



# basic education

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

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2011**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 37 pages.**

**INSTRUCTIONS AND INFORMATION**

1. Candidates are required to answer questions from TWO sections.
2. This marking memorandum is a guide to markers. Some responses may require a marker's discretion.
3. Candidates' responses should be assessed as objectively as possible.
4. This memorandum has been finalised at a memorandum discussion session at the 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.

**SECTION A: NOVEL**

**NOTE:** Candidates are required to answer **ONE** question (EITHER the essay OR the contextual question) **on the novel they have studied.**

**QUESTION 1 (ESSAY QUESTION)*****TO KILL A MOCKINGBIRD***

**NOTE:** Use the 35-mark assessment rubric on page 37 to assess candidates' essays.

The following points **may** be included in the essay, **among others**. Allow for candidates' own interpretation as well:

- **Tom Robinson**
  - How Tom Robinson is treated unfairly
    - He is a victim of racial prejudice, despite being respected in his own community.
    - His conviction is a result of racial prejudice from the jury.
    - Tom is doomed because of Bob Ewell's accusations. However, Tom is a better father and husband than Bob.
    - Tom is punished for his kindness to Mayella.
    - He is convicted despite the absence of any conclusive evidence – all they have against him is circumstantial evidence.
  - How the unfair treatment affects Tom
    - He is accused of, convicted and imprisoned for a crime he did not commit.
    - His reputation is tarnished and his family suffers.
    - His life is endangered when the 'mob' comes to the prison.
    - As a shy, handicapped man who is not used to public scrutiny, the open racism directed at him during the court case must have been torture.
    - His realisation that he cannot escape racial prejudice leads to his effort to escape and eventually to his death.
  - How this unfair treatment makes other characters behave
    - The rift between races in Maycomb widens despite the fact that many people realise that he is innocent.
    - Tom is shot.
- **Mayella Ewell**
  - How Mayella Ewell is treated unfairly
    - Her father abuses her physically and emotionally and also neglects her.
    - She has to accept responsibility for her siblings – this leads to loneliness.
    - White people regard her as 'white trash.'
  - How the unfair treatment affects Mayella
    - She is forced to seek kindness from Tom even though he is black.
    - When her father catches her making advances to Tom, he strikes her.
    - She accuses Tom in order to protect herself.
    - Mayella gives false testimony in court.
    - Her word bears more weight than Tom's as she is white.

- How this unfair treatment makes other characters behave
  - The community continues to ostracise Mayella.
  - Tom is sentenced and eventually killed because of Mayella's false testimony.
- **Boo Radley**
  - How Boo Radley is treated unfairly
    - After Boo's involvement in a childhood prank, the beadle wants to send him to a reformatory.
    - His father negotiates with the authorities to save the family honour and Boo is 'imprisoned' at home – Boo is kept indoors even after his father's death.
  - How the unfair treatment affects Boo Radley
    - He is never seen outside the house and becomes a source of terror to children as well as a scapegoat.
    - At the end he will probably go back home to confine himself, as it is all he knows.
  - How this unfair treatment makes other characters behave
    - The children make it a game to lure him out of the house, despite being scared of him.
    - Even after his heroic deed, people easily accept that he is Bob's killer.
    - Heck Tate protects him, but he remains a 'ghostly' figure.

**[35]****OR****QUESTION 2 (CONTEXTUAL QUESTION)*****TO KILL A MOCKINGBIRD***

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

- 2.1      2.1.1      He takes an extension cord/light bulb.✓  
 He takes the car (whereas he usually walks). ✓  
 It was unusual for him to go to work at that hour.✓  
**NOTE:** Accept any TWO of the above. (2)

- 2.1.2      He is afraid the townsfolk might harm Tom Robinson✓ so he goes there to protect✓ him.

**OR**

- He wants to prevent✓ the townspeople from harming Tom.✓ (2)

- 2.1.3      He is a man of conviction/he will not back down/change what he believes in. /He is unyielding/courageous/brave.✓

**OR**

- He is literally standing by his beliefs.✓ (1)

- 2.1.4 C / Dill ✓ (1)
- 2.1.5 The men have come to cause trouble/kill Tom✓but they whisper so as not to disturb their victim✓ which is strange. (2)
- 2.1.6 He is a very poor white farmer. ✓  
He is independent. ✓  
He is hard-working. ✓  
He has a sense of pride. ✓  
He is highly principled. ✓  
He is Walter (Cunningham) Junior's father. ✓
- NOTE:** Accept any TWO of the above. (2)
- 2.1.7 He cannot believe that the men could go as far as sending the sheriff out of town on a false alarm/wild-goose chase/fool's errand✓ so that they can get to Tom.✓ (2)
- 2.1.8 She talks to Walter Cunningham directly/she mentions his son/the fact that he gave them hickory nuts/the fact that they had his son over for dinner/that she once had a fight with his son/she appeals to his humanity✓ and in this way, she makes him realise that what he is doing is wrong.✓
- OR**  
She mentions his entailment✓ and the fact that Atticus helped him. ✓ (2)
- 2.1.9 Open-ended.
- Brave. Although there is a possibility of danger, he still goes to the jail to protect Tom at all costs. He is standing firmly by his beliefs.
- OR**
- Foolish. He has been warned twice not to defend Tom, but still goes to the jail unarmed while he is aware of the possibility of danger.
- NOTE:** The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text. Accept a well-substantiated response for full marks. A candidate may score 1 mark for an answer that is not fully-developed. (2)

- 2.1.10 Yes. If they do not trust the justice system, or if it has let them down, they may want to take action to bring about justice. Although this view is not encouraged, it is understandable.

**OR**

No. They should leave it to the justice system because if they take their own revenge, it will lead to chaos.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully-developed. (2)

- 2.2 2.2.1 (a) B / phones Dr Reynolds ✓  
(b) D / saves the children from Bob Ewell ✓  
(c) A / is remarkably calm after Bob Ewell's attack ✓

**NOTE:** Accept correct matching in words also. (3)

- 2.2.2 He has almost no concern for his own safety. ✓  
He tells her to run. ✓  
He tries to pull her with him/he pushes her out of the attacker's way. ✓  
He fights with the attacker. ✓

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

- 2.2.3 He is in two minds./He is unsure if he is doing the right thing./He has been thinking about what to do./He is finding it hard to make a decision/He is trying to convince Atticus that Jem is not guilty. ✓ (1)

- 2.2.4 (a) Tom (Robinson) ✓ (1)

- (b) Bob (Ewell) ✓ (1)

- 2.2.5 There is no point in punishing Boo ✓ for preventing a crime from being committed. ✓

**OR**

Boo should not be punished/Boo did nothing wrong ✓ because Bob Ewell was truly evil/bad. ✓ (2)

2.2.6 False. ✓ 'bringing angel food cakes' ✓

**NOTE:** 'bringing angel food cakes': Accept four words only, unless the words are underlined in the sentence quoted. Award a mark for the reason/motivation only if the first part of the answer (False) is correct. (2)

Award a mark for the reason/motivation only if the first part of the answer (False) is correct.  
If only FALSE is given, award 1 mark.

2.2.7 Boo is harmless/innocent ✓ and should be protected, ✓ just like a mockingbird.

**OR**

Although harmless/innocent, ✓ Boo was harmed by gossip/social prejudice. ✓ (2)

2.2.8 Yes. His decision saves Boo from the harm that public scrutiny will bring, if the truth were to be revealed.

**OR**

No. He should be honest and should uphold the law instead of hiding the truth.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text. Do NOT award a mark for YES or NO only. Accept a well-substantiated response for full marks. A candidate may score 1 or 2 marks for an answer that is not fully-developed. (3)

**[35]**

**QUESTION 3 (ESSAY QUESTION)*****LORD OF THE FLIES***

**NOTE:** Use the 35-mark assessment rubric on page 37 to assess candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Simon's relationship with Ralph
  - He supports and encourages Ralph.
  - He volunteers to go with Ralph and Jack on the first exploration of the island.
  - He is the only one to help with shelters – Ralph says that Simon 'has done as much as I have'.
  - He encourages Ralph to 'keep on being chief'.
  - When Ralph worries about the littluns' nightmares and fears, Simon is the one who acknowledges the fears of the 'beastie'.
  - He is with Ralph when the ship passes – his tears portray both his own and Ralph's desperation.
  - When Jack leaves to start his 'tribe', he stays despite being a choir member.
- Simon as a symbol of goodness and kindness
  - He is a choir member but never takes an active part in hunting or killing.
  - He helps the littluns pick fruit.
  - He escapes to his 'place' in the forest where the candle-buds and butterflies create an atmosphere resembling a sanctuary.
  - When Jack hits Piggy, Simon finds his specs and hands them back.
  - When Jack refuses Piggy meat, Simon gives his meat to Piggy.
  - Simon seems unafraid of the dark – even walks about alone in the dark of night.
  - He is the only one to suggest that evil resides within them – 'perhaps it's only us'.
  - After the hunt, Simon volunteers to go through the forest to reassure Piggy and the littluns.
  - His encounter with the sacrificial "Lord of the Flies" in the clearing clearly puts him as the opposite to evil.
- How Simon's death affects the behaviour of the boys.
  - His death is the final division between Jack and his tribe, on the one side and Ralph and his little group, on the other side.
  - Simon's death clearly exposes Jack and most of the boys' savagery.
  - When his body disappears 'beautifully' into the sea, it contrasts starkly with the other boys' savagery.
  - This scene contains an almost Biblical comparison – Simon is killed when bringing the good news (that the beast is harmless).

**[35]****OR**

**QUESTION 4 (CONTEXTUAL QUESTION)****LORD OF THE FLIES**

Candidates are required to answer **BOTH** the questions, i.e. **QUESTIONS 4.1 and 4.2.**

- 4.1 4.1.1 C / without adults ✓ (1)
- 4.1.2 False. ✓'If it really is an island ...'✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (False) is correct. If only FALSE is given, award 1 mark. (2)
- 4.1.3 (a) The pilot ✓ (1)
- (b) There was an atom bomb/nuclear bomb/bomb explosion. ✓ (1)
- 4.1.4 His father is dead/he is an orphan/he has no parents.✓  
He was raised by his aunt. ✓  
His aunt owns a sweet-shop/he ate too many sweets.✓  
His aunt never allowed him to take part in physical activities/he suffered from asthma.✓  
He was not popular. ✓  
He wore glasses. ✓  
He was from a lower class. ✓
- NOTE:** Accept any THREE of the above. (3)
- 4.1.5 (a) To call the other boys. ✓ (1)
- (b) Piggy is more intelligent/reasonable/logical/more responsible/mature✓ and  
Ralph is more concerned about playing/having fun/exploring/childish/childlike/finding interesting things✓ (2)
- (c) It is used to call meetings.✓  
It is used for order at the meetings. /The person who holds it has the right to speak.✓  
It becomes a symbol of democracy/reason/civilisation/discipline.✓
- NOTE:** Accept any TWO of the above. (2)
- 4.1.6 Piggy does not usually take risks. /He never does anything dangerous. /He is always very careful. /He rarely does anything physical. ✓
- NOTE:** Accept any ONE of the above. (1)

## 4.1.7 Open-ended:

The candidate's feeling must be clear for full marks. The basis of the answer could include the following:

Ralph is being rude/disrespectful./He is hurting Piggy's feelings/  
Piggy is only trying to help and does not deserve to be treated this way. Piggy has not done anything to deserve such treatment.

**NOTE:** Allow for the candidate's own interpretation which must be grounded in the text.

A candidate may score 1 or 2 marks for an answer that is not fully-developed. (3)

4.2 4.2.1 (a) Jack and his tribe ✓ came during the night/raided Ralph's group and forcibly stole Piggy's glasses. ✓ (2)

(b) Piggy wants them to meet. ✓  
He wants to get his glasses back because he cannot see/is practically blind. ✓  
He wants to draw attention to the terrible things that have happened on the island. ✓

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

4.2.2 (a) D / identical twins ✓  
(b) C / savage and violent ✓  
(c) B / loyal to Ralph ✓

**NOTE:** Accept correct matching in words also. (3)

4.2.3 (a) He is irritated/impatient/at his wits' end. ✓ (1)

(b) Piggy is harassing him. ✓  
Piggy never stops complaining about his lost glasses. ✓  
He feels he is losing control to Jack/failing as a leader. ✓

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

4.2.4 They have become savage/barbaric/animalistic/cruel/blood-thirsty. ✓  
They have lost all sense of civilisation. ✓  
They have become murderers/killed Simon. ✓  
They have deteriorated. ✓

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

4.2.5 (a) He is overcome with emotion/angry/on the point of crying. ✓ (1)

- (b) Jack will come and kill us. ✓✓

**OR**

I will leave and join Jack's tribe. ✓✓

**NOTE:** The above will form the basis of the answer, but allow for the candidates' own interpretation which must be grounded in the text. (2)

- (c) Yes. Ralph is the elected leader of the boys. He is obliged/responsible to represent them/protect them from Jack.

**OR**

No. Piggy must have an opportunity to speak up for himself.

**NOTE:** The above will form the basis of the answer, but allow for the candidates' own interpretation which must be grounded in the text.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully-developed. (2)

- 4.2.6 Yes. Piggy has to think of his own safety as Ralph does not know what to do.

**OR**

No. Piggy voted for Ralph as leader and should accept his decisions.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation, which must be grounded in the text.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully-developed. (2)

[35]

**OR**

**QUESTION 5 (ESSAY QUESTION)*****A GRAIN OF WHEAT***

**NOTE: Use the 35-mark assessment rubric on page 37 to assess candidates' essays.**

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Reasons for the rivalry between Gikonyo and Karanja before the State of Emergency
  - Both fall in love with Mumbi.
  - Karanja plays his guitar and proposes to Mumbi but she refuses him.
  - During the race for the train, Karanja beats Gikonyo to impress Mumbi.
  - Gikonyo deliberately slows down to be alone with Mumbi.
  - Mumbi and Gikonyo declare their love for each other.
  - They get married and are very happy.
  
- The rivalry during the State of Emergency
  - Gikonyo joins the Movement, is arrested and sent to detention camp.
  - He spends six years in detention – he becomes depressed.
  - He longs to be with Mumbi and admits to having taken the oath.
  - On his release, he rushes to Mumbi.
  - She is pregnant with Karanja's child – he feels betrayed.
  - He refuses to speak to her – their relationship suffers.
  - Karanja does not join the Movement but joins the Home Guards.
  - He wants to be close to Mumbi but she despises him for this decision.
  - He tries to convince Mumbi that Gikonyo will not return.
  - Mumbi remains faithful to Gikonyo despite the uncertainty of his return.
  - Karanja takes advantage of an emotional Mumbi and impregnates her.
  - Mumbi refuses to let him see his child – he becomes suicidal.
  
- How Mumbi is affected by this rivalry
  - She loves Gikonyo and is faithful to him until the one mistake with Karanja.
  - She suffers while Gikonyo is away.
  - Mumbi despises Karanja but is forced to accept his help.
  - She suffers on Gikonyo's return – he refuses to have intercourse with her.
  - Gikonyo ignores her child.
  - Gikonyo slaps Mumbi.
  - Her love for him makes this very painful and she returns to her parents.

**[35]****OR**

**QUESTION 6: CONTEXTUAL QUESTION*****A GRAIN OF WHEAT***

Candidates are required to answer **BOTH** the questions, i.e. **QUESTIONS 6.1 and 6.2.**

- 6.1      6.1.1      (a) B / Independence Celebrations ✓  
 (b) A / Setting of the novel ✓  
 (c) D / District Officer ✓

**NOTE:** Accept correct matching in words also. (3)

- 6.1.2      He was Mumbi's brother. ✓  
 He was a local hero who was hanged/a resistance/  
 freedom fighter. ✓  
 He was the man who killed the District Officer (Robson). ✓  
 He was betrayed by Mugo. ✓

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

- 6.1.3      They believe he is a hero. ✓  
 Mugo endured much suffering. ✓  
 He saved the pregnant woman, Wambuka (while she was digging  
 trenches). ✓  
 He gave shelter to Kihika/hid Kihika while the British were looking  
 for him. ✓  
 The sacrifices Mugo made can be compared with those made by  
 Kihika. ✓  
 He led the hunger strike at Rira. ✓  
 He did not confess to taking the oath. ✓  
 He never cried out when he was being beaten. ✓

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

- 6.1.4      Kihika is the hero ✓ and Mugo is his betrayer. ✓

**OR**

Mugo is the cause ✓ of Kihika's death ✓ (because he is a traitor).

**OR**

Mugo betrayed Kihika ✓ and caused his death. ✓ (2)

- 6.1.5      False. ✓ He feared for his own life/He did not want anything to  
 do with the Movement/He did not want to be involved in the  
 politics of the country. ✓

**NOTE:** Accept any ONE of the above reasons.  
 Award a mark for the reason/motivation only if the first  
 part of the answer (False) is correct.  
 If only FALSE is given, award 1 mark. (2)

- 6.1.6 (a) They have come to ask Mugo to be the main speaker at the Uhuru/Independence Celebrations. ✓

**OR**

To inform him that he might be elected as Chief at the celebrations. ✓ (1)

- (b) He refuses/is not eager/wants to be left alone. (1)

- (c) He feels guilty ✓ and he is scared that the truth will be discovered/that General R is close to unmasking him as the traitor/that General R is suspicious. ✓ (2)

- (d) He wants information on the person who betrayed Kihika. ✓

**OR**

He wants Mugo's help to find Kihika's traitor. ✓ (1)

- 6.1.7 He is consumed by guilt and he is afraid that the community will find out. ✓  
His aunt who raised him and treated him badly, contributes to his wish to be alone. ✓

**NOTE:** The above will form the basis of the answer, but allow for the candidates' own interpretation which must be grounded in the text of the novel.  
Accept a well-substantiated response for full marks.  
A candidate may score 1 mark for an answer that is not fully-developed. (2)

- 6.2 6.2.1 (a) He is one of the village elders. ✓  
He is wise. ✓  
He is experienced. ✓  
He misjudged Mugo (had trusted him). ✓

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

- (b) She supported and helped the freedom fighters. ✓  
She smuggled guns to the fighters. ✓  
She is very brave. ✓  
She is involved in the trial and execution of Mugo. ✓  
She is cunning/very clever. ✓

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

- 6.2.2 General R invites the person who betrayed Kihika to give himself up/turn himself in. ✓  
Mugo admits that he is guilty of betraying Kihika. ✓ (2)

- 6.2.3 They cannot believe that Mugo is the traitor because they have always seen him as a hero/idolised him.✓  
They feel that Mugo's death has been in vain/that he has suffered enough punishment.✓ (2)
- 6.2.4 (a) Warui is struggling to understand why Mugo betrayed Kihika.✓  
He thinks Wambui may be able to help him.✓  
To discuss/share their thoughts on the events of the Day of Independence.✓
- NOTE:** Accept any TWO of the above. (2)
- (b) No, Wambui is just as confused.✓  
When they discuss the matter they talk in circles as though they do not want to address the issue.✓
- OR**
- No, both are equally depressed.✓  
Normally her house is tidy but now it is a mess, which is a sign of her emotional turmoil.✓
- NOTE:** Do NOT award a mark for NO only. (2)
- 6.2.5 C / Gitogo ✓ (1)
- 6.2.6 When wheat seeds are planted, they must first die before the actual wheat will grow. In the same way, sacrifices are made to gain independence in Kenya – Kihika/Mugo and other freedom fighters are the seeds that must die so that others can enjoy freedom.
- NOTE:** The above will form the basis of the answer, but allow for the candidates' own interpretation which must be grounded in the text of the novel.  
Accept a well-substantiated response for full marks.  
A candidate may score 1 mark for an answer that is not fully-developed. (2)
- 6.2.7 Open-ended response.
- Yes, I would have confessed because one should get rid of guilt for peace of mind.
- OR**
- No, I would not want to deprive myself of an opportunity to be regarded as a hero.
- NOTE:** The above are only examples. Allow for the candidates' own interpretation, which must be grounded in the text.  
Do NOT award a mark for YES or NO only.  
Accept a well-substantiated response for full marks.  
A candidate may score 1 mark for an answer that is not fully-developed. (2)

(2)  
[35]

**TOTAL SECTION A: 35**

**SECTION B: DRAMA**

**NOTE:** Candidates are required to answer **ONE** question (EITHER the essay OR the contextual question) **on the drama they have studied.**

**QUESTION 7 (ESSAY QUESTION )*****ROMEO AND JULIET***

**NOTE:** Use the 35-mark assessment rubric on page 37 to assess the candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- How Juliet matures during the course of the play:
  - At the start of the play she is only 13.
  - She is very willing to obey her mother – she has not considered marriage, but says she will consider Paris.
  - When meeting Romeo, she does not seem too shy and even allows him to kiss her.
  - Falls passionately, impulsively in love with Romeo; she mentions that if he is married, her grave will become her wedding-bed.
  - Juliet shows maturity when she realises that Romeo is a Montague – she calls it 'prodigious' and 'ominous' – this means that she realises the consequences of their forbidden love.
  - She warns Romeo of the possible consequences if her relatives find him in her garden.
  - Despite her age, she seems to have wisdom about true love and the danger of swearing.
  - She warns Romeo against making rash decisions.
  - She shows a devious side when she deceives her parents.
  - Juliet resorts to lying only when reasoning with her father does not work.
  - She remains loyal to Romeo after her initial grief at Tybalt's death.
- How her relationships become complicated:
  - Her parents are unsympathetic and unsupportive.
  - Capulet refuses to postpone the wedding – he threatens to disown Juliet.
  - Lady Capulet refuses to intervene on Juliet's behalf.
  - The Nurse – gives Juliet conflicting advice.
  - The Nurse first favours Paris, then Romeo, then Paris again.
  - The Nurse advises Juliet to marry Paris while knowing she is married to Romeo.
  - Friar Lawrence's plan with the potion is risky and it fails.
  - He abandons her in the tomb in the moment of crisis.
  - This plan, involving lying to her parents, ends disastrously.
- The sacrifices Juliet makes in her search for happiness:
  - Her relationship with the Nurse is sacrificed for the plan with the potion.
  - She also sacrifices her relationship with her parents.
  - She sacrifices her life in order to be with Romeo.

**[35]****OR**

**QUESTION 8 ( CONTEXTUAL QUESTION )****ROMEO AND JULIET**

Candidates are required to answer **BOTH** the questions, i.e. **QUESTIONS 8.1 and 8.2.**

- 8.1      8.1.1      (a) ring ✓  
(b) farewell/goodbye ✓ (2)

- 8.1.2      She trusts the Nurse/They are close/The Nurse is a mother-figure to Juliet ✓ and she reveals her deepest secrets to her. ✓

**OR**

The Nurse knows everything ✓ that happens in Juliet's life. ✓ (2)

- 8.1.3      'O, he is even in my mistress' case,  
Just in her case! O woeful sympathy!  
'Even so lies she,'  
'Blubbering and weeping, weeping and blubbering.'

**NOTE:** Accept relevant quotations of one OR two lines. (1)

- 8.1.4      He realises he is a murderer. ✓  
He realises he has killed Juliet's cousin and she might hate him. ✓  
He may not see Juliet again. ✓  
He has been banished. ✓

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

- 8.1.5      (a) Romeo has been banished ✓ and she will probably never see him again. ✓

**OR**

Romeo is a murderer ✓ and he has been banished. ✓ (2)

- (b) It emphasises/stresses ✓ that this is all Juliet does/she is doing this all the time/she is very upset/her crying is very intense. ✓ (2)

- 8.1.6      (a) He would be lying down on the floor/prostrate/sitting on the floor. ✓ (1)

(b) Open-ended.

No. Romeo should face his situation and try to think of a plan rather than cry.

**OR**

Yes. She should understand that he has committed a murder and that he has been banished, which are both very upsetting events.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully-developed. (2)

8.1.7 Juliet is alive. ✓  
Juliet/His wife loves him. ✓  
Romeo has survived the fight with Tybalt. ✓  
Romeo has only been banished and not sentenced to death/ The Prince has been merciful by not sentencing him to death. ✓

**NOTE:** Accept any THREE of the above. (3)

8.1.8 Yes. They will both die/Romeo thinks they will never see each other again. ✓ (1)

8.2 8.2.1 Verona ✓ (1)

8.2.2 C / Balthasar ✓ (1)

8.2.3 Friar John/The person sent by Friar Lawrence to deliver the message/letter wants another friar to accompany him ✓  
but they are suspected of having been infected by the plague/the black death/a serious illness ✓  
and they are quarantined/not allowed to leave. ✓ (3)

8.2.4 (a) simile ✓ (1)

(b) Its speed/It works fast. ✓  
It is deadly/will kill you. ✓ (2)

8.2.5 It is forbidden/not allowed/prohibited/punishable by death. ✓ (1)

- 8.2.6 True. ✓ 'There is thy gold – worse poison to men's souls, / 'Doing more murder in this loathsome world, / 'I sell thee poison thou has sold me none.' ✓

**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (True) is correct.  
If only TRUE is given, award 1 mark. (2)

- 8.2.7 He stresses/emphasises/repeatedly refers to the apothecary's poverty. ✓ He makes money attractive to him/to show what money can do for him/how money can improve his circumstances. ✓

**OR**

He tells the apothecary that the world's laws have done nothing to prevent his poverty, ✓ so there is no reason to keep these laws. ✓ (2)

- 8.2.8 Open-ended.

No. He is very impulsive and should have consulted Friar Lawrence like he normally did. Suicide is selfish.

**OR**

Yes. He shows remarkable commitment and love by being willing to die for his love.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully- developed. (2)

- 8.2.9 Open-ended response.

I would ask permission from my parents before getting married.

I would consult Friar Lawrence before committing suicide.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation which may be grounded in the text of the drama.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully- developed. (2)

[35]

**QUESTION 9 (ESSAY QUESTION )*****NOTHING BUT THE TRUTH***

**NOTE: Use the 35-mark assessment rubric on page 37 to assess candidates' essays.**

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- The upbringing of the two women – how it developed their individual characters:
  - Mandisa was born and bred in London.
  - Her life reflects the Western world: she even changed her surname from Makhaya to Mackay.
  - Her clothes are modern; she is conscious of her image and fashionable.
  - Thando was born and brought up in South Africa.
  - She is more traditional but also loves beautiful clothes.
  - Careers: Mandisa is a fashion designer and Thando is a teacher as well as an interpreter at the TRC.
  - Mandisa is ambitious – she is looking for a job at a top fashion house.
  - Thando has a strong social conscience – she wants to contribute to society's well-being.
  - Both girls are educated, well-spoken, assertive, independent women.
  
- Culture and tradition: differences and similarities:
  - Differences: Thando is respectful, dutiful; she will not disobey her father.
  - She believes in tradition e.g. mourning her uncle's death, understanding her father's pain.
  - Thando realises her marriage to Mpho implies taking her father along.
  - Mandisa is sometimes disrespectful; she does not understand the fuss about the cremation.
  - She does not understand African traditions and culture, e.g. she wants to go out on the eve of her father's funeral.
  - Mandisa believes her mourning has been completed already.
  - Similarities: Both are called 'African Princess' by their fathers.
  - Mandisa was constantly reminded by her father of her African heritage. She seems to be proud of this, just like Thando.
  
- Their opinions on The Truth and Reconciliation Commission (TRC):
  - Thando understands the importance of forgiveness and principles of 'ubuntu'.
  - Thando believes in nation building.
  - Mandisa is cynical about the TRC at first.
  - Mandisa believes in revenge; she believes 'ubuntu' means giving in.
  - When Mandisa attends a TRC hearing, her more sensitive side emerges; she seems more similar to Thando in this regard.

**[35]****OR**

**QUESTION 10 (CONTEXTUAL QUESTION)****NOTHING BUT THE TRUTH**

Candidates are required to answer **BOTH** the questions, i.e. **QUESTIONS 10.1 and 10.2.**

- 10.1 10.1.1 They are father and daughter/daughter and father/Sipho is Thando's father. ✓
- OR**
- They have a good relationship/they love each other/they respect each other. (1)
- 10.1.2 Sipho's wife/Thando's mother/Sindiswa ✓ (1)
- 10.1.3 (a) Face Thando/point at himself/shake his head/shrug his shoulders/raise his hands. ✓
- NOTE:** Accept answers that reflect a sense of Sipho being sad/anxious/defensive. (1)
- (b) Anger/frustration/sadness/seriousness ✓ (1)
- 10.1.4 She is very upset with/angry at her father/frustrated by Sipho's evasiveness. ✓  
She is curious to know the truth about her mother OR family. ✓  
She is insistent on knowing the reason why her father refuses to speak about Themba, her mother and Luvuyo. ✓  
She is confused/feels abandoned/insecure/misses her mother. ✓
- NOTE:** Accept any TWO of the above. (2)
- 10.1.5 It is too painful for him ✓ as he suffered much heartache. ✓  
Themba and his wife/Thando's mother betrayed him/  
had an affair. ✓  
He blames Themba for Luvuyo's death. ✓  
He feels that Luvuyo died thinking that Sipho was a coward. ✓
- NOTE:** Accept any TWO of the above.
- OR**
- Luvuyo, Themba and Sindiswa (his wife) all betrayed him. ✓✓ (2)
- 10.1.6 The hearse must fetch Themba's body (for burial). ✓
- OR**
- They expect that the body will need to be fetched in a hearse. ✓ (1)

- 10.1.7 Mandisa/Themba's daughter does not have her father's body but his ashes instead. ✓ This upsets Sipho ✓ (because it is against tradition/he has already arranged a traditional funeral).

**OR**

Sipho and Thando meet Mandisa for the first time. ✓

**OR**

Sipho is upset ✓ as he has arranged for a traditional funeral but now there is no body, only ashes. ✓ (2)

- 10.1.8 False. ✓ He still has Thando who loves him/whom he loves very much. ✓

**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (False) is correct.  
If only FALSE is given, award 1 mark. (2)

- 10.1.9 Mpho/Thando's boyfriend ✓ (1)

- 10.1.10 Open-ended

Yes. As a child, he felt unloved/he always came second. As a young man, he was not allowed to go to university. He had to support his brother and father. As an old man, he does not get the job he thinks he deserves.

**OR**

No. In childhood, sibling rivalry is common. It was only his perception that his parents loved him less. As a young man, it is normal to be expected to provide for your family. As an old man, he is well-respected by Mrs Potgieter.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text.  
Do NOT award a mark for YES or NO only.  
Accept a well-substantiated response for full marks.  
A candidate may score 1 or 2 marks for an answer that is not fully-developed.  
For FULL marks, the candidate must refer to the THREE stages of Sipho's life: childhood, adulthood and old age. (3)

- 10.2 10.2.1 He is not appointed as the chief librarian/in the job for which he had applied. ✓  
A young man/person/exile is appointed. ✓ (2)
- 10.2.2 The library/Port Elizabeth public library ✓ (1)

- 10.2.3 She only saw him drunk on one other occasion ✓ when Luvuyo died. ✓ (2)
- 10.2.4 The fire will be very big/huge/burn very high/ferociously. ✓  
The fire will cause the night sky to look like daylight/ bright. ✓ (2)
- 10.2.5 Because arson/starting a fire/burning down a building/the library is a crime. ✓ (1)
- 10.2.6 He thinks that the crime he intends to commit is politically-motivated ✓ and the TRC pardons political crimes. ✓  
**OR**  
He is being sarcastic ✓ as he knows that the TRC has pardoned worse crimes. ✓ (2)
- 10.2.7 He expects her to know these things because she works (as an interpreter) at the TRC. ✓ (1)
- 10.2.8 He intends to retire/take his retirement package/write a letter to President Mbeki, asking for money ✓ and start a public library in New Brighton. ✓  
**OR**  
He plans to burn down/blow up the library ✓ and ask for amnesty. ✓ (2)
- 10.2.9 D / her father has died. ✓ (1)
- 10.2.10 Open-ended.

Yes. The two girls force him to face his fears, therefore he comes to terms with his resentment and anger. He forgives his brother and moves on.

**OR**

No. He does not believe in the TRC. He believes that he has once again been cheated out of a job.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully-developed. (2)

## 10.2.11 Open-ended response.

Yes, reconciliation or forgiveness is essential to healing.

**OR**

No, people must be punished for their wrongdoings.

**NOTE:** The above are only examples. Allow for the candidates' own interpretation which may be grounded in the text of the drama.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully-developed.

(2)  
[35]

**TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES**

**NOTE:** Candidates are required to answer **ONE** question (EITHER the essay OR the contextual question) **on one of the short stories they have studied.**

**QUESTION 11 (ESSAY QUESTION )****MANHOOD – John Wain**

**NOTE:** Use the 35-mark assessment rubric on page 37 to assess the candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Why Mr Willison puts pressure on Rob
  - As a child Mr Willison was forced to study all the time.
  - He did no physical exercise and he feels deprived.
  - Mr Willison regards physical strength as an indication of manhood.
  - He wants Rob to have opportunities he did not have as a child.
  - He pressurises Rob to be physically active.
- The effect this pressure has on Rob
  - Rob does not enjoy the physical activities; he does not disguise the fact that he hates these activities.
  - He does not appreciate the gift his father buys for him.
  - Rob does not want to disappoint his father when he is not chosen for the rugby team.
  - To hide this fact, he pretends to have been chosen for the boxing team.
  - Mr Willison starts Rob on a rigorous training routine for boxing.
  - On the day of the supposed boxing tournament, Rob pretends to be ill.
  - Mr Willison calls the school to excuse Rob and learns that Rob has been lying.
- Lessons that can be learnt by Rob and Mr Willison
  - Mr Willison should realise that parents cannot force their hopes on children.
  - Rob should learn that lying does not pay.
  - Honesty is always the best option.
  - Too much parental pressure leads to conflict and disappointment.

**[35]****OR**

**QUESTION 12 (CONTEXTUAL QUESTION)****THE DUBE TRAIN – Can Themba**

Candidates are required to answer **BOTH** the questions, i.e. 12.1 and 12.2.

- 12.1      12.1.1      (a) sun ✓  
(b) parent/mother/father ✓ (2)

- 12.1.2      (a) 'at least, to me ...' ✓  
'I feel rotten' ✓  
'my interest' ✓  
'whole world around me.' ✓

**NOTE:** Accept any ONE of the above – each of the underlined words can be accepted on its own. (1)

- (b) He feels sick/ill/bad. ✓  
He feels cold./ He shivers. ✓  
He feels like vomiting. ✓  
His chest is tight/has difficulty breathing. ✓  
He is not interested in anything. ✓  
He feels miserable. ✓  
He feels irritable. ✓  
He feels unhappy. ✓  
He feels scared. ✓

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

- (c) He does not like Monday mornings/He is faced with a bleak prospect of the coming week. ✓  
He probably has a hangover/has consumed too much alcohol during the weekend. ✓  
The thought of getting on the Dube train scares him/sends shivers down his spine. /He is afraid. ✓  
He is faced with his dismal surroundings. ✓

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

- 12.1.3      'sour-smelling humanity' ✓  
'its malevolence' / 'malevolence plumb' ✓  
'hostile life' ✓  
'Despairing thoughts' ✓

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

12.1.4 Metaphor ✓ (1)

12.1.5 D / a stroke of good luck ✓ (1)

12.1.6 False. ✓ The narrator had a frightening experience/there was a fight/ somebody was killed/a girl was attacked/there was a violent incident. ✓

**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (False) is correct.  
If only FALSE is given, award 1 mark. (2)

12.1.7 He is highlighting the plight of the poor./He wants to stress the conditions to which the working class are subjected. ✓  
He is highlighting the state of neglect in the trains and the stations. ✓

He is showing that the neglect of the physical environment adds to the dreariness/lack of enthusiasm in the commuters. ✓

The physical decay contributes to the moral decay of these people. ✓

He wants to show that Apartheid prevented the passengers from travelling first-class. ✓

The Dube train/station is notorious for a criminal/dangerous element/rape/violence. ✓

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

12.1.8 (a) She has an adult manner/she seems to know all about the world/she is precocious. ✓  
She is arrogant. ✓  
She has an air about her that scares/intimidates even the adults. ✓

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

(b) Later in the story, she suddenly reacts like the young girl she is. ✓✓

**OR**

She panics. ✓

She looks around for help./She hopes the other passengers will come to her aid./Her arrogance suddenly disappears. ✓

She whimpers. ✓

She runs away/tries to get off the train. ✓

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

- 12.2 12.2.1 (a) The tsotsi/the man who is attacking the girl ✓ (1)
- (b) His behaviour is vicious/primitive/savage/barbaric. ✓ (1)
- (c) 'paw' ✓ (1)
- 12.2.2 The movement/swaying of the train. ✓ (1)
- 12.2.3 They behave like cowards./They do not help the girl./They should have intervened./They should have given him a beating./The tsotsi appears to be younger than most of them so the men should discipline him./He is one and they are many. ✓ (1)
- 12.2.4 'might be your daughter' ✓ (1)
- 12.2.5 She is angry/disgusted/disapproving/contemptuous/ disappointed/upset. ✓ (1)
- 12.2.6 (a) She shouts/screams/shrieks. ✓ (1)
- (b) They move out of the way/sit down. ✓ (1)
- 12.2.7 (a) He is used to incidents like this. ✓  
He does not want to get involved in this incident/he has been minding his own business, humming a song. ✓  
He probably thinks the two young people know each other. ✓  
He feels she deserves such treatment/her arrogance when boarding/the way she is dressed invited such treatment. ✓
- NOTE:** Accept any TWO of the above. (2)
- (b) The disrespect shown to the older woman./The tsotsi swearing at a woman old enough to be his mother. ✓  
The tsotsi wounds him with a knife. ✓ (2)
- 12.2.8 Open-ended response.
- Yes, although he attacked the girl he does not deserve to be flung from the train.
- OR**
- No, there is no excuse for being so rude to a woman/elders/people in general./No, he got what he deserved.
- NOTE:** The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the short story.  
Do NOT award a mark for YES or NO only.  
Accept a well-substantiated response for full marks.  
A candidate may score 1 mark for an answer that is not fully- developed: a viewpoint without a reason = ONE mark only (or vice versa). (2)

- 12.2.9 Violence is part of their daily lives/they are used to it. ✓  
There is no respect for human life. ✓  
There is no respect for women. ✓  
They fear for their own lives. ✓  
They do not wish to get involved in other people's lives/business. ✓

**NOTE:** Accept a well-substantiated response for full marks. A candidate may score 1 mark for an answer that is not fully-developed: a viewpoint without a reason = ONE mark only (or vice versa).

(2)  
[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY**

**NOTE:** Candidates are required to answer ANY TWO of the prescribed poems.

**QUESTION 13: 'Death be not proud' – John Donne**

13.1 13.1.1 Personification ✓

**OR**

Apostrophe ✓

(1)

13.1.2 Personification: The poet gives Death human qualities ✓ in order to mock/poke fun at/ridicule Death/ to show that Death is mortal/not powerful ✓

**OR**

He wants to mock/poke fun at/ridicule Death /to show that Death is mortal / not at all powerful. ✓✓

**OR**

Apostrophe: Death is addressed as if it is a person/ although Death is not present ✓ to mock/poke fun at/ridicule Death/to show that Death is mortal / not at all powerful. ✓

**OR**

He wants to mock/poke fun at/ridicule Death/to show that Death is mortal / not at all powerful. ✓✓

(2)

13.2 False. ✓ 'some' ✓

**NOTE:** 'some': Accept one word only, unless the word is underlined in the phrase/line quoted.

Award a mark for the reason/motivation only if the first part of the answer (False) is correct.

If only FALSE is given, award 1 mark.

(2)

13.3 13.3.1 look (½)

13.3.2 relaxation (½)

13.3.3 final (½)

(3 x ½)

(1½)

13.4 You are destined to die in a certain way (Fate). ✓

You can die in an accident (Chance). ✓

Your death can be ordered by kings/powerful people. ✓

You can die in a war. ✓

You can be murdered. ✓

Suicide ✓

You can die by consuming poison. ✓

Illness/Disease ✓

**NOTE:** Accept any THREE of the above.

(3)

13.5 The poet is questioning/asking why Death is filled with pride/proud/why Death is arrogant/pompous/haughty/swollen with pride. ✓ (1)

13.6 poppy ✓ and charms ✓

**NOTE:** Accept synonyms for 'poppy' and 'charms' (2)

13.7 A / triumphant and victorious. ✓ (1)

13.8 You should not be afraid to die.  
Death has no power.  
Death is temporary/does not last forever.  
There is life after death.

**NOTE:** Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully-developed. (2)

13.9 Open-ended response.

Yes, I am no longer afraid of death because the poem shows that death is powerless. ✓✓

**OR**

No, one can never really get rid of the fear of death as it is human to be afraid of the unknown. ✓✓

**NOTE:** The above are only examples. Allow for the candidates' own interpretation.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully-developed. (2)

**[17½]**



- 14.8 He wishes them to get out of the slum. ✓  
He wishes them to experience nature/a beach/green fields. ✓  
He wishes them to read/experience literature/be exposed to books/good education. ✓

**NOTE:** Accept any ONE of the above.

(1)

- 14.9 He is sympathetic/feels sorry for them/passionate. ✓

**AND**

He describes their conditions in which they live/their appearance vividly. ✓/He objects to the so-called donations./He is concerned that they might resort to stealing. ✓/He appeals to the authorities to make a difference/to intervene/to help/to save the children. ✓

**OR**

He is unsympathetic/he does not care. ✓

**AND**

He is merely making a social point/criticising a bad education system. ✓/His description of the children is cold and detached/unemotional./This is just a typical protest poem. ✓

**NOTE:** Award ONE mark for the speaker's feeling and TWO marks for any TWO of the supporting reasons

(3)  
[17½]

**QUESTION 15: 'The birth of Shaka' – Mbuyiseni Oswald Mtshali**

- 15.1 15.1.1 praised (½ )  
15.1.2 cruel (½ )  
15.1.3 warrior (½ ) (3 x ½) (1½)
- 15.2 15.2.1 Metaphor ✓ (1)  
15.2.2 It compares baby Shaka to a lion cub. ✓  
**OR**  
To show that although Shaka was still a (newborn) baby/very small, ✓ he was already displaying a fierce/ferocious/vicious nature. ✓ (2)
- 15.3 His (Shaka's) mother OR Nandi ✓ (1)
- 15.4 15.4.1 They gave him an emotional/passionate nature. ✓  
**OR**  
They used a clay pot to boil his blood. ✓  
**NOTE:** Accept any ONE of the above. (1)  
15.4.2 He was only human/fragile/vulnerable/not perfect. ✓  
**OR**  
Like a clay pot, he represented/contained traditional values. ✓  
**OR**  
A clay pot represents strength and could mean that the ancestors/gods made him strong. ✓  
**NOTE:** Accept any ONE of the above. (1)
- 15.5 C / stop every enemy ✓ (1)
- 15.6 Steel/metal is normally forged by heating and then shaping it. ✓  
**OR**  
This tells the reader that Shaka is very strong/tough/has superhuman/exceptional strength. ✓✓ (2)
- 15.7 'tough' ✓  
'sharp' ✓ (2)
- 15.8 True. ✓ 'His eyes were lanterns' ✓  
**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (True) is correct.  
If only TRUE is given, award 1 mark. (2)

- 15.9 It becomes one of sadness/melancholy./It becomes ominous/a warning/threatening/prophetic/defiant. ✓ (1)
- 15.10 Open-ended response.  
A good leader must have vision/foresight/must have a good reputation/must not be concerned about popularity/must not be afraid of being firm.  
**NOTE:** The above are only examples. Allow for the candidates' own interpretation. Accept a well-substantiated response for full marks irrespective of whether the qualities mentioned are positive or not. A candidate can score 1 mark for an answer that is not fully-developed. (2)  
**[17½]**

**QUESTION 16: 'A prayer for all my countrymen' – Guy Butler**

- 16.1 16.1.1 prayer (½)  
16.1.2 people (½)  
16.1.3 South Africa (½) (3 x ½) (1½)
- 16.2 The people or comrades who can see beyond the suffering. ✓ (1)
- 16.3 During the time of Apartheid/oppression/discrimination ✓ people suffered/were treated badly/unfairly. ✓ (2)
- 16.4 D / problems and difficulties ✓ (1)
- 16.5 He wants them to act and speak responsibly ✓/in a way that will be acceptable to/that will honour God/that will not lead people astray/set an example to others. ✓
- NOTE:** Award ONE mark for deeds and ONE mark for words. (2)
- 16.6 hopeful/positive/optimistic ✓ (1)
- 16.7 tragic time's ✓  
deed be done ✓  
beaten, broken ✓  
some stayed ✓
- NOTE:** Accept any TWO of the above. (2)
- 16.8 Some did not change/some remained loyal. ✓  
Some pretended to cope/be happy/grinned and endured. ✓  
Some were balanced in their outlook/remained hopeful/clear-headed and warm-hearted. ✓  
Some became clear-headed/rational. ✓
- NOTE:** Accept any THREE of the above. (3)

16.9 False. ✓ 'Through rotting days' ✓

**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (False) is correct.

If only FALSE is given, award 1 mark.

(2)

16.10 Open-ended response.

Yes, some people have remained warm-hearted and clear-headed according to stanza two.

**OR**

No, reconciliation and forgiveness are not truly evident even after 1994.

**NOTE:** Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 mark for an answer that is not fully-developed.

(2)

[17½]

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

**FIRST ADDITIONAL LANGUAGES: RUBRIC FOR MARKING THE LITERATURE ESSAY**

Note the difference in marks awarded for content versus structure and language.

CODES & MARK ALLOCATION		CONTENT [25] Interpretation of topic. Depth of argument, justification & grasp of prescribed work.	MARK ALLOCATION	STRUCTURE AND LANGUAGE [10] Structure, logical flow & presentation. Language, tone and style.
<b>Code 7</b> 80–100%	<b>Outstanding</b>  20–25 marks	<ul style="list-style-type: none"> <li>- In-depth interpretation of topic, all aspects of topic fully explored.</li> <li>- Excellent response. (90+: outstanding response).</li> <li>- Range of striking arguments extensively supported from text.</li> <li>- Excellent understanding of genre &amp; text.</li> </ul>	<b>Outstanding</b>  8–10 marks	<ul style="list-style-type: none"> <li>- Coherently structured piece.</li> <li>- Excellent introduction &amp; conclusion.</li> <li>- Arguments well structured &amp; clearly developed.</li> <li>- Language, tone &amp; style mature, impressive &amp; correct.</li> </ul>
<b>Code 6</b> 70–79%	<b>Meritorious</b>  17½–19½ marks	<ul style="list-style-type: none"> <li>- Above average interpretation of topic. All aspects of topic adequately explored.</li> <li>- Detailed response.</li> <li>- Range of sound arguments given, well supported from text.</li> <li>- Very good understanding of genre &amp; text.</li> </ul>	<b>Meritorious</b>  7–7½ marks	<ul style="list-style-type: none"> <li>- Essay well structured.</li> <li>- Good introduction &amp; conclusion.</li> <li>- Arguments &amp; line of thought easy to follow.</li> <li>- Language, tone &amp; style correct &amp; suited to purpose.</li> <li>- Good presentation.</li> </ul>
<b>Code 5</b> 60–69%	<b>Substantial</b>  15–17 marks	<ul style="list-style-type: none"> <li>- Shows understanding &amp; has interpreted topic well.</li> <li>- Fairly detailed response to topic.</li> <li>- Some sound arguments given, but not all as well motivated as they could be.</li> <li>- Understanding of genre &amp; text evident.</li> </ul>	<b>Substantial</b>  6–6½ marks	<ul style="list-style-type: none"> <li>- Clear structure &amp; logical flow of argument.</li> <li>- Introduction, conclusion &amp; other paragraphs coherently organized.</li> <li>- Flow of argument can be followed.</li> <li>- Language, tone &amp; style largely correct.</li> </ul>
<b>Code 4</b> 50–59%	<b>Adequate</b>  12½–14½ marks	<ul style="list-style-type: none"> <li>- Fair interpretation of topic, but not all aspects explored in detail.</li> <li>- Some good points in support of topic.</li> <li>- Most arguments supported but evidence is not always convincing.</li> <li>- Basic understanding of genre &amp; text.</li> </ul>	<b>Adequate</b>  5–5½ marks	<ul style="list-style-type: none"> <li>- Some evidence of structure.</li> <li>- Essay lacks well-structured flow of logic &amp; coherence.</li> <li>- Language errors minor, tone &amp; style mostly appropriate.</li> <li>- Paragraphing mostly correct.</li> </ul>
<b>Code 3</b> 40–49%	<b>Moderate</b>  10–12 marks	<ul style="list-style-type: none"> <li>- Very ordinary, mediocre attempt to answer question.</li> <li>- Very little depth of understanding in response to topic.</li> <li>- Arguments not convincing &amp; very little justification from text.</li> <li>- Learner has not fully come to grips with genre or text.</li> </ul>	<b>Moderate</b>  4–4½ marks	<ul style="list-style-type: none"> <li>- Planning and/or structure faulty.</li> <li>- Arguments not logically arranged.</li> <li>- Paragraphing faulty.</li> <li>- Language errors evident.</li> <li>- Tone &amp; style not appropriate to purpose of academic writing.</li> </ul>
<b>Code 2</b> 30–39%	<b>Elementary</b>  7½–9½ marks	<ul style="list-style-type: none"> <li>- Poor grasp of topic.</li> <li>- Response repetitive &amp; sometimes off the point.</li> <li>- No depth of argument, faulty interpretation/Arguments not supported from text.</li> <li>- Very poor grasp of text &amp; genre.</li> </ul>	<b>Elementary</b>  3–3½ marks	<ul style="list-style-type: none"> <li>- Poor presentation &amp; lack of planned structure impedes flow of argument.</li> <li>- Language errors &amp; incorrect style make this a largely unsuccessful piece of writing.</li> </ul>
<b>Code 1</b> 0–29%	<b>Not achieved</b>  0–7 marks	<ul style="list-style-type: none"> <li>- Response bears some relation to topic but argument difficult to follow or largely irrelevant.</li> <li>- Poor attempt at answering the question. The few relevant points have no justification from the text.</li> <li>- Very poor grasp of text &amp; genre.</li> </ul>	<b>Not Achieved</b>  0–2½ marks	<ul style="list-style-type: none"> <li>- Difficult to determine if the topic has been addressed.</li> <li>- No evidence of planned structure or logic.</li> <li>- No paragraphing or coherence.</li> <li>- Poor language.</li> <li>- Incorrect style &amp; tone.</li> </ul>