



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2018

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 25 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. **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 marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

- 1.1 1.1.1 Unlike Stephen Kumalo's house Mrs Lithebe's house has:
- a bell;
a modern bathroom;
hot and cold water;
a modern lavatory which can be flushed;
the setting of the table.
- NOTE:** Accept any FOUR of the above. (4)
- 1.1.2 It is Stephen Kumalo's first visit to Johannesburg.✓ (1)
- 1.1.3 Stephen Kumalo travels to Johannesburg (after receiving a letter) to see Reverend Msimangu ✓regarding his sister, Gertrude.✓ (2)
- 1.1.4 Reverend Kumalo sees the evil in people when he is robbed of one pound by a young man who lies to him about needing to buy a ticket to board the bus.✓
Soon afterwards he witnesses the good in people when Mr Mafolo comes to his assistance and escorts him to Reverend Msimangu's place.✓
- NOTE:** The answer must reflect BOTH the evil AND the good in people. (2)
- 1.1.5 (a) John Kumalo relocates to Johannesburg in search of a better life/better job prospects.✓ (1)
- (b) Gertrude goes to Johannesburg in search of her husband.✓ (1)
- 1.1.6 C/ Reverend Msimangu.✓ (1)
- 1.1.7 (a) Friendly/pleasant/cordial/welcoming✓ (1)
- (b) It is appropriate because Reverend Msimangu is meeting Stephen Kumalo for the first time and is welcoming him. ✓/
Reverend Msimangu's tone is appropriate because he wants Stephen Kumalo to feel happy and welcome. ✓ (1)

- 1.1.8 Open-ended.
Accept a response which shows knowledge and understanding of the following viewpoints, **among others**:

No.

- *Stephen Kumalo is old and frail;
- *he has never been to a big city before;
- *he needs the assistance of others to survive;
- *Rev Msimangu assists Stephen Kumalo by putting him in touch with all the other individuals who assist him;
- *Mrs Lithebe provides Stephen Khumalo with a comfortable home away from home;
- *Mrs Lithebe assists Stephen Kumalo by accommodating Gertrude, her son and Absalom's wife;
- *Father Vincent is compassionate and ever-willing to assist Stephen.

OR

Yes.

- *It is Stephen Kumalo's inner strength/human nature that allows him to endure so much of emotional pain in Johannesburg;
- *it is his faith that allows him to persevere in Johannesburg;
- *Stephen Kumalo survives under harsh conditions in Ndotsheni;

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

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

(3)

AND

- 1.2 1.2.1 He goes into the mountains to pray/think/reflect/to be alone✓
 during this time of extreme suffering when Absalom is about to be
 executed.✓ (2)
- 1.2.2 When Absalom was a young boy and became very ill.✓
 When he contemplated leaving the ministry to open a business.✓
 When his wife was away and, in a moment of weakness and
 loneliness, he considered committing adultery with a
 schoolteacher.✓
- NOTE:** Accept any ONE of the above. (1)
- 1.2.3 Absalom had impregnated the girl prior to him being arrested.✓
 While he is in prison, he marries her so that his child will be raised
 legitimately.✓ (2)
- 1.2.4 Steven Kumalo is a religious person.✓
 He loves Absalom unconditionally.✓
 He is considerate/caring.✓
 He is compassionate.✓
 He feels accountable/responsible for his son's actions.✓
 He is God-fearing.
- NOTE:** Accept any TWO of the above. (2)
- 1.2.5 (a) Metaphor✓ (1)
- (b) The comparison between the boy (Arthur Jarvis's son) and a
 bright, shiny light means he is striking/stands out.✓
 The boy is intelligent.✓
 The boy brings back joy into their lives.✓
 The boy has an/a infectious/ attractive/caring personality.✓
 The boy's brightness of spirit stands out.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.6 Gertrude is promiscuous/immoral/erratic in her behaviour.
 Mrs Lithebe is morally upright/pious/strict.✓✓ (2)

- 1.2.7 The discussion of the theme of the impact of forgiveness on the community of Ndotsheni, should include the following points, **among others**:

- *Despite Absalom Kumalo killing their son, James Jarvis bears no hatred/is not vengeful towards the Kumalo family;
- *Through his actions (e.g. uplifting the community), James Jarvis proves that he is forgiving;
- *Mrs Jarvis shares his sentiments and desires that the church be completed;
- *Stephen Kumalo does not bear any resentment towards his son;
- *Stephen Kumalo forgives his son immediately;
- *Stephen Kumalo tries to manage the consequences of Absalom's Actions;
- *Stephen Kumalo does not show any hatred towards his siblings (John and Gertrude).

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 Accept a relevant response which shows an understanding of Absalom's actions and the consequences thereof.

- *Absalom deserves to be executed since he pulls the trigger and is responsible for the death of Arthur Jarvis;
- *he has succumbed to a life of crime;
- *Absalom was fully aware of his potential to kill and so must be held responsible for his actions.

OR

- *The murder of Arthur Jarvis was not pre-meditated, the intention was to rob;
- *Absalom Kumalo may have pulled the trigger resulting in the death of Arthur Jarvis but he did not act alone; Johannes Pafuri and Matthew Kumalo were his accomplices and so are complicit in the murder;
- *the fact that Absalom confessed to having pulled the trigger should have resulted in the court showing leniency by not pronouncing the death penalty.

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]

OR

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.

- 2.1.1 C/friend✓ (1)
- 2.1.2 London✓ (1)
- 2.1.3 His house has a large hall✓ and
He has expensive oak cabinets.✓
He has a butler. ✓
- NOTE:** Accept any TWO of the above (2)
- 2.1.4 It suggests that the visit takes place at night.✓ (1)
- 2.1.5 (a) Respectful/polite/hospitable/courteous/welcoming✓ (1)
- (b) Mr Utterson is a visitor to Dr Jekyll's house/It is Poole's job to welcome Dr Jekyll's guests./Mr Utterson is known to Poole./ Poole respects Mr Utterson because of his status (lawyer).✓ (1)
- 2.1.6 (a) Personification✓ (1)
- (b) He was shaking/trembling with fear✓ because he was thinking about Mr Hyde.✓ (2)
- 2.1.7 (a) It is in the dissecting room that Dr Jekyll uses a potion which allows him to make the transformation into Mr Hyde.✓ This is a strange occurrence.✓ (2)
- (b) He is perceptive/concerned/protective/curious of his friend.✓ He knows that Mr Hyde is the beneficiary of Dr Jekyll's will therefore, he is worried that Mr Hyde may kill his friend, Dr Jekyll, for the inheritance./He thinks Mr Hyde is blackmailing Dr Jekyll.✓ (2)
- 2.1.8 Mr Hyde is the same person as Dr Jekyll. ✓ (1)

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

- *The novel is relevant because it explores the constant battle that people have between good and evil within oneself;
- *the possibility exists, with advances in science and technology in this modern world, for people to be able to transform themselves as Dr Jekyll did;
- *the genre of science fiction writing is very popular today, so this novel is therefore, still relevant to modern readers.

NOTE: For full marks, the response must be well-substantiated. A candidate can score marks for a response which is not 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 2.2.1 The maid sees two gentlemen who appear to be talking to each other.✓
The maid recognises Mr Hyde. ✓
Mr Hyde viciously attacks the older/other man with his cane. ✓
He tramples his victim.✓

NOTE: Accept any other RELEVANT facts.

(4)

2.2.2 Dr Jekyll is a good/decent/respectable person who is morally upright. Mr Hyde is an evil person who perpetrates criminal deeds.✓✓

(2)

2.2.3 Dr Jekyll knows that he could not return to his former self.✓
Dr Jekyll becomes aware of the fact that the evil Mr Hyde has become the dominant personality.✓
Dr Jekyll realises that evil has triumphed over good.✓

NOTE: Accept any TWO of the above.

(2)

2.2.4 The servants are familiar with the coming and going of Dr Jekyll's 'second self', Mr Hyde.✓

(1)

2.2.5 He wants to mislead the servants.✓
He is afraid that the truth (about Mr Hyde) will be revealed.✓

(2)

- 2.2.6 The discussion of the theme of good versus evil, should include the following points, **among others**:

The dual personalities of Dr Jekyll and Mr Hyde represent the presence of both good and evil in human beings.
Good and Evil are revealed through the actions of Dr Jekyll and Mr Hyde.

Dr Jekyll:

- *has a good reputation/is a respected scientist;
- *is aware of the evil consequences of his experiment and feels guilty.

Mr Hyde:

- *commits murder/acts of violence;
- *feels no remorse/has no conscience about his evil actions;
- *Dr Jekyll eventually succumbs to his evil alter ego (Mr Hyde) that becomes dominant and eventually destroys Dr Jekyll, signalling the triumph of evil over good.

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)

2.2.7

Open-ended.

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

Yes.

- *Dr Jekyll is being honest;
- *he can distinguish between the good and evil side of himself;
- *he is disgusted with the actions of Mr Hyde;
- *he admits that he found the evil personality of Mr Hyde appealing;
- *he was afraid of losing the status that he enjoyed as the respectable Dr Jekyll.

No.

- *He is reckless/irresponsible to have carried out such an experiment in the first place;
- *he contributes to evil by creating Mr Hyde;
- *he is not able to control the evil actions of Mr Hyde.

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

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

(3)
[35]

OR

SECTION B: DRAMA

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

QUESTION 3: *MACBETH*

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

- 3.1 3.1.1 Macbeth is greeted as the Thane of Glamis. ✓
 Macbeth is prophesied to be the Thane of Cawdor. ✓
 Macbeth is said to be the future king of Scotland. ✓
 Banquo is told that he will be lesser than Macbeth, yet greater. ✓
 Banquo will not be as happy as Macbeth, yet much happier. ✓
 Banquo will not be king, but his children will. ✓

NOTE: Accept any FOUR of the above. (4)

- 3.1.2 (a) Macbeth ✓ (1)
- (b) The witches' prophecy that Macbeth will be king. ✓ Macbeth and his wife, Lady Macbeth, cannot wait for the prophecy to be fulfilled and so, murder King Duncan. ✓

OR

- When King Duncan visits Inverness (Macbeth's castle) ✓, Macbeth murders him to become the King of Scotland. ✓ (2)
- (c) Malcolm/Duncan's first-born son. ✓ (1)
- 3.1.3 They are not enjoying the expected results of being king and queen./They have destroyed their peace of mind by murdering Duncan. ✓ (1)
- 3.1.4 Malcolm flees to England/goes into exile (after Duncan's murder). ✓ (1)
- 3.1.5 Lady Macbeth is without compassion/cold and clinical/merciless (she does not show any guilt after Duncan's death).
 Macbeth is emotional (guilt-ridden/remorseful/regretful after Duncan's death). ✓ ✓

OR

Lady Macbeth is dismissive of the murder of Duncan whereas Macbeth continues to dwell on his murder. ✓ ✓ (2)

- 3.1.6 (a) Metaphor ✓ (1)
- (b) A scorched snake is dangerous as it will attack in defence. It remains a threat until it is destroyed; similarly, Macbeth is afraid that the killing of Duncan is not the end of his problems. ✓

AND

Banquo and Fleance must be killed for him to maintain his position as king and his lineage. ✓

OR

After the killing of Duncan, Macbeth fears that Banquo and Fleance are threats to the throne of Scotland (based on the prophesy of the witches). ✓ Therefore, he has ordered that they must be killed. ✓

OR

Macbeth's fear after Duncan's death is that Banquo's children (issue) will ascend the throne of Scotland (as prophesied by the witches), ✓ therefore their deaths are necessary. ✓

(2)

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

*The messages of *Macbeth* (e.g. the triumph of good over evil) are timeless;

*human nature is such that evil, if allowed to prevail, can destroy a person, as with Macbeth and Lady Macbeth;

*the presence/influence of the supernatural is still prevalent today;

*as with Scotland then, political strife, conflict over leadership succession and war are present in the world today.

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

(3)

- 3.2 3.2.1 C/attendant ✓ (1)
- 3.2.2 Gentle/soft tone. ✓ She does not want to disturb/wake Lady Macbeth (while she is sleepwalking). ✓ (2)
- 3.2.3 The darkness reminds her of the evil deeds that have been committed (under the cover of darkness). ✓ (1)

3.2.4 Lady Macbeth's eyes are open, but she is asleep/her senses are not functioning at this point.✓ (1)

3.2.5 The Gentlewoman is loyal/dutiful to Lady Macbeth.✓ She shows allegiance to Lady Macbeth and does not disclose any incriminating information that Lady Macbeth reveals (while sleepwalking).✓

OR

The Gentlewoman is afraid.✓ If she reveals what Lady Macbeth has uttered in her sleep, she risks being killed by Macbeth.✓

OR

The Gentlewoman is secretive✓because she is afraid of what Macbeth may do if he finds out that Lady Macbeth has confessed their evil deeds in her sleep.✓ (2)

3.2.6 She imagines✓seeing a spot of Duncan's blood on her hand.✓

OR

When Lady Macbeth takes the daggers to Duncan's chamber✓, her hands are smeared with his blood.✓

OR

She is haunted by the sight of Duncan's blood✓ which she still imagines to be on her hands.✓ (2)

3.2.7 Lady Macbeth is tormented/haunted✓ by memories of her role in Duncan's murder✓

OR

Her disorientated/confused/disturbed state of mind✓ manifests in hallucinating, sleepwalking and sleepwalking.✓ (2)

3.2.8 The discussion of the theme of justice, should include the following points, **among others**:

- *Macbeth is eventually killed by Macduff who, in doing so, avenges the death of his family;
- *Malcolm takes up his rightful position as the King of Scotland;
- *all the exiles like Fleance and Donalbain are asked to return home to Scotland;
- *order replaces anarchy in the rule of Scotland;
- *good triumphs over evil.

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

(3)

3.2.9 Open-ended.

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

Yes.

- *Lady Macbeth is the catalyst that spurs Macbeth to action;
- *she manipulates him into acting on the witches' prophecies;
- *she makes all the preparations for the murder of Duncan and when Macbeth murders Duncan she sets him on a path of evil from which there is no return;
- *her behaviour and actions contribute to the eventual downfall of Macbeth.

OR

No.

- *Macbeth's fatal flaws: overriding ambition/greed for power/sense of entitlement/ extreme sense of arrogance lead to his downfall;
- *the witches are responsible for the downfall of Macbeth. From the outset, Macbeth is like a puppet that they control;
- *the supernatural forces give Macbeth a false sense of security/ power making him think that he is invincible. This eventually leads to him being killed by Macduff.

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

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

(3)

OR

QUESTION 4: MY CHILDREN, MY AFRICA!

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

- 4.1 4.1.1 A debate is an orderly discussion. ✓
It is a regulated discussion of an issue with opposing viewpoints. ✓
Opposing viewpoints should receive equal time and
consideration. ✓
Opponents should not be shouted down. ✓ (4)
- 4.1.2 Thami is uncertain about which career to follow. ✓/Thami is
uncertain about whether he should further his studies. ✓
- NOTE:** Accept any ONE of the above. (1)
- 4.1.3 Abrupt/impatient/angry/loud/annoyed ✓
Thami is frustrated/irritated with Mr M's interference. ✓
- NOTE:** Award 1 mark for the identification of the tone and 1
mark for the explanation. (2)
- 4.1.4 Thami is intelligent/a critical thinker. ✓ Mr M sees Thami as a future
leader (who could bring about change in South Africa). ✓ (2)
- 4.1.5 Isabel learns more ✓ about the people, culture and conditions in
Brakwater/the location. ✓ (2)
- 4.1.6 Thami is surprised that Camdeboo has a newspaper. ✓ (1)
- 4.1.7 She is a person of integrity./She is objective/honest/ethical. ✓
She is concerned that it is unethical to report on a debate that she
participated in but gives the assurance that she will be impartial. ✓

OR

She is well-mannered/respectful/courteous. ✓ She apologises for
interrupting. ✓

OR

She is empathetic/compassionate/understanding. ✓ She can relate
to Thami's plight. ✓ (2)

4.1.8 Open-ended.

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

Yes.

*Being part of the debating team, he can think critically and reasonably about his choices;

*he realises that there is no future in receiving an inferior education;

*he comes to the realisation that protest action is the only solution;

*he can use his leadership abilities to lead the protest.

No.

*Thami is the top achiever in his school but when he joins the student protest, he abandons the possibility of furthering his studies;

*he does not think about the negative consequences/dangers of his decisions as this will mean the end of his potential career.

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

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 drama.

(3)

- 4.2.1 There are no students in Mr M's classroom✓ yet he is marking the register as he would every day. ✓

OR

A register is marked to check whether a learner is present or absent, ✓ not whether they are dead or alive.✓

(2)

- 4.2.2 (a) Personification/Metaphor✓ (1)

- (b) The silence is overwhelming✓ because there is no one in the classroom to respond to his question.✓ (2)

- 4.2.3 'meant to help you' ✓ (1)

- 4.2.4 The discussion of the theme of the power of words versus violence, should include the following points, **among others**:

*Mr M's belief in the power of words and its ability to bring about social change is now futile;

*in this play it is evident that during the school boycotts violence erupts: bullets fly; classrooms are destroyed – glass is broken, stones are thrown;

*this play reveals that violence triumphs over words.

NOTE: The answer must show the contrast of the power of words versus violence.

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

(3)

- 4.2.5 D/anxiety✓ (1)

- 4.2.6 (a) The ringing of the bell shows that Mr M does not support the school boycott. ✓ Thami is afraid that the mob will kill Mr M. ✓ (2)

- (b) When he was in Junior school✓ (1)

- (c) Thami says he will tell the crowd that Mr M has decided to join the boycott/✓ Mr M is innocent and not an informer.✓ (1)

- 4.2.7 Thami becomes a fugitive.✓ (1)

- 4.2.8 Accept a response which shows an understanding of the relevance of the play today.

*The play deals with the inequalities of the education system in apartheid South Africa. Although South Africa is a democratic country today, the legacy of apartheid is still present within the education system;

*there is still inequality in the schooling system as seen at the schools of Zolile High and Camdeboo Girls High;

*it is important for a healthy democracy to prevail, to encourage critical thinking among learners;

*an understanding of our past/history is important in shaping the present and the future of South Africa.

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 drama.

(3)

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TOTAL SECTION B: 35

SECTION C: SHORT STORIES

NOTE: Candidates are required to answer **BOTH** questions set **on the TWO short stories they have studied.**

QUESTION 5**5.1 'TRANSFORMING MOMENTS'**

5.1 5.1.1 D/praise poet✓ (1)

5.1.2 They believe that he will not be interested in her as she is from a rural area.✓
The girls consider her too ugly for him.✓
They think she is not fashionable enough for him.✓
They think that he will be more interested in them.✓

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

5.1.3 The narrator is a good student and therefore some of her classmates go to her for help with their studies/homework. ✓ (1)

5.1.4 The narrator develops a love for words which allows her to write good essays at school.✓
Reading makes her a good student.✓
She later becomes a poet and a writer.✓

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

5.1.5 (a) A tone of excitement/enthusiasm/pride✓ (1)

(b) She feels excited about having written her first poem (just as a woman will feel excited about having her first-born baby).✓ (1)

5.1.6 It has not always been considered special as she has been thrown out of the school choir✓because her voice is considered too deep/unsuitable.✓ (2)

5.1.7 The relationship is sincere unlike the relationship with her other classmates who exploit her.✓✓

OR

Bulelwa is a true friend who does not tease her about boys or use her to have her homework done like the others do.✓✓ (2)

- 5.1.8 The discussion of the theme of confidence, should include the following points, **among others**:

Although the speaker lacks confidence at the beginning of the story she becomes confident about:

- * her ability to write/to write poems;
- * the use of her unique voice for reciting poetry;
- * her physical appearance and does not allow the comments of others to affect her.

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

(3)

- 5.1.9 Accept a relevant response which shows an understanding of how the following aspects highlight the appropriateness of the title, **among others**.

The title focuses on the several moments that have transformed the narrator's life:

- *she changes from an insecure person to a confident young woman by not being affected by what others say about her;
- *she becomes comfortable about her looks and her distinctive voice;
- *she is transformed by the realisation that with her resonant voice she can become the first female praise poet;
- *she changes when she discovers she has a gift for writing/poetry writing.

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

5.2 'NEXT DOOR'

- 5.2 5.2.1 Paul hears the argument in the apartment/house next door. ✓
He thinks that the argument is between Mr and Mrs Hager. ✓
He calls the radio station and sends a dedication on behalf of Mr Hager. ✓
Mrs Hagar hears the dedication and rushes home. ✓ (4)
- 5.2.2 The policeman questions Paul to find out whether he has heard any shots being fired. ✓ (1)
- 5.2.3 'wailing at the top of her lungs' ✓ (1)
- 5.2.4 She is running wildly/without stopping/as if she is not aware of the consequences of her actions. ✓ She desperately wants to see her husband. ✓ (2)
- 5.2.5 Lem is deceitful/deceptive/dishonest/pretentious. ✓ He tries to cover up the fact that he has been unfaithful to Rose. ✓ (2)
- 5.2.6 Rose believes that the house is in disarray because she has not been home. However, the real reason that the house is in such a state is because her husband has had a fight with his mistress before Rose returns home. ✓ ✓ (2)
- 5.2.7 (a) Hyperbole/Exaggeration ✓ (1)
- (b) The hyperbole emphasises Paul's feelings of fear/guilt/shame/embarrassment/anxiety at having lied about the shots being fired. ✓ He feels this way because he has accepted the money in exchange for his silence. ✓ (2)

5.2.8 Open-ended.

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

Yes.

They are irresponsible because:

- * Paul is too young (eight years old) to be left home alone at night;
- * they do not give enough thought to the possible dangers that their child could face;
- * they do not take the discovery of the money seriously.

No.

They are responsible because:

- *they believe that he can take care of himself;
- *they believe that he will be gainfully occupied with his microscope until they return;
- *they leave him with instructions to follow so that he is safe;
- *they leave him with the relevant contact details in case of an emergency.

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

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 story.

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions.

6.1 MID-TERM BREAK – SEAMUS HEANEY

- 6.1.1 (a) The speaker was waiting to be fetched from school✓
because his brother had passed away and he (the speaker)
had to return home.✓ (2)
- (b) 'I sat all morning'✓ (1)
- 6.1.2 C/verandah✓ (1)
- 6.1.3 The death of the speaker's brother which is shocking/traumatic/ a
terrible loss.✓
The heavy impact of the accident which has caused the death of
the speaker's brother.✓ (2)
- 6.1.4 A cautious/respectful tone.✓ (1)
- 6.1.5 The speaker stays at boarding school.✓ (1)
- 6.1.6 (a) simile✓ (1)
- (b) The speaker's brother appears to be sleeping in his coffin
(‘the four foot box’) just as he has slept in his cot.✓His state
of death resembles his state of sleep because his body is not
severely scarred.✓/It emphasises how young the boy
was.✓He still slept in a cot and not a bed.✓ (2)
- 6.1.7 Four/four years old✓ (1)
- 6.1.8 The explanation of the theme of the fragility of life, should include
the following points, among others:
- *the sudden death of the speaker's four year old brother after
being knocked by a car reminds the reader that life is fragile;
 - *death can come to anyone without any warning and at any time;
 - *the fact that the poem is about the death of such a young child
shows the fleeting/fragile nature of 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 poem. (3)

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

*A mid-term break is usually associated with a short break-away from school, especially when you are staying in a hostel.

*In this poem the speaker takes a break from school in the middle of the term to go back home because his brother has passed away;

*figuratively the family is broken after the death of the speaker's brother as the number of people in the family is reduced;

*the family is emotionally broken/devastated.

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)

AND

6.2 ALEXANDRA – MONGANE WALLY SEROTE

- 6.2.1 (a) South Africa✓ (1)

- (b) The poet is criticising the injustices/inequalities✓ that occurred during apartheid. ✓ (2)

- 6.2.2 Just as one has no choice about being born or who one's mother should be,✓similarly, the speaker had no choice as to where he should be born/or where he should live.✓/
Just as one has no choice about being born or who one's mother should be,✓similarly, African people (like the speaker) had no choice as to where they should live (during apartheid).✓ (2)

- 6.2.3 (a) Metaphor/Personification✓ (1)

- (b) When something is 'knotted' it is tied or connected to something else.✓The poet compares this idea to the idea that from a young age he has had a strong connection with his township, Alexandra.✓

OR

Alexandra is seen as a person (a mother)✓ that the speaker is connected to ('knotted to') from the outset ('beginning').✓ (2)

- 6.2.4 Air pollution/dust✓
Water pollution/dirty water✓
Violence✓
Fear✓

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

- 6.2.5 The speaker has been to many other places (in the world) but he could never fit in/identify with those places✓and returns to Alexandra.✓ (2)
- 6.2.6 Bricks/debris/stones/dirt✓ (1)
- 6.2.7 Open-ended.

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

Yes.

*Alexandra is a place that shaped the speaker's identity;

*Alexandra is a place of belonging for the speaker;

*the speaker emphasises the idea that although he has left Alexandra at times, he has always returned.

No.

*The speaker focuses on the negative aspects of Alexandra;

*he shows that he has a love-hate relationship with Alexandra.

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

(3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70