



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 26 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 the DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
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 (a) C/a good speaker, able to sway people ✓
 (b) E/offers Stephen Kumalo a room ✓
 (c) A/accidentally killed when stepping into traffic ✓
 (d) B/servant at the home of Arthur Jarvis ✓ (4)
- 1.1.2 (a) Absalom will state that he fired the gun because he was
 afraid ✓ and had no intention of killing/did not mean to kill
 Arthur Jarvis. ✓ (2)
- (b) Father Vincent means that while Absalom is still alive/
 has not been sentenced to death ✓ he can repent of his
 sins and resolve to reform/change his life for the better. ✓ (2)
- 1.1.3 The young white man provides Stephen Kumalo with positive
 information on Absalom's behaviour when he was at the
 reformatory. ✓
 He assists Stephen Kumalo in his search for Absalom. ✓
 He recommends to Stephen Kumalo that Absalom must have
 a lawyer. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.1.4 (a) sadness/dejection/bitterness/sorrow/anxiety ✓ (1)
- (b) Kumalo would use this tone because what he discovers
 about his family members makes him sad/bitter/
 sorrowful/feel dejected/Kumalo's growing fear that his
 son is involved in the crime causes his anxiety. ✓ (1)
- 1.1.5 Accept a relevant, text-based response which shows an
 understanding of the theme of comfort in despair, **among
 others:**
- Father Vincent offers spiritual comfort to Stephen Kumalo when Absalom is sentenced to death.
 - When James Jarvis realises that Stephen Kumalo's son is the one who killed his son, he offers him comfort.
 - Stephen Kumalo provides comfort to Gertrude's son and Absalom's wife when he takes them back to Ndotsheni.
 - Stephen Kumalo finds comfort in prayer, the Bible and meditation when Absalom is sentenced to death.

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)

1.1.6 Open-ended.

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

Yes.

- Msimangu shows kindness when he provides Kumalo with a place to stay in Johannesburg.
- He helps Kumalo to search for Absalom.
- He uplifts Kumalo spiritually, by praying for him and trying to prevent him from despairing.
- He is generous when he gives Kumalo all his savings.

OR

No.

- Msimangu does not make Stephen Kumalo aware of the moral decay of the people in Johannesburg.
- As a priest, he should have helped Gertrude to mend her ways and not send for Kumalo.
- Msimangu does not show any compassion towards Absalom's pregnant girlfriend.

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 novel. (3)

AND

- | | | | |
|-----|-------|--|-----|
| 1.2 | 1.2.1 | Kumalo goes to Barbara Smith's house in search of Sibeko's daughter. ✓ | (1) |
| | 1.2.2 | James Jarvis knows Stephen from Ndotsheni (where Stephen is a priest).✓ | (1) |
| | 1.2.3 | (a) Metaphor/Personification✓ | (1) |
| | | (b) When James Jarvis sees the pain/sorrow/anguish in Kumalo's face ✓ it feels as though someone has slapped/struck/punched him in his face. ✓ | (2) |
| | 1.2.4 | A/sir.✓ | (1) |

- 1.2.5 (a) Stephen Kumalo says this because it is very difficult to tell James that Absalom (his son) ✓ killed Arthur (James's son). ✓ (2)

- (b) Jarvis is silent for a while. ✓
He goes for a walk in the garden. ✓
He returns saying that he is not angry. ✓

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

- 1.2.6 Jarvis reassures Kumalo that he will feel better if he speaks with him, yet Kumalo's emotional state becomes heavier/worse after breaking the news of Absalom's crime. ✓✓

OR

James Jarvis says that Stephen Kumalo will feel better if he speaks with him, but it is Jarvis who does not feel better when Stephen tells him that it was Absalom who killed Arthur Jarvis.

NOTE: BOTH parts should be included to earn the marks. (2)

- 1.2.7 Jarvis is compassionate ✓ – He invites Kumalo to sit down when he thinks that he might be ill. ✓
He is empathetic ✓ – He understands Kumalo's fear of him. ✓
He is sensitive ✓ – He can sense that it is difficult for Kumalo to look him in the eye. ✓
He is respectful ✓ – He calls him pastor/Umfundisi. ✓
He is forgiving ✓ – He is not angry when Stephen Kumalo tells him that Absalom has committed the murder.

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

- 1.2.8 Open-ended.

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

Yes.

- Mrs Kumalo courageously opens the letters received from Msimangu.
- She spurs Stephen on to use the Post Office savings to travel to Johannesburg.
- She is instrumental in Jarvis realising the goodwill of the church.
- She realises the need for Stephen to be alone when he returns from Johannesburg.

OR

No.

- Mrs Kumalo does not get to share Stephen Kumalo's thoughts and inner feelings.
- She does not accompany her husband to Johannesburg.
- Mrs Kumalo is not consulted when Stephen brings Gertude's son and Absalom's wife to Ndotsheni.

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 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 hearty, healthy, dapper, red-faced man ✓
 (b) E/a lean, long, dusty, dreary, man ✓
 (c) A/a large, well-made, smooth-faced man ✓
 (d) B/an aged, beautiful and white-haired man ✓ (4)

- 2.1.2 What is odd about the story is that after colliding with a little girl, ✓ the grown man tramples on her instead of helping her. ✓

OR

- After trampling on the little girl, ✓ the grown man pays her family off with a cheque (signed by Dr Jekyll).✓ (2)

- 2.1.3 The place with the door is neglected✓ and to Mr Enfield, it does not look like someone signing a cheque for 100 pounds would stay there.✓ (2)

- 2.1.4 C/Blackmail ✓ (1)

- 2.1.5 (a) Simile ✓ (1)
- (b) It is relevant as Mr Enfield believes he should not ask further questions ✓ because if he does so, one question will lead to more being asked/incriminate someone. ✓

OR

- The stone is seen as a piece of gossip. ✓ As it rolls (spreads), it eventually ruins someone's reputation. ✓ (2)

- 2.1.6 Accept a relevant text-based response which shows an understanding of the theme of curiosity in the novel, **among others**:

- Mr Utterson becomes curious about Mr Hyde after Mr Enfield tells him about the story of the door.
- He believes that the mystery of Mr Hyde can be solved by enquiring about him (Mr Hyde).
- Dr Jekyll's curiosity causes him to take the potion.

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)

2.1.7 Open-ended.

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

Yes.

- Dr Lanyon does not go to the authorities when he discovers what Dr Jekyll has done because he feels sorry for him.
- He is angry but does not tell anybody about Dr Jekyll's secret.
- He does not want to damage the relationship between Mr Utterson and Dr Jekyll, and instructs Utterson to open the letter only after Jekyll's death.

OR

No.

- Dr Lanyon regards Dr Jekyll's experiments as 'balderdash'.
- He is not concerned about Dr Jekyll's health when Utterson refers to it.
- After witnessing how Dr Jekyll morphs into Mr Hyde, he refuses to have anything to do with him.

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 novel. (3)

AND

- | | | | |
|-----|-------|---|-----|
| 2.2 | 2.2.1 | Mr Poole is convinced that Dr Jekyll has been murdered/there has been foul play and that Mr Hyde has taken his place.✓
He then asks Mr Utterson to help him uncover the truth.✓ | (2) |
| | 2.2.2 | He finds Dr Jekyll's confession and the note instructing him to read Dr Lanyon's statement./The note is from Dr Jekyll and not from Dr Lanyon./Mr Utterson received the note from Dr Lanyon much earlier (after Lanyon's death).✓ | (1) |
| | 2.2.3 | Mr Hyde is regarded as a criminal because he has committed a murder✓ and injured a child. ✓ | (2) |

2.2.4 (a) confusion/puzzlement/perplexity/shock✓ (1)

(b) Mr Utterson does not understand why Mr Hyde has not torn up Dr Jekyll's latest will which nominates him (Utterson) as the beneficiary.✓ (1)

2.2.5 Mr Utterson thinks that the body on the floor is Mr Hyde's, but it is in fact that of Dr Jekyll. ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

2.2.6 Mr Utterson finds a phial with poison next to the body/smells the poison (kernels). ✓ (1)

2.2.7 Mr Utterson means that he knows about Dr Jekyll's will and believes that Mr Hyde has blackmailed Dr Jekyll./With Mr Hyde dead, ✓the suspicion might fall on Dr Jekyll.✓ (2)

2.2.8 Mr Utterson is caring✓ – He goes with Poole to find out what is going on at Dr Jekyll's house.✓
He is dishonest ✓– He is reluctant to report the death of Mr Hyde as he believes Dr Jekyll might be implicated.✓

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

2.2.9 Open-ended.

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

Yes.

- Mr Utterson is aware that Mr Hyde has a key to Dr Jekyll's house. However, he does not question Dr Jekyll about this.
- Mr Utterson is aware of the cheque signed by Dr Jekyll and the state of his will. Despite this knowledge, he does not take action.
- He realises the possible involvement of Dr Jekyll in the murder of Sir Danvers Carew when he sees the broken cane, but he fails to take action.

OR

No.

- Mr Utterson is suspicious that Dr Jekyll is being blackmailed.
- He does not see Dr Jekyll's involvement with Mr Hyde's criminal deeds.
- He and Dr Jekyll have been friends since childhood and share a relationship of trust and, therefore, respects Dr Jekyll's request not to interfere.

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 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 3: *MACBETH*

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

- 3.1 3.1.1 (a) B/Macbeth's castle✓
 (b) D/Macduff's castle✓
 (c) A/Duncan's grave✓
 (d) C/Macbeth's coronation✓ (4)
- 3.1.2 Duncan wants to thank Macbeth (for fighting bravely in the battle).✓ (1)
- 3.1.3 (a) determination/resolve/certainty/conviction✓ (1)
 (b) Lady Macbeth has made up her mind that they would proceed with the killing of Duncan/Lady Macbeth knows that Macbeth is not firm enough and that she must take control if they want to become king and queen.✓ (1)
- 3.1.4 Macbeth's face reveals his surprise/shock✓ at Lady Macbeth's statement that Duncan will not live to see the next day/he will not be alive/his facial expression might reveal their plan.✓ (2)
- 3.1.5 Lady Macbeth will prepare for the feast/ensure that everything is ready for Duncan's stay.✓
 She will make all the preparations for Duncan's murder.✓ (2)
- 3.1.6 These words indicate that Macbeth is uncertain/doubtful/perplexed/confused.✓ He does not know whether they should proceed with the killing of Duncan.✓ (2)
- 3.1.7 Macbeth's castle (Inverness) is compared to a church which is supposed to be a place of sanctuary (the martlet often makes its nest in churches). It is ironic that Duncan's murder is planned inside the castle.✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

3.1.8 Open-ended.

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

Yes.

- Macbeth has all the attributes of a hero at the beginning of the play.
- After his meeting with the witches his ambition is ignited.
- He is coerced by Lady Macbeth to murder Duncan.
- Macbeth has all the characteristics of greatness but his ambition destroys him.

OR

No.

- Macbeth's ambition to become king is unfounded.
- He is fearless at the first battle but also cruel in the way he kills Macdonwald.
- His loyalty soon changes to deceit as he has only his own interests at heart.
- Macbeth is fully aware of the implications of his murderous actions.

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 play. (3)

AND

3.2 3.2.1 She should:

- Shake her head. ✓
- Point her finger at Ross. ✓
- Wave her hands wildly in the air. ✓

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

3.2.2 (a) Metaphor ✓ (1)

- (b) The figure of speech is relevant because Macduff flees (to England) ✓ and leaves his wife and children unprotected (unlike the wren that will protect its young against the owl). ✓ (2)

3.2.3 C/compose✓ (1)

3.2.4 The people of Scotland do not feel safe anymore/
are uncertain/confused/.✓
They no longer know whom to trust or what to fear.✓

OR

Macbeth falsely accuses people of being traitors✓ and has
them killed. ✓ (2)

3.2.5 Ross is compassionate✓ – he tries to comfort Lady Macduff
when she is upset with her husband (Macduff).✓
He is loyal✓ – he defends Macduff's flight to England.✓
He is brave✓ – he visits his cousin, Lady Macduff, knowing
that his life may be in danger.✓

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

3.2.6 Macduff's family is killed after the witches warn Macbeth
against Macduff/after he flees to England/after Ross leaves.✓ (1)

3.2.7 The discussion of the theme of reversal of values should
include the following points, **among others**:

- Macbeth loses sight of his values after hearing the predictions of the witches.
- His loyalty to Duncan is an example of his good values but this is reversed when he kills Duncan.
- He loses all sense of values when he kills Macduff's family and innocent people.

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)

3.2.8 Open-ended.

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

Yes.

- He goes against royal command and refuses to attend Macbeth's coronation or banquet.
- He remains noble and fearless.
- He is patriotic to Scotland and flees to England.
- He kills Macbeth and ends the suffering of Scotland.

OR

No.

- Macduff acts irresponsibly when he does not attend Macbeth's coronation or banquet.
- Macduff does not act heroically when he flees Scotland.
- He leaves his family vulnerable.

He places his patriotism to Scotland above his loyalty and love for his family.

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 play.

(3)
[35]

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) C/a school inspector ✓
 (b) A/Thami's classmate ✓
 (c) E/mayor of Camdeboo ✓
 (d) B/debating team member ✓ (4)

- 4.1.2 Thami should raise his eyebrows. ✓
 He should shrug his shoulders. ✓
 He should stretch his arms, palms turned upward. ✓

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

- 4.1.3 It is someone who is able to accept their loss graciously
 (pretending to be fine), ✓ without bearing a grudge (being
 nasty/unfriendly) against their opponents. ✓ (2)

- 4.1.4 C/Thami at the revision. ✓ (1)

- 4.1.5 (a) Metaphor ✓ (1)

- (b) The figure of speech is relevant because Thami and
 Isabel have not performed that well at sport ✓ and Mr M
 wants to test whether they are better at English literature
 by competing against each other (in preparation for the
 quiz). ✓ (2)

- 4.1.6 The discussion of the theme of conflict, should include the
 following points, **among others**:

- Thami does not want Mr M to control decisions he makes about his life and this leads to conflict.
- Thami's withdrawal from the English Literary Quiz leads to conflict between him and Isabel.
- There is disagreement between Mr M and Thami about the right course of action during the school boycott.

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)

4.1.7 Open-ended.

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

Yes.

- Isabel realises she was wrong in her assumptions of Zolile High when she visits the school.
- She values her friendship with Thami and refuses to divulge anything to Mr M that she and Thami share.
- She is brave when she risks her life during the unrest.
- She does not allow others to influence her views on the unjust situation in South Africa.

OR

No.

- Isabel is prejudiced against the learners of Zolile High as she has preconceived ideas about them when she participates in the debate.
- She does not join the school boycott to show that she supports Thami.
- Isabel does not accept his explanation when he tells her that he no longer wants to be part of the literary quiz.
- Her promise to Mr M after his death is selfish as it is focused on herself and not on South Africa as a whole.

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 play. (3)

AND

- | | | | |
|-----|-------|---|-----|
| 4.2 | 4.2.1 | In Number One/Mr M's classroom/Zolile High School.✓ | (1) |
| | 4.2.2 | The school bell summons the learners to come to school/restore order (to be educated)✓ and nothing is more important to Mr M than education.✓ | (2) |
| | 4.2.3 | Mr M remains quiet because he knows the accusations of being an informer✓ are true.✓ | |

OR

Mr M remains quiet because he knows he is guilty✓ and awaits Thami's response/ view on the matter. ✓ (2)

4.2.4 (a) mocking/ridicule/sarcastic/arrogance✓

OR

expectant/anticipation/inquiring✓ (1)

(b) Mr M mocks Thami because he already knows that he is an informer.✓

OR

He tries to elicit the real reason from Thami for risking his life to come and warn him.✓ (1)

4.2.5 Thami comes to warn Mr M about the intended plan of the comrades but Mr M does not save himself. Instead, Mr M places his life in danger by confronting the mob and gets killed. ✓✓

OR

Thami warns Mr M of the danger of the comrades if they find him at school, yet he himself will be in danger if they find him with Mr M. ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

4.2.6 Isabel intends to become a journalist/writer/reporter.✓ (1)

4.2.7 Thami believes that words have become ineffective✓ and problems can only be solved through violence. ✓ (2)

4.2.8 Thami is caring✓ – He comes to warn Mr M of the imminent danger (the intention to burn down the school and kill him).✓
He is persistent✓ – He insists that Mr M join the boycott. ✓
He is brave✓ – He risks his life by going to school.✓

NOTE: Accept any ONE of the above combinations or other relevant combinations. (2)

4.2.9 Open-ended.

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

Yes.

- Mr M believes the violence is unnecessary.
- He goes to school, despite a call from the comrades to stay away.
- He remains true to his principles as an educator by ringing the school bell in the hope that the learners will return to the classroom.

OR

No.

- Mr M should realise that Bantu Education is inferior and should have joined the action committee.
- He betrays his own people by giving names to the police.
- He refuses to listen to Thami's views on the boycott and continues going to school.

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 play.

(3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

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

5.1 'VILLAGE PEOPLE'– BESSIE HEAD**QUESTION 5.1:**

- 5.1.1 The mother is concerned about taking care of/feeding, washing and clothing the baby.✓ The baby, on the other hand, is happy/carefree.✓ (2)
- 5.1.2 (a) Her cousin/Lebenah.✓ (1)
- (b) The Geography book indicates that everything does not centre around the village/there is a world/life beyond the village.✓
It indicates the speaker's thirst for more knowledge.✓
It broadens her understanding of drought/importance of rain. ✓
- NOTE: Accept any TWO of the above. (2)
- 5.1.3 (a) despair/despondency/hopelessness/negativity ✓ (1)
- (b) There is no water, the area is very dry, and all the villagers struggle to survive/She is tired of their daily struggle to survive.✓ (1)
- 5.1.4 (a) Simile✓ (1)
- (b) This figure of speech is relevant to this short story as the heat of the sun✓ scorches/destroys the crops/people/ animals of the villagers✓ (as there is no rain). (2)
- 5.1.5 Goats are the only animals that survive the drought as they eat anything✓and provide the villagers with sustenance (meat).✓ (2)
- 5.1.6 The relaxed atmosphere at night creates harmony✓ and the heaven (sun) does not appear to be the earth's enemy.✓ (2)

5.1.7 Open-ended.

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

Yes.

- The young girl aspires to continue with her education but cannot further her studies.
- She tries to empower herself by learning English and reading Geography books.
- She realises that having a baby out of wedlock will worsen the family's suffering.

OR

No.

- The young girl does not have to accept the situation.
- She is still young and can make a living outside the village.
- She can further her studies and support her family.

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)

AND

5.2 'TRANSFORMING MOMENTS' – GCINA MHLOPHE

- 5.2.1 The speaker refers to herself as 'Miss-ugly-top-of-the-class'. ✓
She helps the other learners with their schoolwork. ✓
The teacher reads her essays to the class. ✓

NOTE: Accept any TWO of the above.

(2)

- 5.2.2 The English teacher is amused. ✓
He congratulates the speaker (on causing such a sensation). ✓

(2)

- 5.2.3 He is the most popular and handsome boy at school ✓ and she cannot believe that he is in love with her as she regards herself to be ugly ('Miss-ugly-top-of-the-class'). ✓

(2)

- 5.2.4 (a) D/deliberately ignore. ✓
(b) They are jealous ✓ because the rugby star is interested in her. ✓

(1)

OR

The other girls are too cowardly/scared ✓ to say these nasty remarks to her face. ✓

(2)

5.2.5 The speaker's sister pays for the speaker's education. ✓ (1)

5.2.6 The boy is respectful ✓ – he does not expect her to sleep with him. ✓

He is mature ✓ – he does not pay attention to remarks that are passed about the speaker. ✓

He is sensitive ✓ – he knows she loves reading and suggests they could spend time reading. ✓

He is persistent ✓ – he does not give up pursuing the speaker. ✓

He is non-judgemental – he looks beyond her 'ugliness' and accepts her down-to-earth nature. ✓

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

5.2.7 The discussion of the theme of self-discovery, should include the following points, **among others**:

- The speaker discovers that her voice is not ugly but resonant when she starts singing in the church choir.
- After meeting the praise poet, she realises her potential to write.
- She comes to accept herself for who she is (falls 'in love with' herself).

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)

5.2.8 Open-ended.

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

Yes.

- Mrs Fikeni is beautiful, and the speaker wishes to look like her as looks are particularly important at this age.
- She is warm and loving as she makes the speaker feel at home.
- She has a loving husband and family.

OR

No.

- The speaker should accept and love herself irrespective of the way she looks.
- She is intelligent and talented.
- Father Fikeni sees the potential in her and Sizwe chooses her to be his girlfriend.

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**QUESTION 6**

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

6.1 'SPRING' – GERARD MANLEY HOPKINS

- 6.1.1 The poem consists of 14 lines. ✓
It has an octave/octet and a sestet. ✓

OR

The first eight lines are referred to as an octave/octet ✓ and the last six lines are referred to as the sestet. ✓

OR

The poem has a specific rhyme scheme: ✓ abba abba cdcd cd. ✓ (2)

- 6.1.2 The abundance of the weeds. ✓
The perfection of the thrush's eggs. ✓
The singing of the thrush. ✓
The beauty of the 'peartree'. ✓
The lambs skipping about. ✓
The skies are blue. ✓

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

- 6.1.3 (a) Alliteration/Assonance ✓ (1)
(b) This sound device is relevant because it emphasises the abundance/beauty/growth/energy ✓ of spring. ✓ (2)
- 6.1.4 The thrush's song ✓ can be heard throughout the woods. ✓ (2)
- 6.1.5 It tells us that the leaves of the pear tree are glossy/shiny. ✓
The pear tree is in full bloom/has flowers. ✓ (2)
- 6.1.6 (a) celebratory/praise/joy/exultation ✓ (1)
(b) The speaker is praising the season of spring which brings along with it rebirth/renewal/beauty/abundance of the natural world. ✓ (1)
- 6.1.7 The speaker compares the beauty of spring ✓ to the Garden of Eden/paradise. ✓ (2)

6.1.8 Open-ended.

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

Yes.

- The reference to Christ/lord/maid's child is Biblical.
- The speaker uses a pleading tone which is equivalent to praying.
- He is asking Christ to intervene, to save the children from this world of sin/becoming corrupt.

OR

No.

- The speaker is merely putting his thoughts on paper.
- He describes the sinning of mankind.
- There is no direct communication like you would expect in a prayer.

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 poem. (3)

AND

6.2 'POEM' – BAROLONG SEBONI

6.2.1 B/simile✓ (1)

6.2.2 Acid eats away and destroys anything it lands on✓. Similarly, acidic words/words of sarcasm slowly destroy the speaker's sensitivity to insults. ✓ (2)

6.2.3 The ellipsis indicates a pause/break/change in thought.✓ The first four stanzas are about the effects of harsh, destructive words and after the ellipsis the uplifting effect of positive words are stated.✓

OR

The ellipsis creates a break/change✓from the negative effect that harsh, insulting words have to the uplifting effects of positive words.✓ (2)

6.2.4 (a) Metaphor✓ (1)

(b) This figure of speech is relevant because warm, woolly clothes comfort and protect you against the cold.✓
These caring/gentle/positive words will protect you against the cruel world/uncaring society. ✓ (2)

6.2.5 Hurtful words are randomly/carelessly/deliberately thrown around ('tossed' (line 11) which shows a careless action.✓

OR

Kind words are carefully chosen. ✓ (1)

6.2.6 Verbal communication is not the only form of communication.✓ A smile, a non-verbal form of communication, indicates a positive thought/agreement/acceptance. ✓ (2)

6.2.7 The discussion of the theme of love and hate, should include the following points, **among others**:

- Stanzas one to four show the negative effects that words of hate can have.
- Words spoken in hatred have a destructive effect on people.
- Stanzas five and six show the positive effects that words of love/gentle tones can have on people. (3)

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)

6.2.8 Open-ended.

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

Yes.

- The poem is about the positive or negative effect that words can have.
- 'Jagged words' are compared to sharp, protruding edges of rocks or a dagger (knife).
- Both these can cause emotional (psychological) and/or physical injury.

OR

No.

- The poem should be read as a whole to come to a clear understanding of its meaning.
- 'Jagged words' is only one comparison used and on its own does not say much.
- Some readers may not be able to link 'jagged' to sharp edges of rocks or even a dagger/knife.

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 poem.

(3)

[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70