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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2024**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 21 pages.**

## INSTRUCTIONS AND INFORMATION

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

## 4. MARKING GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the rest.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

**SECTION A: NOVEL**

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

**QUESTION 1: CRY, THE BELOVED COUNTRY**

**Candidates are required to answer BOTH questions, i.e. QUESTIONS 1.1 and 1.2.**

- 1.1      1.1.1      (a) B/accompanies Stephen to his brother's shop✓  
                               (b) D/writes, *The Truth About Native Crime*✓  
                               (c) A/becomes head boy of the reformatory✓  
                               (d) E/finds Stephen a *pro deo* lawyer✓ (4)
- 1.1.2      John Kumalo is a carpenter who turned **politician**.✓ (1)
- 1.1.3      (a) Confused/questioning/nervous✓ (1)
- (b) Mrs Kumalo feels as baffled/unknowing/anxious as her husband is about the letter.✓ (1)
- 1.1.4      Stephen is despondent as the letter is not from Absalom✓ who has not communicated with them after he has left.✓

**OR**

- Stephen is disappointed as he hopes that the letter would be from their son/Absalom✓ from whom they have not heard in a long time.✓ (2)
- 1.1.5      Stephen pretends that he is not afraid to open the letter, yet he avoids opening it/instructs his wife to do so.✓✓
- NOTE:** Both parts must be included to earn marks. (2)
- 1.1.6      Mrs Kumalo is brave/courageous✓ to open the letter even though she does not know who the sender is/does not read often.✓

**OR**

She is sensitive✓ as she realises that her husband is reluctant or even afraid to open the letter/softens the impact of the letter by reading slowly.✓

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

1.1.7 The letter encourages Stephen to use their savings/to go to Johannesburg✓ to find Gertrude (who is not well).✓ (2)

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

Yes.

- Gertrude's husband goes to Johannesburg and she does not hear from him again.
- She is left with an infant and has to care for him on her own.
- She loses hope and is drawn into the social ills that prevail in a big city like Johannesburg.

**OR**

No.

- Gertrude should have returned to Ndotsheni when she did not find her husband.
- She has the support of her brother and his wife in Ndotsheni.
- She makes the choice to live an immoral life.

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

**AND**

1.2 1.2.1 This takes place when James Jarvis/Arthur's father discovers the huge number of books/invitations/ manuscripts✓ in Arthur's study/home. ✓ (2)

1.2.2 James Jarvis wanted to read/discover more about the Gettysburg speech/Abraham Lincoln/his son.✓ (1)

1.2.3 B/blood.✓ (1)

1.2.4 (a) James Jarvis is nostalgic✓ when the recollection of his son's childhood spontaneously comes to mind/without him having thought about it.✓ (2)

(b) 'The small boy'/Arthur Jarvis is involved in running a boys' club (in Claremont).✓  
He is an advocate for justice for Black South Africans.✓ (2)

1.2.5 (a) Personification✓ (1)

(b) In the same way that death is likened to a person who rushes through a door,✓ so is Arthur Jarvis's untimely/unexpected/swift death emphasised.✓ (2)

1.2.6 The discussion of the theme of regret may include the following points, **among others**:

- James Jarvis regrets not making more effort to get to know and understand his adult son better.
- Gertrude expresses her regret at falling into disrepute (becoming a prostitute, a liquor seller).
- Absalom regrets associating with his cousin and his friend who turn their backs on him in court.

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

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

Yes.

- Absalom has a stable job at the textile factory but decides to abandon this job.
- He chooses to join the bad crowd who steal and rob for a living.
- He agrees to carry the gun that ultimately kills Arthur Jarvis.

**OR**

No.

- Absalom is timid – as a result, he becomes a victim of manipulation by his cousins and friends.
- His rural background has not prepared him for the challenges he encounters in the big city.
- He is away from his parents and does not have their guidance.

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

(3)  
[35]

**QUESTION 2: *STRANGE CASE OF DR JEKYLL AND MR HYDE***

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

- 2.1      2.1.1      (a) C/is murdered by Hyde✓  
                          (b) A/transforms and shocks friends✓  
                          (c) B/minds his own business✓  
                          (d) E/recognises the murder weapon✓ (4)

- 2.1.2      Mr Utterson sees Dr Lanyon's anger at Dr Jekyll's scientific beliefs as a sign/proof✓ that there is no sinister connection between Mr Hyde and Dr Jekyll.✓ (2)

- 2.1.3      (a) Mr **Hyde's** dwelling is in Soho.✓

**OR**

- Mr Utterson's dwelling is in **London/Gaunt Street**.✓ (1)

- (b) Mr Utterson is confused/troubled✓ as he is in a state of turmoil/struggling to piece the puzzle of Mr Hyde versus Dr Jekyll.✓ (2)

- 2.1.4      (a) Metaphor/Personification✓ (1)

- (b) In the same way a slave is controlled (held captive) by his owner ✓ so is Mr Utterson's mind occupied by the mystery surrounding Dr Jekyll and Mr Hyde.✓ (2)

- 2.1.5      (a) The cheque that Mr Hyde gives to the family of the trampled girl is signed by Dr Jekyll.✓  
                          Enfield sees Mr Hyde entering Dr Jekyll's laboratory.✓  
                          The haunting figure of the man that tramples the child has control/power over Dr Jekyll.✓

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

- (b) C/a distant relative✓ (1)

- 2.1.6 Open-ended.  
Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Mr Utterson does not confront Dr Jekyll when he suspects his involvement in the murder of Sir Carew (the walking stick).
- He does not question Dr Jekyll about the fact that Mr Hyde has a key to his house.
- He remains silent when Mr Guest confirms that Mr Hyde and Dr Jekyll's handwriting are almost identical (the signed cheque/the letter Dr Jekyll receives from Mr Hyde).

**OR**

No.

- Mr Utterson is unaware of Dr Jekyll's experiment which transforms him into Mr Hyde.
- He and Dr Jekyll have been friends and never would he suspect that Dr Jekyll is able to commit such criminal acts.
- He expresses his concern for Dr Jekyll's well-being and tries to help him (he suspects that Mr Hyde is blackmailing Dr Jekyll).

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

**AND**

- |     |       |   |     |
|-----|-------|---|-----|
| 2.2 | 2.2.1 | This takes place when Mr Utterson reads Dr Lanyon's letter✓<br>at his (Mr Utterson's) home/office.✓   | (2) |
|     | 2.2.2 | The hotel/inn (in Portland Street where Dr Jekyll hides).✓  | (1) |
|     | 2.2.3 | (a) Pleading/desperate✓   | (1) |
|     |       | (b) Dr Jekyll desperately/urgently needs Dr Lanyon to rescue him.✓  | (1) |
|     | 2.2.4 | Dr Lanyon is one of Dr Jekyll's oldest friends.✓<br>He trusts Dr Lanyon with his life.✓<br>As a scientist, Dr Lanyon will immediately recognise the content of the drawer if Dr Jekyll's directions are not clear.✓ |     |

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



- 2.2.5 Dr Jekyll tells Dr Lanyon that he will send a messenger, but it is in fact Dr Jekyll (in the body of Mr Hyde) who will collect the drawer.✓✓

**NOTE:** Both parts must be included to earn marks. (2)

- 2.2.6 Dr Lanyon is dutiful/conscientious✓ as he decides to help Dr Jekyll despite his strange request/despite their differences.✓

**OR**

He is rational/cautious✓ as he does not completely dismiss Dr Jekyll's request as insane but first seeks evidence/wants to investigate.✓

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

- 2.2.7 The discussion of the theme of conflict may include the following points, **among others**:

- Dr Lanyon and Dr Jekyll are in conflict due to their different scientific beliefs.
- Dr Jekyll is in conflict with Mr Hyde (his alter-ego) when he can no longer control him.
- Mr Utterson and Mr Hyde experience conflict when Mr Utterson confronts Mr Hyde (about his identity/whereabouts).

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

- 2.2.8 Open-ended.

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

Yes.

- As Mr Hyde, Dr Jekyll willingly indulges in activities that society sees as immoral (the trampling of the little girl).
- Dr Jekyll consciously continues to pursue his scientific experiments, despite knowing Mr Hyde's capabilities.
- He ignores the desire to abstain from taking the potion to escape his mundane existence as Dr Jekyll.

**OR**

No.

- Dr Jekyll shows remorse after Mr Hyde has beaten Sir Carew to death.
- He tries to stop taking the potion to transform into Mr Hyde.
- He ultimately admits that Mr Hyde's activities are monstrous and villainous.

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

(3)  
[35]

**TOTAL SECTION A: 35**

**SECTION B: DRAMA**

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

**QUESTION 3: *MACBETH***

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

- 3.1      3.1.1      (a) C/Thane of Fife✓  
                       (b) A/King Duncan's cousin✓  
                       (c) B/Banquo's teenage son✓  
                       (d) E/King Duncan's heir✓ (4)

- 3.1.2      This takes place when Macbeth sees Banquo's ghost/during the feast✓ at the palace in Forress/in the banqueting hall.✓ (2)

- 3.1.3      Macbeth should beat his chest.✓  
                       He should approach the ghost.✓  
                       He should pace up and down.✓  
                       He should throw his hands in the air.✓

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

- 3.1.4      Lady Macbeth is insensitive/selfish✓ as she is more concerned about the atmosphere/merriment at the feast than her husband's odd behaviour.✓

**OR**

She is well-composed✓ as she remains calm despite her husband's erratic behaviour.✓ (2)

- 3.1.5      D/Banquo's ghost.✓ (1)

- 3.1.6      Lady Macbeth does not want Ross to speak to/question Macbeth./Lady Macbeth fears that Macbeth might unintentionally reveal their secret.✓ (1)

- 3.1.7      Lennox is concerned/worried✓ about Macbeth's well-being.✓

**OR**

He is hopeful✓ for Macbeth to have a speedy recovery.✓

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

- 3.1.8      Macbeth's coronation takes place at **Scone**.✓ (1)

## 3.1.9 Open-ended.

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

Yes.

- The witches' prediction, at the beginning of the play, that Macbeth will become king is what drives most of the plot.
- Banquo's ghost unnerves Macbeth which results in him feeling threatened by and suspicious of everyone.
- Duncan's murder is also an unnatural event which leads to Lady Macbeth losing her mind.

**OR**

No.

- Macbeth's evil ambition to become king fuels his actions.
- His guilt and remorse have dire consequences as he alone can see Banquo's ghost.
- Lady Macbeth's guilt in plotting and ensuring the execution of Duncan's murder leads to her insanity and ultimate suicide.

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

**AND**

3.2.1 (a) Metaphor✓ (1)

(b) Just as a person who has committed sins feels guilty,✓  
Macbeth feels guilty for killing Macduff's family/is  
unwilling to commit another murder.✓ (2)

3.2.2 Macduff does not want to answer Macbeth✓ as his response  
will be shown in his actions.✓ (2)

3.2.3 Macbeth feels he is invincible as he is misled by the witches'  
prophecy that he will not be murdered by a man born  
naturally ('of woman born'). However, Macduff who was born  
unnaturally and prematurely (through a caesarean section),  
murders him.✓✓

**NOTE:** BOTH parts must be included to earn the marks. (2)

3.2.4 The witches manipulate/tell lies/cannot be believed✓ as they deceive Macbeth with their double-talk (equivocation).✓ (2)

3.2.5 (a) Sarcastic/mocking/taunting✓ (1)

(b) Macduff wants Macbeth to feel inadequate/a failure.✓ (1)

3.2.6 The discussion of the theme of manhood may include the following points, **among others**:

- Lady Macbeth challenges Macbeth's manhood when he decides not to kill Duncan.
- Lady Macduff questions Macduff's priorities as the head of his family when he goes to England to assist Malcolm.
- Banquo remains strong-willed/principled and does not resort to evil like Macbeth does to prove his manhood.

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

3.2.7 Open-ended.

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

Yes.

- Malcolm eventually takes his rightful seat as the king when Macbeth is overthrown.
- Order is finally restored in Scotland when the tyrant is killed.
- Macduff contributes to the restoration of Scotland by joining forces with Malcolm.

**OR**

No.

- Far too many people are killed for Macbeth to realise his dream of becoming the king.
- Lady Macbeth suffers a terrible fate, even though she did not kill anyone.
- The witches, who are responsible for all the chaos, do not suffer the consequences of their actions.

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

(3)  
[35]

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

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

- 4.1      4.1.1      (a) C/the vetkoek seller✓  
                               (b) A/organises a debating competition✓  
                               (c) E/abandons the literature quiz✓  
                               (d) B/wins the debating competition✓ (4)
- 4.1.2      This takes place after the debating contest✓ at Zolile High/Number One Classroom.✓ (2)
- 4.1.3      Thami's favourite sport is soccer.✓ (1)
- 4.1.4      B/Brakwater.✓ (1)
- 4.1.5      (a) Confident/boastful✓ (1)  
                               (b) Thami shows that he is proud of his ancestry.✓ (1)
- 4.1.6      Isabel's father is a chemist/owns the Karoo Pharmacy✓ and her mother works in the pharmacy.✓ (2)
- 4.1.7      Thami's parents send him to Brakwater to keep him safe, yet this is where he experiences unrests/boycotts.✓✓
- NOTE:** BOTH parts must be included to earn marks. (2)
- 4.1.8      Open-ended.

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

Yes.

- Thami is an obedient pupil who works hard to obtain good grades; he represents his school at debating.
- Even though he has his own opinions, he allows his teacher, Mr M, to take decisions on his behalf.
- Although he is not content with Bantu Education, he perseveres to Standard 10.

**OR**

No.

- Thami's political involvement interrupts his learning opportunities.
- He openly challenges his teacher when he confronts him about being controlling.
- He does not use his leadership/influence to entice the pupils to come back to school.

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

4.2.1 Mr M feels that the absence of learners✓ leaves him without a purpose/feeling depressed.✓ (2)

4.2.2 Mr M should throw his hands in the air.✓  
He should stamp his foot.✓  
He should bang on the table.✓

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

4.2.3 Thami is fearful/afraid/anxious✓ as the sound of the bell will alert the Comrades to Mr M's whereabouts/he knows that the Comrades might kill Mr M.✓ (2)

4.2.4 (a) Simile✓ (1)

(b) It emphasises how Thami enjoyed listening to the school bell in the past✓ which is symbolic of his love for education (which was like music to his ears).✓ (2)

4.2.5 Mr M is fearless/brave/headstrong/defiant✓ as he refuses to walk away from imminent danger/death.✓ (2)

4.2.6 **Lucille** is Isabel's sister.✓

**OR**

Renee is Isabel's **friend**.✓ (1)

4.2.7 The discussion of the theme of teamwork may include the following points, **among others**:

- Isabel and Thami devote their time and work with the aim of winning the literature quiz.
- Mr M and Miss Brockway work together to foster relations between Zolile High and Camdeboo Girls' High.
- Isabel and her teammates work together to ensure victory for their school.

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

(3)

## 4.2.8 Open-ended.

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

Yes.

- The debating contest provides an opportunity for Thami and Isabel to compete against learners from other districts in the Literature Quiz at Grahamstown.
- Students from Zolile High (like Thami) realise that they can confidently compete against White learners.
- Isabel learns about the reality of Black people's socio-political situation.

**OR**

No.

- It is potentially unsafe for Camdeboo learners to travel to the township.
- The Zolile High learners are inexperienced as they have just started a debating society.
- English is a second language for Zolile High learners, yet they are expected to debate against home language speakers.

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

(3)

**[35]**

**TOTAL SECTION B: 35**



**SECTION C: SHORT STORIES**

**NOTE:** Candidates are required to answer BOTH questions, i.e. QUESTIONS 5.1 AND 5.2

**'TRIUMPH IN THE FACE OF ADVERSITY' – KEDIBONE SEKU**

- 5.1 5.1.1 (a) D/an old-fashioned woman✓  
(b) C/a thoughtful friend✓  
(c) B/a younger sister✓  
(d) E/an abused daughter-in-law✓ (4)

- 5.1.2 It takes place after Thulisile fails a class test/when Mr Nkwane (Thulisile's teacher) calls her in,✓ in the staff room/at school.✓ (2)

- 5.1.3 Thulisile's father abuses her mother and her siblings.✓  
He uses the little money they have to drink./He is always drunk.✓  
They do not have money for food.✓  
They live in a squatter camp./They do not have a proper house.✓  
Her mother does not defend/look after her children.✓

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

- 5.1.4 Thulisile is upset/humiliated✓ as Mr Nkwane does not seem to understand/sympathise with her situation.✓ (2)

- 5.1.5 Thulisile does not want to be pitied by the school community, yet she goes begging from door to door in her neighbourhood.✓✓

**NOTE:** Both parts must be included to earn marks. (2)

- 5.1.6 The discussion of the theme of kindness may include the following points **among others**:

- Mme Sadike gives Thulisile hope by comforting her and giving her bread to take home.
- Thulisile's grandmother lends her money without expecting repayment.
- Mr Rathebe gives Thulisile a job (in his fish and chips shop) and allows her to take the leftovers home.

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

## 5.1.7 Open-ended.

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

Yes.

- Thulisile selflessly saves the school lunch that Nthabiseng brings for her to give to her brother and sister.
- She starts a successful business selling sweets at school.
- She becomes a famous television presenter despite her circumstances.

**OR**

No.

- Thulisile is jealous of Ntombi after Ntombi's shack burns down and she enjoys a better life with the family who takes her in.
- She questions her mother's decision to stay with her father.
- She does not appreciate the advice Mr Nkwane gives her about focusing on her studies.

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

(3)

**AND**

**'THE WIND AND A BOY' – BESSIE HEAD**

5.2.1 Sejosenye is content✓ as she does not see Friedman as burdensome as the other villagers do.✓ (2)

5.2.2 'They' refers to the villagers/people of Ga-Sefete-Molemo ward/the women.✓ (1)

5.2.3 A/toddler✓ (1)

5.2.4 (a) Simile✓ (1)

(b) Just as a cobra's movement before it attacks signals danger,✓ so do Friedman's movements indicate that he is about to commit his naughty acts which will have a huge impact.✓ (2)

5.2.5 (a) Admirable/appreciative/approving✓ (1)

(b) The narrator shows that she is impressed with Friedman's innovation/talents/skills.✓ (1)

- 5.2.6 Sejosenye names him after a foreign doctor named Dr Friedman✓who went out of his way to be friendly towards her/admired her commitment to the unborn baby.✓ (2)
- 5.2.7 Sejosenye is confident/proud/carefree✓ as she lives her life with no regrets/is not troubled by what the villagers think of her.✓ (2)
- 5.2.8 Friedman is the son of Sejosenye's **youngest/last-born** daughter.✓ (1)
- 5.2.9 Open-ended.

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

Yes.

- Friedman is allowed to engage in playful activities.
- He has the freedom to explore his surroundings.
- He is the only child in the village who owns a bicycle.

**OR**

No.

- Friedman does not experience his biological mother's love.
- He has too many responsibilities to fulfil as a child (running errands for his grandmother).
- He dies tragically at a young age.

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

(3)  
[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY****'THE SLAVE DEALER' – THOMAS PRINGLE**

- 6.1      6.1.1      (a) physically✓  
                          (b) pray✓  
                          (c) visions✓  
                          (d) violently✓ (4)

- 6.1.2      This takes place after the slave dealer returns from his (aimless) travels✓ to his mother's home.✓ (2)

- 6.1.3      The slave dealer has been abusive towards black people because of their complexion (dark skin), yet he now resembles them as he is sunburnt.✓✓

**OR**

The slave dealer went away to make money by trading and tormenting black people, yet he comes back spiritually tormented and seeking redemption.✓✓

**NOTE:** BOTH parts must be included to earn the marks. (2)

- 6.1.4      Metaphor✓ (1)

- 6.1.5      The woman's cries still haunt him.✓  
                          He remembers the look on her face.✓ (2)

- 6.1.6      The dying woman told the slave dealer that God will **punish** him.✓ (1)

- 6.1.7      The discussion of the theme of guilt may include the following points, **among others:**

- The slave dealer is plagued by what he had made other people endure (torture, pain, exploitation, murder).
- He admits that no amount of water can wash away the blood on his hands.
- The cry of the dying woman is like a refrain in his ears (lines 35-36).

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

## 6.1.8 Open-ended.

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

Yes.

- The slave dealer's mother is a widow and he is her only child; he goes astray which causes her heartache.
- She has been separated from her son for so many years that she does not recognise him upon his return.
- She does everything in her power to nurse him when he falls ill but it is in vain.

**OR**

No.

- The slave dealer's mother tries to convince him that he is not guilty of his treatment of the slaves.
- She states that he has been tricked by an evil spirit even though he admits his atrocities.
- She tries to exonerate him from the terrible murder he has committed despite him relaying it to her in graphic detail.

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

**AND**

**'HARD TO FIND' – SINESIPO JOJO**

- |       |  |     |
|-------|--|-----|
| 6.2.1 | (a) Figuratively✓  | (1) |
|       | (b) The words are uttered quickly✓ without any thought/ consideration/uncontrollably.✓                   | (2) |
| 6.2.2 | We are upset/angered/incited by someone/something.✓  | (1) |
| 6.2.3 | (a) Frustrated/despondent✓   | (1) |
|       | (b) The speaker feels helpless, as she is unable to find the appropriate words to express her feelings.✓ | (1) |

- 6.2.4 (a) Personification✓ (1)
- (b) In the same way that a person does not want to be found,✓ words too can be elusive.✓ (2)
- 6.2.5 The words that are used are malicious/unfair/cruel.✓  
They cause pain/sadness/hurt.✓ (2)
- 6.2.6 B/alliteration.✓ (1)
- 6.2.7 The speaker is depressed/gloomy/sad✓ as she experiences a turbulent period in her life.✓ (2)
- 6.2.8 Open-ended.

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

Yes.

- The speaker struggles to find words, especially when she needs to express her innermost feelings.
- She admits that there are some things that she does not understand (line 5).
- The words the speaker utters do not give her complete satisfaction and leaves her only with hope.

**OR**

No.

- The poem indicates that words are readily available to use in every situation.
- Words play games and impact people negatively.
- When angered, we do not have to think which words to use.

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

(3)  
[35]

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