GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2025

MARKING GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE (PAPER 2) (10052)

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

AMENDMENT TO MARKING GUIDELINES

PREPARATORY EXAMINATIONS – 2025

FOR ATTENTION:

THE CHIEF INVIGILATOR

SUBJECT / *VAK*	**ENGLISH FAL**
PAPER / *VRAESTEL*	**2**
DATE OF EXAMINATION	**3 SEPTEMBER 2025**

The errata for the Marking Guidelines of **ENGLISH FAL P2** has reference.

There was an OMISSION OF AN ANSWER in **Question 5.1.1** which carried 1 mark. This matter was addressed at the Marking Standardisation Meeting.

To ensure that candidates are not disadvantaged and prejudiced in any way, you are advised to please ask your educator(s) of English FAL to **ignore Question 5.1.1 (c)** when marking.

In other words, the paper must be marked out of a total of 69 instead of 70 and then the learners' marks must be converted to a mark out of 70. E.g., Should a learner attain 43/69 then that mark is recalculated to 44/70.

Use the formula: $\frac{a}{69} \times 100 = b.$ *Then,* $\frac{b}{100} \times 70 = c$

c is the mark that is entered into SASAMS ***out of 70****.*

Mr. Jonathan Williams

DIRECTOR: EXAMINATIONS MANAGEMENT

3 September 2025

CANDIDATE TOTAL	CONVERTED MARK
Mark out of 69	**Mark out of 70**
1	**1**
2	**2**
3	**3**
4	**4**
5	**5**
6	**6**
7	**7**
8	**8**
9	**9**
10	**10**
11	**11**
12	**12**
13	**13**
14	**14**
15	**15**
16	**16**
17	**17**
18	**18**
19	**19**
20	**20**
21	**21**
22	**22**
23	**23**
24	**24**
25	**25**
26	**26**
27	**27**
28	**28**

CANDIDATE TOTAL	CONVERTED MARK
29	**29**
30	**30**
31	**31**
32	**32**
33	**33**
34	**34**
35	**36**

CANDIDATE TOTAL	CONVERTED MARK
Mark out of 69	**Mark out of 70**
36	**37**
37	**38**
38	**39**
39	**40**
40	**41**
41	**42**
42	**43**
43	**44**
44	**45**
45	**46**
46	**47**
47	**48**
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55	**56**
56	**57**
57	**58**
58	**59**
59	**60**
60	**61**
61	**62**
62	**63**
63	**64**
64	**65**
65	**66**
66	**67**

CANDIDATE TOTAL	CONVERTED MARK
Mark out of 69	**Mark out of 70**
67	**68**
68	**69**
69	**70**

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. Any omissions or queries should be referred to the Internal Moderator. All protocols 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 rest.

   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

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/supports James Jarvis after Arthur's death ✓

(b) A/organises the bus boycott to protest the increase in bus fares. ✓

(c) B/accompanies the reverend to the mission house. ✓

(d) E/dismisses Sibeko's daughter for brewing liquor in her room. ✓ (4)

1.1.2 Gertrude is guilty of not informing the family about her whereabouts and activities in Johannesburg. ✓ She has also brought shame to them by becoming a liquor seller and a prostitute. ✓ (2)

1.1.3 (a) Disappointment/hurt/anger ✓ (1)

(b) Disappointment-Reverend Kumalo is disappointed to find out that his sister who was brought up differently, is now a liquor seller and a prostitute, she also happens to be a married woman. ✓

OR

Hurt/sadness- He is sad to find his sister living in such a highly immoral situation with her young son. ✓

OR

Angry – Reverend Khumalo is angry because his sister is shaming her family with her immoral behaviour. ✓ (1)

1.1.4 She feels distress/inner turmoil/judged/ashamed ✓ as her brother's words make her feel the weight of her immorality/sinfulness. ✓ (2)

1.1.5 The neighbours/Gertrude's friends. ✓ (1)

1.1.6 The lines reveal that he is compassionate/understanding/caring/gentle. ✓
Compassionate because he asks his sister if she wants to go back to Ndotsheni. This shows that he feels for her./He is moved by his sister's distress and shows deep gentleness and love by comforting her. ✓

OR

Forgiving/tolerant ✓
As his sister falls, he lifts her and strokes her face to show that he sympathises with his sister because she finds herself in that position. ✓ (2)

1.1.7 Gertrude lives in Claremont. ✓ (1)

1.1.8 Open-ended

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

Yes

- Gertrude's involvement in illegal activities, such as selling liquor and engaging in prostitution, can be seen as deceitful behaviour.
- Gertrude disappears and leaves her child with Mrs Lithebe the night before she and Kumalo are supposed to return home to Ndotsheni.
- Her actions bring shame and disgrace to her family, indicating a disregard for their reputation and values.

OR

No

- Gertrude's actions can be interpreted as a consequence of her challenging circumstances and desperation, rather than inherent deceitfulness. Unable to locate her husband in Johannesburg, her situation forced her into survival mode.
- She expresses genuine remorse and a desire to return home, indicating that she is not inherently deceitful.
- Her willingness to admit her mistakes and seek forgiveness shows that she is conflicted and tormented by her actions, rather than being intentionally deceitful.

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 **EXTRACT B**

1.2.1 This extract is set when James Jarvis is visiting Johannesburg after the death of his son, Arthur Jarvis./The evening after James Jarvis had to identify his son's body at the morgue. ✓ The conversation takes place in the home of John Harrison. ✓ (2)

1.2.2 Jarvis's son was getting involved in unfamiliar/sensitive activities, like fighting for the rights of black people. ✓ This was something his parents were not used to and found hard to understand. ✓ (2)

1.2.3 Jarvis's inability to relate to his son's experiences leaves him feeling disconnected/distant/overwhelmed ✓ and unable to contribute meaningfully to the conversation about his son's actions. ✓ (2)

1.2.4 B niece ✓ (1)

1.2.5 (a) Metaphor ✓ (1)

(b) By comparing natives to not being his "food and drink,"✓ he implies that they are not an integral part of his life or interests,/it highlights Harrison's limited engagement with the native population/ it reflects the social and racial divide in Johannesburg. ✓ (2)

1.2.6 Harrison believes that the natives are solely responsible for the crimes BUT the white people actually brought this upon themselves with their policies. ✓✓

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

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

- Stephen Kumalo's fear when he travels to Johannesburg to find his son, Absalom. He is anxious about what he might discover and the changes that have occurred in the city and in his family.
- The white population's fear of crime is evident in the way that they talk about the increasing violence in Johannesburg. Harrison's statement about barricading their houses at night and the incident with the Philipsons highlights the pervasive fear of native crime among the white residents.
- James Jarvis's fear and grief after the murder of his son, Arthur Jarvis. This personal tragedy forces him to confront his own beliefs and the societal issues that contributed to his son's 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)

1.2.8 Open-ended

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

Yes

- Arthur Jarvis dedicates his life to advocating for social justice and racial equality, as seen in his writings and speeches.
- He believes in the potential for change and reconciliation between races, as evidenced by his efforts to improve the lives of the native population.
- His vision for a better South Africa inspires others, including his father, James Jarvis, who continues Arthur's work after his death. The people of Ndotsheni benefit.

OR

No

- Arthur's ideas, while progressive, were not widely accepted or implemented during his lifetime.
- Harrison remains prejudiced, indicating that Arthur failed to influence him positively and that societal attitudes are slow to change.
- During the trial for his murder, white people still used a different exit/entrance from black people. It would not change for many years.

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*

2.1 2.1.1 (a) C/Gaunt Street ✓
(b) A/Blackmail House ✓
(c) B/Cavendish Square ✓
(d) E/Soho ✓ (4 x 1) (4)

2.1.2 The word "Sawbones" is a term used for a doctor/surgeon. ✓ (1)

2.1.3 Sawbones feels this way because he is disgusted and horrified by the prisoner, Mr Hyde ✓whose appearance and behaviour cause a strong reaction of fear and anger. ✓ (2)

2.1.4 (a) Threatening tone/contempt/disgust/aggression/ forceful ✓ (1)

(b) To intimidate/frighten the prisoner/make him realise the seriousness of what he has done/to get justice/to emphasise how hideous the crime is. ✓ (1)

2.1.5 The women were extremely angry/furious/upset and aggressive, ✓ (comparing them to harpies, which are wild and vengeful creatures from myths) and how hard it was to hold them back almost impossible to control. This means the women were deeply upset by what happened and wanted revenge. ✓ (2)

2.1.6 Mr Hyde/the man who trampled the girl and tried to flee the scene. ✓ (1)

2.1.7 He is evil, vindictive, cruel, selfish. ✓ The man is unmoved by what he did, he shows no remorse. ✓ (2)

2.1.8 Open-ended

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

Yes

- The door is where Mr Hyde enters Dr Jekyll's lab. It shows the change between Jekyll's public life and Hyde's secret life. For example, after hurting a girl, Hyde runs back through the door, showing his hidden life.
- The door looks old and damaged, unlike the other entrances in the pleasant neighbourhood. This shows the difference between Jekyll's respectable side and Hyde's dark side.
- Mr Utterson looks at the door to find out the truth about Jekyll and Hyde. The door is the key to Jekyll's secret changes.
- At the end, the door is broken down to get into Jekyll's lab. This shows the end of secrecy and reveals Jekyll's change into Hyde.

OR

No

- The change from Jekyll to Hyde happens because of the potion, not the door. The potion is the real symbol of change.
- The door is just a way for Hyde to enter separately. It doesn't directly show transformation.
- The story is more about Jekyll's inner struggle with good and evil, not the door. The change is in his mind and soul.
- Items like Jekyll's will and the lab are more important in showing transformation and secrecy, making the door less significant.

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)

AND

2.2 2.2.1 Just after Mr Hyde has committed suicide/after Poole and Mr Utterson have broken down the door of the cabinet/have entered the cabinet. ✓
It takes place in Dr Jekyll's home/cabinet/laboratory. ✓ (2)

2.2.2 The phrase means the sudden calm and quiet✓ that came after the noise and chaos caused by Mr Poole, Mr Utterson, and the other servants. ✓ (2)

2.2.3 (a) Personification. ✓ (1)

(b) The informal/social/cosy sound of the fire ✓ sounds like a person talking/having a conversation. ✓

OR

The cosiness of the warm fire highlights the (situational) irony of discovering a dead body. ✓ (2)

2.2.4 D Mr Hyde has committed suicide. ✓ (1)

2.2.5 The discovery of Hyde's body is shocking and gruesome BUT Mr Utterson's reaction is stern and composed.

OR

Mr Utterson is searching for Dr Jekyll BUT Dr Jekyll is actually lying right in front of them.

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

2.2.6 Mr Utterson thinks that Mr Hyde …

- killed Dr Jekyll. ✓
- killed Sir Carew. ✓
- is blackmailing Dr Jekyll, forcing him to change his will. ✓
- hid Dr Jekyll's body. ✓

Note: Accept any TWO of the above (2)

2.2.7 The discussion of the theme of the limits of scientific knowledge may include the following points, **among others:**

- Dr Jekyll's experiments with the potion show the unexpected and uncontrollable results of trying to change human nature.
- The frightening and mysterious actions of Hyde highlight the moral limits that Jekyll ignores in his quest for knowledge.
- The eventual failure of Jekyll's experiments, which results in him completely losing control over Hyde, acts as a warning about the dangers of unchecked scientific ambition.

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

2.2.8 Open-ended

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

Yes

- Dr Jekyll's attempt to separate his good and evil sides through science results in the creation of Mr Hyde, leading to uncontrollable consequences and his eventual downfall.
- Jekyll gradually loses control over his transformation into Hyde and becomes unable to stop Hyde's evil actions.
- Realising the irreversible damage caused by his experiment, Jekyll isolates himself and falls into despair, eventually deciding to end his own life to stop Hyde.

OR

No

- At first, Jekyll feels liberated and successful with his experiment, enjoying the freedom to act on his darker impulses without facing consequences.
- Jekyll understands the moral impact of his actions and tries to control Hyde, showing that he is not completely consumed by his tragic fate and still has a sense of responsibility.
- Despite the tragic result, Jekyll's experiment shows his scientific brilliance and ambition, which can be seen as a positive aspect of his character.

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*

3.1 3.1.1 (a) C/loyal, observant, cautious nobleman ✓
(b) A/strong, ruthless and ambitious wife ✓
(c) D/honourable and brave young soldier ✓
(d) B/protective mother and loyal wife ✓ (4 x 1) (4)

3.1.2 King Duncan visits Inverness to honour Macbeth for his bravery and loyalty in battle/to celebrate the victory on the battlefield. ✓ (1)

3.1.3 Macbeth implies that he will no longer find peace or rest ✓ because of his guilt at murdering King Duncan which will haunt him.✓ (2)

3.1.4 (a) Commanding/impatient/urgent/persuasive/contempt/loathing/ aggressive/condescending/frustrated. ✓ (1)

(b) Lady Macbeth uses this tone to assert control and calm Macbeth, urging him to quickly remove any evidence of their crime. ✓

OR

She is disappointed in the fact that Macbeth is a coward, does not want to return to the scene of the crime, that Macbeth is not as brave and cruel as she is for he is too scared to take the daggers back to the scene of the crime. ✓ (1)

3.1.5 Fear/paranoia/guilt/anxiety/shock/confusion ✓ Macbeth is deeply troubled by the murder he has committed. The knocking sound amplifies his fear and paranoia, making him feel that every noise is a potential threat. His guilt is overwhelming, as he believes that he will never be free from the blood on his hands. ✓ (2)

3.1.6 Lady Macbeth is remorseless/ruthless/manipulative. ✓

She criticises Macbeth for his guilt, implying that while they both have blood on their hands, she is not ashamed or fearful like he is. ✓ (2)

3.1.7 Macbeth is the Thane of Glamis. ✓ (1)

3.1.8 Open-ended

Accept a relevant response, that is grounded in the text, which shows an understanding of the following viewpoints, **among others:**

Yes

- Lady Macbeth's ambition to become queen drives her to manipulate Macbeth into murdering King Duncan. She questions his manhood and resolve.
- Lady Macbeth takes charge of the plan to kill Duncan, showcasing her strategic thinking and decisiveness. She meticulously plans the details of the murder, instructing Macbeth to 'look like the innocent flower, but be the serpent under't'.
- After Duncan's murder, Lady Macbeth remains composed and takes control of the situation when Macbeth begins to unravel. She calmly instructs him to wash the blood from his hands and return the daggers to the scene of the crime. Ambition helps her to maintain a clear head and manage crises effectively.

OR

No

- Despite her strong start, Lady Macbeth's ambition leads to deep guilt and mental instability, causing her to break down psychologically.
- Lady Macbeth's ambition blinds her to the long-term consequences of their actions. She thinks they can simply wash away their guilt, but this shows a lack of foresight and contributes to her downfall.
- At first, Lady Macbeth seems stronger than Macbeth, but as the play goes on, she loses control over him and the situation. Her ambition pushes him to commit murder, but she cannot control the chaos or his growing paranoia. This loss of control shows that her ambition, while powerful at first, ultimately leads to her destruction.

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

3.2

3.2.1 The time is just before the final battle against Macbeth/ just before meeting the English forces (to march towards Dunsinane Castle).✓The extract is set near Birnam Wood/Dunsinane (in Scotland).✓ (2)

3.2.2 The soldiers are filled with a strong desire for revenge ✓ against Macbeth for his tyrannical rule and the wrongs he has committed. ✓ (2)

3.2.3 Menteith's face should show worry and curiosity, with furrowed brows/frowning. ✓
He must lean slightly forward. ✓
He should raise his hand or point. ✓

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

3.2.4 C Macbeth ✓ (1)

3.2.5 Macbeth thinks that he can beat the English army with loyal soldiers fighting at his side BUT these soldiers will desert him later, leading to his downfall.✓✓

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

3.2.6 (a) Simile ✓ (1)

(b) This simile is relevant because it illustrates how Macbeth's title and power are ill-fitting ✓, much like an oversized robe on a small thief. It emphasises the idea that Macbeth is unworthy and incapable of bearing the responsibilities of kingship. ✓ (2)

3.2.7 The discussion of the theme of order and disorder may include the following points, **among others:**

- Macbeth's rise to power through the murder of King Duncan creates chaos and disorder in Scotland. Macduff defeats Macbeth, and Malcolm, the rightful heir, is restored to the throne.
- The witches' prophecies play a significant role in disrupting the natural order. However, by the end of the play, the witches' influence is nullified as their prophecies are fulfilled in a way that ultimately restores order.
- Macbeth betrays his king, murders innocent people, and rules through fear. However, the deaths of Macbeth and Lady Macbeth serve as retribution for their crimes, reinforcing the idea that justice prevails and moral order is ultimately restored.

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

3.2.8 Open-ended

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

Yes

- Macduff remains loyal to his country and refuses to support Macbeth after Duncan's murder. He joins Malcolm to overthrow Macbeth and restore peace to Scotland.
- Macduff shows courage and integrity by challenging Macbeth and fighting him to the death, despite the personal risk involved. He stands for justice and morality.
- Macduff's nobility is shown through his personal sacrifice. Despite the loss of his wife and children, he focuses on avenging their deaths and ending Macbeth's tyranny, prioritising the greater good.

OR

No

- Macduff leaves Scotland to go to England, abandoning his country and family instead of staying to fight Macbeth's tyranny.
- Macduff's pursuit of revenge for the death of his family is motivated by personal anger, making his actions more about personal grief than justice.
- Macduff relentlessly pursues Macbeth without showing mercy or compassion, prioritising vengeance over forgiveness.

NOTE: DO NOT award a mark for Agree or Disagree. 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 that is not well-substantiated. The candidate's response must be grounded in the play. (3)

[35]

QUESTION 4: ***MY CHILDREN! MYAFRICA!***

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

4.1 4.1.1 (a) D/member of debating team ✓
(b) E/inspector of education ✓
(c) A/rents out a room to Mr M ✓
(d) C/plays a poor hockey game ✓
(4 x 1) (4)

4.1.2 Brakwater. ✓ (1)

4.1.3 Thami views the classroom as a political reality because it represents the oppressive ✓educational/Bantu Education System. ✓ (2)

4.1.4 Isabel says this to Thami to show that she understands and respects his perspective ✓and to avoid further conflict by not arguing with him. ✓
OR
Isabel also wants to encourage Thami to communicate with Mr M✓, despite the tension in their teacher-student relationship. ✓ (2)

4.1.5 (a) Defiant/frustrated/assertive/anger. ✓ (1)

(b) To assert his independence and reject Mr M's authority. This tone reflects his frustration and determination to stand by his beliefs and actions, even if it means distancing himself from someone he once respected. ✓ (1)

4.1.6 Frustrated/irritated/defensive/angry.✓Thami shows his irritation and impatience with being told what to do, indicating that he feels overwhelmed and misunderstood. /His reaction suggests that he is trying to assert his independence and protect his autonomy, feeling the need to defend his decisions and actions against what he perceives as interference or control from Isabel. ✓ (2)

4.1.7 Isabel's favourite sport is hockey. /Thami's favourite sport is soccer.✓ (1)

4.1.8 Open-ended

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

Yes

- Isabel's willingness to participate in debates with Thami and Mr M shows her openness to different perspectives and her desire to understand the complexities of the issues they face.
- Her friendship with Thami, despite their different backgrounds, demonstrates her ability to connect with others and support them in their struggles.
- Isabel's visit to pay her last respects to Mr M and her promise to him further demonstrate her open-mindedness and growth. She acknowledges the impact Mr M had on her life and commits to making her life useful, as he had hoped. This promise shows her deep respect for Mr M's values and her determination to honour his legacy by striving for a meaningful and just life.

OR

No

- Before visiting Zolile High, Isabel's attitude towards black people was influenced by her privileged background, as seen in her description of the location and her initial detachment from the struggles faced by the black community. This limited understanding can lead to misunderstandings and conflicts.
- Isabel's initial curiosity about the boycott can be seen as superficial, as she does not fully grasp the depth of the struggle Thami and the other students face.
- Her involvement in the boycott is limited, as she does not face the same risks and consequences as Thami and the other students, which can make her support seem less impactful.

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 The time is when Thami and Mr M have a heated discussion about the school boycott /before the comrades burned Mr M ✓, and the place is in Mr M's/ Number One classroom / a classroom at Zolile High School, ✓ (2)

4.2.2 Admirable/influential /charismatic/ambitious.✓
The phrase means that the other students admire and respect Thami and see him as someone who can guide and influence them.✓ (2)

4.2.3 (a) Simile ✓ (1)

(b) According to Thami, Mr M compares the learners to sheep that must be led, ✓implying that they are not clever/mature enough to make their own decisions regarding the school boycott. They merely follow like sheep. (2)

4.2.4 Mr M should …
- Lean slightly towards Thami. ✓
- Use a pointing gesture with his finger. ✓
- Maintain strong eye contact with Thami. ✓

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

4.2.5 B students who participated in the boycott ✓ (1)

4.2.6 The irony is that Mr M asserts his authority by claiming he is a man and Thami is a boy, yet his outburst shows a loss of control and maturity, which contradicts his claim of being the more responsible adult. ✓✓

OR

Mr M still treats Thami as a boy, BUT he is no longer a mere schoolboy; as a youth leader he is already involved in matters concerning serious political unrest, far removed from the life of a boy. ✓✓

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

4.2.7 The discussion of the theme of conflict between generations may include the following points, **among others**:

- Mr M believes in the power of education and dialogue to bring about change. He organises debates and encourages his students to think critically.
- In contrast, Thami becomes increasingly disillusioned with the slow pace of change and believes that more radical actions, like the boycott, are necessary.
- Isabel, coming from a different background, often finds herself caught between the older and younger generations. She respects Mr M and values his dedication to education, but she also sympathises with Thami's desire for change.

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

well-substantiated. The candidate's interpretation must be grounded in the drama.

4.2.8 Open-ended

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

Yes

- Thami actively participates in the student boycott, showing his commitment to the cause.
- He challenges Mr M's authority and questions the education system's role in perpetuating inequality.
- Thami takes a leadership role among his peers, encouraging them to stand up for their rights.
- Thami hopes that if he joins the liberation movement and fights for freedom that will put an end to vigilantism and lives will be saved.

OR

No

- Thami hesitates when Mr M asks him to bring the students back to the classroom, showing doubt in his actions.
- He struggles with the personal consequences of his activism, such as the potential loss of his education.
- Thami's relationship with Isabel reveals his internal conflict between activism and personal connections.
- Thami tries to avoid conflict with Mr M at all costs out of respect for his teacher. It is only towards the end of the play that he openly rebels against 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 play. (3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 5

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

5.1 A BAG OF SWEETS – AGNES SAM

5.1.1 (a) B/brings shame on her family ✓
OR
D/discards traditional family values ✓

(b) A/place of tension and unresolved issues ✓

(d) C/place of Friday prayers ✓

(3 x 1) (3)

5.1.2 Kaltoum disapproves ✓of Khadija's choice of clothing, especially her bare legs, as it goes against their traditional Muslim attire/ because it goes against their religious norms/she finds it difficult to accept Khadija's modern approach. ✓ (2)

5.1.3 Her parents died or passed on. ✓ (1)

5.1.4 (a) Enthusiastic/joyful /delighted. ✓ (1)

(b) Khadija uses this tone because she is overjoyed/excited to see her sister, Kaltoum, after a long time/she hopes to reconnect with her. ✓ (1)

5.1.5 Kaltoum is irritated/ resentful and unwilling to engage in polite or friendly behaviour towards Khadija, ✓indicating her lingering bitterness/anger. ✓ (2)

5.1.6 Khadija is humble and persistent. ✓She keeps trying to reconnect with her family, despite their cold reception. ✓ (2)

5.1.7 Khadija visits the shop on Fridays. ✓ (1)

5.1.8 Open-ended

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

Yes

- She visits the shop frequently despite knowing her family disapproves.
- She tries to use Kaltoum's perceived weakness to re-enter the family.
- She disregards the family's customs by visiting on Fridays.

OR

No

- She wants to reconcile with her family.
- She shows humility and persistence in her attempts.
- She respects her family's space by eventually stopping her visits.

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

AND

5.2 **THE GIRL WHO CAN**

5.2.1 When Adjoa's grandmother and mother discuss her legs ✓at their hut/home in the village. ✓ (2)

5.2.2 (a) Metaphor ✓ (1)

(b) The calm, quiet state of being unborn is compared to a sweet, soft, silent world/ life is compared to a loud, complicated world. ✓This metaphor highlights the difficulties Adjoa has been facing from birth. ✓ (2)

5.2.3 Nana is upset /concerned/worried /disappointed ✓ emphasising the fact that Adjoa's legs do not fit the traditional physical expectations for a woman/which should be thicker and shorter because she would not be able to bear children✓ (2)

5.2.4 D/silence Maami ✓ (1)

5.2.5 Maami tries to defend Adjoa by pointing out that some people have no legs at all, ✓ implying that Adjoa should be appreciated for having legs. ✓ (2)

5.2.6 The irony is that Nana criticises Adjoa's legs for being too thin and long, YET these same legs later become the source of Adjoa's success as an athlete. ✓✓

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

5.2.7 The discussion of the theme of societal expectations may include the following points, **among others**:

- The pressure placed on Adjoa to conform to traditional physical and gender roles.
- Nana's criticism of Adjoa's legs reflects the narrow view of a woman's purpose.
- Education is viewed as a waste of time; women are expected to bear and raise the children.
- Adjoa's success in athletics challenges and expands these expectations.

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 viewpoints, **among others**:

Yes

- Adjoa's determination and insight are evident in her ability to navigate and challenge the expectations placed on her.
- Adjoa questions societal norms.
- She excels in athletics despite criticism.
- Adjoa perseveres and ultimately gains her grandmother's approval.

OR

No

- Adjoa often keeps her thoughts to herself, as she fears ridicule.
- She never speaks up to defend her mother and father when Nana criticises them.
- She struggles to express her ideas.

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)

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TOTAL SECTION C: 34

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

SECTION D: POETRY

QUESTION 6

6.1 **'The night-jar and Inkosazana Yasezulwini' – Chris Mann**

6.1.1 (a) ballad ✓
(b) myth ✓
(c) nocturnal ✓
(d) supernatural ✓ (4)

6.1.2 Midnight, when the speaker is woken up by the nightjar ✓ in a town/speaker's house/bedroom.✓ (2)

6.1.3 Simile ✓ (1)

6.1.4 The speaker was harshly woken up by the nightjar, ✓ despite the sandman sprinkling dust in his eyes to make him fall asleep. ✓ (2)

6.1.5 The speaker is awake ✓ while sleeping /in a dream-like state. ✓ (2)

6.1.6 Immortal/going to live forever ✓ (1)

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

- The nightjar is a messenger who brings hope to humans.
- The nightjar acts as a guide to the Princess of Heavens.
- The Princess of Heavens is a being who helps people dream.
- Dreams provide hope for the future and the possible realisation of people's ideals.

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)

6.1.8 Open-ended

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

Yes

- The Princess of Heavens rinses dreams in rainbow water, thereby purifying them.
- The Princess of Heavens then keeps the dreams safely wrapped in the morning mist.
- Humans need dreams to be able to love.
- Without the Princess of Heavens no one will be able to dream or love.

OR

No

- The Princess of Heavens is a mythical being.
- It is natural for all humans to dream.
- All dreams cannot be good/pure.
- Love can exist without dreams.

NOTE: Do not award marks for YES or NO. 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 **'What life is really like' – Beverly Rycroft**

6.2.1 Become resilient/strong enough for life's challenges. ✓ (1)

6.2.2 (a) The pigeons are desperate/ frantic to return to their home. /The pigeons show a strong, almost irrational desire to find safety and familiarity.✓ (1)

(b) The hawk is a bird of prey. ✓
It is flying/hovering as it is looking for food. ✓
OR
The disease /cancer is compared to a bird of prey (hawk) ✓that is circling above her waiting to attack.✓ (2)

6.2.3 The speaker emphasises that she was forced to assist her father. ✓
She was a frightened little girl exposed to the cruelties of life. ✓ (2)

6.2.4 (a) Anticipation/expectation/vulnerability✓ (1)

(b) To emphasise that the speaker spent her entire life waiting for what her father had prepared her for. ✓ (1)

6.2.5 (a) Metaphor ✓ (1)

(b) It compares the damage that the surgery inflicted on the speaker‘s chest to what a bulldozer does to the land. ✓
This emphasises the invasiveness/brutality of her surgery.✓ (2)

6.2.6 C/personification. ✓ (1)

6.2.7 The father's silence reveals a sense of pain/regret/helplessness/shock. ✓
The father refrains from lecturing his daughter, knowing she can handle life's cruelty. /He struggles to express his care in words, he shows his love through actions, like gently dressing her wound. /He prepared his daughter but he was not prepared for this cruelty. ✓ (2)

6.2.8 Open-ended

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

Yes

- In this poem the father prepares his daughter for the harsh realities of life.
- The speaker uses examples to show how cruel life can be: the beheading of the chickens, the pigeon mutilated by the hawk, and the father’s shouting that life is a fight for survival.
- The title is a repeated phrase in the poem.

OR

No

- Only the worst parts of life are depicted in this poem.
- Life is more often good and happy.
- Life does not really consist of only cruelty as the father believes.

NOTE: Do not award marks or YES or NO. 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

TOTAL: 70