



**Western Cape
Government**

Education

FOR YOU

INTER-DISTRICT

**ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER 2
GRADE 12**

**COMMON TRIAL EXAMINATION
SEPTEMBER 2026**
Marking guidelines

MARKS: 70

TIME: 2½ hours

This marking guideline consists of 39 pages.

NOTE TO MARKERS

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at CWED District at which all schools were represented. Any omissions or queries should be referred to the Subject Adviser.
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.

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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	
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D: Poetry	6	1	

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

SECTION A: NOVEL

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

- *CRY THE BELOVED COUNTRY* by Alan Paton
- *THE 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

1.1.1		Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (1.1.1(a)–1.1.1(d)) in the ANSWER BOOK.					
		<table><tr><th>COLUMN A</th><th>COLUMN B</th></tr><tr><td>a) Johannes Pafuri b) Napoleon Letsitsi c) Richard Mpiring d) Theophilus Msimangu</td><td>A. gives his life savings to Stephen. B. organises the bus boycott C. decides the time of the robbery D. is the agricultural demonstrator, hired by James Jarvis. E. is a servant in Arthur Jarvis's house.</td></tr></table>	COLUMN A	COLUMN B	a) Johannes Pafuri b) Napoleon Letsitsi c) Richard Mpiring d) Theophilus Msimangu	A. gives his life savings to Stephen. B. organises the bus boycott C. decides the time of the robbery D. is the agricultural demonstrator, hired by James Jarvis. E. is a servant in Arthur Jarvis's house.	(4)
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		a) C / decides the time of the robbery. ✓ b) D / is the agricultural demonstrator, hired by James Jarvis. ✓ c) E / is a servant in Arthur Jarvis's house. ✓ d) A / gives his life savings to Stephen. ✓		L2			
1.1.2		Where is this extract taking place?		(1)			
		In John Kumalo's shop / store (in Johannesburg). ✓		L2			
1.1.3		Refer to line 5 ('I do not ... are, he says').					
	a)	What tone would John Kumalo use in these lines?		(1)			

		Guilty / defensive / fearful / nervous (any similar answer) ✓	L2
	b)	Why would John Kumalo use this tone in these lines?	(1)
		He may sound defensive because he is trying to deny any knowledge of the things Stephen is accusing him of. / He is fearful / nervous because he knows that he may be arrested for his political views. / He may be defensive / nervous / uncertain because he knows that Stephen's warning could be serious.	L3
1.1.4		Refer to lines 12 – 13 ('And for all ... yielded and lied').	
	a)	Identify and explain Stephen Kumalo's state of mind in these lines.	(2)
		Stephen Kumalo is deeply hurt / emotionally conflicted / struggling with inner conflict. ✓ Stephen is struggling between his faith to do the right thing (by forgiving John) and his human / imperfect feelings of anger, bitterness and revenge / to hurt John. ✓ (Identify + explain)	L3
	b)	Refer to your knowledge of Stephen Kumalo's character. Explain the irony found in these lines.	(2)
		Stephen represents Christian values such as forgiveness, yet he deliberately lies to hurt his brother. / Stephen is a deeply religious person who prays for the strength / ability to forgive, yet he gives in to anger and lies to his brother. [Irony 2 or 0] (religious/values + lies/gives in to anger)	L3
1.1.5		Refer to line 18 ('My son had two such friends').	
	(a)	Who are the two friends Stephen refers to in this line?	(2)
		Stephen is referring to Absalom's friends Matthew Kumalo ✓ and Johannes Pafuri. ✓ OR Stephen refers to Absalom's two friends who were involved with him in the crime (robbery) ✓ that led to Arthur Jarvis' death. ✓	L2
	(b)	Explain how Stephen's statement affects John Kumalo.	(2)
		Stephen states that Absalom had friends who influenced him ✓ negatively and contributed to the murder of Arthur Jarvis and then later betrayed him. ✓ OR Stephen is indirectly suggesting that John may also have friends who could influence him ✓ / who may not always be loyal and honest. ✓	L3

		<i>The statement reminds John that his own son, Matthew Kumalo, was one of those two accomplices who participated in the robbery and then abandoned Absalom. ✓</i> <i>It exposes John's hypocrisy and guilt, as John hired a lawyer to lie and protect Matthew while leaving Absalom to face the death penalty. This personal attack is what causes John's sudden fury and makes him roar at Stephen to leave. ✓</i> <i>(Award 2 marks for a well-explained response connecting the "two friends" to John's son, Matthew, and John's defensive guilt/anger).OR mention the two names.</i> <i>He had 2 friends that betrayed and John might have a friend/friends that might betray him</i>	
1.1.6		John Kumalo's anger at the end of this extract is justified. Discuss your view.	(3)
		Open ended answer. Candidates may choose YES or NO, but must provide a well-substantiated motivation. Do NOT award a mark for YES or NO alone. Accept a relevant response which shows an understanding of the following viewpoints, among others: YES – <i>John's anger can be considered justified because Stephen deliberately says something hurtful to him. Stephen has warned John that the authorities may be watching him, but instead of simply expressing concern, he admits that he wanted to hurt his brother and lies about someone being sent to deceive John. Stephen therefore intentionally frightens John.</i> <i>Stephen's statement, "My son had two such friends," is a deeply personal accusation. John realises that Stephen is comparing his friends with the friends who influenced Absalom. This reminds John of the serious consequences of betrayal and makes him feel that Stephen is attacking his character. John therefore has a reason to feel hurt, insulted and betrayed by his own brother.</i> <i>John may also feel that Stephen is being hypocritical. Stephen has been praying for the ability to forgive, yet he deliberately uses John's fears and Stephen's own pain to hurt him. John's anger can therefore be understood as a natural emotional response to being deliberately provoked.</i> OR NO – <i>John's anger is not fully justified because Stephen's intention, despite his moment of bitterness, is initially to protect his brother. He comes to warn John that the authorities may arrest him. Stephen</i>	

		<i>could have ignored John's situation, but he chooses to help him because "you are my brother." This demonstrates that Stephen still cares about John despite their differences.</i> <i>John also has a reason to reflect on Stephen's warning rather than becoming angry. Stephen's concern about John's associates is not entirely unreasonable. John is involved in political activities, and the authorities are watching him. Stephen is therefore trying to make John aware of the danger surrounding him.</i> <i>John should recognise that Stephen is speaking from a place of deep suffering. Stephen has lost his son, Absalom, and has experienced the consequences of destructive friendships. When he says, "My son had two such friends," he is expressing his pain as much as he is attacking John. John could have responded with understanding instead of anger.</i> <i>Therefore, while John's feelings of hurt are understandable, his aggressive response is not justified because Stephen is acting partly out of concern for him and is clearly struggling with his own emotional pain.</i> <i>NOTE: For full marks, the response must be well-substantiated. TWO points thoroughly discussed.</i> <i>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.</i>	
			[18]
AND			

1.2 EXTRACT B

1.2.1		Describe the setting of this extract.	(2)
		<i>This extract takes place on the mountain on a road/path in Ndotsheni.</i> <i>✓ It is the night before Absalom's hanging. ✓</i> <i>(Award 1 mark for physical setting details and 1 mark for the dramatic plot context.)</i>	L2
1.2.2		Refer to line 3 ('You know I have work here in Ndotsheni')	
		To what 'work' is Jarvis referring? Name TWO points	(2)
		<i>Any TWO of the following</i> <i>• He sends milk to the village for the children.</i> <i>• He hires an agricultural demonstrator / Napoleon Letsitsi.</i>	L2

		• <i>He has plans to construct a dam for the village.</i> • <i>He wants to build a new church for the village.</i>	
1.2.3		Change the underlined word to make the following statement TRUE:	
		James Jarvis' <u>sister</u> died.	(1)
		<i>James Jarvis' wife died ✓ /son</i>	L1
1.2.4		Refer to line 10 ('Is he like him?')	
		To whom is Jarvis referring to when he says 'him'.	(1)
		<i>He is referring to his son, (Arthur Jarvis.) ✓</i>	L2
1.2.5		Refer to line 14 ('What do you mean? he asked')	
		Identify the mood that is created by Jarvis' question. Substantiate your answer.	(2)
		<i>The question creates a mood of curiosity / anticipation / eagerness / urgency / anxiousness. ✓</i> <i>He is eager to know why Stephen sees a special "brightness" in his grandson, as it reminds him of his deceased son, Arthur, who possessed that same bright spirit. ✓</i> <i>(Award 1 mark for the feeling and 1 mark for the explanation).</i>	L3
1.2.6		Refer to line 15 ('There is a brightness inside him').	
		Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (1.2.6 (a)) in the ANSWER BOOK.	
	(a)	Identify the figure of speech used in this line.	
		A. metaphor B. personification C. simile D. hyperbole	(1)
		<i>A / metaphor ✓</i>	L3
	(b)	Explain why this figure of speech is appropriate to describe the little boy's character.	(2)
		<i>The "brightness" represents his goodness, innocence and hopeful nature. This suggests that the child is carrying hope and goodness inside him. / The light / brightness suggests that the child carries the possibility of a better future (hope) when everything around him is dark, his brightness of spirit stands out. ✓✓</i> <i>Use discretion</i>	L3
1.2.7		Refer to lines 25 – 26 ('I understand you ... understand you completely').	
		What does this statement reveal about Jarvis's character?	(2)

		<i>It shows that Jarvis has become more compassionate /empathetic and understanding towards Kumalo. ✓ He understands why Kumalo is going into the mountain and does not blame him or react with anger. ✓ Jarvis is showing Kumalo empathy and not hostility.</i>	L3
1.2.8		The theme of reconciliation and hope is evident in this extract. Discuss your view.	(2)
		<i>The discussion of the theme of reconciliation and hope should include the following points, among others:</i> <i>James Jarvis, who had never shown any interest in helping Ndotsheni, even though his farm overlooks the impoverished valley, undergoes a change of heart and assists the community of Ndotsheni.</i> <i>He gives hope by providing milk for the small (pre-school) children.</i> <i>This suggests that societal change will only come when there is a change within men's hearts, but it holds out the hope that such change can and will happen if people reconcile. ✓✓</i> <i>NOTE: For full marks, the response must be well-substantiated. [discussion of Jarvis' actions and theme development.]</i>	L4
1.2.9		Refer to the novel as a whole. The novel ends by offering a sense of hope for a better future. Discuss your view.	(2)
		<i>Accept a relevant response that shows an understanding of the following viewpoints, among others:</i> <i>Yes –</i> <i>Kumalo and Jarvis develop a relation based on mutual understanding and compassion. Jarvis' decision to help the people of Ndotsheni suggests that positive change is possible.</i> <i>For the people of Ndotsheni there is hope as their living conditions improve.</i> <i>Despite his sadness, Kumalo does not lose hope. His deep faith in God carries him as he prays and meditates on the mountain.</i> <i>OR</i> <i>NO –</i> <i>The novel ends with the hanging of Absalom and all hope for his life is lost.</i> <i>James Jarvis intends on leaving High Place which will sever the bond between him and Stephen Kumalo.</i> <i>South Africa's social problems remain unresolved. The broken tribe stays broken.</i> <i>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</i>	L4

		<i>is not well-substantiated. The candidate's interpretation must be grounded in the novel.</i>	
			[17]
			[35]

QUESTION 2: THE 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

2.1.1		Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (2.1.1(a)–2.1.1(d)) in the ANSWER BOOK.						
			<table><tr><th>COLUMN A</th><th>COLUMN B</th></tr><tr><td>a) Dr Jekyll b) Mr Utterson c) Poole d) Sir Danvers Carew</td><td>A. Wealthy gentleman murdered by Hyde B. Jekyll’s loyal lawyer C. Doctor who creates Hyde D. Jekyll’s loyal butler E. Doctor suspicious of Jekyll</td></tr></table>	COLUMN A	COLUMN B	a) Dr Jekyll b) Mr Utterson c) Poole d) Sir Danvers Carew	A. Wealthy gentleman murdered by Hyde B. Jekyll’s loyal lawyer C. Doctor who creates Hyde D. Jekyll’s loyal butler E. Doctor suspicious of Jekyll	(4)
COLUMN A	COLUMN B							
a) Dr Jekyll b) Mr Utterson c) Poole d) Sir Danvers Carew	A. Wealthy gentleman murdered by Hyde B. Jekyll’s loyal lawyer C. Doctor who creates Hyde D. Jekyll’s loyal butler E. Doctor suspicious of Jekyll							
		Answer a) C ✓ b) B ✓ c) D ✓ d) A ✓ [L1 – easy]						
2.1.2		Refer to lines 6–8 (“‘Jekyll,’ said Utterson ... out of it.”).						
	(a)	Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (2.1.2(a)) in the ANSWER BOOK.						
		Mr Utterson offers to ...						
		A. conduct a formal investigation into Mr Hyde. B. help Dr Jekyll out of his difficult situation. C. reveal Dr Jekyll’s secret to the police force. D. advise Dr Jekyll to travel away from London.		(1)				

		<i>B/ help Dr Jekyll out of his difficult situation. ✓</i> [L1 – easy]	
	(b)	Why does Dr Jekyll reject Mr Utterson's offer?	(2)
		<i>Jekyll considers the matter private. ✓</i> <i>He does not want Utterson to interfere / investigate further. ✓</i> <i>He believes he can get rid of Mr Hyde whenever he chooses. ✓</i> <i>He is scared that Utterson will discover his secret that he is indeed Hyde.</i> <i>NOTE: Accept any TWO of the above.</i> [L3 – moderate] <i>Two facts OR one elaborated</i>	
2.1.3		Refer to lines 9–13 (“My good Utterson, ... ay, before myself, if I could make the choice”). In your own words, explain TWO ways Dr Jekyll shows he trusts Mr Utterson in these lines.	(2)
		Award 1 mark for each correct explanation in the candidate's own words, up to a maximum of 2 marks: Jekyll reassures Utterson that he has no doubts about his loyalty / he accepts his help. (1) Jekyll states that Utterson is the person he trusts most in the world, even more than himself. (1) Jekyll expresses deep gratitude and appreciation for Utterson's friendship. (1) Note: Accept any other relevant, factually correct phrase/statement quoted from the extract. [L2 – reorganisation; moderate]	
2.1.4		Refer to lines 12–14 (“just to put ... rid of Mr Hyde”).	
		What does Dr Jekyll's statement in these lines reveal about his character? Identify ONE character trait and substantiate your answer with reference to the extract.	(2)
		<i>NOTE: Award 1 mark for the character trait and 1 mark for appropriate substantiation.</i> Note: Do not accept "caring" or "considerate" as Jekyll's dialogue is designed to mislead Utterson to protect his addiction. Acceptable Responses:	

		Secretive / Deceptive / Dishonest: ✓ Substantiation: He downplays the extreme danger of his situation to his trusted friend, Utterson, pretending the matter is "not so bad as that" and begging him to let it sleep, solely to keep his double life hidden. ✓ Overconfident / Proud / Arrogant: ✓ Substantiation: He boasts that he can easily rid himself of Hyde at any moment he chooses This reveals his hubris, as he falsely believes he has total mastery over the transformations when he is actually already losing control. ✓ [L3 – moderated/difficult]	
2.1.5		Refer to line 16 ("and I beg ... let it sleep").	
	(a)	Identify the figure of speech used in this line.	(1)
		<i>Metaphor/ personification</i> ✓ [L1 – easy]	
	(b)	Explain why the figure of speech is effective in this extract.	(2)
		<i>Metaphor:</i> <i>Just as a sleeping person should be left undisturbed, ✓ so Dr Jekyll wants the matter to be left alone/not discussed further. ✓</i> OR <i>Personification:</i> <i>The matter is given the human characteristic of being able to sleep, ✓ emphasising Dr Jekyll's desire for it to be left alone/not disturbed. ✓</i> [L3 – moderate]	
2.1.6		Refer to the novel as a whole. Dr Jekyll's choices ultimately lead to his downfall. Discuss your view.	(3)
		<i>Open-ended.</i> <i>Accept a relevant response which shows an understanding of the following viewpoints, among others:</i>	

		Yes • <i>Jekyll chooses to conduct the experiment.</i> • <i>He willingly chooses to transform into Hyde to experience his evil side.</i> • <i>His choices ultimately lead to his death.</i> OR No • <i>Hyde becomes increasingly powerful despite Jekyll's choices.</i> • <i>The potion eventually stops working despite Jekyll's choices.</i> • <i>Jekyll becomes trapped by the consequences of his choices.</i> 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. [L4 – evaluate; difficult]	
			[17]
AND			

2.2 EXTRACT D

[The discovery of Mr Hyde's body in Dr Jekyll's cabinet.]

2.2.1		Describe the time and place where this extract is set.	(2)
		<i>Time: When Poole and the other men break into Dr Jekyll's cabinet. ✓</i> <i>Place: In Dr Jekyll's house/cabinet/laboratory. ✓</i> [L1 – easy]	
2.2.2		Refer to lines 1–6 (“Poole swung the ... on the carpet”)	
		Why does Poole want to gain entry to the cabinet?	(1)
		<i>Poole suspects that something is wrong with Dr Jekyll/ Poole is concerned about Dr Jekyll. ✓</i> OR <i>Mr Utterson suggested that they should break into the cabinet/laboratory. ✓</i> [L2 – easy]	
2.2.3		Refer to lines 2 -3 (“A dismal screech ... mere animal terror”)	

	(a)	What mood is created by the description of the 'screech' in this line?	(1)
		Terror / horror / fear / panic / desperation ✓ [L3 – moderate]	
	(b)	Why is this mood appropriate in the context of this extract?	(1)
		<i>It reflects the extreme terror and desperation of Mr Hyde, who knows he has been cornered and is about to commit suicide</i> . (1 mark) OR <i>It emphasizes the tension and fear felt by Poole and Utterson as they break down the door</i> . (1 mark) [L3 – moderate]	
2.2.4		Change the underlined word to make the following statement TRUE The men were <u>relieved</u> when they saw the inside of the cabinet.	(1)
		<i>The men were appalled/shocked/frightened/disturbed. ✓</i> [L2 – moderate]	
2.2.5		Why did Dr Jekyll create the potion with the chemicals found in his cabinet? State TWO reasons.	(2)
		<i>Award 1 mark for each correct point up to a maximum of 2 marks:</i> <i>To separate the good and evil sides of his character / to divide the dual nature of man. (1)</i> <i>To become Mr Hyde so he could do bad things anonymously / without anyone knowing. (1)</i> <i>To make the drug that allowed him to change back and forth (between Jekyll and Hyde). (1)</i> [L2 – moderate]	
2.2.6		Explain the irony in the description of the cabinet as "the quietest room... and the most commonplace" (lines 13 - 14).	(2)
		<i>Part 1 (Expectation): The cabinet is described as peaceful, normal, and cosy, with tea laid out and a kettle singing, where one expects safety and comfort. ✓</i> <i>Part 2 (Reality): However, it is actually the scene of a horrific death and suicide, where the twitching body of Mr Hyde lies dying on the floor. ✓</i> <i>Note: Candidates must show this contrast clearly to secure 2 marks</i> <i>NOTE: Both parts must be included to earn the marks.</i>	

		[L3 – difficult]	
2.2.7		Refer to lines 16 - 17 ("They drew near on tiptoe... of Edward Hyde.")	
		What does the men's action of approaching "on tiptoe" reveal about their state of mind? Substantiate your answer.	(2)
		1 mark for state of mind <i>(Apprehensive / terrified / cautious / anxious / shock). ✓</i> 1 mark for appropriate substantiation <i>(They are walking silently because they are terrified of what monstrous creature or scene of death they will encounter behind the door). ✓</i> [L3 – moderate]	
2.2.8		One of the themes in <i>Strange Case of Dr Jekyll and Mr Hyde</i> is good versus evil. Discuss this theme.	(3)
		The discussion of the theme of good versus evil may include the following points, among others: • <i>Dr Jekyll represents the good side of human nature, while Mr Hyde represents the evil side.</i> • <i>Hyde is responsible for trampling the child and murdering Carew.</i> • <i>Hyde eventually becomes too powerful for Jekyll to control.</i> 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. [L4 – difficult] Use discretion	
2.2.9		Refer to the novel as a whole. Dr Jekyll's experiment can be regarded as unsuccessful. Discuss your view.	(3)
		Open-ended. Accept a relevant response which shows an understanding of the following viewpoints, among others: Yes	

		• <i>Mr Hyde became increasingly difficult for Jekyll to control.</i> • <i>The experiment led to violent and immoral acts.</i> • <i>Jekyll eventually became dependent on the potion.</i> • <i>The experiment eventually resulted in Jekyll's death.</i> No • <i>Jekyll was initially able to transform into Hyde and back into Jekyll.</i> • <i>The experiment successfully separated Jekyll's good and evil sides.</i> 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. [L4 – difficult]	
			[18]
			[35]

SECTION B: DRAMA

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

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

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.

EXTRACT E

[Macbeth and Lady Macbeth scheming]

3.1.1		Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–E) next to the question number (3.1.1(a)–3.1.1(d)).	
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		COLUMN A	COLUMN B	
		(a) Seyton (b) Malcolm (c) Macduff (d) Ross	A Avenges his family and kills Macbeth B Cousin of Macduff C Assisted by King Edward of England D Serves Macbeth in his final hours E Banquo's teenage son	(4)
		(a) D ✓ Serves Macbeth in his final hours (b) C ✓ Assisted by King Edward of England (c) A ✓ Avenges his family and kills Macbeth (d) B ✓ Cousin of Macduff		(4)
3.1.2		Describe the time and place where this extract is set.		(2)
		<i>Time: It takes place just after Macbeth killed King Duncan. ✓</i> <i>Place: Inverness/ Macbeth's castle ✓</i>		(2)
3.1.3		Refer to lines 1-3 ('I'll go no more...I dare not').		
		What does Macbeth's refusal to return the daggers tell us about his state of mind?		(2)
		<i>He is terrified and horrified/remorseful/shocked/guilty by the thought of what he has done / he is deeply remorseful.</i> <i>He cannot bear to look upon the murdered body of Duncan again.</i> <i>Emotion + explanation</i>		(2)
3.1.4		What do lines 4-5 ('Infirm of purpose!...me the daggers.') reveal about Lady Macbeth's character in this extract? Substantiate your answer.		(2)
		<i>She is <u>calm</u> under pressure/ calculating/ controlling/ domineering. ✓ She is able to <u>save them from being caught in the act</u> OR</i> <i><u>She is able to manage Macbeth</u>, who is distraught after he has murdered Duncan. ✓</i>		(2)
3.1.5		Refer to lines 14-15 ('Will all great Neptune's ... from my hand?').		
	(a)	Identify the figure of speech used in these lines.		(1)
		<i>Hyperbole/ (Exaggeration) ✓</i>		(1)

		(OR A rhetorical question)	
	(b)	Explain why the figure of speech is relevant in this extract.	(2)
		(Hyperbole) The quantity of water needed to figuratively cleanse his guilt is so much that he compares it to the ocean. ✓✓	(2)
3.1.6		Explain what Lady Macbeth means when she says, 'My hands are ... a heart so white' (lines 19-20).	(2)
		Lady Macbeth's hands are stained <u>red with the blood</u> of Duncan, ✓ like Macbeth's. /(Literally hands are red with blood – she is just as guilty) She would be ashamed to be as <u>cowardly</u> as Macbeth. ✓	(2)
3.1.7		Consider the play as a whole. Are Lady Macbeth's words, 'A little water clears us of this deed' (line 23), proven true? Discuss your view.	(3)
		Lady Macbeth's words were proven NOT true (false). The "water" did not wash away their guilt. The guilt drove them insane. Lady Macbeth eventually lost her mind and committed suicide because of her guilt. While sleepwalking, Lady Macbeth tried to "wash away" the guilt but the "spot" of Duncan's blood would not be cleared.	(3)
			[18]

AND

3.2 EXTRACT F

[Macbeth receives news from Seyton and a messenger]

3.2.1		Refer to lines 6 – 8 ('Tomorrow, and tomorrow ... of recorded time').	
	(a)	What tone would Macbeth use in these lines?	(1)
		A depressed/ despondent/ sorrowful tone	

	(b)	Why would this tone be suitable in these lines? Provide TWO possible reasons.	(2)
		<i>Macbeth realises that his life has become meaningless/ His wife, Lady Macbeth, has just died and this reminds him that death awaits all. ✓ Please condise other explanation.</i>	
3.2.2		Refer to lines 29–32 ('If thou speak'st... for me as much'). Summarise the two outcomes Macbeth outlines for the messenger depending on whether his report is true or false.	(2)
		<i>If the messenger is lying: Macbeth will have him hanged alive on the nearest tree to die of starvation (famine). If the messenger is telling the truth: Macbeth does not care if the messenger does the same to him (he welcomes his own death / hanging).</i>	
3.2.3		Refer to lines 23 – 24 ('I looked toward ... began to move').	
		Explain why it seemed to the messenger that Birnam Wood was moving.	(2)
		<i>In order to obscure their numbers, Malcolm ordered soldiers to cut off branches and hold them before them as they approach Dunsinane.</i>	
3.2.4		If you were the director of this play, what would you tell Macbeth to do when saying, 'Liar, and slave!' (line 25)?	
		State TWO actions.	(2)
		<i>He would shake his head and then grab the messenger by the shoulders. / He would grab the messenger by the shoulders and shake him. [Use discretion. Accept any two actions that indicate Macbeth's shock and agitation]</i>	
3.2.5		Explain why it is ironic that Macbeth states, 'I ... begin/ To doubt the equivocation of the fiend/ that lies like truth' (lines 33 - 35).	(2)

		ANSWER: Macbeth realises that the witches (weird sisters) tricked him with their ambiguous words, yet he is still confident that no one born from a woman will harm him.	
3.2.6		Choose the best answer. To complete the following sentence. Write only the letter (A-D) next to the question number (3.2.6).	
		Refer to line 39: 'There's no flying hence nor tarrying here.'	
		Macbeth is cornered. His troops surrender easily, because ... A. his soldiers are not strong enough and do not respect him. B. many Scottish leaders hate Macbeth and refuse to fight. C. Macbeth has no loyal supporters and is deserted by many thanes and soldiers. D. Siward is a very good general and strategist.	(1)
		C (Macbeth has no loyal supporters and is deserted by many thanes and soldiers)	
3.2.7.		One of the themes in Macbeth is appearance and reality.	
		Discuss how this theme is revealed in this extract and elsewhere in the play.	(3)
		The candidate must name and discuss the witches' words that gave Macbeth a false sense of security. The theme is revealed through the "moving wood": it appears that Birnam Wood is literally moving toward Dunsinane (which seems supernatural and impossible), but the reality is that it is Malcolm's soldiers using tree branches as camouflage to hide their numbers. It is also revealed in the witches' prophecies: they appeared to be promises of absolute safety ("Fear not, till Birnam Wood / Do come to Dunsinane"), but the reality is that they were deceptive traps designed to lead Macbeth to his destruction. (3 marks for 2 well-discussed points)	

		<i>AND any other example where a character appears to be good, but is actually evil, or vice versa, or what seems to be true is actually false <u>from elsewhere in the play</u></i>	
3.2.8		Refer to the drama as a whole.	
		Lady Macbeth is solely to blame for her mental illness.	
		Discuss your view.	(2)
		<i>Yes, it serves her right to be tortured by feelings of guilt. She cold-bloodedly planned Duncan's murder and set Macbeth on his path of evil and bloodshed.</i> <i>OR</i> <i>No, Macbeth isolated her. He kept to himself and did not confide in her anymore. She was unaware that he ordered Macduff's wife and innocent children to be killed.</i> <i>[TWO points well discussed are required]</i> <i>Note: Accept any logical "Yes" or "No" argument that is well-substantiated by details from the play. No marks for mere "Yes/No"</i> <i>Credit combination as well</i>	
			[17]
			[35]

QUESTION 4 (CONTEXTUAL QUESTION)**MY CHILDREN! MY AFRICA! by Athol Fugard**

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

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

4.1 EXTRACT G:

[Mr M discusses the competition with Isabel]

4.1.1	Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A-E) next to the question numbers (4.1.1 (a) to 4.1 (d))					
	<table><tr><th>COLUMN A</th><th>COLUMN B</th></tr><tr><td>(a) Sipho Fondini (b) Dawie Grobbelaar (c) Captain Lategan (d) Mrs Makatini</td><td>A A friendly Bantu school inspector. B Works at Cape Town railways C Sells fresh vetkoeks at the bus stop. D Writes a rebellion slogan on the wall. E Is a police officer in the village.</td></tr></table>	COLUMN A	COLUMN B	(a) Sipho Fondini (b) Dawie Grobbelaar (c) Captain Lategan (d) Mrs Makatini	A A friendly Bantu school inspector. B Works at Cape Town railways C Sells fresh vetkoeks at the bus stop. D Writes a rebellion slogan on the wall. E Is a police officer in the village.	(4)
COLUMN A	COLUMN B					
(a) Sipho Fondini (b) Dawie Grobbelaar (c) Captain Lategan (d) Mrs Makatini	A A friendly Bantu school inspector. B Works at Cape Town railways C Sells fresh vetkoeks at the bus stop. D Writes a rebellion slogan on the wall. E Is a police officer in the village.					
	4.1.1(a) D – writes a rebellion slogan on the wall.✓ 4.1.1(b) A – a friendly Bantu school inspector.✓ 4.1.1(c) E – is a police officer in the village.✓ 4.1.1(d) C – sells fresh vetkoeks at the bus stop.✓ <i>(Note: Option B is a plausible distractor referring to Thami's father, Amos Mbikwana.)</i>					
4.1.2	Describe the time and place where this extract is set.	2				
	Time: Mr M informs Isabel about the literary quiz that he wants Isabel and Thami to participate in.✓ Place: Camdeboo Girls' High School.✓/Isabel's school					
4.1.3	Refer to lines 7–10 ('No, I haven't asked him, Isabel... idea as you have.')					
	What does Mr M's refusal to ask Thami about the competition tell us about his state of mind at this point in the play?	(2)				

		Accept any logical response that shows insight into Mr M's traditional, autocratic mindset. Award full marks for one well-substantiated point or two distinct details: • He is completely secure and unyielding in his belief in traditional authority. He feels he has an unquestionable right to make decisions on behalf of Thami without consulting him. • He has a rigid, paternalistic mindset. He firmly believes that as a teacher, his role is to dictate and Thami's role is to learn and comply ("I teach, Thami learns"), showing no room for democratic dialogue. • He is overconfident or perhaps naive about his influence over Thami, genuinely assuming Thami will automatically trust and accept his judgment. (Note: markers must use discretion to reward candidate insight that is grounded in the dramatic context of the play) 1 mark for feeling/emotion + 1 mark for explanation	
4.1.4		Refer to lines 7-9 ('No, I haven't asked him... as you have.')	
	a)	What tone would Mr M use in these lines?	(1)
		Authoritative/stern/dictatorial/dismissive/strict✓	
	b)	Why would this tone be suitable in these lines? Provide TWO possible reasons.	(2)
		He believes that a teacher must have complete authority over his learners. ✓ He expects Thami to obey and accept his teaching methods without questioning him✓	
4.1.5.		Refer to line 18 ('Respect for my authority is my only teaching aid.')	
	a)	Identify the figure of speech used in this line.	(1)
		metaphor✓ (hyperbole)	
	b)	Explain why this figure of speech is relevant in this extract.	(2)
		It compares 'respect for authority' to a physical 'teaching aid' (such as a book or a blackboard).✓ It is highly relevant because Mr has no other/limited resources in his underfunded (Bantu) classroom at Zolile High. Focus: This metaphor highlights that his entire ability to manage and teach depends on the learners respecting his position as a teacher. ✓	

		Hyperbole – he has a dictionary/blackboard	
4.1.6	a)	What does this extract reveal about Mr M's character ? Substantiate your answer.	(2)
		<i>(Belief in authority): Mr M is very old-fashioned and strongly believes in traditional ways. He feels that because he is the adult and the teacher, he has the right to make decisions for Thami without even asking him first.</i> <i>(Strict teacher mindset): He is a very strict and controlling teacher. He believes that his only job is to tell Thami what to do and Thami's job is just to listen and obey ("I teach, Thami learns"), without giving Thami a chance to speak or share his own views.</i> <i>(Overconfidence in his control): He is too confident and blind to the truth. He thinks he has complete power over Thami and honestly expects Thami to just trust his decisions and accept them without questioning.</i> <i>[1 mark for character trait + 1 mark for explanation]</i>	
4.1.7		Consider the drama as a whole.	
		Are Mr M's words, 'If I ever lost it [respect for authority], those young people will abandon their desks and take to the streets' (lines 18–19), proven true?	
		Discuss your view.	(2)
		<i>If the learner agrees (Yes):</i> <i>Yes, Mr M's words are tragically proven true in the play.</i> <i>In Act 2, the political protests and school boycotts (Isiqalo) start, and the learners completely stop listening to Mr M.</i> <i>The learners leave their desks at Zolile High School to go and protest in the township streets against Bantu Education.</i> <i>This leaves Mr M all alone in an empty school, which leads to the angry mob attacking and killing him.</i> <i>If the learner disagrees (No):</i> <i>No, Mr M's words are proven false because his ideas were wrong.</i> <i>The learners did not leave school just because they lost respect for Mr M as their teacher.</i>	

		• <i>They rebelled because the whole system of Apartheid and Bantu Education was highly unfair and unjust.</i> • <i>They felt that staying in the classroom was no longer useful to help them win their actual freedom.</i> • <i>Fear of comrades and what would happen to them if they attend school.</i>	
			[18]

AND

4.2 EXTRACT H:

[Thami defends the action of the mob to Isabel after Mr M's death]

4.2.1		Refer to lines 1 – 3 ('Stop, Isabel! You...listen to me.')	
	a)	What tone would Thami use in these lines?	(1)
		Commanding/aggressive/defensive/angry/authoritive/ impatient✓	
	b)	Why would this tone be suitable in these lines?	
		State TWO reasons.	(2)
		Thami is deeply frustrated and offended because Isabel referred to his comrades as a 'mad mob' who committed a 'murder'. He feels he has to justify a violent act because he loved Mr M, and his aggression masks his own deep inner conflict and grief. He wants Isabel, as a privileged white person, to stop talking and finally listen to the painful reality of black South Africans under Apartheid. [Any two reasons. Consider other relevant options.)	
4.2.2		Refer to lines 8 - 9 ('Five men are in detention...the police station.')	
		State two reasons why Mr M visited the police station to provide the names of the comrades.	(2)
		<i>He wanted/attempted to stop the school boycotts.✓</i> <i>He believed that education (although flawed) was the only way his student would get a better future. ✓</i> <i>He wanted to put an end to the lawlessness✓</i>	

4.2.3		Refer to lines 14 – 18 ('What Anela Myalatya did... guilty they get hanged.')	
		State the different ways Thami views the Apartheid government's execution of someone in court compared to the Comrades' killing of a traitor.	(2)
		When the Apartheid government executes someone in court, Thami calls it <u>murder</u> ✓ When the Comrades kill a traitor/someone who does not join the Struggle, he calls it <u>self-defence</u>. ✓	
4.2.4		If you were the director of this drama, what would you instruct Thami to do when saying, 'Stop, Isabel! You ... listen to me.' (lines 2 – 3). State TWO actions.	(2)
		<i>Raise his hand/point a finger in a commanding way to silence Isabel</i> <i>Step/lean forward aggressively</i> <i>Stare directly at Isabel/look Isabel straight in the eyes</i> <i>Slam his hand down on the table/wall/against himself</i> <i>[Accept any other valid actions which show his anger/command]</i> <i>ANY TWO of the above.</i>	
4.2.5		Explain why it is ironic that Thami states that, 'They were defending themselves against what they thought was a terrible danger to themselves.' (lines 12-14).	(2)
		<i>The Irony: The mob sees Mr M as a <u>threat/traitor who is destroying their cause</u>. ✓</i> <i>In reality, Mr M has spent his entire life living in poverty just to <u>dedicate himself to helping these very children get an education</u> and escape their difficult circumstances.</i> <i>OR</i> <i>The person they treated as an <u>enemy</u> was actually their <u>greatest protector</u>.</i> <i>(The mob's view of <u>Mr M as a threat</u>, + reality of <u>Mr M's lifelong dedication</u> to them).</i> <i>(2=0)</i>	

4.2.6		Choose the best answer to complete the sentence. Write only the letter (A-D) next to the question number (4.2.6).	
		Thami decides to leave Brakwater and head north to join the movement because he... A. hates Mr M and wants to forget about him. B. hopes to get a university scholarship to study. C. is afraid of getting involved in the mob's violence. D. wants to join his parents who work in Cape Town.	(1)
		C/ is afraid of getting involved in the mob's violence.	
4.2.7		One of the themes in <i>My Children! My Africa!</i> is words versus violence. Discuss how this theme is revealed in this extract and elsewhere in the play.	(3)
		In this extract (Thami vs. Isabel): Thami defends the angry crowd that killed Mr M. He says the killing was self-defence because Mr M was a traitor who gave names to the police. However, Isabel disagrees with this violence and cannot understand why they did not just use peaceful words to talk about their problems. Elsewhere in the play (Mr M's belief): In other parts of the play, Mr M strongly believes that education, words, and debating are the most powerful weapons to fight Apartheid. He believes that people can change the world peacefully through discussion instead of fighting. Elsewhere in the play (Thami and Comrades' belief): On the other hand, Thami and the comrades lose their patience with peaceful talks. They feel that quiet whispering has achieved nothing for black people, and they believe that violent actions, like throwing stones and boycotting schools, are the only things the Apartheid government will listen to.✓ ✓✓	
4.2.8		Refer to the drama as a whole.	
		Thami is solely to blame for the breakdown of his relationship with Mr M.	
		Discuss your view.	(2)
		YES (Thami is to blame): - Thami refused to be honest with Mr M, hiding his political involvement until it was too late. [1] - He made a sudden, defiant decision to withdraw from the	

		literature quiz, which deeply hurt and broke the heart of his mentor. [1] OR NO (Thami is not solely to blame): - Mr M's stubborn, dictatorial approach pushed Thami away. Mr M expected Thami to accept his decisions without question ("I teach, Thami learns"). [1] - Mr M's refusal to understand the political emergency of Bantu Education created the generational clash. [1] - The oppressive system of Apartheid itself is to blame. It forced Thami and the youth to choose between subservient, inferior schooling or fighting immediately for their freedom. [1] [Accept well-substantiated arguments. Do NOT award marks for mere YES/NO. Max 2 marks]	
			[17]
			[35]

SECTION C: SHORT STORIES

In this section, questions have been set on the following stories:

- *EVELINE* by James Joyce
- *THE WIND AND A BOY* by Bessie Head

You have to answer questions set on BOTH short stories.

QUESTION 5 (CONTEXTUAL QUESTION)

Read the following extract from the short story and answer the questions set on it. 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. QUESTIONS 5.1 AND QUESTIONS 5.2.

5.1 ‘EVELINE’

EXTRACT I

[Eveline remembers her mother.]

- 5.1.1 Choose a description from COLUMN B that matches the 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)	Frank	A	A nickname for a beloved.
(b)	Harry	B	A sarcastic and humiliating boss.
(c)	Poppens	C	Offers an escape from abuse.
(d)	Miss Gaven	D	Involved in the church decorations.
		E	Regularly goes on business trips.

a) C ✓

b) ✓

E/D

c) A

d) B

(4 x 1)

(4)

5.1.2		Describe the time and place where this extract is set.	(2)
		Place: At Eveline's family home. ✓ Time: After Eveline has written her farewell letters/ Before Eveline is due to leave with Frank. ✓ (nearest event)	
5.1.3		Refer to line 1 ('Her time was running out...')	
	(a)	Identify the figure of speech used in this line.	(1)
		Metaphor ✓/personification	
	(b)	Explain why this figure of speech is relevant in this extract.	(2)
		Like time passing by quickly to complete a task ✓, so too is Eveline's opportunity to make a decision (to leave with Frank) and change her circumstances drawing near ✓	
5.1.4		Refer to line 2 ('leaning her head against the window curtain')	
		What does this line tell us about Eveline's state of mind.?	(2)
		She is emotionally tired/overwhelmed/helpless. ✓	

		<i>She is trapped in her circumstances by honouring her dead mother's wish (to look after her family). ✓</i> <i>(1 mark emotion/feeling + 1 mark explanation)</i>	
5.1.5		Explain what 'that very night' refer to? (line 5)	(1)
		<i>It refers to the night that Evelyn has to leave with Frank. ✓</i>	
5.1.6		Refer to line 16 ('She must escape!') What is it that Eveline must escape from?	(1)
		<i>She must escape from her father's abuse. ✓</i>	
5.1.7		Refer to the short story as a whole. Explain the irony in Eveline's 'promise to keep the home together.'	(2)
		<i>Eveline promises her dying mother to keep the home together, yet it is the same home that she so desperately wants to get away from. ✓✓</i> <i>NOTE: Both parts must be included to earn the marks.</i> (2=0)	
5.1.8		Refer to the short story as a whole. Eveline can be pitied. Discuss your view.	(3)
		Yes. • Eveline sacrificed her happiness to honour her dead mother's wish to look after her family. • She tolerates Ms Hill's humiliating behaviour. • Her father takes her hard-earned money to buy alcohol. No. • Eveline decides on her own to not go with Frank. • She does not speak up against Ms Hill's humiliation. • She does not report her father to the authorities for stealing her money.	

THE WIND AND A BOY'**EXTRACT J**

[Sejosenye receives shocking news.]

5.2.1		What evidence is there that the truck driver was reckless. State TWO points	(2)
		• <i>The driver did not have a driver's licence. ✓</i> • <i>The truck did not have brakes. ✓</i> <i>The truck did not stop immediately, which shows that the truck did not have brakes.</i> <i>[Credit valid/factual points] – may add quotes from the extract e.g. 'crazy speed' and 'careered on another twenty yards' indicating that the driver couldn't bring the truck to a stop. 'Dragged the boy along for another hundred yards before coming to a halt'</i>	
5.2.2		Replace the underlined word with a single one to make the following statement true: Sejosenye's daughter worked as a <u>telephonist</u> .	(1)
		<i>typist ✓</i>	
5.2.3		Explain why Friedman take on a 'devil-may-care' attitude when riding his bicycle? (line 7)	(2)
		<i>He is young/care-free ✓ and he does not understand the initial danger that he is in. ✓</i> <i>He had been inspired by Robinson Crusoe ✓ who survived the angry elephant and might not have realised the actual danger of the truck. ✓</i>	
5.2.4		Refer to lines 14 – 15 ('A number of ... to her lands') What do these lines reveal about the character of the villagers? Substantiate your answer.	(2)

		<i>They are caring/sympathetic/thoughtful. ✓ They saw to it that Sejosenye returns to her village safely after the death of Friedman was confirmed. ✓</i>	
5.2.5		Friedman died when he was ... years old. A fourteen B fifteen C twelve D seven	(1)
		<i>A/fourteen ✓</i>	
5.2.6		Refer to line 20 ('Can't you return those words back?')	
	(a)	What tone would Sejosenye use in this line?	(1)
		Pleading/anguish/sorrow (credit acceptable synonyms)	
	(b)	Why would Sejosenye use this tone in this line?	(1)
		<i>She finds it difficult to accept the news of Friedman's death. ✓</i>	
5.2.7		Who is Friedman named after?	(1)
		<i>He is named after a friendly doctor ✓ (whom Sejosenye met at the hospital on the day of his birth).</i>	
5.2.8		One of the themes in the short story 'The wind and a boy' is helpfulness. Discuss this theme.	(3)
		<i>Friedman obeys his grandmother's order when she sends him to go buy groceries.</i> <i>He helped Sejosenye to sow seeds at the beginning of the rainy season.</i> <i>He cared for the mice after they had lost their 'homes' due to a severe storm.</i> <i>Does not only have to be about Friedman</i>	
5.2.9		Refer to the short story as a whole. Sejosenye lives an admirable life. Discuss your view.	(3)

		Yes. • <i>Sejosenye takes care of Friedman when his mother returns to work.</i> • <i>She lives a life of independence by sowing her own seeds and ploughing her land.</i> • <i>She lived a religious life as a churchgoer.</i> OR No • <i>Senjosenye does not punish Friedman for his criminal activities.</i> • <i>She dropped out of school.</i> • <i>She left her village ward to live with a married man.</i> [3 marks for a well-developed response. Learners could be award 1 or 2 marks for a not well-developed response]	
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SECTION D: POETRY

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

- 'The Lake Isle of Innisfree' by William Butler Yeats
- 'The Night-jar and Inkosazana Yasequlwini by Chris Mann

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.

6.1.1	Complete the following sentences by using the words in the list below. Write only the word next to the question numbers (6.1.1 (a) to 6.1.1 (d)) Quatrains; sonnet; pastoral; ode; abab cdcd efef ; haiku; couplet; abba cddc effe This (a) ... poem is divided into three stanzas and idealises rural life and nature. It is written in the form of three (b) ..., which follow a regular	(3) (4)
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		rhyme scheme of (c) ~~The poem is also classified as (d) ... because it expresses the speaker's personal feelings of longing.~~	
		(a) pastoral ✓ (b) quatrains ✓ (c) abab cdcd efef ✓ ~~(d) lyrical ✓~~ (Reorganisation - Level 2; Easy)	
6.1.2		Refer to lines 1 -4 ('I will arise ... the bee-loud glade') Identify the tone of the speaker in lines 1-4.	(1)
		<i>Determined / hopeful / longing / peaceful / eager/nostalgia</i> <i>Accept any ONE appropriate answer that is supported by the lines.</i>	
6.1.3		Refer to stanza 3 (lines 9-12) Describe the contrast in setting between lines 9-10 and line 11.	(2)
		The setting in lines 9-10 is the tranquil, natural, and open environment of Innisfree (lake water lapping by the shore) ✓, whereas line 11 is set in the artificial, grey, noisy, and crowded urban city (roadways/pavements grey) ✓. <i>(2 marks) (Literal/Reorganisation - Level 1/2; Medium)</i>	
6.1.4		Refer to lines 5 – 6 ('For peace comes dropping slow')	
	a)	Identify the figure of speech in these lines.	(1)
		<i>Personification. ✓</i>	
	b)	Explain how this figure of speech helps to describe the peace the speaker experiences at Innisfree.	(1)
		<i>Peace is described as if it is something that can slowly fall or descend upon the speaker, suggesting that the peace comes gently and gradually. ✓</i> <i>[Use discretion]</i>	
6.1.5		Refer to line 6 ('Dropping from the veils of the morning...').	
		Explain in your OWN words why the speaker compares the morning mist to "veils".	(2)
		<i>The image creates a picture of the morning as soft, gentle and beautiful, helping to create the peaceful atmosphere of Innisfree. ✓</i> <i>Morning mist covers the landscape just like a veil would cover a face.</i>	

		<i>The same way the mist lifts to reveal the beauty of Innesfree the veil is lifted to reveal the beauty of the bride.</i>	
6.1.6		Replace the underlined word with a single word to make the following statement TRUE: 'I hear it in the deep heart's core' is meant <u>literally</u> .	(1)
		<i>Figuratively. ✓</i>	
6.1.7		One of the themes in the poem is escapism (the desire for peace and to escape from the pressure of modern life).	(3)
		Discuss this theme.	
		• <i>The speaker longs to leave his present surroundings and escape to the peaceful natural environment of Innisfree. (1)</i> • <i>He imagines a simple life surrounded by nature, birds, bees, water and quietness. (1)</i> • <i>Even while he is in the city, he continues to long for Innisfree because it provides him with emotional peace and a sense of belonging. (1)</i> <i>Accept: Nature, escape, peace, solitude, longing for home/belonging, simplicity.</i>	
6.1.8		Refer to the poem as a whole.	
		In your opinion, how does the speaker convince the reader that Innisfree represents a peaceful escape from his present life?	(3)
		<i>The speaker convinces the reader by:</i> • <i>describing the simple life he wants to live, including his cabin, bean-rows and bees;</i> • <i>using beautiful images of nature, such as the morning, cricket, lake water and linnet's wings, to create a peaceful atmosphere;</i> • <i>contrasting the peacefulness of Innisfree with his present life on the "roadway" and "pavements grey", showing that he longs to escape his urban surroundings. ✓✓✓</i> <i>Accept other relevant, well-substantiated responses.</i>	
			[17]

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.

6.2.1		Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.2.1) in the ANSWER BOOK. In this poem, Inkosazana Yasezulwini...	(1)
		A symbolises modern technology and urban isolation. B represents traditional Zulu spiritual healing. C acts as an aggressive, destructive force in nature. D is the scientific name for a nocturnal African bird.	
		B/ represents traditional Zulu spiritual healing. ✓ (Literal/Reorganisation - Level 1/2; Easy)	
6.2.2		Refer to line 1 (<i>'The speckled bird as brown as dust'</i>)	
	a)	Identify the figure of speech used in this line.	(1)
		Simile ✓	
	b)	Explain the effectiveness of this figure of speech in describing the night-jar.	(2)
		It is highly effective because it emphasises the bird's natural camouflage. ✓ It highlights how a creature that looks ordinary and blends into the background can become a powerful messenger of peace. ✓ (Use discretion)	
6.2.3		Refer to line 6 (<i>'the starlight glitters through its beak'</i>)	
		What does "starlight" symbolise within the context of the poem?	(2)
		"Starlight" symbolises hope, spiritual illumination, divine guidance, and clarity. ✓ It represents the light breaking through the speaker's emotional darkness and mental distress. ✓	
6.2.4		Refer to lines 13–15 (<i>"It shook the sandman from my sight, / and when the tar-bound slope had turned / to bush and rocky hill..."</i>).	
	a)	Explain how the change from the "tar-bound slope" to the "bush and rocky hill" represents a change in the speaker's surroundings (setting).	(2)
		The tar-bound slope shows the city or the town where there are tar roads and noisy traffic. ✓	

		<i>But the bush and rocky hills show that he is now going deep into nature where it is quiet and there are trees and mountains. ✓</i>	
	b)	Explain who or what the “sandman” (line 13) is.	(1)
		<i>The "sandman" is a character from stories / a traditional folklore figure who puts children or people to sleep (by sprinkling sand in their eyes). ✓</i>	
6.2.5		Refer to lines 25–28: "Go, walking sleeper, call to her... ask her if her power is love".	
	a)	Identify the speaker of these lines.	(1)
		<i>The night-jar / The speckled bird ✓</i> <i>[1 Mark; Level 1 Literal]</i>	
	b)	Explain how the "Princess of the Heavens" has the power to heal the "waking sleeper" by referencing her magical actions in Stanza 4.	(2)
		<i>She gathers up their troubled dreams and rinses them in rainbow water/morning mist, which cleanses their minds and brings them spiritual peace and hope ✓✓.</i> <i>[2 Marks; Level 3 Inference; Medium]</i> <i>Use discretion</i>	
6.2.6		Discuss the theme of nature as a sanctuary (a place of safety and peace) in this poem.	(3)
		<i>The speaker shows that city life is tiring and stressful because he calls it a "worn-out town".</i> <i>But when the night-jar appears, it guides his mind to the quiet hills where "lilies sprout" and "no storms fly".</i> <i>This shows that nature acts as a safe sanctuary that can heal people who are suffering from mental stress. ✓✓✓</i> <i>(use discretion)</i>	
6.2.7		Refer to the poem as a whole.	
		Traditional African spiritual beliefs still have a valuable role to play in helping modern people cope with the stress of city life. Discuss your view.	(3)
		<i>OPEN ENDED:</i> <i>AGREE: (YES)</i> <i>Modern city life has too much stress, noise, and technology.</i> <i>Traditional stories about characters like Inkosazana teach us to respect nature and find spiritual peace.</i>	

		<i>By remembering these old traditions, modern people can slow down, relax their minds, and find comfort when they are struggling.</i> <i>or</i> <i>Spirituality is indeed needed, especially in the modern world with all its distractions and dangers and traditions and inner peace can only be reached if we stay in tune/contact with our Gods or guardians of our spiritual beliefs</i> <i>or</i> <i>The princess of the Heavens cleanses the dreams and returns them to bring new hope. it is part of the metaphysical journey of people who are tired and working very hard physically. Helps with struggles. ✓✓✓</i> <i>DISAGREE (NO)</i> <i>Modern cities operate on technology, science, and fast work. People do not have time to look for birds or believe in ancient princesses in the hills to solve their stress/problems.</i> <i>Modern problems need modern, practical solutions. ✓✓✓</i> <i>[USE DISCRETION]</i> <i>3 marks for a well-developed answer. Learners could score 1 or 2 marks if not well-developed.</i> <i>Credit a combination response</i>	
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		TOTAL SECTION D:	[35]
		GRAND TOTAL:	70