

Soek jy 'n fantastiese tutor?

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2021

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 22 pages.

INSTRUCTIONS AND INFORMATION

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

4. MARKING GUIDELINES

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

SECTION A: NOVEL

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

- | | | | |
|-----|-------|---|----------------|
| 1.1 | 1.1.1 | (a) C/loves talking importantly about political matters ✓
(b) D/disapproves of the young girl's behaviour ✓
(c) A/finds a lawyer for Absalom Kumalo ✓
(d) B/a previous employer of Sibeko's daughter ✓ | (4) |
| | 1.1.2 | The setting is at Mrs Lithebe's home ✓ after Stephen Kumalo finds Gertrude/his sister./ while Kumalo waits (for Msimangu) to be taken to Shanty Town. ✓ | (2) |
| | 1.1.3 | (a) Personification/Metaphor ✓

(b) The mountain tops are covered with a layer of mist ✓ which gives the impression of a blanket/cloak that is thrown. ✓ | (1)

(2) |
| | 1.1.4 | B/Johannesburg ✓ | (1) |
| | 1.1.5 | He is away from his family/he misses being home./
He is not used to city life (as he comes from a rural village). ✓ | (1) |
| | 1.1.6 | Gertrude is at peace/content. ✓ Her brother has found her, and she feels she is in a safe environment, similar to Ndotsheni. ✓ | |

OR

Nostalgic. ✓ It reminds her of life back in Ndotsheni ✓

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

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|-------|--|-----|
| 1.1.7 | Stephen Kumalo is loving/caring/content. ✓ He plays with Gertrude's little boy/tells him stories/involves Gertrude in the stories. ✓ | (2) |
|-------|--|-----|

1.1.8 Open-ended.

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

No.

- James Jarvis gets to know Arthur better in death.
- It is because of Arthur's death that James reaches out to the people of Ndotsheni.
- A unique relationship develops between James Jarvis and Stephen Kumalo.

OR

Yes.

- An innocent man's life was taken.
- He was one of the few people who fought for human rights.
- His ideas of having a better life for the oppressed would never be realised.

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

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|-----|-------|--|-----|
| 1.2 | 1.2.1 | (a) Richard (Mpiring)/Arthur's servant ✓ | (1) |
| | | (b) One of the robbers hit him with an iron bar/attacked him. ✓ | (1) |
| | 1.2.2 | The 'other native' refers to Absalom Kumalo. ✓ | (1) |
| | 1.2.3 | (a) relief/satisfaction ✓ | (1) |
| | | (b) James Jarvis is relieved/satisfied that Margaret has slept well after the devastating news/stress of having to deal with her son's death. ✓ | (1) |
| | 1.2.4 | James Jarvis donates milk for the children. ✓
He arranges for an agricultural demonstrator to assist in the building of a dam. ✓
He assists with the building of a new church. ✓ | (2) |
| | 1.2.5 | Harrison is eager (to report on the police investigation.)/He is concerned (when he waits for Jarvis at the foot of the stairs/enquires about Mary.) ✓
James Jarvis is quiet/reserved (because of his son's death/being in the house where his son was killed). ✓ | (2) |

- 1.2.6 Absalom is sent to find Gertrude (his aunt) instead he becomes involved in a life of crime (and is ultimately hanged for the murder of Arthur Jarvis). ✓✓

OR

Absalom is sent to Johannesburg, yet his father now has to journey to find him. ✓✓

NOTE: BOTH parts should be included to earn full marks. (2)

- 1.2.7 The discussion of the theme of forgiveness should include the following points, **among others**:

- Reverend Stephen Kumalo forgives Absalom for killing Arthur Jarvis.
- He forgives Gertrude for living as a prostitute.
- James Jarvis forgives Absalom for killing his son and does not hold Stephen accountable for Absalom's deed.
- Stephen forgives the young girl for falling pregnant without being married.

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)

- 1.2.8 Open-ended.

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

No.

- John Kumalo has divorced his first wife and lives with another woman.
- He is not a committed protester or campaigner.
- He is selfish and corrupt when he unscrupulously hires a lawyer to defend his son.

OR

Yes.

- John Kumalo is a successful carpenter who makes good money.
- He speaks for the miners, especially about fair wages.
- He wants to protest against unfair laws that prohibit/prevent Black people from seeking better jobs and wages/salaries.

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/a gentleman and politician✓
 (b) A/a relative of Mr Utterson✓
 (c) B/a friend of Dr Jekyll✓
 (d) E/a clerk of Mr Utterson✓ (4)
- 2.1.2 The setting is the entrance to Dr Jekyll's house/the laboratory door ✓
 where Mr Utterson was waiting for Mr Hyde to arrive. ✓ (2)
- 2.1.3 (a) Simile✓ (1)
- (b) Mr Hyde is so accustomed to using the key to the back
 entrance of Dr Jekyll's house✓ that it seems he is going to 'his'
 home. ✓ (2)
- 2.1.4 Mr Hyde says that Dr Jekyll is not at home but in reality, he is
 Dr Jekyll as the character of Mr Hyde/Dr Jekyll and Mr Hyde are one
 and the same person. ✓✓
- NOTE:** BOTH parts should be included to earn full marks. (2)
- 2.1.5 Mr Hyde is nervous.✓ He is afraid that his secret (that he is actually
 Dr Jekyll) might be uncovered.✓

OR

Mr Hyde is composed. ✓He answers all the questions Mr Utterson
 asks. ✓

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

- 2.1.6 Mr Hyde is impolite/deceptive.✓ He bluntly answers Mr Utterson's
 questions./He lies when he says Dr Jekyll is not home. ✓ (2)
- 2.1.7 Open-ended.

Accept a relevant response which shows an understanding of the
 following aspects,

among others:

Yes.

- Dr Jekyll creates Mr Hyde to satisfy his evil, sensual side.
- When he cannot find the correct ingredient, he fails to control the
 morphing process.

Dr Jekyll is scared that he will eventually remain Hyde forever.

OR

No.

- Dr Jekyll tries to give up the potion that makes him change to Hyde but he has become addicted to it.
- He is not willing to tarnish his reputation.
- He enjoys being Mr Hyde more than being 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.

AND

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|-----|-------|---|-----|
| 2.2 | 2.2.1 | (a) Strict/commanding/firm✓ | (1) |
| | | (b) Mr Utterson wants Bradshaw to regain his composure. ✓ | (1) |
| | 2.2.2 | Mr Utterson says if nothing has happened to Dr Jekyll, and it is a 'false alarm'✓ he will take the blame for breaking down the door.✓ | (2) |
| | 2.2.3 | B/Hyde.✓ | (1) |
| | 2.2.4 | The theatre is where Dr Jekyll performs his experiments. ✓ | |

OR

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|--|-------|---|-----|
| | | The laboratory was Dr Denman's surgical theatre when Dr Jekyll bought the house.✓ | (1) |
| | 2.2.5 | Poole is Dr Jekyll's butler.✓ | (1) |
| | 2.2.6 | Mr Utterson and Poole find the body✓ of Edward Hyde. ✓ | (2) |
| | 2.2.7 | Bradshaw is nervous/uncertain,✓ whereas Mr Utterson is determined/resolute. ✓ | (2) |
| | 2.2.8 | <p>The discussion of the theme of the importance of reputation should include the following points, among others:</p> <ul style="list-style-type: none"> • Dr Jekyll believes that preserving his reputation is most important. • He creates Mr Hyde to vent/transfer/express his uncivilised urges but remains respectable as Dr Jekyll. • Utterson and Enfield do not gossip on their Sunday walks as they fear this could damage their reputation. • Utterson does not want to ruin Dr Jekyll's reputation when he suspects Jekyll is blackmailed; he does not report the matter to the police. | |

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)

2.2.9 Open-ended.

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

Yes.

- Despite the disagreement about science Dr Lanyon and Dr Jekyll have had, Dr Lanyon agrees to do Dr Jekyll a favour.
- Lanyon helps Jekyll by fetching the drawer of powders for him; he could have refused as they were no longer friends.
- Before Mr Hyde drinks the potion, he asks Lanyon once again if he wants to witness what is about to happen and he, Hyde, would abide by Lanyon's choice.
- Lanyon remains there and the shock from what he witnesses eventually causes his death.

OR

No.

- Dr Jekyll pleads with Dr Lanyon to assist him with fetching the drawer of powders.
- Out of loyalty, Lanyon fetches the drawer of powders for Jekyll.
- Dr Jekyll skilfully appeals to the intellect of Dr Lanyon to witness the morphing; 'will you be wise'.
- Dr Jekyll knows that Dr Lanyon, as a scientist, is curious and manipulates him to remain there.

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]

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) B/betrays Scotland ✓
 (b) A/son of Duncan ✓
 (c) D/Thane of Fife ✓
 (d) C/a Scottish general ✓ (4)
- 3.1.2 The setting is on a heath/Forres/field ✓ after Ross informs Macbeth of his new title (Thane of Cawdor) after the battle/after the witches' prophesies/after Cawdor is killed. ✓ (2)
- 3.1.3 Macbeth kills Duncan in order to become king and does not leave it to fate. ✓✓
- NOTE:** BOTH parts should be included to earn full marks. (2)
- 3.1.4 (a) Simile✓ (1)
 (b) The new title given to Macbeth✓ is compared to new/strange clothes that do not fit well /until you get used to it. ✓ (2)
- 3.1.5 Banquo is focused/eager (to get to the castle of the king). ✓
 Macbeth is distracted (as he contemplates the witches' predictions). ✓ (2)
- 3.1.6 Duncan is the king of Scotland/to show respect/admiration/fondness for him. ✓ (1)
- 3.1.7 Open-ended.

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

Yes.

- The moment Macbeth meets with the witches he allows them to control his mind.
- He does not want to kill Duncan but is persuaded by Lady Macbeth to do so.
- Once he becomes king, he becomes insecure and goes to the witches, a second time to confirm whether he will remain king.

OR

No.

- Macbeth fights bravely on the battlefield and shows no signs of weakness.
- He wants to prove to Lady Macbeth that he is not a coward and thus agrees to kill Duncan.
- Macbeth is not manipulated by anyone when he goes on a killing spree to secure his position.

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 drama. (3)

AND

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|-----|-------|--|-----|
| 3.2 | 3.2.1 | 'Thou' refers to Young Siward.✓ | (1) |
| | 3.2.2 | Macduff would not have avenged the death of his family and that will always trouble him✓if Macbeth is killed by anyone else.✓ | (2) |
| | 3.2.3 | (a) satisfaction/excitement/polite/pleased/ ✓ | (1) |
| | | (b) The battle has been won. ✓ Siward is addressing the future king/Malcolm./ | (1) |
| | 3.2.4 | B/take his life. ✓ | (1) |
| | 3.2.5 | (a) Macduff should point his sword at Macbeth. ✓
He should brandish his sword. ✓
He should raise his voice at Macbeth. ✓ | |
| | | NOTE: Accept any TWO of the above or any other relevant actions. | (2) |
| | | (b) Macduff is determined/angry; ✓ he wants to avenge the death of his family/he finally meets Macbeth face-to-face.✓ | (2) |
| | 3.2.6 | Macbeth is arrogant/brave/ruthless ✓— he believes that he is invincible/more than willing to fight to the end.✓ | |

OR

Macbeth is gullible. ✓ He blindly believes in the witches' prophecies. ✓

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

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

- Duncan trusts the Thane of Cawdor, but Cawdor betrays him.
- Duncan believes that Macbeth is a 'peerless kinsman' whom he can absolutely trust.
- Macbeth trusts the predictions of the witches.
- Despite Banquo's suspicion of Macbeth's involvement in Duncan's murder, he trusts him.

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 drama.

(3)

3.2.8 Open-ended.

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

Yes.

- Lady Macbeth decides that Duncan will be murdered when he comes to visit.
- She is the one who sets the play in motion when she asks the evil forces to make her cruel, as she knows Macbeth will not be willing to kill Duncan.
- She manipulates Macbeth when she questions his masculinity.

OR

No.

- Lady Macbeth, as queen of Scotland becomes unhappy and insecure and is not involved in any of the further decisions made by Macbeth.
- She is the driving force only behind the killing of Duncan.
- She loses her close relationship with Macbeth and is now completely in the background of the play.

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 drama.

(3)
[35]

OR

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) E/principal of Camdeboo High ✓
 (b) C/principal of Zolile High ✓
 (c) A/learner of Camdeboo High ✓
 (d) B/inspector of Bantu Schools ✓ (4)
- 4.1.2. The setting of this extract is where Isabel is on the stage (alone, reflecting on her experiences)✓ after the debate at Zolile High. ✓ (2)
- 4.1.3 At first Isabel is unsure of herself/not confident/anxious as she finds herself in an unfamiliar environment. ✓ However, when she realises the learners of Zolile High are listening attentively she is encouraged to give her best debate ever. ✓ (2)
- 4.1.4 (a) C/personification. / B/metonymy.✓ (1)
 (b) Brakwater is an embarrassment to Camdeboo✓ because of the filth/dirt. ✓

OR

- The location (Brakwater) ✓is associated with an embarrassing backyard because of the filth/dirt. ✓ (2)
- 4.1.5 Isabel is anxious/excited/anticipatory/reminiscing. ✓
 Just after the debate Isabel looks forward to more interaction with the Black learners of Zolile/Mr M/Thami./Isabel realises that there is more to the township than she thought she knew.✓ (2)
- 4.1.6 Thami wants to fight for freedom yet he leaves the country. ✓✓
- NOTE:** Accept any other RELEVANT response in which the irony is illustrated. (2)
- 4.1.7 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- Thami holds different views from Mr M on many issues but is not brave enough to confront him.
 - He leaves Isabel in the lurch by withdrawing from the literature quiz just before its commencement.
 - He leaves the country at the height of the boycotts.

OR

No.

- Thami remains committed/loyal to the Struggle.
- He gives up his education to join the Comrades/the Movement.
- It takes courage from Thami to warn Mr M that the Comrades are going to kill him.

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

AND

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|-----|-------|---|
| 4.2 | 4.2.1 | (a) shock/disbelief/stunned/surprise/enquiring/questioning/amazement ✓ (1) |
| | | (b) Isabel finds it difficult to comprehend that Mr M was an informer. ✓ (1) |
| | 4.2.2 | Isabel should stamp her foot. ✓
She should bang on the table. ✓
She should wag her finger. ✓ |
| | | NOTE: Accept any TWO of the above or any other relevant actions. (2) |
| | 4.2.3 | Isabel explains that Mr M went to the police to give the names of the people from the north/the political action committee ✓ in the hope that the boycott would end, and the learners would return to the classroom/continue with their learning. ✓ (2) |
| | 4.2.4 | Isabel goes to the Wapadsberg Pass to bid Mr M farewell. ✓ (1) |
| | 4.2.5 | Isabel is confused/in disbelief/shock. ✓
Thami is calm/collected/persuasive. ✓ |
| | | NOTE: Accept any ONE fact for each character. (2) |
| | 4.2.6 | Mr M is a man of integrity ✓ – he would not accept money from the police. ✓ |

OR

He is self-righteous ✓ – he believes in doing the right thing when he gives the names to the police. ✓

OR

He is untrustworthy ✓ – he gives the names of the people from the north/the political action committee to the police. ✓

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

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

- Thami respects Mr M and does not openly confront him although he differs with him.
- Isabel respects Mr M as a brilliant teacher.
- Isabel respects Auntie and Samuel by being friendly and not looking down on them.
- Thami and Isabel have mutual respect for each other.

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 drama. (3)

4.2.8 Open-ended.

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

Yes.

- Isabel's political and social awareness develops.
- She sees the potential of the thousands of people with whom she has had no contact before.
- She realises that the Black learners of Zolile High have no intention of being grateful to her during the debate – they treat her 'on the basis of total equality.'

OR

No.

- Isabel has always had opinions of her own (she is regarded as the rebel in her family).
- After one visit to Zolile High it is very unlikely that the impact was so great.
- Her contact across the colour line was minimal.

NOTE: Do NOT award a mark for YES or NO only. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

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

'TRANSFORMING MOMENTS' – GCINA MHLOPHE

- 5.1 5.1.1 (a) C/choir member✓
 (b) E/rugby player✓
 (c) A/minister's wife✓
 (d) B/praise poet✓ (4)

- 5.1.2 (a) Metaphor/Onomatopoeia ✓ (1)
- (b) In the same way that the noise of a machine travels/gets carried away, ✓ so does the speaker's loud voice reach all the girls in the dormitory. ✓

OR

The 'droning' sound of a machine is highlighted ✓ as it resonates her deep voice when she coughs out the content of her studies. ✓

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

- 5.1.3 The speaker also benefits as it helps her to revise her work.✓ (1)

- 5.1.4 The boy from Port Elizabeth tells the speaker:
 He does not mean to rush things.✓
 The speaker does not have to sleep with him. ✓
 He likes her. ✓
 He wants to be her boyfriend. ✓
 He wants to spend time with her, talking or reading. ✓
 He continues to follow her/doesn't give up. ✓

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

- 5.1.5 B/seventeen✓ (1)

- 5.1.6 The boy from Port Elizabeth is self-confident/self-assured/direct.✓
 The speaker is critical of herself/ lacks self-confidence/assertive.✓ (2)

5.1.8 Open-ended.

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

Yes.

- When the speaker sees the praise poet (Cira) performing she is awestruck and wants to be like him.
- His use of language and his movements impress and inspire her so much that she decides to become a praise poet herself.
- After seeing the praise poet, she no longer sees herself as ugly and that everything about her is special, she gains her self-confidence.

OR

No.

- Father Fikeni encourages her to sing in the church choir after she has been kicked out of the school choir, making her realise that her voice is 'resonant' and not ugly.
- He sees potential in her when he invites her to go away with his family; her confidence grows as a result of the attention she receives.
- He introduces her to the praise poet and that brings about a complete change in her life.

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

(3)

5.2 'A CHIP OF GLASS RUBY' – NADINE GORDIMER

- 5.2 5.2.1 The setting is the Bamjee's dining-room/house✓ after one of the Bamjee girls tells Mr Bamjee what has happened in Mr Petersen's classroom.✓ (2)
- 5.2.2 'There' refers to the prison/jail.✓ (1)
- 5.2.3 Jimmy refers to 'kids' yet he himself is still a child. ✓✓
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 5.2.4 (a) sarcastic/stern✓ (1)
- (b) Mr Bamjee feels that Jimmy is just a child who really does not know as much as he thinks he does. ✓ (1)
- 5.2.5 confused/agitated✓ He does not understand why Mrs Bamjee is prepared to give up her freedom in order to help others.✓ (2)
- 5.2.6 Girlie takes care of her siblings while Mr Bamjee is at work and her mother is in prison.✓
She goes to the lawyer, Mohammed Ebrahim, to assist them in finding where their mother is imprisoned.✓
She takes over her mother's duty by congratulating Mr Bamjee on his birthday. ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.2.7 The discussion of the theme of sacrifice should include the following points, **among others**:
- Mrs Bamjee thinks of others and takes risks in order to help them.
 - Jimmy and Girlie sacrifice their time to visit their mother in prison.
 - Mrs Bamjee embarks on a hunger strike even though it is detrimental to her health.
 - Mr Bamjee does not stop his wife from having meetings at their 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)

5.2.8 Open-ended.

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

Yes

- Mr Bamjee accuses Mrs Bamjee of caring more about other people instead of supporting her family.
- He is immediately concerned about what is going to happen to him and the children when Mrs Bamjee is arrested.
- He does not care to find out in which prison she is being held or to go and visit her.

OR

No

- Mr Bamjee wakes up at half past four every morning to be at the market by five to support his children.
- He is concerned about the children's well-being after Mrs Bamjee's arrest (most of them are still very young).
- When Jimmy asks for five shillings he gives him six; this shows his caring nature.

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

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[35]

TOTAL SECTION C: 35

SECTION D: POETRY**6.1 'SONNET 18' – WILLIAM SHAKESPEARE**

- 6.1 6.1.1 (a) sonnet✓
(b) three ✓
(c) rhyming ✓
(d) abab cdcd efef gg✓ (4)
- 6.1.2 The speaker wants to compare the beauty of his beloved✓ to the beauty of summer/a summer's day. ✓ (2)
- 6.1.3 The wind is too strong. ✓
It is destructive/destroys the young blossoms. ✓
Summer does not last long/is only a short period. ✓
- NOTE:** Accept any TWO of the above. (2)
- 6.1.4 The strength of the sun diminishes/does not shine so brightly/ it does not release intense heat✓ all the time (the changing seasons). ✓ (2)
- 6.1.5 Beauty can be stripped away by accident/coincidence/misfortune.✓
The natural course of time/as one grows older. ✓ (2)
- 6.1.6 (a) Metaphor/Personification/Hyperbole/Apostrophe✓ (1)
(b) Unlike summer which lasts for a short period only ✓ the beauty of the speaker's beloved will last forever/will not weaken/vanish. ✓

OR

Hyperbole:

The speaker exaggerates his beloved's beauty ✓ which will last forever and will not change. ✓

OR

Apostrophe:

He addresses his beloved directly ✓ as though she were present. ✓

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

6.1.7 Open-ended.

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

No

- The speaker personalises his beloved's beauty and not everybody shares his sentiments.
- Everything in life is affected by the passage of time.
- Not everyone reads poetry and appreciates it the way the speaker does.

OR

Yes.

- The speaker has drawn comparisons which are believable/plausible.
- The reference to his beloved's beauty is not literal and when reading the poem, the reader is able to visualise the beauty.
- He has ensured that the beloved's beauty is immortalised in the poem.

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

AND

6.2 'ALEXANDRA' – MONGANE WALLY SEROTE

6.2 6.2.1 The poem is set in a township, Alexandra, in Johannesburg ✓ during the Apartheid era. ✓ (2)

6.2.2 (a) Simile/Antithesis ✓ (1)

(b) The speaker has no illusions about birth or death ✓ as being born is the same as dying. ✓

OR

Just as we cannot choose when we are born from our mothers' wombs, ✓ so too we do not choose when to die. ✓ (2)

6.2.3 A/metaphor. ✓ (1)

- 6.2.4 (a) accusatory/ fearful/reproachful/angry/resentful✓ (1)
- (b) The speaker is afraid/accuses his 'mother' (Alexandra) for not protecting/caring for him.✓ (1)
- 6.2.5 The speaker's state of mind is one of resignation/acceptance/compliance/despondency/hopelessness.✓
Despite all the pain that the speaker experiences he still returns to Alexandra./Alexandra defines who he is.✓ (2)
- 6.2.6 The speaker finds it difficult to return to Alexandra. ✓ (1)
- 6.2.7 Accept a relevant response which shows an understanding of the theme of hardship, **among others**:
- The speaker admits that Alexandra is not nurturing; when he needs anything (food, drink, shelter) there is nothing.
 - The water in Alexandra is filthy and polluted.
 - The speaker admits that he is frightened by Alexandra and makes it difficult for him to stay there.
 - There is violence and crime in Alexandra ('Waters diluted with the blood of my brothers').
- 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)
- 6.2.8 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes
- He has made several attempts to leave Alexandra but comes back every time; he is indecisive.
 - The speaker knows that Alexandra cannot provide him with the means to survive yet he keeps returning.
 - He hates many things about Alexandra but he still loves her as a mother ('You frighten me, Mama').

OR

No.

- The speaker has a bond with Alexandra like a child has with its mother and he cannot break away from this bond.
- The speaker was born and raised in Alexandra.
- Even though there are many problems in Alexandra he acknowledges in the end that he will always return.

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