



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2019

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 23 pages.

INSTRUCTIONS AND INFORMATION

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

4. MARKING GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is incorrect 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) B/a reverend in Sophiatown ✓
 (b) E/a former carpenter, turned politician ✓
 (c) A/a servant of Arthur Jarvis ✓
 (d) C/the owner of High Place ✓ (4)
- 1.1.2 Arthur Jarvis campaigned for justice for Black South Africans. ✓
 He ran a boys' club for the black youth with the aim of helping them stay out of crime. ✓
 He wrote manuscripts suggesting new ways to improve conditions for Black South Africans. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.1.3 He means that he cannot get through to his son ✓ either morally/get him to see the magnitude of his actions or spiritually/elicit feelings of remorse from him. ✓ (2)
- 1.1.4 Stephen Kumalo is compassionate ✓ – he feels sorry for Arthur Jarvis's family. ✓
 He is honest ✓ – he does not make excuses for Absalom's crime. ✓
 He is insensitive ✓ – he lashes out at Absalom's seemingly selfish attitude/detachment from the situation. ✓
- NOTE:** Accept any ONE of the above combinations. (2)
- 1.1.5 Father Vincent. ✓ (1)
- 1.1.6 The discussion of the theme of religion, should include the following points, **among others**:
- Father Vincent reminds Kumalo that because of his faith, his sorrow has replaced his fear. Father Vincent also expresses the hope that Absalom may be able to repent and receive absolution.
 - Reverend Stephen Kumalo believes that God has put His hands on Jarvis when Jarvis contributes to the community of Ndotsheni. At the end of the novel when Kumalo goes up the mountain to pray, he shows absolute dependence on God.

- Reverend Msimangu supports Stephen Kumalo emotionally during his trying times to keep the faith/not to lose hope. He decides to forsake all worldly possessions to focus on his faith.

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.

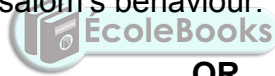
(3)

1.1.7 Open-ended.

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

Yes.

- Absalom's lack of remorse aggrieves Stephen Kumalo which causes his harsh attitude.
- Stephen feels bitter/ashamed that Absalom has discarded all the morals and values taught to him.
- Stephen Kumalo is upset that he and his wife have had no idea of Absalom's behaviour.



OR

No.

- Stephen Kumalo appears to be over-reacting because he is in a state of despair.
- Absalom's fate seems sealed and this causes Stephen Kumalo to be anxious.
- Absalom appears to be indifferent to his actions/the murder.

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

(3)

AND

- 1.2 1.2.1 B/priest. ✓ (1)
- 1.2.2 (a) Metaphor ✓ (1)
- (b) The small boy is a source of light/joy ✓ (in Stephen Kumalo's life). When the boy leaves Ndotsheni this light will go out. ✓ (2)
- 1.2.3 (a) surprise/pleasure/admiration/excitement ✓ (1)
- (b) Stephen Kumalo is pleased/surprised that the white boy can speak some isiZulu. ✓ (1)
- 1.2.4 He is ashamed ✓ because this is the son of Arthur Jarvis/the man his son murdered. ✓ (2)
- 1.2.5 He bows to Mrs Kumalo. ✓
He compliments her on her lovely home. ✓
He stands up when Mrs Kumalo enters the room. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.6 The atmosphere is relaxed/pleasant/congenial. ✓
The boy laughs at Stephen Kumalo's exclamations while Kumalo applauds the boy's attempts at speaking isiZulu. ✓
- NOTE:** Award 1 mark for description and 1 mark for the explanation. (2)
- 1.2.7 She does not speak to the small boy./She speaks to her husband. ✓ (1)
- 1.2.8 Arthur Jarvis fought for the rights of the Black people, yet he was shot and killed by a Black man. ✓✓ (2)
- 1.2.9 Open-ended.

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

Yes.

- On his journey, Stephen Kumalo encounters several acts of kindness, e.g. Mr Mafolo takes him to the Mission House in Sophiatown.
- Msimangu is selfless when he helps Stephen Kumalo, e.g. he offers him a room to stay.
- The young white man from the reformatory assists Stephen Kumalo, e.g. in trying to find Absalom.

OR

No.

- Many of the people Stephen Kumalo encounters have bad qualities, e.g. he is robbed when he arrives in Johannesburg.
- He discovers that Gertrude and John Kumalo lead sinful lives, e.g. Gertrude is a prostitute and John a corrupt politician.
- His own son, Absalom, leads a life of crime and ultimately commits a murder.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the 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) B/lawyer ✓
 (b) A/Jekyll's butler ✓
 (c) D/handwriting expert ✓
 (d) E/Utterson's cousin ✓ (4)

- 2.1.2 (a) Mr Utterson has heard that Mr Hyde ✓ has trampled a little girl. ✓ (2)

- (b) The atmosphere is tense/apprehensive/uneasy/filled with trepidation. ✓
 Mr Utterson mentions the name of Mr Hyde but Dr Jekyll is disinclined to speak about Mr Hyde, fearing that his secret might be revealed. ✓

NOTE: Award 1 mark for description and 1 mark for the explanation. (2)

- 2.1.3 (a) appreciation/gratitude/sincerity/relief ✓ (1)

- (b) Dr Jekyll appreciates that Mr Utterson is a true friend/means well. ✓ (1)

- 2.1.4 C/will. ✓ (1)

- 2.1.5 He is tenacious ✓ – despite Dr Jekyll's request not to interfere, Mr Utterson persistently enquires about Mr Hyde. ✓
 Mr Utterson is considerate ✓ – he believes Dr Jekyll is being blackmailed and wants to help him. ✓
 He is trustworthy ✓ – Dr Jekyll says he trusts Mr Utterson more than he trusts himself/Mr Utterson does not tell Dr Jekyll anything about the little girl. ✓

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

- 2.1.6 Dr Jekyll uses a potion to create Mr Hyde yet it is the very potion that causes Dr Jekyll's death. ✓ ✓ (2)

- 2.1.7 Open-ended.

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

Yes.

- Unlike Dr Jekyll, Lanyon is a rational scientist.
- He pursues knowledge but is not prepared to give up his moral beliefs like Dr Jekyll does.
- He does not believe in metaphysical science like Dr Jekyll.

OR

No.

- He believes that everything should be explained rationally.
- Dr Lanyon is not prepared to take any scientific risks whereas Dr Jekyll is willing to do so.
- He is not open to metaphysical science like Dr Jekyll is.

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

- 2.2.1 (a) The note states that the last sample of salt[✓] is impure/useless[✓] (for Dr Jekyll's purpose).

ORDr Jekyll wants the salt[✓] at any cost. [✓] (2)

- (b) The man is angry./Poole has been at Maw's several times with a similar note.[✓] (1)

- 2.2.2 (a) Mr Utterson tells Poole that Dr Jekyll probably suffers from an illness[✓] that changes/deforms him.[✓] (2)

- (b) If the man in the mask was indeed Mr Hyde, then he would not look for the drug[✓] to transform back into Dr Jekyll.[✓]

ORMr Hyde is the stronger and more vicious character; [✓] he would not run away or cry out in fear. [✓]**OR**He is familiar with his surroundings[✓] yet he cries out and runs away. [✓]**NOTE:** Accept any ONE of the above combinations. (2)

- 2.2.3 (a) Simile[✓] (1)

- (b) Dr Jekyll/Mr Hyde makes a shrill sound of fear[✓] like that of a rat, [✓] (when Mr Poole unexpectedly sees him digging among the crates). (2)

- 2.2.4 The conversation between Utterson and Poole takes place outside the laboratory/cabinet/Dr Jekyll's house.[✓] (1)

2.2.5 The discussion of the theme of good and evil that exists in human beings should include the following points, **among others**:

- Dr Jekyll says that all humans are both good and evil/bad.
- He is a respected scientist and regarded as a gentleman in society. He is well-liked by his employees.
- At first, Dr Jekyll is delighted about the appearance of Mr Hyde as he feels he is not bound by any moral constraints, e.g. he goes out late at night to visit the 'unsavoury' suburbs in London.
- Mr Hyde's evil nature is revealed when he tramples the little girl and kills Sir Carew.

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)

2.2.6 Open-ended.

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

Yes.

- Mr Utterson's friendship with Mr Enfield causes him to become interested in the mystery of Mr Hyde.
- He is compelled to unravel the mystery of Mr Hyde because of his friendship with Dr Jekyll.
- The friendship between Dr Jekyll and Dr Lanyon, although not that strong, allows Dr Jekyll to show Dr Lanyon the result of his experiment.

OR

No.

- Mr Utterson's curiosity drives him to try and solve the mystery of Mr Hyde.
- The friendship between Dr Lanyon and Dr Jekyll is ruined when Dr Jekyll reveals his alter ego.
- Mr Utterson is blinded by his friendship with Dr Jekyll to see the truth, e.g. he recognises the cane (the murder weapon) which he had given to Dr Jekyll but fails to report this information to the police.

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)

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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) C/later commits suicide ✓
(b) A/loyal to Scotland ✓
(c) D/a kind king ✓
(d) B/a cruel leader ✓ (4)
- 3.1.2 Macbeth means that he has never experienced both bad (foul) weather/battle ✓ and a victory against the rebel forces (fair) on the same/a day. ✓ (2)
- 3.1.3 C/Duncan's ✓ (1)
- 3.1.4 To indicate that they do not want Banquo to speak/ask questions. ✓ (1)
- 3.1.5 They know he will be given the title after the Thane of Cawdor is executed for treason. ✓
It is part of the witches' plan to trick Macbeth into believing whatever they tell him/to gain his confidence. ✓ (2)
- 3.1.6 Banquo is brave ✓ because he is the first to confront the witches. ✓
He is confident ✓ when he tells the witches he is not afraid of their predictions. ✓
He is curious ✓ because he wants to know about his future. ✓
He is observant ✓ he notices a change in Macbeth's behaviour. ✓
- NOTE:** Accept any ONE of the above combinations. (2)
- 3.1.7 Banquo is distrustful of the witches ✓ but Macbeth believes in the witches. ✓ (2)

3.1.8 Open-ended.

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

Yes.

- The witches arouse Macbeth's curiosity by telling him that he will become the Thane of Cawdor and king of Scotland.
- Macbeth becomes the Thane of Cawdor as predicted and this sets him on a path of destruction/murder to become king.
- The witches predict that Banquo's children will become kings and therefore Macbeth continues with his evil deeds to remain in power.

OR

No.

- Macbeth's own ambition to become king is the driving force for his evil deeds.
- The witches are aware of Macbeth's ambitious nature but they cannot force him to do anything.
- Lady Macbeth has more influence over Macbeth than the witches as she persuades him to murder Duncan.

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 Macduff has fled to England ✓ and wants to know from Ross whether the situation is still the same in Scotland. ✓ (2)
- 3.2.2 (a) Metaphor ✓ (1)
- (b) It is relevant because currently good/young people in Scotland are dying/being murdered, ✓ before they have grown old/before their time/ sooner than a flower worn in their caps. ✓ (2)
- 3.2.3 Malcolm/Macduff has fled to England. ✓ (1)
- 3.2.4 Ross should look at the ground. ✓
He should avoid eye contact. ✓
He should nod in confirmation. ✓

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

3.2.5 Ross reassures Macduff that his family is safe, yet he knows that they have in fact been killed. ✓✓ (2)

3.2.6 (a) stern/commanding/authoritative/demanding/anxious✓ (1)

(b) Macduff realises that Ross is not telling the truth and demands to hear it.✓ (1)

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

- Macbeth betrays Duncan by killing him.
- He betrays Banquo's friendship by hiring murderers to kill him.
- He betrays Macduff by having his wife and children killed.

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.



- Lady Macbeth's own ambition to become queen causes her to manipulate Macbeth to murder Duncan.
- She invites the forces of evil to render her cruel in order to become queen.
- Macbeth is coerced into killing Duncan and this ultimately leads to their destruction.

OR

No.

- Macbeth's ambition to become king, strengthened by the witches' prophecies, causes their destruction.
- He does not need much persuasion from Lady Macbeth to kill Duncan, because he is ambitious.
- Macbeth's ambition to secure his position causes Lady Macbeth's madness and death, and ultimately his own destruction.

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)

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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) B/the standard six learner ✓
 (b) C/a learner at Zolile High ✓
 (c) D/passionate about educating the learners ✓
 (d) A/a learner at Camdeboo ✓ (4)
- 4.1.2 After the debate. ✓ (1)
- 4.1.3 C/Brakwater. ✓ (1)
- 4.1.4 (a) bitter/disdainful/reproachful/resentful/determined/rebellious ✓ (1)
- (b) He does not want to be remembered by/be associated in any way with Zolile High School/He feels he has received an inferior education. ✓ (1)
- (c) He should shake his head. ✓
 He should wave his hands. ✓
 He should bang on the table/desk. ✓

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

- 4.1.5 Thami means that enjoying his school years does not depend entirely on being successful in the exams ✓ but that there are other contributing factors that influence his happiness at school (e.g. the poor education offered to Black people). ✓ (2)
- 4.1.6 As a primary school learner Thami was enthusiastic/excited about school; now he realises the inferiority of Bantu education and has become disenchanted/disillusioned. ✓ ✓ (2)
- 4.1.7 Open-ended.

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

Yes.

- Mr M exercises patience when Isabel wants to know anything from him, yet he becomes irritated with Thami.
- He readily accepts Isabel's opinion. However, he does not allow Thami to have an opinion of his own.
- Mr M has an authoritarian approach when he expects absolute obedience from Thami.

OR

No.

- Mr M wants what is best for all learners which include Thami and Isabel.
- He compliments both Thami and Isabel on their achievements, e.g. after the debate.
- He believes they are both born leaders, e.g. he enters them for the literary quiz.

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 (a) Metaphor/Hyperbole/Metonymy/Synecdoche. ✓ (1)
- (b) Mr M tries to show Thami that education ✓ is more important than violence. ✓ (2)
- 4.2.2 Zolile High will receive a cheque of R5 000 if Thami and Isabel win the literary quiz. ✓
Thami may get a scholarship if they win the literary quiz. ✓
Mr M believes Thami and Isabel will make a formidable team. ✓
He wants to show that black and white can work together and gain success. ✓
- NOTE:** Accept any TWO of the above. (2)
- 4.2.3 Mr M tells Thami that the most famous/powerful/greatest writers/leaders ✓ could express their overwhelming emotions/feelings and opinions through the medium of words. ✓ (2)
- 4.2.4 Isabel's father is a pharmacist/chemist. ✓ (1)
- 4.2.5 Thami warns Mr M that his life is in danger ✓ because he is an informer. ✓

OR

- Thami is trying to save Mr M's life ✓ because the mob is coming to kill him. ✓ (2)
- 4.2.6 Mr M is committed/dedicated. ✓ He goes to school despite the boycotts. ✓
He is unmoved/stubborn/obstinate. ✓ He believes that violence is not the solution to the inequality of education. / He does not listen to anything Thami says and remains steadfast in his belief. ✓

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

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

- The school debate sets the scene for the budding friendship of Thami Mbikwana and Isabel Dyson.
- They develop a meaningful friendship when they exchange information and meet regularly to practise for the literary quiz.
- Their friendship, however, is subjected to immense strain when Thami decides to withdraw from the literary quiz /joins the school boycott.
- Their friendship withstands the test of time when Thami jeopardises his life to come and bid farewell to Isabel and they part as friends.

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)

4.2.8 Open-ended.

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

Yes.



- Isabel is a symbol of/represents hope in this drama as she becomes aware of the plight of the greater South Africa.
- She promises Mr M that she will not waste her life but will strive to make a difference in South Africa.
- Despite the difference in opinion/cultural backgrounds, Thami and Isabel prove that people of different races can work together/be friends.

OR

No.

- Mr M's death is tragic.
- Thami compromises his education to join the Movement.
- The violence and lawlessness displayed during the school boycott do not evoke hope.

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 'NEXT DOOR' – KURT VONNEGUT

- 5.1.1 (a) To Charlotte/the woman with whom Mr Harger has an affair./ To the woman who presumably has fired the shots. ✓ (1)
- (b) She is afraid that he might tell on her about the shooting. ✓ (1)
- 5.1.2 B/tell a secret. ✓ (1)
- 5.1.3 Paul's mother expects to find a frog ✓ and a 'magic' pocketknife. ✓ (2)
- 5.1.4 All-night Sam has 'helped to kill a man' by playing a dedication/ from Mr Harger to his wife asking her to make up and start all over again. ✓ The woman in the apartment hears the dedication and shoots at Mr Harger. ✓ (2)
- 5.1.5 (a) Metaphor ✓ (1)
- (b) The figure of speech is relevant because Paul tries to hide from the awful experience he has had/the knowledge that he contributed to Mr Harger's death ✓ and finds shelter/protection in his bed. ✓ (2)
- 5.1.6 (a) polite/enquiring/anticipation/pretentious ✓ (1)
- (b) He is addressing a policeman/ashamed of his behaviour/the noise made/feels guilty. ✓ (1)
- 5.1.7 The woman is insensitive ✓ – she sees Paul is shocked but does not do anything to comfort him. ✓
She is cruel ✓ – she grabs him by the arm in order to restrain him. ✓
She is dishonest ✓ – she offers him a bribe to remain silent about the shooting. ✓
- NOTE:** Accept any ONE of the above combinations. (2)

5.1.8 Open-ended.

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

Yes.

- Paul's mother does not want him to watch the adult movie.
- She repeatedly instructs him to apply certain safety measures.
- She is concerned that he might look at germs through the microscope.

OR

No.

- Paul's parents leave him alone at night while they go to the movies.
- Paul's mother ensures that he knows what to do in the case of an emergency.
- She is more amused than concerned when she finds the money in his pocket.

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 'THE LAST BREATH' – SAM KAHIGA

5.2.1 He does not understand why she wants to see the ring ✓ as she is blind. ✓

OR

He does not understand why she removes the ring ✓ and asks him to wait a while after he proposes. ✓ (2)

5.2.2 The speaker uses ellipsis to show his confusion as he does not understand Eva's happiness. ✓
He uses ellipsis to show his hesitation before he uses the word 'see' as Eva is blind. ✓ (2)

- 5.2.3 The young man will now be able to marry Eva ✓ as she will regain her sight. ✓ (2)
- 5.2.4 After the death of the young man's father, which was a period of sadness, ✓ Eva's sight is restored and brings about happiness. ✓ (2)
- 5.2.5 His father's grave/the soil covering the grave. ✓ (1)
- 5.2.6 The speaker would marry Eva when he comes of age/turns eighteen/twenty-one years old/as soon as she can see. ✓ (1)
- 5.2.7 The young man has a good relationship with his mother because she understands how he feels about Eva. ✓ She accepts Eva and supports his decision to marry her. ✓ (2)
- 5.2.8 The discussion of the theme of love, should include the following points, **among others**:
- The speaker loves Eva so much that he is prepared to defy his father.
 - He intends to marry Eva despite her blindness.
 - Eva loves him to the extent that she does not want to accept the ring from him until her sight is restored.
- 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)
- 5.2.9 Open-ended.
Accept a relevant response which shows an understanding of the following aspects, **among others**:
- Yes.
- The young man's father is against his son marrying Eva because she is blind.
 - He feels that Eva will be a burden to his son because of her blindness.
 - He does not make an attempt to get to know Eva better even though he goes to the school of the blind.
 - He concentrates only on her blindness and not her good qualities.

OR

No.

- The father is concerned and wants only the best for his son.
- When the speaker invites his father to accompany him to the school for the blind to meet Eva, he accedes to his request.
- He donates his cornea to Eva when he dies therefore ensuring that she is able to see again.

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 Everything has changed (except graves) – Mzi Mahola

- 6.1.1 D/neglected. ✓ (1)
- 6.1.2 (a) Personification ✓ (1)
- (b) The figure of speech is relevant because there are wild plants everywhere ✓ which highlight the neglect of the area/the passing of time. ✓ (2)
- 6.1.3 The speaker is so shocked/disappointed when he sees the neglected state of the school ✓ that he cannot express his feelings. ✓ (2)
- 6.1.4 'laughed' ✓
'shame' ✓ (2)
- 6.1.5 The cemetery has become so overgrown with wild plants ✓ that soon it will no longer be recognisable. ✓ (2)
- 6.1.6 The speaker uses the words to emphasise that he has been away for so long ✓ that everything around him is unfamiliar and he does not recognise the person addressing him. ✓

OR

- The speaker is so overwhelmed by the extent of the neglect ✓ that the voice he hears is possibly not a real person/he is imagining that he hears a voice. ✓ (2)
- 6.1.7 The explanation of the theme of change, should include the following points, **among others**:
- The speaker visits his former school after many years and reflects on the changes he sees.
 - The buildings, the school playgrounds are unrecognisable because they are overgrown with wild plants.
 - Even the speaker has changed. He expresses shame/embarrassment for his undisciplined action where he was involved in a fight.
 - Everything in Lushington has changed and the speaker no longer has a sense of belonging.

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)

6.1.8 Open-ended.

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

Yes.

- It is inevitable that things will change over the years for the speaker.
- The speaker has not lived through the changes therefore everything seems different.
- He does not feel at home in Lushington anymore since he is no longer part of the community.

OR

No.

- Memories are precious and as a child he would experience that more intensely.
- The speaker's shock when he sees the dilapidated state of the school is not overreaction.
- The speaker's feeling of not belonging is natural and not overreaction.

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 **To learn how to speak ... – Jeremy Cronin**

- 6.2.1 (a) South African✓ (1)
- (b) Johannesburg✓ (1)
- 6.2.2 'Voices' refers to the different people/cultures✓ and to the different languages.✓ (2)

- 6.2.3 (a) incomprehension/uncertainty/confusion ✓ (1)
- (b) To indicate that the speaker is experiencing difficulty with speech. ✓ (1)
- 6.2.4 These suffixes are borrowed from a different language ✓ and the speaker has difficulty pronouncing them. ✓

OR

They are Afrikaans suffixes ✓ in order to make reference to place names where water was found. ✓ (2)

- 6.2.5 (a) Metaphor ✓ (1)
- (b) It is relevant because it shows that words are formed differently in the various languages/cultures ✓ just like the different sounds that are produced by an African drumbeat. ✓ (2)
- 6.2.6 'Just boombang' describes the way something happens (quick/fast)/parse means 'the way words are divided into syllables'. ✓ (1)
- 6.2.7 The first two lines emphasise the need to understand one another/language ('the land'). ✓ In the last two lines the speaker is more specific and refers to South Africa ('this land'). ✓ (2)
- 6.2.8 Open-ended.

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

Yes.

- It is difficult to try to analyse what the speaker is saying when many of the sentences are incomplete.
- Many of the linguistic terms seem to be unrelated to the message of the poem, which is to learn how to speak.
- The speaker makes use of an extended metaphor of water, but it is difficult to link that to learning to communicate.
- The images used are unclear, like 'in the pit of your arm'.

OR

No.

- Through the use of the linguistic terms in the poem, the speaker wants to get the message across that it is difficult to learn another language.
- Understanding a language does not only rely on knowledge of vocabulary and syntax, but also on the lingua franca.

- The speaker makes it clear that South Africa is diverse in languages and cultures.

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

