



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2017**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 23 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. **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 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      The landscape where Stephen lives is dry/barren/overgrazed/  
no longer suitable for farming. ✓✓  
The landscape where James lives is green/cultivated/fertile/well-  
kept. ✓✓
- NOTE:** Accept any TWO points for each character's landscape. (4)
- 1.1.2      (a) They wanted Absalom to further his education/attend high school. ✓ (1)
- (b) C/look for Gertrude ✓ (1)
- 1.1.3      (a) Her tone is disappointed/disheartened/sad/bitter/  
hopeless/despair ✓ (1)
- (b) She is extremely sad because she knows that her son/family  
members will not return./It expresses/conveys how she feels  
about her son/family members who have gone to  
Johannesburg. ✓ (1)
- 1.1.4      (a) Metaphor ✓ (1)
- (b) They have come to realise/never discussed ✓ that Absalom will  
no longer return (to pursue his studies at St Chad's). ✓ (2)
- (c) He places his fate in the hands of God./He is deeply  
religious. ✓✓
- OR**
- He has faith in God and he believes that God determines one's  
destiny. ✓✓ (2)

- 1.1.5 Stephen Kumalo is faithful and committed/ remains faithful to his wife✓ whilst John Kumalo is unfaithful/commits adultery/ lacks commitment. ✓

**OR**

Stephen Kumalo is kind/considerate/reserved/respectful✓ whilst John Kumalo is boisterous/outspoken/disrespectful/manipulative.✓

**OR**

Stephen Kumalo is honest (encourages his son Absalom to tell the truth in court)/incorruptible✓ whilst John Kumalo is dishonest (tells his son Matthew to lie in court)/corruptible.✓

**OR**

Stephen Kumalo is humble✓ whilst John Kumalo is ambitious/ power-hungry/disrespectful.✓

**NOTE:** \*Accept ONE difference for each character.

\*Consider other RELEVANT comparisons.

(2)

- 1.1.6 Open-ended.

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

No.

\*Absalom comes from a God-fearing family, yet his behaviour does not reflect this;

\*he was raised with good values and should not have pursued a life of crime;

\*when Absalom moves to Johannesburg, he chooses a life of crime rather than having to work;

**OR**

Yes.

\*the family circumstances required Absalom to go to Johannesburg (in search of his aunt);

\*while in Johannesburg, he realises that there are no job prospects back home and decides to remain in Johannesburg;

\*he tries to remain legitimately employed but the appeal of life in Johannesburg makes him go astray.

\*he does not lie when questioned about the murder because of his values.

**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 text of the novel.

(3)

**AND**

- 1.2      1.2.1      He goes in search of Sibeko's daughter.✓ (1)
- 1.2.2      He was just visiting Smith's daughter./He did not stay at the Smith's, he stayed at the. Harrison's/with Arthur's in-laws.✓ (1)
- 1.2.3      The heaviest thing for Stephen Kumalo is that his son (Absalom) killed James Jarvis' son (Arthur)/has been accused of murder.✓  
The heaviest thing for James Jarvis is that his son (Arthur) has been murdered.✓ (2)
- 1.2.4      He is respectful.✓  
He is compassionate/empathetic/understanding.✓  
He is forgiving.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.5      He provides milk for (malnourished) young children.✓  
He plans to build a dam.✓  
He plans to rebuild the church in his wife's name.✓  
He pays for an agricultural demonstrator to teach the community proper farming methods.✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.6      Stephen Kumalo has seen James Jarvis riding past the church in Ndotsheni.✓  
James Jarvis is a well-known farmer in Ndotsheni.✓  
Stephen Kumalo has seen James Jarvis in court.✓
- NOTE:** Accept any ONE of the above. (1)
- 1.2.7      Absalom is sentenced to death✓and he is executed (hanged).✓ (2)

- 1.2.8 Accept a relevant, text-based response which shows an understanding of the theme of migration and its effect on the Kumalo family.
- \*The Kumalo family was negatively affected by migration.
  - \*The drought and poor farming methods in the rural areas pushed members of the Kumalo family into the city in search of a better life.
  - \*John Kumalo leaves for Johannesburg, commits adultery and becomes a corrupt politician
  - \* Gertrude's husband goes to Johannesburg in search of work and abandons his responsibility to his family
  - \* Gertrude, together with her young son, goes in search of her husband and becomes a prostitute
  - \*Absalom goes in search of Gertrude. He chooses a life of crime, eventually becoming a murderer
  - \*Johannesburg, an overcrowded city, has many socio-economic problems that impact negatively on members of the Kumalo family. They are corrupted by the attractions of the city and as a result, the Kumalo family is fragmented.

**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 text of the novel.  
Award 1 mark for the impact of migration and 2 marks for the discussion.

(3)

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

- \*Whilst this is a beautiful country, it has many challenges which affect it, e.g.:
- \*racism;
- \*crime;
- \*unemployment;
- \*social ills;
- \*drought in the rural areas;
- \*migration and urbanisation.

**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 text of 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      2.1.1      Dr Jekyll's house is large/neat/light/middle class and located in a good area. It is well-furnished/spacious.✓✓  
Mr Hyde's house is small/untidy/dark/located in (Soho) a lower socio-economic area.✓✓
- NOTE:** Accept any TWO RELEVANT points for each character's house. (4)
- 2.1.2      He has trampled on a young child.✓ (1)
- 2.1.3      (a) Panic-stricken/disbelief/anxiety/disgust✓ (1)
- (b) Mr Enfield is disturbed by Mr Hyde's appearance.✓ (1)
- 2.1.4      (a) Metaphor✓ (1)
- (b) He means that Mr Utterson does not respond immediately and that he is thinking deeply/seriously/being contemplative/is giving serious consideration to what he hears.✓✓ (2)
- (c) He is rational/cautious/curious/not impulsive.✓✓
- NOTE:** Accept any TWO of the above for (c). (2)
- 2.1.5      Mr Utterson believes what he has been told by Mr Enfield.✓  
Mr Enfield must therefore, ensure that his facts are accurate.✓ (2)
- 2.1.6      Accept a relevant response which shows an understanding of the following aspects of the title of the chapter, **among others**:
- \*the door symbolises the mystery regarding the identity of Mr Hyde;  
\*the door is the link between Dr Jekyll and Mr Hyde;  
\*Mr Hyde is in possession of a key to the door behind which lies the truth of his creation;  
\*the door allows Mr Hyde to come and go as he pleases.
- 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 text of the novel. (3)

**AND**

- 2.2      2.2.1      He is in a state of fear/shock/disbelief.✓ He has just witnessed the physical transformation of Mr Hyde to Dr Jekyll.✓ (2)
- 2.2.2      The repetition emphasises the horror that Dr Lanyon experiences when he witnesses Mr Hyde changing into Dr Jekyll.✓✓/He tries to reassure himself that the transformation of Mr Hyde into Dr Jekyll has actually happened.✓✓ (2)
- 2.2.3      Dr Lanyon falls ill/becomes sick (from shock)./ Dr Jekyll commits suicide. ✓ (1)
- 2.2.4      (a) Hyde's physical appearance is detestable.✓  
Hyde is not a real human being.✓  
The criminal acts performed by Hyde are beastly.✓  
It is a reference to the deterioration of Hyde's behaviour to a level that is devoid of humanity.✓
- NOTE:** Accept any TWO of the above. (2)
- (b) Carew was a member of parliament/politician.✓ (1)
- (c) Hyde's lust for evil/loss of moral sensibility/loss of control causes him to kill Carew.✓ (1)
- 2.2.5      B/Mr Hyde✓ (1)
- 2.2.6      Mr Utterson does not discuss the contents of the will./He obeys the instruction about the letters to be read upon Dr Jekyll's death.  
He tries to find out about Mr Hyde as he knows he is the beneficiary in Dr Jekyll's will.  
He continues to visit Dr Jekyll.  
He does not report Dr Jekyll to the police.
- NOTE:** Accept any TWO RELEVANT points. (2)
- 2.2.7      Accept a relevant, text-based response which shows an understanding of the theme of scientific experimentation.
- A scientist, Dr Jekyll, experiments on himself with shocking consequences. An evil, dual personality emerges that perpetrates immoral deeds. This scientific experiment that goes wrong, alters the natural status of Dr Jekyll's mind and body. This theme highlights how man, through his actions, crosses the boundaries of nature, with disastrous effects.
- 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. Credit responses where a combination is given. The candidate's interpretation must be grounded in the text of the novel. (3)



## 2.2.8 Open-ended.

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

As Dr Jekyll:

\*he has a good reputation and is known for his good deeds;

\*he is a respected scientist/intellectual;

\*he is considered to be a gentleman.

**OR**

As Mr Hyde:

\*he does not have to be bound by his conscience;

\*he does not have to adhere to the rules of society;

\*he can do as he pleases without anyone knowing his true identity.

**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 text of 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 and Lady Macbeth are husband and wife.  
Lady Macbeth is loyal/supportive of her husband.  
Macbeth will be introduced as a brave/honourable general in King Duncan's army/a nobleman/Thane of Glamis.  
Macbeth is related to Duncan/Duncan's cousin.  
Macbeth's castle is Inverness.
- NOTE:** For full marks, a RELEVANT description must include BOTH characters. (4)
- 3.1.2      Norway✓ (1)
- 3.1.3      (a) B/simile✓ (1)
- (b) Just as a competition between two swimmers would be exhausting, so too is the battle between the two armies.✓✓
- This simile emphasises the fact that, like two swimmers of equal strength match each other, the two armies are in fierce battle with each other making the outcome uncertain.✓✓ (2)
- 3.1.4      Ripped/slit/cut him open✓(with his sword). (1)
- 3.1.5      (a) Macbeth✓ (1)
- (b) Praise/admiration/approval/pride/gratitude✓ (1)
- (c) Duncan's praise of Macbeth is ironic because later, it is Macbeth who will murder Duncan/betray him for his position as king.✓✓/  
Duncan refers to Macbeth as courageous ('valiant'). Macbeth is courageous at this point in the play but later becomes cowardly.✓✓ (2)
- 3.1.6      This extract suggests that Macdonwald is a traitor because he had joined forces with the enemy (the Norwegians)✓and betrayed his country (Scotland).✓/  
This extract suggests that Macdonwald was ruthless/brave enough to rebel against his own country (Scotland)/people✓in favour of the enemy (Norway)./Macbeth kills Macdowald.✓ (2)

## 3.1.7 Open-ended.

Accept a relevant response which shows an understanding of the title of the play.

It is suitable because:

- \*Macbeth is the protagonist/the central character in this play;
- \*as the tragic hero, Shakespeare shows how a fatal flaw in Macbeth's character leads to his downfall;
- \*Shakespeare uses the character of Macbeth to illustrate how good human beings can be corrupted by the forces of 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 text of the play.

(3)

**AND**

- |     |       |   |     |
|-----|-------|---|-----|
| 3.2 | 3.2.1 | Macbeth.✓   | (1) |
|     | 3.2.2 | (a) He is influenced by the witches' prophecies/Lady Macbeth to murder Duncan so that he can become king./✓✓He is ambitious/greedy for power and wants to usurp Malcolm's right to the throne.✓✓  | (2) |
|     |       | (b) Duncan is murdered in Macbeth's castle (Inverness).✓  | (1) |
|     | 3.2.3 | (a) 'filthy witness'  | (1) |
|     |       | (b) She is agitated/angry/annoyed/disgusted✓because Macbeth could not take charge of the situation. /He has murdered Duncan and returned with the evidence/the bloody daggers./ She expected him to implicate the guards by putting/placing the daggers with them.✓ | (2) |
|     | 3.2.4 | Put on an angry expression.✓<br>Stretch out her hand, demanding the daggers.✓<br>Grab the daggers.✓<br>Speak in a stern tone.✓  |     |

**NOTE:** Accept any TWO RELEVANT gestures.

(2)

- 3.2.5 Accept a relevant, text-based explanation on the theme of appearance versus reality.

Lady Macbeth wants to hide the truth about who Duncan's murderer really is. Therefore, she plans to smear blood on the faces of the grooms. This will make it appear as if they (the grooms) have murdered Duncan.

The act of washing his hands will not remove the crime.

Lady Macbeth refers to the dead as if they are asleep.

Macbeth appears to be the stronger person but in reality it is Lady Macbeth who is dominant. ✓✓✓

**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 text of the play. (3)

- 3.2.6 Macbeth is nervous/apprehensive/anxious/disturbed/guilt-ridden. ✓  
Lady Macbeth is bold/decisive/confident/manipulative/unremorseful. ✓ (2)

- 3.2.7 Open-ended.

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

No.

\*Lady Macbeth invites the forces of evil/summons the forces of evil to fill her with cruelty;

\*she plays a pivotal role in the murder of Duncan/she influences Macbeth to murder Duncan;

\*she is complicit in Duncan's murder and therefore, is justified in feeling the guilt that eventually leads to her committing suicide.

**OR**

Yes.

\*she is inherently good and to become evil, asks to be filled with cruelty;

\*she commits evil deeds because of her love for Macbeth/idea of being queen;

\*her guilt is misplaced because it is Macbeth who embarks on a killing spree;

\*her emotional fragility elicits the sympathy of the audience/reader;

\*she feels a strong sense of remorse for having set Macbeth on the path of murder.

**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 text of the drama. (3)

**[35]**

**TOTAL SECTION A: 35**

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

**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      Isabel is:  
                          \*18 years old.  
                          \*a grade 12 learner at Camdeboo Girls High.  
                          \*from a privileged background.  
                          \*intelligent.  
                          \*a very good debater.
- Thami is:  
                          \*19 years old.  
                          \*a grade 12 learner at Zolile High/a township school.  
                          \*from a disadvantaged background  
                          \*intelligent.  
                          \*a very good debater.
- NOTE:** For full marks, a RELEVANT description must include BOTH characters. (4)
- 4.1.2      (a)    Zolile High/a classroom at Zolile High/Mr M's classroom/  
                          Number 1 classroom✓ (1)
- (b)    Camdeboo Girls High/Isabel's team/The visiting school✓ (1)
- 4.1.3      Angry/commanding/stern✓ (1)
- 4.1.4      In the debate, Thami takes a position supporting different syllabi for  
                          males and females. Yet, later he joins the student protest and  
                          fights for equal education for all.✓✓ (2)
- 4.1.5      Committed/✓Enthusiastic/✓Intelligent/✓Critical thinkers/✓  
                          Competitive/✓Passionate speakers✓
- NOTE:** Accept any TWO of the above. (2)

- 4.1.6 Accept a relevant, text-based response which shows an understanding of the theme of order versus disorder.

\*Mr M reading the definition of a debate from the dictionary shows order.

The bell that Mr M rings to restore calm amongst the Zolile High learners, shows order.

\*The unruly learners and Thami and Isabel interrupting each other are symbols of disorder.

**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 include a discussion of both 'order' and 'disorder' which must be grounded in the text of the play.

(3)

- 4.1.7 Open-ended.

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

Yes.

\*Mr M only wants what is best for his learners;

\*He is a dedicated and committed teacher who will do anything to teach his learners;

\*Gives them the opportunity to rise above their circumstances.

No.

\*Mr M is too authoritarian in his thinking and teaching;

\*He does not give Thami a chance to express how he feels about Bantu education;

\*He is in denial of the reality of the political situation.

**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 to 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the play.

(3)

- 4.2.1 B/wants information.✓

(1)

- 4.2.2 (a) Personification/Metaphor✓

(1)

(b) Trouble is personified as a swimmer, 'swimming around everywhere'.✓ This emphasises that trouble is spreading everywhere in the townships/location because of the political conditions at the time.✓

(2)

- 4.2.3 'Specially among the young people.' ✓

(1)

- 4.2.4 Mr M wants Isabel to provide information about Thami.✓ (1)
- 4.2.5 He is murdered✓because he is regarded as an informer.✓ (2)
- 4.2.6 (a) To sigh✓  
Raise her eyebrows✓  
Put her hands together✓  
Put her hands in the air.✓
- NOTE:** Accept any TWO RELEVANT gestures. (2)
- (b) Reliable/✓honest/✓loyal/✓committed/✓sensitive✓/cautious✓
- NOTE:** Accept any TWO of the above. (2)
- 4.2.7 She does not have experience of the reality of life in the township/  
location.✓ (1)
- 4.2.8 He does not support the student protest.✓  
He does not believe that protesting is the way in which to address  
the inequalities of Bantu Education.✓  
He is concerned about the potential violence associated with these  
student protests.✓  
He is concerned about the safety of the students who participate in  
the protests.✓
- NOTE:** Accept any TWO of the above. (2)
- 4.2.9 Open-ended.
- Accept a relevant response which shows an understanding of the  
following viewpoints, **among others**:
- \*The setting of the play is at an African school;
  - \*Mr M laments on the plight of children on the continent of Africa;
  - \*the use of the pronoun 'My' in the title is a reference to Mr M's  
personal response to the plight of children in Africa. He is a  
concerned teacher at an African school, who considers the  
children he teaches as his own;
  - \* the use of the exclamation marks emphasises the fact that the  
children and the continent of Africa are of concern.
- 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 text of the drama. (3)

**[35]**

**SECTION C: SHORT STORIES****QUESTION 5**

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 5.1 AND 5.2**

**THE DOLL'S HOUSE – KATHERINE MANSFIELD**

- 5.1      5.1.1      Mrs Burnell is described as sophisticated/snobbish/rude/rich/upper class.  
Mrs Kelvey is described as humble/poor/a domestic worker/a hard worker/a good mother.
- NOTE:** Accept any TWO RELEVANT points per character. (4)
- 5.1.2      (a) simile✓ (1)
- (b) The writer compares the two Kelvey girls to stray cats because of their circumstances.✓ They are poor and are often treated as outcasts./In this case, the other schoolchildren have been invited to see the doll's house but the Kelvey's are given the opportunity to view it only because they are passing by.✓ (2)
- 5.1.3      D/lamp✓ (1)
- 5.1.4      Mrs Kelvey, to earn a living, goes from house to house working as a washerwoman. ✓  
They cannot afford clothes so Mrs Kelvey makes her children's garments from pieces of material given to her by the people of the town. ✓  
The Kelvey girls ate jam sandwiches wrapped in newspaper. ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.5      She is taken aback/shocked/frightened by Aunt Beryl's harsh tone of voice. ✓  
She is embarrassed about being chased away by Aunt Beryl. ✓  
She is mesmerised by the lamp, she has never seen something so exquisite before. ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.6      Aunt Beryl refers to Kezia as a 'wicked little girl'✓yet Aunt Beryl is wicked in the treatment of both the Kelvey girls and Kezia.✓ (2)



## 5.1.7 Open-ended.

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

Yes.

\*The Kelveys are not assertive enough./They do not challenge those who are condescending towards them./Their body language suggests that they accept the harsh treatment of people towards them.

\*Mrs Kelvey dresses her children in a manner that makes them appear ridiculous.

No.

\*No one deserves to be treated in the manner that the girls were treated, irrespective of their social standing./The prejudice against the girls cannot be condoned.

\*It is not the fault of the Kelvey's that they are poor./The fact that they are poor does not mean that they are inferior to other members of the community.

**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 text of the short story.

(3)

**5.2 THE LAST BREATH – SAM KAHIGA**

- 5.2.1 They go to the school for the blind to see Eva./They go to Eva's school.✓ (1)
- 5.2.2 (a) Decisive/confident/commanding/assertive/forceful/angry/dismissive✓ (1)
- (b) The speaker has made up his mind that he will propose marriage to Eva, even if it is against his father's will.✓/ The speaker is resolute that despite his father's disapproval of the relationship, he will propose marriage to Eva.✓ (1)
- 5.2.3 She is sensitive/loving/kind/patient/understanding/considerate✓✓  
**NOTE:** Accept any TWO of the above. (2)
- 5.2.4 'a terrible cough shook his frame'✓ (1)
- 5.2.5 The speaker's father corrected the loss of control/swerving of the car.✓ (1)
- 5.2.6 The speaker enjoys a better relationship with his mother because she understands him and is more accepting of his decisions while his father tries to control his life (even deciding his career path).

**OR**

The speaker confides in his mother about his relationship with Eva because she has accepted her but is guarded with his father because he is initially resistant to his relationship with her.

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

- 5.2.7 (a) He proposes with a ring with imitation jewels/a copper ring.✓ (1)
- (b) Eva tells the speaker that she wants to wait✓until she is able to see the ring.✓/She wants to wait✓until after the cornea transplant to accept his proposal.✓ (2)

- 5.2.8 Accept a relevant text-based response which shows an understanding of the theme of discrimination.

In this extract:

- \*the father discriminates against Eva based on her physical disability/blindness.
- \*he is adamant that his son should not marry a blind girl.
- \*the father is unable to see that his son looks beyond Eva's blindness to her character and personality.
- \*the father does not realise, at this stage, that she is not disabled but differently abled. He thinks that she is helpless and therefore discriminates against 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 include a discussion of 'discrimination' which must be grounded in the text of the short story.

(3)

- 5.2.9 Open-ended.

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

The 'last breath' usually refers to when a person dies.  
It is through the father's death that Eva gains sight.  
His last breath symbolises his approval of their marriage.

**NOTE:** 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 text of the short story.

(3)  
[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY****6.1 SPRING – GERARD MANLEY HOPKINS**

- 6.1 6.1.1 It is an Italian/Petrarchan sonnet.✓  
It comprises of 14 lines.✓  
The first eight lines are referred to as the octave.✓  
The last six lines are referred to as the sestet.✓  
The rhyme scheme is abba abba cddc cd.✓
- NOTE:** Accept any FOUR of the above.  
Award ONE mark for the identification of octave and sestet. (4)
- 6.1.2 The speaker feels that Spring is the best/loveliest season.✓ (1)
- 6.1.3 Weeds are parasites and are generally not viewed in a positive light.✓ However, the poet describes weeds as 'lovely and lush' which are terms of admiration.✓ (2)
- 6.1.4 Thrush's eggs are blue in colour✓ and therefore resemble the colour of the sky which is associated with the heavens.✓ (2)
- 6.1.5 (a) Simile✓ (1)
- (b) Just as the striking of lightning is powerful,✓ similarly, the sound/singing of the thrush evokes a powerful feeling in the speaker. ✓ (2)
- 6.1.6 (a) 'Eden garden'✓ (1)
- (b) B/Spring Day✓ (1)
- (c) The Virgin Mary's son, Jesus/Jesus/Christ/Jesus Christ/Baby Jesus✓ (1)

## 6.1.7 Open-ended.

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

Yes.

\*The speaker's use of figures of speech and words like 'beautiful', 'lovely' and 'lush' convey the idea of the splendour of Spring.

\*The descriptions of Spring, create a pleasant picture of nature, new life, bliss/happiness in the mind of the reader.

\*Through his descriptions the speaker convinces the reader to feel the way that he does about Spring.

No.

\* The preference of readers as to their favourite season will differ.

\* Other seasons also have a unique beauty, not just Spring.

\* Not all readers will understand the language/diction/comparisons that the speaker uses.

**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 text of the poem.

(3)

**6.2 CAPTIVE – FRANCIS CAREY SLATER**

- 6.2.1 Just as a bird is trapped by a slip-knot snare✓ so, too, does the speaker feel trapped by the fever that he has. ✓ (2)
- 6.2.2 The clear glass of the window panes appears as if the flies can fly through.✓This is deceptive as the barrier of the glass prevents them from doing so. ✓ (2)
- 6.2.3 (a) Personification✓ (1)
- (b) The personification of the shadows shows the stillness of the cows and the peacefulness of the atmosphere.✓The slow movement of the cows as they are grazing, blocks the sunlight as if it is being swallowed.✓

**OR**

- The personification is extended to the idea of the 'shadows drinking the sunlight'✓referring to the shadows absorbing the sunlight.✓ (2)
- 6.2.4 The home (Alice in the Eastern Cape) of the mine-labourer./The rural area from which the miner comes./The mine-labourer's rural home.✓
- NOTE:** Accept any ONE of the above. (1)
- 6.2.5 Stories of ancient battles.✓  
Stories of cattle-races.✓  
Stories of hunters.✓
- NOTE:** Accept any TWO of the above. (2)
- 6.2.6 A tone of sadness/frustration/regret/hopelessness✓ (1)
- 6.2.7 Accept a relevant text-based response which shows an understanding of the theme of captivity.

\*The speaker draws an analogy between himself and a bird that is trapped in a snare to illustrate that he is held captive by illness/ fever which confines him to the walls of the hospital.

\*The speaker feels trapped by the fact that he is in a city and is unable to experience the freedom of life in the rural area.

\*The idea of 'deceiving window panes' is repeated to emphasise the feeling of captivity he experiences. The windows allow him a view of freedom which he cannot experience at this point in time.

**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 include a discussion of 'captivity' which must be

grounded in the text of the poem.

Open-ended.

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

A captive is someone who is in prison.

The speaker feels as though he is imprisoned.

The speaker is ill and bound to the compound hospital bed.

Just like a prisoner that longs for freedom, he longs for his life back at home.

**NOTE:** 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

6.2.8

must be grounded in the text of the poem.

(3)

(3)  
[35]

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