



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**FEBRUARY/MARCH 2010**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 30 pages.**

## **INSTRUCTIONS AND INFORMATION**

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

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

**NOTE: Use the 35-mark assessment rubric on page 30 to assess candidates' essays.**

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

- Atticus Finch's family:  
The children are taught to
  - treat everyone as equals
  - show respect for people regardless of social class, religious beliefs and, race
  - take a stand against what is wrong
  - accept Calpurnia's authority.
  
- Boo Radley's family:
  - They regard themselves as superior to others in Maycomb county.
  - They believe in the separation of people according to social class.
  - They did not allow their children to associate with or exchange pleasantries with others.
  - They forced their children to be completely obedient.
  - Their strict discipline and snobbishness caused Boo's emotional development to stagnate.
  
- Bob Ewell's family:
  - Mr Ewell is a poor role model for his children – he is rude, dishonest, abusive, filthy and lazy.
  - He does not care if his children play truant from school, disrespect others, swear and neglect their appearance.
  
- Walter Cunningham's family:
  - They are simple, hardworking people who try to live within their means and be independent.
  - They teach their children to be well-mannered, proud of who they are, show gratitude and not to stay away from school unless they have to work on the farm.

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

**QUESTION 2: CONTEXTUAL QUESTION****TO KILL A MOCKINGBIRD**

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

- 2.1 2.1.1 Atticus is away from home./She does not want to leave them alone at home. (1)
- 2.1.2 Calpurnia walks into the room while he is washing/bathing/ naked. (1) This is unacceptable to Jem as he no longer considers himself a child. (1) (2)
- 2.1.3 (a) They are heartily welcomed by all members except Lula. (2)
- (b) They are not racist./They are warm and friendly people./They appreciate what Atticus is doing to help Tom Robinson so they accept his children at the church. (2)
- 2.1.4 No. (1) She usually wears dungarees/pants/trousers/she dresses like a boy. (1) (2)
- 2.1.5 (a) Aunt Alexandra. (1)
- (b) She is racist and sees blacks as subordinates/servants. (2)
- 2.1.6 Open-ended. Accept a well-substantiated response, e.g.
- Yes. She is good with the children/treats them as her own. She disciplines them when necessary. She takes care of all their needs. OR
- No. Given the kind of society they lived in, he was creating problems for himself and the children by having a black woman take care of them.
- NOTE: Do not award a mark for YES/NO responses only. Consider the response as a whole and mark accordingly. The reason/motivation must suit the initial YES/NO response. (3)

**AND**

- 2.2 2.2.1 The people outside were celebrating while an innocent person's life was at stake. This person could face capital punishment/the death sentence/be hanged if found guilty. (2)
- 2.2.2 Her father, who was violent, would have punished her severely because he had caught her making advances on Tom. She would divert his anger away from her by accusing Tom of raping her. (2)

- 2.2.3 Judge Taylor knew he was the only person who would defend Tom Robinson sincerely. (1) Other lawyers would not have done a good job defending Tom as they would have been prejudiced because of his race. (1) (2)
- 2.2.4 He is racist and has little regard for black people. (1)  
His lack of education is also shown by his disrespect for the court of law. (1)  
He uses foul language. (1)  
He is blasphemous. (1)
- NOTE: Accept ANY THREE of the above answers (3)
- 2.2.5 ‘another glance from the bench silenced Mr Ewell.’  
  
OR  
  
‘he had few occasions to use his gavel’
- NOTE: Quotations must be correct.  
Do not penalise candidates for omitting the quotation marks. (1)
- 2.2.6 He was an important witness for the state./He had to give evidence in court (as he had gone to the Ewell residence after the alleged rape/incident). (2)
- 2.2.7 He felt that the language used by Ewell was unsuitable for children.  
  
OR  
  
The case was about rape and he thought that it was unsuitable for the children as they were too young. (2)
- 2.2.8 Open-ended. Accept a well-substantiated response, e.g.  
  
Atticus did a fine job defending Tom Robinson. He proved beyond doubt that Tom Robinson could not have beaten up Mayella as his left arm was crippled./He proved that Bob was left-handed and had been aggressive to his children before./He also proved that Mayella was an unreliable witness and was not telling the truth.  
  
OR  
  
Atticus did not do a good job of defending Tom Robinson. He was unable to change the mindset of the jury and Tom was found guilty.  
  
NOTE: Consider the answer as a whole and award marks accordingly. (2)

- 2.2.9 He loves the children./He cares very deeply for the children. (1)  
Boo had been watching them without their knowledge and this is how he knew they were in danger. (1)  
Boo is very brave/courageous as he risked his life to save the children/Bob Ewell was armed. (1)  
Boo loved the children so much that he did not mind risking his own life for them. (1)

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

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

Yes. He was a good role model to his children./He raised his children to respect all people regardless of their race or social class.

OR

No. He spent hardly any time with his children./He left too much to Calpurnia with regard to taking care of the children./He was distant towards his children when he was busy.

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

(2)  
**[35]**

**OR**

**QUESTION 3: ESSAY QUESTION*****LORD OF THE FLIES***

**NOTE: Use the 35-mark assessment rubric on page 30 to assess candidates' essays.**

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

- How Ralph and Piggy feel about each other when they first meet:
  - Ralph's initial dislike of Piggy
  - Piggy's desire to impress Ralph.
- Piggy's loyalty to Ralph:
  - Piggy's similarity to Ralph in terms of how they want the group to live
  - Piggy's open support for Ralph in the conflicts between Ralph and Jack
  - Reasons why Piggy does not support Jack.
- Ralph's attitude towards Piggy:
  - Ralph's ability to later recognise the good in Piggy
  - Ralph's recognition of Piggy's loyalty and intelligence
  - Ralph's growing dependence on Piggy
- Ralph's feelings after Piggy's death
  - Grief, remorse, regret, guilt, sadness, loneliness.

**[35]****OR****QUESTION 4: CONTEXTUAL QUESTION*****LORD OF THE FLIES***

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

- 4.1      4.1.1      Jack is always portrayed as an aggressive character who has not apologized to anyone before. It is therefore unusual/out of character for him to do so. (2)
- 4.1.2      (a)      Jack has taken the boys away to hunt, leaving the fire untended. (1) A ship has passed by and they have missed the opportunity of being rescued. (1) (2)
- (b)      Open-ended. Accept a well-substantiated response, e.g.  
Yes. Jack has not followed Ralph's orders and they have missed the opportunity of being rescued.

**OR**

No. It was necessary for Jack to take the boys hunting as they needed food.

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

- (2)
- 4.1.3 He wants to annoy/provoke Ralph who remains silent./He wants to show he does not really care about Ralph's anger. (2)
- 4.1.4 He remains silent. (1)  
He does not move so the boys have to make a fire at another spot. (1)  
He does not help them in any way as they make the fire. (1)
- NOTE: Accept any TWO of the above. (2)
- 4.1.5 He is mean/nasty/horrid/cruel/unkind to Piggy./He belittles/mocks/humiliates Piggy.(2)
- Piggy does not work/help others out when there is something to do. (1)  
Piggy is sickly/has asthma. (1)  
Piggy is fat. (1)  
His name is Piggy. (1)  
Piggy is cleverer than most boys, including Jack. (1)
- NOTE: Accept ANY ONE of the above answers. (3)
- 4.1.6 Piggy is murdered by the others. (2)
- 4.1.7 Open-ended. Accept a well-substantiated response, e.g.
- Yes. He respects the authority of the conch to the end. He avoids violence and does not become a savage.
- OR
- No. He was present when Simon was killed but did not intervene or show any remorse afterwards.
- NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and allocate marks accordingly. The reason/motivation must suit the initial YES/NO response. (3)

**AND**

- 4.2 4.2.1 Piggy is not prepared to tolerate Jack's bullying any longer and is now determined to challenge him./Piggy has had enough of Jack's bullying and now wants to fight back. (2)
- 4.2.2 Piggy would have to be dependent on Ralph. Piggy cannot see well without his glasses, so he would have to be led by the hand if he has to participate in any activity.  
OR  
He is concerned that he may be forced to do something he does not want to do. (2)
- 4.2.3 They have become savage/primitive. (1)  
They are now capable of killing each other/are now bloodthirsty. (1)  
They have forgotten the norms/values they had lived by back at home. (1)  
  
NOTE: Accept any TWO of the above. (2)
- 4.2.4 People are born evil and it is society that shapes them into moral beings. The absence of rules reveals their true savage nature.  
  
OR  
  
Without the rules and norms of society, people are corruptible and capable of savagery/murder.  
  
OR  
  
Human beings lose their sense of humanity when subjected to difficult conditions where they have to fend for themselves and fight for survival.  
  
NOTE: Consider the response as a whole and award marks accordingly. (3)
- 4.2.5 The conch gives him protection and the authority to speak./Others have to listen to him./It allows him to voice his frustration. (2)
- 4.2.6 Angry/Frustrated/Defiant/Authoritative (1)
- 4.2.7 He trusts Ralph./He has a close relationship with Ralph. (1) He is able to tell Ralph how he feels and what he plans to do. (1) (2)
- 4.2.8 Three/3. (1)

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

Yes. He has a good sense of vision for the boys. He focuses on their higher-order needs such as the need for security and their need to be rescued from the island. He does not only focus on food and shelter.

OR

No. He is unable to provide basic necessities such as food./His basic goodness and sense of democracy work against him./The boys are not mature enough for his kind of leadership.

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

(2)  
[35]

OR

**QUESTION 5: ESSAY QUESTION*****A GRAIN OF WHEAT***

**NOTE: Use the 35-mark assessment rubric on page 30 to assess candidates' essays.**

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

- Mugo:
  - Mugo is mistakenly thought to have played a greater role in the struggle than he actually did.
  - Others like Gikonyo, Kihika and General R played a greater role.
  - Mugo's betrayal of Kihika.
  - Mugo's confession.
- Kihika:
  - Kihika as a role-model/hero/the ideal freedom fighter.
  - Kihika's unselfishness/willingness to make personal sacrifices in the name of the struggle for independence.
- Karanja:
  - Karanja's use of the struggle to his personal advantage
  - Karanja's devotion to the whites before independence
  - Karanja's appointment as chief after independence
  - Karanja's poor treatment of fellow Kenyans both before and after independence.
- Gikonyo:
  - Gikonyo's ability to make personal sacrifices in the name of the struggle
  - Gikonyo's being torn between his love for Mumbi and his loyalty to the Movement
  - Gikonyo's suffering in detention.

**[35]****OR****QUESTION 6: CONTEXTUAL QUESTION*****A GRAIN OF WHEAT***

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

- |     |       |  |     |
|-----|-------|--|-----|
| 6.1 | 6.1.1 | She is rude/cruel/disrespectful/racist/insensitive. She has more feelings for her dog than for a fellow human being. | (2) |
|     | 6.1.2 | He is afraid of the silence and the hostility that prevails./He is afraid they may become violent.                   | (2) |

- 6.1.3 (a) The detainees went on strike because of their poor treatment./Many detainees were killed in the revolt. (2)
- (b) The air of hostility here is similar to that which prevailed at Rira./He is afraid that there will be a repetition of what happened at Rira./He is afraid there will be another revolt. (2)
- 6.1.4 Dr Lynd herself is rude yet she accuses the Africans of being rude./The whites themselves are rude yet the Africans are seen as rude./Dr Lynd sees their assertiveness due to their approaching independence as rudeness yet she herself is rude to the Africans. (2)

**AND**

- 6.2 6.2.1 Independence/Uhuru/freedom celebrations (1)
- 6.2.2 Kihika was Mumbi's brother/a local hero/one of the freedom fighters/a member of the Mau Mau Movement/a man betrayed by Mugo/a man who lost his life due to betrayal. (1)
- 6.2.3 He was betrayed by Mugo and hanged by the British for his involvement in the Movement. (2)
- 6.2.4 (a) He is angry. (1)  
He is suspicious./He distrusts Karanja (1) (2)
- (b) Open-ended. Accept a well-substantiated response, e.g.  
Yes. Karanja is known to have betrayed black people before.

OR

No. He has only circumstantial evidence against Karanja./Karanja is not the one who betrayed Kihika./It is Mugo who betrayed Kihika.

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

- 6.2.5 General R. is highly committed to the Movement. (1)  
Kihika, who was one of their good men and a great asset to the Movement, did not deserve this betrayal./Kihika was very committed to the Movement and made many personal sacrifices during the struggle for independence. (1)  
General R. wants to set an example by exposing and punishing the person who betrayed Kihika. (1)

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

- 6.2.6 'sudden decision'
- NOTE: The quotation must be correct.  
Do not penalise candidates for omitting the quotation marks. (1)
- 6.2.7 He is afraid that he will be found out./He feels guilty/tense. (2)
- 6.2.8 Open-ended. Accept a well-substantiated response, e.g.  
I feel sorry for Mugo. He is human and is remorseful about what he has done.  
OR  
I do not feel sorry for Mugo at all. I believe he betrayed the Movement and has to be exposed/punished.  
NOTE: Consider the answer as a whole and allocate marks accordingly. (2)
- 6.2.9 False. (1) He was a member of the Movement/a freedom fighter. (1)  
NOTE: Accept 'F' for 'false.'  
Do not accept 'No' for 'False.'  
Accept the second part of the answer only if the first part is correct. (2)
- 6.2.10 Mugo confesses to everyone at the rally that he betrayed Kihika. (2)
- 6.2.11 Open-ended. Accept a well-substantiated response, e.g.  
I do not blame her for what happens between her and Karanja. Mumbi constantly rejects Karanja's advances. Giving in to him is an impulsive act of gratitude at the news of Gikonyo's release.  
OR  
Mumbi should not have given in to Karanja's advances but should have remained faithful to her husband.  
NOTE: Consider the answer as a whole and award marks accordingly. (3)
- 6.2.12 He is unfaithful/selfish/corrupt/ambitious (1) and betrays his own people and the Movement. (1) He collaborates with the British to acquire personal glory. (1) (3)  
**[35]**

**TOTAL SECTION A: 35**

**SECTION B: DRAMA**

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

**QUESTION 7: ESSAY QUESTION*****ROMEO AND JULIET***

**NOTE:** Use the 35-mark assessment rubric on page 30 to assess the candidates' essays.

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

- Friar Lawrence's role in Romeo's life:
  - He is Romeo's confidant/advisor/friend
  - The reason he marries Romeo and Juliet
  - His plan concerning the potion.
- The nurse's closeness to Juliet:
  - She is Juliet's confidante/advisor/friend
  - She is a mother-figure to Juliet
  - She acts as messenger between Romeo and Juliet
- How and why Friar Lawrence and the nurse assist the two lovers:
  - Friar Lawrence: Gives advice; marries them; devises a plan to prevent Juliet's forced marriage to Paris; sends a letter to Romeo informing him of the plan; goes to the tomb to rescue Juliet when the letter does not reach Romeo; reveals the truth about the lovers to the two families. He loves Romeo and wants to bring the two feuding families together.
  - Nurse: Gives advice; carries messages between Romeo and Juliet; brings the rope ladder which Romeo uses to get to Juliet's room; warns the lovers when Juliet's mother approaches the room. She considers Juliet to be her daughter as she was her wet nurse and has been with Juliet since her birth.
- Factors which result in Romeo's and Juliet's loss of trust in Friar Lawrence and the nurse respectively:
  - Romeo hears that Juliet is dead because the Friar's letter does not reach him. (Friar John could not deliver the letter because he was detained as he had come into contact with people with the plague.)
  - The nurse advises Juliet to marry Paris even though she knows Juliet is already married to Romeo. The nurse considers this the best solution even though she knows Juliet loves Romeo.

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

**QUESTION 8: CONTEXTUAL QUESTION****ROMEO AND JULIET**

Candidates are required to answer ALL the questions, i.e. QUESTIONS 8.1 and 8.2.

- 8.1 8.1.1 They are very good friends/very close. (1) Benvolio is very loyal/devoted to Romeo and always has Romeo's best interests at heart. (1) (2)
- 8.1.2 Benvolio is peace-loving/tries to avoid trouble at all costs (1) while Tybalt is aggressive/hot-tempered. (1)  
Benvolio says 'Put up your Swords'/'Put up thy Sword, Or manage it to part these men with me', (½) while Tybalt says 'Turn thee, Benvolio, look upon thy death!'/ 'Have at thee, Coward!' (½) (3)
- 8.1.3 They have all had enough of the Montagues and Capulets fighting with each other in the streets of Verona./The Montagues and Capulets have fought/disturbed the peace many times. (2)
- 8.1.4 (a) He is aggressive/violent by nature./He loves fighting. (2)  
(b) He loves fighting despite his age./He hates the Montagues. (2)
- 8.1.5 (a) Capulet is too old/frail/weak to fight./Capulet will not be able to fight as he is too old. (2)  
(b) Sarcastic/mocking tone (1)
- 8.1.6 No. (1) 'Thou shalt not stir a foot to seek a Foe!' (1) (2)
- 8.1.7 (a) Angry/upset. (1) 'Beasts' (1) (2)  
(b) Open-ended. Accept a well-substantiated response, e.g.  
Yes. The Montagues and Capulets have fought/disturbed the peace three times already./The Prince has already warned them about fighting in the streets/disturbing the peace.  
OR  
No. The Prince should have dealt more firmly with the offenders much earlier./It is a sign of his weakness that the Montagues and Capulets continue to fight/disturb the peace.  
  
NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and allocate marks accordingly.  
The reason/motivation must suit the initial YES/NO response. (2)  
(c) He will put to death anyone who fights again./The death sentence. (2)

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

No. There are several other factors that contribute to their deaths, such as Fate and chance. In the prologue to the play, we are told that they are 'star-crossed lovers' and this suggests that they were fated to end their lives in this way. It is purely by chance that the Friar's letter does not reach Romeo.

OR

Yes. It is the feud that causes their deaths. Had it not been for the feud between the two families, the lovers would not have had to resort to the extreme measures that they did. It is the feud that influences the decisions they make.

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

(3)

**AND**

8.2.1 Juliet has sent her to Romeo to find out when the marriage will take place.

(2)

8.2.2 She has walked a long distance. (1) She wants to keep Juliet in suspense. (1)

(2)

8.2.3 She is elated/happy/overjoyed/ecstatic (1) because Romeo has made arrangements for them to be married. (1)

(2)

8.2.4 They are very close./They love each other.

OR

Juliet trusts the nurse with her secrets.

OR

The nurse loves Juliet like a daughter.

(2)

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

Yes. She loves Juliet very much./She wants Juliet to be happy./She knows that Juliet loves Romeo very much.

OR

No. She is betraying the trust the Capulets have placed in her.

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

(2)

**[35]**

**QUESTION 9: ESSAY QUESTION*****NOTHING BUT THE TRUTH***

**NOTE: Use the 35-mark assessment rubric on page 30 to assess candidates' essays.**

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

- The funeral arrangements Siphso makes for his brother:
  - Siphso is angry and disappointed as he was not consulted about the cremation.
  - Siphso wants to have a traditional funeral but this is not possible as Themba has already been cremated.
  - The cremation goes against Siphso's beliefs.
  - Themba's funeral turns out to be like a political gathering.
- Siphso's feelings of anger, envy, disappointment towards Themba because
  - his parents always favoured Themba.
  - throughout their lives, Themba was always the successful one and Siphso the underdog.
  - Themba did not contribute much to the struggle but he was held in high esteem.
  - Themba had had an affair with Siphso's wife.
  - there was a possibility that Thando may be Themba's child.
  - Siphso's disappointment that Themba did not visit him after he went into exile.
- Siphso's views on the political situation of the past:
  - The real heroes were not recognized.
  - The wrong people were hero-worshipped.
  - He does not enjoy any benefits despite his involvement in the struggle.
- Siphso's views on the TRC:
  - He feels that it is not enough for people to be forgiven just because they admit to what they have done – he feels that these people should be punished.
  - He is not in favour of the TRC.
  - He believes that somebody has to be punished for the loss of his son.
- Luvuyo's death:
  - Siphso holds Themba, and not only the policeman who shot Luvuyo, responsible for his death.
  - Siphso has not come to terms with the loss of his son.

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

**QUESTION 10: CONTEXTUAL QUESTION*****NOTHING BUT THE TRUTH***

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

- 10.1 10.1.1 She has brought her father's ashes for burial./To attend her father's funeral. (2)
- 10.1.2 (a) She has never been to South Africa./Themba has kept away from South Africa/not maintained contact with his family in South Africa. (2)
- (b) He is selfish/unreliable/irresponsible. He was unwilling to make any sacrifices in the name of the struggle but preferred the easy life that exiles enjoyed. (2)
- (c) Open-ended. Accept a well-substantiated response, e.g.  
Yes. Her roots are in Africa./She did not choose to be born outside of Africa.
- OR
- No. She could not identify with Africa and had little knowledge of African culture./She had never been to Africa before./She regards London as her home.
- NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and allocate marks accordingly. The reason/motivation must suit the initial YES/NO response. (3)
- 10.1.3 (a) He loved his country./He considered South Africa to be his home./He considered himself to be a South African. (1)
- (b) He taught her that her roots were in South Africa/ that she was a South African in spite of being born in London/in spite of never having been to South Africa./He instilled in her a love for South Africa./He raised her to believe that her father's family was more important/closer to her than her mother's (family). (2)
- 10.1.4 Thando is traditional and her values are African. She is respectful and obedient to her elders (2). Mandisa is a westernised girl who has a mind of her own and is quick to challenge her elders. (2) (4)

- 10.1.5 Themba was always given preferential treatment by their parents. He always got what he wanted, e.g. the wire bus. (2)  
Themba had an affair with his wife and Thando could be Themba's daughter. (2)  
Sipho blames Themba for Luvuyo's death because Luvuyo joined the struggle as a result of Themba's influence. (2)  
Themba never came back to SA after he went into exile and did not maintain contact with the family. (2)  
Themba was still more popular than Sipho even after he died./He was regarded as a hero of the struggle although he did not do/sacrifice much. (2)

NOTE: Accept ANY TWO of the above answers. (4)

**AND**

- 10.2 10.2.1 He has not seen his brother in a long time and would have appreciated seeing him again./He is not going to see his brother ever again as he has died and has already been cremated. (2)

- 10.2.2 She is a fashion designer./Fashion designing (1)

- 10.2.3 (a) That her mother had had an affair with Themba/had been unfaithful to her father. (2)

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

Yes. He was clearing the air about what had led to their separation.

OR

No. Thando could lose respect for her mother and uncle./ It could be traumatic for her not knowing who her father is.

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

- 10.2.4 False. (1) He also blames Themba./He blames both the policeman and Themba. (1)

NOTE: Accept 'F' for 'false.'  
Do not accept 'No' for 'False.'  
Accept the second part of the answer only if the first part is correct. (2)

- 10.2.5 He loved his job and took great pride in it (1) but he began to resent it when he was overlooked for the position of Chief Librarian. (1) He was disappointed that this promotion was given to a younger, inexperienced person. (1) (3)
- 10.2.6 Earlier, Sipho was full of anger/hatred/bitterness whereas at this stage he is calm and he has resolved/come to terms with the issues that have troubled him. (2) [35]

**TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES**

**NOTE:** Candidates are required to answer **ONE** question (EITHER the essay OR the contextual question) **on one of the short stories they have studied.**

**QUESTION 11: ESSAY QUESTION****1949**

**NOTE:** Use the 35-mark assessment rubric on page 31 to assess the candidates' essays.

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

- The Nationalist government and its racist policies:
  - Their coming into power (in 1948).
  - Their policy of segregation/'separate development'.
  - The changes the government sought to bring about in South Africa and in society.
- Racial prejudice (black people, white people and Indians)
  - Reasons for tension/distrust among the different race groups
  - Changes in the political arena during this period (the coming into power of the National Party, their apartheid policy and the numerous laws they passed to entrench apartheid/racial prejudice/segregation).
- Evil people such as Mr Osborne and his friends
  - How they disrespect Indians and black people
  - How they manipulate Black people to turn them against Indians
  - How they treat Black people – see Blacks as people who can be manipulated to achieve their own ends
  - How they are catalysts for the violence
  - How evil they are – they are not anywhere in sight when there is an outbreak of violence.

**[35]**

**QUESTION 12: CONTEXTUAL QUESTION****THE VISITS – Richard Rive**

**Candidates are required to answer ALL the questions, i.e. 12.1 and 12.2.**

12.1.1 (a) He tries to ignore her in the hope that she will go away./He is irritated/annoyed (1) (1)

(b) He feels guilty (1), as he knows he must help but he wants her to go away. (1) (2)

12.1.2 The teacher initially wishes for The Student's help in dealing with/getting rid of the visitor/woman (1) but when The Student does so later, he takes exception/becomes upset/feels guilty. (1) (2)

12.1.3 He feels sorry for her./He hopes that the woman will not come back./He feels he has to help her as he is financially better off than she is. (2)

12.1.4 Yes. (1) She bows slightly/thanks him. (1)

NOTE: Do not award a mark for the second part of the answer unless the first part is correct. (2)

12.1.5 While the carrier-bag is meant to get rid of the woman, she keeps coming back for more. (1) The teacher starts buying groceries specifically for her/starts looking forward to her visits. (1) When The Student chases her away, he is angry with him as he has developed a certain kind of bond with the woman. (1) (3)

12.1.6 He implies that the woman might not have had stuffed olives before./She, being poor, would not know what stuffed olives are. (2)

12.1.7 'these people'

NOTE: Do not penalise candidates for omitting the quotation marks.  
The quotation must be correct.  
Do not accept phrases of more than two words unless the expected answer is underlined/highlighted in some way. (1)

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

Yes. He gives the woman food./He buys groceries especially for her.

OR

Yes. When he contemplates having tea, he considers inviting her into the flat.

OR

No. He wants the woman to go away.

OR

No. He threatens that he will call the police.

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

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

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

Yes. People who are better off should help those in need.

OR

No. People must stop begging and start doing things for themselves.

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

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

**AND**

12.2.1 True. (1) When he decides to use the groceries he had bought for the woman, he expects something to happen when he opens the carrier-bag containing them. (1)

NOTE: Do not award a mark for the second part of the answer unless the first part is correct. (2)

12.2.2 The Student was not making any progress in his attempt to study./He was trying to study but was not succeeding./The Student was struggling to study. (2)

12.2.3 No. (1) She was accompanied by someone on one visit. (1)

NOTE: Do not award a mark for the second part of the answer unless the first part is correct. (2)

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

She knows she will get something from the teacher.

OR

The Student, being young, is more likely to be impatient with her and/or manhandle her./The teacher is kinder and provides food despite his initial attempt to chase her away. (2)

12.2.5 (a) He 'frog-marched' her/led/chased her away (1) and told/warned her not to come back again. (1) (2)

b) Open-ended. Accept a well-substantiated response.

Yes. The woman was making life a misery for the teacher, so he helped out by chasing her away.

OR

Yes. She was taking advantage of the teacher's generosity./She kept coming back, forcing the teacher to buy groceries for her.

OR

No. He had nothing to do with the woman as she was coming to the teacher and not to him. He had no right to chase her away.

OR

No. This is not the way to treat a woman or a person in need. People are taught to help those in need, if they can afford to do so.

OR

No. The teacher could afford to help this woman. He was even buying groceries separately for her without complaining. The Student had no reason to interfere.

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

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

12.2.6 Mocking/Teasing (1)

12.2.7 The Teacher is saddened by/angry/upset with The Student./The teacher regrets what The Student has done./The teacher feels guilty about what The Student has done. (2)

[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY****QUESTION 13: MENDING WALL**

- 13.1 13.1.1 It is a wall made of loose boulders placed on top of each other (without cement). (1)
- 13.1.2 They live far apart and do not need a wall.  
OR  
The boulders will soon tumble.  
OR  
The wall will soon collapse/be damaged.  
OR  
There are no animals to be kept in or out. (2)
- 13.2 They do not share a close relationship./They each have a different outlook on life./They are not close. (1½)
- 13.3 They live far apart. (2)  
Neither of them owns animals. (2)  
The speaker has apple trees on his property and these cannot harm the neighbour's pine trees in any way. (2)
- NOTE: Accept any TWO of the above answers. (4)
- 13.4 He has a good sense of humour.  
OR  
He is very sensible/practical. (2)
- 13.5 13.5.1 In the neighbour's view, a good relationship with a neighbour means keeping one's distance./One needs to keep away from one's neighbours./One should not get too close to/too familiar with one's neighbours. (2)
- 13.5.2 Open-ended. Accept a well-substantiated response, e.g.  
  
Yes. There is usually trouble when one becomes too familiar with/too close to one's neighbours.  
OR  
No. I believe people should be very close to their neighbours as they can help each other when necessary.  
  
NOTE: Do not award a mark for YES/NO only. Consider the response as a whole and award marks accordingly.  
The motivation/reason must suit the initial YES/NO response. (2)
- 13.6 idea (1)

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

Yes. The simile emphasises how primitive the neighbour is in his thinking.

OR

No. It is not fair to compare him to a savage as he is a modern man who has the right to live his life the way he sees fit.

(2)  
[17½]

#### QUESTION 14: AN ABANDONED BUNDLE

14.1 Early morning/dawn/daybreak/sunrise. (1)

'morning mist'

OR

'rising sun' (1)

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

The quotation must be correct.

(2)

14.2 14.2.1 White City Jabavu/Soweto/a township

(1)

14.2.2 It is filthy/unhygienic/an unhealthy environment/not a good place in which to live/full of illness/disease/squalor.

(2)

14.3 simile

(1)

14.4 (To emphasise that) The dogs' necks are covered in the baby's blood.

OR

To emphasise the horrific/terrible way in which the baby died.

(2)

14.5 It makes me feel angry with the mother for throwing away her baby so callously.

OR

It makes me feel sorry/pity for the baby who was still alive when it was thrown onto the rubbish dump by the mother.

(1½)

14.6 No. (1) 'leaving a mutilated corpse' (1)

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

The quotation must be correct.

(2)

14.7 The poet makes reference to the baby Jesus (Christ) who was placed in a manger shortly after his birth. The poet wishes to draw a parallel/comparison between the innocence/purity of the baby Jesus and that of this baby./The poet wishes to draw a comparison between the way Jesus was sacrificed to pay for the sins of man and the way this baby was 'sacrificed' by its mother for her sins.

(2)

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

No. She is not 'pure' as she has committed a terrible crime/sin/she has killed her own child.

OR

Yes. The mother cannot be blamed for what she has done as she is a victim of poverty/her socio-economic background/the socio-political context at the time.

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

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

(2)

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

Yes. The mother has literally 'abandoned' her baby by throwing it on the rubbish dump. To her, the baby was just a 'bundle' to be thrown away.

OR

No. The baby has not just been 'abandoned', but thrown away. One should not refer to a living baby as a 'bundle'. The word 'bundle' hides the gravity of the offence committed by the mother.

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

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

(2)

**[17½]**

### QUESTION 15: SNAKE

15.1 He has been taught that such snakes are dangerous and must be killed. (1½)

15.2 15.2.1 He went to the trough (1) to fill his pitcher with water/to fetch water.(1) (2)

15.2.2 It was very thirsty./It wanted to drink water. (1)

15.3 The beautiful snake has chosen his water trough and nobody else's. (1)  
He has the opportunity to see a creature as magnificent as this one drinking from his water trough. (1)  
He is a host to this magnificent creature. (1)  
It is very rare to actually see a snake drinking water and the speaker feels honoured to have had this opportunity. (1)

NOTE: Accept any THREE of the above.

(3)

15.4 15.4.1 Simile (1)

15.4.2 He admires the snake and sees it as a majestic creature; therefore, comparing the snake to a god is effective. (2)

- 15.5 15.5.1 Open-ended. Accept a suitable response, e.g.  
 He remembers what he has been taught.  
 OR  
 He feels guilty that he has allowed the snake to escape without doing anything to it.  
 NOTE: Consider the answer as a whole and award marks accordingly. (2)
- 15.5.2 Open-ended. Accept a well-substantiated response, e.g.  
 Yes. Such snakes are dangerous and must be killed.  
 OR  
 No. The snake did not harm him in any way.  
 NOTE: Do not award a mark for YES/NO only. Consider the response as a whole and award marks accordingly. The motivation/reason must suit the initial YES/NO response. (2)
- 15.5.3 'regretted' (½ )  
 'paltry' (½)  
 'vulgar' (½)  
 'mean' (½)  
 NOTE: Accept any TWO of the above. (1)
- 15.6 Open-ended. Accept a suitable response, e.g.  
 All creatures should be treated with respect/have a right to life. (2)  
**[17½]**

**QUESTION 16: MY NAME**

- 16.1 White officials/Bureaucrats (1)
- 16.2 16.2.1 She is proud of her heritage./She values her culture/tradition. (1½)
- 16.2.2 Open-ended. Accept a well-substantiated response, e.g.  
 Yes. It indicates the person's heritage/background.  
 OR  
 No. Every person is unique and should therefore have a separate name/identity. (2)

- 16.3 The white official./The person who worked in the government department that issues identity documents (2)
- 16.4 Mnqhibisa (1)
- 16.5 16.5.1 emaMpondweni (1)
- 16.5.2 Chief Daluxolo Velayigodle (1)
- 16.6 Nobody pays any attention to trash because it has no value./Trash is discarded easily. (1) The bureaucrat did not attach any value to the speaker's original name, therefore he changed it./He discarded her name easily. (1) (2)
- 16.7 It was during the apartheid era and being a white person, he was in a position of power/authority to do as he pleased. (2)
- 16.8 It is a Christian name. (1)  
It is an Afrikaans name. (1)  
It is a name that is meaningful to him. (1)  
It is the name of Mary, mother of Jesus. (1)  
It is easy to pronounce. (1)
- NOTE: Accept any TWO of the above answers. (2)
- 16.9 During the apartheid era, white people could do almost anything with the identity of black people and get away with it./People should respect each other's culture and names. (2)  
[17½]

**TOTAL SECTION C: 35**

**GRAND TOTAL: 70**

**FIRST ADDITIONAL LANGUAGES: RUBRIC FOR MARKING THE LITERATURE ESSAY**

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

CODES & MARK ALLOCATION		CONTENT [25] Interpretation of topic. Depth of argument, justification & grasp of prescribed work.	MARK ALLOCATION	STRUCTURE AND LANGUAGE [10] Structure, logical flow & presentation. Language, tone and style.
<b>Code 7</b> 80 – 100 %	<b>Outstanding</b>  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 &amp; text.</li> </ul>	<b>Outstanding</b>  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>
<b>Code 6</b> 70 – 79 %	<b>Meritorious</b>  17 ½ – 19 ½ 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>	<b>Meritorious</b>  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>
<b>Code 5</b> 60 – 69 %	<b>Substantial</b>  15 – 17 marks	<ul style="list-style-type: none"> <li>- Shows understanding &amp; 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 &amp; text evident.</li> </ul>	<b>Substantial</b>  6 – 6½ marks	<ul style="list-style-type: none"> <li>- Clear structure &amp; logical flow of argument.</li> <li>- Introduction, conclusion &amp; other paragraphs coherently organized.</li> <li>- Flow of argument can be followed.</li> <li>- Language, tone &amp; style largely correct.</li> </ul>
<b>Code 4</b> 50 – 59 %	<b>Adequate</b>  12 ½ – 14 ½ 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 &amp; text.</li> </ul>	<b>Adequate</b>  5 – 5½ marks	<ul style="list-style-type: none"> <li>- Some evidence of structure.</li> <li>- Essay lacks well-structured flow of logic &amp; coherence.</li> <li>- Language errors minor, tone &amp; style mostly appropriate.</li> <li>- Paragraphing mostly correct.</li> </ul>
<b>Code 3</b> 40 – 49 %	<b>Moderate</b>  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 &amp; very little justification from text.</li> <li>- Learner has not fully come to grips with genre or text.</li> </ul>	<b>Moderate</b>  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 &amp; style not appropriate to purpose of academic writing.</li> </ul>
<b>Code 2</b> 30 – 39 %	<b>Elementary</b>  7 ½ – 9 ½ marks	<ul style="list-style-type: none"> <li>- Poor grasp of topic.</li> <li>- Response repetitive &amp; sometimes off the point.</li> <li>- No depth of argument, faulty interpretation/Arguments not supported from text.</li> <li>- Very poor grasp of text &amp; genre.</li> </ul>	<b>Elementary</b>  marks 3 – 3½	<ul style="list-style-type: none"> <li>- Poor presentation &amp; lack of planned structure impedes flow of argument.</li> <li>- Language errors &amp; incorrect style make this a - largely unsuccessful piece of writing.</li> </ul>
<b>Code 1</b> 0 – 29 %	<b>Not achieved</b>  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 &amp; genre.</li> </ul>	<b>Not Achieved</b>  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 &amp; tone.</li> </ul>