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NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2013

MEMORANDUM

MARKS: 70

This memorandum consists of 40 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. This marking memorandum is a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the memorandum discussion.
3. Candidates' responses should be assessed as objectively as possible.

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***

NOTE: Use the 35-mark assessment rubric on page 40 to assess candidates' essays.

The following points **may** be included in the essay, **among others**. Allow for candidates' own interpretation as well:

- Tom in the Maycomb society
 - He is a hard-working black man.
 - He is decent and well-spoken.
 - He earns an honest living.
 - He is well-thought of by his employer, Mr Link Deas.
 - He is married and has three children.
 - He feels sorry for Mayella and often helps her with household chores. This leads to his downfall.
 - Mayella tries to kiss him.
 - He runs off and is convicted of a crime of which he is not guilty.
 - Atticus proves that he is innocent.
 - He loses all hope and does not believe that his appeal will help him.
 - He tries to escape from prison and is shot and killed.
 - He is judged by the colour of his skin and not as a human being.

- Boo Radley in the Maycomb society
 - As a young boy, he commits a petty crime.
 - He is convicted and is punished.
 - His father takes charge of his punishment and he is banished to his home.
 - Boo is not allowed to leave the house.
 - He becomes a recluse – not by choice.
 - People think that he is a monster.
 - He is blamed for everything that goes wrong in Maycomb, even if the guilty parties are found.
 - Everybody is afraid of Boo.
 - He helps the children.
 - He tries to befriend the children.
 - In actual fact, he is very kind – he leaves gifts for Scout and Jem.
 - He mends Jem's pants.
 - He covers Scout with a blanket when Miss Maudie's house burns down.
 - His father prevents him from befriendng the children by closing the knot hole.
 - Boo saves Scout's life when she is attacked by Bob Ewell.
 - He is a gentle person and Heck Tate and Atticus are the only people who realise this.
 - Heck Tate spares Boo the humiliation of being exposed as Bob's killer.

- How Tom and Boo are like mockingbirds
 - Boo
 - He is unfairly punished by his father – the crime does not warrant the punishment.
 - He becomes a recluse unnecessarily.
 - He is mocked by people.
 - He has no social skills because of the way he is treated by his father.
 - Even as a grown man, when he tries to befriend the children, his father does not allow it.
 - Thus, Boo is a mockingbird.

 - Tom
 - He is unfairly treated because of his race and colour.
 - He is convicted of a crime that he does not commit.
 - He is proven innocent but still is convicted.
 - He is killed and so he is like a mockingbird.

[35]**OR**

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

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

- 2.1 2.1.1 (a) 1930s✓
(b) Great Depression✓
(c) Maycomb✓
(d) race✓ (4)
- 2.1.2 Boo and his friends were involved in a childhood prank. ✓
They were caught by the town's beadle. ✓
They had to serve time in the Industrial Reformatory. ✓
Boo's father persuaded the magistrate to allow him to punish Boo. ✓
Boo has never been allowed to leave the house since that day. ✓
- NOTE:** Accept any **THREE** of the above. (3)
- 2.1.3 They are prejudiced/ not open-minded. ✓
They are unwilling to give Boo a chance or accept that he was innocent. ✓
- NOTE:** Accept any **ONE** of the above. (1)
- 2.1.4 They are afraid. ✓
They believe the local gossip about Boo. ✓
They are gullible / easily influenced. ✓
- NOTE:** Accept any **TWO** of the above. (2)
- 2.1.5 They keep to themselves. ✓
They do not go to church. ✓
Mrs Radley does not join the ladies for mid-morning coffee. ✓
Their doors and shutters are closed on a Sunday – unlike other houses in Maycomb. ✓
- NOTE:** Accept any **TWO** of the above. (2)
- 2.1.6 True. ✓ He mends Jem's pants. ✓
He leaves gifts for them in the tree. ✓
He puts a blanket over Scout's shoulders during the fire. ✓
He saves the children from Bob Ewell. ✓
- NOTE:** Accept any **ONE** of the above.
- Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.
If only TRUE is given, award one mark. (2)

2.1.7 Open-ended

They are curious/inquisitive.
They want to see if what people say is true.
It is typical of children to want to know/venture into the unknown.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the novel. (1)

2.1.8 Open-ended

He is innocent and means no harm. He is blamed for everything even though he is innocent.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the novel. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

2.2 2.2.1 Tom is convicted (because Mayella accuses him of raping her). ✓
He tries to escape from prison, is shot and killed. ✓ (2)

2.2.2 Atticus defended Tom/took on Tom's case. ✓
He proved that Tom was innocent/that Mayella was lying/that Bob Ewell had assaulted his daughter. ✓ (2)

2.2.3 (a) Metaphor ✓ (1)

(b) To show how prejudiced the people were. ✓
They are incapable of being unbiased in a court of law. ✓
Tom was guilty judged even before the case began. ✓

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

2.2.4 Being a black man, Tom is automatically guilty. ✓
People could not believe that a white woman would kiss a black man. ✓
When he runs away, people would view it as guilt. ✓
If one could choose between believing a black or a white person, the white person would be believed. ✓

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

2.2.5 She is scared of the Ewells ✓ because her father is defending the man the Ewells have accused of rape/ the Ewells are vindictive by nature. ✓ (2)

2.2.6 (a) Atticus✓
Judge Taylor✓ (2)

(b) C/Atticus has proved that he is guilty. ✓ (1)

2.2.7 Open-ended

No. If they had told Atticus, measures could have been taken to prevent the attack on Jem and Scout later in the novel.

OR

Yes. He had enough to worry about. He did not think that Bob/Ewell meant it.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text. Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

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

2.2.8 Open-ended

They should be unbiased/fair/unprejudiced.

They should be honest.

They should be guided by the evidence provided.

NOTE: The above are only examples. Allow for the candidates' own interpretation. Accept any TWO of the above answers. (2)

[35]

OR

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

NOTE: Use the 35-mark assessment rubric on page 40 to assess candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Ralph and Jack
 - Ralph
 - He is calm and thoughtful.
 - He represents order: he likes rules.
 - He represents civilisation and good morals.
 - He shows honesty and fair leadership.
 - He is humane – always wants to help and protect.

 - Jack
 - He desires power.
 - He is easily angered.
 - He represents barbarism/savagery.
 - He is bloodthirsty.
 - He has no regard for democracy – he is a dictator.

- The conch
 - It is a symbol of civilisation.
 - It is a symbol of order.
 - It represents democratic governance.
 - It gives legitimacy to an organisational structure.
 - It is a symbol of unity; when the boys meet initially they are united by the call made by the conch. In this way it symbolises good.
 - All subsequent meetings are orderly because the conch is used to give each boy an equal chance to speak.
 - The shattering of the conch marks the end of civilisation and the final destruction of good on the island.

- The beast
 - The imaginary beast represents inherent evil in all humanity.
 - The boys know that evil or the beast exists but do not realise that the beast lies within each one of them.
 - The beast comes to represent savagery as the boys gradually believe in its existence and start making offerings.
 - It represents evil as Jack regularly alludes to the beast when he wants to scare or manipulate the boys.
 - The beast is mystical as it is difficult to describe or define.

[35]**OR**

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

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

- 4.1 4.1.1 Jack respects Ralph. ✓
He is willing to co-operate with him. ✓
He becomes Ralph's friend. ✓
- NOTE:** Accept any TWO of the above. (2)
- 4.1.2 A/a war ✓ (1)
- 4.1.3 They (Ralph, Jack and Simon) decide to explore the place. ✓
They discover that the place is surrounded by water. ✓
There are no other people on the island/There is no village
fires/smoke. ✓ (3)
- 4.1.4 Jack wants to speak./He wants the conch. ✓ The conch gives the
holder the right to speak. ✓ (2)
- 4.1.5 They are afraid ✓ (of the beastie) and they want the older boys to
protect them. ✓ (2)
- 4.1.6 The birthmark is so big that it covers half his face. ✓ (1)
- 4.1.7 He believes that the conch creates democracy. ✓
He is fair and he believes that everybody has the right to speak /
be heard. ✓ (2)
- 4.1.8 False ✓ He wants to tell them about the beastie (which is central to
the boys' destruction.) ✓
- 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 one mark. (2)

4.1.9 Open-ended

I feel sorry for him. He is really afraid. There are no adults to protect him. He is still very young.

OR

I do not feel sorry for him. This is reality. He should grow up.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

4.1.10 Open-ended

Yes. People should be allowed to express themselves freely as it will allow them to deal with/solve issues. It is a basic human right.

OR

No. Sometimes people abuse their rights.

NOTE: The above are only examples. Allow for the candidates' own interpretation. Do NOT award a mark for YES or NO only. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

- 4.2 4.2.1 (a) death✓
(b) hunt✓
(c) forest✓
(d) destroy✓ (4)
- 4.2.2 Jack and his tribe had stolen the glasses. ✓To retrieve Piggy's glasses. ✓ (2)
- 4.2.3 He is aggressive/bloodthirsty/sadistic. ✓
He has no feelings/no compassion. ✓
He has deteriorated into a savage. ✓
- NOTE:** Accept any TWO of the above. (2)
- 4.2.4 He is happy. ✓He thinks that he is in complete control of the island. ✓ (2)

- 4.2.5 They scream just like Jack./They follow Jack's example. ✓
They charge after Ralph. ✓

NOTE: Accept any ONE of the above. (1)

- 4.2.6 They all look alike./They all have painted faces. ✓
They are equally guilty of their crime. ✓
They have lost their individuality. ✓

NOTE: Accept any ONE of the above. (1)

- 4.2.7 Open-ended

Yes. Jack has been a negative influence and his age, leadership and dictatorial skills have helped him to influence the boys to become savages.

OR

No. People at such a tender age are not prone to evil and violence. Even without adult supervision, the boys would not have gone to such inhumane extremes.

NOTE: The above are only examples. Allow for the candidates' own interpretation.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

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

- 4.2.8 Open-ended

I feel sorry for Ralph because he only wanted peace/to be able to negotiate while Jack and his tribe turned violent.

OR

I do not feel sorry for Ralph because he should have stayed away from Jack and his tribe after the attack when Piggy's glasses were stolen.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text.

Accept a well-substantiated response for full marks.

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

[35]

OR

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

NOTE: Use the 35-mark assessment rubric on page 40 to assess candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Mugo's betrayal and how it affects him and others
 - Mugo's betrayal of Kihika leads to Kihika's death.
 - Kihika's death leads to the suffering of the villagers.
 - They are forced to relocate.
 - They have to dig trenches.
 - They are starved and beaten.
 - The reason for Mugo's betrayal is his desire to get money to buy land, fulfil his dreams and be accepted in the community.
 - Mugo's attempts at redemption: helping the woman (Wambuka) in the trenches, his long imprisonment, his severe punishment.
 - His betrayal leads to his isolation.
 - His isolation is a result of his guilt.
 - He lives alone, is not married, has no family.
 - He is afraid that the villagers might uncover his secret.
 - The villagers see Mugo as a hero when, in fact, he is a coward.
 - He is the cause of the hero's death.
 - He betrays everybody by betraying Kihika.
 - He redeems himself by confessing but is executed for the deed.
- Karanja's betrayal and how it affects him
 - He betrays his people by becoming a Home Guard and, later, Chief.
 - He betrays his people for his own selfish gain.
 - He grovels in front of the whites.
 - He believes, mistakenly, that he is better than the ordinary villagers and that he has won the favour of the whites.
 - He allows people to think that he is powerful when, in fact, he has no influence.
 - He abuses his power over his own people.
 - He is, actually, despised by both whites and blacks.
 - He is merely used as a messenger.
 - He betrays Gikonyo by having intercourse with Mumbi.
 - In the end, he becomes a frightened, lonely man because of his actions.
 - He is the prime suspect for betraying Kihika.
- Mumbi's betrayal and how it affects her
 - Mumbi betrays her husband, Gikonyo, in a moment of weakness.
 - She has a child and this puts strain on her marriage when her husband returns.
 - She remains an obedient and dutiful wife.
 - He loses respect for her and slaps her.
 - She is very unhappy and regrets her mistake.
 - She separates from him and returns to her parents' home.
 - In the end, it appears as though she will reconcile with Gikonyo.

[35]**OR**

QUESTION 6: CONTEXTUAL QUESTION***A GRAIN OF WHEAT***

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

- 6.1 6.1.1 (a) Thabai ✓
 (b) shamba ✓
 (c) Mau-Mau ✓
 (d) Uhuru ✓ (4)
- 6.1.2 The stools (on which the delegates had sat) ✓ (1)
- 6.1.3 He is afraid/scared. ✓
 He does not know what to do. ✓ (2)
- 6.1.4 Mugo is regarded as a hero. ✓
 People believe that he organised the Rira hunger strike. ✓
 People believe that he made many sacrifices during detention. ✓
 He saved Wambuku's life (the pregnant woman). ✓
 Although he was tortured, he refused to confess to the oath. ✓
- NOTE:** Accept any TWO of the above. (2)
- 6.1.5 He may be suffering from sunstroke./It might be the heat that is
 affecting him. ✓
 He is scared of being exposed as a traitor. ✓
 He cannot remember making a speech before.
 He is feeling guilty. ✓
- NOTE:** Accept any TWO of the above. (2)
- 6.1.6 He is a liar. ✓
 He thinks that the people of Thabai are gullible/easily influenced/
 stupid for believing him. ✓
 He has a low self-esteem/feels insecure /inferior. ✓
- NOTE:** Accept any TWO of the above. (2)

6.1.7 Open-ended

I do not feel sorry for him because he is a liar/traitor/coward.

OR

I feel sorry for him because he is confused/does not know what to do.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text. Do NOT award a mark if a reason for the initial response has not been given. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

6.1.8 Open-ended

It is not good because it has a way of catching up with you./ It causes pain/isolation.

OR

It is good because some things are better left untold.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

- 6.2 6.2.1 There was a race (to celebrate Uhuru). ✓
Gikonyo and Karanja fell during the race. ✓
Gikonyo broke his arm. ✓ (3)
- 6.2.2 B/carpenter ✓ (1)
- 6.2.3 True ✓
He wants to reconcile with Mumbi. ✓

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 one mark. (2)

- 6.2.4 (a) The suffering of Mumbi and Gikonyo. ✓
Gikonyo's suffering in detention. ✓
Mumbi's suffering when Gikonyo was in detention. ✓
The fact that Mumbi and Gikonyo have aged/matured. ✓

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

- (b) It represents reconciliation ✓ between Mumbi and Gikonyo. ✓

OR

Gikonyo is ready to forgive Mumbi. ✓ /start a new life with Mumbi. ✓

NOTE: Award one mark for the names Gikonyo and Mumbi and one mark for the idea of reconciliation/forgiveness. (2)

- (c) He will join the hands on the head or shoulders of the child. ✓ (1)

- 6.2.5 (a) Her child is sick. ✓ (1)

- (b) He is hurt. ✓
He is anxious. ✓
He is restless. ✓
He is worried. ✓
He does not go to sleep. ✓

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

- 6.2.6 Open-ended

Yes. He realises that everybody makes mistakes and he forgives Mumbi.

OR

No. It does not affect him at all. He forgives Mumbi because he realises that he loves her.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the novel.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

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

6.2.7 Open-ended

Forgiveness is important because it helps one to move forward/deal with setbacks.

OR

Forgiveness is not important because some things are simply unforgivable.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the novel.

Accept a well-substantiated response for full marks.

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

(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 on page 40 to assess the candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well.

- Romeo and Juliet before they meet
 - Romeo:
 - He is lovesick with Rosaline.
 - His love for Rosaline is not real but infatuation – he overcomes this love as soon as he sees Juliet.

 - Juliet:
 - Juliet falls in love with Romeo at first sight but realises her impulsiveness.
 - However, she realises or is conscious that it is real love.
 - She is serious about the relationship – demands reassurance from Romeo – sends the nurse to him.

- Difficulties that Romeo and Juliet face in their relationship
 - Romeo:
 - He faces the risk of being mocked as an 'easy' lover by all.
 - His impulsiveness raises doubts about his seriousness regarding this relationship too.
 - He falls in love with his enemy's daughter.
 - He is drawn unwittingly into a brawl resulting in Tybalt's death.
 - He is banished from Verona and thus distanced from Juliet.
 - He has to depend on the Friar's wisdom.
 - The plague interferes with the delivery of messages he should have received.

 - Juliet:
 - She has also fallen in love with the enemy.
 - She is under pressure to marry Paris.
 - She is grieving for her cousin, Tybalt's, death.
 - Romeo is banished.
 - She has to resort to desperate measures to avoid marrying Paris.
 - She is subjected to coincidences developing from the Friar's plan.

- How they respond to their difficulties
 - Romeo:
 - He displays seriousness in the relationship with Juliet.
 - The fact that she is a Capulet does not deter him.
 - He regrets Tybalt's death although he could not have avoided it.
 - He resorts to the Friar's assistance during his banishment to Mantua.
 - He kills himself when he thinks Juliet is dead.

 - Juliet:
 - She realises the seriousness of her relationship with Romeo right from the beginning.
 - She is willing to take the risk.
 - She marries Romeo in secret.
 - She avoids marriage to Paris by resorting to the Friar's help.
 - She ropes the Nurse into her plan.
 - Although she despairs frequently, she is hopeful.
 - She kills herself on finding Romeo dead.

[35]**OR**

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

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

- 8.1 8.1.1 (a) B/Juliet's cousin ✓
(b) A/Romeo's hometown ✓
(c) D/ruler of Verona ✓
(d) C/a neighbouring town ✓ (4)
- 8.1.2 (a) Soft/hushed/subdued/low/whispering ✓ (1)
- (b) She does not want to be caught. ✓ Romeo might be killed if they are caught. ✓ (1)
- 8.1.3 To find out if he is serious about his love. ✓
To find out if he really wants to marry her. ✓
She cannot go herself because of the feud between the two families. ✓
- NOTE:** Accept any TWO of the above. (2)
- 8.1.4 It shows that they do not want to leave/part from each other. ✓ (1)
- 8.1.5 He really loves Juliet and so he regards her home as his own. ✓ (1)
- 8.1.6 He has been in love/obsessed with Rosaline just a little while ago. ✓
He has just met Juliet. ✓
It is too early for such a strong feeling ✓ /relationship to have developed. ✓
- NOTE:** Accept any TWO of the above. (2)
- 8.1.7 He is captive in Juliet's hand. ✓ He cannot escape from her love. ✓
He is like a prisoner ✓ who cannot escape from Juliet's love. ✓
- NOTE:** Award ONE mark for prison/jail and ONE mark for love. (2)

8.1.8 (a) Open-ended

Since you hardly know the person, your personalities may clash once you start living together.

OR

It may not last forever since you do not know each other.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.
Do NOT award a mark for YES or NO only.
Accept a well-substantiated response for full marks.
A candidate can score 1 mark for an answer that is not fully developed. (2)

(b) Open-ended

No. The pressure from their families might have been too much and the marriage would not have lasted./Romeo might have changed his mind again.

OR

Yes. They love each other so deeply and that is all that is required to keep two people together.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.
Do NOT award a mark for YES or NO only.
Accept a well-substantiated response for full marks.
A candidate can score 1 mark for an answer that is not fully developed. (2)

8.2 8.2.1 He has been banished from Verona to Mantua ✓ for killing Tybalt. ✓ (2)

8.2.2 False. ✓ Paris is there to arrange his own marriage to Juliet. ✓

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)

8.2.3 A/desperate. ✓ (1)

- 8.2.4 He is wise/experienced./ ✓
He is a priest/religious man. ✓
He can be trusted./He will not tell anybody about her secret./
Her secret is safe with him. ✓

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

- 8.2.5 (a) The Friar gives her a potion that will make her sleep. ✓
Onlookers will think her dead and take her to the tomb. ✓
Romeo will rescue her. ✓

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

- (b) Open-ended

Yes. She was desperate, therefore, a desperate plan was needed. She needed immediate help. It is only human to respond to a plea for help.

OR

No. It resulted in unnecessary loss of life. He was going against the wishes of Juliet's parents.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.
Do NOT award a mark for YES or NO only.
Accept a well-substantiated response for full marks.
A candidate can score 1 mark for an answer that is not fully developed. (2)

- 8.2.6 She could have told her parents that she and Romeo were already married. ✓
She could have refused to marry Paris and suffered the consequences of her actions. ✓ (2)

- 8.2.7 God ✓ has brought them together (They fell in love) and the Friar has married them (officiated) the joining. ✓ (2)

8.2.8 Open-ended.

Yes. She loves Romeo very much and would have done anything to save that love.

OR

No. She is impulsive and they both die.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can 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 on page 40 to assess candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for the candidate's own interpretation as well:

- Siphso and his family
 - Siphso felt unloved as a child.
 - His parents favoured Themba. Themba always got his way.
 - Siphso was punished for Themba's mistakes.
 - His only toy (the wire bus) was taken away from him. When he complained to his parents, they always took Themba's side.
 - He never forgave his brother for these childhood events. This leads to a lot of pain and anguish for Siphso.
 - As a young man, Themba was popular with women. He was also popular in the struggle against apartheid. This made Siphso jealous and hate his brother.
 - Siphso was not allowed to further his studies, yet his parents found the money to put Themba through university. Siphso had to support his brother while he was at university. This causes Siphso much pain.
 - When Siphso married, Themba had an affair with his wife. There is a great possibility that Themba is the father of Thando.
 - Siphso's son Luvuyo idolised Themba. He blames Themba for his son's death.
 - Their father's funeral was turned into a political rally and Siphso blamed Themba for this.
 - He kept all this heartache to himself.
 - He could not forgive Themba or the government for his loss.

- Siphso and his employers
 - Siphso started working in a law firm as a clerk. On two occasions, he was promised that he could complete his articles, yet it was always given to young white boys entering the law firm.
 - He worked at the library for 33 years. He was regarded as the most suitable candidate for the post as Chief Librarian. The post was given to a younger person who had just returned from exile. This caused Siphso to become bitter and very angry.

- Sipho and Mandisa
 - Mandisa forces Sipho to face his demons.
 - She forces him to speak about her father.
 - She constantly questions him and so makes him very angry. This causes him to drink heavily. It is in this drunken state that he actually reveals the truth about Thando's mother and Themba.
 - He eventually faces the truth and realises that he cannot blame Themba for his son's death or his wife's affair.
 - He accepts that he was somewhat jealous of his younger brother. He accepts that it was because of his age that he was not appointed as the Chief Librarian. So, it is through the constant questioning of Mandisa that Sipho is able to forgive and free himself of all pain and heartache.

[35]**OR**

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

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 10.1 and 10.2.**

- 10.1 10.1.1 (a) C/someone involved in bringing about political change in the apartheid era. ✓
- (b) D/a state pardon for someone for the crimes he/she has committed ✓
- (c) E/the body set up to expose the crimes of the apartheid era to allow for confession and forgiveness. ✓
- (d) A/the fight for freedom against the apartheid government ✓ (4)
- 10.1.2 Thando is committed to her job at the TRC ✓ because she is not driven by money/materialistic. ✓
She is impressionable ✓ because she admits she is becoming confused. ✓
She is honest ✓ because she is upset by these lies. ✓ (2)
- 10.1.3 C/ fetch Themba's body ✓ (1)
- 10.1.4 Sipho discovers that his brother has been cremated. This goes against his tradition. ✓
He has already made arrangements for the funeral. ✓
He has to explain to the elders why there is no body. ✓ (3)
- 10.1.5 True. ✓ She does not know what Mandisa looks like./Mandisa was born and grew up in London. ✓
- 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)
- 10.1.6 Her mother left when she was very young/ just 18 months old/ very long ago./She does not know anything about her mother. ✓
Sipho never talks about her mother (as she had cheated on him). ✓ (2)

10.1.7 Open-ended

Yes. They are her family. It is normal to want to know about one's family, especially one's mother.

OR

No. She should have been able to see that it was making her father uncomfortable.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text.
Do NOT award a mark for YES or NO only.
Accept a well-substantiated response for full marks.
A candidate can score 1 mark for an answer that is not fully developed. (2)

10.1.8 He is not interested./He does not care./
He is disinterested/nonchalant. (1)

10.2 10.2.1 She wants to show her portfolio/work to Nandipha/a fashion designer. ✓
She wants Thando to attend the London Fashion Show. ✓ (2)

10.2.2 (a) He says that she is his only child. ✓ (1)

(b) He is afraid of losing her. ✓ (1)

10.2.3 She should face Sipho. ✓
She should point at him. ✓
She should roll her eyes. ✓
She should look angry. ✓
She should face him with face turned up. ✓
She should use hand gestures. ✓

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

10.2.4 Themba takes his wife. ✓
Themba robs him of a chance to attend university. ✓
When young, Themba took his toys. ✓
His chances of promotion to Chief Librarian are taken by a younger man. ✓
He loses his chance to become a lawyer to white men. ✓

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

- 10.2.5 Siphso has been very secretive about his past. ✓
He does not share his pain with Thando. ✓
He never talks about his broken relationship with his brother. ✓
- NOTE:** Accept any TWO of the above. (2)
- 10.2.6 He cared about his brother. ✓
He had respect for Siphso. ✓
He acknowledges what Siphso had sacrificed for him and the rest of the family. ✓
- NOTE:** Accept any TWO of the above. (2)
- 10.2.7 'what else did your father tell you about me?' ✓ (1)
- 10.2.8 He was too old. ✓
A younger man was appointed. ✓
An exile was given the post. ✓
- NOTE:** Accept any ONE of the above. (1)
- 10.2.9 Open-ended.
- No. She is disrespectful towards her uncle. Children should show respect towards elders. She should not try to influence Thando to go against her father's wishes.

OR

Yes. Adults are not always right. One should question in the way Mandisa does. Mandisa eventually makes Siphso face his demons.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the drama.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

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

10.2.10 Open-ended

It causes much pain and heartache. It often destroys families.
Children end up hating each other.

OR

It is normal. Most children experience it. They usually outgrow it.

NOTE: The above are only examples. Allow for the candidates' own interpretation.

Accept a well-substantiated response for full marks.

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

(2)
[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 on page 40 to assess the candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- What we know about the two characters
 - The man is a struggling writer.
 - He earns very little and he hardly has enough to survive.
 - He lives in a tiny flat and is lonely.
 - The lady appears to be sophisticated and wealthy.
 - The lady is probably only exploiting his desire for admiration.
 - She is also exploiting him to get a free meal.
 - She keeps ordering exotic and expensive dishes.

- What the two characters pretend to be
 - He wants the lady to think he is rich.
 - He accepts her invitation to Foyot's which is very expensive.
 - He knows very well that he cannot afford to eat there.
 - At Foyot's he agrees to order all the elaborate dishes she wants, never pointing out the fact that he cannot afford them.
 - He never discloses to her or the waiter how worried he is about the rising bill.
 - He appears to be a hospitable host while his thoughts are anything but kind.
 - When his guest scolds him for eating too much meat, he does not tell her the reason for his little mutton chop.
 - When they part ways, he does not tell her that he does not have any money left.
 - When they meet at a play she says that he invited her many years ago yet she had invited herself.
 - She pretends to be an admirer of his work.
 - She says repeatedly that she never eats anything or eats only one thing.
 - She even urges the narrator to follow her example and eat less.
 - She makes it sound as if her host insists on her ordering the asparagus while he did not insist on anything.
 - Towards the end of their luncheon, she says that he has eaten too much but she has just had a snack (so she eats a peach as well).
 - Upon departure, she calls her host a 'humorist' while she knows very well he is mortified and broke.

- What the outcome of this pretence is.
 - The man is completely broke.
 - The man does not know how he will survive for the rest of the month.
 - The man cannot afford a decent tip for the waiter.
 - She weighs 21 stone/is overweight/fat.

[35]

OR

QUESTION 12 (CONTEXTUAL QUESTION)
THE SOFT VOICE OF THE SERPENT – Nadine Gordimer

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

- 12.1 12.1.1 (a) wheelchair ✓
 (b) wife ✓
 (c) reading ✓
 (d) leg ✓ (4)
- 12.1.2 (a) metaphor ✓ (1)
 (b) To show that he feels ✓ just like a sail that has lost its air. ✓ (2)
- 12.1.3 She has to push hard./She is not doing particularly well./Her arms
 are thin./The man actually thinks that the nurse may do better.

 NOTE: Accept any ONE of the above. (1)
- 12.1.4 He is sensitive. ✓
 He is tolerant. ✓
 He is patient. ✓

 NOTE: Accept any TWO of the above or any other relevant
 responses. (2)
- 12.1.5 Emotionally he has not come to terms with his loss ✓ and he feels a
 sense of helplessness/sadness/hopelessness. ✓ (2)
- 12.1.6 It emphasises the impact the loss has on him. ✓
 He feels devastated. ✓
 He is extremely hurt. ✓

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

12.1.7 Open-ended

No. It is better for him to share his feelings. It helps with the healing process.

OR

Yes. He needs to come to terms with his loss./He must accept his loss before anybody else can help him.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the play.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

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

- 12.2 12.2.1 (a) The locust has lost its leg. ✓ (1)
- (b) The woman / his wife. ✓ (1)
- (c) Open-ended

No. He is merely making a joke. He knows very well that it is not possible.

OR

Yes. He is using the locust to point out/emphasise his own disability/difficulty to move around.

NOTE: The above are only examples. Allow for the candidates' own interpretation.

Do NOT award a mark if a reason for the initial response has not been given. (2)

- 12.2.2 Locusts are pests ✓ (that destroy crops). The farmers would be happy that the locust was kept busy elsewhere. ✓ (2)

- 12.2.3 A /the man and the locust. ✓ (1)

- 12.2.4 (a) His mood changes from happiness ✓ to irritation. ✓
He was joking ✓ at first but he later became nasty/angry. ✓
He was happy ✓ but once the locust flew off he became unhappy. ✓

NOTE: Accept any ONE of the above or any other relevant response provided that the contrast in mood is shown. (2)

- (b) He realises that the locust is able to fly. ✓
 The locust is able to move but he cannot. ✓
 Although the locust lost a leg just like he has, the locust could fly away but he is still stuck in the wheelchair. ✓

NOTE: Accept any TWO of the above or any other relevant response.

(2)

- 12.2.5 False. ✓ The serpent refers to the locust. ✓
 It refers to the temptation in the Garden of Eden. ✓
 It refers to the temptation that there is hope in end. (False hope for the man). ✓
 Everything can be fixed in the end. ✓

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.
- Accept any ONE of the above or any other relevant response for the motivation/reason.

(2)

- 12.2.6 At first she is afraid ✓ of the locust and then she feels sorry ✓ for the locust.
 She feels sorry ✓ for the locust and then becomes afraid of the locust. ✓

NOTE: The contrast must be clear for the candidate to score full marks.

(2)

- 12.2.7 Open-ended

Yes. She takes good care of her husband. /She is patient / tolerant.

OR

No. It is her duty to take care of him even if he is disabled.

NOTE: The above are only examples. Allow for the candidates' own interpretation which must be grounded in the text of the play.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate can score 1 or 2 marks for an answer that is not fully developed.

(2)

12.2.8 Open-ended

They should be helped.

They should be helped to become independent.

They should be counselled.

They should not be treated like outcasts.

NOTE: The above are only examples. Allow for the candidates' own interpretation. TWO points must be given. (2)

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 poor (½)
13.1.2 inferior (½)
13.1.3 living (½) (1½)

- 13.2 The girl is both physically ✓ and emotionally exhausted. ✓
OR
Her mind ✓ and body ✓ cannot cope with the conditions. (2)

- 13.3 B/ criticism ✓ (1)

- 13.4 He inherited the disease from his father. ✓ (1)

- 13.5 Open-ended
No. He is able to imagine/think about an ideal/pleasant world.

OR

Yes. He is absent-minded/he is unable to concentrate.

NOTE: The above are only examples. Allow for the candidates' own interpretation. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

- 13.6 A picture of Shakespeare. ✓
A map. ✓
A picture of a Tyrolese valley. ✓

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

- 13.7 Their future remains bleak. ✓
There are no chances of improvement. ✓
Their future is not promising. ✓
Their prospects will not get better. ✓

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

- 13.8 False. ✓ He feels that it is a bad example. ✓

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)

- 13.9 13.9.1 simile ✓ (1)
- 13.9.2 The fate of the children ✓ is compared to where they live/ their surroundings. ✓ (2)

13.10 Open-ended

Yes. There are many such classrooms in South Africa./Many children suffer in this way.

OR

No. My class is in good condition./My school is not like this./We do not suffer in this manner any longer.

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.

(1)
[17½]

QUESTION 14: Death be not proud – John Donne

- 14.1 14.1.1 challenges (½)
- 14.1.2 unafraid (½)
- 14.1.3 personification (½) (1½)
- 14.2 Death is not as powerful ✓ and fearful ✓ as many believe it to be.

OR

Death has no power. ✓ You do not have to be afraid of death. ✓ (2)

- 14.3 He says Death is like sleeping. ✓
Thereafter, people become eternal and do not face Death anymore. ✓ (2)

14.4 Alliteration ✓ (1)

14.5 False. ✓ Death is a slave to each of these. ✓

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)

14.6 They can commit suicide. ✓ They can commit a murder. ✓ (2)

14.7 D / the touch of Death ✓ (1)

14.8 Triumphant / victorious ✓ (1)

14.9 Death usually kills ✓ yet here death is threatened with dying. ✓
It is a paradox. ✓ (2)

14.10 Open-ended

Yes. We wake eternally after death.

OR

No. We can never return to our lives once we die.

NOTE: The above are only examples. Allow for the candidates' own interpretation. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

14.11 Open-ended

Yes. People remain afraid of death./I believe in the after-life./Death occurs all around me.

OR

No. People no longer believe in life after death.

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. (1)

[17½]

QUESTION 15: Mementos,1 – WD Snodgrass

15.1 15.1.1 spring-cleaning (½)
15.1.2 old (½)
15.1.3 memories(½) (3x½) (1½)

15.2 'That meant something once' ✓ (1)

15.3 15.3.1 simile ✓ (1)

15.3.2 He compares his shock of finding the photograph ✓ to the shock of a man discovering a severed hand among dead leaves. ✓ (2)

15.4 Being carefree.✓
Having entertainment/having fun.✓
Having pleasure. ✓

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

- 15.5 True. ✓ He mentions being choked by fear./He had to deal with fear. ✓
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)
- 15.6 A /smooth and successful. ✓ (1)
- 15.7 He feels sad./He regrets/he is sorry for the failed marriage. ✓
He still thinks of her fondly. ✓ (2)
- 15.8 He keeps the picture./He puts it back. ✓ (1)
- 15.9 Open-ended
Yes. Painful memories can be suppressed if you are determined. With the help of counselling you can overcome pain/hurt.

OR

No. Painful memories often scar you so badly that you cannot forget them. Painful experiences can become painful memories.

NOTE: The above are only examples. Allow for the candidates' own interpretation. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

- 15.10 The title is appropriate because just as a memento is a small item to remind us of a person or event/occasion ✓ so also, in this poem, the speaker has a photograph which triggers the memory of the woman. ✓ (2)
[17½]

QUESTION 16: The birth of Shaka – MO Mtshali

- 16.1 16.1.1 praise (½)
16.1.2 ruthless/gifted (½)
16.1.3 gifted/ruthless(½) (1½)
- 16.2 16.2.1 'tearing' (1)
16.2.2 False ✓ ' fatherless' ✓

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)

- 16.3 They wanted to make him angry/passionate/strong/feared. ✓ (1)
- 16.4 16.4.1 Boiled ✓ /shaped ✓ /forged ✓

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

16.4.2 (a) simile ✓ (1)

(b) Shaka's muscles ✓ ('thongs') are compared to water bark which is almost unbreakable. ✓ / Just as water bark is unbreakable, ✓ Shaka is almost superhuman because nothing can injure him. ✓ (2)

16.5 A lantern gives light in the darkness ✓ implying that Shaka had the ability to predict the future. ✓

OR

Shaka had large, bright eyes. ✓ (2)

16.6 C /admiration ✓ (1)

16.7 Open-ended

Yes. The imagery used suggests that he could never be beaten. He was made by his ancestors. Therefore, he was superhuman.

OR

No. Although he is described as a man of great strength, he could not save himself from his brothers who killed him.

NOTE: The above are only examples. Allow for the candidates' own interpretation. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

16.8 Open-ended

Yes. He was very brave. He was unbeatable.

OR

No. He was very cruel. He killed many people.

NOTE: The above are only examples. Allow for the candidates' own interpretation. Accept a well-substantiated response for full marks. A candidate can score 1 mark for an answer that is not fully developed. (2)

[17½]

TOTAL SECTION D: 35
GRAND TOTAL: 70

FIRST ADDITIONAL LANGUAGES: RUBRIC FOR MARKING THE LITERATURE ESSAY

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

CODES & MARK ALLOCATION		CONTENT [25] Interpretation of topic. Depth of argument, justification & grasp of prescribed work.	MARK ALLOCATION	STRUCTURE AND LANGUAGE [10] Structure, logical flow & 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 & text. 	Outstanding 8–10 marks	<ul style="list-style-type: none"> - Coherently structured piece. - Excellent introduction & conclusion. - Arguments well structured & clearly developed. - Language, tone & style mature, impressive & 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 & text. 	Meritorious 7–7½ marks	<ul style="list-style-type: none"> - Essay well structured. - Good introduction & conclusion. - Arguments & line of thought easy to follow. - Language, tone & style correct & suited to purpose. - Good presentation.
Code 5 60–69%	Substantial 15–17 marks	<ul style="list-style-type: none"> - Shows understanding & 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 & text evident. 	Substantial 6–6½ marks	<ul style="list-style-type: none"> - Clear structure & logical flow of argument. - Introduction, conclusion & other paragraphs coherently organized. - Flow of argument can be followed. - Language, tone & 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 & text. 	Adequate 5–5½ marks	<ul style="list-style-type: none"> - Some evidence of structure. - Essay lacks well-structured flow of logic & coherence. - Language errors minor, tone & 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 & 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 & 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 & sometimes off the point. - No depth of argument, faulty interpretation/Arguments not supported from text. - Very poor grasp of text & genre. 	Elementary 3–3½ marks	<ul style="list-style-type: none"> - Poor presentation & lack of planned structure impedes flow of argument. - Language errors & 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 & 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 & tone.