



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2020**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2  
MARKING GUIDELINE**

**MARKS: 70**

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This marking guideline consists of 22 pages.

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## INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines are merely a guide to assess learners' responses.
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 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) B/rents a room out to Kumalo ✓  
 (b) D/takes Kumalo to Msimangu ✓  
 (c) A/the lawyer who defends Absalom ✓  
 (d) C/John's wife ✓ (4)

1.1.2 They are told by Dubula (the leader of the bus strike) that buses are boycotted. ✓ They therefore decide not to take the bus. ✓ / He persuades them not to take a bus in solidarity with the boycotters. ✓✓ (2)

- 1.1.3 (a) Metaphor ✓ (1)  
 (b) Dubula has managed to convince them not to take a bus and may have done that to a number of people. He is very persuasive. ✓✓ / Dubula, as a community leader, politely requests them to participate in a boycott of buses. He tells them why there is a boycott and so persuades them. ✓✓ (2)

1.1.4 John is a great speaker who can address the crowds. ✓ Dubula is a very brave man; he is not afraid to act. John is all about talking, but Dubula is not afraid to act. ✓ (2)

1.1.5 He is determined/firm/resolute. ✓  
 Kumalo is on a mission to look for his son. ✓/ He does not want to allow anything to deter him from finding his son. ✓ (2)

1.1.6 Absalom has been in Johannesburg and alone for a long time before his father comes, yet his father thinks he should not be alone now that he has seen how Johannesburg is. ✓✓ (2)

1.1.7 Open-ended.

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

Yes.

- Absalom leaves his home like other people from rural areas to find his aunt in Johannesburg.
- The city of Johannesburg is a place to which people from rural areas are drawn and they never return.
- It promises to naïve people like Absalom to be a city of gold / more opportunities.
- Poverty is rife in Johannesburg and for living poor black people resort to immoral behaviour.
- Absalom kills Arthur Jarvis in a robbery that goes wrong.

## OR

No.

- Absalom is a self-made victim because of the choices he makes.
- He decides to stay in Johannesburg instead of going back to Ndotsheni and pursue his studies.
- He mixes with the wrong crowd (thieves/thugs).
- He is given a chance to a better life at the reformatory school but decides to go back to his wrong ways.

**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)

## AND

1.2.1 The new pastor comes from outside the village/he is a stranger to the ways of life of the people of Ndotsheni and their experiences. ✓ Kumalo on the other hand knows all the villagers and is able to understand them. / Ndotsheni people are used to their old priest rather than the young man sent by the bishop. ✓ (2)

1.2.2 He feels ashamed of what Absalom has done and that to him indicates that he is not a good priest. ✓ /The welcoming affirms that they accept him despite what has happened. ✓ (1)

1.2.3 Ndotsheni symbolises the moral and spiritual decay of the country – youth has left and only old people remain behind. ✓ There is a drought and their farming methods lead to the destruction of land. ✓ (2)

**NOTE:** Accept other relevant answers.

1.2.4 (a) Despair/hopelessness ✓ (1)

(b) Kumalo's friend is concerned about the lack of rain and feels helpless. ✓ (1)

1.2.5 C/Great Spirit. ✓ (1)

1.2.6 The girl is Absalom's wife. ✓ (1)

1.2.7 Kumalo felt that he could not leave her in Johannesburg carrying Absalom's child. ✓ The girl is now Absalom's wife / Kumalo will take care of her. ✓ (2)

1.2.8 The discussion of the theme of comfort in desolation should include the following points, **among others**:

- The love and care that the people of Ndotsheni show Kumalo when he comes back restores his confidence.
- It takes away his fear and he confesses the sins of his sister, brother and son.
- Kumalo's faith in God's love is shown when he seeks comfort in his suffering when his son is about to be hanged.
- He finds comfort in entrusting his dying son to God's love and saving grace.

**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)

1.2.9 Open ended.

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

Yes.

- Absalom left Ndotsheni and his father did not know his whereabouts.
- Kumalo did not have an idea about Johannesburg and its predicaments.
- Only when he goes to Johannesburg and sees the situation there that he gets worried about his son and unfortunately it is at the time when he is found guilty of murdering Arthur Jarvis, James Jarvis' son.
- James gets a better understanding of his son after his death.
- He gets closer to him from reading the collection of reading material in his house.
- Unlike Kumalo, there is little that Jarvis can do for his son. He can only show his love to his son's family.
- Kumalo, on the other hand, has time to bond with his son and pray for him.
- Kumalo also shows his love by taking care of a girl pregnant with his son's child.

**OR**

No.

- The Kumalos have been a close family which causes Absalom to go and look for his aunt in Johannesburg.
- At home his parents are saving money to take him to school.
- Absalom is still young when he goes to Johannesburg and the assumption is that he will come back.
- His parents are left wondering why he is not coming back and not writing.
- James Jarvis has been close to his son. Kumalo recalls seeing them together when Arthur was still young.
- Unfortunately for Jarvis, his son is murdered and he did not get the chance to get to understand him better as an adult.

**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 response must be grounded in the novel. (3)

**TOTAL SECTION A: 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) D/Dr Lanyon's residence/consulting rooms ✓  
 (b) E/a police officer ✓  
 (c) B/a chemist ✓  
 (d) A/Dr Jekyll's footman ✓ (4)
- 2.1.2 (a) At the back of Dr Jekyll's laboratory rooms / house. ✓ (1)  
 (b) Mr Utterson has made it his duty to search for Mr Hyde. ✓ He meets Mr Hyde here at night because this is when Mr Hyde normally goes out. ✓ (2)
- 2.1.3 (a) D/withdraws from Utterson. ✓ (1)  
 (b) Mr Hyde's evil character is associated with a snake ✓ which makes the hissing sound as warning off people. ✓ (2)
- 2.1.4 They meet at night ✓ / nobody else is going to see them as Mr Hyde is hiding from other people. ✓ (1)
- 2.1.5 (a) Polite / well-mannered / enquiring/ curious. ✓ (1)  
 (b) Mr Utterson addresses Mr Hyde respectfully despite the fact that he does not trust him. /Mr Utterson is curious to know or see Hyde because he is suspicious of his friendship with Dr Jekyll. ✓ (1)
- 2.1.6 Tense ✓ – It is the first time they meet, they do not 'know' each other. / Mr Utterson is the last person that Mr Hyde would have wanted to see. / Mr Utterson has heard about Mr Hyde and what he sees is not likeable. ✓ (2)
- 2.1.7 Open-ended.

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

Yes.

- Mr Utterson does not jump to conclusions without having enough information.
- He is not quick to judge Dr Jekyll.
- He is secretive / he does not divulge the information he has about Dr Jekyll, not even to his cousin Enfield.

No.

- He does not handle Jekyll's case well because they are friends.
- He is concerned with Dr Jekyll's reputation so that he does not act when he has vital information.
- He concludes that Dr Jekyll is blackmailed by Mr Hyde, instead of dealing with Mr Hyde.
- He does not go to the police when he knows about the relationship between Dr Jekyll and Mr Hyde.

**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 response must be grounded in the novel. (3)

**AND**

- 2.2.1 (a) He believed in the dual nature of a human being thus created Hyde. ✓ Hyde made him feel younger/ for secret pleasures that he cannot enjoy as Dr Jekyll but does not want to dent his reputation. ✓ (2)
- (b) Dr Jekyll chooses to create Hyde whom he is able to control by taking the drug when he does not want him, but at the end he involuntarily becomes Hyde and does not want to be Hyde. ✓✓ (2)
- 2.2.2 (a) He stayed committed to his decision of not indulging himself with the pleasures of being Mr Hyde. ✓ (1)
- (b) Jekyll decides to stay true to himself because he can see the danger of changing involuntarily into Mr Hyde without taking the transformation draught. ✓ (1)
- 2.2.3 (a) Metaphor ✓ (1)
- (b) The temptation /Hyde having been repressed for a long time finally comes out very angry/ being inconsiderate/destructive. (2)
- 2.2.4 Dr Jekyll is kind / intelligent. ✓  
Mr Hyde is evil / violent. ✓ (2)
- 2.2.5 The discussion of the theme of the importance of reputation should include the following points, **among others:**
- Dr Jekyll is determined to maintain a good reputation and appearance as expected of him as a Victorian physician.
  - In order for him to satisfy his evil side, he must create Hyde.
  - Whatever evil events Hyde is involved in should have no repercussions for Jekyll's character.
  - Dr Jekyll does not realise that Hyde would become uncontrollable and be detrimental to him.
  - Dr Jekyll commits suicide rather than face a jail sentence for killing Sir Danvers Carew. (3)



**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.

2.2.6 Open-ended.

Accept any relevant response which shows understanding of the story, **among others:**

Yes.

- Dr Jekyll clearly shows signs of being a drug addict: where he starts experimenting by drinking the transforming draught / willingly testing the drug.
- He enjoys the feeling he gets from the drug.
- He is in denial when confronted by Utterson about Hyde and he says that Hyde is not bad and he can easily get rid of Hyde when he chooses to do that.
- He attempts to quit when he involuntarily changes to Hyde but the need becomes a problem and therefore he goes back to taking the drug.
- Ultimately his self-destructive behaviour becomes so severe that it leads him to commit murder and eventually to take his life.

No.

- Dr Jekyll, as an intelligent scientist, wants to prove that man is dual in nature.
- He conducts an experiment to separate the two personalities.
- The temptation to discover this profound suggestion lies in the actual practice of consuming the transformation draught which turns him into Hyde.
- He could not stay being Hyde so he had to take it again to be Dr Jekyll.
- Dr Jekyll preferred to be himself to being Hyde.

**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 response must be grounded in the novel.

(3)  
[35]

**TOTAL SECTION A: 35**

**SECTION B: DRAMA****QUESTION 3: *MACBETH***

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

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

- 3.1 3.1.1 (a) B/Macduff's castle ✓  
 (b) C/Banquo's son ✓  
 (c) D/a sacred house where the kings' predecessors are buried ✓  
 (d) A/a traditional coronation site of Scottish kings ✓ (4)
- 3.1.2 (a) Ross thinks that Banquo has not kept his promise of coming to the banquet. ✓ He thinks it is Banquo's fault. ✓ (2)  
 (b) Banquo is dead / has been murdered. ✓ (1)
- 3.1.3 (a) The murder of Banquo. ✓ (1)  
 (b) He fears that Banquo suspects that he killed Duncan. ✓ / He is jealous of Banquo because his heirs will be kings. ✓ / Possibly Banquo may take Macbeth's lead and in turn kill his king/Macbeth to usurp the throne. ✓

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

- 3.1.4 B/bloodstained hair. ✓ (1)
- 3.1.5 (a) Scolding / angry / reprimanding ✓ (1)  
 (b) Lady Macbeth is annoyed by Macbeth's behaviour which is inappropriate. / She thinks that Macbeth may reveal secrets. ✓ (1)
- 3.1.6 He should open his eyes wide. ✓  
 He should point at what he is seeing. ✓  
 He should retreat from his chair. ✓

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

- 3.1.7 Open-ended.

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

No.

- Macbeth is evil, he kills the king and further kills the king's bodyguard whom he blames for the murder.
- He kills Banquo (his friend) because his sons will be kings.
- He kills Macduff's family (wife and children) for revenge because Macduff joined the opposition.

**OR**

Yes.

- Macbeth does not want to kill the king even though he thought of the idea initially.
- He knows that he cannot kill Duncan, especially since he has been good to him. Instead, he is supposed to protect him as he did in the battle.
- His wife's questioning of his manhood compels him to be a man and kill Duncan.

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

**AND**

- 3.2 3.2.1 (a) Metaphor ✓ (1)
- (b) The hour should be cursed because it brings terrible news. ✓ The news he has just heard does not bring him any joy; instead it leaves him confused. ✓ (2)
- 3.2.2 Macbeth believes in the witches, yet he says those who believe in the witches should suffer. ✓✓ (2)
- 3.2.3 Macbeth means that he is thinking he should have acted fast ✓ and killed Macduff when he had time. ✓ (2)
- 3.2.4 Macduff cannot take Macbeth's tyrannical rule anymore. ✓ He goes to support Malcolm in organising the army to fight against Macbeth. ✓ (2)
- 3.2.5 He is cruel / insensitive / violent. ✓
- He arranges the murder of Lady Macduff / children. / He is determined to destroy Macduff's family for revenge. ✓ (2)
- 3.2.6 The discussion of the theme of guilt and its consequences should include **among others:**
- Macbeth hallucinates about the dagger he is about to use in killing Duncan.
  - He alludes to blood and his inability to sleep after the murder of the king. / Macbeth is haunted by nightmares.
  - He sees Banquo's ghost at the banquet leaving the lords puzzled.
  - Lady Macbeth is later the one who sleepwalks and is tormented by a blood stain in her hand that cannot be washed off.
  - She goes mad and kills herself.

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

3.2.7 Open-ended.

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

No.

- Macduff has not done anything to Macbeth except not going to his court.
- Macbeth should have expected that other people will not take his way of ruling Scotland.
- Macbeth becomes a tyrant forcing people to do his bidding.
- Macduff goes to England because of his loyalty to Scotland.

**OR**

Yes.

- Macduff immediately mistrusts Macbeth for the killing of Duncan.
- He does not go to Macbeth’s coronation.
- He escapes to England to join Malcolm who is looking for help to overthrow Macbeth.
- Macduff is not at all loyal to Macbeth as a king.
- Macbeth fears Macduff owing to the witches’ prophecy.

**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 1–2 marks for a response which is not well-substantiated. The candidate’s interpretation must be grounded in the drama. (3)  
**[35]**

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

- 4.1 4.1.1 (a) C/Thami's mother ✓  
 (b) B/Mayor ✓  
 (c) D/Learner at Camdeboo G.H. ✓  
 (d) A/Choir Mistress ✓ (4)
- 4.1.2 (a) Women and men are not the same physically and psychologically; there should be different educational syllabi. ✓ (1)  
 (b) Mr M asks the audience to vote for the best speaker. ✓ Isabel gets the highest number of votes. ✓ (2)
- 4.1.3 The discussion is heated and each one strongly believes in what he/she is talking about. ✓ They have neglected the rules of the debate (giving each other a turn to talk). ✓ (2)
- 4.1.4 A/instinctive ✓ (1)
- 4.1.5 (a) Simile ✓ (1)  
 (b) The debaters ignore the rules of the debate. ✓ Mr M equates their good debating skills without self-discipline to a donkey with a cart without harness. ✓ (2)
- 4.1.6 He is a disciplinarian/orderly/ authoritative/ respectful ✓  
 Mr M calls the learners to order when they are out of control. ✓ / He further reads the meaning of the debate in the book so that they can further understand what he is saying to them. ✓ /He addresses the debaters formally by calling them with their surnames. ✓ (2)
- 4.1.7 Open-ended.

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

Yes.

- Mr M believes that order and personal discipline are important when dealing with conflict.
- He refers to the power of words which he thinks can bring about change.
- Educating learners is the way Mr M believes he is fighting the apartheid system from within.

**OR**

No.

- Thami (youth) believes in violence for a quick solution.
- Thami thinks that education and debate take a long time and blacks will never achieve what they want/freedom.
- According to Thami education and debate have yielded no positive results / they are still oppressed.

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

**AND**

- 4.2 4.2.1 He wants the learners to trust him so that he can win them over into accepting Bantu Education. ✓  
He is befriending them so that they can believe that they are getting better treatment./ He does not want to be seen as a policeman who enforces discipline. ✓ (2)

**NOTE:** Accept ANY relevant answer.

- 4.2.2 The arrival of the Huguenots refers to the history of white people which has nothing to do with Thami as he is black. ✓  
Kliptown deals with the history of black people which Bantu Education suppresses. ✓ (2)

- 4.2.3 (a) Bitter / angry / frustrated ✓ (1)

- (b) He has come to the realisation that school is no longer what he thought it to be. ✓ /Bantu Education is only meant to make black people slaves to white people. ✓ (1)

- 4.2.4 He is the inspector of Bantu schools in the Cape. ✓ (1)

- 4.2.5 It is ironic that Thami says as comrades they are whispering to teach each other about the struggle, yet he rejects Mr M's whispering methods of fighting apartheid. ✓✓ (2)

- 4.2.6 He should shake his head. ✓  
He should put up his hands / palms out. ✓  
He should stand up and walk about. ✓

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

- 4.2.7 The discussion of the theme of the meaning of a useful life should include the following points, **among others:**

- Mr M believes in the power of education to provide opportunities. / He organises a debate and literature quiz for Zolile High School learners and a white girls' high school in town.
- From the literature quiz he hopes to get funding for Thami.
- Mr M is disturbed by the way human potential is going to waste as he sees the schoolchildren getting involved in violent protests.
- Isabel shares the same sentiments about the literature quiz. As a result, she is disappointed when Thami pulls out.
- Isabel knows exactly what she wants to do after matric – she is going to do be a writer, i.e. study journalism.
- At Wapadsberg she promises Mr M that she will lead a meaningful life as Mr M would have wanted her to.

**NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 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.

- Bantu Education does not liberate non-white/ black people.
- Thami sees black people (chemist delivery man/ Isabel's home maid) from his location mostly working for white people as slaves.
- Though they have work, they still go back to poor living conditions whilst whites have better opportunities and better living conditions.
- Bantu Education oppresses black people as the history of white people is the only history taught at Zolile High School / in black schools.
- Strict media censorship is implemented when it comes to black people's history and movement.

No.

- Bantu Education is not completely wrong.
- Mr M uses Bantu Education to liberate young people's minds like Thami.
- Thami is living proof of what Mr M did with Bantu Education teaching him words to be an eloquent speaker and an independent thinker.

**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 1–2 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**

**NOTE:** Candidates are required to answer **BOTH** questions set **on the TWO short stories they have studied i.e. QUESTIONS 5.1 and 5.2.**

**QUESTION 5.1: 'A CHIP OF GLASS RUBY' by Nadine Gordimer**

- 5.1 5.1.1 (a) E/an anti-governmental rebel ✓  
 (b) A/a hawker ✓  
 (c) D/works in a factory ✓  
 (d) C/intelligent and outspoken ✓ (4)
- 5.1.2 (a) D/tome ✓ (1)
- (b) It contains educational and political information that Mrs Bamjee thinks will be useful for her children. ✓ It is written by an Indian activist that Mrs Bamjee associates herself with. ✓ (2)
- 5.1.3 It is ironic that Mrs Bamjee as an Indian is arrested by Coloured policemen; yet they are victims of the apartheid system just like Indians and Blacks. ✓✓ (2)
- 5.1.4 Mrs Bamjee is known to be a political activist, mostly helping Black people with their political activities. ✓ (1)
- 5.1.5 (a) Despair/accusatory/self-pity ✓ (1)
- (b) Although his wife is arrested he is worried about himself and not the effect of the arrest to his kids or his wife. (1)
- (c) He is self-centred. ✓  
 He does not like the fact that his wife is busy with activities that do not concern them as Indians. / Now that she has been arrested, he only thinks about himself and not any other person. ✓ (2)
- 5.1.6 Open-ended.

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

Yes.

- Mrs Bamjee should have done what Mr Bamjee has been telling her not to involve herself in black people's troubles.
- It is not her place because Indians do not have to carry passes like black people.
- Mrs Bamjee witnesses a lot of people getting arrested.
- Mrs Bamjee goes as far as printing illegal material for Blacks in her house – something which leads to her imprisonment.



No.

- Apartheid affects everyone who is non-white.
- Though Mr and Mrs Bamjee as Indians do not have to carry passes like Blacks, their living conditions attest to the fact that they are affected.
- As Indians they are affected by the Group Areas Act.
- They have fewer privileges compared to white people.

**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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the story. (3)

**AND**

5.2 5.2.1 (a) Simile ✓ (1)

(b) The old woman is small and thin, so her fall does not make much of a sound. ✓✓ (2)

5.2.2 The crowd's in the same predicament as the old woman. They feel embarrassed that she would just say it publicly that she is hungry. ✓  
It is humiliating to them. ✓ (2)

5.2.3 The narrator immediately asks for water for the old woman. ✓  
She asks a small child to take the old woman to her house where she will prepare something for her to eat. ✓ (2)

5.2.4 The old woman does not hide the fact that she is hungry, she just says it the way it is. ✓ (1)

5.2.5 The family is poor. ✓ Water is the only thing that they have to offer the narrator. ✓ / They have saved her the trip to get herself some water. ✓ (2)

5.2.6 Old woman – outspoken / honest / grateful ✓

Young woman – patient / shy / respectful ✓

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

5.2.7 The discussion of the theme of kindness and compassion should include the following points, **among others**:

- Africans are able to show kindness and compassion towards other people.
- The narrator takes care of the hungry old lady.
- Africans are able to understand the pain of a mother who loses a child by being with her until the pain is bearable.
- The old lady's family repays the narrator's act of kindness with the little that they have (water).

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

5.2.8 Open-ended.

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

Yes.

- Poverty leads to fear and anxiety which makes poor people not to be receptive to outside help – the village people find it humiliating that the old woman talks of her hunger like that.
- They find it difficult to leave the situation they are familiar with and look for greener pastures.
- They adapt to harsh conditions.
- They lack skills.

No.

- The young narrator is improving herself by learning English from a Geography book.
- Her cousin tells her that there is no end to the knowledge to be gained.
- She has not accepted her condition of poverty.
- She changed the method of thinking. / She cannot have too many babies that she will not know how to feed. / She has hope for the future and new good days.

**NOTE:** Do not award marks 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 for a response which is not well-substantiated. The candidate's response must be grounded in the short story. (3)

[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY**

**NOTE:** Candidates are required to answer ALL the questions.

**QUESTION 6.1: CAPTIVE by Francis Slater**

- 6.1 6.1.1 (a) B/a passionate expression of grief or sorrow ✓  
 (b) C/a creature's home or hiding place ✓  
 (c) D/a prisoner or something in jail ✓  
 (d) A/sentimental longing for a period in the past ✓ (4)

- 6.1.2 (a) Simile ✓ (1)  
 (b) The speaker feels trapped at the hospital because of fever. ✓ He is like a bird caught in a snare in need of freedom. ✓ (2)

- 6.1.3 C/Onomatopoeia ✓ (1)

- 6.1.4 The family gathers and recount the adventures and stories of what happened during the day over and over again. ✓✓ (2)

- 6.1.5 Hunting in the veld. ✓  
 Knowledge of making snares with a cow's hair. ✓  
 Girls and woman hoeing the mealies. ✓  
 Mentions herd boys using clay to make cows. ✓

**NOTE:** Accept ANY relevant responses. (2)

- 6.1.6 The discussion of the theme of the evils of migrant labour should include the following points, **among others**:

- The speaker, like other men, leaves his rural home because of economic conditions that force him to seek employment elsewhere or in the mines.
- Life there is brutal and the poor conditions they work in result in them contracting contagious diseases.
- They are on contract and cannot go home but are confined to the mines.
- When they are sick, they are confined to mine hospitals with no proper care.
- They are confined for fear of infecting other mine workers and it leads to loneliness and helplessness and sometimes death.

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

## 6.1.7 Open-ended.

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

Yes.

- The conditions of the hospital are not favourable.
- He is also lonely and isolated with no visits from fellow workers.
- There is no warmth everything is cold also because he is inactive and sick.
- The hospital is obviously unhygienic: there are flies that are the only source of entertainment to the sick miner.

**OR**

No.

- No the speaker would have missed home even if he was not in a compound hospital but in a hospital nearby his home.
- He is sick and has to be confined for full recovery.
- He is also confined so that he does not infect other workers.

**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 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem.

(3)

**AND**

**QUESTION 6.2: MID-TERM BREAK by Seamus Heaney**

- 6.2 6.2.1 The knelling of the bell is associated with the sadness of being isolated from other learners. ✓ /  
The boy is thinking about death as the knelling bell is associated with death. ✓ (1)
- 6.2.2 The father has been able to cope with the pain that death brought previously but now it is difficult because it is his own child. ✓✓ (2)
- 6.2.3 The baby is innocent and unaware of death or the events that are taking place ✓ but is happy to see his brother or other familiar faces around him. ✓ (2)
- 6.2.4 (a) Sympathetic/sorrowful/woeful ✓ (1)
- (b) The speaker has been away at school when the incident happened; he has just come in and people in the house are trying to comfort him in his pain. ✓ (1)
- 6.2.5 The speaker has been away at boarding school. ✓ (1)
- 6.2.6 'stanced' ✓ (1)
- 6.2.7 (a) Simile ✓ (1)
- (b) The poet uses the word box for a coffin in which his young brother is now lying lifelessly. ✓ He compares it to a cot that he slept in when he was alive in his past years. ✓ (2)
- 6.2.8 Mid-term break is meant to refer to a school holiday associated with happiness, but now there is death in the family, hence the boy is at home midterm. ✓✓ (2)
- 6.2.9 Open-ended.

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

Yes.

- The pain is unbearable to the speaker's father who has always been strong.
- He is now breaking down for the loss of his young child.
- The mother is too emotional; she cannot accept the loss of her child.
- The neighbours consider this death as a terrible loss.

**OR**

No.

- Children in the poem do not show sorrowful emotions.
- The child in the pram laughs happily from seeing people around her/him.
- The speaker is just observing other peoples' reactions rather than expressing his own feelings.

**NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 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**