



## EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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## 2022 NSC CHIEF MARKER'S REPORT

<b>SUBJECT</b>	<b>ENGLISH FAL</b>		
<b>QUESTION PAPER</b>		<b>2</b>	
<b>DURATION OF QUESTION PAPER</b>	<b>2 HOURS</b>	<b>30 MINUTES</b>	
<b>PROVINCE</b>	<b>EASTERN CAPE</b>		
<b>DATES OF MARKING</b>	<b>07-22 DECEMBER 2022</b>		

### SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Most learners adhered to instructions and responded to two questions only. Several learners answered drama (My Children! My Africa!), short stories and poetry. There was a notable decline in learners answering the drama (Macbeth) and novels (Strange case of Dr Jekyll and Mr Hyde and Cry the Beloved Country). In general learners showed improvement compared to the previous year's group. Some top learners obtained between 65 and 70 marks, they responded well in the mix and match of columns (characterisation), theme questions, figures of speech and open-ended questions.

Learners who performed at average struggled to respond to the question that required the description of the setting for 2 marks (1.2.1, 2.1.2, 3.1.2, 4.1.2, 5.2.1 and 6.1.5(a)). They responded poorly to the question that required them to explain the state of mind of a specific character (1.1.6, 2.1.5, 3.2.5 (b), 4.1.5, 5.2.5 and 6.2.5).

Unfortunately, learners who performed poorly struggled with almost all questions including the give-away character questions pitched at levels 1-2. On an overall, the paper was fair enough to learners who were fully prepared for the examinations.

**SECTION 2: Comment on candidates' performance in individual questions  
(It is expected that a comment will be provided for each question on a separate sheet).**

**QUESTION 1**

- (a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 83% in Q 1.1 and 68% in Q 1.2. Cry the Beloved Country is the least popular novel. Learners responded well except for few learners who seemed to have answered question 1 by default. Learners responded well in character questions (1.1.1, 1.1.5, 1.1.7, 1.2.3, 1.2.9), figures of speech questions 1.1.4, 1.2.6 and theme question (1.1.6). The highest score recorded was 34 marks and the lowest 1 mark.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The struggling learners seemed to have no in-depth understanding of the novel; it might be part-time candidates who did not get any tuition.

1.1.3 (a) Learners struggled to describe Msimangu's tone in line 12.

1.2.2. Learners could not explain why Stephen could not hear nor see.

1.2.3 Learners struggled to explain Mrs Kumalo's state of mind.

1.2.7 Learners were unable to prove why the statement is false.

- (c) Provide suggestions for improvement in relation to Teaching and Learning  
Learners must read the whole text and analyze chapter by chapter in class. Learners should be taught on how to describe tone looking at context. Learners must also be able to see how incidents trigger character's emotions.

The state of mind question requires learners to focus on how the character feels and explain why he/ she feels that way.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners who scored low marks seemed to have not read the text, they struggled to correctly match character names with the descriptions in question 1.1.1

Some learners respond by giving the negative form of a statement. For an example in question 1.2.7 "Why is the following statement FALSE?", for learners to score marks they must give the correct information not the negative form of a given statement.

Informal activities should focus more on tone, state of mind and figures of speech.

Use of past papers may assist learners to be familiar with the questioning style of external papers.

## QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 61% in Q 2.1 and 75% in Q 2.2. Learners scored high marks in character questions (2.1.1, 2.1.7 and 2.2.8), setting question 2.1.2 and theme question (2.2.7). 30 marks were recorded as the highest score.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

2.1.3 Learners struggled to state both aspects, they only focused on Mr Hyde's link (benefit from the will) and did not mention the fact that Utterson has not met Hyde.

2.1.5 (b) Learners struggled with the explanation of the relevance. Some managed to score 1 mark.

2.1.5 (c) Learners struggled to explain why Hyde is a 'fiend'.

2.2.1 Many learners could not explain the irony in Utterson's statement.

2.2.4 Some learners identify the state of mind but struggled to give the relevant substantiation.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Learners must do informal activities focusing on explaining the relevance of the figures of speech.

In the state of mind question learners should link the descriptor provided with the reason why a character has certain feelings.

Learners must be taught irony whilst discussing the novel.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Informal activities should be developed for each chapter, focus must be on figures of speech, tone, setting and state of mind. Past examination papers should be used as a reference when developing class activities.

### QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 60% in Q 3.1 and 47% in Q 3.2.

Candidates responded well in questions 3.1.1, 3.1.6, 3.1.8, 3.2.7 and 3.2.8. but some struggled with explaining the relevance of figures of speech, tone, and irony. The highest score recorded was 34 marks and the lowest 1 mark.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

3.1.2 Learners struggled to fully describe setting; they could not supply the 'time' aspect (when it is happening).

3.1.3 (b) Learners struggled with explaining relevance of the figure of speech.

3.1.5 They struggled with substantiation in Ross's state of mind.

3.2.1 They struggled with identifying Ross's tone and explaining its appropriateness.

3.2.4 Learners could not explain the irony in Ross's words.

3.2.6 They struggled to explain the meaning of Macduff's words.

(c) Provide suggestions for improvement in relation to Teaching and Learning  
The description of setting should only focus on the given extract.

Informal activities in the classroom should focus on explaining the relevance of figures of speech.

In the state of mind question learners should link the descriptor provided with the reason why a character has certain feelings.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Informal activities should be developed for each scene, focus must be on describing the setting, relevance of figures of speech, state of mind, tone, irony, and interpreting lines/vocabulary from the text. Past examination papers should be used as a reference when developing such activities.

## QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 68% in Q 4.1 and 62% in Q 4.2. In 2022 the drama- My Children! My Africa! was topping the list of popular genres. The highest score recorded was 35 marks and the lowest 1 mark.

Learners who scored high marks responded well in most questions like 4.1.1, 4.1.4(a), 4.1.6, 4.2.2(a), 4.2.4 and 4.2.7.

Some learners struggled with questions 4.1.3, 4.1.5, 4.1.7, 4.2.2 (b) and 4.2.5(b).

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

4.1.3 Learners struggled to explain the meaning of Isabel's words.

4.1.5 Some learners just gave the negative of the statement.

4.1.7 Learners struggled to discuss their views, they focused more on Brakwater as an under-privileged area ignoring to mention the Zolile High learners/debaters.

4.2.2 (b) Learners struggled to explain why Thami would use that tone.

4.2.5(b) Learners struggled to recall the meaning of 'potted bios'

(c) Provide suggestions for improvement in relation to Teaching and Learning During teaching interpretation of concepts and vocabulary development should be prioritized. Knowledge of the whole drama depends on the analysis of each scene and act. Learners should follow the plot structure to be able to track incidents surrounding each character. Timeline is key for learners to know so that they do not confuse facts. The popular debate should not be confused with practicing for the literary quiz.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners should be encouraged to act the drama book for enhancing their knowledge of character traits, tone, stage directions and feelings experienced by characters. Vocabulary development is key in the analysis of drama.

Past examination papers should be used as a reference when developing informal activities.

## QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 61% in Q 5.1 and 45% in Q 5.2. In 2022 short stories were still topping the list of popular genres. The highest score recorded was 30 marks and the lowest 1 mark.

Learners who scored high marks took advantage of questions 5.1.1, 5.1.3(a), 5.1.7, 5.2.3, 5.2.5, 5.2.7 and 5.2.8.

Some learners struggled with many questions including 5.1.2, 5.1.3 (b), 5.1.6, 5.2.2 and 5.2.4.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

5.1.2 Learners struggled with describing Arthur's state of mind.

5.1.3 (b) Learners struggled to explain the relevance of the figure of speech.

5.1.6 They could not identify the character traits revealed in the extract.

5.2.2. Learners failed to apply prior knowledge of the short story to describe the 'good idea' Paddy refers to.

(c) Provide suggestions for improvement in relation to Teaching and Learning With the new list of short stories prescribed to start in 2023, learners must read all short stories before they are analyzed in class. The plot structure should be looked at so that learners can easily follow the story line.

Analysis should focus on vocabulary development, setting, figures of speech, tone, state of mind and themes. Quality informal tasks should be developed to address aspects highlighted above.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners confused characters of short stories, for example Molly in 'Fur coat' is confused with Mrs Kelveys in the other short story 'The dolls house'. Learners did not pay attention to Chester and Julia, as a result they could not state their ages and character traits.

Past examination papers should be used as a reference when developing informal activities.

## QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Learners in the sampled scripts performed at an average of 77% in Q 6.1 and 67% in Q 6.2. Poetry also topped the list of popular genres.

The highest score recorded was 35 marks and the lowest 1 mark. The top performers had a great insight in both poems. Learners were able to score marks in the figures of speech, tone, irony, theme, and discussion questions. Factual points were developed fully to allow learners to score maximum marks.

Some learners struggled to respond to level 1, 2 and 3 questions which resulted to poor performance.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

6.1.5 Learners struggled to describe the setting in lines 23-30, those who scored 1 mark managed to mention the place but failed to indicate the time.

6.2.2 (a) and (b) Learners struggled to explain the literal and figurative meanings.

6.2.4(b) Learners struggled to explain the relevance of the figure of speech.

6.2.8. Learners could not discuss whether the speaker's processing of his grief is conveyed successfully in the poem.

(c) Provide suggestions for improvement in relation to Teaching and Learning With the new list of prescribed poems starting in 2023, teachers must do line by line analysis, look at the structure of the poem, vocabulary development, imagery, figures of speech and theme/s. The title of the poem must also be understood by learners.

Quality informal tasks should be developed to address aspects highlighted above.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Learners quoted blindly when referred to specific lines or stanza for example in question 6.2.1. Learners must be able to use the text and formulate relevant responses.

Figurative language and imagery are key in poetry as there are no characters like in the other genres. Teachers should focus on meaningful discussion of ideas especially when responding to opinion questions.

Past examination papers should be used as a reference when developing informal activities.

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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2022**

**MARKS: 70**

**TIME: 2½ hours**

**This question paper consists of 28 pages.**



\* E N G F A 2 \*



## INSTRUCTIONS AND INFORMATION

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



## TABLE OF CONTENTS

<b>SECTION A: NOVEL</b>		
<b>Answer ANY ONE question.</b>		
<b>QUESTION NO.</b>	<b>MARKS</b>	<b>PAGE NO.</b>
1. <i>Cry, the Beloved Country</i>	35	5
2. <i>Strange Case of Dr Jekyll and Mr Hyde</i>	35	9
<b>SECTION B: DRAMA</b>		
<b>Answer ANY ONE question.</b>		
3. <i>Macbeth</i>	35	13
4. <i>My Children! My Africa!</i>	35	18
<b>SECTION C: SHORT STORIES</b>		
<b>Answer the questions set on BOTH extracts.</b>		
5.1 'The new tribe'	17	21
<b>AND</b>		
5.2 'The fur coat'	18	23
<b>SECTION D: POETRY</b>		
<b>Answer the questions set on BOTH poems.</b>		
6.1 'Captive'	17	25
<b>AND</b>		
6.2 'Mid-term break'	18	27



## 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 is at Mission House.]

You must think I am thoughtless. But you will pardon me if I ask you first, why did she come to Johannesburg?

Kumalo, though disturbed by this question, answered obediently. She came to look for her husband who was recruited for the mines. But when his time was up, he did not return, nor did he write at all. She did not know if he were dead perhaps. So she took her small child and went to look for him. Then because Msimangu did not speak, he asked anxiously, Is she very sick?

Msimangu said gravely, Yes, she is very sick. But it is not that kind of sickness. It is another, a worse kind of sickness. I sent for you firstly because she is a woman that is alone, and secondly because her brother is a priest. I do not know if she ever found her husband, but she has no husband now.

He looked at Kumalo. It would be truer to say, he said, that she has many husbands.

Kumalo said, *Tixo! Tixo!*

– She lives in Claremont, not far from here. It is one of the worst places in Johannesburg. After the police have been there, you can see the liquor running in the streets. You can smell it, you can smell nothing else, wherever you go in that place.

[Book 1, Chapter 5]



- 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) Arthur Jarvis	A a politician
(b) Matthew Kumalo	B an engineer
(c) John Kumalo	C a burglar
(d) Napoleon Letsitsi	D a priest
	E an agriculturalist

(4 x 1) (4)

- 1.1.2 Describe how Msimangu displays his caring nature towards Stephen while he is in Johannesburg. (2)
- 1.1.3 Refer to line 12 ('I do not ... no husband now').
- (a) What tone would Msimangu use in these lines? (1)
- (b) Why would Msimangu use this tone in these lines? (1)
- 1.1.4 Explain the irony in Gertrude's reason for going to Johannesburg. (2)
- 1.1.5 What does this extract reveal about Gertrude's character?  
Substantiate your answer. (2)
- 1.1.6 One of the themes in *Cry, the Beloved Country* is pain and suffering.  
Discuss this theme. (3)
- 1.1.7 Refer to the novel as a whole.  
Do you have sympathy for Stephen Kumalo?  
Discuss your view. (3)

**AND**



## 1.2 EXTRACT B

[The Kumalos receive the news.]

So he read no more but sat there an hour, two hours maybe. Indeed, he neither saw sight nor heard sound till his wife said to him, It has come then, Stephen.

And when he nodded, she said, Give it to me, Stephen. With shaking hands he gave it to her, and she read it also, and sat looking before her, with lost and terrible eyes, for this was the child of her womb, of her breasts. Yet she did not sit as long as he had done, for she stood up and said, It is not good to sit idle. Finish your letters, and go to see Kuluse's child, and the girl Elizabeth that is ill. And I shall do my work about the house.

– There is another letter, he said.

– From him? she said.

– From him.

He gave it to her, and she sat down again and opened it carefully and read it. The pain was in her eyes and her face and her hands, but he did not see it, for he stared before him on the floor, only his eyes were not looking at the floor but at no place at all, and his face was sunken, in the same mould of suffering from which it had escaped since his return to this valley.

– Stephen, she said sharply.

[Book 3, Chapter 3]

- 1.2.1 Describe the setting of this extract. (2)
- 1.2.2 Explain why Stephen 'neither saw sight nor heard sound' (line 2). (2)
- 1.2.3 Refer to lines 4–6 ('With shaking hands ... of her breasts').  
What do these lines tell us about Mrs Kumalo's state of mind?  
Substantiate your answer. (2)
- 1.2.4 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.  
Arthur Jarvis is ...  
A drowned by Johannes.  
B shot by Absalom.  
C stabbed by Matthew.  
D choked by John. (1)
- 1.2.5 Why does Mrs Kumalo want Stephen Kumalo to see Kuluse's child (line 8) at this point in the novel?  
State TWO points. (2)



- 1.2.6 Refer to lines 16–17 ('and his face ... mould of suffering').
- (a) Identify the figure of speech in these lines. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 1.2.7 Why is the following statement FALSE?
- In his final letter, Msimangu includes money as a gift to Stephen Kumalo. (1)
- 1.2.8 What happens to Margaret Jarvis? (1)
- 1.2.9 The novel ends on a hopeful note.  
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**

[Mr Utterson is concerned about Dr Jekyll's will.]

This document had long been the lawyer's eyesore. It offended him both as a lawyer and as a lover of the sane and customary sides of life, to whom the fanciful was the immodest. And hitherto it was his ignorance of Mr Hyde that had swelled his indignation; now, by a sudden turn, it was his knowledge. It was already bad enough when the name was but a name of which he could learn no more. It was worse when it began to be clothed upon with detestable attributes; and out of the shifting, insubstantial mists that had so long baffled his eye, there leaped up the sudden, definite presentment of a fiend. 5

'I thought it was madness,' he said, as he replaced the obnoxious paper in the safe, 'and now I begin to fear it is disgrace.' 10

With that he blew out his candle, put on a greatcoat, and set forth in the direction of Cavendish Square, that citadel of medicine, where his friend, the great Dr Lanyon, had his house and received his crowding patients. 'If anyone knows, it will be Lanyon,' he had thought.

The solemn butler knew and welcomed him; he was subjected to no stage of delay, but ushered direct from the door to the dining-room, where Dr Lanyon sat alone over his wine. 15

[Search for Mr Hyde]

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

COLUMN A		COLUMN B	
(a)	Jekyll	A	a lawyer
(b)	Poole	B	a scientist
(c)	Utterson	C	a clerk
(d)	Guest	D	a servant
		E	a politician

(4 x 1) (4)



- 2.1.2 Describe the setting of this extract. (2)
- 2.1.3 Why is Dr Jekyll's will an 'eyesore' (line 1) to Mr Utterson?  
State TWO points. (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.  
Dr Jekyll's will is said to be a holograph. This means the will is ...  
A written by the person who signs it.  
B proofread before it is signed by Jekyll.  
C discussed with Utterson before it is signed.  
D compiled by a lawyer and then signed. (1)
- 2.1.5 Refer to lines 6–8 ('It was worse ... of a fiend').  
(a) Identify the figure of speech used in lines 6–7. (1)  
(b) Explain why the figure of speech is relevant in this extract. (2)  
(c) What does Mr Utterson mean when he says, 'and out of ... of  
a fiend' (lines 7–8)? (2)
- 2.1.6 Why does Mr Utterson decide to visit Dr Lanyon? (1)
- 2.1.7 Refer to the novel as a whole.  
Dr Jekyll is an honourable man.  
Discuss your view. (3)

**AND**



2.2 **EXTRACT D**

[Mr Utterson and Mr Enfield witness an incident at Dr Jekyll's window.]

... although the sky, high up overhead, was still bright with sunset. The middle one of the three windows was half-way open; and sitting close beside it, taking the air with an infinite sadness of mien, like some disconsolate prisoner, Utterson saw Dr Jekyll.	
'What! Jekyll!' he cried. 'I trust you are better.'	5
'I am very low, Utterson,' replied the doctor drearily, 'very low. It will not last long, thank God.'	
'You stay too much indoors,' said the lawyer. 'You should be out, whipping up the circulation like Mr Enfield and me. (This is my cousin – Mr Enfield – Dr Jekyll.) Come now; get your hat and take a quick turn with us.'	10
'You are very good,' sighed the other. 'I should like to very much; but no, no, no, it is quite impossible; I dare not. But indeed, Utterson, I am very glad to see you; this is really a great pleasure; I would ask you and Mr Enfield up, but the place is really not fit.'	
'Why then,' said the lawyer good-naturedly, 'the best thing we can do is to stay down here and speak with you from where we are.'	15
'That is just what I was about to venture to propose,' returned the doctor, with a smile. But the words were hardly uttered, before the smile was struck out of his face ...	
[Incident at the Window]	

- 2.2.1 Explain why Mr Utterson's reference to Dr Jekyll, 'like some disconsolate prisoner' (lines 3–4) is ironic? (2)
- 2.2.2 Refer to line 5 ('What! Jekyll!' he ... you are better').
- (a) What tone would Mr Utterson use in this line? (1)
- (b) Why would Mr Utterson use this tone in this line? (1)
- 2.2.3 Why is the following statement FALSE?
- Mr Enfield and Mr Utterson whip 'up the circulation' (line 9), by going for a walk every Saturday. (1)
- 2.2.4 Refer to lines 18–19 ('But the words ... of his face').
- What do these lines tell us about Mr Utterson and Mr Enfield's state of mind when they see the expression on Dr Jekyll's face?
- Substantiate your answer. (2)
- 2.2.5 This chapter is referred to as the *Incident at the Window*.
- Describe ONE other incident in the novel that is witnessed from a window. (2)



- 2.2.6 What does this extract reveal about Mr Utterson's character?  
Substantiate your answer. (2)
- 2.2.7 One of the themes in *Strange Case of Dr Jekyll and Mr Hyde* is mystery behind closed doors.  
Discuss this theme. (3)
- 2.2.8 Mr Utterson, being Dr Jekyll's lawyer, has every right to be concerned about Dr Jekyll.  
Discuss your view. (3)

**TOTAL SECTION A: 35**

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**SECTION B: DRAMA**

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

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

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

**QUESTION 3: MACBETH**

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

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

**3.1 EXTRACT E**

[Duncan is pleased with Macbeth.]

SERGEANT:	If I say sooth, I must report they were As cannons overcharged with double cracks; so they Doubly redoubled strokes upon the foe; Except they meant to bathe in reeking wounds, Or memorize another Golgotha, I cannot tell – But I am faint; my gashes cry for help.	5
DUNCAN:	So well thy words become thee as thy wounds; They smack of honour both. Go get him surgeons. <i>Exit Sergeant, attended.</i>	10
<i>Enter Ross and Angus.</i>		
DUNCAN:	Who comes here?	
MALCOLM:	The worthy Thane of Ross.	
LENNOX:	What a haste looks through his eyes! So should he look That seems to speak things strange.	15
ROSS:	God save the King!	
DUNCAN:	Whence camest thou, worthy Thane?	
ROSS:	From Fife, great King, Where the Norwegian banners flout the sky And fan our people cold. Norway himself, With terrible numbers, Assisted by that most disloyal traitor, The Thane of Cawdor, began a dismal conflict; Till that Bellona's bridegroom, lapped in proof, Confronted him with self-comparisons, Point against point, rebellious arm 'gainst arm,	20 25



	Curbing his lavish spirit; and, to conclude, The victory fell on us.	
DUNCAN:	Great happiness!	
ROSS:	That now Sweno, the Norways' king, craves composition. Nor would we deign him burial of his men Till he disbursed, at Saint Colme's Inch, Ten thousand dollars to our general use.	30
DUNCAN:	No more that Thane of Cawdor shall deceive Our bosom interest. Go pronounce his present death, And with his former title greet Macbeth.	35
[Act 1 Scene 2]		

- 3.1.1 Choose a statement 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)	Donalbain	A	Earl of Northumberland
(b)	Fleance	B	son of Duncan
(c)	Macbeth	C	king of England
(d)	Siward	D	Thane of Glamis
		E	son of Banquo

(4 x 1) (4)

- 3.1.2 Describe the setting of this extract. (2)
- 3.1.3 Refer to line 7 ('my gashes cry for help').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 3.1.4 Why is the following statement FALSE?
- 'Fife' (line 18) refers to Ross's castle. (1)
- 3.1.5 Refer to lines 19–25 ('Where the Norwegian ... him with self-comparisons').
- What do these lines tell us about Ross's state of mind?
- Substantiate your answer. (2)



- 3.1.6 What must Sweno do before he can bury his soldiers? (1)
- 3.1.7 What does this extract reveal about Duncan's character?  
Substantiate your answer. (2)
- 3.1.8 Refer to the drama as a whole.  
Duncan refers to Macbeth as noble.  
Discuss your view. (3)

**AND**

3.2 **EXTRACT F**

[Ross discusses the events of the previous night.]

ROSS:	And Duncan's horses – a thing most strange and certain – Beauteous and swift, the minions of their race, Turned wild in nature, broke their stalls, flung out, Contending 'gainst obedience as they would make War with mankind.	5
OLD MAN:	'Tis said they ate each other.	
ROSS:	They did so, to the amazement of mine eyes, That looked upon't. Here comes the good Macduff.	
	<i>Enter Macduff.</i>	
	How goes the world, sir, now?	10
MACDUFF:	Why, see you not?	
ROSS:	Is't known who did this more than bloody deed?	
MACDUFF:	Those that Macbeth hath slain.	
ROSS:	Alas, the day!	
	What good could they pretend?	15
MACDUFF:	They were suborned. Malcolm and Donalbain, the King's two sons, Are stol'n away and fled, which puts upon them Suspicion of the deed.	
ROSS:	'Gainst Nature still; Thriftless ambition, that wilt ravin up Thine own life's means! Then 'tis most like The sovereignty will fall upon Macbeth.	20
MACDUFF:	He is already named, and gone to Scone To be invested.	25
ROSS:	Where is Duncan's body?	



MACDUFF:	Carried to Colme-kill, The sacred storehouse of his predecessors And guardian of their bones.	
ROSS:		Will you to Scone? 30
MACDUFF:	No, cousin, I'll to Fife.	
ROSS:		Well, I will thither.
MACDUFF:	Well, may you see things well done there. Adieu! Lest our old robes sit easier than our new!	
ROSS:	Farewell, father.	35
OLD MAN:	God's benison go with you, and with those That would make good of bad and friends of foes!	
[Act 2 Scene 4]		

- 3.2.1 Refer to lines 1–5 ('And Duncan's horses ... War with mankind').
- (a) What tone would Ross use in these lines? (1)
- (b) Why would Ross's tone be appropriate in these lines? (1)
- 3.2.2 If you were the director of this play, what would you tell Macduff to do when saying, 'Why, see you not?' (line 11)?
- State TWO actions. (2)
- 3.2.3 Explain why Malcolm and Donalbain have 'stol'n away' (line 18). (2)
- 3.2.4 Explain the irony in Ross's words in, 'Thriftless ambition, that ... own life's means' (lines 21–22), with reference to Macbeth. (2)
- 3.2.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (3.2.5) in the ANSWER BOOK.
- Refer to lines 23–25 ('The sovereignty will ... To be invested').
- Macbeth becomes the new king of Scotland because he is ...
- A related to Duncan.  
B a brave general.  
C loyal to Duncan.  
D older than Malcolm. (1)
- 3.2.6 Explain the meaning of Macduff's words, 'Lest our old ... than our new' (line 34). (2)





3.2.7 One of the themes in *Macbeth* is that good ultimately triumphs over evil.

Discuss this theme.

(3)

3.2.8 Refer to the drama as a whole.

Lady Macbeth can be pitied.

Discuss your view.

(3)  
**[35]**

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**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**

[Isabel invites Mr M and Thami.]

ISABEL:	Oh come off it. Thami. Don't be like that. They're always nervous when it comes to me. But this time it happens to be genuine interest. I've told you. I talk about you at home. They know I have a good time with you ... that we're a team ... which they are now very proud of incidentally ... and that we're cramming like lunatics so that we can put up a good show at the festival. Is it so strange that they want to meet you after all that? Honestly, sometimes dealing with the two of you is like walking on a tight-rope. I'm always scared I'm going to put a foot wrong and ... well, I just hate being scared like that. <i>[A few seconds of truculent silence between the two of them]</i> What's going on, Thami? Between you two? There's something very wrong, isn't there?	5 10
THAMI:	No more than usual.	15
ISABEL:	No you don't. A hell of a lot more than usual and don't deny it because it's getting to be pretty obvious. I mean, I know he gets on your nerves. I knew that the first day we met. But it's more than that now. These past couple of meetings I've caught you looking at him, watching him in a ... I don't know ... in a sort of hard way. Very critical. Not just once, many times.	20

[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) Miss Dyson	A teacher in Number Two classroom
(b) Miss Brockway	wants to be a journalist
(c) Mr Pienaar	rents a room to Mr M
(d) Rev Mbopa	encourages a ground-breaking debate
	E the mayor of Camdeboo

(4 x 1) (4)



- 4.1.2 Describe the setting of this extract. (2)
- 4.1.3 Explain the meaning of Isabel's words, 'They know I ... at the festival' (lines 3–6). (2)
- 4.1.4 Refer to lines 8–9 ('Honestly, sometimes dealing ... on a tight-rope').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why the figure of speech is relevant in this extract. (2)
- 4.1.5 Why is the following statement FALSE?
- In this extract, the atmosphere between Thami and Isabel is relaxed. (1)
- 4.1.6 One of the themes in *My Children! My Africa!* is betrayal. Discuss this theme. (3)
- 4.1.7 The expectations Isabel and her teammates have when they go to Zolile High are valid. Discuss your view. (3)

**AND**

4.2 **EXTRACT H**

[Isabel and Thami talk about the end of the literary quiz.]

ISABEL:	Good luck. I don't envy you that little conversation. If I'm finding the news a bit hard to digest, I don't know what he is going to do with it. I've just got to accept it. I doubt very much if he will.	
THAMI:	He's got no choice, Isabel. I've decided and that's the end of it.	
ISABEL:	So do you think we can at least talk about it? Help me to understand? Because to be absolutely honest with you, Thami, I don't think I do. You're not the only one with a problem. I've also got a big one. What Mr M had to say about the team and the whole idea made a hell of a lot of sense to me. You owe it to me, Thami. A lot more than just my spare time is involved.	5 10
THAMI:	Talk about what? Don't you know what is going on?	
ISABEL:	Don't be stupid, Thami! Of course I do! You'd have to be pretty dumb not to know that the dreaded 'unrest' has finally reached us as well.	
THAMI:	We don't call it that. Our word for it is Isiqalo ... The Beginning.	15
ISABEL:	All right then, The Beginning. I don't care what it's called. All I'm asking you to do is explain to me how the two of us learning some poetry, cramming in potted bios ... interferes with all of that.	

[Act 2 Scene 1]



- 4.2.1 Explain why Thami must have the 'little conversation' with Mr M to which Isabel refers in line 1. (2)
- 4.2.2 Refer to line 4 ('He's got no ... end of it').
- (a) What tone would Thami use in this line? (1)
- (b) Why would Thami use this tone in this line? (1)
- (c) Explain the irony in Thami's words when he says, 'I've decided and ... end of it'. (2)
- 4.2.3 If you were the director of this play, what would you tell Isabel to do when saying, 'You owe it ... time is involved' (lines 9–10)?
- State TWO actions. (2)
- 4.2.4 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (4.2.4) in the ANSWER BOOK.
- When Thami speaks about 'The Beginning' (line 15), he means the beginning of the ...
- A practice for the competition.  
B return to the classroom.  
C struggle for Freedom.  
D debating competition against Zolile. (1)
- 4.2.5 Refer to lines 16–18 ('All I'm asking ... all of that').
- (a) What do these lines tell us about Isabel's state of mind?
- Substantiate your answer. (2)
- (b) What does Isabel mean when she refers to 'potted bios' (line 18)? (1)
- 4.2.6 What does this extract reveal about Thami's character?
- Substantiate your answer. (2)
- 4.2.7 Refer to the drama as a whole.
- Mr M lived a 'wasted' life.
- Discuss your view. (3)

**[35]****TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES**

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

- 'THE NEW TRIBE' by Buchi Emecheta
- 'THE FUR COAT' by Sean O'Faolain

**QUESTION 5**

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

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

5.1 **'THE NEW TRIBE'****EXTRACT I**

[The Arlingtons prepare for a trip to the seaside.]

Julia suddenly covered her ears and burst into tears. Ginny held her, murmuring comfortingly, and Chester felt guilty again.

'It's OK Julia,' he said, 'you're white, like them. You're their child, but I'm different.' Arthur's voice was gentle but firm when he told everyone to sit down. 'Including *you*, Chester. Let's all sit down round the table and talk about this. We were going to tell you soon, but since you've brought it up, we might as well do it now.'

Julia, sitting next to Ginny, sniffed quietly. She was wearing the white dress with red flowers, that reminded Chester of poppies on Remembrance Day. She was as pretty as a little girl in a picture book, but now she sat with her eyes lowered, staring at the plastic check tablecloth. Ginny looked more serious than Chester had ever seen her, and he was frightened of what he had unleashed. He looked from one to the other. He fidgeted nervously, licking his lips.

'We both love you very much,' Arthur Arlington began, covering Ginny's right hand which was lying on the table. Her left hand was holding one of Julia's, so the three of them were joined together. Arthur was not given to much affectionate demonstration, so his caressing of Ginny's hand emphasised the gravity of whatever he was about to say.



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

COLUMN A	COLUMN B
(a) Catherine Mba	A Chester's best friend
(b) Julia Arlington	B Chester's adoptive mother
(c) Ray Miller	C Chester's Nigerian mother
(d) Ginny Arlington	D Chester's adoptive sister
	E Chester's first teacher

(4 x 1) (4)

- 5.1.2 Refer to lines 4–7 ('Arthur's voice was ... do it now').  
What do these lines tell us about Arthur's state of mind?  
Substantiate your answer. (2)
- 5.1.3 Refer to line 10 ('She was as ... a picture book').  
(a) Identify the figure of speech used in these lines. (1)  
(b) Explain why the figure of speech is relevant in this extract. (2)
- 5.1.4 Why is the following statement FALSE?  
Julia is eight years old when Arthur tells the children about their adoption. (1)
- 5.1.5 How does the adoption of the two children affect Arthur and Ginny's relationship?  
Substantiate your answer. (2)
- 5.1.6 What does this extract reveal about Chester's character?  
Substantiate your answer. (2)
- 5.1.7 Refer to the short story as a whole.  
Julia is an admirable character.  
Discuss your view. (3)

**AND**



## 5.2 'THE FUR COAT'

## EXTRACT J

[Paddy and Molly talk about the fur coat.]

'That sounds a good idea.' He considered the matter as judiciously as if he were considering a memorandum for a projected bypass. She leaned back, contented, with the air of a woman who has successfully laid her conscience to rest.

Then he spoiled it all by asking, 'But, tell me, what do all the women do who haven't fur coats?' 5

'They dress.'

'Dress? Don't ye all dress?'

'Paddy, don't be silly. They think of nothing else but dress. I have no time for dressing. I'm a busy housewife and, anyway, dressing costs a lot of money.' (Here she caught a flicker in his eye which obviously meant that forty quid isn't to be sniffed at either.) 'I mean they have costumes that cost twenty-five pounds. Half a dozen of 'em. They spend a lot of time and thought over it. They live for it. If you were married to one of 'em you'd soon know what it means to dress. The beauty of a fur coat is that you can just throw it on and you're as good as the best of them.' 10 15

'Well, that's fine! Get the ould coat.'

He was evidently no longer enthusiastic. A fur coat, he had learned, is not a grand thing – it is just a useful thing. He drew his brief case towards him.

- 5.2.1 Describe the setting of this extract. (2)
- 5.2.2 Refer to lines 1–2 ('That sounds a ... a projected bypass').
- (a) What is the 'good idea' Paddy refers to in line 1? (1)
- (b) Explain why Paddy considers the matter 'judiciously'. (2)
- 5.2.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (5.2.3) in the ANSWER BOOK.
- Paddy gets promoted to the position of ...
- A Regional Secretary to the Minister of Industry and Trade.  
 B Provincial Secretary to the Minister of Safety and Security.  
 C Parliamentary Secretary to the Minister of Roads and Railways.  
 D National Secretary to the Minister of Finance and Expenditure. (1)
- 5.2.4 Explain the irony in Molly's action in, 'She leaned back ... conscience to rest' (lines 2–4). (2)



- 5.2.5 Molly considers herself to be 'a busy housewife' (line 10). What keeps her so busy?  
State TWO points. (2)
- 5.2.6 Refer to line 17 ('Well, that's fine ... the ould coat').  
(a) What tone would Paddy use in this line? (1)  
(b) Why would Paddy use this tone in this line? (1)
- 5.2.7 One of the themes in 'The Fur Coat' is sacrifice.  
Discuss this theme. (3)
- 5.2.8 Refer to the short story as a whole.  
Paddy cares for his wife.  
Discuss your view. (3)  
**[35]**
- TOTAL SECTION C: 35**





**SECTION D: POETRY**

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

- 'Captive' by Francis Carey Slater
- 'Mid-term break' by Seamus Heaney

**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.

**Captive – Francis Carey Slater**

*Lament of a sick Xhosa mine-labourer in a compound hospital*

1 As a wild bird caught in a slip-knot snare –  
2 The plaited tail-hairs of a dun-coloured cow,  
3 Almost invisible –  
4 So, tethered in the toils of fever, do I lie  
5 And burn and shiver while I listen to the buzzing  
6 Of flies that flutter vainly  
7 Against cold, hard, deceiving window-panes:  
8 Like them would I escape, and escaping hasten  
9 To my home that shines in a valley afar,  
10 My home – brightest tooth in the jaws of distance.

11 There, now, the cows I love are feeding  
12 In some quiet sun-washed vale;  
13 Their lazy shadows drink the sunlight  
14 Rippling on the grasses;  
15 There, through the long day, girls and women  
16 Among the mealies chant and hoe,  
17 Their swinging hoes are like the glitter  
18 Of sunshine on water;  
19 There, now, shouting, happy herdboys,  
20 While they watch the cattle browse,  
21 Are busy moulding mimic cattle  
22 From clay moist and yellow.

23 There, when the sun has folded his wings that dazzle,  
24 And has sunken to his hidden nest beyond the hills,  
25 All shall group together gaily, around the crackling fires,  
26 And chew the juicy cud of gathered day;



27	And greybeards shall tell stories of ancient battles,
28	And cattle-races of the days of old,
29	Of hunters, bold and fearless, who faced the lion's thunder
30	And stalked the lightning leopard to his lair.
31	– But here I burn and shiver and listen to the buzzing
32	Of flies against deceiving window-panes.

- 6.1.1 Read the poem as a whole and choose the meaning from COLUMN B that matches the word in COLUMN A. Write only the letter (A–E) next to the question numbers (6.1.1(a) to 6.1.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) tethered (line 4)	A old
(b) vainly (line 6)	B effortlessly
(c) moulding (line 21)	C bound
(d) ancient (line 27)	D unsuccessfully
	E shaping

(4 x 1) (4)

- 6.1.2 Refer to line 1 ('As a wild ... slip-knot snare').
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain why the figure of speech is relevant in this poem. (2)
- 6.1.3 Refer to lines 8–9 ('Like them would ... a valley afar').
- (a) Identify the tone the speaker would use in these lines. (1)
- (b) Why would the speaker use this tone in these lines? (1)
- 6.1.4 What is the speaker's state of mind in stanza 2?  
Substantiate your answer. (2)
- 6.1.5 Refer to lines 23–30 ('There, when the ... to his lair').
- (a) Describe the setting in these lines. (2)



- (b) Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.5(b)) in the ANSWER BOOK.

The 'lion's thunder' (line 29) refers to the lion's ...

- A cruelty.
- B prey.
- C roar.
- D wildness.

(1)

6.1.6 The title of the poem, 'Captive', captures the essence of the poem.

Discuss your view.

(3)

**AND**

- 6.2 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.

**Mid-term break – Seamus Heaney**

- 1 I sat all morning in the college sick bay  
2 Counting bells knelling classes to a close.  
3 At two o'clock our neighbours drove me home.
- 4 In the porch I met my father crying –  
5 He had always taken funerals in his stride –  
6 And Big Jim Evans saying it was a hard blow.
- 7 The baby cooed and laughed and rocked the pram  
8 When I came in, and I was embarrassed  
9 By old men standing up to shake my hand
- 10 And tell me they were 'sorry for my trouble'.  
11 Whispers informed strangers I was the eldest,  
12 Away at school, as my mother held my hand
- 13 In hers and coughed out angry tearless sighs.  
14 At ten o'clock the ambulance arrived  
15 With the corpse, stanced and bandaged by the nurses.
- 16 Next morning I went up into the room. Snowdrops  
17 And candles soothed the bedside; I saw him  
18 For the first time in six weeks. Paler now,
- 19 Wearing a poppy bruise on his left temple,  
20 He lay in the four-foot box as in his cot.  
21 No gaudy scars, the bumper knocked him clear.
- 22 A four-foot box, a foot for every year.



- 6.2.1 In stanza 1 the reader is prepared for later events in the poem.  
State TWO points which indicate this. (2)
- 6.2.2 Refer to line 6 ('And Big Jim ... a hard blow').
- (a) Explain the literal meaning of this line. (1)
- (b) Explain the figurative meaning of this line. (1)
- 6.2.3 Why does the speaker feel embarrassed in lines 8–9 ('When I came ... shake my hand')? (2)
- 6.2.4 Refer to lines 16–17 ('Snowdrops / And candles soothed the bedside').
- (a) Identify the figure of speech used in these lines. (1)
- (b) Explain why the figure of speech is relevant in this poem. (2)
- 6.2.5 Why is the following statement FALSE?  
The speaker's brother was two years old when he passed away. (1)
- 6.2.6 Explain the irony in the title of the poem. (2)
- 6.2.7 One of the themes in 'Mid-term break' is support during bereavement.  
Discuss this theme. (3)
- 6.2.8 The poem successfully conveys how the speaker processes his grief.  
Discuss your view. (3)

[35]

**TOTAL SECTION D: 35**  
**GRAND TOTAL: 70**





# basic education

Department:  
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REPUBLIC OF SOUTH AFRICA

**NATIONAL  
SENIOR CERTIFICATE**


**GRADE 12**


**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2022**

**MARKING GUIDELINES**

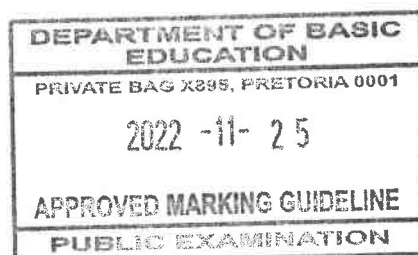
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These marking guidelines consist of 27 pages.

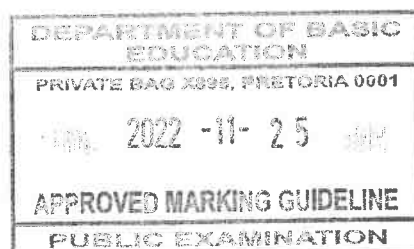


## INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at 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 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**

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

**QUESTION 1: CRY, THE BELOVED COUNTRY**

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

- 1.1 1.1.1 (a) B/an engineer ✓  
 (b) C/a burglar ✓  
 (c) A/a politician ✓  
 (d) E/an agriculturalist ✓ (4)

- 1.1.2 Msimangu finds a room for Stephen at Mrs Lithebe's house. ✓  
 He assists Stephen in his quest to find Absalom. ✓  
 He prays for him and with him. ✓  
 He accompanies him when he goes in search of Absalom's pregnant girlfriend. ✓

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

- 1.1.3 (a) sarcastic/concerned/serious/grave ✓ (1)  
 (b) Msimangu is subtly making Stephen aware of Gertrude's immoral way of living./He is concerned about Gertrude's immoral way of living. ✓ (1)

- 1.1.4 In Gertrude's search for her husband, she instead finds 'many husbands'. ✓✓

**OR**

Gertrude goes to Johannesburg to find her husband because he never returned home, but once in Johannesburg, she also never returns home. ✓✓

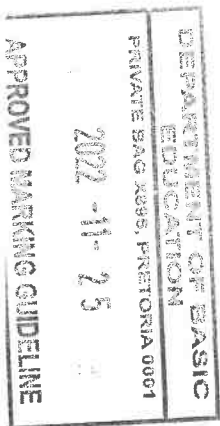
**NOTE:** BOTH parts must be included to earn marks. (2)

- 1.1.5 Gertrude is immoral ✓ – She is a prostitute. ✓

**OR**

Gertrude is irresponsible/uncaring ✓ – She exposes her young son to appalling living conditions by selling liquor and having different men frequenting her place. ✓

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



1.1.6 The discussion of the theme of pain and suffering should include the following points, **among others**:

- James Jarvis suffers much pain and heartache when his son is killed.
- Margaret Jarvis dies from a broken heart because of Arthur's death.
- When Absalom is hanged, Stephen and Mrs Kumalo endure tremendous pain and suffering.

**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)

1.1.7 Open-ended.

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

Yes.

- Stephen Kumalo encounters challenges on his journey to Johannesburg where he is tricked out of his money.
- He is pained/tortured by the decisions made by some of his family members and the consequences they face as a result of their bad decisions.
- He is emotionally distressed at Absalom's impending hanging.

OR

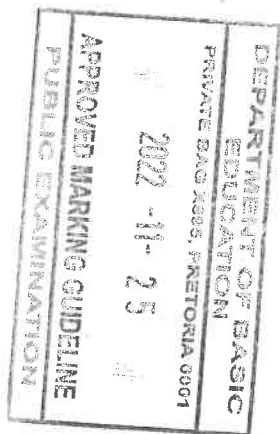
No.

- Stephen Kumalo must not allow his brother's way of living to affect him.
- He is not responsible for Gertrude's choice to continue living an immoral life.
- His wife is there to support him, despite her own pain.

**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 The setting is at the Kumalo home ✓ after the delivery of letters (by the child). ✓ (2)
- 1.2.2 Stephen goes into a state of shock ✓ when he reads the letter of Absalom's impending hanging. ✓ (2)
- 1.2.3 She is anguished/agonised/distressed/in shock/pain. ✓ Mrs Kumalo has just received the news that Absalom Kumalo (her baby/the child to whom she gave birth) will be hanged. ✓ (2)
- 1.2.4 B/shot by Absalom. ✓ (1)
- 1.2.5 Mrs Kumalo wants to distract Stephen Kumalo. ✓ As a priest, it is his duty to administer to Kuluse's ill/dying child. ✓ (2)
- 1.2.6 (a) Metaphor ✓ (1)
- (b) Kumalo's face is distorted with pain/anguish/sadness ✓ which highlights/shows the pain he is experiencing after receiving the news/knowledge that his son will be hanged. ✓ (2)
- 1.2.7 Msimangu hands the money to him (at a farewell function) in Johannesburg. ✓ (1)
- 1.2.8 Margaret Jarvis passes away/dies. ✓ (1)
- 1.2.9 Open-ended.

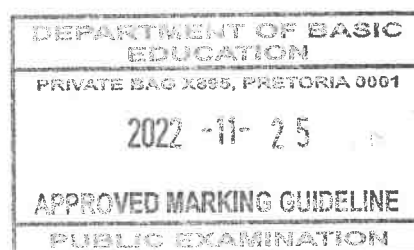
Accept a relevant response that shows an understanding of the following viewpoints, **among others**:

Yes.

- Despite his sadness, Kumalo does not lose hope. His deep faith in God carries him as he prays and meditates on the mountain.
- There is hope for the people of Ndotsheni as their living conditions improve with the support given by James Jarvis.
- There is hope for Gertrude's little boy and Absalom's pregnant wife as they will live under better conditions in Ndotsheni.

OR

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No.

- The novel ends with the hanging of Absalom and all hope for his life is dashed.
- James Jarvis intends leaving High Place which will sever the bond between him and Stephen Kumalo.
- Gertrude's opportunity to live a meaningful life is lost when she returns to her old ways.

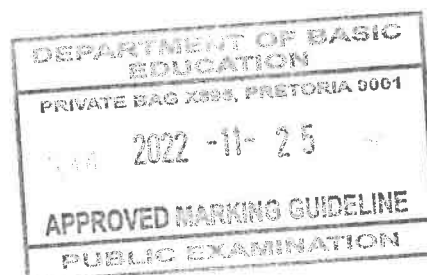
**NOTE:** Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)  
[35]

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

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

- 2.1 2.1.1 (a) B/a scientist ✓  
 (b) D/a servant ✓  
 (c) A/a lawyer ✓  
 (d) C/a clerk ✓ (4)

- 2.1.2 The setting is Mr Utterson's home/office ✓ when he reads Dr Jekyll's will. ✓

OR

The setting is Dr Lanyon's house ✓ when Utterson visits him to find out more about Hyde. ✓

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

- 2.1.3 Mr Utterson has not met Edward Hyde. ✓  
 He is the main beneficiary of Dr Jekyll's will (should Dr Jekyll die, disappear or be absent for a period). ✓ (2)

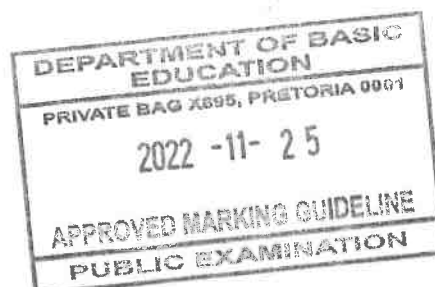
- 2.1.4 A/written by the person who signs it. ✓ (1)

- 2.1.5 (a) Personification ✓ (1)

- (b) Just as unsuitable clothing would elicit negative comments, ✓ so too, do the unsavoury descriptions provided by Mr Enfield give rise to negative thoughts about Mr Hyde. ✓ (2)

- (c) Mr Utterson has, for a long time, been perplexed by the mystery surrounding Mr Hyde ✓ but what has become clear is that Mr Hyde is a villain/bad person. ✓ (2)

- 2.1.6 Mr Utterson believes Dr Lanyon will tell him more about Mr Hyde. ✓ (1)



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## 2.1.7 Open-ended.

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

No.

- Dr Jekyll creates Mr Hyde to fulfil his own socially, unacceptable desires.
- After the murder of Sir Carew, Dr Jekyll tells Mr Utterson that he does not care what happens to Hyde.
- He uses Mr Utterson for his own selfish needs by giving him the fake letter in which Mr Hyde states he is safe and will escape.

OR

Yes.

- Dr Jekyll does charitable work and is known for his good deeds.
- After the death of Sir Carew, Dr Jekyll feverishly tries to ease the suffering of many people.
- He is guided by his conscience when he confesses everything in his letter to Mr Utterson.

**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 Jekyll creates Hyde to experience freedom from societal expectations, yet he is now a prisoner of his own creation (Mr Hyde). ✓✓

OR

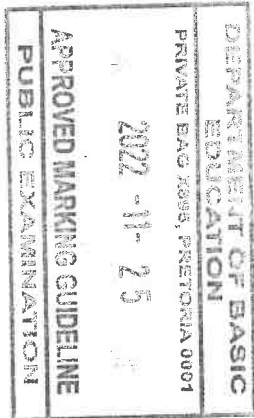
It is ironic because Dr Jekyll does not only look like a sad, depressed prisoner but he is also trapped in his own body as he has no control when changing into Mr Hyde. ✓✓

**NOTE:** BOTH parts must be included to earn marks.

(2)

- 2.2.2 (a) happiness/excitement/relief/concern ✓

(1)



(b) Mr Utterson is relieved/excited to see Dr Jekyll again as he has not seen him for some time/Mr Utterson is uneasy about Jekyll and his health. ✓ (1)

2.2.3 Mr Utterson and Enfield go for a walk every Sunday. ✓ (1)

2.2.4 Mr Utterson and Enfield are utterly shocked/horrified/dumbfounded ✓ when they realise Dr Jekyll is terrified. ✓ (2)

2.2.5 A maid witnesses the brutal attack (murder) ✓ on Sir Carew. ✓ (2)

2.2.6 Mr Utterson is kind/compassionate/caring ✓ – he is concerned about Dr Jekyll's well-being. ✓ (2)

2.2.7 The discussion of the theme of mystery behind closed doors, should include the following points, **among others**:

- Mr Enfield tells Mr Utterson the mystery of the door and how Mr Hyde got the money to pay when he trampled a little girl.
- Dr Jekyll locks himself behind the laboratory door when he works on the experiment.
- Dr Jekyll remains behind a closed door when he no longer has control over Mr Hyde.

**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)

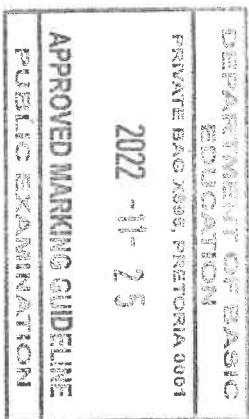
2.2.8 Open-ended.

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

Yes.

- As Dr Jekyll's lawyer, Mr Utterson should protect Jekyll's legal interest as well as his assets.
- Mr Utterson must ensure that Dr Jekyll's will is legally binding, and that Jekyll has not been coerced into signing the will.
- He tries to uncover the mystery of Edward Hyde who is the main beneficiary in Dr Jekyll's will.

OR



No.

- Mr Utterson, being a lawyer, should respect his client's wishes not to pursue the matter.
- He should remain objective and not become overly obsessive about Mr Hyde.
- He is Dr Jekyll's friend and lawyer and should keep the two entities separate.

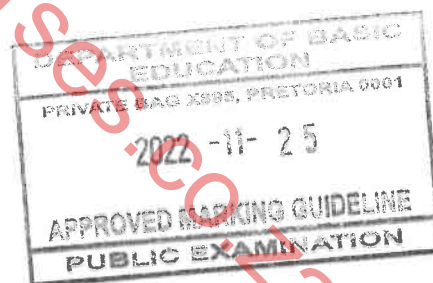
**NOTE:** Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)  
[35]

**TOTAL SECTION A: 35**

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**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/son of Duncan ✓  
 (b) E/son of Banquo ✓  
 (c) D/Thane of Glamis ✓  
 (d) A/Earl of Northumberland ✓ (4)
- 3.1.2 The setting is the battlefield ✓ when the Sergeant/Ross reports about (the outcome of) the battle. ✓ (2)
- 3.1.3 (a) Personification ✓ (1)  
 (b) The sergeant's wounds, ✓ which are so severe, are personified and they are likened to a person that cries for help implying that the battle was fierce/soldier is badly wounded. ✓ (2)
- 3.1.4 Fife is Macduff's castle ✓ (1)
- 3.1.5 Ross is excited/thrilled/impressed ✓ when he tells Duncan about Macbeth's bravery on the battlefield. ✓

**OR**

Ross is resentful/contemptuous ✓ when he talks about the treachery of the Thane of Cawdor. ✓

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

- 3.1.6 Sweno has to pay ten thousand dollars (to be used by everyone). ✓ (1)
- 3.1.7 Duncan is compassionate/caring/kind ✓ – he is concerned about the wounded soldier and instructs that he should be given medical help/assistance/attention. ✓

**OR**

Duncan is appreciative ✓ – he rewards Macbeth with the title Thane of Cawdor because of his (Macbeth's) bravery. ✓

**OR**

Duncan is respectful ✓ – he addresses Ross as a worthy thane. ✓

SR

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**OR**

Duncan is resolute/firm ✓ - he announces the immediate execution of the Thane of Cawdor. ✓

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

3.1.8 Open-ended.

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

No.

- Macbeth has flaws (overriding ambition/greed for power/ sense of entitlement/extreme sense of arrogance) which do not make him noble.
- He is unscrupulous and would go to any extent to achieve his ambition of becoming king.
- Macbeth allows himself to be influenced and controlled by the witches.

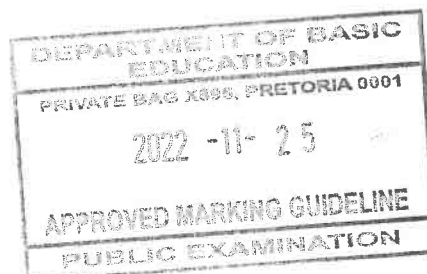
**OR**

Yes.

- Macbeth fights bravely for his country.
- At the beginning of the play Duncan and his fellow men respect and admire Macbeth.
- Even though he knows he is defeated at the battle near Birnam Wood, he does not surrender but fights bravely till the end.

**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**

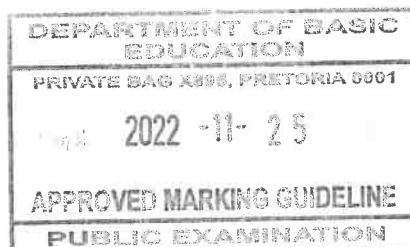


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- 3.2 3.2.1 (a) disbelief/incredulity/amazement✓ (1)
- (b) The events on the evening of Duncan's murder were unnatural. ✓ (1)
- 3.2.2 Macduff should shake his head.✓  
He should point in the direction where Duncan was murdered.✓
- NOTE:** Accept any other relevant actions. (2)
- 3.2.3 Malcolm and Donalbain feel they cannot trust anyone ✓and anticipate that Duncan's death may be followed by plots to kill them as well. ✓ (2)
- 3.2.4 Macbeth's ambition is to become king, however, it will result in his death/downfall/destruction. ✓✓
- NOTE:** BOTH parts must be included to earn marks. (2)
- 3.2.5 A/related to Duncan. ✓ (1)
- 3.2.6 Macduff means that the future under the rule of Macbeth✓ may be more difficult than the past when Duncan ruled. ✓ (2)
- 3.2.7 The discussion of the theme that good ultimately triumphs over evil, should include the following points, **among others**:
- Macbeth, the tyrant, is eventually killed by Macduff who, in doing so, avenges the death of his family.
  - Malcolm takes up his rightful position as the king of Scotland.
  - All the exiles like Fleance and Donalbain can now return to Scotland.
- 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 aspects, among **others**:

Yes.

- Lady Macbeth's love for and loyalty towards her husband (Macbeth) spur her on to help him fulfil his ambition to become king of Scotland.
- After Duncan's murder, Macbeth no longer confides in her and she becomes oblivious to his evil deeds.
- Her remorse/guilt is evident in the sleepwalking scene (when she hints at Duncan's murder).

OR

No.

- Lady Macbeth calls upon the forces of evil to fill her with 'direst cruelty'.
- She is instrumental in convincing Macbeth to kill Duncan.
- She does not act upon her suspicions of Macbeth's evil deeds (Lady Macduff and Banquo's murder).

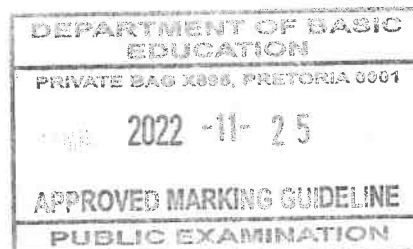
**NOTE:** Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)  
[35]

OR

MPB NCZ

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**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) B/wants to be a journalist ✓  
 (b) D/encourages a ground-breaking debate ✓  
 (c) E/ the mayor of Camdeboo ✓  
 (d) C/rents a room to Mr M ✓ (4)
- 4.1.2 The setting is Zolile High/Camdeboo Girls High/the stage ✓  
 when Isabel invites Thami and Mr M for tea/just before Mr M  
 leaves/just after Mr M and Thami have had an argument  
 about statues/when they practise for the literature quiz. ✓ (2)
- 4.1.3 Isabel means her parents are proud that she and Thami are  
 learning so much in a short time/work together, ✓ so they can  
 do well at the English literature quiz. ✓ (2)
- 4.1.4 (a) Simile ✓ (1)  
 (b) Isabel has to be careful in her interaction with Thami and  
 Mr M ✓ in the same way that an acrobat has to maintain  
 balance while walking on a tight-rope. ✓ (2)
- 4.1.5 The atmosphere between Thami and Isabel is tense/  
 uneasy. ✓ (1)
- 4.1.6 The discussion of the theme of betrayal should include the  
 following points, **among others**:
- Thami betrays Mr M by withdrawing from the literature quiz.
  - He feels that by continuing his friendship with Isabel he betrays the Comrades.
  - The Comrades regard Mr M as a traitor for giving the names of the action committee to the police.
- 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 and her teammates are excited as it would be the first time the whites-only school would debate against a black-only one.
- The team has never had contact with the learners from Zolile High before and Renee Vermaas assumes the learners might not speak English as well as they do.
- Isabel and her teammates are not novices, and they feel they can teach the Black learners about a debate as Zolile has only recently started a debating society.

OR

No.

- Isabel and her teammates are arrogant to expect gratitude from the Black learners because they had agreed to debate against them.
- They should not consider themselves superior at having better debating skills because Zolile High measured up to them.
- Thami displays as much eloquence and critical thinking skills as Isabel and her teammates.

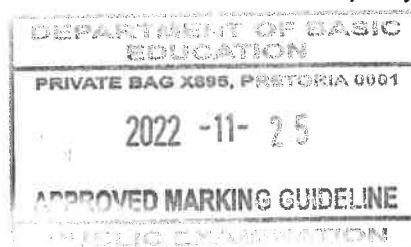
**NOTE:** Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

AND

4.2.1 Thami has to inform Mr M about his decision to withdraw from the literature quiz, ✓ as he has decided to join the school boycott/the Comrades. ✓ (2)

4.2.2 (a) determination/resolute/defiant ✓ (1)

(b) Thami's mind is made up/there is no stopping him from withdrawing from the literature quiz/joining the Comrades. ✓ (1)



- (c) It is ironic that Thami now makes his own decision (a very important one), when in the past, Mr M made all decisions for him, (some very basic ones such as participating in the literary quiz). ✓✓

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

- 4.2.3 Isabel should clasp her hands. ✓  
She should bang on the table. ✓  
She should point at Thami. ✓

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

- 4.2.4 C/struggle for Freedom. ✓ (1)

- 4.2.5 (a) Isabel is perplexed/upset/confused ✓ as she fails to see how their studying for a literature quiz/friendship can possibly be seen as something that is against the Struggle. ✓ (2)

- (b) summarised biographies ✓ (1)

- 4.2.6 Thami is resolute ✓ – he is determined to join the Comrades. ✓

OR

He is loyal ✓ – he obeys the Comrades' call to engage in the school boycott. ✓

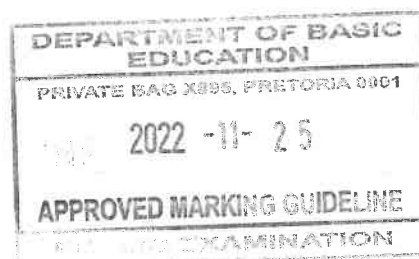
OR

He is inconsiderate/insensitive ✓ – he does not inform Mr M timeously about his decision to quit the literature competition. ✓

OR

He is foolish ✓ - he gives up on the possibility of obtaining a scholarship. ✓

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



## 4.2.7 Open-ended.

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

Yes.

- Mr M does not succeed in getting the scholarship for Thami.
- During the school boycott he fails to get the learners to return to the classroom.
- He clings to tradition and does not use the opportunities presented to him to mend his ailing relationship with Thami.

OR

No.

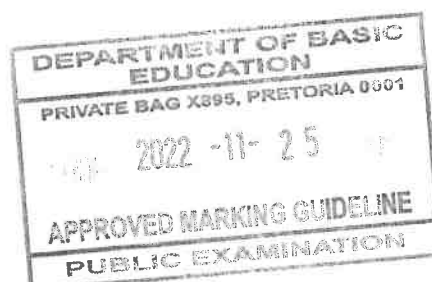
- Mr M arranges the debate between his Black learners and the neighbouring white school to foster better racial relationships.
- He succeeds in changing Isabel's naive mindset about the political situation in South Africa.
- He is passionate about his job and succeeds to educate the learners.

**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**

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**SECTION C: SHORT STORIES**

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

**QUESTION 5.1: 'THE NEW TRIBE' – BUCHI EMECHETA**

- 5.1 5.1.1 (a) C/Chester's Nigerian mother ✓  
 (b) D/Chester's adoptive sister ✓  
 (c) A/Chester's best friend ✓  
 (d) B/Chester's adoptive mother ✓ (4)

5.1.2 Arthur is concerned/worried/remains composed ✓ because he does not want to hurt Chester's/the children's feelings as this is a very delicate situation. ✓

OR

Arthur is unsure ✓ as he is uncertain of how to manage the current situation. ✓

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

- 5.1.3 (a) Simile ✓ (1)  
 (b) Julia's picture-perfect world, which is compared to a girl in a picture book, ✓ will soon come crashing down when she is told that she has been adopted./This highlights her beauty amidst a very tense situation. ✓ (2)

5.1.4 Julia is ten years old. ✓ (1)

5.1.5 It strengthens their relationship ✓ as Ginny's desire to have a child is now fulfilled with the adoption. ✓

OR

The relationship is affected negatively./Arthur feels neglected ✓ because Ginny becomes obsessed with the children. ✓

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

5.1.6 Chester is bold/brave ✓ – he is not afraid to question his parents about his own origins. ✓

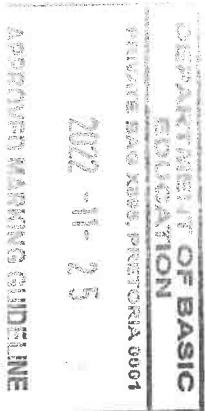
OR

Chester is caring ✓ – he tries to reassure Julia/he is concerned about the effect it will have on his mother. ✓

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

SR

MPB  
 NCZ



## 5.1.7 Open-ended.

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

Yes.

- Julia helps Chester on his first day at school when he starts crying/demands to go home/wants his mummy; she even defends him when the principal calls him a 'little devil'.
- She becomes Chester's protector as she knows what he is experiencing at school.
- She takes charge of the situation when Ginny becomes anxious about Chester.

OR

No.

- Julia finds it difficult to accept her adoption despite the love and care provided by Ginny and Arthur.
- Julia does not defend Ginny when Pamela says that their mother is weird.
- Julia laughs at Chester when her friends tell him to leave.

**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

5.2.1 The setting is the Maguire's home ✓ while Paddy and Molly are discussing the necessity of a fur coat. ✓ (2)

5.2.2 (a) Wearing a fur coat will make Molly look good, no matter what she wears under it. ✓ (1)

(b) The subject of the fur coat is not to be taken lightly ✓ and the purchase of it should be carefully considered as it entails a huge sum of money. ✓ (2)

5.2.3 C/Parliamentary Secretary to the Minister of Roads and Railways. ✓ (1)

5.2.4 Molly acts as if she is at peace with owning a fur coat, yet she is still troubled about spending so much money on a coat. ✓✓

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





5.2.5 Molly takes care of the children. ✓  
She mends the clothing/pyjamas. ✓ (2)

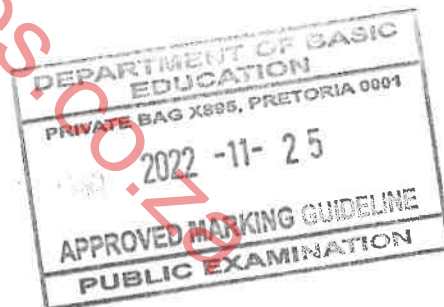
5.2.6 (a) relief/resignation/disinterest/positive/encouraging ✓ (1)

(b) The subject of the fur coat no longer interests him./Paddy agrees that Molly should purchase the fur coat. ✓ (1)

5.2.7 The discussion of the theme of sacrifice should include the following points, **among others**:

- Molly raises the children alone while Paddy is in prison.
- She sacrifices her time to mend the children's clothes.
- She cannot justify the extravagance of a fur coat and abandons the idea.

**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.

- Paddy agrees when Molly says she would like to have a fur coat.
- He wants her to look presentable among the other women.
- He gives her a cheque of 150 pounds to purchase the fur coat.

OR

No.

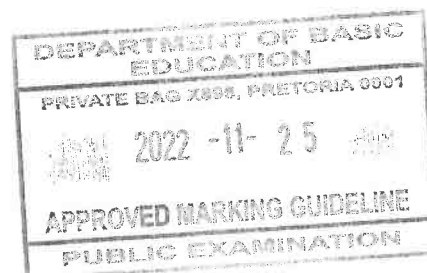
- Paddy is not interested when Molly tells him about the fur coat.
- He concentrates more on solving his work problems.
- He does not realise Molly's insecurity behind the purchase of a fur coat.

**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

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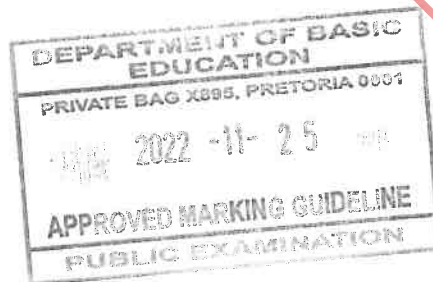
**SECTION D: POETRY**

**6.1 'CAPTIVE' – FRANCIS CAREY SLATER**

- 6.1.1 (a) C/bound ✓  
 (b) D/unsuccessfully ✓  
 (c) E/shaping ✓  
 (d) A/old ✓ (4)
- 6.1.2 (a) Simile ✓ (1)
- (b) The speaker, who is in hospital, feels trapped by his illness/fever ✓ in the same way that a bird is trapped in a snare/trap. ✓ (2)
- 6.1.3 (a) longing/desire/desperation ✓ (1)
- (b) The speaker does not want to be in hospital/he longs for his village/rural home. ✓ (1)
- 6.1.4 The speaker is nostalgic/dreamy ✓ as he reminisces about life back home in the village. ✓ (2)
- 6.1.5 (a) The setting is in the valley/village/around the fire ✓ at sunset/the end of the day. ✓ (2)
- (b) C/roar. ✓ (1)

MPB NCZ

SR



## 6.1.6 Open-ended.

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

Yes.

- 'Captive' conveys the meaning of someone who is imprisoned.
- The speaker feels trapped by his circumstances of having to work far away from home.
- He feels confined in hospital because of his illness.

OR

No.

- The speaker is not captured (held against his will) he does have a choice working that far away from home.
- The hospital, in which he lies, is not a place of captivity it is there to help him regain his health.
- He desires to be at home but there is no limit to give his thoughts free reign.

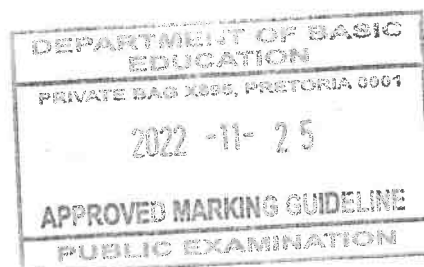
**NOTE:** Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

AND

## 6.2 'MID-TERM BREAK' – SEAMUS HEANEY

- 6.2.1 The speaker has to wait for a long time before he is fetched from school (from the morning till 2 o' clock). ✓  
 He is sitting in the sick bay even though he is not ill. ✓  
 Instead of the bells ringing, they are knelling, which usually announces a funeral/death. ✓  
 The neighbours, and not his parents, come to pick the speaker up from school. ✓

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



- 6.2.2 (a) It refers to the severity of the collision. ✓ (1)
- (b) It refers to the sadness the family experiences when their child dies. ✓ (1)
- 6.2.3 The adults stand up to greet the speaker by shaking his hand ✓ instead of him greeting first (which is the norm). ✓ (2)
- 6.2.4 (a) Personification/alliteration/irony ✓ (1)
- (b) The flowers (snowdrops) and candles create a peaceful/tranquil/calm atmosphere ✓ and make it bearable for the speaker to view his brother's body. ✓

OR

The repetition of the –s sound emphasises the soothing atmosphere in the room ✓ and calms the speaker. ✓

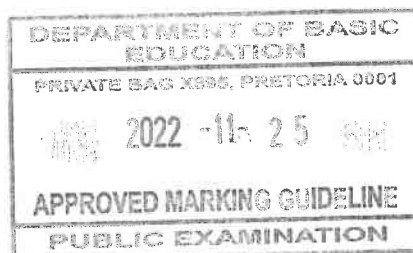
OR

Snowdrops and candles are supposed to create a tranquil atmosphere ✓ but it is sad and tense, as his brother has died. ✓

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

- 6.2.5 The speaker's brother was four years old when he passed away. ✓ (1)
- 6.2.6 A mid-term break usually refers to an enjoyable holiday, however, there is a death in the family which is unpleasant/not enjoyable. ✓✓

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



6.2.7 The discussion of the theme of support during bereavement, should include the following points, **among others**:

- The neighbours support the family by fetching the older son from school.
- They offer the family moral support by visiting them at their home.
- The mother supports her older son by holding his hand when he arrives at home.

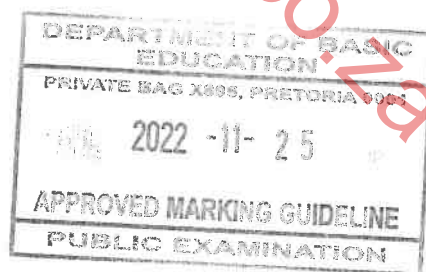
**NOTE:** For full marks, the response must be well substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)

MPB

NCZ

SR



## 6.2.8 Open-ended.

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

No.

- In the poem, the speaker focuses on everybody else's emotions except his own.
- The only reference to his feelings is his embarrassment when greeted by the older men.
- His father is crying and the mother 'coughs out angry tearless sighs' while the speaker shows no emotion.

OR

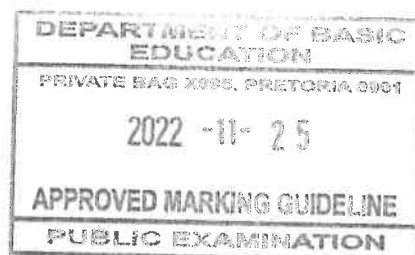
Yes.

- In the poem, the speaker's grief is conveyed through gentle images of the snowdrops (flowers) and the candles that soothe his grief.
- He takes time to be alone with the 'corpse'/ his dead brother.
- His brother looks as though he is asleep in his cot and not dead in a coffin, which helps him to process his grief.

**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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