.
- He shows his patriotism when he seeks the help of Edward the Confessor to raise an army against Macbeth.
- He contributes greatly to the restoration of the natural order in Scotland when he kills Macbeth.

OR

No.

- Macduff flees to England.
- He leaves his family in the face of danger during this turbulent time in Scotland.
- Macduff should have considered Macbeth's vengeful nature before he makes the decision to flee.

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

(3)

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

4.1

4.1.1 (a) D/Thami's classmate ✓

(b) A/motivates standard ten yearly ✓

(c) B/killed by comrades ✓

(d) E/standard six learner ✓

(4)

4.1.2. That Mr M always decides and tells Thami what to do as he decides for him to team up with Isabel for the quiz without asking. He also decides to accept the invitation to Dyson's for tea.

4.1.3. tilt head to the side

-open hands sideways

-raise the voice

-open eyes widely

(ANY TWO POINTS)

(2)

NOTE: accept any other relevant action

4.1.4 concerned/worried

He suspects and believes that Thami is involved in something that could probable affect his life and future negatively.

(2)

4.1.5 (a) Simile

(1)

(b) It is relevant because Thami could have easily told Mr M his problems and displeasures if he was outspoken like Isabel who speaks her mind openly.

(2)

4.1.6 Caring/concerned --- for immediately picks up that Thami has changed and thus asks about that so as to help him.

(2)

4.1.7 Open ended

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

YES

. Mr. M dedicates his life to teach African children.

. Mr M risked his life by being at school during boycott

4.2.1. At Camdeboo after Mr M is killed by comrades/when Thami came say goodbye to Isabel as he was to leave town for good.

(2)

4.2.2 Journalism.

(1)

4.2.3 (a) C—Brakwater

(1)

(b) Determination/emphasis/ Dejection/disappointment

(1)

(c) The riots by blacks in the location (Brakwater) which resulted in the death of Mr M made Isabel to feel determined and angry at the people from Location.

(1)

4.2.5 Because she regards the comrades (including Thami) as heartless people for killing an innocent, defenseless Mr M. (2)

4.2.6 Thami withdrew from the literature quiz they were practicing for and left Isabel and Mr M disappointed at him being dictated to by comrades not to see Isabel (2)

4.2.7 Auntie/Sis Phumla (1)

4.2.8. Racial Inequality

Accept relevant response which shows understanding of the following aspects

among others:

This is shown through the beautiful buildings, gardens, roads and schools in Camdeboo while Brakwater where blacks live has roads full of pot-holes, bad living conditions (pondoks and match box houses) and poor schools (Zolile High). No electricity and running water in Brakwater while Camdeboo has everything.

4.2.9. **Yes**—Thami's life was in danger as the state police were looking for all Perpetrators of violence and unrest that led to Mr M's death. HE could not risk being arrested.

OR

No—He chose to get involved with comrades to fight for freedom, therefore He cannot run away when things get tough. (3)

SECTION C: SHORT STORIES

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

QUESTION 5.1: 'REJECTION' – MARIAMA Bâ

5.1

- 5.1.1 (a) C/Binetou's friend and confidant ✓
(b) E/forced into a marriage ✓

(c) A/marries his daughter's friend ✓

(d) B/the Islamic spiritual leader ✓ (4)

5.1.2

The setting is the narrator's home/house ✓ after the marriage of Modou to Binetou/Modou's second marriage/when the visitors come to inform her of Modou's second marriage. ✓ (2)

5.1.3

The Imam feels uncomfortable/uncertain ✓ as he has to break the news of Modou's second marriage to the narrator. ✓ (2)

5.1.4

(a) Simile ✓

(1)

(b) The narrator compares the speed at which Imam uttered the news about Modou's second wife ✓ as if they were flames which were quickly coming out of his mouth. ✓ (2)

5.1.5

Imam ✓

(1)

5.1.6

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

☐ Modou betrays his wife and daughter by taking a second wife.

☐ Binetou betrays Daba when she marries Modou.

☐ The narrator feels betrayed by Binetou as the narrator had been motherly and caring.

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

5.1.7

Open-ended:

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

Yes.

- The narrator, though shocked, accepts the news of Modou's second marriage with dignity.
- She refuses to be influenced by Daba to divorce Modou.
- She rejects Tamsir's marriage proposal to retain her independence.

OR

No.

- After a marriage of 25 years, the narrator should fight for her marriage/she is too passive.



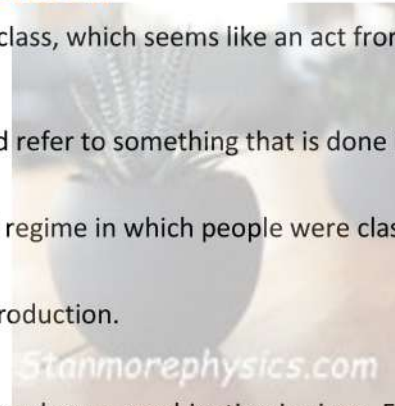
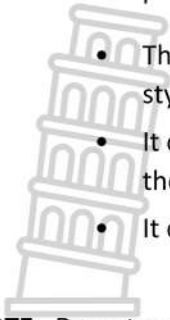
- She should have seen the warning signs (Modou paying too much attention to Binetou/following a strict diet/trying on several suits before going out) and acted on it.
- She blames herself for Modou's second marriage (she might have upset Modou or done something wrong).

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

AND (3) QUESTION 5.2: 'CLASS ACT' – NAMHLA TSHISANA

- 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 Mr Sauls is irresponsible/overpowered/overwhelmed ✓ as he is unable to maintain discipline. ✓ (2)
- 5.2.3 B/ examined (1)
- 5.2.4 Renato uses the chalk to draw a line/make a mark on the tunic/skirt/school dress ✓ to indicate the preferred length. ✓ (2)
- 5.2.5 (a) mocking/sarcastic/derisive/insulting ✓ (1)
- (b) Renato pokes fun at the narrator's long tunic/skirt/school dress (which resembles a nun's dress). ✓ (1)
- 5.2.6 Mr Sauls who is supposed to bring order when he finds himself in a class which is rowdy and chaotic ✓ yet he is the one who sitting in his desk doing nothing about the noise level as well as humiliation of the narrator ✓ (2)
- 5.2.7 The narrator is embarrassed ✓ because the other learners in the class are laughing at her. ✓ (2)
- 5.2.8 Open-ended. Accept a relevant response which shows an understanding of the following viewpoints, **among others:** Yes.
- Much of the action, in which the narrator is mocked, takes place in the classroom, hence the title *Class Act*.
 - The narrator is teased in the class about her long tunic/skirt/school dress (hence the reference to the film 'Sister Act').

- Mr Sauls does not have control over his unruly class, which seems like an act from a stage production.
- The title, *Class Act*, can be misleading as it could refer to something that is done in style/elegance/with flair.
- It could also refer to a law during the apartheid regime in which people were classified according to the colour of their skins.
- It could refer to an actual performance/stage production.



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 1or 2 marks for a response which is not wellsubstantiated. The candidate's interpretation must be grounded in the short story [3]

TOTAL SECTION C : [35]



SECTION D: POETRY

QUESTION 6

6.1 'SONNET 73' – WILLIAM SHAKESPEARE

- 6.1.1 (a) Elizabethan ✓
 (b) quatrains ✓
 (c) couplet ✓
 (d) abab cdcd efef gg ✓

6.1.2 The season of autumn (fall)/the beginning of winter. (1)

6.1.3 (a) sadness/melancholy/resignation (1)
 (b) The speaker sadly realises that he is nearing the end of his life/he is not a permanent/immortal being.

OR

He comes to accept the ageing process as he realises that ageing is inevitable.

NOTE: Accept any ONE of the above. (1)

6.1.4 Death cannot be reversed/ altered once it has stuck. Once dead a person remains dead, he will not rise the next day like a person will rise up after a pleasant sleep or the sun will rise after a dark night (2)

6.1.5 (a) Metaphor/personification/alliteration (1)
 (b) In the same way that the speaker's eyes close temporarily while asleep, so will death close his eyes permanently. (2)

6.1.6 The discussion of the theme of love should include the following:

among others:

- the poem makes it clear that aging and death are inevitable, but it also affirms that his beloved still loves him just as much as before. In fact even more, because she realises that their time together is limited.
- One thing in life that time does not control is love. The final couplet in the poem is extremely important and effective--- it introduces the speaker's only thread of hope in the face of death the unwavering strength of love.
- The fact that he is physically aging does not mean that their love will decline, too. Instead, their love will grow and intensify. The speaker feels rejuvenated by his beloved's undying love and loyalty. (3)

6.1.7 open-ended.

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

- the speaker is haunted by the inevitable truth that all living are subjected to death. It is rather depressing and one feels empathy for him.
- the moving image of twilight that is fading as the sun sets in the west and turns into darkness, symbolises the speaker's last moments on earth.
- the ashes of the fire represent a life that has come to an end and nothing worthwhile remains

OR

- The couplet suggests that the speaker 's decline in health, causes his beloved's love to grow. That is something to be grateful for.
- The couplet insists that aging or decline in health, must result in renewed care and, love, as the phrase 'more strong' is placed prominently at the end of line 13
- When one sees decline in loved one, the aging and imminent death, it increases one's love for that which one may soon lose permanently.
- The speaker finds comfort in this ever growing/ increase love and sees it as a cause for gratitude.

Though time will pass or run out, love will never cease or disappear. Love stays to the very end: it even out-lives the life itself.

6.2 'RECIPROCITIES' – CATHAL LAGAN

6.2.1 The time is while the speaker is holding the wool for his mother ✓ and the place is the speaker's childhood home. ✓

(2) 6.2.2. (a) Gentle ✓

(b) Lapses ✓

6.2.3 In a similar sense that the knitting begins with one stitch and the poem also begins with one word ✓ ,but they both get to being a whole (poem and a jersey)

6.2.4 C/firm ✓

6.2.5 The mother's talking while they were working together made the boy more relaxed/feel happy /loved

6.2.6 The speaker is sentimental, ✓ as he thinks fondly of the past, feeling a connection with his mother like the time when they used to work together/as he remembers the time spent with his mother/the jersey she would knit him. ✓

(2)

6.2.7. The use of the word 'but' acts as a thread that knits or keeps the stanzas together and it makes them form a perfect unit✓ it also serves as a link between his childhood and his eventual adulthood. It shows the benefits he had reaped from his childhood experiences and memories, skills which now enable him to write a perfect in honour of his mother and her ongoing role in

his life ✓

(2)

6.2.8. The speaker gives the impression that his mother was very strict when they preparing wool for Knitting yet he also tell us that his mother would gentle tug him when he loses concentration

6.2.9 The use of the word reciprocities as a title for this poem is extremely suitable
- both the speaker and his mother benefit from the time they spent together rolling up the

Wool

-he held the wool for her to roll into a tight ball, wool she used to knit a New Jersey.

His mother also enjoyed this quality times she spent with her a son and those times shape into the man he became.

- The speaker benefited by spending by time with this mother it provided him with rich

endearing memories which he can now use in his writing and which still shapes his personality.

- His mother played an important, life changing role into turning him into the person he became,

he can now repay her by writing the poem in her honour.

(3)

GRAND TOTAL [70]

