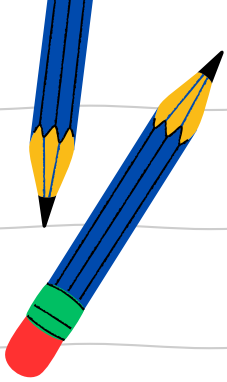

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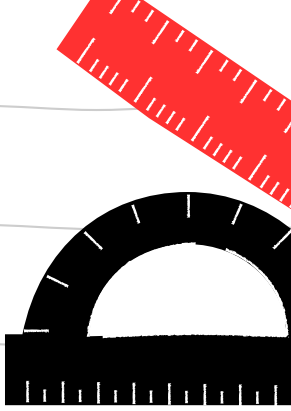
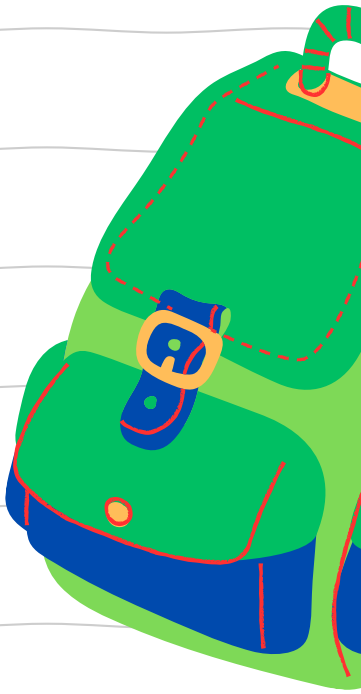


MATRIC EXAM REVISIONS

ENGLISH FAL PAPER 2 (2020)

QUESTION PAPER



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2020

MARKS: 70

TIME: 2 hours

This question paper consists of 27 pages.

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INSTRUCTIONS AND INFORMATION

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

1. Do NOT attempt to read the entire question paper. Consult the TABLE OF CONTENTS on the next page and mark the numbers of the questions set on the texts you have studied this year. Read these questions carefully and answer as per the instructions.

2. This question paper consists of FOUR sections:

SECTION A: Novel	(35)
SECTION B: Drama	(35)
SECTION C: Short stories	(35)
SECTION D: Poetry	(35)

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

   SECTION A: NOVEL
   Answer the question on the novel you have studied.

   SECTION B: DRAMA
   Answer the question on the drama you have studied.

   SECTION C: SHORT STORIES
   Answer the questions set on BOTH short stories.

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

   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. Suggested time management: Spend approximately 60 minutes on each section.

8. Write neatly and legibly.

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TABLE OF CONTENTS

SECTION A: NOVEL **Answer ANY ONE question.**		
QUESTION NO.	**MARKS**	**PAGE NO.**
1. *Cry, the Beloved Country*	35	5
2. *Strange Case of Dr Jekyll and Mr Hyde*	35	9
SECTION B: DRAMA **Answer ANY ONE question.**		
3. *Macbeth*	35	13
4. *My Children! My Africa!*	35	17
SECTION C: SHORT STORIES **Answer the questions set on BOTH extracts.**		
5.1 'Village people'	17	21
AND		
5.2 'Transforming moments'	18	22
SECTION D: POETRY **Answer the questions set on BOTH poems.**		
6.1 'Spring'	18	24
AND		
6.2 'Poem'	17	26

CHECKLIST

NOTE:

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

SECTIONS	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A: Novel	1–2	1	
B: Drama	3–4	1	
C: Short stories	5	1	
D: Poetry	6	1	

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

SECTION A: NOVEL

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

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

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

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

1.1 **EXTRACT A**

[Stephen Kumalo and Father Vincent have a conversation about Absalom.]

So they rose to separate, and Father Vincent put his hand on the old man's arm. Be of good courage, he said. Whatever happens, your son will be severely punished, but if his defence is accepted, it will not be the extreme punishment. And while there is life, there is hope for amendment of life.

– That is now always in my mind, said Kumalo. But my hope is little.

– Stay here and speak with me, said Father Vincent.

– And I must go, said the young white man. But umfundisi, I am ready to help if my help is needed.

When the young man had gone, Kumalo and the English priest sat down, and Kumalo said to the other, You can understand that this has been a sorrowful journey.

– I understand that, my friend.

– At first it was a search. I was anxious at first, but as the search went on, step by step, so did the anxiety turn to fear, and this fear grew deeper step by step. It was at Alexandra that I first grew afraid, but it was here in your house, when we heard of the murder, that my fear grew into something too great to be borne.

The old man paused and stared at the floor, remembering, indeed quite lost in remembering.

[Book 1, Chapter 15]

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) John Kumalo	A accidentally killed when stepping into traffic
(b) Mrs Lithebe	B a servant at the home of Arthur Jarvis
(c) Michael Mpanza	C a good speaker, able to sway people
(d) Richard Mpiring	D agricultural demonstrator sent to Ndotsheni
	E offers Stephen Kumalo a room

(4 x 1) (4)

1.1.2 Refer to lines 2–4 ('Whatever happens, your ... amendment of life').

(a) What is the 'defence' that Father Vincent is referring to? (2)

(b) Explain what Father Vincent means by 'And while there is life, there is hope for amendment of life.' (2)

1.1.3 How does the young white man (lines 7−8) help Stephen Kumalo?

State TWO points. (2)

1.1.4 Refer to lines 13–15 ('At first it … step by step').

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

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

1.1.5 One of the themes in the novel is comfort in despair.

Discuss how this theme is relevant to Stephen Kumalo. (3)

1.1.6 Msimangu demonstrates his human principles when Stephen Kumalo is in Johannesburg.

Discuss your view. (3)

AND

1.2 **EXTRACT B**

[Stephen Kumalo goes to the house of Smith's daughter.]

– The mistress of the house is out, the daughter of uSmith. But she will soon be returning, and you may wait for her if you wish.
Jarvis dismissed the boy and waited till he was gone.
– I know you, umfundisi, he said.
The suffering in the old man's face smote him, so that he said, Sit down, umfundisi. Then the old man would be able to look at the ground, and he would not need to look at Jarvis, and Jarvis would not need to look at him, for it was uncomfortable to look at him. So the old man sat down and Jarvis said to him, not looking at him, There is something between you and me, but I do not know what it is.
– Umnumzana.
– You are in fear of me, but I do not know what it is. You need not be in fear of me.
– It is true, umnumzana. You do not know what it is.
– I do not know but I desire to know.
– I doubt if I could tell it, umnumzana.
– You must tell it, umfundisi. Is it heavy?
– It is very heavy, umnumzana. It is the heaviest thing of all my years.
He lifted his face, and there was in it suffering that Jarvis had not seen before. Tell me, he said, it will lighten you.

[Book 2, Chapter 8]

1.2.1 Why is the following statement FALSE?

Kumalo goes to Barbara Smith's house in search of Gertrude. (1)

1.2.2 From where does James Jarvis know Stephen Kumalo (line 4)? (1)

1.2.3 Refer to line 5 ('The suffering in the old man's face smote him').

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

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

1.2.4 Refer to line 11 ('Umnumzana').

Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.4) in the ANSWER BOOK.

'Umnumzana' means …

A sir.
B lad.
C man.
D dad. (1)

1.2.5 Refer to line 18 ('It is very … all my years').

(a) Explain why Kumalo says, 'It is the heaviest thing of all my years.' (2)

(b) What is Jarvis's reaction when Kumalo tells him what the heaviest thing is?

State TWO points. (2)

1.2.6 Refer to line 20 ('Tell me, he … will lighten you').

Explain the irony in Jarvis's words. (2)

1.2.7 Explain what this extract reveals about Jarvis's character.

Substantiate your answer. (2)

1.2.8 Mrs Kumalo plays a significant role in this novel.

Discuss your view. (3)
[35]

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

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

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

2.1 EXTRACT C

[Utterson and Enfield are discussing the story of the door.]

Though even that, you know, is far from explaining all, he added, and with the words fell into a vein of musing.

From this he was recalled by Mr Utterson asking rather suddenly: 'And you don't know if the drawer of the cheque lives there?'

'A likely place, isn't it?' returned Mr Enfield. 'But I happened to have noticed his address; he lives in some square or other.'

'And you never asked about – the place with the door?' said Mr Utterson.

'No, sir: I had a delicacy,' was the reply. 'I feel very strongly about putting questions; it partakes too much of the style of the day of judgement. You start a question, and it's like starting a stone. You sit quietly on the top of a hill; and away the stone goes, starting others; and presently some bland old bird (the last you would have thought of) is knocked on the head in his own backgarden and the family have to change their name. No, sir, I make it a rule of mine: the more it looks like Queer Street, the less I ask.'

'A very good rule too,' said the lawyer.

'But I have studied the place for myself,' continued Mr Enfield. 'It seems scarcely a house.'

[Story of the door]

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) Lanyon	A a large, well-made, smooth-faced man
(b) Utterson	B an aged, beautiful and white-haired man
(c) Jekyll	C a pale, dwarfish, disgusting and loathsome man
(d) Carew	D a hearty, healthy, dapper, red-faced man
	E a lean, long, dusty, dreary man

(4 x 1) (4)

2.1.2 Mr Enfield tells Mr Utterson a very 'odd story' before this extract. What is 'odd' about this story? (2)

2.1.3 Refer to line 5 (' "A likely place, …" returned Mr Enfield').

Why does Mr Enfield believe it is unlikely that 'the drawer of the cheque lives there'? (2)

2.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.4) in the ANSWER BOOK.

Mr Enfield calls 'the place with the door' (line 7) ... House.

A Gloomy
B Mysterious
C Blackmail
D Servant's (1)

2.1.5 Refer to lines 9–10 ('You start a … starting a stone').

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

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

2.1.6 One of the themes in the novel is curiosity.

Discuss how this theme is relevant to Mr Utterson and Dr Jekyll. (3)

2.1.7 Dr Lanyon is sympathetic towards Dr Jekyll.

Discuss your view. (3)

AND

2.2 EXTRACT D

[Mr Utterson and Poole are 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.

'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.'

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?
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 Why is the following statement FALSE?

When the lawyer opens the envelope, he finds the will as well as a note from Dr Lanyon. (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 Mr Utterson deliberately fails to take action against Dr Jekyll's involvement with Mr Hyde.

Discuss your view. (3)
[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

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

Answer the question 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

[Duncan and some noblemen pay Macbeth a visit.]

MACBETH: My dearest love,
Duncan comes here to-night.
LADY M: And when goes hence?
MACBETH: Tomorrow, as he purposes.
LADY M: O never
Shall sun that morrow see!
Your face, my Thane, is as a book where men
May read strange matters. To beguile the time,
Look like the time; bear welcome in your eye,
Your hand, your tongue. Look like the innocent flower,
But be the serpent under't. He that's coming
Must be provided for; and you shall put
This night's great business into my dispatch;
Which shall to all our nights and days to come
Give solely sovereign sway and masterdom.
MACBETH: We will speak further.
LADY M: Only look up clear;
To alter favour ever is to fear;
Leave all the rest to me.
Exeunt.

Before Macbeth's castle. Hautboys and torches.
Enter Duncan, Malcolm, Donalbain, Banquo, Lennox, Macduff, Ross, Angus and Attendants.

DUNCAN: This castle hath a pleasant seat; the air
Nimbly and sweetly recommends itself
Unto our gentle senses.

BANQUO: This guest of summer,
The temple-haunting martlet, does approve
By his loved masonry that the heaven's breath
Smells wooingly here. No jutty, frieze,
Buttress, nor coign of vantage, but this bird
Hath made his pendent bed and procreant cradle;
Where they most breed and haunt, I have observed
The air is delicate.

[Act 1 Scenes 5 and 6]

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)	Inverness	A	Duncan's grave
(b)	Fife	B	Macbeth's castle
(c)	Colme-kill	C	Macbeth's coronation
(d)	Scone	D	Macduff's castle
		E	Banquo's castle

(4 x 1) (4)

3.1.2 Why does Duncan visit Macbeth? (1)

3.1.3 Refer to lines 5–6 ('O never Shall ... that morrow see!').

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

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

3.1.4 Explain why Lady Macbeth makes reference to Macbeth's face in lines 7−8 ('Your face, my … read strange matters').

Substantiate your answer. (2)

3.1.5 State TWO ways in which Duncan will be 'provided for' (line 12). (2)

3.1.6 What do the words 'We will speak further' (line 16) reveal about Macbeth's state of mind at this point in the play?

Substantiate your answer. (2)

3.1.7 Explain the irony in Banquo's words, 'This guest of ... martlet, does approve' (lines 27−28). (2)

3.1.8 Macbeth is a tragic hero.

Discuss your view. (3)

AND

3.2 **EXTRACT F**

[Ross and Lady Macduff discuss Macduff's absence.]

LADY M: What had he done, to make him fly the land?
ROSS: You must have patience, madam.
LADY M: He had none.
His flight was madness. When our actions do not,
Our fears do make us traitors.
ROSS: You know not
Whether it was his wisdom or his fear.
LADY M: Wisdom! To leave his wife, to leave his babes,
His mansion and his titles, in a place
From whence himself does fly? He loves us not;
He wants the natural touch. For the poor wren,
The most diminutive of birds, will fight,
Her young ones in her nest, against the owl.
All is the fear and nothing is the love;
As little is the wisdom, where the flight
So runs against all reason.
ROSS: My dearest coz,
I pray you, school yourself. But, for your husband,
He is noble, wise, judicious, and best knows
The fits o'th' season. I dare not speak much further;
But cruel are the times, when we are traitors
And do not know ourselves; when we hold rumour
From what we fear, yet know not what we fear,
But float upon a wild and violent sea
Each way and move. I take my leave of you,
Shall not be long, but I'll be here again.
Things at the worst will cease, or else climb upward
To what they were before. My pretty cousin,
Blessing upon you!

[Act 4 Scene 2]

3.2.1 In lines 3−5, Lady Macduff says, 'He had none … make us traitors.'

If you were the director of this play, what would you tell Lady Macduff to do when saying these lines?

State TWO points. (2)

3.2.2 Refer to lines 11−13 ('For the poor ...against the owl').

(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 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.2.3) in the ANSWER BOOK.

When Ross says, 'I pray you, school yourself' (line 18), he means that Lady Macduff must ... herself.

A spoil
B bathe
C compose
D beautify (1)

3.2.4 Refer to lines 21−23 ('But cruel are ... what we fear').

Explain in what way Macbeth's rule negatively affects the people of Scotland.

State TWO points. (2)

3.2.5 What does this extract reveal about Ross' character?

Substantiate your answer. (2)

3.2.6 Why is the following statement FALSE?

Macduff's family is killed immediately after his failure to attend Macbeth's banquet. (1)

3.2.7 One of the themes in the play is the reversal of values.

Discuss how this theme is relevant to Macbeth. (3)

3.2.8 Macduff is the true hero in this play.

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 is talking to Isabel and Thami.]

THAMI:	Hi folks. Sorry I'm late.	
ISABEL:	I've just got here myself. Mr M is the one who's been waiting.	
THAMI:	Sorry, teacher. The game went into extra time.	
ISABEL:	Did you win?	
THAMI:	No. We lost one-nil.	5
ISABEL:	Good.	
THAMI:	But it was a good game. We're trying out some new combinations and they nearly worked. The chaps are really starting to come together as a team. A little more practice, that's all we need.	
ISABEL:	Hear that, Mr M? What did I tell you? And look at him. Smiling! Happy! Even in defeat, a generous word for his team-mates.	10
THAMI:	What's going on?	
ISABEL:	Don't try to look innocent, Mbikwana. Your secret is out. Your true identity has been revealed. You are a good loser, and don't try to deny it.	15
THAMI:	Me? You're wrong. I don't like losing.	
ISABEL:	It's not a question of liking or not liking, but of being able to do so without a crooked smile on your face, a knot in your stomach and murder in your heart.	
THAMI:	You lost your game this afternoon.	20
ISABEL:	Whatever made you guess! We were trounced. So be careful. I'm looking for revenge.	
MR M:	Good! Then let's see if you can get it in the arena of English literature. What do we deal with today?	
THAMI:	Nineteenth-century poetry.	25

[Act 1 Scene 5]

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)	Mr Grobbelaar	A	Thami's class mate
(b)	Stephen Gaika	B	debating team member
(c)	Mr Pienaar	C	a school inspector
(d)	Cathy Bullard	D	principal of Zolile High
		E	mayor of Camdeboo

(4 x 1) (4)

4.1.2 In line 12, Thami asks, 'What's going on?'

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

State TWO points. (2)

4.1.3 Refer to lines 17–19 ('It's not a … in your heart').

What is Isabel's definition of a 'good loser'? Use your OWN words. (2)

4.1.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.1.4) in the ANSWER BOOK.

When Isabel says that she is looking for revenge (lines 21−22), she means that she wants to beat …

A her opponents at hockey.
B Thami at the debate.
C Thami at the revision.
D her opponents in the quiz. (1)

4.1.5 Refer to lines 23–24 ('Then let's see … of English literature').

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

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

4.1.6 One of the themes in the play is conflict.

Discuss how this theme is relevant to Thami. (3)

4.1.7 Isabel can be admired.

Discuss your view. (3)

AND

4.2 EXTRACT H

[Thami comes to warn Mr M.]

MR M:	You've already done that and I've already told you that you are wasting your breath. Now take your stones and go. There are a lot of unbroken windows left.	
THAMI:	I'm not talking about the bell now. It's more serious than that.	
MR M:	In my life nothing is more serious than ringing the school bell.	5
THAMI:	There was a meeting last night. Somebody stood up and denounced you as an informer. *[Pause. Thami waits. Mr M says nothing]* He said you gave names to the police. *[Mr M says nothing]* Everybody is talking about it this morning. You are in big danger.	
MR M:	Why are you telling me all this?	10
THAMI:	So that you can save yourself. There's a plan to march to the school and burn it down. If they find you here … *[Pause]*	
MR M:	Go on. *[Violently]* If they find me here, what?	
THAMI:	They will kill you.	
MR M:	'They will kill me.' That's better. Remember what I taught you … if you've got a problem put it into words so that you can look at it, handle it and ultimately solve it. They will kill me! You are right. That is very serious. So then … what must I do? Must I run away and hide somewhere?	15
THAMI:	No, they will find you. You must join the boycott.	20
MR M:	I'm listening.	
	[Act 2 Scene 3]	

4.2.1 Where does this conversation between Mr M and Thami take place? (1)

4.2.2 Why is ringing the school bell more important than anything else (line 5) for Mr M?

State TWO points. (2)

4.2.3 Refer to the stage directions in lines 7–8 ('*Mr M says nothing*').

Explain why Mr M does not respond to Thami's statements. (2)

4.2.4 Refer to line 10 ('Why are you telling me all this?').

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

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

4.2.5 Refer to lines 11–12 ('So that you … find you here').

Explain the irony in Thami's warning in these lines. (2)

4.2.6 Why is the following statement FALSE?

Isabel intends to become a teacher like Mr M. (1)

4.2.7 Refer to lines15–17 ('Remember what I … ultimately solve it').

How do these words of Mr M differ from what Thami believes to be the solution to problems? (2)

4.2.8 What does this extract reveal about Thami's character?

Substantiate your answer. (2)

4.2.9 Mr M's actions during the school boycott are justified.

Discuss your view. (3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

- 'VILLAGE PEOPLE' by Bessie Head
- 'TRANSFORMING MOMENTS' by Gcina Mhlophe

QUESTION 5

Read the extracts from the TWO short stories 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 5.1 AND QUESTION 5.2.

5.1 'VILLAGE PEOPLE'

EXTRACT I

[The young girl's thoughts in *Summer sun*.]

She has to think about how she will feed the baby, clothe it, and wash it. My sister's baby is lovely, though. He laughs a lot for no reason at all.

My geography book makes me wonder and wonder. It tells me that water is formed by hydrogen and oxygen. I wonder so much about that. If we had green things everywhere, they might help to make the oxygen to make the rain. The soil is very fertile. If there is only a little rain, green things come out everywhere, and many strange flowers. How can we live like this? Here are our bags with the seeds of maize, and millet, and the land is hard as stone.

Tomorrow the sun will rise, quietly. The many birds in the bush will welcome it. I do not. Alone, without the help of rain it is cruel, killing and killing. All day long we look on it, like on death. Then, at evening, all is as gentle as we are. Mother roasts goat meat over the coals of the wood fire. Sister feeds her baby. Grandfather and cousin Lebenah talk quietly to each other about little things. The stars spread across the sky and bend down at the horizon. The quiet talk of grandfather and cousin Lebenah seem to make earth and heaven come together.

5.1.1 Show the differences in behaviour of the mother and the child in lines 1–2 ('She has to … reason at all'). (2)

5.1.2 Refer to line 3 ('My geography book ... wonder and wonder').

(a) Who has given the speaker the geography book? (1)

(b) What is the significance of the geography book in this short story? (2)

5.1.3 Refer to line 7 ('How can we live like this?').

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

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

5.1.4 Refer to line 12 ('All day long ... like on death').

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

(b) Explain why this figure of speech is relevant to the short story. (2)

5.1.5 Why are goats (line 13) so popular in the drought-stricken area? (2)

5.1.6 Using your OWN words, explain the meaning of lines 16–17 ('The quiet talk ... heaven come together'). (2)

5.1.7 The young girl in this extract can be admired.

Discuss your view. (3)

AND

5.2 'TRANSFORMING MOMENTS'

EXTRACT J

[The speaker relates the story of the boy from Port Elizabeth.]

Some girls were forced to be my part-time friends for this reason. But then came one day when we were rehearsing a new school play and the boy from Port Elizabeth walked up to me and told me that he loved me and wished I'd try to love him too.

Well, I thought he was crazy! What did a good-looking boy like that want with me – and besides I went to that school to study, not to sleep with boys! I told him so. He tried to convince me that he did not particularly mean to rush things – I did not have to sleep with him, he just liked me and he wanted to be my boyfriend. He said he really wanted to spend time with me and we could have good times together talking and reading if that's what I wanted. I asked him to please leave me alone.

Well, the boy didn't leave me alone but many girls did. They thought he was too good for me, they claimed he was a city boy and should therefore go for a city girl. There were many remarks too that I was ugly and did not have any fashionable clothes. Many girls looked the other way when I walked past or towards them and many unkind remarks were whispered behind my back.

5.2.1 How do we know that the speaker in this short story is clever?

State TWO points. (2)

5.2.2 What is the English teacher's reaction when the boy from Port Elizabeth (lines 2−3) becomes the speaker's boyfriend?

State TWO points. (2)

5.2.3 Why does the speaker think the boy from Port Elizabeth is crazy (line 5)? (2)

5.2.4 Refer to lines 15–16 ('Many girls looked … behind my back').

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

'To look the other way' (line 15), means to …

A admire something.
B look unsure.
C look lonely.
D deliberately ignore. (1)

(b) Explain why 'unkind remarks' (line 16) are whispered behind the speaker's back. (2)

5.2.5 Why is the following statement FALSE?

Father Fikeni pays for the speaker's education. (1)

5.2.6 What does this extract reveal about the boy's character?

Substantiate your answer. (2)

5.2.7 One of the themes in this short story is self-discovery.

Discuss how this theme is relevant to the speaker. (3)

5.2.8 The speaker is justified in wanting to be like Mrs Fikeni.

Discuss your view. (3)

TOTAL SECTION C: 35

SECTION D: POETRY

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

- 'Spring' by Gerard Manley Hopkins
- 'Poem' by Barolong Seboni

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.

Spring – Gerard Manley Hopkins

Nothing is so beautiful as Spring –
When weeds, in wheels, shoot long and lovely and lush;
Thrush's eggs look little low heavens, and thrush
Through the echoing timber does so rinse and wring
The ear, it strikes like lightnings to hear him sing;
The glassy peartree leaves and blooms, they brush
The descending blue; that blue is all in a rush
With richness; the racing lambs too have fair their fling.

What is all this juice and all this joy?
A strain of the earth's sweet being in the beginning
In Eden garden. – Have, get, before it cloy,
Before it cloud, Christ, lord, and sour with sinning,
Innocent mind and Mayday in girl and boy,
Most, O maid's child, thy choice and worthy the winning.

6.1.1 Give TWO reasons why this poem can be identified as a sonnet. (2)

6.1.2 Refer to stanza 1.

Using your OWN words, give TWO examples in this stanza to confirm the speaker's statement in line 1 ('Nothing is so beautiful as Spring'). (2)

6.1.3 Refer to line 2 ('When weeds, in … lovely and lush').

(a) Identify the sound device used in this line. (1)

(b) Explain why this sound device is relevant to this poem. (2)

6.1.4 Why does the speaker make reference to 'echoing timber' (line 4)? (2)

6.1.5 Refer to line 6 ('The glassy peartree leaves and blooms').

What do the words 'glassy' and 'blooms' tell us about the 'peartree'? (2)

6.1.6 Refer to lines 1–8 ('Nothing is so … fair their fling').

(a) Identify the tone used in these lines. (1)

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

6.1.7 What is being compared in lines 10–11 ('A strain of … In Eden garden')? (2)

6.1.8 Would you classify lines 11–14 ('Have, get, before … worthy the winning') as a prayer?

Discuss your view. (3)

AND

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

Poem − Barolong Seboni

We do not need
these jaggered words
that dig a trench between us
each time they are uttered

those epithets
sharp like spokes
that pierce the heart when spoken

there is no room in my cup
for these acidic words of sarcasm
that corrode my sensitivity

these cold and icy terms tossed
to deaden the heart
venomous words
from your serpentine tongue
that infect the feeling …

Let us speak, love
in gentler tones
timid as the lamb
is soft
woolly words
worn to stand strong against the
cold-bitterness of the world.

Better still
let us search in our speech
for words deep as the soul is still
that will spell our thoughts
in the silence of our smiles.

6.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) and the question number (6.2.1) in the ANSWER BOOK.

'sharp like spokes' (line 6) is a ...

A metaphor.
B simile.
C paradox.
D euphemism. (1)

6.2.2 Explain why the speaker compares sarcasm to acid (lines 8−10). (2)

6.2.3 Why does the speaker use ellipsis in line 15 ('that infect the feeling ... ')? (2)

6.2.4 Refer to lines 20−21 ('woolly words worn').

(a) Apart from alliteration, identify another figure of speech used in these lines. (1)

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

6.2.5 Why is the following statement FALSE?

Hurtful words are carefully chosen. (1)

6.2.6 Explain the meaning of lines 26−27 ('that will spell ... of our smiles'). (2)

6.2.7 One of the themes of this poem is love and hate.

Discuss how this theme is relevant to the poem. (3)

6.2.8 Do you think the speaker's use of 'jaggered words' (line 2) contribute effectively to the message of the poem?

Discuss your view. (3)

TOTAL SECTION D: 35
GRAND TOTAL: 70

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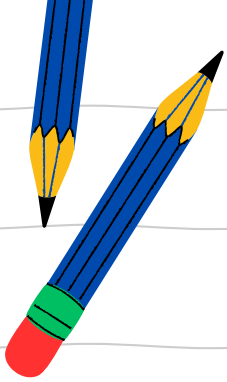

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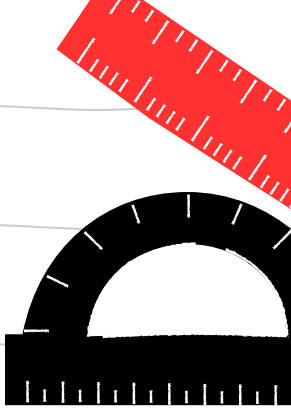
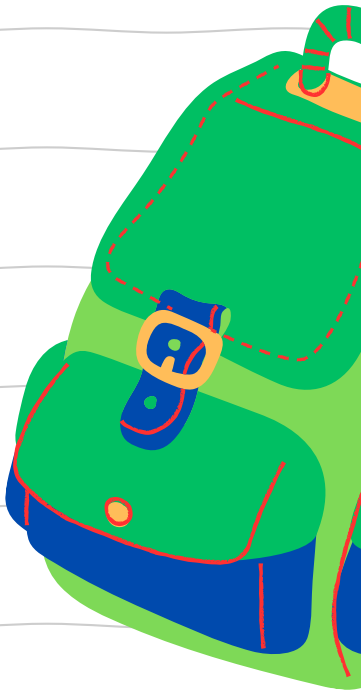


MATRIC EXAM REVISIONS

ENGLISH FAL PAPER 2 (2020)

ANSWER PAPER



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 26 pages.

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INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.

2. These marking guidelines have been finalised at a marking guideline discussion session at the DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.

3. Candidates' responses should be assessed as objectively as possible.

4. **MARKING GUIDELINES**

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

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

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

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

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

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

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

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SECTION A: NOVEL

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

1.1 1.1.1 (a) C/a good speaker, able to sway people ✓
(b) E/offers Stephen Kumalo a room✓
(c) A/accidentally killed when stepping into traffic✓
(d) B/servant at the home of Arthur Jarvis✓ (4)

1.1.2 (a) Absalom will state that he fired the gun because he was afraid✓ and had no intention of killing/did not mean to kill Arthur Jarvis.✓ (2)

(b) Father Vincent means that while Absalom is still alive/ has not been sentenced to death✓ he can repent of his sins and resolve to reform/change his life for the better.✓ (2)

1.1.3 The young white man provides Stephen Kumalo with positive information on Absalom's behaviour when he was at the reformatory.✓
He assists Stephen Kumalo in his search for Absalom.✓
He recommends to Stephen Kumalo that Absalom must have a lawyer.✓

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

1.1.4 (a) sadness/dejection/bitterness/sorrow/anxiety✓ (1)

(b) Kumalo would use this tone because what he discovers about his family members makes him sad/bitter/ sorrowful/feel dejected/Kumalo's growing fear that his son is involved in the crime causes his anxiety. ✓ (1)

1.1.5 Accept a relevant, text-based response which shows an understanding of the theme of comfort in despair, **among others:**

- Father Vincent offers spiritual comfort to Stephen Kumalo when Absalom is sentenced to death.
- When James Jarvis realises that Stephen Kumalo's son is the one who killed his son, he offers him comfort.
- Stephen Kumalo provides comfort to Gertrude's son and Absalom's wife when he takes them back to Ndotsheni.
- Stephen Kumalo finds comfort in prayer, the Bible and meditation when Absalom is sentenced to death.

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

1.1.6 Open-ended.

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

Yes.

- Msimangu shows kindness when he provides Kumalo with a place to stay in Johannesburg.
- He helps Kumalo to search for Absalom.
- He uplifts Kumalo spiritually, by praying for him and trying to prevent him from despairing.
- He is generous when he gives Kumalo all his savings.

OR

No.

- Msimangu does not make Stephen Kumalo aware of the moral decay of the people in Johannesburg.
- As a priest, he should have helped Gertrude to mend her ways and not send for Kumalo.
- Msimangu does not show any compassion towards Absalom's pregnant girlfriend.

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 1.2.1 Kumalo goes to Barbara Smith's house in search of Sibeko's daughter. ✓ (1)

1.2.2 James Jarvis knows Stephen from Ndotsheni (where Stephen is a priest).✓ (1)

1.2.3 (a) Metaphor/Personification✓ (1)

(b) When James Jarvis sees the pain/sorrow/anguish in Kumalo's face ✓ it feels as though someone has slapped/struck/punched him in his face. ✓ (2)

1.2.4 A/sir.✓ (1)

1.2.5 (a) Stephen Kumalo says this because it is very difficult to tell James that Absalom (his son) ✓ killed Arthur (James's son). ✓ (2)

(b) Jarvis is silent for a while.✓
He goes for a walk in the garden.✓
He returns saying that he is not angry.✓

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

1.2.6 Jarvis reassures Kumalo that he will feel better if he speaks with him, yet Kumalo's emotional state becomes heavier/ worse after breaking the news of Absalom's crime.✓✓

OR

James Jarvis says that Stephen Kumalo will feel better if he speaks with him, but it is Jarvis who does not feel better when Stephen tells him that it was Absalom who killed Arthur Jarvis.

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

1.2.7 Jarvis is compassionate✓ – He invites Kumalo to sit down when he thinks that he might be ill.✓
He is empathetic✓ – He understands Kumalo's fear of him.✓
He is sensitive✓ – He can sense that it is difficult for Kumalo to look him in the eye.✓
He is respectful ✓– He calls him pastor/Umfundisi. ✓
He is forgiving✓ – He is not angry when Stephen Kumalo tells him that Absalom has committed the murder.

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

1.2.8 Open-ended.

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

Yes.

- Mrs Kumalo courageously opens the letters received from Msimangu.
- She spurs Stephen on to use the Post Office savings to travel to Johannesburg.
- She is instrumental in Jarvis realising the goodwill of the church.
- She realises the need for Stephen to be alone when he returns from Johannesburg.

OR

No.

- Mrs Kumalo does not get to share Stephen Kumalo's thoughts and inner feelings.
- She does not accompany her husband to Johannesburg.
- Mrs Kumalo is not consulted when Stephen brings Gertude's son and Absalom's wife to 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 interpretation must be grounded in the novel. (3)

[35]

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

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

2.1 2.1.1 (a) D/a hearty, healthy, dapper, red-faced man✓
(b) E/a lean, long, dusty, dreary, man ✓
(c) A/a large, well-made, smooth-faced man ✓
(d) B/an aged, beautiful and white-haired man ✓ (4)

2.1.2 What is odd about the story is that after colliding with a little girl, ✓ the grown man tramples on her instead of helping her.✓

OR

After trampling on the little girl, ✓ the grown man pays her family off with a cheque (signed by Dr Jekyll).✓ (2)

2.1.3 The place with the door is neglected✓ and to Mr Enfield, it does not look like someone signing a cheque for 100 pounds would stay there.✓ (2)

2.1.4 C/Blackmail ✓ (1)

2.1.5 (a) Simile✓ (1)

(b) It is relevant as Mr Enfield believes he should not ask further questions ✓ because if he does so, one question will lead to more being asked/incriminate someone. ✓

OR

The stone is seen as a piece of gossip. ✓ As it rolls (spreads),it eventually ruins someone's reputation. ✓ (2)

2.1.6 Accept a relevant text-based response which shows an understanding of the theme of curiosity in the novel, **among others:**

- Mr Utterson becomes curious about Mr Hyde after Mr Enfield tells him about the story of the door.
- He believes that the mystery of Mr Hyde can be solved by enquiring about him (Mr Hyde).
- Dr Jekyll's curiosity causes him to take the potion.

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.

- Dr Lanyon does not go to the authorities when he discovers what Dr Jekyll has done because he feels sorry for him.
- He is angry but does not tell anybody about Dr Jekyll's secret.
- He does not want to damage the relationship between Mr Utterson and Dr Jekyll, and instructs Utterson to open the letter only after Jekyll's death.

OR

No.

- Dr Lanyon regards Dr Jekyll's experiments as 'balderdash'.
- He is not concerned about Dr Jekyll's health when Utterson refers to it.
- After witnessing how Dr Jekyll morphs into Mr Hyde, he refuses to have anything to do with him.

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 He finds Dr Jekyll's confession and the note instructing him to read Dr Lanyon's statement./The note is from Dr Jekyll and not from Dr Lanyon./Mr Utterson received the note from Dr Lanyon much earlier (after Lanyon's death).✓ (1)

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]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

QUESTION 3: *MACBETH*

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

3.1 3.1.1 (a) B/Macbeth's castle✓
(b) D/Macduff's castle✓
(c) A/Duncan's grave✓
(d) C/Macbeth's coronation✓ (4)

3.1.2 Duncan wants to thank Macbeth (for fighting bravely in the battle).✓ (1)

3.1.3 (a) determination/resolve/certainty/conviction✓ (1)

(b) Lady Macbeth has made up her mind that they would proceed with the killing of Duncan/Lady Macbeth knows that Macbeth is not firm enough and that she must take control if they want to become king and queen.✓ (1)

3.1.4 Macbeth's face reveals his surprise/shock✓at Lady Macbeth's statement that Duncan will not live to see the next day/he will not be alive/his facial expression might reveal their plan.✓ (2)

3.1.5 Lady Macbeth will prepare for the feast/ensure that everything is ready for Duncan's stay.✓
She will make all the preparations for Duncan's murder.✓ (2)

3.1.6 These words indicate that Macbeth is uncertain/doubtful/ perplexed/confused.✓ He does not know whether they should proceed with the killing of Duncan.✓ (2)

3.1.7 Macbeth's castle (Inverness) is compared to a church which is supposed to be a place of sanctuary (the martlet often makes its nest in churches). It is ironic that Duncan's murder is planned inside the castle.✓✓

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

3.1.8 Open-ended.

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

Yes.

- Macbeth has all the attributes of a hero at the beginning of the play.
- After his meeting with the witches his ambition is ignited.
- He is coerced by Lady Macbeth to murder Duncan.
- Macbeth has all the characteristics of greatness but his ambition destroys him.

OR

No.

- Macbeth's ambition to become king is unfounded.
- He is fearless at the first battle but also cruel in the way he kills Macdonwald.
- His loyalty soon changes to deceit as he has only his own interests at heart.
- Macbeth is fully aware of the implications of his murderous actions.

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

AND

3.2 3.2.1 She should:

- Shake her head. ✓
- Point her finger at Ross. ✓
- Wave her hands wildly in the air. ✓

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

3.2.2 (a) Metaphor✓ (1)

(b) The figure of speech is relevant because Macduff flees (to England)✓ and leaves his wife and children unprotected (unlike the wren that will protect its young against the owl).✓ (2)

3.2.3 C/compose✓ (1)

3.2.4 The people of Scotland do not feel safe anymore/ are uncertain/confused/.✓
They no longer know whom to trust or what to fear.✓

OR

Macbeth falsely accuses people of being traitors✓ and has them killed. ✓ (2)

3.2.5 Ross is compassionate✓− he tries to comfort Lady Macduff when she is upset with her husband (Macduff).✓
He is loyal✓– he defends Macduff's flight to England.✓
He is brave✓ – he visits his cousin, Lady Macduff, knowing that his life may be in danger.✓

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

3.2.6 Macduff's family is killed after the witches warn Macbeth against Macduff/after he flees to England/after Ross leaves.✓ (1)

3.2.7 The discussion of the theme of reversal of values should include the following points, **among others**:

- Macbeth loses sight of his values after hearing the predictions of the witches.
- His loyalty to Duncan is an example of his good values but this is reversed when he kills Duncan.
- He loses all sense of values when he kills Macduff's family and innocent people.

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

3.2.8 Open-ended.

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

Yes.

- He goes against royal command and refuses to attend Macbeth's coronation or banquet.
- He remains noble and fearless.
- He is patriotic to Scotland and flees to England.
- He kills Macbeth and ends the suffering of Scotland.

OR

No.

- Macduff acts irresponsibly when he does not attend Macbeth's coronation or banquet.
- Macduff does not act heroically when he flees Scotland.
- He leaves his family vulnerable.

He places his patriotism to Scotland above his loyalty and love for his family.

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

[35]

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) C/a school inspector ✓
(b) A/Thami's classmate ✓
(c) E/mayor of Camdeboo ✓
(d) B/debating team member ✓ (4)

4.1.2 Thami should raise his eyebrows.✓
He should shrug his shoulders.✓
He should stretch his arms, palms turned upward.✓

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

4.1.3 It is someone who is able to accept their loss graciously (pretending to be fine),✓ without bearing a grudge (being nasty/unfriendly) against their opponents.✓ (2)

4.1.4 C/Thami at the revision. ✓ (1)

4.1.5 (a) Metaphor✓ (1)

(b) The figure of speech is relevant because Thami and Isabel have not performed that well at sport ✓and Mr M wants to test whether they are better at English literature by competing against each other (in preparation for the quiz). ✓ (2)

4.1.6 The discussion of the theme of conflict, should include the following points, **among others**:

- Thami does not want Mr M to control decisions he makes about his life and this leads to conflict.
- Thami's withdrawal from the English Literary Quiz leads to conflict between him and Isabel.
- There is disagreement between Mr M and Thami about the right course of action during the school boycott.

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

4.1.7 Open-ended.

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

Yes.

- Isabel realises she was wrong in her assumptions of Zolile High when she visits the school.
- She values her friendship with Thami and refuses to divulge anything to Mr M that she and Thami share.
- She is brave when she risks her life during the unrest.
- She does not allow others to influence her views on the unjust situation in South Africa.

OR

No.

- Isabel is prejudiced against the learners of Zolile High as she has preconceived ideas about them when she participates in the debate.
- She does not join the school boycott to show that she supports Thami.
- Isabel does not accept his explanation when he tells her that he no longer wants to be part of the literary quiz.
- Her promise to Mr M after his death is selfish as it is focused on herself and not on South Africa as a whole.

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

AND

4.2 4.2.1 In Number One/Mr M's classroom/Zolile High School.✓ (1)

4.2.2 The school bell summons the learners to come to school/restore order (to be educated)✓ and nothing is more important to Mr M than education.✓ (2)

4.2.3 Mr M remains quiet because he knows the accusations of being an informer✓ are true.✓

OR

Mr M remains quiet because he knows he is guilty✓ and awaits Thami's response/ view on the matter. ✓ (2)

4.2.4 (a) mocking/ridicule/sarcastic/arrogance✓

OR

expectant/anticipation/inquiring✓ (1)

(b) Mr M mocks Thami because he already knows that he is an informer.✓

OR

He tries to elicit the real reason from Thami for risking his life to come and warn him.✓ (1)

4.2.5 Thami comes to warn Mr M about the intended plan of the comrades but Mr M does not save himself. Instead, Mr M places his life in danger by confronting the mob and gets killed. ✓✓

OR

Thami warns Mr M of the danger of the comrades if they find him at school, yet he himself will be in danger if they find him with Mr M. ✓✓

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

4.2.6 Isabel intends to become a journalist/writer/reporter.✓ (1)

4.2.7 Thami believes that words have become ineffective✓ and problems can only be solved through violence. ✓ (2)

4.2.8 Thami is caring✓– He comes to warn Mr M of the imminent danger (the intention to burn down the school and kill him).✓
He is persistent✓ – He insists that Mr M join the boycott. ✓
He is brave✓ – He risks his life by going to school.✓

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

4.2.9 Open-ended.

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

Yes.

- Mr M believes the violence is unnecessary.
- He goes to school, despite a call from the comrades to stay away.
- He remains true to his principles as an educator by ringing the school bell in the hope that the learners will return to the classroom.

OR

No.

- Mr M should realise that Bantu Education is inferior and should have joined the action committee.
- He betrays his own people by giving names to the police.
- He refuses to listen to Thami's views on the boycott and continues going to school.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 5

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

5.1 'VILLAGE PEOPLE'– BESSIE HEAD

QUESTION 5.1:

5.1.1 The mother is concerned about taking care of/feeding, washing and clothing the baby.✓ The baby, on the other hand, is happy/carefree.✓ (2)

5.1.2 (a) Her cousin/Lebenah.✓ (1)

(b) The Geography book indicates that everything does not centre around the village/there is a world/life beyond the village.✓
It indicates the speaker's thirst for more knowledge.✓
It broadens her understanding of drought/importance of rain. ✓

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

5.1.3 (a) despair/despondency/hopelessness/negativity ✓ (1)

(b) There is no water, the area is very dry, and all the villagers struggle to survive/She is tired of their daily struggle to survive.✓ (1)

5.1.4 (a) Simile✓ (1)

(b) This figure of speech is relevant to this short story as the heat of the sun✓ scorches/destroys the crops/people/ animals of the villagers✓ (as there is no rain). (2)

5.1.5 Goats are the only animals that survive the drought as they eat anything✓and provide the villagers with sustenance (meat).✓ (2)

5.1.6 The relaxed atmosphere at night creates harmony✓ and the heaven (sun) does not appear to be the earth's enemy.✓ (2)

5.1.7 Open-ended.

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

Yes.

- The young girl aspires to continue with her education but cannot further her studies.
- She tries to empower herself by learning English and reading Geography books.
- She realises that having a baby out of wedlock will worsen the family's suffering.

OR

No.

- The young girl does not have to accept the situation.
- She is still young and can make a living outside the village.
- She can further her studies and support her family.

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

AND

5.2 **'TRANSFORMING MOMENTS' – GCINA MHLOPHE**

5.2.1 The speaker refers to herself as 'Miss-ugly-top-of-the-class.'✓
She helps the other learners with their schoolwork. ✓
The teacher reads her essays to the class. ✓

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

5.2.2 The English teacher is amused. ✓
He congratulates the speaker (on causing such a sensation).✓ (2)

5.2.3 He is the most popular and handsome boy at school✓ and she cannot believe that he is in love with her as she regards herself to be ugly ('Miss-ugly-top-of-the-class'). ✓ (2)

5.2.4 (a) D/deliberately ignore.✓ (1)

(b) They are jealous✓ because the rugby star is interested in her.✓

OR

The other girls are too cowardly/scared ✓ to say these nasty remarks to her face. ✓ (2)

5.2.5 The speaker's sister pays for the speaker's education. ✓ (1)

5.2.6 The boy is respectful ✓– he does not expect her to sleep with him. ✓
He is mature✓ – he does not pay attention to remarks that are passed about the speaker. ✓
He is sensitive ✓– he knows she loves reading and suggests they could spend time reading. ✓
He is persistent✓ – he does not give up pursuing the speaker. ✓
He is non-judgemental – he looks beyond her 'ugliness 'and accepts her down-to-earth nature. ✓

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

5.2.7 The discussion of the theme of self-discovery, should include the following points, **among others**:

- The speaker discovers that her voice is not ugly but resonant when she starts singing in the church choir.
- After meeting the praise poet, she realises her potential to write.
- She comes to accept herself for who she is (falls 'in love with' herself).

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

5.2.8 Open-ended.

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

Yes.

- Mrs Fikeni is beautiful, and the speaker wishes to look like her as looks are particularly important at this age.
- She is warm and loving as she makes the speaker feel at home.
- She has a loving husband and family.

OR

No.

- The speaker should accept and love herself irrespective of the way she looks.
- She is intelligent and talented.
- Father Fikeni sees the potential in her and Sizwe chooses her to be his girlfriend.

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

[35]

TOTAL SECTION C: 35

SECTION D: POETRY

QUESTION 6

Candidates are required to answer BOTH questions, i.e. QUESTIONS 6.1 AND 6.2

6.1 'SPRING' – GERARD MANLEY HOPKINS

6.1.1 The poem consists of 14 lines.✓
It has an octave/octet and a sestet. ✓

OR

The first eight lines are referred to as an octave/octet✓ and the last six lines are referred to as the sestet. ✓

OR

The poem has a specific rhyme scheme:✓ abba abba cdcd cd. ✓ (2)

6.1.2 The abundance of the weeds.✓
The perfection of the thrush's eggs.✓
The singing of the thrush.✓
The beauty of the 'peartree'.✓
The lambs skipping about.✓
The skies are blue. ✓

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

6.1.3 (a) Alliteration/Assonance✓ (1)

(b) This sound device is relevant because it emphasises the abundance/beauty/growth/energy✓ of spring. ✓ (2)

6.1.4 The thrush's song✓can be heard throughout the woods.✓ (2)

6.1.5 It tells us that the leaves of the pear tree are glossy/shiny.✓
The pear tree is in full bloom/has flowers.✓ (2)

6.1.6 (a) celebratory/praise/joy/exultation✓ (1)

(b) The speaker is praising the season of spring which brings along with it rebirth/renewal/beauty/abundance of the natural world.✓ (1)

6.1.7 The speaker compares the beauty of spring ✓to the Garden of Eden/paradise.✓ (2)

6.1.8 Open-ended.

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

Yes.

- The reference to Christ/lord/maid's child is Biblical.
- The speaker uses a pleading tone which is equivalent to praying.
- He is asking Christ to intervene, to save the children from this world of sin/becoming corrupt.

OR

No.

- The speaker is merely putting his thoughts on paper.
- He describes the sinning of mankind.
- There is no direct communication like you would expect in a prayer.

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

6.2 **'POEM' – BAROLONG SEBONI**

6.2.1 B/simile✓ (1)

6.2.2 Acid eats away and destroys anything it lands on✓. Similarly, acidic words/words of sarcasm slowly destroy the speaker's sensitivity to insults. ✓ (2)

6.2.3 The ellipsis indicates a pause/break/change in thought.✓ The first four stanzas are about the effects of harsh, destructive words and after the ellipsis the uplifting effect of positive words are stated.✓

OR

The ellipsis creates a break/change✓from the negative effect that harsh, insulting words have to the uplifting effects of positive words.✓ (2)

6.2.4 (a) Metaphor✓ (1)

(b) This figure of speech is relevant because warm, woolly clothes comfort and protect you against the cold.✓ These caring/gentle/positive words will protect you against the cruel world/uncaring society. ✓ (2)

6.2.5 Hurtful words are randomly/carelessly/deliberately thrown around ('tossed' (line 11) which shows a careless action.✓

OR

Kind words are carefully chosen. ✓ (1)

6.2.6 Verbal communication is not the only form of communication.✓ A smile, a non-verbal form of communication, indicates a positive thought/agreement/ acceptance. ✓ (2)

6.2.7 The discussion of the theme of love and hate, should include the following points, **among others**:

- Stanzas one to four show the negative effects that words of hate can have.
- Words spoken in hatred have a destructive effect on people.
- Stanzas five and six show the positive effects that words of love/gentle tones can have on people. (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. (3)

6.2.8 Open-ended.

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

Yes.

- The poem is about the positive or negative effect that words can have.
- 'Jaggered words' are compared to sharp, protruding edges of rocks or a dagger (knife).
- Both these can cause emotional (psychological) and/or physical injury.

OR

No.

- The poem should be read as a whole to come to a clear understanding of its meaning.
- 'Jaggered words' is only one comparison used and on its own does not say much.
- Some readers may not be able to link 'jaggered' to sharp edges of rocks or even a dagger/knife.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70

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