



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2013

**ENGLISH FIRST ADDITIONAL LANGUAGE P2
MEMORANDUM**

MARKS: 70

This memorandum consists of 29 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer questions from TWO sections.
2. Assess candidates' responses as objectively as possible.
3. Essay questions: If the essay is shorter than the required word count, do not penalise because the candidate has already penalised him/herself. If the essay is too long, consider and assess up to a maximum of 50 words beyond the required word count and ignore the rest of the essay.

SECTION A: NOVEL

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

QUESTION 1 (ESSAY QUESTION)***TO KILL A MOCKINGBIRD* by Harper Lee**

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Consider all alternative responses which are substantiated with relevant references to the text.

The following ideas may be included in the essay, among others:

- Lessons learnt from Miss Maudie
 - She allows the children to play in her garden, sometimes bakes them a cake, thus fostering friendship and trust.
 - She does not interfere with other people's lives and does not gossip.
 - She openly admires Atticus and tells the children their father is a brilliant lawyer.
 - She has a good sense of humour: she playfully calls Atticus the 'devil from hell'.
 - Scout learns about tolerance and being feminine from her.
 - She is strong-willed, independent and shows strength of character when her house burns down.
 - She looks on the positive side and says she will be able to have a smaller house and a larger garden.
- Lessons learnt from Mr Cunningham
 - Despite being poor farmers they are proud.
 - They do not accept charity; instead they pay the professional people by giving them vegetables or wood.
- Lessons learnt from Mrs Dubose
 - She is a model of real courage.
 - She displays inner strength to fight her morphine addiction.
- Lessons learnt from Calpurnia
 - Although strict, she is caring and teaches them good manners.
 - Shows respect for people, but occasionally speaks her mind.
 - Practises true Christianity by never judging people harshly.
 - When Walter Cunningham junior comes for dinner she tells Scout not to judge him when he pours molasses over his food.
 - She instinctively understands how to make people feel at home.
 - She acts decisively and quickly when the mad dog comes walking down the street – she even alerts the Radleys.
 - She is kind and understanding – she invites Scout into the kitchen when Scout feels lonely.

QUESTION 2 (CONTEXTUAL QUESTION)***TO KILL A MOCKINGBIRD***

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

- 2.1 2.1.1 (a) D/Attorney for the accused (1)
 (b) C/The alleged rape victim (1)
 (c) A/The alleged rapist (1)

- 2.1.2 She says “paw” instead of “pa”/ “pop”. (1)
 She says “whaddya” instead of “what do you”. (1)
 She says “knowed” instead of “knew”. (1)
 She refers to the chiffarobe as ‘a’ not ‘an’ old dresser. (1)

NOTE: Any TWO of the above. (2)

- 2.1.3 True. (1) “she declared firmly” (1)

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

- 2.1.4 He has questioned her about her background/friendships/relationship with her father.

OR

He has asked her personal questions/questions not relevant to the case. (1)

- 2.1.5 Mayella, a white woman has accused (1) Tom Robinson, a black man of raping her. (1) (2)

- 2.1.6 No. (1) It is a strategy to see whether her present statement corresponds with her testimony earlier/He is testing her truthfulness. (1) (2)

- 2.1.7 She is telling lies./She is feeling guilty/She is nervous because she knows she is comitting perjury. (1)
 She is caught off guard by Atticus’s question. (1) (2)

- 2.1.8 The Ewells are filthy/seldom wash or wear shoes/have diseases. (1)
 The Ewells are illiterate. (1)
 Bob Ewell is a drunk, lazy and an uncaring father. (1)
 He is a bully and coward as he attacks two defenceless children. (1)

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

2.1.9 Open-ended.

Yes. Despite poverty and abuse she tries to keep clean. She accuses Tom as she is afraid that the white community will shun/ostracise her.

OR

No. She is a blatant liar because she allows an innocent man to get convicted.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response.

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

- 2.2 2.2.1 Tom is found guilty of rape. (1)
He is imprisoned/sent to jail. (1)
He is shot seventeen times/shot dead while trying to escape. (1) (3)
- 2.2.2 A newspaper article / column/ printed piece giving details of a dead person. (1)
- 2.2.3 B/the editor's comments on the news of the day. (1)
- 2.2.4 Justice has not been served/done/executed. (2)
- 2.2.5 Yes. (1) The metaphor compares how a songbird is killed (1) to how Tom Robinson is killed. (1)

OR

Yes. (1) A songbird is innocent and does not damage property.
(1) Tom is also innocent and harmless. (1)

OR

- Yes. (1) The manner in which Tom dies is wrong, (1) just as it is wrong to shoot a songbird. (1) (3)
- 2.2.6 The jury. (1)
- 2.2.7 Initially, she thinks that Tom had a fair trial. (1)
Later, she realises that no matter how well Atticus had defended Tom, he had no chance of being acquitted. (1) (2)
- 2.2.8 In Maycomb, the people's hearts are filled with racial prejudice and they are unable to be fair. (1) Tom was guilty in their eyes before the case even began. (1) (2)
- 2.2.9 He is critical./He is not afraid of them. (1)
He is indifferent to their patronage/He does not care if they do not support his newspaper. (1) (2)

[35]

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

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Consider all alternative responses which are substantiated with relevant references to the text.

- Piggy's role in the novel as being rational, practical and sensible.
 - Piggy represents intellect and thoughtfulness.
 - He is conservative and rational.
 - He is the weakest, in terms of physical ability and therefore, also a victim of Jack's bullying.
 - He is the first to realise that they will not automatically be rescued.
 - It is his idea to use the conch to call an assembly and emphasise the importance of the conch.
 - He shows loyalty and courage in supporting Ralph as Jack increasingly challenges Ralph's "liberal" style of leadership.
 - When Jack steals his glasses, he is determined to get them back, 'because what's right's right.'
 - He dismisses the superstitious beliefs of the others and is adamant that the beast is not real.
 - He believes that it is the lack of 'common sense' which is the cause of the break-up between Ralph and Jack (when the majority of the biguns join Jack and his tribe).

- Simon's role in the novel as being a visionary, kind and sensitive.
 - Simon is kind, caring, brave, hardworking and unselfish.
 - He is kind to the littluns when he helps them collect fruit.
 - His kindness/compassion also extends to Piggy, when he gives his portion of the pig-meat to Piggy after Jack refuses to give him any.
 - He shows courage/bravery by going up the mountain to face the beast.
 - He realises that the danger on the island is not out there in the form of a beast, but within the boys themselves.
 - The boys, in their immaturity, do not listen to him as they think he is mad ('batty').
 - He discovers the true nature of the beast, that is, in fact, the corpse of a parachutist.
 - In the scene where he is face to face with the 'Lord of the Flies' (the pig's head which symbolises the devil), he is told that he must keep away, otherwise he will be killed.
 - He arrives in the middle of the storm and the hunting frenzy, with the intention of telling the boys that there is no beast, and is killed by them.

- The deaths of Simon and Piggy.
 - Simon arrives in the middle of the storm and the hunting frenzy, with the intention of telling the boys that there is no beast, and is killed by them.
 - When Piggy faces up to Jack and his tribe to get his glasses back, Roger leans with all his weight on the lever.
 - The rock strikes Piggy and both he and the conch are destroyed. (The destruction of Piggy and the conch together symbolises that the voice of reason and order is silenced on the island).

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

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

- 4.1 4.1.1 (a) C/Throws stones at Henry (1)
- (b) D/Often faints (1)
- (c) A/'Life is scientific' is his motto (1)
- 4.1.2 (a) He is surprised/astonished/amazed/incredulous. (1)
- (b) He is amazed at Jack's confidence/He cannot believe that Jack takes over control of the group. (2)
- 4.1.3 Jack does not believe there is a beast. (1)
 According to Piggy, the beast is not scientific. (1)
 Phil thinks the beast walks at night. (1)
 Percival maintains the beast comes from the sea. (1)
 Simon feels "they" (the boys) are the beast. (1)
- NOTE:** Any TWO of the above. (2)
- 4.1.4 He is cruel/spiteful. (1)
 He is insensitive to the fears of the littluns/unsympathetic. (1) (2)
- 4.1.5 True. (1) "I've been all over this island."/"By myself."/"if there were ... I'd have seen it" (1)
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.
 Only TRUE is given award 1 mark. (2)
- 4.1.6 He realises that things on the island are falling apart./He is worried about the boys' lack of discipline. (1)
 He needs to revisit the rules in order to keep them civilised and united. (1) (2)
- 4.1.7 At the first meeting they discussed fun and adventure. (1)
 This meeting is to discuss serious and important matters. (1) (2)

4.1.8 Open-ended

Yes. Adults would have exercised authority and organised better.

OR

No. The adults are indirectly the cause of the boys' predicament as they are waging war.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response.

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

- 4.2 4.2.1 "waved his spear" (1)
- 4.2.2 It is delicious/juicy/tasty (1)
- 4.2.3 A/foreboding (1)
- 4.2.4 Personification (1)
- 4.2.5 (a) impatiently (1)
- (b) throne (1)
- (c) sauntered (1) (3)
- 4.2.6 The mask/Jack's painted face. (1)
- 4.2.7 (a) figurative (1)
- (b) literal (1) (2)
- 4.2.8 Simon goes up the mountain and discovers the 'beast' is a dead parachutist. (1)
 He goes back to tell the others about his discovery. (1)
 In the darkness/frenzy caused by the boys' dancing and chanting, he is mistaken for the beast and killed. (1) (3)

4.2.9 Open-ended

Yes. Jack and his tribe have fun and adventure by hunting/a carefree attitude.

OR

No. Both Ralph and Piggy are wise to realise that rescue is far more important than adventure.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response.

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

4.2.10 Leadership and power. (1) Jack rules/dominates the boys now. The boys worship him/sit before him, bring him food and drink. (1)

OR

Leadership and power. (1) He rules them by means of fear, violence and threats. (1)

(2)
[35]

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

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Consider all alternative responses which are substantiated with relevant references to the text.

- The rivalry of Gikonyo and Karanja over Mumbi
 - Both Gikonyo and Karanja were in love with Mumbi and competed for her attention.
 - The train race – the first one described – is when Gikonyo wins her love.
 - Karanja wins the literal race because he runs faster.
 - Gikonyo has already fallen in love with Mumbi – he has been looking out for her because he has not seen her at the dances.
 - He (Gikonyo) also compliments her on her voice.
 - Gikonyo thinks that Karanja is superior to him e.g. in guitar playing, confidence and ability.
 - Gikonyo and Mumbi's attraction for each other is mutual.
 - Gikonyo is detained.
 - While Gikonyo is in detention, Karanja again tries to win Mumbi's love.
 - He (Karanja) impregnates Mumbi.
 - After his release, Gikonyo refuses to speak to her about the child.
 - During the Uhuru celebrations there is another race.
 - Gikonyo trips and breaks his arm, blocking Karanja.
 - Mumbi runs to Gikonyo's aid and cradles his head in her arms.
 - Karanja realises he has lost Mumbi.

- Karanja's underhand dealings with the British
 - Karanja, a collaborator with the British, is suspected of betraying Kihika.
 - He enjoys the power the white people confer on him.
 - When the whites leave, he fears black power, probably afraid of retaliation because he turned his back on his own people.

[35]

QUESTION 6 (CONTEXTUAL QUESTION)***A GRAIN OF WHEAT***

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 6.1 and 6.2.

6.1 6.1.1 B/considered a martyr
A/Kenyan rebel group
D/a lieutenant (3)

6.1.2 Lieutenant Koina (1) and General R/Russia (1) (2)

6.1.3 Mugo is considered a living legend/his part in the Struggle was considered as great as Kihika's. (1)
They want Mugo to make the main speech at the Uhuru (Independence Day) celebrations. (1)
They want him to pay tribute to Kihika and others who have sacrificed their lives for Kenya's freedom. (1)
Gikonyo also suggests that he might be chief of the area later. (1)

NOTE: Any THREE of the above. (3)

6.1.4 Warui had been a member of the party since the beginning. (1)
He is a village elder(1) and is respected amongst the villagers. (1)

NOTE: Accept any TWO of the above.

Wambui had been an activist in the organisation/the Party. (1)
She often risked her life by carrying messages between the villages and the forest fighters. (1)

NOTE: Any ONE point per character of the above. (2)

6.1.5 D/Russia (1)

6.1.6 General R. is determined to find the person who betrayed Kihika. (1)
He also displays his loyalty towards Kihika. (1) (2)

6.1.7 Koina is deeply affected by/admires the fact that Kihika was prepared to lead and die for his people. (2)

6.1.8 Open-ended.

Yes. He says that it was Kihika who gave him self-respect and made him proud to be a black man./Kihika, who was at the forefront of the storming of Mahee made him (Koina) realise that black power could overthrow white might.

OR

No. Kihika was ruthless. He shot District Officer (D.O.) Robson in cold blood.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response. A candidate may score 1 mark for an answer that is not fully developed. (2)

6.1.9 Agree. Kihika did not only preach about self-sacrifice/people laying down their lives, he made one of the ultimate sacrifices – his own life./His public hanging for refusing to give up his principles has some similarities with a crucifixion.

OR

Disagree. Kihika was arrogant and bloodthirsty – qualities that could not be associated with a Christ-like figure. /He was hanged in public, which is not the same as being crucified.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response. A candidate may score 1 mark for an answer that is not fully developed. (2)

6.2 6.2.1 She stopped clapping. (1)
Her excitement changed to despair. (1) (2)

6.2.2 False. (1) 'many people had opted out of the race.' (1)

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

6.2.3 She is embarrassed because she is reminded of an earlier race in which Gikonyo and Karanja competed for her love./She remembers that she is estranged from Gikonyo because of her betrayal of him with Karanja. (2)

6.2.4 Mumbi had written a note to Karanja in which she requested him to stay away from the celebrations because she knew his life was in danger. (2)

- 6.2.5 Karanja sees Mumbi's note as a sign of interest in him, or as an invitation. (2)
- 6.2.6 She is compassionate (1) and forgiving. (1) (2)
- 6.2.7 She had found out who had really betrayed her brother, Kihika. It was Mugo and not Karanja. (2)
- 6.2.8 Rain can be a life-giving force, but a storm can also destroy. The storm suggests that Uhuru might bring new life, but there is also the threat of that new life being destroyed. (2)

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

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

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Consider all alternative responses which are substantiated with relevant references to the text.

- How quickly Romeo falls in love with Juliet
 - Romeo falls in love with Juliet only hours after swearing that he will never get over Rosaline.
 - Even Juliet comments that their love is 'too rash' and 'too sudden'.
 - He acts decisively on their love by getting married immediately.
 - He keeps their marriage a secret.
 - Friar Lawrence cautions him to try to be more moderate and not to feel everything so strongly.

- Romeo's strong belief in the power of fate and destiny
 - He lacks the ability to take responsibility for his actions and blames Fate for what happens to him.
 - He has a bad feeling about going to the Capulet ball and says it is fate leading him there.
 - He blames Fortune when he kills Tybalt.
 - Juliet's apparent death is also blamed on Fortune.
 - He does not give careful thought to what he does, when he decides to go against Fate.

- Romeo's tendency to make impulsive decisions
 - He does not think everything through.
 - He sneaks up to Juliet's bedroom without thinking of the consequences of being discovered there.
 - His killing of Tybalt leads directly to his banishment.
 - He kills Paris, without thought.
 - He decides instantly to kill himself when he hears of Juliet's apparent death.
 - He does not seek out Friar Lawrence for advice as he did so many times before.

[35]

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

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

- 8.1 8.1.1 (a) C/his name is associated with cats (1)
- (b) E/a male servant (1)
- (c) A/his name means 'well-wishing' (1)
- (d) D/his name means 'quarrelsome' (1)
- 8.1.2 (a) The word 'drawing', means that Romeo is drawing his sword. (1)
- (b) He wants to use his sword to break up the fight (1) between Mercutio and Tybalt. (1) (2)
- 8.1.3 (a) Escalus (1)
- (b) Prince Escalus has specifically/expressly (1) forbidden fighting/ brawling/quarrelling/duelling in the streets of Verona. (1) (2)
- (c) Romeo is married to Juliet in secret. (1)
At this stage, Tybalt is unaware of the fact that he is now related to Romeo/Romeo's cousin by marriage. (1) (2)
- 8.1.4 B/Montagues and Capulets (1)
- 8.1.5 pun (1)
- 8.1.6 (a) anger (1)
- (b) In his attempt to stop the fight, Romeo blocks Mercutio. This makes Tybalt stab Mercutio by reaching/going below Romeo's arm. (2)
- 8.2 8.2.1 (a) Mantua (1)
- (b) Mercutio and Tybalt insult each other in the street of Verona. (1)
Romeo arrives and Tybalt insults Romeo. (1)
Romeo refuses to fight his new 'cousin-by-marriage'/tries to stop the fight. (1)
Tybalt fatally wounds Mercutio. (1)
Romeo avenges Mercutio's death and kills Tybalt. (1)
The prince exiles/banishes Romeo from Verona/Romeo is banished to Mantua.(1)

NOTE: Any THREE of the above. (3)

- 8.2.2 Balthasar has come to tell Romeo that Juliet is dead. (1)
- 8.2.3 He is referring to his fate/destiny (1) that is influenced by the stars. (1) (2)
- 8.2.4 **Differences**
 Romeo is calmer at this piece of news./He accepts it with remarkable self-control. (1)
 At the news of his banishment, he is hysterical/throws himself to the ground, tears out his hair and threatens suicide. (1) (2)
- Similarities**
 In both cases, he acts impulsively/does not stop to think. (1)
 In both cases, he turns to death as a solution. (1) (2)
- 8.2.5 He is desperate/very emotional. (1)
- 8.2.6 (a) True. (1) 'desperate men' (1) (2)
 (b) soliloquy / (dramatic) monologue (1)
 (c) Personification / Apostrophe (1)
- 8.2.7 Open-ended.
 Brave. His love for Juliet overrides all regard for danger/caution.

OR

Foolish. He puts his life in danger/could be executed.

NOTE: The above are only examples. Allow for the candidates own interpretation. Do not award a mark if a reason is not given for the initial response.
 A candidate may score 1 mark for an answer that is not fully developed.

(2)
[35]

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

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Consider all alternative responses which are substantiated with relevant references to the text.

- How important cultural ways are to Thando and Siphoo
 - When Themba, Siphoo's brother, dies in London his daughter, Mandisa brings 'home' his remains.
 - Siphoo has already made all the funeral arrangements according to traditional custom.
 - He is upset that his brother has been cremated and does not quite know how to put things right with the ancestors.
 - Thando is shocked when Mandisa suggests dinner with Mpho on the night before the funeral, as respect for the dead and an acceptable period of mourning must be kept.
 - She refuses to accompany Mandisa to Johannesburg without her father's permission.
- The struggle to hold onto one's cultural identity, especially with regard to Mandisa, the 'African Princess'.
 - Mandisa was brought up in London by her father, Themba and her West Indian mother.
 - Her surname has been changed to McKay to make it easier for her in London.
 - She brings with her her father's ashes in an urn, which is unacceptable at a traditional African funeral./She thinks a funeral is just 'ceremonial'.
 - She is Western in her independent thinking and attitudes./She lives her own life and is free to make her own decisions.
 - She maintains that her father had died two weeks before and that is all the mourning time she needs to give.
 - She fails to understand why it is inappropriate to go out the night before her father's funeral.
 - Mandisa is a fashion designer who wishes to meet some local designers.
 - Thando knows of a renowned one in Johannesburg.
 - Johannesburg is the city of opportunity in the new South Africa and is the hub of the fashion industry.
 - Mandisa invites Thando to travel with her to Johannesburg and is shocked when she says that she needs to get her father's permission.
- How cultural traditions are threatened
 - Thelma, as the deceased's wife should have accompanied her husband's body for burial in South Africa.
 - Instead, she has cremated her husband.
 - She does not appreciate the importance of a proper burial in African culture.
 - Both Thelma and Mandisa are ignorant of the importance of ancestors.
 - Even Thando hopes to have her father, Siphoo, live with her when she marries Mpho. This is contrary to African tradition.
 - Themba wished Mandisa could have married one of the sons of his African friends in exile. Mandisa saw them as her siblings.

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

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 10.1 and 10.2.

- 10.1 10.1.1 (a) C/undertaker (1)
- (b) A/Thando's mother (1)
- (c) D/chief librarian (1)
- (d) B/teacher (1)
- 10.1.2 Themba's daughter will be bringing his body from London. (1)
The undertaker will accompany Sipho and Thando to the airport to collect the body. (1) (2)
- 10.1.3 Themba had heart disease/ a heart attack/heart failure/cardiac arrest. (1)
- 10.1.4 Thelma, as the widow of the deceased, (1) should have accompanied her husband's body for burial.(1) (2)
- 10.1.5 South Africa/New Brighton/Port Elizabeth (1)
- 10.1.6 Thando thinks that Themba left because he was an activist in the Struggle. (1)
She thinks he had to leave or he would have been arrested. (1) (2)
- 10.1.7 (a) anger/frustration/agitation/bitterness (1)
- (b) Sipho is not keen to talk about Themba/not prepared to discuss Themba, as he is still extremely bitter about Themba. (2)
- 10.1.8 He is nervous about receiving Themba's body. (1)
He wants to change the topic to avoid discussion. (1) (2)
- 10.2 10.2.1 After high school, Sipho's father had no money to send him to university. (1)
Spilkin & Spilkin Attorneys needed a clerk. (1)
Sipho actually wanted to be a lawyer and wanted to do his articles. (1)
Mr Spilkin told him he could start in three years' time. (1)
He was told that the two young white boys first had to graduate before he could start his articles. (1)
- NOTE:** Any THREE of the above. (3)
- 10.2.2 B/trainee lawyer (1)
- 10.2.3 racial discrimination/prejudice (1)

10.2.4 False. (1) He remains the Assistant Chief Librarian/He does not get the post of Chief Librarian. (1) (2)

10.2.5 (a) happiness/happy (1)
sadness/sad (1)
anger/angry (1) (3)

(b) Happiness – Sipho was happy that Themba could go and study/further his studies at Fort Hare University. (1)

Sadness – Sipho was sad that he did not have the opportunity to study law/that his father could not afford to have him study further. (1)

Anger – Sipho was angry that his father had cashed in his life insurance policy to fund Themba's studies while he had to stop studies after school. (1)

NOTE: Do not accept 'His father had no money' for the 'Anger' response. (3)

10.2.6 Mandisa is harsh and disrespectful to Sipho./Sipho is older and as such, she should show respect. (1)
She is selfish and protective of her father but not of her uncle. (1) (2)

10.2.7 Open-ended

Yes. In many instances parents do not have the money to finance some of their children's tertiary studies. Their financial situation might have changed.

OR

No. Parents should treat their children equally, regardless. It is their responsibility to ensure that they have enough money for the education of all their children.

NOTE: The above are only examples. Allow for the candidates own interpretation. Do not award a mark if a reason is not given for the initial response.

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

(3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

QUESTION 11 (ESSAY QUESTION)***THE LUNCHEON* – W. Somerset Maugham**

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Consider all alternative responses which are substantiated with relevant references to the text.

- The narrator's initial expectations and later 'silent revenge'
 - The narrator feels flattered when he is asked by a woman to have lunch at a very fancy restaurant.
 - He hopes that she is young and attractive – possibly someone he can date.
 - He does not know her and feels pressurised to create an impressive image – he is after all a writer!
 - He has 80 francs and thinks that the meal would cost about 15 francs.
 - He is happy to let her do the talking because she is talking about him.
 - He is unable to admit that he cannot afford the meal.
 - He becomes anxious that he will be unable to foot the bill.
 - He even schemes that he will pretend that he has been pick-pocketed.
 - In the end he tries not to care.
 - He is able to give the waiter only a very small tip.
 - He has no money to live on for the rest of the month.
 - He has his revenge twenty years later when he sees that she has become very fat because of her greed.

- The woman's ironic statements
 - The woman pretends not to eat much.
 - Throughout the meal her repetitive statements "I never eat anything for luncheon" and "I never eat more than one thing" show that she is out of touch with reality or she does not want to admit how much she eats.
 - She proceeds to order a whole lot of the most expensive dishes.
 - She is greedy and self-centred.
 - She is insincere and manipulative in the way she takes advantage of the narrator.
 - She ends up being obese/overweight.

- The waiter's encouragement for them to eat
 - He is described as having a "priest-like face" and a "false face".
 - He encourages the woman to order the most expensive food, possibly so that he could get a bigger tip.
 - He is attentive and polite – typical of a waiter at an expensive restaurant.
 - He is probably disappointed at the end of the meal, because the tip was well below the minimum – he had certainly gone to great lengths to keep the guests satisfied.

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

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTIONS 12.1 and 12.2.

- 12.1 12.1.1 (a) boards (1)
- (b) Monday/cold (1)
- (c) big/huge/large (1)
- (d) jumps (1)
- 12.1.2 He moved in a self-confident/boastful/an arrogant manner. (1)
- 12.1.3 (a) A missing seat (1) and a broken door. (1) (2)
- (b) Under the apartheid regime, the black narrator had to travel in the third-class carriage./First- and second-class carriages were reserved for whites in apartheid South Africa. (2)
- 12.1.4 A lack of respect for women/one's elders. (1)
- 12.1.5 When she boards the train, she is filled with self-pride/confidence/arrogance/her manner scares even adults. (1)
Now, she is scared/she whimpers/she speaks weakly. (1) (2)
- 12.1.6 anger (1)
- 12.1.7 (a) She is a safe distance away from the *tsotsi* (too far for him to harm her, so she can make this comment). (1)
- (b) She refers to the disrespectful/lewd way in which the *tsotsi* speaks to the girl (1) and the physical manner in which he abuses/gropes her. (1) (2)
- 12.1.8 *tsotsi* – (young) thug/gangster/criminal (1)
jewish – it's fine/good (1) (2)

- 12.2 12.2.1 (a) “urchin” (1)
- (b) The *tsotsi* curses the older woman very rudely/crudely swears at her. (1)
The older woman could be his mother/is a mother figure, who should be respected. (1) (2)
- (c) He does not move/stir/stands quite still. (1)
- 12.2.2 A/personification (1)
- 12.2.3 They are shocked into silence. (1)
- 12.2.4 True. (1) “... he seemed to know exactly where the vulnerable jugular was.” (1)

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

12.2.5 Open-ended

Yes. They could endanger their own lives/Their fear causes them to detach themselves from their fellow human beings.

OR

No. They act in a cowardly manner. They could assist the big man/stand up to/challenge the *tsotsi*.

NOTE: The above are only examples. Allow for the candidate’s own interpretation. Do not award a mark if a reason is not given for the initial response. A candidate may score 1 mark for an answer that is not fully developed. (2)

- 12.2.6 It is ironic because the *tsotsi* will need a cemetery after he is thrown through the window/flung out of the moving train/passing the cemetery the passengers are not aware of the fact that someone is going to die shortly. (2)
- 12.2.7 The big man lifts the boy by the arm and between the legs/grabs the boy (1) and flings him through the window. (1) He is killed as the train is moving. (1) (3)

- 12.2.8 The narrator wants to show that the tsotsi speaks differently. (1)
His language is hardly understood by other people/people who do not belong to his group/gang. (1) It adds to the reality of the environment in which the story is set. (1)

NOTE: Accept any two facts.

(2)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

QUESTION 13**An elementary school classroom in a slum – Stephen Spender**

- 13.1 13.1.1 role (½)
- 13.1.2 education (½)
- 13.1.3 undernourished (½)
- 13.2 The tall girl's head is too heavy for her thin neck to support. (1)
The pale, thin boy has round/black/small eyes like a rat. (1)
Another boy is deformed with a hereditary disease. (1)

OR

- The big head, thin body and stunted growth (1) are all symptoms of malnourishment/lack of good nutrition/diet (1) and a lack of exercise, sunshine and medical care (1). (3)
- 13.3 The walls are pale yellow in colour/have a dull, unattractive colour. (1)
They are old/lumpy/resemble cream that is rancid/curdled. (1) (2)
- 13.4 C/claustrophobic (1)
- 13.5 The speaker feels the donations are inappropriate as they have no relation to the children's environment. (1)
They reveal a world that is beyond the reach of the children. (1)
It will cause discontentment among them and lead them astray. (1)

NOTE: Any ONE of the above. (1)

- 13.6 13.6.1 Metaphor (1)
- 13.6.2 It shows that the children are extremely thin (1) and poorly dressed. (1) (2)
- 13.7 True. (1) "let their tongues / Run naked into books" (1)

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

- 13.8 The pristine/clean/civilised cities (1)
The grey, smog-laden slums. (1) (2)

- 13.9 The purpose should be to widen their horizons and develop their imagination so that they can rise above their dismal surroundings/circumstances.

NOTE: Allow for candidates' own opinions and alternative ways of expressing their ideas.

(2)
[17½]

QUESTION 14

A prayer for all my countrymen – Guy Butler

- 14.1 14.1.1 citizens (½)
14.1.2 difficulties (½)
14.1.3 sincere (½)
- 14.2 “ordain” (1)
- 14.3 C/apostrophe (1)
- 14.4 He requests God to bring about a change in South Africa/to enable people to survive the present atrocities, (1) by causing some actions to be taken or some words to be said. (1) (2)
- 14.5 14.5.1 The negative effects of the evil system of apartheid, e.g. prejudice, poverty, victimisation, injustice, oppression, discrimination/racism. (2)
- 14.5.2 He hopes that men will once more revere God and worship Him./There will still be those who are capable of knowing and praising God.(1)
Men will once again love each other (as the image of God). (1) (2)
- 14.6 14.6.1 Alliteration (1)
- 14.6.2 The hard repetition of the b-sound suggests the physical and emotional effects of apartheid./People were literally beaten and broken./Life under apartheid destroyed people’s lives./People were defeated and oppressed./The b-sound slows the tempo of the poem.
- NOTE:** Accept any two of the above (2)
- 14.7 The poet refers to ‘all my countrymen’. (1)
- 14.8 True. (1) “a head grew clear” (1)
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.
If only TRUE is given award 1 mark. (2)
- 14.9 Open-ended
Yes. Despite all the ‘rot’, there are still people who act rationally/love others regardless of race, creed, gender or culture.

OR

No. Many people/groups are still engaged in fighting and violent protests/racist and inflict hatred on one another.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response.

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

(2)
[17½]

QUESTION 15

Death be not proud – John Donne

- 15.1 15.1.1 boldness (½)
- 15.1.2 powerful (½)
- 15.1.3 fear (½)
- 15.2 Those people, whom Death thinks it kills, do not die according to the belief in resurrection/life after death/eternal life. (1)
Death cannot kill the poet himself. (1) (2)
- 15.3 15.3.1 Metaphor (1)
- 15.3.2 Rest and sleep give relaxation, peace and pleasure/are imitations of death. (1)
Death gives even greater pleasure. (1) (2)
- 15.4 15.4.1 He is happy that Death takes the best people. (1)
- 15.4.2 These people are delivered from bodily pains/ physical suffering (1) and their souls are free to enjoy heaven. (1) (2)
- 15.5 15.5.1 D/mocking (1)
- 15.5.2 "Thou art slave" (1)
- 15.6 False. (1) "better than thy stroke" (1)
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.
If only FALSE is given award 1 mark. (2)
- 15.7 Death is depicted as the Grim Reaper, which uses his scythe to cut down crops. (1) In the same way, Death cuts the life chords of its victims. (1) (2)
- 15.8 Open-ended
- Yes. He challenges the traditional belief that death is powerful and is feared. His strong belief in life after death strengthens this challenge.

OR

No. Death is final. There is no proof that there is life after death.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response.

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

(2)
[17½]

QUESTION 16**The birth of Shaka – Mbuyiseni Oswald Mtshali**

- 16.1 16.1.1 celebrates (½)
- 16.1.2 legendary (½)
- 16.1.3 admiration (½)
- 16.2 16.2.1 a cub/baby lion (1)
- 16.2.2 His father, (Senzagakona) was killed before he was born. He was born out of wedlock. (2)
- 16.3 16.3.1 boiled his blood (1)
pot of passion (1) (2)
- 16.3.2 He was created with (1) a great and destructive passion/passionate violence/an aggressive spirit. (1) (2)
- 16.4 Shaka's heart is being compared to an ox shield that symbolises the war-like qualities of his nation/the warrior and the Zulu nation itself.

OR

Shaka's cleverness/intelligence/astuteness in developing successful war strategies is symbolised by the ox shield.

OR

Ox shields in those days were made of tough leather (1) and symbolised the toughness of the Zulu warrior that Shaka was. (1) (2)

- 16.5 True. (1) "Ancestors forged his muscles." (1)

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

If only TRUE is given award 1 mark. (2)

- 16.6 D/prophetic abilities (1)

16.7 The whites/British settlers/colonisers who came from Europe to southern Africa/sailing ships from overseas with white colonisers. (2)

16.8 Open-ended

Yes. He may have been happy to know that his brothers will not rule his kingdom – just reward for assassinating him.

OR

No. The thought of foreigners ruling his kingdom could have caused distress/anxiety.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response.

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

(2)
[17½]

TOTAL SECTION D: 35
GRAND TOTAL: 70

FIRST ADDITIONAL LANGUAGES (25 + 10) [35]

RUBRIC FOR MARKING THE LITERATURE ESSAY

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

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