

ENGFAL PAPER 2 SUPPORT MEETING

PRESENTERS:

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VHEMBE EAST DISTRICT

DATE : 09 FEBRUARY 2026

VENUE : RALUSWIELO SECONDARY SCHOOL



PAPER 2 : EXAM TIPS

1.1 THE IMPORTANCE OF AN EXTRACTS:

- ❑ HELP CANDIDATES TO RECALL INCIDENTS IN THE NETWORKS.
- ❑ ENABLE THEM TO LINK THE INCIDENTS i.e. WHAT HAPPENED BEFORE AND AFTER.

NB. NOT ALL THE ANSWERS WILL COME FROM THE EXTRACTS.

- ❑ CANDIDATES ARE ADVISED TO STUDY THE NETWORKS CAREFULLY AND TIMEOUSLY.
- ❑ THEY SHOULD READ BEYOND THE WRITTEN LINES, GETTING THE IMPLIED MEANINGS IN ORDER TO ANSWER THE SET QUESTIONS APPROPRIATELY.
- ❑ SOME SHORT STORIES HAVE **SIMILARITIES** e.g. Eveline and Triumph in the face of adversity, Forbidden love and Rejection, The girl who can and Class act.

PAPER 2 : EXAM TIPS CONTINUE...

1.2. Match column A and B

Learners should be advised to know all the main and minor **characters** in the book, **what** they do, **where** they come from and what they are **known** for.

E.g. Mr Dawid Grobbelaar/Oom Dawie is an **Inspector of Bantu Schools**.

Mr Pienaar is a **Mayor of Camdeboo**.

Samuel is a **staunch Zionist/goes to church every Sunday**.

Modou **has been married for half a century**, Imam an **Islamic spiritual leader**.

In responding to this question they must first check all the possible answers before they move to the second character.

The heartland of southern Africa - development is about people



PAPER 2 : EXAM TIPS CONTINUE...

1.3. Describe the **Place and Time**.

They must give a brief description of the event/incident-information about what happens and mention place in which it occurs. Normally this question has 2 marks. 1 mark for the place and the other for description of the incident.
e.g. In Act 1 Scene 3 is...

Place & Time : In **Camdeboo Girls High** (1) when Mr M proposes that Isabel joins forces/forms a team with Thami in an English Literature Quiz.(1)



PAPER 2 : EXAM TIPS CONTINUE...

1.4. Changing one word to make the statement **True**

If you are given a false statement you must change only one word to make it a true statement from the book.

- *Wrong names of place/persons*
- *Wrong information about events*



PAPER 2 : EXAM TIPS CONTINUE...

1.4.1. Wrong names of places/person/things

e.g. Isabel's favourite sport is netball.

The statement is false because:

Isabel's favourite sport is **hockey**.

Confucius is the finest psychologist.

Confucius is the finest **philosopher**.

Maami is the narrator of the story

Adjoa is the narrator of the story



PAPER 2 : LITERATURE STRUCTURE

1.5. Figure of speech[FOS]

In this question learn about the FOS in context [check **Mind the Gap**]

- Metaphor,
- Simile,
- Personification and
- Irony [but/yet/however]
- Hyperbole THAMI: **I'm the one hundred thousandth generation.** He joking describes his ancestry better than what Isabel has described hers as he wants to emphasise his ancestry. In truth he is not the 'one hundred generation'.

e.g. in **Act 2 Scene 1**

It is ironic that Thami criticises Mr M's lessons **but/yet/however** those lessons liberated his mind. Thami can now speak with eloquence and address the comrades with ease.



- **Metaphor**

- In Act 1 scene 5 “ ISABEL: I’m still lost, Thami. What sort of talk is that.

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

In the same way that the lost person fails to understand where he/she goes, Isabel hardly understands what Thami talks about.

MR M: I h’ve got a whole zoo in here, a mad zoo of hungry animals...and the keeper is frightened.(Act 1 scene 4)

In the same way that animals in the cage/zoo are hungry for food so are the Black people, desperate for freedom.

- **Personification**

- MR M: ...I gave up and just wandered around aimlessly, helplessly, watching my world go mad and set itself on fire.
- The world is personified to refer to the youth to indicate/emphasise that they were very angry and were destroying their future.



MR M: Their hands wave desperately through the bars, their voices call out: "Teacher! Teacher! Help us. Tell our mothers!...(Act 2 scene 2)

The hands are given human qualities to emphasise that the children were seriously/desperately in need of the help.

Simile

MR M: They were everywhere, crawling around in the smoke like giant dung-beetles looking for ...to eat.(Act 2 scene 2)

The police are compared to the giant-dung beetles in search of ... to emphasise how seriously they were in searching for the children to arrest.

THAMI: Now I sit at my desk like an animal that has smelt danger.(Act 1 scene 6) Page 79.
In the same way with an animal that is faced with danger, Thami is also uncertain of his future.



- **Irony**-when there is contradiction/disagreement in statement(s)
- Explain the irony in Thami's words, 'He's got eyes and ears but he sees and hears nothing.(Act 1 scene 5)
- Thami says Mr M has eyes and ears but sees and hears nothing yet/but Mr M is aware of the comrades plan to embark on a general stay-away to fight for their freedom.

NB. Both parts must be included. **Mark allocation is either 0 or 2.**

THAMI: I was sent to school here in the peaceful platteland because it so safer you see here than the big city with its temptations.(Act 1 Scene 1)

Thami says he has been sent to peaceful platteland for him to be safe from violence yet he involves himself in class boycott putting his life at risk.

- 'Liberation first, then education. Is the spelling right Mr M? (Act 2 scene 2)
- Black children boycott classes yet they see the importance of education.



PAPER 2 : LITERATURE STRUCTURE

1.6. Identify/give the character/trait and evidence from text

In this question focus on the **actions/words** uttered and give support or evidence from the extract/book/story/poem

Examples of traits : Kind/lovely/cruel/friendly/stubborn/considerate
Careless/incompetent/heartless etc.

Trait : Mr M is **stubborn**

Reason : Despite Thami's several warnings, Mr M continues to betray the struggle by going to work during the protests.

PAPER 2 : EXAM TIPS CONTINUE...

1.7. Stage directions

Examples of stage directions

- Pointing a finger at Thami/Isabel/Mr M
- Eyes/Mouth wide open.
- Rolling her/his eyes
- Eyes fixed at Mr M/Thami/Isabel.
- Stamping his/her foot on the ground.
- Beating his/her chest with his/her fist.
- Clenched fist.
- Shaking his/her head/ Nodding
- Throwing his/her hand in the air.
- Speak in a loud voice/shout/raise voice/ to whisper/to speak softly

NB : learners are encourage to use correct pronoun



THAMI: Talk
about what?
Don't you know
what is going
on?

THAMI: We don't call
it that. Our word for it is
Isiqalo ... The
Beginning.

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.

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 that.



PAPER 2 : EXAM TIPS CONTINUE...

1.8. Identify the tone and reason why such tone is used

- Examples of tone: Happy/excited/angry/aggressive/sad/shock/surprised/sarcastic
- Do not write **high or low** when identifying the tone.

e.g. in Act 1 Scene 3

Tone : Isabel is **happy**

Reason : she is going to team up with Thami Mbikwana in the English literary quiz/ competition

Tone: refers to a quality of voice used when uttering words/statements.



PAPER 2 : EXAM TIPS CONTINUE...

1.9. THE STATE OF MIND OF CHARACTERS-feeling(s) at that particular moment.

Forbidden love

State : Fearful/disturbed (1)

Reason : He fears that Salome is going to expose him that he is the father to her child. (1)



MR M: Your mouthful of big words and long sentences which the not-so-clever Comrades are asking you to speak and write for them all so excited-yes, I heard about it!-you must thank me for all that, Thami.

State : Disappointed/frustrated.

Reason: Mr. M taught Thami how to speak English fluently hoping that he will become the future leader, Thami uses Mr. M's lessons to address the comrades.



PAPER 2 : EXAM TIPS CONTINUE...

1.10 THEMES

Examples from EXTRACT/WHOLE BOOK/POEM

Bullying from Class act-Namhla Tshisana

The narrator is bullied by her classmates.

- ☐ They make her a laughing stock for wearing a long and big tunic.
- ☐ They call her Sister Mary Clarence of *Sister Act*.
- ☐ Khanyisa Peters humiliates the narrator saying her skirt has a big hem and she has black thighs and knock-knees.



1.11 SUITABILITY/RELEVANCY OF THE TITLE

Open-ended questions.

'My Children! My Africa!'

Is the title relevant to the Play/Drama?

Yes.

- The drama is about school children in Africa.
- The main character, Mr M, is like a father to his learners.
- The exclamation marks indicate Mr M's passion for his learners and education.

OR

No.

- The drama focuses on a very small group of children in Africa. It specifically about South African School children.
- Mr M does not have any children of his own, hence the pronoun 'My' is not suitable.
- In the end the same children he claims as his own , brutally kill him.



PAPER 2 : EXAM TIPS CONTINUE...

1.12 ONE DIFFERENCE IN ATTITUDE

Maami is **considerate** but her mother (Nana) is **judgmental to Adjoa's thin legs.**

NB Mention both **attitude** and **character's name**



PAPER 2 : EXAM TIPS CONTINUE...

1.13. Opinion Questions

Open-ended Question

DO YOU THINK IT IS GOOD FOR SALOME TO HIDE HER CHILD'S FATHER TO MIKE?

Yes.

- ☐ Davie and Salome's relationship is totally disallowed and she has to keep it a secret.
- ☐ Salome tries to avoid critics and condemnation by the Noorgesig society.
- ☐ She does not want to become a laughing stock for being in love with a coloured man.
- ☐ She does not want to break the agreement she has with Davie by exposing him as the father to her child.

No.

- ☐ She should share this crucial information to her own brother.
- ☐ Maybe Mike would have not fallen in love with Dora.
- ☐ That would have stopped Davie from attacking her brother Mike at the Cinema.
- ☐ Davie would not be in a good position to deny that he is the father to Salome's child.

NB. No generalization / give examples from text/mixed reactions accepted. Once a candidate takes side the supporting statements should be in line with the side taken.



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