



NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKS: 70

TIME: 2½ 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 short stories.

SECTION D: POETRY
Answer the questions set on BOTH poems.

4. Use the checklist on page 4 to assist you.
5. Follow the instructions at the beginning of each section carefully.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Start EACH section on a NEW page.
8. Suggested time management: Spend approximately 75 minutes on each section.
9. Write neatly and legibly.

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Answer ANY ONE question on the novel you have studied.		
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OR		
2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	9
SECTION B: DRAMA		
Answer ANY ONE question on the drama you have studied.		
3. <i>Macbeth</i>	35	13
OR		
4. <i>My Children! My Africa!</i>	35	17
SECTION C: SHORT STORIES		
Answer questions set on BOTH short stories.		
5.1 'Rejection'	17	21
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5.2 'Class Act'	18	23
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SECTION D: POETRY		
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 (✓)
A: Novel	1–2	1	
B: Drama	3–4	1	
C: Short Stories	5	1	
D: Poetry	6	1	

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

SECTION A: NOVEL

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

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *STRANGE CASE OF DR JEKYLL AND MR HYDE* by Robert Louis Stevenson.

Answer ALL the questions on the novel that you have studied.

QUESTION 1: CRY, THE BELOVED COUNTRY

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

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

1.1 EXTRACT A

[Khumalo finds Gertrude.]

She looks at him sullenly, like an animal that is tormented.

- I have come to take you back. She falls on to the floor and cries; her cries become louder and louder, she has no shame.

- They will hear us, he says urgently.

She tries to control her sobs.

5

- Do you wish to come back?

She nods her head. I do not like Johannesburg, she says, I am sick here.

The child is sick also.

- Do you wish with your heart to come back?

She nods her head again. She sobs too. I do not like Johannesburg, she says. She looks at him with eyes of distress and his heart quickens with hope.

10

I am a bad woman, my brother. I am no woman to go back.

His eyes fill with tears, his deep gentleness returns to him. He goes to

her and lifts her from the floor to the chair. Inarticulately he strokes her face, his heart filled with pity.

15

- God forgives us, he says. Who am I not to forgive? Let us pray.

They knelt down, and he prayed, quietly so that the neighbours might not hear, and she punctuated his petitions with Amens. And when he had finished, she burst into a torrent of prayer, of self-denunciation and urgent petition. And thus reconciled, they sat hand in hand.

20

[Book 1, Chapter 6]

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

COLUMN A	COLUMN B
(a) Stephen	A finds help for Gertrude
(b) Msimangu	B is involved in politics
(c) Michael	C gets married in prison
(d) Absalom	D hit by a lorry
	E prays at the mountain

(4 x 1) (4)

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

- 1.1.3 Refer to lines 6–7 ('Do you wish ... Johannesburg, she says ...').
Explain the irony in these lines. (2)

- 1.1.4 Refer to line 12 ('I am a bad woman, my brother').
(a) What tone would Gertrude use in this line? (1)
(b) Why would Gertrude use this tone in this line? (1)

- 1.1.5 Refer to lines 13–14 ('His eyes fill ... to the chair').
What do these lines reveal about Khumalo's character?
Substantiate your answer. (2)

- 1.1.6 Drawing from your knowledge of the novel, how does Mrs. Lithebe support Gertrude after she is found by her brother? (2)

- 1.1.7 Replace the underlined word with a single word to make the following statement TRUE:
John Kumalo owns the Boys' Club in collaboration with Arthur. (1)

- 1.1.8 Kumalo is a responsible family man.
Discuss your view. (3)

AND

1.2 EXTRACT B

[The letter to Jarvis.]

When it was finished, he sat wondering if he should send it. For suppose this woman had died of a heart that was broken, because her son had been killed. Then was he, the father of the man who had killed him, to send such a letter? Had he not heard that she was sick and thin? He groaned as he wrestled with this difficult matter, but as he sat there uncertain, he thought of the gift of milk, and of the young demonstrator that had come to teach farming, and above all, he remembered the voice of Jarvis saying, even as if he were speaking now in this room, Is there mercy? And he knew then that this was a man who put his feet upon a road, and that would turn him from it. So he sealed the letter, and went out and called a boy to him and said, My child, will you take a letter for me? And the boy said, I shall do it, umfundisi. Go to Kuluse, said Kumalo, and ask him for his horse, and take this letter to the house of uJarvis. Do not trouble the umnumzana, but give this letter to any person that you see about the place.

[Book 3, Chapter 5]

- 1.2.1 To whom does 'He' (line 1) refer? (1)
- 1.2.2 Refer to lines 3–4 ('Then was he ... such a letter?').
What do these lines tell us about Kumalo's state of mind?
Substantiate your answer. (2)
- 1.2.3 Refer to lines 4–5 ('He groaned as ... this difficult matter ...').
(a) Identify the figure of speech used in these lines. (1)
(b) Explain why this figure of speech is relevant in this extract. (2)
- 1.2.4 Explain what prompts Khumalo to write a letter to Jarvis? (2)
- 1.2.5 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (1.2.5) in the ANSWER BOOK.
Mrs Jarvis' last wish is to ...
A educate the children of Ndotsheni.
B build a church in Ndotsheni.
C build houses for the people.
D donate money to the people. (1)

1.2.6 How does James help the people of Ndotsheni?

State TWO points. (2)

1.2.7 One of the themes in *Cry, the Beloved Country* is sympathy.

Discuss this theme. (3)

1.2.8 Refer to the novel as a whole.

James Jarvis can be pitied.

Discuss your view. (3)

[35]

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

Read the 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

[Utterson's conversation with Poole.]

But to-night there was a shudder in his blood; the face of Hyde sat heavy on his memory; he felt (what was rare with him) a nausea and distaste of life; and in the gloom of his spirits, he seemed to read a menace in the flickering of the firelight on the polished cabinets and the uneasy starting of the shadow on the roof. He was ashamed of his relief, when Poole presently returned to announce that Dr Jekyll was gone out.	5
'I saw Mr Hyde go in by the old dissecting-room door, Poole,' he said. 'Is that right, when Dr Jekyll is from home?'	
'Quite right, Mr Utterson, sir' replied the servant. 'Mr Hyde has a key.'	10
'Your master seems to repose a great deal of trust in that young man, Poole,' resumed the other musingly.	
'Yes, sir, he do indeed,' said Poole. 'We have all orders to obey him.'	
'I do not think I ever met Mr Hyde?' asked Utterson.	15
O dear no, sir. He never <i>dines</i> here,' replied the butler. 'Indeed, we see very little of him on this side of the house; he mostly comes and goes by the laboratory.'	
'Well, good-night, Poole.'	
'Good-night, Mr Utterson.'	20
And the lawyer set out homeward with a very heavy heart. 'Poor Harry Jekyll,' he thought, my mind misgives me he is in deep waters.	

[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)	Richard	A	is bothered by his duality
(b)	Lanyon	B	a respected member of parliament
(c)	Harry	C	believes science must follow morality
(d)	Sir Carew	D	is entrusted with Jekyll's will
		E	takes a walk every Sunday

(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 ('... the face of Hyde sat heavy on his memory ...')
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why this figure of speech is relevant in this extract. (2)
- 2.1.4 Explain why Hyde always comes through the laboratory (line 18). (2)
- 2.1.5 Refer to line 21–23 ('And the lawyer ... in deep waters').
- What does this line tell us about Utterson's state of mind?
- Substantiate your answer. (2)
- 2.1.6 Replace the underlined word with a single word to make the following statement TRUE:
- Dr Jekyll owns a surgical theatre. (1)
- 2.1.7 Refer to the novel as a whole.
- Poole is a trustworthy servant.
- Discuss your view. (3)

AND

2.2 EXTRACT D

[Dr Jekyll's letter.]

My reason wavered, but it did not fail me utterly. I have more than once observed that, in my second character, my faculties seemed sharpened to a point and my spirits more tensely elastic; thus it came about that, where Jekyll perhaps might have succumbed, Hyde rose to the importance of the moment. My drugs were in one of the presses of my cabinet, how was I to reach them? That was the problem that (crushing my temples in my hands) I set myself to solve. The laboratory door I had closed. If I sought to enter by the house, my own servants would consign me to the gallows. I saw I must employ another hand and thought of Lanyon. How was he to be reached? How persuaded? Supposing that I escaped capture in the streets, how was I to make my way into his presence? And how should I, an unknown and displeasing visitor, prevail on the famous physician to rifle the study of his colleague, Dr Jekyll? Then I remembered that of my original character, one part remained to me: I could write my own hand; and once I had conceived that kindling spark, the way that I must follow became lighted up from end to end.

[Jekyll's full statement of the case]

2.2.1 Who is the second character Dr Jekyll is referring to? (line 2). (1)

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

The 'drugs' (line 5) Jekyll refers to are used to ...

- A kill Lanyon.
- B inject Poole.
- C invent Hyde.
- D poison Utterson. (1)

2.2.3 What do lines 6– 8 ('That was the ... myself to solve.') reveal about Dr Jekyll's character?

Substantiate your answer. (2)

2.2.4 Refer to lines 8–9 ('If I sought ... to the gallows').

- (a) What tone would Jekyll use in these lines? (1)
- (b) Why would Jekyll use this tone in these lines? (1)
- (c) Why is Dr Jekyll on the run? (2)

2.2.5 Refer to lines 9–10 ('I saw I ... thought of Lanyon').

Explain the irony in these lines. (2)

2.2.6 Refer to the novel as a whole.

What does Dr Jekyll instruct Lanyon to do with the chemicals?

State TWO points. (2)

2.2.7 One of the themes in the novel, *Strange Case of Dr Jekyll and Mr Hyde* is viciousness.

Discuss this theme. (3)

2.2.8 Dr Lanyon embraces friendship.

Discuss your view. (3)

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

- *MACBETH* by William Shakespeare
- *MY CHILDREN! MY AFRICA!* by Athol Fugard

Answer ALL the questions on the drama that you have studied.

QUESTION 3: MACBETH

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

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

3.1 EXTRACT E

[Reflections after witches' encounter.]

MACBETH:	(<i>aside</i>) Glamis, and Thane of Cawdor; The greatest is behind. (<i>to Ross and Angus</i>) Thanks to your pains. (<i>to Banquo</i>) Do you not hope your children shall be kings, When those that gave the Thane of Cawdor to me Promised no less to them?	5
BANQUO:	That, trusted home, Might yet enkindle you unto the crown, Besides the Thane of Cawdor. But 'tis strange. And oftentimes, to win us to our harm, The Instruments of Darkness tell us truths, Win us with honest trifles, to betray's In deepest consequence. Cousins, a word, I pray you	10
MACBETH:	(<i>aside</i>) Two truths are told, As happy prologues to the swelling act Of the imperial theme. I thank you, gentlemen. (<i>aside</i>) This supernatural soliciting Cannot be ill; cannot be good; if ill, Why hath it given me earnest of success, Commencing in a truth? I am Thane of Cawdor. If good, why do I yield to that suggestion, Whose horrid image doth unfix my hair And make my seated heart knock at my ribs, Against the use of nature? Present fears Are less than horrible imaginings. My thought, whose murder yet is but fantastical, Shakes so my single state of man that function Is smothered in surmise, and nothing is But what is not.	15 20 25 30
BANQUO:	Look, how our partner's rapt.	

[Act 1, Scene 3]

- 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) to 3.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Fleance	A murdered at Macbeth's Inverness
(b) Macduff	B King Duncan's younger son
(c) Banquo	C leads Scottish rebel forces
(d) King Duncan	D threat to Macbeth's throne
	E his ghost haunts Macbeth

(4 x 1) (4)

- 3.1.2 Refer to lines 1–2 ('Glamis, and Thane ... greatest is behind').

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

Substantiate your answer. (2)

- 3.1.3 Explain why Macbeth is now the Thane of Cawdor. (2)

- 3.1.4 What do lines 9–13 ('But 'tis strange ... In deepest consequence') reveal about Banquo's character?

Substantiate your answer. (2)

- 3.1.5 Replace the underlined word with a single word to make the following statement TRUE:

The witches predict Banquo as the future king. (1)

- 3.1.6 Choose the correct answer to complete the following sentence
Write only the letter (A–D) next to the question number (3.1.6) in the ANSWER BOOK.

'rapt' (line 31) means Macbeth is ...

- A brave and courageous.
B lost in thought.
C honest but corrupt
D naïve and ambitious. (1)

- 3.1.7 One of the themes in Macbeth is guilt.

Discuss this theme. (3)

- 3.1.8 Witches are responsible for Macbeth's downfall.

Discuss your view. (3)

AND

3.2 EXTRACT F

[Lady Macbeth's hidden guilt revealed]

LADY M:	Out, damned spot! Out, I say! One. Two. Why, then 'tis time to do't. Hell is murky. Fie, my lord, fie! A soldier and	
	afraid? What need we fear who knows it, when none can call our power to account? Yet who would have thought the old	
	man to have had so much blood in him?	5
DOCTOR:	Do you mark that?	
LADY M:	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.	10
GENTLEWOMAN:	She has spoke what she should not, I am sure of that. Heaven knows what she has known.	
LADY M:	Here's the smell of the 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 sorely charged.	15
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 those which have walked in their sleep who have died holily in	20
	their beds.	
LADY M:	Wash your hands; put on your nightgown; look not so pale; I tell you yet again, Banquo's buried; he cannot come out	
	on's grave.	25
DOCTOR:	Even so?	

[Act 5, Scene 1]

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

3.2.2 Refer to line 1 ('Out, damned spot! Out, I say!').

If you were the director of this play, what would you tell Lady Macbeth to do when saying this line?

State TWO actions. (2)

3.2.3 Refer to line 6 ('Do you mark that?').

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

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

3.2.4 Refer to line 7 ('The Thane of Fife ... is she now?')

What happened to the Thane of Fife's wife? (1)

3.2.5 Drawing from your knowledge of the play, explain the irony in Lady Macbeth's words 'What will these hands ne'er be clean?' (lines 7–8). (2)

3.2.6 Refer to lines 13–14 ('... all the perfumes ... this little hand').

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

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

3.2.7 Explain what Gentlewoman means by, 'I would not ... the whole body' (lines 16–17) (2)

3.2.8 Refer to the play as a whole.

Lady Macbeth deserves sympathy.

Discuss your view. (3)

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

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

4.1 EXTRACT G

[Thami and Isabel's conversation.]

- | | | |
|---------|--|----|
| THAMI: | Newspaper reporter. | |
| ISABEL: | And radio, TV. It's a very wide field now. You can specialise in all sorts of things. <i>[Perplexed]</i> Don't you want to study further, Thami? | |
| THAMI: | I told you, I'm not sure about anything yet. | |
| ISABEL: | What does Mr M say? | 5 |
| THAMI: | It's got nothing to do with him. | |
| ISABEL: | But you're his favourite, aren't you? <i>[Non-committal shrug from Thami]</i> I bet you are. And I also bet you anything you like that he's got a career planned out for you. | |
| THAMI: | <i>[Sharply]</i> What I do with my life has got nothing to do with him. | 10 |
| ISABEL: | Sorry. | |
| THAMI: | I don't listen to what he says and I do not do what he says. | |
| ISABEL: | I said I'm sorry. I didn't mean to interfere. | |
| THAMI: | That's alright. It's just that he makes me so mad sometimes. He always thinks he knows what is best for me. He never tries to ask me how I feel about things, I know he means well, but I'm not a child any more. I've got ideas of my own now. | 15 |
| ISABEL: | <i>[Placating]</i> Ja, I know what you mean. I've had them in my life as well. They always know what is best for you, don't they? So anyway, listen ... I'm going to write up the debate for our school newspaper. I'll send you a copy if you like. | 20 |
| THAMI: | You got a school newspaper! How about that! | |

[Act 1, Scene 1]

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

COLUMN A	COLUMN B
(a) Anela	A is a domestic worker
(b) Lilian	B believes in the Confucius
(c) Isabel	C lives with his grandmother
(d) Thami	D the mayor of Camdeboo
	E a debate team captain

(4 x 1) (4)

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

- 4.1.3 Refer to lines 8–9 ('I bet you ... out for you').

What are Mr M's plans for Thami's academic life? (2)

- 4.1.4 Refer to lines 14–16 ('He always thinks ... feel about things ...').

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

Substantiate your answer. (2)

- 4.1.5 Refer to line 22 ('You got a ... How about that!').

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

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

- 4.1.6 One of the themes in the play *My Children! My Africa!* is rebellion.

Discuss this theme. (3)

- 4.1.7 Refer to the drama as a whole.

Isabel's interaction with Thami makes her fully understand what it is like to be black in apartheid South Africa.

Discuss your view. (3)

AND

4.2 EXTRACT H

[Thami confronts Mr M.]

MR M:	<i>[Grudging admiration]</i> Oh Thami ... you learn your lessons so well! The 'revolution' has only just begun and you are already word perfect. So then tell me, do you think I agree with this inferior Bantu Education that is being forced on you?	
THAMI:	You teach it.	5
MR M:	But unhappily so! Most unhappily so! Don't you know that? Did you have your fingers in your ears the thousand times I've said so in the classroom? Where were you when I stood there and said that I regarded it as my duty, my deepest obligation to you young men and women to sabotage it, and that my conscience would not let me rest until I had succeeded? And I have! Yes, I have succeeded! I have got irrefutable proof of my success. You! Yes. You can stand here and accuse me, unjustly, because I have also had a struggle and I have won mine. I have liberated your mind in spite of what the Bantu Education was trying to do to it. Your mouthful of big words and long sentences which the not-so-clever Comrades are asking you to speak and write for them, your wonderful eloquence at last night's meeting which got them all so excited— yes, I heard about it!— you must thank me for all of that, Thami	10 15
THAMI:	No I don't. You never taught me those lessons.	20
MR M:	Oh I see. You have got other teachers, have you?	
[Act 2, Scene 3]		

4.2.1 Refer to lines 3–4 ('So then tell ... forced on you').

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

4.2.2 Refer to lines 7–8 ('Did you have ... in the classroom').

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

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

4.2.3 Replace the underlined word with a single word to make the following statement TRUE:

Amos is a delivery man at the pharmacy. (1)

4.2.4 Refer to lines 13–14 ('I have liberated ... do to it').

(a) What do these lines reveal about Mr M's character?

Substantiate your answer. (2)

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

State TWO actions. (2)

4.2.5 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (4.2.5) in the ANSWER BOOK.

The word '**eloquence**' (line 16) suggests that Thami ...

- A dislikes disorder.
- B pays attention.
- C speaks fluently.
- D is stubborn. (1)

4.2.6 Explain what the comrades discuss about Mr M in the 'meeting' (line 17). (2)

4.2.7 Drawing from your knowledge of the drama as a whole, why does Thami end his friendship with Isabel? (1)

4.2.8 Refer to the drama as a whole.

Mr M promotes equality.

Discuss your view. (3)
[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 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**

[Narrator and her visitors]

I counted backwards to determine where the break in the thread had occurred from which everything had unwound. My mother's words came back to me: "Too perfect. ..." I completed at last my mother's thought with the end of the dictum: "... to be honest". I thought of the first two incisors with a wide gap between them, the sign of the primacy of love in the individual. I thought of his absence, all day long. He had simply said: "Don't expect me for lunch." I thought of other absences, quite frequent these days, crudely clarified today yet well hidden yesterday under the guise of trade union meetings. He was also on a strict diet, "to break the stomach's egg," he would say laughingly, this egg that announced old age.	5
Every night when he went out he would unfold and try on several of his suits before settling on one. The others, impatiently rejected, would slip to the floor. I would have to fold them again and put them back in their places; and this extra work, I discovered, I was doing only to help him in his effort to be elegant in his seduction of another woman.	10
I forced myself to check my inner agitation. Above all, I must not give my visitors the pleasure of relating my distress. Smile, take the matter lightly, just as they announced it. Thank them for the humane way in which they have accomplished their mission. Send thanks to Modou, "a good father and a good husband", "a husband became a friend". Thank my family-in-law, the <i>Imam</i> , ...	15
	20

- 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) Narrator	A marries her friend's father
(b) Modou	B she divorces her husband
(c) Aissatou	C takes a second wife
(d) Dabo	D rejects Tamsir's marriage proposal
	E Binetou's friend and classmate

(4 x 1) (4)

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

- 5.1.3 Explain what the narrator means by, 'I counted backwards ... everything had unwound' (lines 1–2). (2)

- 5.1.4 Refer to lines 16–17 ('I forced myself ... relating my distress')

What do these lines reveal about narrator's character?

Substantiate your answer. (2)

- 5.1.5 Replace the underlined word with a single word to make the following statement TRUE:

The narrator has six children in her marriage with Modou. (1)

- 5.1.6 Explain the irony in narrator's words, 'Send thanks to Modou, "a good father and a good husband"' (lines 20–21) (2)

- 5.1.7 Who is Mawdo? (line 21). (1)

- 5.1.8 Refer to the short story as a whole.

Binetou is manipulative.

Discuss your view (3)

AND

5.2 'CLASS ACT'

EXTRACT J

[The narrator's tunic.]

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.	
"Ok, I'll try but don't come crying to me if the white cotton shows."	5
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."	
I put on my tunic this morning determined not to look like a nun. Ayanda had altered the tunic to look shorter even than Rento's three	10
fingers' length. "You look nice, even if I say it myself," said Ayanda admiring her handiwork. I got gooseflesh on my thighs the moment I stepped out of the house into the morning chill. Flip, I could see my thighs and knock-knees -and so could everyone else!	
"Whoa, Sister Marry has undergone a makeover! Who knew she had nice legs," said Renato behind me while we were changing periods on our way to Mr Patel's class for geography.	15

- 5.2.1 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (5.2.1) in the ANSWER BOOK.

The phrase 'classmates taunts' (line 2) suggests that the classmates were ...

- A congratulating the narrator.
B teasing the narrator.
C ignoring the narrator.
D advising the narrator. (1)

- 5.2.2 Refer to lines 3–4 ('I also told ... with white cotton').

Why does Aunt Connie refuse to fix the tunic? (1)

- 5.2.3 Refer to lines 10–11 ('Ayanda had altered ... three fingers' length').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 5.2.4 Refer to lines 13–14 ('Flip, I could ... could everyone else!').
- What do these lines tell us about the narrator's state of mind?
- Substantiate your answer. (2)
- 5.2.5 Explain why the narrator's mother decides to buy a big tunic.
- State TWO points. (2)
- 5.2.6 Refer to lines 15–16 ('Whoa, Sister Marry ... had nice legs').
- (a) What tone would the narrator use in these lines? (1)
- (b) Why would the narrator use this tone in these lines? (1)
- 5.2.7 Drawing from your knowledge of the story as a whole, how many times did Renato fail standard 6? (1)
- 5.2.8 One of the themes in 'Class Act' is yearning for acceptance.
- Discuss this theme. (3)
- 5.2.9 Refer to the short story as a whole.
- The mother's decision to buy an oversized tunic for the narrator is justified.
- Discuss your view. (3)

[35]**TOTAL SECTION C: 35**

SECTION D: POETRY

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

- 'The lake isle of Innisfree' by William Butler Yeats
- 'The slave dealer' by Thomas Pringle

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 that follow.
The number of marks allocated to each question serves as a guide to the expected length of your answer.

The lake isle of Innisfree – William Butler Yeats

- 1 I will arise and go now, and go to Innisfree,
- 2 And a small cabin build there, of clay and wattles made:
- 3 Nine bean-rows will I have there, a hive for the honey-bee,
- 4 And live alone in the bee-loud glade.

- 5 And I shall have some peace there, for peace comes dropping slow,
- 6 Dropping from the veils of the morning to where the cricket sings;
- 7 There midnight's all a glimmer, and noon a purple glow,
- 8 And evening full of the linnet's wings.

- 9 I will arise and go now, for always night and day
- 10 I hear lake water lapping with low sounds by the shore;
- 11 While I stand on the roadway, or on the pavements grey,
- 12 I hear it in the deep heart's core.

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

bees; peace; city; nature; lake; world; people; forest

The speaker expresses a profound desire to escape his real (a) ... and relocate to Innisfree, which is a place surrounded by (b) ... The speaker hopes for (c) ... that comes in the morning. Although he stands on the grey pavement, he continues to hear (d) ... water in his silence. (4)

- 6.1.2 Refer to stanza 1

Explain how the speaker's need for food and shelter will be met in Innisfree. (2)

6.1.3 Refer to lines 5–6 ('And I shall have ... the cricket sings;').

(a) What is the speaker's state of mind in these lines?

Substantiate your answer. (2)

(b) Using your own words explain what the speaker means in these lines. (2)

6.1.4 Why does the speaker repeat the phrase "I will arise and go now"? (1)

6.1.5 One of the themes in 'The lake isle of Innisfree' is peacefulness of nature.

Discuss this theme. (3)

6.1.6 The speaker's desire to leave his real world for Innisfree is justified.

Discuss your view. (3)

AND

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

The slave dealer – Thomas Pringle

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

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

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

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

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

31 'Her cry is ever in my ear,
32 And it will not let me pray;
33 Her look I see – her voice I hear –
34 As when in death she lay,
35 And said, "With me thou must appear
36 On God's great Judgment-day!"

37 'Now, Christ from frenzy keep my son!
38 The woeful Widow cried;
39 'Such murder foul thou ne'er hast done –

40 Some fiend thy soul belied! –
41 Nay, Mother! the Avenging One
42 Was witness when she died!

43 ‘The writhing wretch with furious heel
44 I crushed – no mortal nigh;
45 But that same hour her dread appeal
46 Was registered on high;
47 And now with God I have to deal,
48 And dare not meet His eye!’

6.2.1 Describe the time and place where this poem is set. (2)

6.2.2 Refer to lines 3–4 (‘His mother, when ... long-lost son’).

Why is the mother unable to recognise her son?

State TWO points. (2)

6.2.3 Replace the underlined word with a single word to make the following statement TRUE:

The sound device used in “For fierce and fearful was his mood” (line 11) is assonance. (1)

6.2.4 Refer to stanza 4.

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

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

6.2.5 Refer to lines 27– 28 (‘And now all ... from murders’ dye’).

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

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

6.2.6 What do lines 37–38 (Now, Christ from ... woeful widow cried’) reveal about the mother’s character?

Substantiate your answer. (2)

- 6.2.7 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) next to the question number (6.2.7) in
the ANSWER BOOK.

The word “fiend” line 40 refers to ...

- A widow.
- B devil.
- C son.
- D woman.

(1)

- 6.2.8 Refer to lines 41–42 (‘Nay, Mother! the ... when she died’).

Explain the irony in these lines.

(2)

- 6.2.9 The title ‘The slave dealer’ is suitable for this poem.

Discuss your view.

(3)

[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70



NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

ENGLISH FIRST ADDITIONAL LANGUAGE P2 MARKING GUIDELINE

MARKS: 70

TIME: 2½ hours

This marking guideline consists of 21 pages

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines are merely a guide to assess learners' responses.
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) E/ prays at the mountain✓
(b) A/ finds help for Gertrude✓
(c) D/ hit by a lorry ✓
(d) C/gets married in prison✓ (4)
- 1.1.2 This takes place when Kumalo arrives to fetch his sick sister, Gertrude✓, in Claremont/Gertrude's house.✓ (2)
- 1.1.3 It is ironic that Gertrude claims that she does not like Johannesburg and wants to return home, yet she remained there for a long time, with no attempt to go home.✓✓
- NOTE:** Both parts must be included to earn marks. (2)
- 1.1.4 (a) Ashamed/remorseful/regretful ✓ (1)
- (b) She feels guilty and remorseful about the immoral actions she has been involved in while in Johannesburg. (1)
- 1.1.5 Kumalo is caring/ empathetic/ compassionate, ✓he comforts his sister even though he was angry about how she lived in Johannesburg. ✓ (2)
- 1.1.6 Mrs Lithebe gives Gertrude a place to stay with her child✓ and offers them food to eat. ✓ (2)
- 1.1.7 Harrison✓ (1)
- 1.1.8 Open-ended.

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

Yes.

- Kumalo takes it upon himself to go to Johannesburg and look for his sick sister Gertrude, and when he gets there, he makes sure that he finds all his family members.
- Kumalo supports Absalom through prayer when he finds that he will be hanged.
- He takes care of Absalom's wife and child in Ndotsheni.

OR

No.

- Kumalo prioritises his parish and the community of Ndotsheni, which might have led to him ignoring his family.
- He is not proactive in looking for his family in Johannesburg; he waits for Msimangu to write a letter to him.
- Kumalo's absence in Johannesburg leaves Absalom without paternal guidance.

(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 novel.

AND

- | | | | |
|-----|-------|---|-----|
| 1.2 | 1.2.1 | Stephans Kumalo ✓ | (1) |
| | 1.2.2 | He is confused /troubled/ conflicted, ✓ he is unsure if Jarvis will take his condolences letter well, as he believes Mrs Jarvis's death may be linked to the heartache caused by the loss of her son, Arthur, who was killed by Kumalo's son. ✓ | (2) |
| | 1.2.3 | (a) Metaphor ✓ | (1) |
| | | (b) Kumalo battles with his conscience just like someone wrestling with a physical opponent, ✓ showing his intense mental struggle with a tough decision of whether to write the letter or not. ✓ | (2) |
| | 1.2.4 | Kumalo writes the letter to express his condolences and compassion to James ✓ after James lost his wife. ✓ | (2) |
| | 1.2.5 | B/ build a church in Ndotsheni. ✓ | (1) |
| | 1.2.6 | • Jarvis helps by sending an agricultural demonstrator to teach people of Ndotsheni modern farming methods. ✓ | |

- He arranges milk supplies for the children to improve their health. ✓ (2)

1.2.7 The discussion of the theme of sympathy should include the following points, **among others**:

- Stephen Kumalo writes a letter of condolences to James Jarvis after the death of Mrs Jarvis, expressing his sympathy and sorrow.
- James Jarvis provides milk to the children of Ndotsheni after noticing their poor health and malnutrition during his visit to the valley.
- Stephen Kumalo sympathises with Absalom by praying for him when he learns that Absalom will be executed and that there will be no mercy granted to him. (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 novel.

1.2.8 Open-ended.

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

Yes.

- James Jarvis experiences deep personal loss when his son, Arthur Jarvis, is shot and killed during a house robbery in Johannesburg.
- Jarvis regrets that he struggled to connect with his son while he was still alive, and he realises that he did not fully understand his son's view about social justice.
- Jarvis also loses his wife, Margaret Jarvis, and is left alone.

OR

No.

- James Jarvis is wealthy and has sufficient resources that he shares with other disadvantaged people of Ndotsheni.
- James is fortunate that his late son lived a meaningful and impactful life, unlike Kumalo's son.
- He is a powerful man and believes in the development of the community; even after his wife's passing, he builds the church at Ndotsheni.

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 response must be grounded in the novel. (3)

TOTAL SECTION A: 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) E/ takes a walk every Sunday ✓
(b) C/ believes science must follow morality ✓
(c) A/ is bothered by his duality ✓
(d) B / a respected member of parliament ✓ (4)
- 2.1.2 The extract takes place when Utterson asks Poole about Hyde/ Mr Utterson searches for Hyde ✓ at Dr Jekyll's house. ✓ (2)
- 2.1.3 (a) Personification ✓ (1)
(b) Just like a person would sit on a chair, so is Hyde's face in Utterson's mind ✓ to emphasise the intense, haunting presence of Hyde. ✓ (2)
- 2.1.4 The laboratory door is a secret entrance ✓ for Hyde not to be seen accessing Dr Jekyll's house. ✓ (2)
- 2.1.5 Utterson is worried/concerned ✓ because he feels that Dr Jekyll is in trouble and needs help from a friend. ✓ (2)
- 2.1.6 Denman ✓ (1)
- 2.1.7 Open-ended.

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

Yes.

- Poole does not disclose information about the relationship between Dr Jekyll and Hyde when Utterson asks him about the connection between Hyde and Dr Jekyll.
- Poole runs Dr Jekyll's errands without sharing them with anyone.
- When Dr Jekyll wants Lanyon to help him, he sends instructions to his servant Poole and, like a trustworthy servant, Poole ensures that Lanyon accesses Dr Jekyll's laboratory.

OR

No.

- Poole reveals to Utterson that Hyde has a key to Dr Jekyll's door, which links Dr Jekyll to Hyde.
- He discloses that Dr Jekyll has given them an instruction that they must obey and respect Hyde.
- Poole affirms to Utterson that Dr Jekyll trusts Hyde, which makes Utterson suspicious about the link between Jekyll and Hyde. (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 response must be grounded in the novel.

AND

- 2.2 2.2.1. Hyde✓ (1)
- 2.2.2 C/invent Hyde ✓ (1)
- 2.2.3 Dr Jekyll is determine/persistent ✓, he is determined or resolute in his efforts to get his drugs from the presses of his cabinet in the laboratory despite being unable to get them by himself.✓ (2)
- 2.2.4 (a) Anxious/fearful ✓ (1)
- (b) Dr Jekyll fears that his own servants will send him to be punished if they see him entering using the house door. ✓ (1)
- (c) Dr Jekyll (who is also Hyde) is on the run because Hyde murdered Sir Carew✓ and the police are looking for him. ✓ (2)
- 2.2.5 It is ironic that Dr Jekyll thinks of getting help from Lanyon with regard to the experiment, yet Lanyon opposed the experiment from the beginning. ✓✓
- NOTE: Both parts must be included to earn marks. (2)
- 2.2.6 Dr Jekyll instructs Dr Lanyon to go to his house and take a drawer with powder, a phial and a paper book to Cavendish square. ✓
At midnight he instructs him to open for a man who will say he is Dr Jekyll and place the drawer into the man's hand. ✓ (2)
- 2.2.7 The discussion of the theme of viciousness should include the following points, among others:
- Hyde's vicious nature is shown when he tramples a young girl in the street and instead of apologising, he simply uses money to silence her family.
 - Hyde's brutality becomes even more evident when he murderously attacks Sir Danvers Carew, beating him to death in a savage and unprovoked manner.
 - Dr Jekyll's viciousness is shown through his unethical use of science, where he creates Hyde knowing he represents his darkest and most dangerous side.
- (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 novel.

2.2.8 Open-ended.

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

Yes.

- When Dr Jekyll wants help with his experiment, Lanyon avails himself to help even though he does not support the experiment.
- He also respects Jekyll's freedom to pursue his experiments and does not interfere, even when he disapproves.
- Lanyon does not stop worrying about Jekyll's behaviour, which shows he is a caring friend.

OR

No.

- Dr Lanyon breaks his friendship with Jekyll because he does not agree with his scientific beliefs.
- Lanyon knows that Dr Jekyll's experiment will get him in trouble and does not want to associate himself with it.
- He tells Utterson that he wants nothing more to do with Jekyll, showing that he prefers to cut ties rather than to maintain the friendship.

(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 well substantiated. The candidate's response must be grounded in the novel.

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

QUESTION 3: *MACBETH*

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

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

- 3.1 3.1.1 (a) D/ threat to Macbeth's throne ✓
 (b) C/leads Scottish rebel forces ✓
 (c) E/ his ghost haunts Macbeth ✓
 (d) A/ murdered at Macbeth's Inverness ✓ (4)
- 3.1.2 Ambitious/ expectant, ✓ Macbeth is already thinking about being king, showing he is hungry for power/Macbeth is anticipating the prophecy's fulfilment, thinking it could happen. ✓ (2)
- 3.1.3 The previous Thane of Cawdor is sentenced to death for treason, ✓ and Macbeth is bestowed this title by the king as a reward for his bravery and loyalty in the battle. ✓ (2)
- 3.1.4 Cautious/wise, ✓ it is evident from his warning to Macbeth that he thinks the witches may deceive them, indicating his wise nature and awareness of potential danger. ✓ (2)
- 3.1.5 Macbeth ✓ (1)
- 3.1.6 B/ lost in thought ✓ (1)
- 3.1.7 The discussion of the theme of betrayal of order and its consequences should include the following points, **among others:**
 • Macbeth feels intense guilt immediately after killing King Duncan, marked by his inability to say "Amen" and the phrase "Macbeth does murder sleep".
 • After the death of Banquo, Macbeth sees Banquo's ghost, symbolising his guilt and paranoia.
 • Lady Macbeth also struggles with guilt, ultimately succumbing to madness and sleepwalking. (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 drama.

3.1.8 Open-ended.

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

- The witches' prophecy ignites Macbeth's desire for power, setting him on a path of killing and destruction.
- The witches use ambiguous language, leading Macbeth to misinterpret their words and make fatal decisions.
- The witches' involvement creates an atmosphere of inevitability, making Macbeth feel destined for greatness, so more likely to commit crimes.

OR

No.

- His ambition for power is the root cause of his downfall.
- Macbeth chooses to act on prophecy, making his own decisions and bearing responsibility for them.
- Lady Macbeth's provocations and emotional manipulation play a significant role in Macbeth's actions.

(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 The place is Lady Macbeth's place or place/Inverness, ✓when the Doctor and Gentlewoman witness Lady Macbeth's sleepwalking and guilt-ridden behaviour. ✓ (2)
- 3.2.2 Rubbing her hands (with increasing intensity) ✓
Pacing frantically ✓
Staring at her hands ✓
- NOTE:** Accept any other relevant actions. (2)
- 3.2.3 (a) Curiosity/concern/puzzled. ✓ (1)
- (b) Doctor is puzzled by Lady Macbeth's utterances and actions, hinting at her involvement in King Duncan's murder. ✓ (1)
- 3.2.4 They were brutally murdered by murderers sent by Macbeth. ✓ (1)

- 3.2.5 It is ironic that Lady Macbeth, who earlier belittled Macbeth's concerns about blood on his hands (saying "A little water clears us of this deed"), yet finds herself haunted by the indelible stain on her own hand. ✓✓ (2)

NOTE: Both parts must be included to earn marks.

- 3.2.6 (a) Hyperbole (1)
- (b) Lady Macbeth uses exaggeration by stating that even the finest perfumes of Arabia are insufficient to remove the stench of blood, ✓emphasising the overwhelming guilt or burden of her conscience. ✓ (2)

- 3.2.7 She would not sacrifice her morality and peace of mind, ✓even if it meant gaining the highest honours and dignity. ✓ (2)

- 3.2.8 Open-ended.

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

Yes.

- She is a product of her time, influenced by societal expectations and her husband's ambitions, which contribute to her evil actions.
- Her guilt and paranoia lead to sleepwalking, hallucinations and consequently her death, evoking sympathy.
- Her character's descent into madness and despair is a tragic consequence of her choices; this again warrants sympathy.

OR

No.

- She pushes Macbeth into committing murder, showing a ruthless side.
- Her initial confidence and lack of empathy for the King and others suggest cruelty, then she does not deserve sympathy.
- She is accountable for her actions, and her eventual breakdown might be seen as a consequence of her choices rather than an excuse for sympathy (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.

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

- 4.1 4.1.1 (a) B/ believes in the Confucius✓
(b) A/ is a domestic worker✓
(c) E/ a debate team captain ✓
(d) C/ lives with his grandmother✓ (4)
- 4.1.2 This takes place after the interschool debate✓ at Zolile High School.✓ (2)
- 4.1.3 Mr M wants Thami to participate and win the Standard Bank literature quiz competition✓ and get a full university scholarship to further his studies. ✓ (2)
- 4.1.4 Thami is frustrated /conflicted/ irritated/ annoyed ✓he feels Mr M does not treat him like a matured individual/ he is irritated by the lack of independence Mr M gives him/ he is annoyed that Mr M thinks he knows what is best for him and does not ask for his opinion. ✓ (2)
- 4.1.5 (a) Excited ✓ (1)
- (b) Thami is excited that Isabel's school is so advanced that it has a school newspaper. ✓ (1)
- 4.1.6 The discussion of the theme of rebellion should include the following viewpoints, **among others**:
- Thami is rebellious towards Mr M's teachings when he decides to drop out of school and join the boycott.
 - Thami rebels against his parents' wishes of being educated and not be distracted in his studies.
 - Isabel is rebellious against societal norms by befriending Thami, who is black and yet she is white. (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 drama.

4.1.7 Open-ended.

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

Yes.

- When reprimanded by Thami for using the word 'riot', Isabel comes to understand black people have no freedom of speech and live in constant fear.
- She also realises, through Mr M not allowing Thami to express his views, that black people are also oppressed by their own culture
- Isabel is told by Thami that school does not mean the same to them as black people as it does to white people, to expose the unequal education black people experienced under apartheid South Africa.

OR

No.

- When Thami tells Isabel that he does not want to be seen with a white person by the comrades, she does not understand why the fight for liberation should affect her friendship with Thami.
- Isabel does not understand why Thami does not want to go to university and further his studies.
- Isabel struggles to comprehend why the comrades are outraged that Mr M has given the police names of comrades and refuses to support the school boycott.

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. (3)

AND

- 4.2 4.2.1 It is ironic that Mr M's rhetorical question to Thami suggests he does not support Bantu education, yet he is actively participating in it as a teacher. ✓✓

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

- 4.2.2 (a) Hyperbole / exaggeration ✓ (1)
- (b) Mr M uses hyperbole when he says he has mentioned his dislike for Bantu Education a thousand times, ✓ to emphasise the frequency and frustration. ✓

OR

Mr M uses hyperbole when he asks if Thami had put fingers in his ears ✓ to emphasise Thami's failure to hear him. ✓ (2)

- 4.2.3 Samuel ✓ (1)
- 4.2.4 (a) Mr M is confident/ boastful/ self-assured ✓ he strongly believes that, despite the inferior education Thami is exposed to, he managed to liberate Thami's mind. ✓ (2)
- (b) Mr M should move closer to Thami. ✓
Look him straight in the eyes ✓
Point at Thami. ✓

NOTE: Accept any other relevant actions. (2)

- 4.2.5 C/ speaks fluently ✓ (1)

- 4.2.6 The comrades accuse Mr M of being an informer ✓ and they decide to march to the school and burn it down if they find Mr M in it. ✓ (2)

- 4.2.7 He feels that his relationship with Isabel is compromising his relationship with comrades and his involvement in the fight for liberation/ does not want to be seen by the comrades with Isabel. ✓ (1)

- 4.2.8 Open-ended.

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

Yes.

- Mr M's interschool debate advocates for equality because it brings together black and white students to compete on an equal footing.
- Mr M allows the learners of Zolile High to vote for the winner of the debate as a way of exercising the right to vote that was only given to white people at that time.
- Mr M gives Thami and Isabel equal tasks during the literature quiz preparation; neither is no one more superior to the other.

OR

No.

- He respects Isabel's opinion, whereas he makes decisions for Thami, which shows he does not treat them equally.
- He teaches Bantu Education, which is an inferior education given to blacks only.
- He does not join the boycott as a way of fighting for equality.

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

(3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 5

NOTE: Candidates are required to answer **BOTH** questions set on the **TWO** short stories they have studied, i.e. **QUESTIONS 5.1 AND 5.2.**

QUESTION 5.1: 'REJECTION' by Mariama Bâ

- 5.1 5.1.1 (a) D/ rejects Tamsir's marriage proposal. ✓
 (b) C/ takes a second wife. ✓
 (c) B/ she divorces her husband.
 (d) E/ Binetou's friend and classmate ✓ (4)
- 5.1.2 At the narrator's or Modou's place ✓ when 3 men (Tamsir, Modou, Mawdo Ba and Imam) visit the narrator to inform her that Modou has married a second wife. ✓ (2)
- 5.1.3 The narrator means that she replayed her relationship in her mind/ reflect on her relationship, ✓ trying to pinpoint the exact moment when things went wrong/ how her husband could shockingly take a second wife. ✓ (2)
- 5.1.4 Self-control/Resilience/Pride, ✓ She can compose herself and manage her emotions despite being deeply upset by the news of Modou taking a second wife/She is determined not to give her visitors the satisfaction of seeing her distress. ✓ (2)
- 5.1.5 twelve ✓ (1)
- 5.1.6 The narrator has just been informed that her husband has married Bineto (a young girl who is a friend to her daughter), ✓ yet the narrator ✓ refers to him as 'a good father and good husband'. ✓ (2)
- 5.1.7 Aissatou's ex-husband. (1)
- 5.1.8 Open-ended.

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

Yes.

- Binetou is friends with Dabo and visits her home, gaining trust, while secretly being in a relationship with her father. This suggests a manipulative nature.
- Binetou does not reveal her affair with Modou to her friend, indicating she is aware of the deceit and is manipulative.
- She seeks advice from Dabo about her relationship and gives her a partial truth about the marriage plans.

OR

No.

- Binetou's youth and potential vulnerability make her more likely to be a victim of circumstance, possibly pressured into marriage with Modou due to financial difficulties and/or family pressures.
- Her silence about the affair could be due to fear of losing her friendship with Dabo.
- Binetou's actions might be driven by desperation and desire for security, rather than manipulative intentions, given her age. (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 story.

AND

5.2 'CLASS ACT' by Namhla Tshisana

- 5.2.1 B/ teasing the narrator ✓ (1)
- 5.2.2 Aunt Connie refuses to fix the tunic because she does not want to use white cotton, as it would be visible and make the blue tunic look untidy. ✓ (1)
- 5.2.3 (a) Hyperbole/ exaggeration (1)
- (b) The shortness of the tunic is exaggerated to the size of three fingers ✓ to show that the tunic is extremely short. ✓ (2)
- 5.2.4 The narrator is embarrassed/self-conscious; she is uncomfortable with her knock -knees and feels that everyone is focusing on her appearance, particularly her thighs and knock-knees. ✓ (2)
- 5.2.5 The mother believes that the narrator is yet to grow, so she does not want the tunic to quickly outgrow her. ✓
She does not want to buy another tunic in standard 7 and 8. ✓ (2)
- 5.2.6 (a) Sarcastic/ mockery/ teasing ✓ (1)
- (b) She is mocking the narrator because of the change of look; thus, from looking like a nun to showing off her thighs. ✓ (1)
- 5.2.7 Three times ✓ (1)
- 5.2.8 The discussion of the theme of yearning for acceptance should include the following viewpoints, **among others**:
- The narrator feels that she does not fit in and thinks the popular girls at school do not see her as "good enough".
 - In her attempt to be accepted by other learners, she tries to get her big tunic fixed so that she can look like the rest of the girls.
 - Her efforts to fit in fail when her sister makes the tunic too short, which subjects her to further embarrassment and intensifies her longing for acceptance.

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)

5.2.9 Open-ended.

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

Yes.

- The mother ensures she won't have to spend money on a new tunic for the upcoming years, as the narrator will eventually "grow into it".
- The appearance of the uniform is secondary to the fact that the child has a uniform; the mother's priority is for her child to have a uniform, which is a requirement for attendance.
- The oversized tunic is a way of managing limited resources wisely, while ensuring that her child's school needs are met.

OR

No.

- The mother's decision leads to the narrator being a victim of being bullied at school.
- The oversized tunic draws unwanted attention, affecting the narrator's confidence and emotional well-being.
- Even when the narrator tries to get the tunic fixed, she gets more embarrassed and humiliated.

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

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions.

QUESTION 6.1: The lake isle of Innisfree' by William Butler Yeats

- 6.1 6.1.1 (a) world ✓
 (b) nature ✓
 (c) peace ✓
 (d) lake ✓ (4)
- 6.1.2 The speaker will use the nine rows of beans as his source of food ✓ and the small cabin built of clay and wattle for shelter. ✓ (2)
- 6.1.3 (a) The speaker is hopeful/optimistic/longing ✓ he is envisioning finding peace in Innisfree/ he is optimistic about finding peace in Innisfree. ✓ (2)
- (b) He wants to live alone in a quiet, natural, unspoiled area filled with nature and no human noise ✓ where only the buzzing of bees can be heard. ✓ (2)
- 6.1.4 To emphasise the urgency of the speaker's intention to go to Innisfree. ✓ (1)
- 6.1.5 The discussion of the theme of the peacefulness of nature that nature provides should include the following viewpoints, **among others**:
- The speaker intends to go to Innisfree, which is described as a place full of nature and is peaceful; even the sound of the bees does not distract the speaker but rather shows the peacefulness of nature.
 - The midnight is bright and shiny, and the noon has a purple glow, which shows there is peace.
 - The sound of the lake brings an image of calmness and peace, showing nature is peaceful. (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 poem.

6.1.6 Open-ended.

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

Yes.

- The speaker yearns for solitude and inner peace.
- He perceives Innisfree as a tranquil space where peace "comes dropping slow," and where the gentle sounds of nature, such as the bees, contribute to a soothing and restorative atmosphere.
- The speaker derives emotional comfort from the natural world, and the continuous memory of the "lake water lapping" indicates a deep longing to escape the urban setting and find genuine peace in Innisfree.

OR

No.

- The speaker's desire may be impractical, as complete isolation is unrealistic; human beings generally require social interaction and support to survive.
- His plan for a simple, self-sufficient lifestyle overlooks essential resources found in his current location.
- The natural environment he idealises may not be entirely peaceful, as the "bee-loud glade" suggests a level of noise that could eventually disturb him and undermine the tranquillity he seeks.

NOTE:

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

(3)

AND

QUESTION 6.2: 'The slave dealer' by Thomas Pringle

- 6.2 6.2.1 At the slave dealer's home, ✓ as he returns guilt-ridden for mistreating slaves. ✓ (2)
- 6.2.2 The mother is unable to recognise her son due to his changed appearance (face and body) because of the hard life he has led. ✓ (2)
- 6.2.3 alliteration ✓ (1)
- 6.2.4 (a) Remorseful /regretful ✓ (1)
- (b) He is ashamed that blood was not shed in battle, which is a noble fight, but rather in a cruel and unjust act (the act of killing an innocent woman). ✓ (1)
- 6.2.5 (a) Hyperbole/Metaphor ✓ (1)
- (b) The speaker exaggerates by saying that even the whole ocean can't wash away his guilt, ✓ emphasising the depth of his sin. ✓ (hyperbole) (1)

OR

Just as dye is permanent, ✓ so is the speaker's guilt, emphasising its irreversibility. ✓ (metaphor) (2)

- 6.2.6 The mother is compassionate /caring ✓ she is concerned about the well-being/ spiritual being of her son despite his wrongdoings. ✓ (2)
- 6.2.7 B/devil. ✓ (1)

- 6.2.8 It is ironic that he acknowledges God's witness, implying God saw his violent act/ God's disapproval of the act, yet he goes ahead with the killing anyway. ✓✓

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

- 6.2.9 Open-ended.

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

Yes.

- The title directly indicates the subject of the poem, a person involved in the slave trade.
- The poem exposes the violence and dehumanization done by the speaker, who worked as a slave dealer.
- He admits to whipping a woman brutally ("with every stroke I left a gash"), which clearly shows his role as a slave dealer.

OR

No.

- The poem focuses more on guilt than on slave dealing itself.
- The poem focuses on the speaker's confession to his mother and his fear of God's judgment, which is more about inner conflict than slave trading.
- It dwells more on the speaker's relationship with his mother than slave dealing.

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

(3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70