



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2019**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2  
MARKING GUIDELINE**

**MARKS: 70**

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This marking guideline consists of 20 pages.

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## INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines are merely a guide to assess learners' responses.
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) Claremont ✓  
 (b) Gertrude ✓  
 (c) priest ✓  
 (d) prostitute ✓ (4)
- 1.1.2 The letter from Reverend Msimangu urges him to come to Johannesburg because his sister is very ill. ✓ / Rev. Msimangu informs Stephen that Gertrude is very ill. ✓ (1)
- 1.1.3 Claremont is very dirty/ dilapidated/neglected/smells of alcohol. ✓ (1)
- 1.1.4 The paper enhances oppression of black people/ it does not report on everything that should be mentioned. ✓ (1)
- 1.1.5 (a) Concerned/worried/disturbed. ✓ (1)
- (b) He is concerned by the neglect of education by parents and children/he believes that children should be educated. ✓✓ (2)
- 1.1.6 The streets in Claremont are named after beautiful and clean flowers yet the streets are an eye sore/ they are dirty and shabby. ✓✓ (2)
- 1.1.7 The discussion of the **theme of urban life versus rural life**, should include the following points, **among others**:
- John, Gertrude, Absalom, Sibeko's daughter move from Ndotsheni (rural areas) where there is poverty and few job opportunities to Johannesburg in search of better life/work opportunities.
  - Once in the cities they do not get what they had hoped for (Gertrude never finds her husband).
  - They settle illegally in shanty towns on the periphery.
  - Gertrude and Absalom resort to all sorts of crime and immoral activities.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

## 1.1.8 Open-ended.

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

Yes.

- She went to Johannesburg to look for her husband and could not find him.
- There are no job opportunities for illiterate people like her.
- She sells liquor and her body to make a living.
- She has a child to feed.

**OR**

No.

- She should have gone back home when she did not find her husband.
- She cannot continue breaking the law in order to make a living.
- She can at least try and find a job even though she is not educated.

**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 2 or 3 marks for a response which is well-substantiated. The candidate's response must be grounded in the text of the novel. (3)

**AND**

1.2.1 Kumalo visits the chief to talk about ways to restore Ndotsheni as the land is barren. ✓  
He also wants to discuss ways to stop people from going to Johannesburg. ✓ (2)

1.2.2 It is customary for the chief to make people wait. ✓  
It gives Stephen a chance to rest. ✓ (2)

1.2.3 (a) 'Pondered' ✓ (1)  
(b) There has been no rain. /The land is bare nothing grows /People leave for better places like Johannesburg. There is poverty. ✓✓

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

1.2.4 C/toppled ✓ (1)

1.2.5 The white men expect the chiefs to run things normally (hold the pieces together) but the same white men have destabilised the communities (have taken most of the pieces away). ✓✓ (2)

- 1.2.6 Chiefs ruled valueless and desolated states. ✓ (1)
- 1.2.7 (a) Satire ✓ (1)
- (b) The mockery shows that the assistance people get is not well thought of and gives poor results.  
The bigger picture is missed in helping the community/ the actual cause of desolation (drought and poverty) is not addressed. ✓✓ (2)
- 1.2.8 Open-ended.

Accept any relevant response which shows understanding of the story, **among others:**

Yes.

- The restoration of Ndotsheni comes too late for some families.
- The Kumalo family loses Absalom/Gertrude/John due to poverty/lack of jobs.
- There are deaths of cattle and of human beings (Malusi and Kuluse's children).
- The land does not produce anything even if there can be rain.

**OR**

No.

- It is not too late; some children are saved from starvation.
- Kumalo and Jarvis work together to restore Ndotsheni.
- The gift of milk helps.
- The agricultural demonstrator comes with new ways.
- The building of the dam comes when it is needed most and benefits many at Ndotsheni.
- Life and hope eventually return to the valley of 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 2 or 3 marks for a response which is well-substantiated. The candidate's response must be grounded in the text of 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) October ✓  
 (b) violent ✓  
 (c) woman ✓  
 (d) notable ✓ (4)

2.1.2 The maid fainted when she saw Hyde beating Danvers to death/That was the time she had woken up after the murder. ✓ (1)

2.1.3 'incredibly mangled' ✓ (1)

2.1.4 The stick was made of scarce/strong/thick wood ✓ (1)

2.1.5 He is not impulsive. ✓  
 He acts on evidence based on facts. ✓  
 He is decisive. ✓  
 He is methodical. ✓

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

2.1.6 The police found a sealed and stamped envelope with the name and address of Mr Utterson. ✓ (1)

2.1.7 Sir Danvers is old/aged/polite/beautiful ✓ and Mr Hyde is small/ impatient. ✓ (2)

2.1.8 People that have seen him find it difficult to describe him ✓/very few people that know him /his family cannot be traced ✓/he has no photograph ✓/people describe him differently.

**NOTE:** Accept ANY TWO of the above. (2)

2.1.9 The discussion should show an understanding of the following points, **among others:**

- The eyewitness' testimony is reliable because the maid vividly sees everything, the weather is clear with a moon that provided more light.
- The maid's physical description of both Sir Carew Danvers and Mr Hyde shows reliability.

**OR**

- The eyewitness' testimony is unreliable, she fainted or collapsed which means she may not recall everything that happened.
- She took a long time to report the crime which she describes as violent.

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

2.2 2.2.1 (a) Simile ✓ (1)

(b) Dr Jekyll has isolated himself from people/friends, he is miserable or low-spirited because of his own making. ✓✓ (2)

2.2.2 (a) Utterson is concerned about Dr Jekyll’s health as a friend. ✓ He thinks that Dr Jekyll is blackmailed by Mr Hyde. ✓ (1)

(b) He shows that he is kind ✓ and caring ✓ about the welfare of his friend./He is supportive of his friend no matter the circumstances. ✓ (2)

**NOTE:** Accept any TWO relevant responses.

2.2.3 (a) Fearful/anxious ✓ (1)

(b) Jekyll is anxious he has run out of the drug, ✓ and this can lead to his transformation into Hyde. ✓ (2)

2.2.4 Jekyll is desperately in need of a drug to keep him alive or as Dr Jekyll. ✓ (1)

2.2.5 Jekyll fears to go out with Utterson and Enfield, there is a possibility of him transforming into Mr Hyde in their presence. ✓/His secret of being Mr Hyde will be discovered. Hyde is being sought by the police for the murder of Sir Danvers. ✓ (2)

2.2.6 The discussion of the theme ‘**primitive**’ and ‘**civilised**’ society, should include the following points, **among others**:

- Dr Jekyll represents a Victorian gentleman, he is educated and a respected scientist who is morally upright.
- Mr Utterson also wants to conform to societal values of being civilised, he does not want to gossip or talk about other people.
- Mr Hyde represents the primitive society – he has no morals, he is cruel and is described by many people as an animal/ape/thing.
- Mr Hyde’s behaviour is unacceptable to society – trampling a young girl and killing Sir Danvers ruthlessly. (3)

## 2.2.7 Open-ended.

Accept any relevant response which shows understanding of the story, **among others:**

Yes.

- Dr Jekyll remains a respected scientist.
- He tries to hide what is not accepted by society by splitting his dual personality using a potion/chemical.
- His evil side is known as Hyde which initially helps him to remain the good doctor.
- He keeps indoors to protect his reputation when Mr Hyde takes over his life.

No.

- It is eventually discovered that Dr Jekyll and Mr Hyde is one person.
- Dr Jekyll's experimentation ruins his reputation as a doctor with Dr Lanyon.
- Dr Jekyll's friendship with Dr Lanyon is also ruined by what he sees (transformation into Mr Hyde) which leads to Lanyon's death.

**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 2 or 3 marks for a response which is well-substantiated. The candidate's response must be grounded in the text of the novel.

(3)  
[35]

**TOTAL SECTION A: 35**



**SECTION B: DRAMA****QUESTION 3: *MACBETH***

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

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

- 3.1 3.1.1 (a) Cawdor ✓  
 (b) bravely ✓  
 (c) ambitious ✓  
 (d) Lady Macbeth ✓ (4)
- 3.1.2 (a) The killing of King Duncan. ✓ (1)
- (b) Duncan is his cousin/Duncan has just rewarded him with a title to thank him/He is the host he should be the one protecting the king/Duncan has conducted himself so well as a king. ✓ (1)
- 3.1.3 Duncan has rewarded Macbeth by giving him a title of Macdonwald, who was considered to be a traitor because he fought against Scotland. Macbeth fought bravely against Macdonwald and the King trusts him, Macbeth is now the one who ends up killing the King, therefore is a traitor and untrustworthy ✓✓ (2)
- 3.1.4 Lady Macbeth should look up straight into Macbeth's eyes. ✓  
 She should put her hands on her waist/hips. ✓  
 She should frown. ✓  
 She should bend her body forward. ✓
- NOTE:** Accept any TWO relevant responses. (2)
- 3.1.5 (a) B/simile ✓ (1)
- (b) Macbeth wants the crown/wants to be the king ✓ and yet he is reluctant to kill the king, he is like a cat who would want to catch a fish but would not want to get his feet wet. ✓ (2)
- 3.1.6 • Lady Macbeth is very cruel/heartless ✓ – Macbeth is afraid to proceed with their cruel plan but Lady Macbeth insists that they should continue with the killing. ✓  
**OR**  
 • She is manipulative ✓ – she blackmails Macbeth by doubting his love/that Macbeth is not man enough/She accuses Macbeth of being a coward. ✓ (2)

**NOTE:** Accept any ONE of the above combinations.

## 3.1.7 Open-ended.

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

No.

- Macbeth is the one who initially comes up with the plan to kill King Duncan after he meets with the witches.
- He convinces Lady Macbeth about what the witches have told him and the result thereof.
- Now that the opportunity is available, he is backing off when Lady Macbeth has already made plans.

**OR**

Yes.

- He is now bound by his conscience that what he plans is wrong.
- He does not want to do it anymore but the wife is now blackmailing him/she is forcing him to do what he no longer wants to do.
- He loves his wife and he wants to prove that he is not a coward.

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

**AND**

- 3.2.1 (a) He is in disbelief/shocked/distraught. ✓  
He cannot believe the cruelty that his family has gone through/ he cannot believe that not one of them is alive / He is hurt that he has left his family unprotected/ he is blaming himself for leaving them alone. ✓ (2)
- (b) Macbeth ✓ (1)
- (c) Macduff compares Macbeth to a hawk/vulture that would make a merciless kill (swoop down) on defenceless chicks (children) ✓✓ (2)
- 3.2.2 Macduff later fights with Macbeth ✓ and kills him in revenge for the death of his family. ✓ (2)
- 3.2.3 (a) Determination/vengeful ✓ (1)
- (b) Malcolm is determined to overthrow Macbeth. ✓ (1)

- 3.2.4 Bravery /Patriotism ✓  
Both make plans/bent on saving Scotland/ Both make plans to destroy Macbeth/ Both make plans to bring the tyranny to an end. ✓ (2)

- 3.2.5 Accept a relevant, text-based explanation on **the theme of good versus evil**.

- Macbeth and Lady Macbeth represent evil with the intension to be king and queen.
- Macbeth continues murdering every person that he suspects is against him including innocent women and children.
- King Duncan is an example of a good king.
- Macduff and Malcom go to England in search of better ways to deal with the misery of the people of Scotland under Macbeth's rule.

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

- 3.2.6 Open-ended.

Accept a relevant response which shows an understanding of the reasons why Macduff left Scotland, **among others**:

No.

- What Macduff does cannot be praised.
- He leaves his children alone knowing well that Macbeth is capable of murdering everyone.
- He runs for his dear life leaving his family unprotected.
- He does not opt for other ways to save Scotland from the tyranny of Macbeth.

**OR**

Yes.

- What Macduff does is noble, he shows what people who love their country should do.
- He cannot bear to see the misery in his country during Macbeth's reign.
- He does not know that Macbeth is ruthless, that he will attack helpless children in order to hurt him.
- Macduff does not trust Macbeth anymore and he cannot serve him as his subject.

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

**[35]**

**QUESTION 4: MY CHILDREN! MY AFRICA!**

- 4.1 4.1.1 (a) high ✓  
 (b) Mr Myalatya ✓  
 (c) apartheid ✓  
 (d) brilliant ✓ (4)

- 4.1.2 (a) D/the atmosphere was exciting. ✓ (1)

- (b) Zolile High School: It is in a poor black township. ✓  
 Everything about it is grey. ✓  
 It is a mixed school. ✓

- Camdeboo High School: It is a White affluent school ✓  
 It is a girls' high school. ✓  
 It is situated in town. ✓

[The difference must be clear for TWO marks]. (2)

- 4.1.3 (a) Thami should look down/away. ✓  
 He should support his head with his hands. ✓  
 He should bend his back. ✓

**NOTE:** Accept any TWO RELEVANT responses. (2)

- (b) He is embarrassed because Isabel realises that he finds it difficult to debate with girls ✓ especially White girls. ✓ (2)

- 4.1.4 Mr M leaves Thami and Isabel to go to a staff meeting. ✓ (1)

- 4.1.5 The discussion of the **theme of friendship**, should include the following points, **among others**:

- Isabel forms a relationship with Thami (a black person) the only other person that she has been close to except the maid (Aunty) and Samuel (the deliveryman) at her father's pharmacy.
- She is able to open up to him and gets to learn certain things (riots) about the location that she would not have known.
- Thami is also comfortable with her after being uneasy at the beginning when he debates with a girl/a white girl.

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

4.1.6 Yes.

- Thami is an admirable person, he is a brilliant student and focuses on school activities like debating.
- He is confident and is not easily intimidated by Isabel during the debate.
- He is considerate/respectful of others, he does not want to hurt Mr M's feelings especially at the beginning of the drama/he treats Isabel with respect.
- He sacrifices his dream of being educated for the struggle against Bantu Education.

No.

- Thami is easily influenced by political issues, he joins the school boycotts and forgets about Mr M's teachings (non-violence).
- He is gullible, he has a bright future but leaves school to become part of the group that destroys township schools.
- He does not appreciate Mr M's efforts to get him a bursary by participating in the literature quiz.

(3)

**AND**

- 4.2 4.2.1 (a) He rebels against Mr M ✓ and drops the literature quiz/drops out of school for the struggle. ✓ (2)
- (b) These lines reveal Thami's determination to play by the rules of the comrades/struggle. ✓ His loyalty to the struggle takes no exception even to Isabel (his friend who is a white girl) and he must stop meeting with her. ✓ (2)
- 4.2.2 (a) Disbelief/Shock/Amazement ✓ (1)
- (b) Isabel cannot believe that Thami is going along with a decision taken by comrades (boycotting school/not mixing with whites), ✓ Isabel is shocked that Thami chooses the struggle over the literature quiz which may offer him a bursary if they win. ✓ (2)
- (c) A / Sarcasm ✓ (1)
- (d) Isabel feels that the decision by comrades for learners to stay away from school / blacks to have minimal contact with whites is not the beginning ✓ but the end to her relationship with Thami / end to the literary quiz / end to Thami's studies. ✓ (2)
- 4.2.3 It is ironic that the comrades and Thami are fighting for freedom from the oppression by white people, yet the comrades restrict the movement/association of blacks (Thami can no longer meet Isabel freely). ✓✓ (2)

- 4.2.4 It reveals that Isabel is caring, ✓ she is worried about Thami's decision of joining the struggle and his future prospects. ✓

OR

Isabel is protective of Thami, ✓ she comes to his rescue when Mr M confronts him by saying that she is no longer interested in Thami's response to the question she asked. ✓

(2)

- 4.2.5 Open-ended.

Accept a relevant response which shows an understanding of Mr M deeds as a teacher, **among others**:

Yes.

- Mr M tries to educate black learners outside the confines of the government-imposed Bantu Education.
- He teaches learners (especially Thami) to think independently and make own decisions.
- Thami is living proof of Mr M's teaching, he guides and nurtures him to become eloquent and critical of the Bantu Education.

No.

- Mr M fails to reason with his learners when they disagree with his ways of fighting for freedom. Learners do not see the bigger picture of mental liberation so they leave school to join the struggle.
- Mr M cannot stop learners from being influenced by societal issues (boycotts) though he spends all his time educating them to become independent thinkers.
- Learners mock Mr M by using the English/grammatical structures he teaches them when they vandalise the 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 1–2 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 B: 35**

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

**NOTE:** Candidates are required to answer **BOTH** questions set **on the TWO short stories they have studied i.e. QUESTIONS 5.1 and 5.2.**

**QUESTION 5.1: TRANSFORMING MOMENTS by Gcina Mhlophe**

- 5.1 5.1.1 (a) seventeen ✓  
 (b) unsure ✓  
 (c) well ✓  
 (d) teased ✓ (4)

5.1.2 D/shocked. ✓ (1)

5.1.3 She hates herself. ✓/She has low self-esteem. ✓/She believes she is ugly. ✓ (2)

**NOTE:** Accept any TWO of the above.

5.1.4 (a) Metaphor ✓ (1)

(b) She cannot believe that being a good student is the reason why the minister takes her to the meeting.  
 She realises that people notice her potential.  
 She was overwhelmed by a great feeling of happiness. ✓✓ (2)

5.1.5 The narrator as a church goer felt she was introduced into poetry by *imbongi* so that she could also be a praise poet like him. ✓✓ (2)

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

- The narrator initially believed that she is ugly/she did not like herself.
- She does not have fashionable clothes.
- The fact that she does well at school does not assist in making her confident enough.
- She only realises her potential when the minister takes her to a meeting where she meets an *imbongi* and she realises that she can be a praise poet.
- She discovers her own talent of being a praise poet.

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

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

Yes.

- Father Fikeni sees potential in a young girl and takes her to his house.
- Father Fikeni tells her, her voice is normal but resonant.
- He takes her to a meeting where she meets imbongi and she is motivated and inspired into developing her full potential.
- She gets to love her voice that can be used purposefully.
- She realises she is beautiful and talented.

**OR**

No.

- Father Fikeni gives the narrator special treatment at the expense of other children. /He only takes his favourite child to his house whilst leaving other children in the hostel.
- The narrator's self-discovery happens naturally, she could have realised her talent even without Father Fikeni help.
- The narrator's sister always motivates the narrator for her good work at school. / The teachers are instrumental in boosting her self-esteem, they read her essays or share her good work with the whole class.

**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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

**QUESTION 5.2: THE LAST BREATH by Sam Kahiga**

- 5.2 5.2.1 They are coming from the blind school ✓ /They went to see Eva (the narrator's girlfriend). ✓ (1)
- 5.2.2 (a) The fact that Eva is blind. ✓ (1)
- (b) He is going to marry her knowing that she is blind. ✓ (1)
- 5.2.3 The narrator and his father have an unhealthy relationship – they do not see eye to eye on a number of issues. ✓  
The narrator's father controls his son – he does not allow the narrator to make his own decisions. ✓ (2)



- 5.2.4 He has seen that Eva is caring/kind-hearted/loving/Eva is not as helpless as he thought. / ✓ Eva is a good person. ✓ (1)
- 5.2.5 (a) Anger/force ✓ (1)
- (b) The narrator is angry at his father's attitude towards Eva. ✓ He has made up his mind to marry Eva. / He really does not care what his father thinks or wants. ✓ (2)
- 5.2.6 She accepts Eva/she respects her son's decision. ✓ (1)
- 5.2.7 'terrible cough' ✓ (1)
- 5.2.8 When the narrator's father is about to die, he decides to donate his cornea to Eva. In the sense he literally gave her eyes and that made his son happy. ✓✓✓ (3)
- 5.2.9 Open-ended.

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

Yes.

- Because he cares about his son.
- He does not understand how a blind woman could make his son happy.
- He thinks that she will be a burden to him for the rest of his life and that will not make him happy.

No.

- Even though he loves his son, he cannot make choices for him.
- He must respect his son's choice.
- He should accept people with disability, not discriminate against Eva, she is blind but she can do other things.

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

(3)

[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY**

**NOTE:** Candidates are required to answer ALL the questions.

**QUESTION 6.1: Alexandra by Mongane Wally Serote**

- 6.1 6.1.1 (a) Alexandra ✓  
 (b) mother ✓  
 (c) born ✓  
 (d) criticism ✓ (4)
- 6.1.2 B/apostrophe. ✓ (1)
- 6.1.3 He was born and raised there ✓ (as a mother would give birth and raise a child)/It is a part of him. ✓  
 It will always be part of him. ✓  
 The township is forever tied to the speaker, just like a mother and child are tied. ✓ (2)
- 6.1.4 In the first stanza he sees his mother as beautiful and loving. ✓  
 In the fourth stanza he sees his mother as cruel and frightening. ✓ (2)
- 6.1.5 (a) Metaphor ✓ (1)
- (b) His being is entwined to Alexandra/he feels his destiny is there despite having gone to other places but he goes back to his place of birth. /It looks like he has no choice but must accept his fate. ✓✓ (2)
- 6.1.6 The discussion of the theme of **poverty**, should include the following points, **among others**:
- The township is barren and covered in dust /there is dirt all over the township ('my tongue tasted dust').
  - There are not enough resources to properly care for everyone who lives there ('dirty waters of your dongas').
  - The speaker mentions that crime and violence have taken over the township ('bloody cruel/hell').
  - Water is also polluted by blood of residents who die.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

## 6.1.7 Open-ended.

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

Yes.

- The poet's description of Alexandra reflects the reality of his assumptions. Alexandra is described as a mother with good (beautiful, loving) and bad (dirty, dusty, polluted, and cruel) sides.
- The poet finds beautiful cities unlike his birth place but he will always have a special bond with Alexandra like that of a mother and child.
- The poet assumes that the cruelty (water diluted with blood of my brothers, dongas for death-beds) caused by apartheid government dehumanised him/other Alexandra residents.

**OR**

No.

- The poet's assumptions about Alexandra are biased. Alexandra's dusty streets and polluted waters are exaggerated. Alexandra is like any township that is overpopulated.
- One always has a choice to go to places and learn new ways of living/make a choice not to submit to the evils of Alexandra.

**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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)

**QUESTION 6.2: Death by Anonymous**

- 6.2.1 (a) 'mind was heavy' ✓ (1)
- (b) Metaphor ✓ (1)
- (c) The poet finds himself wide awake/suffering from insomnia ✓ He cannot sleep/sleep has completely disappeared/like it has literally ran away on foot and left him. ✓ /The poet is unable to sleep and this is compared to sleep literally running away from him. (2)
- (d) C/ euphemism. ✓ (1)
- 6.2.2 The speaker called for water because he wanted to wash and refresh himself. ✓ /Wanted to stay awake. ✓ (1)

- 6.2.3 (a) 'Hied' ✓ (1)
- (b) Although he ran to his chamber and firmly locked the door for it to stay out, death was able to sneak underneath the door to prove that there is no escape from death. ✓✓ (2)
- 6.2.4 The speaker is afraid to die. The speaker tries everything in his power to avoid death – he goes to church to pray. ✓/ He tries to run away from death – he goes to the sea and rows a boat. ✓ (2)
- 6.2.5 Death is in control of his life. There is no escape. ✓✓ (2)
- 6.2.6 Death is personified throughout the poem. ✓ (1)
- 6.2.7 Yes.
- He fears death therefore he keeps his mind occupied with death thoughts – he does everything to avoid it.
  - He tries to escape from it.
  - He even tries to pray so that death would not get him, yet death is all over him.
  - He should understand that death is everywhere and try and live a normal life.
- No.
- He needs to understand that death is part of life.
  - Everyone is going to die.
  - Him being old should be the last person to fear death, instead he should welcome it.
  - He needs to know that death is inevitable.
- NOTE:** Do NOT award a mark for YES or NO. Credit a response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

**[35]**

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