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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2009**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 33 pages.**

**INSTRUCTIONS TO MARKERS**

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

**NOTE: It is the responsibility of the Chief Marker to ensure that markers have read and taught the texts they are marking.**

**SECTION A: NOVEL****QUESTION 1 (ESSAY QUESTION)*****TO KILL A MOCKINGBIRD***

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

Consider all alternative responses which are substantiated with relevant reference to the text.

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

- Racial prejudice in Maycomb County:
  - Discrimination against black people – separate facilities, e.g. schools and churches.
  - Freedom of expression – black people do not have freedom of expression; therefore, they become submissive/subservient to the whites.
  - Whites are always perceived as superior to black people.
  
- Justice and the Tom Robinson case:
  - Black people are not treated fairly in courts of law – always seen as guilty.
  - The jury in the Tom Robinson trial is white – disadvantage to Tom Robinson.
  - There are enough doubts about what really happened – the injuries to the right side of Mayella's face, Tom's useless left arm, the absence of medical evidence.
  - Tom Robinson is found guilty because he is black.
  
- Social prejudice against people such as Boo Radley, Mayella Ewell and Mrs Dubose:
  - Prejudice suffered by Boo as a result of stories circulating about him.
  - Prejudice against the lower-class whites in Maycomb County, e.g. the Ewells and the Cunninghams.
  - Prejudice against Mrs Dubose as a result of misunderstanding concerning her illness. **[35]**

**OR**

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

- 2.1 2.1.1 She has accused Tom Robinson (1) of (attacking and) raping her. (1) She is, therefore, the chief witness in the case against Tom Robinson./She has to testify that Tom has (attacked and) raped her. (1)  
OR  
She was there to testify that Tom Robinson had raped her.(3) (3)
- 2.1.2 Open-ended. Accept a suitable answer, e.g.  
  
Yes. She is defeating the ends of justice by being dishonest. Furthermore, she is jeopardising the life of an innocent man, Tom Robinson. Her selfish nature prompts her to tell a lie and this is unacceptable.  
OR  
No. She is telling a lie to protect herself from her abusive father. She also tells lies to avoid being scorned by the whites of Maycomb County for trying to seduce a black man.  
  
NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
The motivation/reason must suit the initial YES/NO response. (3)
- 2.1.3 Tom is one of the few people in Maycomb County who actually treats her with respect and shows some pity for her and her siblings.  
OR  
On the day of the alleged attack, Mayella actually called him in to help her, and she was the one who tried to seduce him.  
OR  
Mayella is accusing Tom Robinson/an innocent man of raping her, yet she knows it is her father who has been abusing her.  
OR  
Mayella is a big strong girl who is accusing a crippled man/a man with one useless arm, of (attacking and) raping her. (3)

- 2.1.4 Atticus proves Tom could not have beaten her up on the right side of her face because his left arm is useless. (1)  
 Atticus proves that her attacker would have had to have the use of both arms as the attacker had tried to strangle her. (1)  
 Atticus proves that her father is left-handed/suggests it was her father that had beaten her up when he saw her trying to seduce a black man. (1)  
 There is no medical proof that she had been raped because a doctor had not examined her after the alleged rape. (1)  
 Atticus portrays Tom as a very decent, religious, law-abiding citizen and the Ewells as white trash. (1) (3)

NOTE: Accept ANY THREE of the above.

- 2.1.5 She is holding up the proceedings. (1)  
 If she cries she would not be able to express herself clearly. (1)  
 He does not want the jury to be influenced by her tears/become sympathetic towards her. (1)  
 He knows she is lying. (1)  
 He was losing patience with her because this is the second time that she is bursting into tears/crying. (1) (3)

- 2.1.6 False. (1) Tom is shot dead while trying to escape./He is taken to prison. (1)

NOTE: To award the mark for the motivation/reason, the first part of the answer must be correct. (2)

- 2.1.7 He is fair/just. (1)  
 He is a gentleman/polite. (1)  
 He is patient. (1)  
 He is considerate. (1)  
 He is courageous as he does his best to defend Tom Robinson in spite of the pressure he faced. (1)  
 He believes all people are equal, especially in the eyes of the law. (1)  
 He believes a man is innocent until proven guilty. (1)  
 He is methodical and thorough in the way he presents a case in court. (1)  
 He is a man of principle. (1)

NOTE: Accept ANY THREE of the above. (3)  
**(20)**

**AND**

- 2.2      2.2.1      He wants to get even with Atticus by attacking the children. (2)
- In court, Atticus reveals the truth about/exposes what really happened on the day of the alleged attack on Mayella, and also about the type of life led by the Ewells. (1)/Ewell also loses his job because of the court case. (1)/Ewell is angered by what Atticus reveals during the court case. (1)/Atticus proves Ewell is a liar. (1)      (3)
- 2.2.2      The children try to run away from Ewell. (1)  
Ewell tries to stab/smother Scout/tries to squeeze Scout to death.(1)  
Jem's arm is broken during the attack. (1)  
Ewell is stabbed with his own knife when Boo Radley rescues them. (1)
- NOTE: Accept any TWO above.      (2)
- 2.2.3      (a) Boo Radley pulls Bob Ewell away from Scout. Ewell is killed during the struggle.      (2)
- (b) Boo is kind, caring and loving towards Scout and Jem./He is courageous and does not hesitate to come to the children's assistance when they need him.      (2)
- 2.2.4      He is a coward./He is an evil man. He attacks children who have not harmed him in any way.  
OR  
He is a vindictive/vengeful man. He wants to get even with Atticus because he was made to look bad in court./He is not satisfied with the jury's 'guilty' verdict and still wants to get even with Atticus by attacking the children.      (3)
- 2.2.5      Sheriff Tate is a fair/just man. (1)  
He does not go by the book. He takes the circumstances of a case into account. (1)  
He believes Ewell got what he deserved. (1)  
He believes justice will not be served if Boo Radley is dragged into court. (1)  
He believes Boo Radley has done Maycomb County a favour by getting rid of Bob Ewell. (1)
- NOTE: Accept ANY THREE of the above.      (3)  
**(15)**  
**[35]**

**OR**

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

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

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

- How the boys try to set up rules on the island that reflect their experiences at home:
  - The laws and rules the children followed before arriving on the island: Children respected adults and followed their instructions; they learnt and carried out household chores; they followed regular eating habits and kept neat and clean; they could not take a life; they had good ablution facilities.
- How these rules change as the boys try to survive on the island in the absence of grown-ups:
  - Children become savages to ensure survival.
  - They play and do not do anything useful.
  - Eat wild fruit and hunt animals. Kill pigs – can now take a life without thinking twice.
  - They get very dirty and unkempt.
  - Commit murder without showing any remorse.
- How the relationship between Ralph and Jack affects the way the rules are obeyed:
  - How Ralph and Jack become chiefs.
  - Ralph's leadership ensures adherence to rules.
  - Jack's leadership turns them into savages.
  - Jack entices them to use violence to get their way, e.g. forcing the twins to join the tribe.

**[35]****OR**



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

- 4.1 4.1.1 They are afraid/anxious/scared/insecure (to voice their real feelings or to disagree). (2)
- 4.1.2 Things are falling apart. He wants to unite them as a group and allay their fears. (2)
- 4.1.3 They cannot imagine anyone daring to go out at night./The boys are relieved that there had not been anyone or anything walking about during the night/relieved from the fear of anyone or anything walking about during the night. (2)
- 4.1.4 Ralph is surprised/irritated/angry that Simon has had the courage to go out at night and thereby frightened the littluns. (2)
- 4.1.5 The small boys who mainly enjoy playing, eating fruit and making up stories about what they saw during the night./They are the youngest boys in the group./The youngest boys between five and six who do not play a major role in the novel.
- NOTE: Award 2 marks or 0. (2)
- 4.1.6 Open-ended. Accept a well-substantiated response, e.g.
- No. He is rude towards him and does not show him any respect. He uses every opportunity to ridicule him.  
OR  
Yes. Simon is contributing to the fear experienced by the boys.
- NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response. (2)
- 4.1.7 He is killed by the boys (who are caught up in a hunting frenzy). (2)

- 4.1.8 Jack encourages the boys to appear primitive/behave like savages./Under his leadership, they begin to paint their faces like primitive tribes. (1)  
He influences the boys to defy authority and rules. (1)  
He influences them to kill without remorse, something they could not do initially. (1)  
Under his leadership, they also turn on each other, killing Simon and Piggy, and come close to killing Ralph before they are rescued. (1)  
The boys are afraid of Jack and this influences their behaviour. (1)  
Jack spells fun, games, laughter and freedom and therefore influences the boys to abandon rules and order. (1) (3)

NOTE: Accept ANY THREE of the above.

- 4.1.9 Open-ended. Accept a well-substantiated response, e.g.  
Yes. He believes in orderliness and meetings, and attending to priorities (keeping the fire/smoke going so that they can be rescued)./He believes in democracy. (1) He also protects the weak, e.g. Piggy, against Jack. (1) He keeps doing good until they are rescued. (1)  
OR  
No. He cannot hunt and provide for the boys. (1)  
He cannot control Jack (1) and he ends up being hunted by Jack and the rest of the boys until they are rescued. (1)

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
The motivation/reason must suit the initial YES/NO response. (3)  
(20)

### AND

- 4.2 4.2.1 Ralph goes to challenge Jack and the rest of the boys to return Piggy's spectacles. (1) Piggy is killed during the skirmish./Ralph has to run for his life./Jack declares Ralph an outlaw and leads the hunt for him. (1) (2)
- 4.2.2 The hunters are happy/excited that they will soon catch their prey and deal with it. (2)  
OR  
They are giving each other signs/communicating with each other. (1)  
They are well organised. (1)  
They were adamant they were not going to give up. (1)  
They wanted to find Ralph. (1)

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

- 4.2.3 He is bewildered/terrified/afraid of being the victim of the group he once led./He feels he can no longer think straight./He feels he could end up making a wrong decision that could lead to his capture and eventual death. (2)

'... and he told himself to be calm.' (1)/'At that sound he shied like a horse.'/'What was to be done, then?'/...or Roger who carried death in his hands?'/Either way the choice was terrible.'/'If only one could have pax, a long pause, a time to think!'

NOTE: Do not penalize candidates for omitting the quotation marks.

The quotation must be correct and suit the initial response. (2+1)

- 4.2.4 (a) The (identical) twins, whose names are Sam and Eric. (1)
- (b) When Ralph goes to the mouth of the cave where they are keeping watch, they do not call Jack and the others as they are expected to do. (1)  
They advise him to leave and warn him of Jack's intention to hunt him down. (1)  
They also give him meat. (1)

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

- 4.2.5 It is ironic that the 'legitimate' chief calls the impostor 'the chief'. Ralph has been voted to be chief by the majority of the boys. At this stage of the novel, Jack declares himself chief without having been elected as was the case with Ralph.

NOTE: Award 2 marks or 0. (2)

- 4.2.6 The boys respected the conch as a symbol of authority. (1) If he had it, some order might be retained and this madness of the chase would come to an end. (1) (2)

- 4.2.7 They are rescued (by the Navy). (1)  
**(15)**  
**[35]**

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

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

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

- British rule and white settlers in Kenya, such as John Thompson and DO Robson:
  - Treatment of Kenyans by white settlers.
  - John Thompson, DO Robson and others – white settlers who abuse, exploit and oppress the Kenyans.
  - The police stations and the railways as symbols of British power.
  - The feelings of the whites when Kenya is liberated.
  
- Kenyans who abuse their positions:
  - Karanja's treatment of other Kenyans while he works under Thompson and his fear of the end of white rule.
  - Karanja as homeguard and chief.
  - The violent treatment of Kenyans by the homeguards and soldiers.
  - MPs who forget the struggle and, instead, are interested in enriching themselves, e.g. by acquiring 'long cars'.
  
- The effect of such abuse of power on Kenyans:
  - Resistance against oppression, e.g. the 'Movement'.
  - Detention of people involved in the movement e.g. Gikonyo, Mugo and General R.
  - The deaths of Kihika and others.
  - The fear, suffering and loss of people, e.g. Mumbi and the people of Thabai village.

**[35]****OR**

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

- 6.1 6.1.1 (a) He believes that Mugo:
- has stayed loyal to the Movement. (1)
  - stayed true to his beliefs. (1)
  - has kept his oath. (1)
  - did not give in when tortured. (1)
  - was prepared to die for independence. (1)
  - was strong because he did not feel the need to return home. (1)
  - is courageous. (1)

NOTE: Accept ANY THREE of the above. (3)

- (b) Open-ended. Accept a suitable response, e.g.

Yes. Mugo has sacrificed many years of his life in the name of the struggle. He also tells the truth about the way he betrayed Kihika.

OR

No. He betrayed Kihika and takes very long to admit the truth.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response. (3)

- 6.1.2 (a) It was the Mau Mau movement (1) that fought against British rule. (1)

OR

People who led the struggle against British rule. (2) (2)

- (b) He was the chairperson of the local branch of the Movement. (1)

He fought against British rule while hiding in the forests. (1)

He and other forest fighters attacked the Mahee Police Station. (1)

He spent six years in detention. (1)

NOTE: Accept any THREE of the above. (3)

- 6.1.3 (a) Those who sold out the Movement and worked with the British. (2)/Karanja (1) and the Reverend (1). (2)

- (b) They were more interested in becoming rich (1) and in being in favour with the white man than in the independence of Kenya. (1) They were selfish as they thought of personal gain and not the greater good of all Kenyans. (1)/Karanja joined the home guards/hunted down the forest fighters while the Reverend preached against the violence of the Mau Mau/discouraged the people from joining the Mau Mau. (3) (3)
- 6.1.4 Independence/Freedom/Liberation (1)
- 6.1.5 Their lot has not changed very much as they are still poor and suffering. (1) Only a small number have benefited from the change in government. (1) Their own people have become the oppressors. (1) (3)  
(20)

**AND**

- 6.2 6.2.1 (a) Mumbi's child (1) by Karanja. (1)  
OR  
Mumbi and Karanja's child. (2) (2)
- (b) Open-ended. Accept a suitable response, e.g.
- Yes. Mumbi betrayed him with his friend. (1) He longed for her all those years in detention (1) and waited six years to return to her. (1)  
OR  
No. Gikonyo knows nothing about the circumstances Mumbi had to face (1) and about how Karanja helped her and his mother. (1) Gikonyo was away for a very long time and she did not know whether he would return/whether he was still alive. (1)
- NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
The motivation/reason must suit the initial YES/NO response. (3)
- 6.2.2 (a) She recalls his shock at seeing her with a child that is obviously not his./Gikonyo begins treating her differently. (2)
- (b) She looked after his mother./She built them a house./She worked in the tea plantations. (2)

- (c) She loves her husband and mother-in-law. (1)  
She is loyal. (1)  
She is caring. (1)  
She has courage to withstand suffering. (1)  
She is self-reliant/resilient. (1)

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

- 6.2.3 She is tired of being ignored by Gikonyo.  
OR  
She knows Gikonyo is not going to change/accept the child.  
OR  
Gikonyo has slapped her. (2)
- 6.2.4 She wants to persuade Mugo to speak at the meeting. (2)
- (15)**  
**[35]**

**TOTAL SECTION A: 35**

**SECTION B: DRAMA**

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

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

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.  
Accept both 'I agree' and 'I disagree' with substantiation.

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

- The feud between the Capulets and the Montagues:
  - The duration of the feud.
  - The brawls between the servants of the two families.
  - The feud as a reason why Romeo and Juliet have to keep their love and marriage a secret.
  - Tybalt's challenge to Romeo after he attends the Capulets' ball uninvited.
  - Mercutio and Tybalt's deaths and Romeo's banishment.
- Romeo and Juliet's meeting and falling in love:
  - Romeo's first meeting with Juliet at the ball.
  - Romeo's hiding from his friends in order to meet Juliet after the ball.
  - Romeo and Juliet's first private meeting after the ball.
  - Romeo and Juliet's plans.
- The deaths of Mercutio and Tybalt:
  - Mercutio's taunts.
  - Tybalt's response to Mercutio's taunts.
  - Romeo's attempts to stop the two from fighting.
  - Mercutio's death and Romeo's fatal wounding of Tybalt.
- The deaths of Romeo and Juliet and the reconciliation of the two families:
  - Events that lead to the deaths of Romeo and Juliet.
  - The two families' discovery of the deaths of their children.
  - The initial reaction of the families towards each other.
  - Reconciliation and peace in Verona.

**[35]****OR**



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

Candidates are required to answer BOTH questions, i.e. QUESTION 8.1 AND QUESTION 8.2.

- 8.1      8.1.1      Romeo tells Friar Lawrence about Juliet. (1) He wants Friar to marry them. (1) (2)
- 8.1.2      Friar Lawrence is surprised by the change in Romeo. (1)  
Not so long ago, Romeo was madly in love with Rosaline. (1)  
Therefore he doubts whether Romeo can truly be in love again and with someone else so soon. (1) (3)
- 8.1.3      B/scolded (1)
- 8.1.4      Benvolio advises him to meet other women to get his mind off Rosaline. (1)  
The opportunity to do so arises when they meet Capulet's servant who cannot read the guest list. (1)  
Romeo sees Rosaline's name on the guest list and to him this is an opportunity to see her but he meets Juliet. (1) (3)
- 8.1.5      After the deaths of Romeo and Juliet, their parents realise how foolish they have been all these years, and that the feud has cost them their children and heirs and they decide to end it. They decide to build statues of Romeo and Juliet. (2)
- 8.1.6      Open-ended. Accept a suitable response, e.g.  
  
Yes. Romeo and Juliet are being very hasty – they have decided to marry a few hours after meeting.  
OR  
Yes. Romeo is known to be very impulsive.  
OR  
No. Romeo and Juliet are truly in love and there is no need to waste any time.  
  
NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
The motivation/reason must suit the initial YES/NO response. (2)

- 8.1.7 (a) Friar Lawrence is kind. (1)  
He is always willing to help. (1)  
He gives sound advice freely. (1)  
He is supportive. (1)  
He is calm/controlled, reasonable. (1)  
He is a peacemaker. (1)
- NOTE: Accept any TWO of the above. (2)
- (b) Romeo is in love. (1)  
He can be very impatient./He wants things done immediately when he sets his mind to it. (1)  
He is impulsive/does not consider the consequences of his actions/decision. (1)  
When he loves, he loves very passionately. (1)  
He is fickle. (1)  
He is ruled by his emotions. (1)
- NOTE: Accept any TWO of the above. (2)
- 8.1.8 Friar Lawrence agrees to marry Romeo and Juliet. (1)  
When Romeo is banished from Verona and Juliet is about to be married to Paris, he prepares a potion that will make Juliet appear to be dead, thus avoiding marriage to Paris. (1)  
He writes a letter to Romeo, asking him to come to the Capulets' tomb to fetch Juliet after the effects of the potion have worn off. (1)  
Romeo learns of Juliet's 'death', gets to the tomb before Friar Lawrence, drinks poison and dies. (1)  
Friar Lawrence leaves Juliet alone in the tomb, which gives her enough time to kill herself/commit suicide. (1)
- NOTE: Accept ANY THREE of the above. (3)  
**(20)**

**AND**

- 8.2.1 (a) Paris is very wealthy/a count/related to the Prince. (1) Capulet believes marriage to Paris will stop her grieving over Tybalt's death. (1) (2)
- (b) When Paris finds Romeo at the Capulets' tomb, Paris tries to arrest him. They fight and Romeo kills Paris. (2)
- 8.2.2 The Friar is afraid that he will be arrested/in serious trouble with both families as well as with the Prince when his role in Romeo's death is uncovered. (1)  
He will find it difficult to explain why Juliet is still alive/how the potion was used to prevent Juliet's marriage to Paris. (1)  
He is afraid of what Juliet might do if she remains in the tomb where Romeo's body now lies. (1) (3)

8.2.3 (a) He means that fate/destiny/God (has played a role in the letter not reaching Romeo in time). (2)

(b) Open-ended. Accept a suitable response, e.g.

Yes. It is fate/destiny/God that prevents the letter from reaching Romeo in time because of the plague. Had the letter reached Romeo in time, Friar's plan would have worked and Romeo and Juliet would be together.

OR

No. It is Romeo's hasty decision to commit suicide, so one cannot blame anyone else/any other force.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response. (3)

8.2.4 Open-ended. Accept a suitable response, e.g.

Yes. He does not want their plot to be exposed as it could endanger both Juliet and himself.

OR

No. He has just informed Juliet that Romeo is dead and should not expect her to leave immediately.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response. (3)

(3)  
(15)  
[35]

**OR**

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

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.  
Accept alternative views which are relevant and well-substantiated.

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

- Differences between Siphon and Themba:
  - Loyal to his family versus not loyal to anyone.
  - Selfless versus selfish.
  - Responsible versus irresponsible.
  - Themba went into exile while Siphon remained in SA
  - Themba did not make the sacrifices Siphon had made
- The effect these differences have on their relationship with each other:
  - Themba's prominence as an activist.
  - Siphon's opinion of Themba.
  - Division in the family.
- Their relationship with members of the family:
  - Themba and Luvuyo
  - Themba and Mandisa
  - Themba and Siphon's wife
  - Siphon and Thando
  - Siphon and Luvuyo
  - Siphon and his wife
- The values Siphon and Themba pass on to their children.
  - Respect for versus indifference to culture and tradition.
  - Responsibility for others versus selfishness/self-interest.

**[35]****OR**

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

- 10.1 10.1.1 Themba was spoilt. (1)  
 He was manipulative. (1)  
 He was very selfish/demanding. (1)  
 Themba was jealous of Siphho. (1)  
 Themba was the favourite. (1) (3)

- 10.1.2 Open-ended. Accept a well-substantiated response, e.g.  
 Yes. She thought it could be easily replaced./Themba deserved it as the younger child.  
 OR  
 No. She gave Themba preferential treatment but had little or no regard for Siphho's feelings./Siphho had spent a lot of time and effort on making this wire bus./The bus was a special toy to him./Themba had many toys but Siphho had only the wire bus.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
 The motivation/reason must suit the initial YES/NO response. (3)

- 10.1.3 Open-ended. Accept a well-substantiated response, e.g.  
 Yes. Themba had a lot of toys which his father bought for him from town./Themba did not need wire toys./He made the bus./The bus belonged to him./Themba just grabbed the bus from him without asking./Themba did not appreciate the bus and it was soon destroyed.  
 OR  
 No. Siphho could have made himself another wire bus.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
 The motivation/reason must suit the initial YES/NO response. (2)

- 10.1.4 She is:  
 well dressed (1)  
 glamorous (1)  
 sophisticated (1)  
 fashionable (1)  
 westernized (1)  
 modern (1)  
 beautiful (1)

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

10.1.5 Open-ended. Accept a well-substantiated response, e.g.

No. He has not seen his brother for many years.

OR

Yes. Themba would not have changed to such an extent that Siphoh would not have been able to recognise him.

OR

Yes. Themba is Siphoh's brother and Siphoh would be able to recognise him.

OR

Yes. Mandisa has brought a picture of Themba with her.

(2)

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response.

10.1.6 Siphoh feels angry/unhappy/disappointed that he will not be able to bury Themba's body, because cultural practices are important to him.

OR

Siphoh feels angry/unhappy/disappointed that the ashes in the vase are in conflict with the traditional values and throws the funeral plans into disarray.

OR

Siphoh feels angry/unhappy/disappointed but he eventually makes peace with himself when the service is held.

(2)

10.1.7 Siphoh has great respect for his tradition and culture./He considers his tradition and culture significant./He considers cultural practices to be very important./He wanted to please his ancestors.

(2)

10.1.8 Siphoh is angry because Themba slept with his wife and Thando could possibly not be his (Siphoh's) daughter. (2)

He feels that Themba is to blame for Luvuyo's death (because he influenced his interest in politics). (2)

Themba wasted the opportunity to study while Siphoh paid to support him. (2)

Siphoh was blamed although Themba lost the blazer when they were still at school. (2)

Siphoh was the loyal, hard-working son while Themba was the glamorous activist who did not have a job. (2)

Themba deprived Siphoh of the opportunity to bury his father with dignity because his fellow activists organised a rally and the police disrupted the funeral. (2)

Themba deprived Siphoh of his parents' love because he was the favourite. (2)

NOTE: Accept any TWO of the above.

(4)

**(20)**

**AND**

- 10.2 10.2.1 (a) D/sarcasm (1)
- (b) He feels resentful/angry/frustrated because even though Themba is dead, he still troubles him. (2)
- 10.2.2 Luvuyo was Sipho's son/Thando's brother/the young boy/activist who was shot. (1)
- 10.2.3 (a) It gives him peace of mind./It helps him bring closure on what Themba did to him. (1)  
It makes him feel accepted by Mandisa. (1)  
Sipho has been waiting for years to hear that Themba had loved him. (1)  
Their relationship had been strained for a long while. (1)
- NOTE: Accept any THREE of the above OR any ONE with substantiation. (3)
- (b) They change him/his mood./He realises that his brother had loved him./He forgives Themba. (2)
- 10.2.4 Mandisa has brought her father's ashes/father for burial. (2)
- 10.2.5 He is an Assistant Chief Librarian./a librarian./He works in the library. (1)
- 10.2.6 Sipho tells Thando and Mandisa the truth about his feelings towards Themba. (1)  
Sipho tells Thando that she could be Themba's daughter. (1)  
Sipho tells Thando that he will always love her mother. (1)  
Sipho tells Thando and Mandisa that he had long forgiven Themba. (1)  
The story is set against the backdrop of the TRC hearings in South Africa. (1)  
It is important to confront the truth in order to reconcile. (1)
- NOTE: Accept ANY THREE of the above OR ONE of the above with substantiation. (3)

(3)  
(15)  
[35]

**TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES****QUESTION 11 (ESSAY QUESTION)*****THE VISITS* by Richard Rive**

NOTE: Use the 35-mark assessment rubric to assess the candidates' essay.

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

- The suffering of the woman:
  - Her poverty.
  - Why she is begging.
  - Her feelings when she is threatened by the teacher and the student.
  - Her decision not to return.
- How the teacher helps the woman and what this reveals about his character:
  - The teacher's initial reaction to the woman/The teacher's mixed feelings towards the woman.
  - He gives groceries from his cupboard.
  - He buys groceries especially for her and later keeps her groceries aside.
  - His feelings when he realises that the woman will not return.
- The student's treatment of the woman and what this reveals about his character:
  - The student's lack of sympathy for the woman.
  - The student is blatantly racist
  - He frog-marches her out of the compound by the scruff of her neck.
  - His confidence that the woman will not come back after his treatment of her.
  - His lack of guilt about what he has done to the woman.

**[35]****OR**



**QUESTION 12 (CONTEXTUAL QUESTION)****THE TOILET by Gcina Mhlophe**

- 12.1 12.1.1 She was a social person who liked having tea with friends, painting her nails and lying in the sun next to the swimming pool. She also had a regular dinner time with her family. (2)
- 12.1.2 There was nowhere else to hide her sister./The sister would lose her job if the narrator was discovered./She was not allowed to stay in this area./The Group Areas Act/apartheid laws/the law at the time made it illegal for her to live there. (2)
- 12.1.3 (a) She got a job at a clothing factory. (1)
- (b) She had to keep away from the house so that she would not get caught. (1)  
She needed to earn money. (1)  
She needed to meet new people. (1)  
She was bored and lonely. (1)  
She needed to get out of the room. (1)
- NOTE: Accept any TWO of the above. (2)
- 12.1.4 True. (1) Under the Group Areas Act the narrator, a black woman, was not allowed to live in a white area./She was living on this property without the permission of the owner. (1)
- NOTE: Award a mark for the reason/motivation only if the first part of the answer is correct. (2)
- 12.1.5 The narrator has a very positive attitude to life. She does not allow obstacles to prevent her from achieving her goals. She does not give up easily. (2)  
The sister accepts whatever comes to her without any resistance. She believes it is better to be obedient and subservient. (2)  
The narrator holds onto her dreams and is not serious about more feminine pursuits. (2)  
The narrator is unconventional and ambitious while the sister is happy with the way her life is. (4)  
The narrator was not interested in marriage/children/domestic skills etc. like the sister was. (4) (4)
- 12.1.6 (a) She is angry/not entirely sympathetic as she thinks the narrator has not been careful enough./She says she has been dumb to be found out. (2)

(b) Open-ended. Accept a well-substantiated response, e.g.

Yes. She could have lost her job and would not be able to take care of both of them.

OR

No. It is partly her fault as she came back late.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
The motivation/reason must suit the initial YES/NO response.

(2)  
**(17)**

### AND

12.2.1 She has to leave at half-past five in the morning to avoid being found out by the sister's employer. (1)  
She has two hours to spend before catching a bus to work. (1)  
She therefore takes shelter in the toilet. (1)  
It is the only privacy she has. (1)  
She felt safe there. (1)

NOTE: Accept any THREE of the above, OR any ONE with substantiation.

(3)

12.2.2 She reads magazines (1) and later starts writing poetry./She daydreams. (1)

This reveals that she is capable of using her free time fruitfully. (1)

OR

This reveals her love for reading and writing as opposed to the more traditional women's roles. (1)

OR

This reveals she is creative/independent/ambitious. (1)

(3)

12.2.3 Open-ended. Accept a suitable response, e.g.

I would prefer the toilet as I would be free to do what I liked.

OR

I would prefer the room as it is a larger place/more comfortable.

(2)

12.2.4 It was meant to be used by white people./It was in town where white people lived and therefore well maintained./It was hardly used.

(2)

12.2.5 Someone must have discovered that the toilet was being used by someone who was not supposed to use it/the narrator/a black person.

(2)

12.2.6 (a) When she sets her mind to something, she does not allow anything to stop her. (2)

(b) Open-ended. Accept a well-substantiated response, e.g.

Yes. The message of perseverance is conveyed to the reader.

OR

Yes. The final lesson learnt is that nothing should stand in your way.

Yes. The narrator notices the spring and that would be the beginning of a new life for her.

OR

No. The story should have a happy ending with the narrator's stories and poems being published and making money.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response. (2)

12.2.7 Open-ended. Accept a well-substantiated response, e.g:

Yes. It teaches readers that something good can come out of any place, including the toilet, which may only be associated with unpleasant things.

OR

Yes. It is the main place of refuge for the narrator, where she could be by herself.

OR

Yes. It conveys the hardships suffered by black people. The toilet was the only place she could find refuge.

OR

No. The toilet is off-putting as it is only associated with unpleasant things.

OR

No. You do not expect to find anything good in the toilet.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response. (2)

(2)  
**(18)**  
**[35]**

**TOTAL SECTION C: 35**

**OR**

**SECTION D: POETRY****QUESTION 13*****My name – Magoleng Wa Selepe***

- 13.1 It is the name of her great-great-grandmothers (1)  
It is part of her culture. (1)  
It reflects her ancestry. (1)  
The name is meaningful to her. (1)
- NOTE: Accept any TWO. (2)
- 13.2 It is a feeling of despair/sadness/exasperation at how her name has been disregarded./She feels she is being denied her identity. (1)
- 13.3 He is very big/large/sturdy/fat/muscular. (1)
- 13.4 No. (1) To the bureaucrat, her name was just a series of sounds without any meaning./It is ironic because he ends up giving her a new name. (1)
- NOTE: To award the mark for the reason/motivation, the first part of the answer must be correct. (2)
- 13.5 emaMpodweni/Transkei/Pondoland/Eastern Cape/Lusikisiki (1)
- 13.6 She calls for divine intervention in her situation./She is exasperated at her name being belittled./She is a Christian but still wants to retain her own name. (2)
- 13.7 Metaphor (1)
- 13.8 He finds it difficult to pronounce/spell the name and it is too long.  
OR  
He prefers a shorter name, in his language that he can pronounce.  
OR  
As a white man during the apartheid era he could change a black person's name to the one he prefers.  
OR  
He wants to replace her traditional name with a Christian one.  
OR  
He does not respect her or her name. (2)
- 13.9 'wonderful'/'meaningful'
- NOTE: Do not penalise candidates for omitting the quotation marks.  
Accept words that capture her feelings but are not in the poem, e.g. proud. (1)

- 13.10 He believes that his language and culture are superior to those of other racial groups.  
OR  
He believes he has the right to change black people's names. (2)
- 13.11 It emphasises/stresses the speaker's feelings of powerlessness/despair/sadness at the ease with which he changes her name.  
OR  
It suggests that her identity is being diminished/belittled.  
OR  
She feels disrespected by the bureaucrat who does not realise the importance of her name to her.  
OR  
She is at a loss for words/speechless at the ease with which he changes her name. (2½)  
**[17½]**

**OR**

#### **QUESTION 14**

##### ***Lament for a Dead Cow – Francis Carey Slater***

- 14.1 She uses her tail to chase the flies away. (2)
- 14.2 She had round eyes. (½)  
She was black in colour. (½)  
She had sharp horns. (½)
- NOTE: Do NOT accept quotations. (1½)
- 14.3 She died because of drought./There was drought and she died because of the shortage of water. (2)
- 14.4 sunbaked  
OR  
sunburnt
- NOTE: Accept other relevant answers which are not in the poem, e.g. dry (1)
- 14.5 Her shadow provided comfort to the sunburnt veld. (1)  
Her lowing also added to the beautiful sound of the evening. (1) (2)
- 14.6 14.6.1 Personification (1)
- 14.6.2 It emphasises how severe the drought is. (2)

14.7 The cow was black in colour (associated with the black cloud) and it provided them with milk (white rain). With the cow dead, there will be no 'cloud' to provide milk. (2)  
The family is facing drought and there are no dark clouds – which signify rain – in the sky. (2) (4)

14.8 Wetu was very beautiful. (1)  
Wetu provided them with milk. (1)  
In African culture, cows are considered important/symbols of wealth/status. (1)

NOTE: Accept ANY TWO of the above. (2)  
**[17½]**

**OR**

### **QUESTION 15**

#### ***On aging – Maya Angelou***

15.1 The speaker feels defiant towards those who wish to pity him/her because he/she is old. He/she wishes to be understood and treated with respect.  
OR  
He/She is offended/upset that others think he/she is worthless and do not expect him/her to do much because they perceive him/her as old./  
OR  
She feels neglected./She is offended/upset that others think she cannot contribute to her society/environment.  
OR  
She feels upset/offended that others consider her useless.

NOTE: Consider the response as a whole and award marks accordingly. (3)

15.2 'if you got it' (½)  
'bring me no rocking chair' (½)  
'aint gone' (½)  
'tired don't mean lazy' (½)  
'aint I lucky' (½)

NOTE: Accept any THREE of the above.  
Do not penalise candidates for omitting the quotation marks.  
Quotations must be correct. (1½)

15.3 She needs understanding. (1) 'Understanding if you got it' (1)  
OR  
She needs peace and quiet. (1) 'Don't think I need your chattering' (1)

NOTE: Do not penalise candidates for omitting the quotation marks.  
Quotations must be correct. (2)

- 15.4 People around him/her are treating him/her as if he/she is not capable of doing anything and he/she cannot stand that. (2)
- 15.5 painful/sore/hurting (1)
- 15.6 He/She struggles to climb the stairs. (1)  
He/She finds it difficult to walk/She stumbles. (1)  
He/She has difficulty breathing. (1)
- NOTE: Accept any TWO of the above. (2)
- 15.7 The hair is thinner. (1)  
Her bones have become stiff. (1)  
She has less chin./Her chin is less defined. (1)  
She experiences shortness of breath. (1)
- NOTE: Accept any TWO of the above. (2)
- 15.8 Yes. (1) 'But aint I lucky I can still breathe in.' (1)
- NOTE: Do not penalise candidates for omitting the quotation marks.  
Do not award a mark for the reason/motivation if the first part of the answer is not correct. (2)
- 15.9 Open-ended. Accept a well-substantiated response, e.g.
- Yes. The poem teaches me that old people may just be slower in going about their business but that does not mean that they are lazy or incapable of doing things. They must be treated patiently and helped only when they ask for it.  
OR  
No. Old people can be moody and difficult to live with. This poem has not really changed my attitude towards old people.
- NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
The motivation/reason must suit the initial YES/NO response. (2)

**[17½]****OR****QUESTION 16*****the night train* – Fhazel Johennesse**

- 16.1 There were hard green seats. (1)  
There was a stale smell. (1)  
It was not crowded. (1)  
It was third class. (1)
- NOTE: Accept ANY TWO of the above. (2)

- 16.2 No. (1)  
'i twitch and glance around –/'there are few too few travellers'/'the whispering nagging smell of fear' /'I must get out of here soon' (1)
- NOTE: Do NOT penalise candidates for omitting quotation marks. (2)
- 16.3 (a) False. (1) There are few travellers on the night train. (1) (2)
- (b) False. (1) It is the right train. The phrase 'the wrong stations we stop at' is only used to emphasise the speaker's impatience to arrive at his destination. (1) (2)
- NOTE: Accept quotations.  
Do not award a mark for the reason/motivation if the first part of the answer is not correct.
- 16.4 He is Black/'non-white' (therefore he was not allowed in any other coach)./He could not afford to travel in another class. (2)
- 16.5 He flicked his cigarette/was smoking. (1)  
He stared out of the window. (1)  
He crossed his legs. (1)  
He glanced/looked around. (1)  
He twitched. (1)
- NOTE: Accept any THREE of the above. (3)
- 16.6 'impatiently' (1)  
'soon' (1)  
'out' (1)
- NOTE: Accept any ONE of the above.  
Do NOT penalise candidates for omitting quotation marks. (1)
- 16.7 To emphasise his feelings of fear/desperation to get out of the train.  
OR  
To make it more dramatic. (1)



16.8 Open-ended. Accept a well-substantiated answer, e.g.

Yes. He desperately wants to get out of the train as he is afraid./He wants to get home safely.

OR

No. The train has scheduled stops and cannot just rush to his station simply because he is feeling uneasy.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response.

(2½)

**[17½]**

**TOTAL SECTION D: 35**

**GRAND TOTAL: 70**

**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"> <li>- In-depth interpretation of topic, all aspects of topic fully explored.</li> <li>- Excellent response. (90+: outstanding response).</li> <li>- Range of striking arguments extensively supported from text.</li> <li>- Excellent understanding of genre and text.</li> </ul>	Outstanding  8 – 10 marks	<ul style="list-style-type: none"> <li>- Coherently structured piece.</li> <li>- Excellent introduction &amp; conclusion.</li> <li>- Arguments well structured &amp; clearly developed.</li> <li>- Language, tone &amp; style mature, impressive &amp; correct.</li> </ul>
Code 6 70 – 79%	Meritorious  17½ – 19½ marks	<ul style="list-style-type: none"> <li>- Above average interpretation of topic. All aspects of topic adequately explored.</li> <li>- Detailed response.</li> <li>- Range of sound arguments given, well supported from text.</li> <li>- Very good understanding of genre &amp; text.</li> </ul>	Meritorious  7 – 7½ marks	<ul style="list-style-type: none"> <li>- Essay well structured.</li> <li>- Good introduction &amp; conclusion.</li> <li>- Arguments &amp; line of thought easy to follow.</li> <li>- Language, tone &amp; style correct &amp; suited to purpose.</li> <li>- Good presentation.</li> </ul>
Code 5 60 – 69%	Substantial  15 – 17 marks	<ul style="list-style-type: none"> <li>- Shows understanding and has interpreted topic well.</li> <li>- Fairly detailed response to topic.</li> <li>- Some sound arguments given, but not all as well motivated as they could be.</li> <li>- Understanding of genre and text evident.</li> </ul>	Substantial  6 – 6½ marks	<ul style="list-style-type: none"> <li>- Clear structure and logical flow of argument.</li> <li>- Introduction, conclusion and other paragraphs coherently organised.</li> <li>- Flow of argument can be followed.</li> <li>- Language, tone and style largely correct.</li> </ul>
Code 4 50 – 59 %	Adequate  12½ – 14½ marks	<ul style="list-style-type: none"> <li>- Fair interpretation of topic, but not all aspects explored in detail.</li> <li>- Some good points in support of topic.</li> <li>- Most arguments supported but evidence is not always convincing.</li> <li>- Basic understanding of genre and text.</li> </ul>	Adequate  5 – 5½ marks	<ul style="list-style-type: none"> <li>- Some evidence of structure.</li> <li>- Essay lacks well-structured flow of logic and coherence.</li> <li>- Language errors minor, tone and style mostly appropriate.</li> <li>- Paragraphing mostly correct.</li> </ul>
Code 3 40 – 49 %	Moderate  10 – 12 marks	<ul style="list-style-type: none"> <li>- Very ordinary, mediocre attempt to answer question.</li> <li>- Very little depth of understanding in response to topic.</li> <li>- Arguments not convincing and very little justification from text.</li> <li>- Learner has not fully come to grips with genre or text.</li> </ul>	Moderate  4 – 4½ marks	<ul style="list-style-type: none"> <li>- Planning and/or structure faulty.</li> <li>- Arguments not logically arranged.</li> <li>- Paragraphing faulty.</li> <li>- Language errors evident.</li> <li>- Tone and style not appropriate to purpose of academic writing.</li> </ul>
Code 2 30 – 39 %	Elementary  7½ – 9½ marks	<ul style="list-style-type: none"> <li>- Poor grasp of topic.</li> <li>- Response repetitive and sometimes off the point.</li> <li>- No depth of argument, faulty interpretation/Arguments not supported from text.</li> <li>- Very poor grasp of text and genre.</li> </ul>	Elementary  3 – 3 ½ marks	<ul style="list-style-type: none"> <li>- Poor presentation and lack of planned structure impedes flow of argument.</li> <li>- Language errors and incorrect style make this a largely unsuccessful piece of writing.</li> </ul>
Code 1 0 – 29 %	Not achieved  0 – 7 marks	<ul style="list-style-type: none"> <li>- Response bears some relation to topic but argument difficult to follow or largely irrelevant.</li> <li>- Poor attempt at answering the question. The few relevant points have no justification from the text.</li> <li>- Very poor grasp of text and genre.</li> </ul>	Not achieved  0 – 2½ marks	<ul style="list-style-type: none"> <li>- Difficult to determine if the topic has been addressed.</li> <li>- No evidence of planned structure or logic.</li> <li>- No paragraphing or coherence.</li> <li>- Poor language.</li> <li>- Incorrect style and tone.</li> </ul>

[FROM: Examination Guidelines: Languages Paper 2 – January 2009]