GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2024

MARKING GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE (PAPER 2) (10052)

26 pages

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/takes Absalom's case for free ✓

(b) A/tells Stephen Kumalo that Absalom has moved to Alexandra Township ✓

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

(d) B/oversees the wedding of Absalom and his girlfriend ✓ (4)

1.1.2 (a) sadness/disbelief/frustration/heartbroken ✓

NOTE: Accept other suitable tones. (1)

(b) Jarvis uses this tone to show that he is heartbroken to have lost his only son. ✓ (1)

1.1.3 Jarvis means that Arthur Jarvis and other missionaries were there to help the local people, but it is ironic that they were killed by the very people they were trying to assist. ✓✓

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

1.1.4 (a) High Place ✓ (1)

(b) Too many cattle feed on the grass/overgrazed. ✓
The ground is unable to hold water/soil erosion. ✓
The people have burnt the grass too many times, and now the grass won't grow. ✓
The ground is not looked after/cared for/the people do not have the proper knowledge to care for the land. ✓
No rainfall/drought ✓

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

1.1.5 B/The inequality between the people in Johannesburg ✓ (1)

1.1.6 Jarvis is conservative ✓ – he takes the political system for granted.✓
Jarvis is ignorant ✓ – he has no idea what his son has done for other people./He does not know what role a missionary fulfils in society./He donates money to his church although he does not believe in its cause. ✓
He is generous ✓ – he donates money to his church. ✓

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

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

Yes.

- After his son Arthur's death, James Jarvis started to change. He tried to understand his son's ideas and worked on improving his behaviour. He learned about his son's work to bring different races together.
- The articles written by Arthur give James a new perspective on his son and he decides to carry on his son's legacy by donating money and changing the lives of the people of Ndotsheni.
- Jarvis shows compassion for Kumalo's suffering regarding his own son, Absalom.

OR

No.

- Jarvis is indifferent, he knows about the dilapidated state of the school in Ndotsheni but does nothing about it.
- Jarvis donates money only because he experiences guilt after the death of Arthur.
- It his wife's dying wish that he should build a new church for the people of 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)

AND

1.2 1.2.1 John Kumalo/Kumalo's brother's shop in Sophiatown. ✓
After the sentencing of Absalom./Stephen Kumalo has come to warn John Kumalo not to become corrupted by power./When Stephen says farewell to John before returning to Ndotsheni.✓ (2)

1.2.2 (a) Metaphor. ✓ (1)

(b) John Kumalo is compared to a bull✓which implies that he is a heavily built man/physically big in stature. ✓

OR

John Kumalo is compared to a bull✓ which implies that he is as stubborn as a bull and that he believes what he is doing is right. ✓

OR

John Kumalo is compared to a bull✓which implies that he is big in stature because of the role he plays as a politician in the community/he enjoys great esteem in the community. ✓

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

1.2.3 Stephen Kumalo is angry/hurtful/challenging/judgemental✓ because the two accomplices, one being John's son, will walk free.✓

OR

Stephen Kumalo is troubled/in despair ✓ as his son is sentenced to death, but John's son walks free. ✓

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

1.2.4 (a) Stephen is accusing Matthew Kumalo (the son of John Kumalo), ✓ saying he is responsible for Absalom taking part in the crime.
Matthew deserted Absalom and put the blame for the crime on him.
Stephen accuses Matthew of betraying Absalom. ✓ (2)

(b) John tells him to get out of his shop. ✓
John shuts/closes the door on Stephen. ✓
Stephen is unable to convince John that power corrupts/love is greater than force etc. ✓
Stephen will leave Johannesburg without making amends with his brother. ✓
The relationship between the two brothers is finally destroyed or irreconcilable.✓

NOTE: Accept any TWO points. (2)

1.2.5 Absalom's accomplices were not sentenced/they were discharged/ acquitted ✓ (1)

1.2.6 The discussion of the theme of 'comfort in desolation' should include the following points, **among others:**

- Stephen Kumalo finds comfort in his faith and his church. Even when he is overwhelmed with despair he turns to prayer.
- James Jarvis finds understanding in his son's writings after the death of his son. The healing process starts when he starts giving back to the community.
- When Margaret Jarvis passes away, James is able to fulfil her dying wish of building a church for the people of Ndotsheni. The happiness this brings to Stephen and the rest of the community will be a comfort to Jarvis.
- Stephen Kumalo finds happiness/comfort in Absalom's pregnant girlfriend and the birth of Absalom's baby.

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)

1.2.7 Open-ended:

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

Yes.

- The novel deals with the idea that forgiveness can heal and bring people together. James Jarvis bears no hatred towards Stephen Kumalo, despite Absalom killing his son.
- The novel focuses on the effects of apartheid on the people in a rural village like Ndotsheni or in a city like Johannesburg where poverty forces people to commit crimes. The effects of apartheid are still visible today.
- Stephen Kumalo and James Jarvis suffered losses and the reader can empathise with the characters in the novel.

OR

No.

- The novel takes place in 1946, in the pre-apartheid era. There is clear segregation between blacks and whites. The novel opens with a description of the difference between the fertile lands of the white farmers and the barren land of the Zulu people. Zulu people were only given a small percentage of land, which led to overgrazing. Today black farmers can own farms and they are using technology to ensure overgrazing does not taking place.
- The justice system has changed dramatically. In the novel, Absalom is found guilty of murder and sentenced to death by hanging. Today the death penalty is not allowed by the Constitution of South Africa.
- Black men worked in the gold mines, while their families stayed in the rural areas. The problems that the black men faced are far removed from today. Now there are unions and health and safety measures in place to make the working conditions so much safer.

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: ***THE 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/compares the handwriting of two documents written by Jekyll ✓

(b) B/keeps the letter of Lanyon safe until the disappearance of Jekyll ✓

(c) A/tells the story of the trampling of the girl ✓

(d) E/takes up his post at the laboratory door ✓ (4)

2.1.2 At Dr Jekyll's house. ✓ A fortnight (two weeks) after Utterson went out to search for Hyde. / During a dinner party held by Dr Jekyll. / When Utterson discusses the will with Dr Jekyll. ✓ (2)

2.1.3 Mr Hyde is the only beneficiary of Dr Jekyll's will./
Mr Hyde is not known to Mr Utterson./
Mr Hyde might be blackmailing Dr Jekyll./
Mr Hyde might want to murder Jekyll to gain access to his money.

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

2.1.4 B/religious beliefs ✓ (1)

2.1.5 (a) Metaphor ✓ (1)

(b) He compares Lanyon to a rigid and narrow-minded person who does not appreciate his scientific discoveries. ✓/Lanyon is compared to someone who has fixed ideas (bound by the rule book) about science. ✓

OR

This metaphor shows Dr Jekyll's contempt and disappointment ✓ for Lanyon. /Dr Lanyon and Jekyll have opposite ideas of scientific research. ✓

OR

Dr Lanyon is openly critical of Dr Jekyll's scientific experiments. ✓ He believes in logical science whereas Dr Jekyll experiments in metaphysical science. ✓

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

2.1.6 Mr Hyde was responsible for the trampling of a girl/a child. /
Mr Hyde showed no mercy/regret after trampling the girl. ✓ (1)

2.1.7 Mr Utterson is loyal ✓ (to his friends) – when Jekyll insults Dr Lanyon, it is clear that Mr Utterson is offended. ✓
Mr Utterson is inquisitive ✓– he tries to find out the connection between Dr Jekyll and Mr Hyde. ✓
Mr Utterson is concerned ✓ – The content of the will was disturbing, and he wants to understand the logic behind why Dr Jekyll leaves everything he owns to Mr Hyde. ✓

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

2.1.8 Open-ended:

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

Yes.

- As a lawyer Mr Utterson is bound to keep Dr Jekyll's secret. He didn't tell the police that Dr Jekyll is acquainted with Mr Hyde.
- He would have understood the reason for including Mr Hyde in the will.
- Mr Utterson would have stopped asking Dr Jekyll about the will.

OR

No.

- Mr Utterson would probably have broken his friendship with Dr Jekyll, just as Dr Lanyon has done.
- Mr Utterson would have been obligated to inform the police about the connection between Dr Jekyll and Mr Hyde, and Mr Hyde/Dr Jekyll would have been arrested.

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 Dr Lanyon says that he has never met Mr Hyde, but he did actually meet him/it is Dr Jekyll standing in front of him in the guise of Mr Hyde. ✓✓

OR

Dr Lanyon expresses his pleasure in meeting Mr Hyde, but there is no pleasure in meeting Mr Hyde as he is evil. ✓✓

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

2.2.2 (a) respectful/civil/formal/polite ✓ (1)

(b) Mr Hyde is not known to him and is acting strangely.✓/
Dr Lanyon is a gentleman and keeps up the 'rules' of society. ✓ (1)

2.2.3 Dr Lanyon had to go to Dr Jekyll's cabinet and get a drawer. ✓
Lanyon had to wait for a person (at his consulting rooms) who will come to fetch the drawer. ✓ (2)

2.2.4 Relieved ✓– Jekyll/Hyde had to trust Dr Lanyon, that he would follow the instructions and get the drawer. ✓/
Excited/eager/anxious ✓– he needs the content of the drawer to make the transformation/otherwise he will be stuck as the Mr Hyde character. ✓

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

2.2.5
- Dr Lanyon is a scientist, just like Dr Jekyll. This is an opportunity to show off what he has achieved. ✓✓
- Dr Lanyon has a negative view of Dr Jekyll's experiments and this can be a form of revenge. Dr Jekyll knew that Dr Lanyon would not be able to handle the discovery.✓✓
- Dr Jekyll wanted to show Dr Lanyon that the rules of scientific experimentation can be broken. ✓✓

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

2.2.6 Dr Lanyon fell ill/died shortly after seeing the transformation. ✓
Dr Lanyon was so shocked/distressed that he could not sleep. ✓

NOTE: Accept any ONE of the above (1)

2.2.7 The discussion of the theme secrets should include the following points, **among others:**

- Dr Jekyll keeps his dual personality a secret so that he is able to hide his evil side.
- Dr Jekyll keeps Mr Hyde a secret so that his reputation is not ruined, as Mr Hyde tramples a girl and commits murder.
- Dr Jekyll's experimentation is kept a secret. Dr Jekyll reveals to Dr Lanyon how he can transform and this leads to the death of Dr Lanyon.

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 suppresses his evil side in the novel. This leads to the character Mr Hyde who is formed and leads to the death of Dr Jekyll. Today people are struggling with mental illnesses and should realise that they cannot block it, as it might have deadly consequences.
- Dr Jekyll is addicted to the potion to contain Mr Hyde. At the end of the novel he loses complete control and dies. People are still struggling with different forms of addiction, and this might be warning to address the addiction before it kills.
- In Victorian society, Dr Jekyll focusses on keeping up appearances and ensuring that his reputation is not tarnished. Today people are keeping up appearances on social media.

OR

No.

- The setting of the novel is during the Victorian era, which exemplified certain values which were accepted, for instance, the importance of a well-respected reputation. There is a vast difference between the society today and the Victorian society. In the Victorian era people kept secrets, whereas now everything is accessible on social media.
- The idea of a person transforming into another person, (just as Dr Jekyll changed into Mr Hyde or vice a versa) seems impossible even with the scientific breakthroughs that have been made to date.
- Victorian society was also fascinated with 'primitive people', symbolised by Mr Hyde in contrast to a civilised person, represented by Dr Jekyll. Mr Hyde is described as having the qualities of an ape. Today it will not be in good taste to make reference to people as 'primitive' or 'ape-like'.

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. QUESTION 3.1 and 3.2.

3.1 3.1.1 (a) D/son of Banquo ✓

(b) E/goddess of witchcraft ✓

(c) B/leader of the rebel forces ✓

(d) A/former Thane of Glamis ✓ (4)

3.1.2 This extract takes place in Inverness / Macbeth's castle. ✓
Lennox and Macduff have come to fetch King Duncan/when Macbeth and Macduff break the news of Duncan's death to Malcolm (and Donalbain)/ Duncan's sons. Macbeth and Lennox have just returned from Duncan's chamber discovering the murder. ✓ (2)

3.1.3 (a) Metaphor✓ (1)

(b) Macbeth compares King Duncan to the source or origin ✓ of Malcolm's and Donalbain's bloodline/lives. ✓

OR

Macbeth compares the death of the king to the stopping/closing up of a spring or fountain ✓ that supplies blood/life to his sons. ✓

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

3.1.4 (a) King Duncan's guards/chamberlains ✓ (1)

(b) The guards' hands and faces were covered in/smeared with blood/✓
OR
The guards' daggers were covered in blood and found on their pillows. ✓ (1)

3.1.5 (a) puzzled/confused/irritated/annoyed/angered/accusatory/suspicious/shocked/ disbelieving. ✓ (1)

(b) Macduff does not understand why Macbeth would kill the guards because he would have wanted them to stand trial for the murder of Duncan and provide an explanation for their deeds. ✓

OR

Macduff is suspicious of Macbeth as Macbeth might have killed the guards intentionally in order to hide his deed of killing the king. ✓ (1)

3.1.6 Macbeth is conflicted/irrational✓because he asks if it is possible for anyone to be rational and confused, calm and angry, loyal and fair at the same time which is exactly how he still feels after he has murdered Duncan. ✓ (2)

3.1.7 Open-ended

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

Yes.

- Macduff decides to go to England to try to convince Malcolm to return to Scotland, and come to their aid to overthrow Macbeth to take his rightful place on the throne.
- Macduff, aware of the danger in Scotland, took a risk by leaving his vulnerable wife and innocent children behind when he departed for England.
- Macduff is to blame for not being at Fife to protect his family. Even his wife, Lady Macduff criticises her husband for fleeing Scotland.

OR

No.

- Macduff's loyalty to Scotland is what drove him to leave Scotland, seeking Malcolm's assistance to return Scotland to its former glory.
- Macduff's wife and children are brutally murdered, and he is deeply affected by their deaths. He expresses his desire for revenge, emphasising the need to avenge his family.
- Macbeth's vengeful nature and bloodlust are to blame for the death of Macduff's family members.

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
- Throw his hands in the air ✓
- Put his hands on his head ✓
- Cover his face with his hands ✓
- Turn away from/walk away from Malcolm ✓

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

3.2.2 Macduff refers to Macbeth not being the rightful heir to the throne of Scotland (untitled).
Malcolm, the Prince of Cumberland, is still alive and is the rightful heir.
Macbeth is a cruel king who rules by fear (tyrant).
Macbeth only became King of Scotland because he murdered King Duncan.
Macbeth's rise to power involved treachery.
Macbeth's rule is illegitimate and stained with violence and bloodshed.

NOTE: Accept any TWO of the above (2)

3.2.3 Macduff hoped that Malcolm could save Scotland BUT Malcolm is apparently just as cruel as Macbeth. ✓✓

OR

Malcolm is portraying himself as evil just like Macbeth, but in reality he is a good person, testing Macduff's loyalty. ✓✓

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

3.2.4 Macduff acknowledges Malcolm as the rightful heir to the throne./
Macduff sees Macbeth as a bloody untitled tyrant. ✓ (1)

3.2.5 Macduff is a man of integrity/noble/honest/honourable/trustworthy ✓– he shows his respect and admiration for Duncan and his family. ✓/

Macduff is loyal/patriotic✓ - is determined to restore justice and peace to Scotland. ✓

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

3.2.6 Malcolm says that Macbeth has tried to trick him many times before to lure him back to Scotland or to make him believe that Macbeth is truthful. ✓ That is the reason why Malcolm does not trust anyone easily or quickly. ✓ (2)

3.2.7 The discussion of the theme of, appearance versus reality, should include the following points, **among others:**

- When the witches first appear to Macbeth and Banquo, it is not clear whether they are human or supernatural beings; whether they are male or female; real or imaginary.
- The words of the witches 'fair is foul, and foul is fair' exemplify this theme as the witches imply that what appears to be good might in fact be evil and what appears to be evil might be good.

- Macbeth appears to be a 'worthy' and loyal person (Thane) and kinsman of King Duncan but then plots with Lady Macbeth to murder King Duncan.

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.

- Malcolm was so concerned about his own safety that he fled rather than preventing Macbeth from becoming king.
- Malcolm stays in England while Scotland goes to ruin.
- Malcolm is still young; he is only appointed as King towards the end of the play. It would be difficult to determine whether he would be a better king.

OR

No.

- Malcolm does not trust as easily as his father King Duncan did. Because Duncan trusted so easily, he was betrayed by the Thane of Cawdor and Macdonwald which led to a civil and national war.
- Malcolm went to seek the assistance of King Edward of England to come to Scotland's rescue to free them from the tyrannical rule of Macbeth.
- Malcolm fled to England because he knew his life (as heir to the throne) was at risk.

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 that is not well substantiated. The candidate's response 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) E/Chinese philosopher ✓
(b) D/famous Egyptian king ✓
(c) B/learner in Mr M's classroom ✓
(d) A/police officer ✓ (4)

4.1.2 Mr M wants to know if Thami is involved in any of the political activities, ✓ the (comrade meetings/boycotts/protests) happening in the township. ✓ (2)

4.1.3 Mr M wants to protect his learners from the violent protests. /Mr M does not want his learners to get into trouble with the law. /He wants his learners to stay in school and not join the boycotts. ✓ (1)

4.1.4 (a) Metaphor/Personification/Hyperbole. ✓ (1)

(b) Metaphor – Trouble is spreading around everywhere in the township, ✓ as the youth boycotts/protests against the oppressive system of government at the time. ✓

Personification – Trouble is personified as a swimmer ✓ as it spreads around the township because of political injustice. ✓

Hyperbole – Mr M's statement about the dangerous mood 'swimming around everywhere' exaggerates ✓ the extent of the trouble. ✓

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

4.1.5 Isabel is thankful/pleased/relieved ✓– that she does not have to betray/split Thami or is forced to share Thami's secrets with Mr M./She is thankful that Thami has not shared any information about political activities in the township, so she does not have to tell Mr M anything./ Isabel does not want to be involved in any conflict between Mr M and Thami. ✓ (2)

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

- Isabel and Thami become friends as they prepare for the inter-school English literature quiz. However, their friendship is tested by gender, race, lifestyle and background differences.
- Isabel values her friendship with Thami and does not allow Mr M to manipulate her. She respects Thami's privacy as she refuses to share information about Thami with Mr M.
- The Comrades believe that friendship between black and white is against the Cause. When Thami tells Isabel that they should not see each other again, she refers to friendship as a beautiful word, and that if they cannot be open and honest with each other, they have no right to use the word.
- The relationship between Mr M and Isabel is cordial.

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.

- Mr M admits that Thami is that one special student every teacher dreams about.
- Mr M admits that Thami is his favourite student, and he says Thami is highly intelligent, destined for great things (a great leader).
- Mr M is rooting for Thami to win the literature quiz so that he can get the scholarship at a university to further his studies.
- Mr M felt utterly disappointed/sad and deserted when Thami decided to join the boycott.

OR

No.

- The generation gap leads to a conflict where Mr M does not believe in opposing apartheid with violence; Thami does not believe in a passive approach.
- Mr M does not value/consider Thami's opinions and feelings as he always makes decisions for him regardless of whether he agrees or not.
- Mr M is liberal/lenient with Isabel, but he is controlling and dictatorial towards Thami.
- Mr M calls Thami a silly boy who will grow up to be a stupid man because Thami has decided to join the boycotts.

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 Brakwater/The location ✓ when Thami says goodbye to Isabel/when Isabel confronts Thami about the death of Mr M. ✓ (2)

4.2.2 C iron rod ✓ (1)

4.2.3 Thami thinks that Mr M hated himself for being an informer, but Mr M felt it was his duty to put an end to the boycott/arson and violence. ✓✓

OR

Thami thinks that Mr M hated himself for what he did but Mr M believed that he was doing the right thing by giving the names of the political action committee members to the police. ✓✓

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

4.2.4 (a) pleading/frustrated/adamant ✓ (1)

(b) Pleading – Isabel desperately wants Thami to understand the role Mr M played in their lives. ✓
Frustrated – Isabel is frustrated by the senseless killing of Mr M. ✓
Adamant –Isabel is adamant that the mob did not have to kill Mr M. ✓

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

4.2.5
- Raise her voice ✓
- Point her finger at Thami ✓
- Shake her head ✓
- Look sternly into Thami's eyes ✓

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

4.2.6 Mr M visited the police station. ✓ (1)

4.2.7 Thami means that Mr M's teachings about using words/dialogue/ negotiation/education to attain freedom are old and ineffective. ✓ They have not yielded the desired results; therefore, a new approach is necessary. The passive approach, the fighting of apartheid with words, is not effective. ✓ (2)

4.2.8 Impatient/irritable ✓ – he did not want to accept/understand Mr M's conservative ideas. ✓

Regretful ✓ – Thami did not admit to Mr M that he loved him and now it is too late. ✓ (2)

NOTE: Accept any ONE of the above combinations.

4.2.9 Open-ended:

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

Yes.
- Mr M does not believe that violence is the right approach to fight against oppression and he would rather die for what he believes in than allow Thami to lie to his comrades about him not being an informer.
- Mr M loves education and continues to teach unhappily in the Bantu education system because he wants his learners to be eloquent speakers so that they can use words to fight against oppression instead of using stones.
- Mr M gave the names of the political action committee to the police so that the boycott/unrests/arson would end, and his learners could come back to school, not because he was against black people getting freedom.

OR

No.

- Mr M encourages dialogues/debates and the use of words to express one's opinions, but he does not allow Thami to express his opinions.
- Mr M respects and values Isabel's opinions/views, but he does not do the same for Thami, yet they are both students/learners.
- Mr M continues to teach in the Bantu education system even though he knows that it is inferior and does not give black learners the same opportunities as their white counterparts.

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

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

QUESTION 5.1: 'CLASS ACT' – NAMHLA TSHISANA

5.1 5.1.1 (a) C/submits an application to the university in Alice ✓

(b) E/comments that the narrator's mom must invest in a mop ✓

(c) D/a fashion designer in Johannesburg ✓

(d) A/makes fun of the narrator's bloomers ✓ (4)

5.1.2 She struggles to connect with her peers because she does not know how to speak Afrikaans. /Her classmates made fun of her long skirt./Her classmates teased her by calling her Sister Mary Clarence. ✓ (1)

5.1.3 B Geography ✓ (1)

5.1.4 (a) Hyperbole/Simile ✓ (1)

(b) Simile: The classmates' laughter at her long skirt is so loud, it is compared to thunder. ✓ This implies that the narrator finds the teasing intense/overwhelming. ✓

OR

Hyperbole: The classmates' laughter at her long skirt, is so loud, it sounds like thunder. ✓ This implies that the narrator finds the teasing intense/overwhelming. ✓ (2)

5.1.5 The narrator is insecure/vulnerable/timid/reserved ✓ she does not fight back/retaliate/cry when her classmates tease her. /Their teasing affects her deeply, making her feel like she is lost. ✓ (2)

5.1.6 Mr Sauls is an irresponsible teacher. /Mr Sauls is unable to maintain discipline in his class. ✓ (1)

5.1.7 The discussion on the theme of bullying should include the following points, **among others**:

- The narrator faces relentless teasing from her classmates. They mockingly call her “Sister Mary Clarence”, a reference to the character from the movie “Sister Act.” This nickname highlights her perceived otherness and sets her apart from her peers.
- The narrator’s appearance becomes a target. Her classmates focus on the length of her tunic, scrutinising her uniform. Renato singles her out, emphasising the importance of a “respectable” tunic length.
- The bullying is not physical, but it kills her spirit. She is bullied by a class repeater, who is possibly insecure himself. Even the girls join in the bullying.

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

5.1.8 Open-ended:

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

Yes.

- The narrator is a victim of a three-time repeater. She feels left out, teased, and pressured to fit in. Her vulnerability and inability to defend herself make her situation very sad.
- The narrator is only twelve years old. At this age, fitting in with peers is extremely important. The hurtful teasing affects how she feels about herself and her emotions. She tries to deal with the experience on her own, and only later confides in her sister.
- Despite her mom’s practical intentions, the narrator does not get emotional support. Mama’s busy schedule means she cannot fix the uniform issue right away. Without strong support, the narrator’s struggles become even harder.

OR

No.

- The narrator has an understanding sister who supports her emotionally and assists in trying to solve her problems. She fixes the tunic.
- She resolves that she is better off as Sister Mary Clarence, wearing a long tunic that covers her knock knees/black knees/yellow panties.
- The narrator is practical. To avoid being teased, she decides to wear a long tunic so that her classmates do not see her bloomers and black knock-knees. She should have reported the bullying, rather than suffering on her own.

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

QUESTION 5.2: 'FORBIDDEN LOVE' – CAN THEMBA

5.2 5.2.1 The setting is in the Randolph's house /Davie/Dora's parents' dining room/house ✓ when Salome confronts Davie/when Salome wants to discuss her love affair with Davie/when Salome wants to reveal the identity of the father of her child. ✓ (2)

5.2.2 Mr Van Vuuren is a racist ✓ who is against interracial relationships. /He advises coloured people to stay away from black people. /He was invited by Mr Randolph to warn his children to stay away from the natives.✓ (2)

5.2.3 Salome describes these letters as flaming because they contain passionate content/reveal an intense romantic relationship ✓ that resulted in the birth of a love child. ✓ (2)

5.2.4 (a) Angry/forceful/desperate/embarrassed/aggressive/condescending ✓ (1)

(b) Mr Randolph's anger stems from the shock of discovering Davie's involvement with Salome. He does not want to believe that his son is in love with a black woman. /This revelation is made in front of Mr Van Vuuren which is humiliating. ✓ (1)

5.2.5 Davie's exceptional circumstances are ironic because he is portrayed as a man who would openly acknowledge his love for Salome if he could. However, the reality is that he has been concealing their relationship because he is racist. ✓✓

OR

Davie's situation is ironic. He is racist towards black people but he has a child with Salome, who is black. His actions go against what he believes, revealing a complicated and confusing truth.✓✓

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

5.2.6 Mrs Randolph reacts with excitement and curiosity upon learning about the grandchild. ✓
Mr Randolph is sceptical/angry and calls Salome a liar/challenges Salome's proof. (He tries to deny the fact that Salome is in a relationship with Davie.) ✓ (2)

5.2.7 Salome is angry/determined✓ to expose Davie's hypocrisy and demand accountability.✓ (2)

5.2.8 Open-ended:

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

Yes.

- Davie is a hypocrite who does not approve of Dora and Michael's (a black man) relationship, yet he also has a love child with Salome (a black woman).
- Davie is a coward and will not face Michael alone. Davie and a few of his coloured friends go out looking for Michael. They meet him at the Rhythmic Cinema and beat him up.
- Davie is a coward who is not facing his responsibilities but who is rather hiding them. He keeps his lover Salome and his child a secret.

OR

No.

- Against the background of apartheid, Davie protects his sister from the disgrace of being involved with a black man.
- He is in a relationship with Salome and writes her 'flaming' love letters to her. This proves that he did love her.
- He lives in fear that he will be exposed by Salome, a black woman, revealing that he is the father of her child. He had no choice.

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

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

6.1 'Reciprocities' – CATHAL LAGAN

6.1.1 (a) E/loops of wool ✓

(b) A/to unwind ✓

(c) B/to wind up tightly ✓

(d) C/threads of wool ✓ (4)

6.1.2 (a) Simile ✓ (1)

(b) The poet describes how he/the boy holding out his hands and arms to help his mother ✓, resembles a priest blessing a congregation during Mass. ✓ (2)

6.1.3 (a) Strict/harsh/reprimanding ✓ (1)

(b) She wants the boy to focus on the task at hand/to hold still otherwise the wool would tangle/She teaches him discipline. ✓ (1)

6.1.4 The speaker is comforted/at peace/satisfied/nostalgic. ✓ He has no wool left, but he knows it will be returned to him in the form of a jersey which will fit perfectly as his mother knows him well. ✓ (2)

6.1.5 He remembers his mother. ✓ He remembers the life lessons/the time they spent together. ✓ (2)

6.1.6 B/words ✓ (1)

6.1.7 Open-ended.

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

Yes.

- 'Reciprocities' means favours/good deeds that are returned, reciprocate means to return a favour.
- In this poem the mother enjoys the son's help and teaches him life lessons/morals in exchange for his help with the wool.
- The speaker is shaped into adulthood by his mother's moral lessons and wishes to return the favour by dedicating this poem to her.
- He writes the poem as an ode to his mother, although he feels his effort is inferior and he cannot repay her for the valuable lessons she has taught him.

OR

No.

- The title is difficult to understand and therefore misleading.
- The poem describes a mother and son working together, without any payment required.
- A mother does everything out of love and does not expect anything in return.
- This poem is written many years later, therefore it will be too late to show his gratitude to his mother.

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 **'Inversnaid' – GERARD MANLEY HOPKINS**

6.2.1 'darksome' ✓ and 'rollrock' ✓(only stanza one) (2)

6.2.2 (a) The water turns round and forms a whirlpool of dark/black water, (dragging the objects on the surface down.) ✓ (1)

(b) The whirlpool of water lures a desperate person into allowing himself to be emotionally dragged down. ✓

OR

Despair is compared to a person who is drowning (metaphor/ personification). ✓ (1)

6.2.3 He becomes aware of the beautiful plant life (ferns, purple heather, and ash trees with red/orange berries) on the riverbanks as the stream flows more slowly/peacefully.✓ This beauty lifts his spirits.✓ (2)

6.2.4 The repetition of 'dew' in the poem emphasises the freshness and vitality of the morning, suggesting a moist and lively landscape. ✓ (1)

6.2.5 The time is during the day when the poet admires the beauty of the stream/riverbank/vegetation. ✓ The place is the riverbank/stream. ✓ (2)

6.2.6 (a) Alliteration ✓/assonance ✓ (1)

(b) The alliteration/assonance slows the line ✓ to emphasise the speaker's plea to mankind to conserve nature. ✓ (2)

6.2.7 The discussion of the theme of the need to leave nature undisturbed should include the following points, **among others:**

- The speaker is enthralled by the beauty of nature at Inversnaid. He becomes concerned about the impact of mankind on nature through industrialisation and urbanisation.
- The speaker describes the beautiful river and surrounding natural surroundings and concludes with a plea for it to be preserved.
- In the final stanza, the speaker uses a rhetorical question/sound devices/repetition to emphasise the plea to leave nature undisturbed. The speaker emphasises that nothing will be left of the world without water and plants.

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 stream is described as flowing very fast from its origin: 'roaring down'.
- Then it is described as it falls over the rocky edge to the lake below: 'turns and twindles'.
- Eventually the stream is described as flowing slowly through the landscape: 'treads through'. Examples of descriptive words depicting the churning of the water/at the pool at the waterfall: fleece of his foam/fáwn-fróth.

OR

No.

- The images are confusing as they are not clear/understandable.
- In stanza 1 the personification is not related to water.
- The description of the pool in stanza 2 is negative.
- Stanza 3 focuses on the plants surrounding the stream.
- The last stanza is a plea to mankind and has nothing to do with the journey of the stream.

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

TOTAL: 70