



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2018

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 49 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
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 next.
- 4.3 If answers are incorrectly numbered, mark according to the memo.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

- | | | | |
|-----|-------|---|-----|
| 1.1 | 1.1.1 | (a) D/engineer and social activist ✓ (b) A/ businessman and ruthless politician ✓ (c) C/preacher and selfless individual ✓ (d) E/farmer and forgiving benefactor ✓ | (4) |
| | 1.1.2 | B/Matthew ✓ | (1) |
| | 1.1.3 | (a) An iron bar/a revolver/a gun ✓ | (1) |
| | | (b) One (Richard Mpiring) was seriously injured ✓ and the other (Arthur Jarvis) was killed/murdered. ✓ | (2) |
| | 1.1.4 | (a) Absalom's tone would be remorseful/regretful/sincere/trembling/quivering. ✓ | (1) |
| | | (b) Absalom would realise the extent of his crime/the consequences of his crime/Absalom is afraid/nervous. ✓ | (1) |
| | 1.1.5 | (a) Khumalo feels anxious/fearful/compassionate/sorrowful towards Absalom. ✓ | (1) |
| | | (b) Khumalo knows that Absalom faces the worst punishment. ✓ | (1) |
| | 1.1.6 | (a) The girl is naïve/innocent/ still very young. ✓ | (1) |
| | | (b) She is (anxiously) awaiting the judge's verdict./She is awaiting the judge's verdict (in trepidation). ✓ | (1) |

1.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of the judgement.

These may include, AMONG OTHERS:

Agree:

- The other two accused, Matthew Kumalo and Johannes Pafuri are complicit in the murder of Arthur and so are just as guilty as Absalom.
- The release of Matthew and Johannes was based on a technicality; however, from the account presented by Absalom they had planned the robbery of the Jarvis home that resulted in the murder of Arthur Jarvis. Therefore, they should have received the same sentence as Absalom.

OR

Disagree:

- The charge is murder for which the punishment is the death penalty. It is Absalom who pulled the trigger and killed Arthur Jarvis, therefore he deserves the death sentence.
- Matthew Kumalo and Johannes Pafuri did not directly cause Arthur's death so they cannot receive the same punishment.
- There is an absence of evidence against Matthew and Richard.

NOTE: Do NOT award a mark for AGREE/DISAGREE. For full marks, the response must be well-substantiated. Accept a combination response. A candidate can score 1–2 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

1.2 1.2.1 James Jarvis refers to Stephen Kumalo as 'Umfundisi'. ✓ (1)

1.2.2 James Jarvis senses that Steven Kumalo thinks that Mrs Jarvis may have died of a broken heart after Absalom murdered Arthur. ✓
By telling Kumalo that she had been ill prior to the murder, Jarvis comforts him and sets his mind at ease. ✓ (2)

1.2.3 James Jarvis is grateful/appreciative. ✓
He is courteous/polite. ✓
He is considerate. ✓
He is charitable/generous/helpful. ✓

NOTE: Accept any TWO relevant character traits. (2)

- 1.2.4 Absalom kills Mr and Mrs Jarvis' son, yet they still decide to assist the community of Ndotsheni of which he (Absalom) is a part./ The Jarvis' have been living so close to the Ndotsheni community, yet it was only after the death of their son that they realise the community's plight. ✓✓ (2)
- 1.2.5 (a) Sarcasm✓ (1)
- (b) The Bishop is sarcastic because the letter to which Khumalo refers is not directly from God.✓✓

OR

- Khumalo considers Mr and Mrs Jarvis' offer (in the letter) to the community of Ndotsheni as a sign of God's/divine intervention.✓✓ (2)
- 1.2.6 (a) Pietermaritzburg✓ (1)
- (b) The Bishop feels that Absalom's conviction for murder is controversial/an embarrassment to the church./The Bishop believes that it is uncomfortable for Kumalo to be living in the same community as the father of the murdered man./He wants him to make a fresh start.✓ (1)
- 1.2.7 Accept a relevant text-based response which shows an understanding of the theme of kindness in the novel.

These may include, AMONG OTHERS:

These become examples of acts of kindness:

- Mr Mafolo guides Stephen Kumalo to the Mission House on his arrival in Johannesburg.
- Reverend Msimangu goes beyond the call of duty in supporting Stephen Kumalo while he is in Johannesburg trying to restore his broken family.
- Father Vincent says that he will do anything for Stephen Kumalo, all he has to do is ask.
- Mrs Lithebe accepts Stephen Kumalo, Gertrude and her son as well as the girl into her home.
- The young, white man from the reformatory assists Stephen Kumalo in Johannesburg.
- Mr Carmichael defends Absalom's case free of charge.
- Mr and Mrs Jarvis show compassion and help restore Ndotsheni. They plan to rebuild Stephen Kumalo's church.
- The people of Ndotsheni show kindness to Stephen Kumalo when he returns from Johannesburg by welcoming him back. They pray together for rain, for the new arrivals and also for his son (Absalom) asking for forgiveness for him.

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

1.2.8 Open-ended.

Accept an appropriate response which shows an understanding why some of the issues explored in *Cry, The Beloved Country* are still relevant today.

These may include, AMONG OTHERS:

- South Africa may have changed in many ways but the challenges that prevailed then still exist today:
 - Rural areas such as Ndotsheni become depopulated even today.
 - Crime, as in the circumstances around the killing of Arthur Jarvis, is prevalent today.
 - Drought is still a phenomenon that exists in the same way as experienced by the Ndotsheni community.
 - Unscientific land cultivation, like over-grazing that leads to erosion and infertile ground in Ndotsheni, still causes people to live in poverty.
 - Many South Africans are still compassionate. Benevolent people like Reverend Msimangu, Father Vincent and Mrs Lithebe still exist.

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

(3)
[35]

QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

- 2.1 2.1.1 (a) D/a loyal servant of Dr Jekyll✓
 (b) A/a witness to Mr Hyde's initial crime✓
 (c) B/an expert at analysing handwriting✓
 (d) E/a devoted friend of Dr Jekyll✓ (4)
- 2.1.2 The maid sees/witnesses the murder from where she sits at her bedroom window (overlooking the lane).✓ (1)
- 2.1.3 The maid observes that Carew appears to be polite/kind/has an appearance of innocence/gentlemanly.✓✓
NOTE: Accept any TWO of the above. (2)
- 2.1.4 (a) Simile✓ (1)
 (b) Hyde's behaviour is similar to that of a madman.✓ Without any justification or provocation, he uses excessive force to murder Carew.✓ (2)
- 2.1.5 The police ask Mr Utterson to identify the body of Carew.✓ (1)
- 2.1.6 (a) Shock/panic/hysteria/bewilderment ✓ (1)
 (b) She would be traumatised after witnessing the murder./The brutality of the attack that she witnessed would have caused her to become panic-stricken/agitated.✓ (1)
- 2.1.7 A gold watch/a purse/an envelope (addressed to Mr Utterson)✓
NOTE: Accept any ONE of the above. (1)

2.1.8 Open-ended.

Accept a relevant response which shows an understanding of whether Dr Jekyll, in creating Mr Hyde, is responsible for his actions.

These may include, AMONG OTHERS:

Agree:

- Dr Jekyll willingly drinks the potion that transforms him into Mr Hyde.
- Dr Jekyll consciously explores his dark side through Mr Hyde.
- Dr Jekyll is a scientist and he should have known that experiments can go wrong.
- Dr Jekyll takes the potion several times. He should have stopped after taking it the first time.
- He should have reconsidered the experiment after Mr Hyde commits the first crime.

OR

Disagree:

- As a scientist, Dr Jekyll has to conduct experiments, the outcome of which cannot always be predicted.
- Dr Jekyll is overwhelmed by Mr Hyde who becomes the dominant personality. Dr Jekyll thus loses control over Mr Hyde's behaviour.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

(3)

AND

- 2.2 2.2.1 C/Dr Lanyon's house ✓ (1)
- 2.2.2 Mr Utterson wants to enquire from Lanyon if he knows what is wrong with Dr Jekyll/Dr Jekyll refuses to see Utterson and he knows that he is welcome at Dr Lanyon's. ✓ (1)
- 2.2.3 (a) Dr Lanyon becomes paler. ✓
He seems to have aged (rapidly). ✓
He is leaner. ✓
He is balder. ✓
His eyes have an expression of horror. ✓
NOTE: Accept any TWO of the above. (2)
- (b) • He is still too shocked by what he has witnessed./He cannot come to terms with what he has seen. ✓
• He is too much of a gentleman to betray Dr Jekyll. ✓
• Lanyon has taken an oath as a doctor to which he is bound. ✓
NOTE: Accept any TWO of the above. (2)
- 2.2.4 (a) Dr Lanyon feels disgust/contempt/disdain/scorn towards Dr Jekyll. ✓ (1)
- (b) Dr Lanyon feels that Dr Jekyll was unethical in his scientific experimentation./Dr Lanyon feels that Dr Jekyll has crossed all boundaries as a scientist. ✓ (1)
- 2.2.5 Utterson believes they are three very good friends, however, they are not. Lanyon refuses to have anything to do with Dr Jekyll./ On several occasions Jekyll does not want Utterson to visit him. ✓✓ (2)
- 2.2.6 • Dr Lanyon is decisive/resolute. ✓
• He is realistic. ✓
• He is a person of conviction/high moral standing. ✓
NOTE: Accept any TWO relevant character traits. (2)

2.2.7 Accept a relevant text-based response which shows an understanding of the theme of loyalty in the novel.

These may include, AMONG OTHERS:

- Utterson is loyal to his friends. He is not judgmental but accepts them even if they make a mistake; he does not abandon them.
- Utterson's loyalty leads him to investigate the mystery that surrounds Dr Jekyll.
- Even though Utterson suspects that Dr Jekyll is blackmailed and that Dr Jekyll is sheltering a murderer, he remains loyal to his friend. Utterson does not report his suspicions to the police.
- Utterson remains loyal to his principles as a lawyer by not speaking about the will, as Dr Jekyll had requested.
- Dr Lanyon remains loyal to his principles as a doctor. He considers Dr Jekyll's experiments as 'unscientific balderdash' and remains rational.
- Poole is loyal to Dr Jekyll until the end. He continues to work for Dr Jekyll until the end even though he has seen Hyde entering and leaving the house.

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

2.2.8 Open-ended.

Accept an appropriate response which shows an understanding of why some of the issues explored in *Strange Case of Dr Jekyll and Mr Hyde* are still relevant today.

These may include, AMONG OTHERS:

- Dr Jekyll creates/concocts a potion that transforms humans. Scientific experiments are still conducted and therefore, remain relevant today.
- The imposition of moral obligations and human nature remain constant in any era. Dr Lanyon speaks out against Dr Jekyll's behaviour as a scientist.
- The idea that one person may transform into another is not far-fetched in today's technologically advanced world. The duality of human personality is inherent in all humans.
- Reputation and respectability are still values that are held in high regard.

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

[35]

QUESTION 3: TO KILL A MOCKINGBIRD

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 3.1 and 3.2.**

- 3.1 3.1.1 (a) C/Arthur Radley✓
(b) D/Charles Baker Harris✓
(c) E/Jean Louise Finch✓
(d) A/Jeremy Atticus Finch✓ (4)
- 3.1.2 D/a wealthy landowner✓ (1)
- 3.1.3 Dill lives permanently in Meridian/Dill spends his holidays in Maycomb/Dill visits his Aunt Rachel in Maycomb.✓ (1)
- 3.1.4 Outside the Maycomb County courthouse.✓ (1)
- 3.1.5 Atticus' sister/Jem and Scout's aunt.✓ (1)
- 3.1.6 Dolphus Raymond is not really corrupting Dill since there is no alcohol in the paper bag, as everybody thinks. Instead, the bag conceals a bottle of Coca-Cola.✓✓ (2)
- 3.1.7 Dill is upset with Mr Gilmer's cross examination of Tom Robinson because he feels that Mr Gilmer is treating Tom Robinson in a hateful, racist manner✓ by calling him 'boy', which Dill cannot tolerate.✓ (2)
- 3.1.8 Accept a relevant text-based response which shows an understanding of the theme of courage in the novel.

These may include, AMONG OTHERS:

- Atticus shows his children that courage is not a man with a gun in his hand. In order to illustrate this point he lets Jem and Scout engage with Mrs Dubose, who shows courage in fighting her battle with morphine addiction.
- Atticus shows courage in taking on Tom Robinson's case despite the outrage of his community.
- Tom Robinson is courageous in testifying in court about Mayella Ewell.
- Helen Robinson is courageous in her efforts to care for her family in Tom's absence.

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

- 3.1.9 Open-ended.
Accept a relevant response which shows an understanding of the following aspects of Mr Dolphus Raymond's decision.

These may include, AMONG OTHERS:

Agree:

- He knows that the community of Maycomb will not accept him if they know that it has been his choice to marry a 'coloured' woman and start a family with her.
- In order to live a relatively normal life with his mixed-race family, Mr Dolphus Raymond has to compromise his reputation by making the community of Maycomb believe that he is an alcoholic.
- Dolphus Raymond is a practical/expedient man who decides that in order for him and his family to be left in peace to live their lives, he has to give in to the bigoted people of Maycomb.

Disagree:

- Dolphus Raymond does not have to pretend to be an alcoholic because this causes him and his family to be looked down upon by the people of Maycomb.
- Not all people in Maycomb are racist: Atticus Finch, Heck Tate, Miss Maudie and others consider all people equal, irrespective of race. They will accept Dolphus Raymond and his family, irrespective of their race or creed.
- He is hypocritical to pander to the racist beliefs of some people in Maycomb.

NOTE: Do NOT award a mark for AGREE/DISAGREE.
Credit responses where a combination is given. For full marks, the response must be well-substantiated.
A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

- | | | | |
|-----|-------|---|-----|
| 3.2 | 3.2.1 | Mrs Crenshaw ✓ | (1) |
| | 3.2.2 | (a) Dismay/alarm/consternation/shock ✓ | (1) |
| | | (b) Atticus' tone expresses his shock that a grown man would want to kill a child/the severity of the attack/at Scout's costume being so severely mangled during the attack by Bob Ewell. ✓ | (1) |
| | 3.2.3 | The sheriff (of Maycomb County). ✓ | (1) |

- 3.2.4 (a) Atticus suggests/proves in court that it is Bob Ewell, and not Tom Robinson, who has hit and raped Mayella Ewell./Bob Ewell thinks that Atticus is deliberately trying to make a fool of him in court.✓Therefore, Bob Ewell wants to take revenge against Atticus by trying to kill his children.✓ (2)
- (b) Boo kills Bob Ewell.✓ (1)
- 3.2.5 (a) Atticus feels contempt/disgust/repulsion/disdain/disbelief towards Bob Ewell.✓ (1)
- (b) Atticus feels that only a person who has an evil mind will want to harm children./Atticus cannot believe that someone would want to harm his children.✓ (1)
- 3.2.6 (a) Metaphor✓ (1)
- (b) The intoxicated Bob Ewell is being compared to a despicable animal (skunk) that gives off a foul stench.✓This suggests that Ewell is an unpleasant/revolting character.✓ (2)
- 3.2.7 Mr Tate is competent.✓
He is committed.✓
He is curious/inquisitive.✓
He is righteous.✓
- NOTE:** Accept any TWO relevant character traits. (2)
- 3.2.8 Open-ended.
- Accept an appropriate response which shows an understanding of why some of the issues explored in *To Kill a Mockingbird* are still relevant today.
- These may include, AMONG OTHERS:
- The racism that was prevalent in the United States of America in the 1930s is still prevalent in many parts of the world today, including South Africa.
 - Oppression still characterises the lives of many people around the world.
 - The novel explores timeless themes of the innocence of childhood, enduring friendship and the importance of community and family.
 - The idea of the capacity in human nature for good actions (Atticus' defence of Tom Robinson) and evil deeds (Bob Ewell's attack on the children) remains constant in any era.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

[35]

QUESTION 4: LORD OF THE FLIES

- 4.1 4.1.1 (a) D/terrorises the boys on the island.✓
(b) A/finds the conch in the lagoon.✓
(c) B/discovers the beast on the mountain.✓
(d) C/most of the boys follow him.✓ (4)
- 4.1.2 (a) Ralph reprimands Jack for letting the fire go out✓ and losing the opportunity to be rescued by the passing ship.✓ (2)
- (b) Ralph:
has the conch.✓
is tall and athletic/(reference to Ralph's size).✓
is attractive in appearance.✓
has a stillness about him.✓
- NOTE: Accept any ONE of the above. (1)
- (c) Jack:
was the leader of the choir.✓
was head boy.✓
can sing in C sharp.✓
- NOTE: Accept any ONE of the above. (1)
- 4.1.3 The boys lack cohesion as a group./The boys are divided between the hunters and those who support Ralph./✓The situation on the island worsens as Jack and his group become more like savages.✓ (2)
- 4.1.4 According to Piggy grown-ups will talk about things and come up with a solution. However, it is because of the grown-ups, who could not come up with a solution, that there is a war going on in the adult world which causes the boys to be stranded on the island.✓✓ (2)
- 4.1.5 Piggy is committed.✓
He is loyal.✓
He is rational.✓
He is practical.✓
He is intelligent.✓
- NOTE:** Accept any TWO relevant character traits. (2)
- 4.1.6 The parachutist ✓ (1)

4.1.7 Open-ended.

Accept a relevant response which shows an understanding of Jack's leadership.

These may include, AMONG OTHERS:

Agree:

- Jack is firm and would have controlled the boys.
- He would not have been jealous of Ralph being the leader and thus the boys would not have been divided.
- Jack would provide the boys with meat by hunting; they would not continually have upset stomachs because of the fruit they eat.
- He allays the fears of the littluns by telling them that if there is a beast, they will hunt it down and kill it.

OR

Disagree:

- Jack is inherently evil/sadistic and does not hesitate to hurt others.
- He is an autocratic leader and would punish any resistance.
- He does not think logically. He is impulsive and his erratic actions could make the lives of all the boys miserable.
- Jack is set on only having fun and does not care about being rescued.

NOTE: For full marks, the response must be well-substantiated. Credit responses where a combination is given. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

- | | | | |
|-----|-------|---|-----|
| 4.2 | 4.2.1 | (a) Piggy feels contempt/disgust/fear towards Jack. ✓ | (1) |
| | | (b) Piggy feels that Jack is the reason for all the wrong that is happening on the island. ✓ | (1) |
| | 4.2.2 | (a) Personification ✓ | (1) |
| | | (b) The forest is personified to resemble an angry mob. ✓ The forest is made to seem living (animate) when the painted hunters exit from the trees, running and shouting into the camping area. ✓ | (2) |
| | 4.2.3 | C/ the conch. ✓ | (1) |
| | 4.2.4 | The hunters have come to steal burning branches/fire. ✓ | (1) |

- 4.2.5 The first time is when the 'hunters' want to impale the sow's head.✓
The second occasion is when the 'savages' pursue Ralph, trying to hunt him down.✓ (2)
- 4.2.6 (a) Uncertainty/doubt/anxiety/apprehension✓ (1)
(b) He is not sure what Jack is capable of at this point. ✓ (1)
- 4.2.7 Accept a relevant text-based response which shows an understanding of the theme of savagery in the novel.
These may include, AMONG OTHERS:
- Without adult supervision, the boys discard their garments. Their outward appearance transforms as they become masked 'savages'.
 - Jack embraces his nakedness and has a mask painted on his face. He carries a spear – a weapon of destruction/killing/savagery.
 - Cleanliness is no longer a priority but hunting and having fun take precedence.
 - Their morality and rationality descends to basic, animalistic behaviour. After shedding the blood of the sow, killing becomes easy.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)
- 4.2.8 Open-ended.
Accept an appropriate response which shows an understanding of why some of the issues explored in *Lord of the Flies* are still relevant today.
These may include, AMONG OTHERS:
- The novel explores the themes of the prevalence of evil in human nature; and the tendency of humans to give in to their basic, animalistic instincts.
 - Given their circumstances, human beings have the potential to be influenced by their environment (nature versus nurture). Jack and the hunters, in an environment away from civilisation, become savages.
 - The situation on the island, where the boys struggle for power, is a microcosm of society today. The struggle for leadership is part of how society is structured.
 - As in global political scenarios, the novel illustrates how some people, in gaining power, become corrupt.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

[35]

QUESTION 5: A GRAIN OF WHEAT

- 5.1 5.1.1 (a) C/a village elder✓
(b) E/abuses his power✓
(c) B/orphaned while young✓
(d) A/a gifted carpenter✓ (4)
- 5.1.2 Mugo has told Mumbi about the brutalities/horrors of detention./ She wants to restore those who have been wronged by the colonial government/ or those who have suffered in detention.✓ (1)
- 5.1.3 (a) Simile✓ (1)
- (b) Mugo cries out in despair in the same way that an animal cries out when it is about to be slaughtered.✓His groaning is a reflection of the mixed emotions of guilt, regret and remorse that he feels for betraying Kihika./The idea of addressing a crowd is daunting to Mugo, just as it is daunting for an animal to face slaughter.✓ (2)
- 5.1.4 (a) Kihika✓ (1)
- (b) When Kihika confesses to the killing of District Officer Robson✓and requests that Mugo start an underground movement, Mugo is pulled into Kihika's world of resistance. ✓ (2)
- 5.1.5 (a) Curiosity/apprehension/trepidation/confusion✓ (1)
- (b) Mumbi does not understand what Mugo is talking about. ✓ (1)
- 5.1.6 Mumbi is compassionate.✓
She is patriotic. ✓
She is sensitive/empathetic. ✓
- NOTE:** Accept any TWO relevant characteristics. (2)
- 5.1.7 Open-ended.
Accept a relevant response which shows an understanding of the following aspects of Kihika's heroism.
These may include, AMONG OTHERS:
Agree:
- Kihika fought for independence;
 - He is a powerful speaker and worthy of great respect;
 - He dies in the name of freedom;
 - He believes in self-sacrifice for the benefit of all.
- Disagree:
- Kihika is a killer who was known as the 'terror of the whiteman'.
 - He was ruthless in the killing of District Officer Tom Robson.
 - He endangers the lives of his people when they refuse to confess and are later captured, detained, tortured and killed.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

5.2 5.2.1 (a) Karanja feels gratitude/appreciation/indebtedness towards Mugo.

OR

Karanja feels a sense of relief (towards Mugo). (1)

(b) Mugo confesses that he is the one who has betrayed Kihika and thus Karanja's life is spared. (1)

5.2.2 A/Independence✓ (1)

5.2.3 This is ironic as Mugo is the one who betrays Kihika which leads to Kihika being killed.✓✓ (2)

5.2.4 It refers to Karanja killing the men.✓ (1)

5.2.5 Karanja becomes a homeguard for his own selfish reasons/protection./It gives him power.✓ (1)

5.2.6 He has lost his job✓and the power it afforded him (in Githima). ✓

Karanja realises he will never have a relationship with Mumbi✓ and that he will never see his child. ✓

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

5.2.7 The realisation that his life has no meaning causes him to lose his appetite./The table is filthy./The food is unappetising./The condition of the eating house makes him feel nauseous. ✓

NOTE: Accept any ONE. (1)

5.2.8 Mumbi is married to Gikonyo/Karanja and Mumbi have a child born out of wedlock. (1)

- 5.2.9 Accept a relevant text-based response which shows an understanding of the theme of sacrifice in the novel.

These may include, AMONG OTHERS:

- Mumbi and other women of Kenya make sacrifices for their families and country.
- Kihika's death is seen as a sacrifice in the struggle for freedom.
- Those who refuse to confess to the colonialists sacrifice their freedom and their lives.
- Gikonyo sacrifices the oath to be with Mumbi.
- Eventually, Mugo sacrifices heroism for the truth.

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

(3)

- 5.2.10 Open-ended.

Accept an appropriate response which shows an understanding of why some of the issues explored in *A Grain of Wheat* are still relevant today.

These may include, AMONG OTHERS:

- Betrayal is one of the central issues explored in the novel.
- (Mugo betrays Kihika to the colonial government). Betrayal is prevalent in society today.
- Political strife, like the Mau Mau rebellion, is still prevalent in many parts of the world, particularly in Africa.
- The struggle for freedom against oppressive governments; and the loss of lives during political strife (for example, Gitogo and Wambuku), characterises life in many countries throughout the world.
- Conflict among people within the same political organisation/movement is common throughout the world.

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

(3)
[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

QUESTION 6: MACBETH

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

- 6.1 6.1.1 (a) Scotland✓
 (b) Malcolm/Donalbain✓
 (c) Donalbain/Malcolm✓
 (d) (Dunsinane)✓ (4)
- 6.1.2 Macbeth✓ (1)
- 6.1.3 (a) Polite/respectful/happy/excited (excitement)✓ (1)
 (b) The messenger has to adopt a polite/respectful tone when addressing Lady Macbeth (as she is higher in rank).✓/
 The happy tone conveys the messenger's joy/excitement about the king's visit.✓ (1)
- 6.1.4 'great news'✓ (1)
- 6.1.5 (a) The raven is associated with evil/death/doom.✓ (1)
 (b) Duncan will be entering Inverness (Macbeth's castle)✓where he will be murdered.✓ (2)
- 6.1.6 Macbeth is destined/prophesied to become the king of Scotland.✓ (1)
- 6.1.7 Lady Macbeth is bold/ambitious.✓
 She is decisive.✓
 She is wicked/evil.✓
 She is commanding/controlling.✓

NOTE: Accept any TWO relevant character traits. (2)
- 6.1.8 Open-ended.

Accept a relevant response which shows an understanding of whether Lady Macbeth is responsible for the murder of Duncan.

These may include, AMONG OTHERS:

Agree:
- She is the architect of the plan to murder Duncan.
 - She persuades Macbeth to kill Duncan.
 - When Macbeth expresses reluctance to kill Duncan, she insults him thereby forcing him to commit the deed.

Disagree:

- It is the witches that sowed the seed of murder through their prophecy that Macbeth will become the King of Scotland.
- She is not totally responsible as it is Macbeth who carries out the actual murder.
- Lady Macbeth and Macbeth were equally complicit in Duncan's murder.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

AND

- 6.2 6.2.1 Fleance is Banquo's son. ✓ (1)
- 6.2.2 (a) D/simile ✓ (1)
- (b) This simile emphasises that just as marble is whole/perfect/flawless, ✓ so too was Macbeth well/sound/fit before hearing that Fleance has escaped. ✓ (2)
- 6.2.3 Macbeth sees Banquo as a threat to the throne of Scotland ✓ as the witches have prophesied that his (Banquo's) offspring will be kings. ✓

OR

- Macbeth also feels that Banquo might be suspicious ✓ about his (Macbeth's) involvement in the king's murder. ✓ (2)
- 6.2.4 (a) Figuratively ✓ (1)
- (b) Banquo is not really a serpent (snake) but Macbeth considers him to be a threat. ✓ (1)
- (c) The worm is a reference to Banquo's son, Fleance, who has escaped. ✓ Fleance will become dangerous as he wants to avenge the murder of his father/the witches' prophecy might come true. ✓ (2)
- 6.2.5 Point towards the door. ✓
Wave his hand. ✓
Speak in a hushed/an angry tone. ✓
Frown at the murderer. ✓

NOTE: Accept any TWO RELEVANT responses. (2)

- 6.2.6 Accept a relevant text-based response which shows an understanding of how the theme of appearance versus reality is shown in the extract.

These may include, AMONG OTHERS:

- Macbeth is in a troubled state of mind as he has learned that Fleance has escaped. However, Lady Macbeth reminds him that he has to appear cheerful at the banquet and be welcoming to the guests.
- Macbeth proposes a toast which is supposed to be a joyous action, however, Macbeth feigns happiness as he just had Banquo murdered.
- Macbeth does not reveal to Lady Macbeth that he has had Banquo murdered.

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

(3)

- 6.2.7 Open-ended.

Accept an appropriate response which shows an understanding of why some of the issues explored in *Macbeth* are still relevant today.

These may include, AMONG OTHERS:

- The play's themes of greed and political ambition, good versus evil, and the supernatural are universal/timeless.
- Macbeth and Lady Macbeth are corrupted by the greed for power. Power still corrupts ambitious rulers/leaders throughout the world.
- The conflict between good and evil is not only confined to *Macbeth*. Good and evil are still discernable in mankind today. Good still triumphs over evil, e.g. in the overthrow of dictatorships/rule of tyrants.
- War/rebellion against the authority of a country, like the rebellion against King Duncan's authority, is still prevalent in many parts of the world.

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

(3)
[35]

QUESTION 7: MY CHILDREN! MY AFRICA

Candidates are required to answer BOTH questions, i.e. QUESTIONS 7.1 and 7.2.

- 7.1 7.1.1 (a) Mbikwana✓
 (b) Brakwater✓
 (c) Dyson✓
 (d) Myalatya✓ (4)
- 7.1.2 Camdeboo Girls High School/(A classroom) at Isabel's school.✓ (1)
- 7.1.3 A debate has taken place between Thami and Isabel. Isabel has won✓ and Thami may want another competition to prove that he is better than her at debating.✓ (2)
- 7.1.4 Mr M wants to enter Isabel and Thami (as a team) for an inter-school English literature quiz (which is to be held at the Grahamstown Schools Festival).✓ (1)
- 7.1.5 (a) humorous/jocular/amusing/light-hearted/respectful/accommodating/curious. ✓ (1)
- (b) Isabel is at ease with Mr M and therefore communicates with him in a spontaneous manner./She has won the debating competition and she is pleased/relaxed and so speaks in this tone./Isabel is prepared to offer Mr M her time out of respect for him./She is eager to hear what he has to say.✓ (1)
- 7.1.6 (a) Metaphor✓ (1)
- (b) Thami and Isabel debating against each other is compared✓ to two people violently fighting (with each other).✓/Thami and Isabel contended✓ with each other in the debate verbally, not physically.✓ (2)
- 7.1.7 Mr M is passionate.✓
 He is inspirational.✓
 He has a strong sense of determination.✓
- NOTE:** Accept any TWO relevant character traits. (2)

7.1.8 Open-ended.

Accept a relevant response which shows an understanding of, Thami's involvement in the tragedy of Mr M's death, among others:

These may include, AMONG OTHERS:

Agree:

- If Thami had noted Mr M's advice, Mr M's attitude would not have been so reactionary/intolerant towards the school boycotts.
- Mr M was treated in an unreasonable way by the comrades in the absence of sufficient evidence. Thami shares the same views as the comrades and does not speak openly about it to Mr M.
- Thami knew what the plans were but he does not warn Mr M until it is too late.

OR

Disagree:

- The system of apartheid was responsible for the tragedy of the killing of Mr M.
- Mr M had a dogmatic attitude and so brought about his downfall.
- Mr M had given the names of certain members belonging to the action committee, to the police. These members were arrested and detained, because of Mr M's treacherous action.
- The comrades, with their mob mentality, were responsible for the killing of Mr M.
- Thami had given Mr M a warning about the potential danger of being attacked by the mob.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

AND

- 7.2 7.2.1 'in your note'/'it was urgent' ✓ (1)
- 7.2.2 (a) Figuratively ✓ (1)
- (b) Isabel does not want to be with him/see him. ✓/She means that she wants to leave. ✓/She does not mean that she physically wants to run away from Thami. ✓ (1)
- 7.2.3 (a) Wapadsberg (pass) ✓ (1)
- (b) It is the place where Mr M has committed himself to the teaching profession. ✓ (1)
- 7.2.4 (a) Isabel is referring to Thami's withdrawal from the quiz team. ✓ (1)
- (b) She is overcome with grief/sorrow /sadness/ melancholy. ✓ (1)
- 7.2.5 Thami plans to go into exile/join the liberation movement as a freedom fighter. ✓

OR

- Thami will not go to Cape Town because he knows that this is the first place the police will look for him (as his parents live there). (1)
- 7.2.6 C/sarcastic ✓ (1)
- 7.2.7 Roll her eyes upward. ✓
Throw her hands up in the air. ✓
Speak in a sarcastic tone. ✓
Shake her head from side to side. ✓
Raise her voice on the last word to capture attention. ✓
- NOTE:** Accept any TWO RELEVANT responses. (2)

- 7.2.8 Accept a relevant text-based response which shows an understanding of the theme of the loss of human potential, as displayed in the extract.

These may include, AMONG OTHERS:

- Thami has the potential to become a great leader/achieve high goals in life because of his intelligence. Mr M even considers Thami and Isabel as future leaders of the country, however, Thami sacrifices his education to join the struggle for liberation.
- Thami and Isabel are excellent debaters but this potential is lost once Thami withdraws from the competition.
- Thami and Isabel forge a friendship which bodes well for a non-racial society; this gets lost when Thami joins the struggle.

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

(3)

- 7.2.9 Open-ended.

Accept an appropriate response which shows an understanding of why some of the issues explored in *My Children! My Africa!* are still relevant today.

These may include, AMONG OTHERS:

- The themes in the play, such as: the injustices of the social system, racial and class differences (Camdeboo and Brakwater) and political strife are still prevalent in South Africa today.
- Student protests, like the school boycott action in *My Children! My Africa* are still very much part of life in South Africa.
- People are still engaged in debates/conversations/dialogue about the transformation of society.

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

(3)
[35]

QUESTION 8: ROMEO AND JULIET

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

- 8.1 8.1.1 (a) Tybalt✓
 (b) Mercutio✓
 (c) Mantua✓
 (d) Escalus✓ (4)

- 8.1.2 (a) Loving/tender/adoring /longing✓ (1)

OR

Sadness/regret/disappointment/desperation

- (b) Juliet is longing to see Romeo, with whom she has fallen in love./Juliet loves/adores Romeo./Juliet thinks tenderly of Romeo.✓

OR

Juliet is sad/regretful/disappointed/desperate/ because Romeo is a Montague. (1)

- 8.1.3 Look out into the distance.✓
 Stretch her arms out.✓
 Speak in a slow, lyrical tone.✓

NOTE: Accept any TWO RELEVANT responses. (2)

- 8.1.4 Rosaline is Romeo's first love.✓ (1)

- 8.1.5 Juliet wishes that Romeo will renounce his Montague name.✓ (1)

- 8.1.6 'bescreened in night'✓ (1)

- 8.1.7 (a) Personification✓ (1)

- (b) Although Juliet has not known Romeo long/spoken to Romeo much,✓she is able to recognise his voice. ✓ (2)

8.1.8 Open-ended.

Accept a relevant response which shows an understanding of, the role of fate and destiny in the tragedy of the play.

These may include, AMONG OTHERS:

Agree:

- From the outset, Romeo and Juliet encounter misfortune and a series of fateful events.
- They fall in love amidst the conflict of their feuding families.
- Romeo does not want to fight Tybalt but is inadvertently drawn into the fray after Mercutio is stabbed. Romeo kills Tybalt and is banished to Mantua.
- Fate and destiny show how opposing forces work against Romeo and Juliet. Problems and confusions constantly arise that prevent their plans from working out.
- Friar John is quarantined at a house infected with the plague and as a result is unable to take Friar Lawrence's letter to Romeo.
- Thinking Juliet is dead, Romeo kills himself a short while before Friar Lawrence arrives and Juliet wakes up.
- On seeing Romeo dead when she awakens, Juliet kills herself.

OR

Disagree:

- Friar Lawrence sets in motion the tragic events that lead to the deaths of Romeo and Juliet:
- Friar Lawrence gives Juliet a sleeping potion that leads Romeo to believe that Juliet is dead, resulting in Romeo eventually taking his own life.
- Friar Lawrence gives the letter to Romeo outlining his plan to the 'older' Friar John rather than to the younger Balthazar to deliver. Consequently, the letter does not reach Romeo on time.
- Juliet kills herself when she sees Romeo dead.
- The tragedy is a result of Romeo and Juliet's disobedience.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

AND

- 8.2.1 Thursday ✓ (1)
- 8.2.2 Lord Capulet is impressed by Paris's wealth and position. ✓
Paris is of the 'correct' social standing and background./Paris is suited to Juliet's status in society. ✓ (2)
- 8.2.3 (a) Literally /Figuratively ✓ (1)
- (b) Juliet was prepared to kill herself than marry Count Paris. ✓

OR

- Friar Lawrence does not mean that Juliet should literally 'slay' or kill herself but that she should pretend to be dead. ✓ (1)
- 8.2.4 Juliet says that she would rather jump from the walls of a tower ✓ and walk where thieves operate and may attack her ✓ than marry Paris. (2)
- 8.2.5 D/jaws ✓ (1)
- 8.2.6 Juliet will fall into a deep sleep ✓ that will resemble death. ✓

OR

- Her body will become cold ✓ and she will appear to have stopped breathing. ✓
- NOTE:** Accept any ONE of the above. (2)
- 8.2.7 Juliet is resolute. ✓
She is loyal/faithful to Romeo. ✓
She is fearless/brave. ✓
- NOTE:** Accept any TWO relevant character traits. (2)
- 8.2.8 Accept a relevant text-based response which shows an understanding of the theme of love in this extract.
- These may include, AMONG OTHERS:
- Juliet is willing to do anything to be with Romeo.
 - She is willing to take a potion which will result in her 'supposed' death; an action that no person would be willing to take.
 - She is willing to put her family through the trauma of mourning her death. That is the extent to which she loves Romeo.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

8.2.9 Open-ended.

Accept an appropriate response which shows an understanding of why some of the issues explored in *Romeo and Juliet* are still relevant today.

These may include, AMONG OTHERS:

- This play explores the timeless theme of love between Romeo and Juliet which will always be relevant to humans in any era.
- The theme of conflict among families (Montagues and Capulets) and forbidden love is still relevant today.
- Teenagers still impulsively become involved in relationships when they are not ready for it.

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

(3)
[35]

QUESTION 9: NOTHING BUT THE TRUTH

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 9.1 and 9.2.**

- 9.1 9.1.1 (a) assistant chief librarian ✓
(b) Port Elizabeth ✓
(c) Mandisa ✓
(d) nephew ✓ (4)

9.1.2 Sindiswa ✓ (1)

9.1.3 Sipho finds his wife (Sindiswa) in bed with Themba. ✓

OR

Sindiswa (Sipho's wife) has an affair with his brother, Themba. ✓ (1)

9.1.4 (a) Anger/ frustration/exasperation ✓ (1)

(b) The tone emphasises Thando's feelings of anger/frustration/exasperation regarding the mystery of her mother./The tone emphasises Thando's feelings of abandonment by her mother/anger towards her father. ✓ (1)

9.1.5 Sipho blames Themba for Luvuyo's death. ✓
Sipho has still not accepted Luvuyo's death. ✓
Sipho is upset that Luvuyo hero-worship Themba. ✓
Sipho does not want to tarnish Themba's image in Thando's eyes. ✓

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

9.1.6 (a) Metaphor ✓ (1)

(b) He is old ✓ and his heart is no longer strong enough. ✓/
He acknowledges ✓ that he may not live much longer. ✓ (2)

9.1.7 Thando is loving/endearing. ✓
She is caring. ✓
She is respectful. ✓
She is persistent. ✓

NOTE: Accept any TWO relevant character traits. (2)

9.1.8 Open-ended.

Accept a relevant response which shows an understanding of, Sipho's decision not to reveal the truth.

These may include, AMONG OTHERS:

Agree:

- Siphso is protective towards Thando. He knows that the truth will affect her negatively.
- He is also embarrassed to tell her what her mother has done.
- Thando has a high regard for Themba and Siphso does not want to tarnish her image of him.

OR

Disagree:

- Siphso is being selfish. He does not reveal the truth to save himself the embarrassment of letting Thando know that her mother had betrayed him.
- He does not consider Thando's feelings and her need to know more about her mother.
- Siphso should realise that Thando is an adult and will be able to handle the truth/has a right to know the truth.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. Accept a combination answer. The candidate's interpretation must be grounded in the play. (3)

AND

- | | | | |
|-----|-------|---|------------|
| 9.2 | 9.2.1 | Mrs Potgieter✓ | (1) |
| | 9.2.2 | Nandipa is a fashion designer.✓ Mandisa, who is also a fashion designer, wants to see Nandipa as she is interested in the fusion of African and Western fashion./✓ Mandisa is impressed with Thando's dress✓ which Nandipa has designed. As a result, she wants to meet her.✓ | (2) |
| | 9.2.3 | (a) Figuratively✓ (b) It does not actually blow her mind away; it means Thando is highly impressed. ✓ | (1) (1) |
| | 9.2.4 | D/persistent✓ | (1) |
| | 9.2.5 | 'excited, and confused'✓ | (1) |
| | 9.2.6 | Mandisa's mother is West Indian/from Barbados.✓ | (1) |
| | 9.2.7 | (a) Wag a finger at Thando.✓ Put on a stern expression.✓ Throw her arms in the air.✓ Roll her eyes.✓ Put her hands on her hips.✓ | |
| | | NOTE: Accept any TWO RELEVANT responses. | (2) |

- (b) Mandisa has a more liberated and free-thinking attitude towards elders. ✓
She seems to be insensitive towards the needs and feelings of elders. ✓
She expresses her feelings towards elders freely. ✓
She is disrespectful towards elders. ✓

NOTE: Accept any TWO of the above.

(2)

- 9.2.8 Accept a relevant text-based response which shows an understanding of the theme of disappointment as displayed in the extract.

These may include, AMONG OTHERS:

- Sipho has applied for the position of Chief Librarian but suffers bitter disappointment when he does not get the position.
- Mandisa is disappointed that Thando does not accede to her request to accompany her to Johannesburg. Mandisa is disappointed by the cultural roots that bind Thando to her father (Thando does not want to leave her father alone./Thando does not want to go to Johannesburg without her father's consent).
- Thando does not want to disappoint Mpho by going to Johannesburg.

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

(3)

- 9.2.9 Open-ended.

Accept an appropriate response which shows an understanding of why some of the issues explored in *Nothing but the Truth* are still relevant today.

These may include, AMONG OTHERS:

- The play focuses on sibling rivalry which is relevant to human relations.
- The westernised society in which we live impacts on our cultural traditions as we see in the play, e.g. Themba's cremation.
- The generation gap still poses challenges nowadays with conflicting values and beliefs like that which occurs between Sipho, Mandisa and Thando.
- Forgiveness and reconciliation which are central in the play will always be part of human existence.

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

(3)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

NOTE: Candidates must answer EITHER QUESTION 10 ('Village people' and 'The last breath') **OR** QUESTION 11 ('The Dube train' and 'The soft voice of the serpent').

QUESTION 1010.1 **'VILLAGE PEOPLE'**

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

10.1.1 (a) Botswana✓
(b) dry✓
(c) enemy✓
(d) suffering✓ (4)

10.1.2 The lack of proper nourishment/malnutrition/thirst/hunger✓ (1)

10.1.3 (a) Figuratively✓ (1)
(b) The old woman is not physically naked; she only expresses her need for food openly/overtly.✓ (1)

10.1.4 B/a relative of (1)

10.1.5 (a) Respectful/ polite /cordial/kind✓ (1)
(b) The speaker is courteous/kind towards the young woman as it is the first time they meet./It is customary for people in rural areas (villagers) to be polite.✓ (1)

10.1.6 The young woman shows respect/humility/gratitude.✓
NOTE: Accept any TWO of the above. (2)

10.1.7 Accept a relevant text-based response which shows an understanding of the theme of hope in the short story.

These may include, AMONG OTHERS:

- The old lady is given a sense of hope by the humanity of those around her.
- The villagers are hopeful that it will rain soon.
- The politician leads people to the hill to pray for rain.
- The speaker is convinced (by her cousin) that learning English will bring about progress in her life.

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

10.1.8 Open-ended.

Accept a relevant response which shows an understanding of the villagers and their humanitarian nature.

These may include, AMONG OTHERS:

Agree:

- The villagers view each other as equals; they look beyond appearance and dress.
- The villagers show compassion and they provide moral support to a mother who has lost her baby.
- The speaker demonstrates compassion for the old lady by providing her with food, despite not having enough herself.
- The young lady offers the speaker a pail of water as a gesture of gratitude for the humanity the speaker shows.

OR

Disagree:

- The villagers are struggling for survival and they ought to take care of themselves first rather than assist others.
- Showing love and compassion to others, whilst one is experiencing challenges, is not wise as it might compromise one's means of survival if there is a shortage of food.
- Their acts of humanity are necessary to support each other, however, they should attempt to move away from their circumstances in order to lead a better life.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

AND

10.2 'THE LAST BREATH'

- 10.2.1 Eva ✓ (1)
- 10.2.2 The speaker intends marrying Eva. ✓ (1)
- 10.2.3 The speaker realises that he is too aggressive towards his mother ✓ because he respects her. ✓ (2)
- 10.2.4 The speaker's father is ill ✓ (cancer) and the mother implies that any further conflict between the two of them might worsen the father's condition. ✓ (2)

- 10.2.5 (a) Metaphor/Personification ✓ (1)
- (b) The figure of speech emphasises that just as a powerful wave is able to overpower someone/something, ✓ so too are the speaker's feelings overwhelming regarding his father and Eva. ✓ (2)
- 10.2.6 The speaker's father donates his cornea (after his death) which enables Eva to see. ✓ (1)
- 10.2.7 'near to sobbing' ✓ (1)
- 10.2.8 The speaker's happiness lies with Eva yet his father does not approve of her. ✓ ✓ (2)
- 10.2.9 The speaker's career of choice is music, which his father does not allow him to study. ✓

OR

- The speaker's father forces him to work in the bank. ✓ (1)
- 10.2.10 Open-ended.
- Accept a relevant response which shows an understanding of how the mother might have eased the strain between the father and son.
- These may include, AMONG OTHERS:
- Agree:
- The mother understands her husband's and son's views on Eva and she should mediate.
 - She should speak to her husband about respecting the speaker's choice of partner.
 - She can create an opportunity for the father and son to communicate thereby coming to understand each other.
- Disagree:
- Both the speaker and his father are rigid in their views concerning Eva.
 - The mother is unable to do much regarding the tension as both the speaker and his father are adults.
 - The mother understands and respects the views of both her husband and her son and will therefore, not interfere as this may cause further strain.
- NOTE:** Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

[35]

OR

QUESTION 11**11.1 'THE DUBE TRAIN'**

Candidates are required to answer BOTH questions, i.e. QUESTIONS 11.1 and 11.2.

- 11.1.1 (a) third-class✓
(b) Dube✓
(c) depressed✓
(d) Monday✓ (4)
- 11.1.2 (a) Figuratively✓ (1)
- (b) The passengers in the carriage are shocked/stunned/fearful/
filled with terror (and are unable to move). ✓ (1)
- 11.1.3 The *tsotsi* is aggressive/defiant/murderous. ✓ (1)
- 11.1.4 The crowd becomes detached from the situation.✓
Their fear causes them to be uninvolved.✓
They behave in a cowardly manner.✓
They turn the proverbial 'blind eye'.✓
- NOTE:** Accept any TWO of the above. (2)
- 11.1.5 'Like an instinctual, predatory beast'✓ (1)
- 11.1.6 The *tsotsi* knows that it would mean instant death for the big man if
he stabs him in the jugular vein.✓ (1)
- 11.1.7 The jolt of the train.✓ (1)
- 11.1.8 The men feel embarrassed (that a woman should tell them how to
behave).✓ (1)
- 11.1.9 The big man throws the *tsotsi* out of the window. ✓ (1)

11.1.10 Open-ended

Accept an appropriate response which shows an understanding of why some of the issues explored in *The Dube train* are still relevant today.

These may include, AMONG OTHERS:

- Crime/violent acts are still rampant on trains; just like the tsotsi's attack on the man.
- The abuse and disrespect of women still occur. The tsotsi touches the young girl inappropriately/in a crude manner.
- Hardship and poverty are still a reality for many South Africans; many people, like the passengers on the train, have to rely on public transport to get to work.
- Crime and violence forms part of the travellers' daily life. The passengers on the Dube train accept the violence which is not a novelty for them.

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

AND

11.2 'THE SOFT VOICE OF THE SERPENT'

- 11.2.1 The man has lost one of his legs/one of his legs has been amputated. ✓ (1)
- 11.2.2 B/paradise ✓ (1)
- 11.2.3 The garden has a calming/relaxing/comforting effect on him. ✓ (1)
- 11.2.4 He remembers how, as a little boy, he bent and looked at the world upside down/did headstands. Now, his world has figuratively been turned upside down by the loss of his leg. ✓✓

OR

As a little boy, he was happy and carefree/able to move (agile) but now he is bound to a wheelchair. ✓✓ (2)

- 11.2.5 (a) Metaphor ✓ (1)
- (b) A sail is at first slack, then is lifted by the wind.
The young man is hunched and folded up like the furled sail of a boat. ✓ The gentle wind, which makes him aware of being out in the garden, causes him to sit up straight in the same way that a sail unfolds. ✓

OR

- His spirits are beginning to lift after his injury ✓ just like a sail is lifted by the wind. ✓ (2)
- 11.2.6 (a) The man reads. ✓ (1)
- (b) The woman knits/sews. ✓ (1)
- 11.2.7 She is caring (kind)/loving/helpful/considerate/concerned/patient/supportive.
NOTE: Accept any TWO of the above. (2)
- 11.2.8 Accept a relevant text-based response which shows an understanding of the theme of hope in the short story.
These may include, AMONG OTHERS:
- When the young man encounters the locust in the garden, he sees that it has also lost a leg but still moves. The man realises that there is hope to move as well.
 - He finds hope in the form of this small locust that shares his affliction.
 - When the locust flies away, he loses hope that he too will eventually be able to walk again.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

11.2.9 Open-ended

Accept a relevant response which shows whether the man deserves compassion, among others:

Yes

- He is only twenty-six years old/young and wheel-chair bound.
- He is healthy/fit except for his disability.
- He struggles to come to terms with the loss of his leg.
- He envies a locust that can fly away while he remains stranded/immobile and loses hope.

No

- No one is exempted from becoming disabled.
- The young man should not indulge in self-pity.
- He needs to be positive, strong and willing to find alternative means of mobility.
- He should find new ways to cope with his situation.

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

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates must answer EITHER QUESTION 12 ('Everything has changed (except graves)' and 'Poem') **OR** QUESTION 13 ('Death be not proud' and 'Auto wreck').

QUESTION 12

Candidates are required to answer the questions set on BOTH poems, i.e. QUESTION 12.1 AND QUESTION 12.2.

12.1 'Everything has changed (except graves)' – Mzi Mahola

- 12.1.1 (a) changes✓ (1)
 (b) Lushington✓ (1)
 (c) primary✓ (1)
 (d) childhood✓ (1)
- 12.1.2 These words suggest that the teachers are kind/caring and committed✓ in developing/shaping their learners.✓ (2)
- 12.1.3 The speaker is shocked/horrified/disappointed. ✓ (1)
- 12.1.4 'we ran and laughed'✓ (1)
- 12.1.5 (a) Metaphor✓ (1)
 (b) Just as a scarf covers/conceals,✓similarly the wattle trees cover/conceal the playground/the speaker's shame✓(where the speaker has bullied a child). (2)
- 12.1.6 The word 'mute' which means silence/quietness✓ is appropriate as it describes the cemetery which is associated with death/a state of not being able to speak.✓ (2)
- 12.1.7 Sometimes whites still go to the cemetery to clean their family graves and to place flowers on them./Another person is in the cemetery. ✓ (1)

12.1.8 Open-ended.

Accept a relevant response which shows an understanding of whether the reader sympathises with the speaker.

These may include, AMONG OTHERS:

Yes

- The speaker returns to his former hometown expecting to see it in a good state, however, he discovers many changes.
- His fond memories are affected by these changes.
- He is left disappointed/disillusioned.

No

- Change is inevitable therefore, the speaker should not be disappointed by what he sees in his former hometown.
- He should treasure his fond memories of his hometown.
- His views as an adult are different from the way he remembers his school days.

NOTE: Do NOT award a mark for AGREE/DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

AND

12.2 'Poem' – Barolong Seboni

- 12.2.1 C/personification✓ (1)
- 12.2.2 Hurtful/insulting words✓ are compared to the sharp spokes of a wheel. ✓ (2)
- 12.2.3 (a) Figuratively✓ (1)
- (b) One's tongue can be like a venomous snake when using hurtful words.✓ (1)
- 12.2.4 Negative words can cause division/distance/separation between/ among people. ✓
Sharp words can cut/tear into one's heart and mind, making them almost difficult to forget. ✓
Sarcasm/hurtful words can make one insensitive. ✓ (3)

- 12.2.5 (a) Simile ✓ (1)
- (b) In the same way that a lamb is associated with innocence/kindness/not being harmful, ✓ so too should words be used in a gentle/uplifting/encouraging manner. ✓ (2)
- 12.2.6 Positive/comforting/kind/uplifting ✓ (1)
- 12.2.7 Accept a relevant response which shows an understanding of the theme of the power of words, among others:
- These may include, AMONG OTHERS:
- Words can have a positive or negative influence.
 - The tone and intention of the speaker determine whether the impact will be negative or positive.
 - Sarcasm and stereotyping can destroy people.
 - Words can be used to comfort/support/build people.
 - Words should be carefully selected.
 - A smile speaks volumes/is unspoken communication which indicates love/friendliness/positivity.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)
- 12.2.8 Accept a relevant response which shows an understanding of the speaker's use of the personal pronouns 'we' and 'us'.
- These may include, AMONG OTHERS:
- 'We' and 'us' are used collectively.
 - By using 'we' and 'us' the speaker conveys a personal/universal message.
 - The speaker includes everyone/his beloved.
 - The speaker shows that victimisation through words is not isolated.
 - The advice and recommendations that are given are also universal and not limited to one person.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

OR

QUESTION 13

Candidates are required to answer the questions set on BOTH poems, i.e. QUESTION 13.1 AND QUESTION 13.2.

13.1 'Death be not proud' – John Donne

- 13.1.1 (a) Elizabethan✓
(b) sonnet✓
(c) quatrains✓
(d) couplet✓ (4)
- 13.1.2 (a) Personification/apostrophe✓ (1)
- (b) The speaker addresses death as if it were a person;✓ this enables the speaker to continually ridicule Death.✓/
The speaker uses apostrophe. This allows him to 'directly speak' to Death as if it were present✓ and to poke fun at death.✓ (2)
- 13.1.3 Death believes it is all powerful and that everyone fears it but this is not true. ✓ (1)
- 13.1.4 A/mocks✓ (1)
- 13.1.5 When 'Desperate men' commit suicide/murder/kill, they seem to be commanding death to carry out the task for them./Death works for 'desperate men.' ✓ (1)
- 13.1.6 Triumphant/Victorious✓ (1)
- 13.1.7 Accept a relevant response which shows an understanding of the theme of the powerlessness of death, among others:
These may include, AMONG OTHERS:
- Death is described as powerless as it is just a passing moment in life before man achieves eternal life.
 - All people may be redeemed from death by the redemptive power of Christ/God.
 - Death has no power over man, instead it is a slave to 'desperate men.'
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

13.1.8 Open ended

Accept a suitable response which reflects the candidate's understanding of the speaker's intention to show that death does not have to be feared.

These may include, AMONG OTHERS:

Yes

- The speaker uses logical arguments to show that death has no power over man.
- Death is an extended sleep. Pleasure is derived from sleeping and Death is only a longer sleep, thus more enjoyable.
- Death liberates man from the burdens of life (Rest of their bones).
- Death is only a transition to eternal life.
- Death itself will 'die' and be no more when man has awoken from it.

No

- People remain afraid of the unknown and will thus fear Death.
- Not all people believe in life after death and death is seen as a finality.
- Death means leaving your beloved ones behind and that thought instils fear of death.

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

AND

13.2 'Auto wreck' – Karl Shapiro

- 13.2.1 (a) At night/in the evening ✓ (1)
- (b) 'illuminated'/'dark' ✓ (1)
- 13.2.2 (a) Simile. ✓ (1)
- (b) The red flickering light of the ambulance ✓ is compared to blood pulsing out of an artery after a serious accident. ✓ (2)
- 13.2.3 At a funeral, a bell is usually tolled to announce the death of a person. ✓ 'Tolls' in the context of the poem shows that there are many fatalities as well. ✓ (2)

- 13.2.4 The policemen are sweeping the glass away. ✓
One of them is making notes. ✓
Another is washing the blood from the street. ✓
One is hanging the lanterns. ✓
- NOTE:** Accept any TWO of the above. (2)
- 13.2.5 (a) Figuratively ✓ (1)
(b) He is not referring to an actual pond, but to the considerable loss of blood. ✓ (1)
- 13.2.6 The onlookers are in a severe state of shock/dumbfounded/horrified. ✓ Their minds are numbed and they seem unable to speak or move. ✓ (2)
- 13.2.7 The drivers are careful when approaching the accident scene. ✓ (1)
- 13.2.8 The random nature of death caused by road accidents. ✓ (1)

13.2.9 Open ended

Accept a suitable response which reflects the candidate's understanding of whether the speaker succeeds in conveying the severity of road accidents.

These may include, AMONG OTHERS:

Yes

- The speaker effectively uses diction to show the severity of accidents.
- The finality of a fatal accident is shown where the dead are stowed away in the ambulance.
- There is a vivid description of the shock and disbelief of the onlookers.

OR

No

- The diction used by the speaker will make it difficult for readers to understand what the poem is about.
- Not all people will understand the images/figures of speech the speaker uses.
- Some people will not be able to visualise the scene of the accident with the wreck and blood and thus the accident may not seem severe.

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

TOTAL SECTION D: 35
GRAND TOTAL: 70