



Province of the
EASTERN CAPE
EDUCATION

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NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2024

ENGLISH FIRST ADDITIONAL LANGUAGE P2 MARKING GUIDELINE

MARKS: 70

This marking guideline consists of 20 pages.

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 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/a highly moral priest in Ndotsheni ✓
 (b) D/helps Khumalo to locate his sister ✓
 (c) E/provides people of Ndotsheni with milk ✓
 (d) A/worked in a factory in Doornfontein ✓ (4)

- 1.1.2 The time is when Khumalo finds and confronts Gertrude about her lifestyle, ✓ and the place is Claremont where Gertrude stays/in Gertrude's house. ✓ (2)

- 1.1.3 The phrase 'but his anger masters him' means that Reverend Khumalo's anger is controlling him ✓ and preventing him from thinking rationally. ✓

OR

He is unable to control his emotions ✓ and is letting his anger get the better of him. ✓

OR

His anger is preventing him from being compassionate or understanding towards his sister ✓ and he is acting out of pure emotions rather than reasons. ✓

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

- 1.1.4 Mr Khumalo is angry/ashamed/disappointed. ✓ He is upset/ashamed/disappointed that his sister has engaged in activities that he considers dishonourable, (and she has done so in spite of her brother's position as a reverend). ✓ (2)

- 1.1.5 (a) Simile ✓ (1)
 (b) Gertrude's looks are compared to those of an animal that is tortured/tormented/cornered. ✓ She is feeling ashamed and defenceless, and her face shows it./The simile highlights Gertrude's inner distress. ✓ (2)

- 1.1.6 Reverend Khumalo is in Johannesburg to search for his sister Gertrude and his son Absalom. ✓ (1)

- 1.1.7 Open-ended.

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

Yes.

- While he is understandably upset by her choices, he is not taking into account the circumstances that led her to make those choices. ✓
- He does not consider the fact that maybe she was forced by her situation to turn to prostitution in order to support herself and her child. ✓
- Reverend Khumalo does not consider the fact that she is trying to make money so that she cannot be a burden to her family. ✓

OR

No.

- He is simply upholding the traditional values and traditions of his culture, where a woman's honour is tied to her purity and her ability to remain faithful to her husband. ✓
- By engaging in prostitution his sister has brought shame upon herself and her family. ✓
- It is his responsibility to correct his sister, therefore, he is not being harsh and judgemental but rather upholding the values of his culture and protecting his family's honour. ✓

NOTE: Do NOT award a mark for YES or NO.

Credit responses where a combination is given. For full marks, the response must be well substantiated. A candidate can score 1 or 2 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

- 1.2 1.2.1 B/tradition ✓ (1)
- 1.2.2 (a) Despair/hopelessness ✓ (1)
- (b) Absalom seems to accept the fact that he will not be forgiven for the crime he has committed and there is nothing he can do to save himself or change the situation. ✓ (1)
- 1.2.3 (Relative) contentment/satisfaction/positive. ✓ He describes the prison as "a good place" and says he can do things like, read, write letters, and smoke, which shows that he is relatively content with his current situation./He says that the "white men" do not speak badly to him, which suggests that he is being treated well and respected. ✓ (2)
- 1.2.4 Absalom barely visited Ndotsheni while he had a chance to do so but now that he will be hanged, he declares his wish to return to Ndotsheni and to never leave it again. ✓✓ (2)
- NOTE:** Both parts must be included to earn marks. (2)
- 1.2.5 Mrs Khumalo (his wife) ✓ (1)

- 1.2.6 (a) Johannes used to work for Arthur Jarvis and is familiar with his residence, ✓ he helps plan the details of the burglary including timing, security measures and the entry point. ✓ (2)
- (b) Absalom, (Matthew and Johannes) go to Arthur Jarvis' house for burglary. ✓ Absalom shoots and kills Arthur Jarvis when he is startled by his (Arthur Jarvis) sudden appearance. ✓ (2)

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

- Black and white people are not equal, their lifestyle in the novel portrays inequality.
- Whites are more privileged than blacks as a result the people of Ndotsheni are fed by Jarvis' milk from his farm, located in the rich land of Ndotsheni.
- In Johannesburg white people live in well-established places unlike black people who live in informal settlements; where they are subjected to poverty.

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 viewpoints, **among others**:

Yes.

- Absalom took Jarvis' life: therefore, he does not deserve to live.
- Victims of crime should be given justice and this punishment is a true reflection of justice.
- This punishment is a way of combating crime because people will think twice before committing crime, in fear of being hanged.

OR

No.

- The punishment is a violation of Absalom's right to life.
- Absalom deserves to be given a second chance to do things differently.
- This punishment will negatively affect his family in particular his child, who will grow without a father.

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 well-substantiated. The candidate's response must be grounded in the novel. (3)

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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/murders Sir Danvers Carew ✓
 (b) C/a doctor and scientist ✓
 (c) A/an expert in handwriting ✓
 (d) E/a well-respected lawyer ✓ (4)
- 2.1.2 The time is when Utterson visits Dr Jekyll after Carew's murder ✓ and the place is in Dr Jekyll house. ✓ (2)
- 2.1.3 B/ scared. ✓ (1)
- 2.1.4 As Jekyll's lawyer he feels responsible for understanding of his client's actions. ✓ He is concerned about Dr Jekyll's association with Hyde. ✓ (2)
- 2.1.5 (a) Metaphor ✓ (1)
- (b) The manner in which Dr Jekyll responds to Utterson is compared to someone with fever ✓ to show he is scared and nervous because Hyde; who killed Carew is his other character. ✓ (2)
- 2.1.6 (a) Precautious/deterrent ✓ (1)
- (b) He is warning Dr Jekyll to be careful because if the murder case goes to trial, he (Dr Jekyll) would be implicated. ✓ (1)
- 2.1.7 Open-ended.

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

Yes.

- Mr Utterson should not visit Dr Jekyll and talk about the case because Jekyll is the suspect in this case.
- By visiting Dr Jekyll and keeping his secrets, he is betraying his professional ethics and potentially helping to conceal a crime.
- Utterson does not share what he knows with the authorities, he (Utterson) is denying justice to the victims of crime.

OR

No.

- Mr Utterson's visit is a friendly visit, he has a right to visit his friend.
- He does not disclose critical information about the case but just has a conversation with his friend.
- He is loyal to his friend, and he does not do anything unlawful.

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 2.2.1 Sir Danvers Carew. ✓ (1)
- 2.2.2 Dr Jekyll is relieved ✓ to know that the truth about the murder has been revealed (and that justice may be served)./ He is relieved that his own conscience is not weighed down by the guilt of this terrible crime./ He is relieved by the fact that his better side had always managed to suppress his evil side. ✓ (2)
- 2.2.3 Dr Jekyll's good side (represented by the name Jekyll) has become a safe haven or place of protection for him, ✓ his conscious effort to be a good and ethical person has become a safe space for him to exist in. ✓

OR

- He feels safe and secure when he is living as Jekyll, ✓ his "better impulses" are protected by this refuge and he is free from the temptations and dangers of his darker side. ✓ (2)
- 2.2.4 Dr Jekyll decides to change his future conduct because he is not pleased by the fact that the character Hyde gradually comes out of his character as Jekyll. ✓ He (Dr Jekyll) then decides to do an experiment that separates his evil side from his good side. ✓

OR

- He understands that he has done some terrible things in the past, ✓ and he wants to make amends for that by living a virtuous life. ✓ (2)
- 2.2.5 Dr Jekyll prefers to be Jekyll. ✓ (1)
- 2.2.6 Contentment/satisfaction, ✓ he describes living an innocent life as something he enjoys completely and finds satisfaction in his efforts to help others. ✓ (2)
- 2.2.7 Dr Jekyll does not want to resuscitate Hyde because of his wickedness yet Hyde is another side of his character, he is the same person as Hyde, so within his good character there is also wickedness, he cannot get rid of. ✓✓

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

2.2.8 The discussion of the theme of duality of mankind should include the following points, **among others**:

- Hyde and Dr Jekyll are the characters that show the theme of duality of mankind, where Hyde is the evil side and Dr Jekyll the highly moral side.
- Hyde is compared to a primitive animal that is not controlled by laws and regulations.
- On the other hand, Dr Jekyll is a decent man who has a good heart, yet he is still Hyde.

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 understanding of the following viewpoints, **among others**:

Yes.

- The inversion of Hyde is a way Dr Jekyll resolves his inner conflict between good and evil.
- The inversion of Hyde allows Dr Jekyll to indulge in the darker side of his nature without having to face the consequences in his public life.
- Dr Jekyll believes that by giving free rein to his darker impulses, he could better understand and control them.

OR

No.

- The inversion of Hyde allows Dr Jekyll not to take responsibility for his immoral actions, he blames them on Hyde instead.
- Dr Jekyll's experiments are unethical and dangerous, this transformation into Hyde leads to terrible consequences for others.
- The inversion ultimately leads to the destruction of Dr Jekyll, as he is no longer able to control Hyde and commits suicide in the end.

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 well-substantiated. The candidate's response must be grounded in the novel. (3)

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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) C/son of Duncan ✓
(b) A/thane of Fife ✓
(c) D/king of Scotland ✓
(d) B/plans Duncan's murder ✓ (4)
- 3.1.2 The time is after Macbeth has just returned from killing king Duncan, ✓ and the place is at Macbeth's castle. ✓. (2)
- 3.1.3 Lady Macbeth is a strong-willed/brave/controlling character, ✓ she is taking charge and showing her willingness to get involved in the killing of king Duncan. ✓ (2)
- 3.1.4 (a) Metaphor ✓ (1)
- (b) Duncan's body is compared to painted devil. ✓ Lady Macbeth is trying to convince Macbeth that there is no need to be afraid of Duncan's dead body, although it is a horrifying sight, but it cannot actually harm him. ✓ (2)
- 3.1.5 These lines reveal Macbeth's sense of guilt/regret, ✓ and his futile attempt to escape it. ✓ (2)

OR

He wishes that the ocean would wash the blood in his hands to clear his guilt, ✓ but he realises that he cannot undo what he has done. ✓

- 3.1.6 Lady Macbeth drugs the guards. ✓ (1)
- 3.1.7 Open-ended.

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

Yes.

- Macbeth acknowledges that he has committed a crime, and he is filled with self-doubt and guilt.
- He wishes that what he has done can be reversed. When there is a knock at the door, he wishes that the knock could wake up Duncan (this shows remorse).
- When Lady Macbeth realises that he (Macbeth) mistakenly brought the daggers to the house, Macbeth does not have courage to return to the crime scene, as he is afraid to look at what he has done.

OR

No.

- Macbeth is motivated by self-interest and ambition, he regrets the murder because of the negative consequences it has for him, rather than because of any true moral awakening.
- Macbeth continues to orchestrate the murder of others after killing Duncan, showing that he has no real remorse for his actions.
- He never attempts to make amends for his actions, suggesting that he does not feel any real remorse.

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

3.2 3.2.1 B/committing suicide. ✓ (1)

- 3.2.2 (a) Raise his sword and points it at Macbeth. ✓
Take a step towards Macbeth (to show that he is ready to fight). ✓
Plant his feet firmly on the ground and his shoulders square. ✓

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

- (b) Macduff wants to avenge to Macbeth for killing his family. ✓ He sees killing Macbeth as a way of restoring justice and bring peace to the people of Scotland. ✓ (2)

3.2.3 Macbeth is telling Macduff to flee and save himself, when in fact Macbeth is the one who is about to die (needs to flee). ✓✓

OR

Macbeth is telling Macduff to escape the same fate he himself is about to face. ✓✓

OR

Macbeth tells Macduff to avoid bloodshed, when Macbeth himself has been responsible directly or indirectly for multiple deaths. ✓✓

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

3.2.4 Macbeth believes that he is invincible. ✓ Macbeth has been told by the witches that he cannot be defeated/killed by a man born of a woman. ✓ (2)

3.2.5 (a) Accusatory/sadness/angry/frustrated ✓ (1)

- (b) Macbeth is angry/frustrated/sad because he feels betrayed by the witches' prophecy that made him believe that he is too powerful to be defeated (invincible). ✓

NOTE: Accept any ONE of the above. (1)

3.2.6 Macduff threatens to capture him and display him as a public spectacle. ✓ /He calls him a coward. ✓ (1)

3.2.7 The discussion of the theme of appearance versus reality should include the following points, **among others**:

- Macbeth appears to be a brave and loyal man, but is ultimately revealed to be ambitious, power-hungry and ruthless.
- Lady Macbeth also presents herself as a virtuous woman but is shown to be greedy and willing to do anything to achieve her goals.
- The witches, who seem to be helping Macbeth, end up betraying 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.

- Macduff is fearful of his own safety, as Macbeth has already murdered his wife and children (Macbeth sees him as a potential threat to his rule).
- He needs to gather an army to defeat Macbeth and England is the best place to do so.
- Macbeth has become a tyrant and Macduff feels it is his duty to remove him from power.

OR

No.

- Abandoning his country leaving it vulnerable to Macbeth's tyranny.
- He left his homeland and people at a time when they needed him most and could have done better by staying and helping to organise resistance.
- Fleeing to England could be seen as a cowardly act, and he may have lost the respect of his people.

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)

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QUESTION 4: MY CHILDREN! MY AFRICA!

- 4.1 4.1.1 (a) D/believes education can bring liberation ✓
 (b) E/inspector of Bantu Education schools ✓
 (c) B/wants to be a lawyer ✓
 (d) A/debates for Camdeboo Girls High ✓ (4)
- 4.1.2 The time is when Mr M visits Isabel to invite her to take part in the literature quiz competition ✓ and the place is at Camdeboo Girls High. ✓ (2)
- 4.1.3 Thami is humble/gracious ✓ he handles both winning and losing with humility and grace. ✓ (2)
- 4.1.4 Isabel claims to understand and know Thami more than Mr M, whereas she is relatively a newcomer and Mr M has long known Thami. ✓✓
- NOTE:** Both parts must be included to earn marks. (2)
- 4.1.5 Mr M is Thami's English teacher/principal. ✓ (1)
- 4.1.6 Mr M is concerned/curious ✓ about Thami's happiness and how he feels about everything. (He wishes that Isabel can share what Thami told her so that he can know how Thami feels). ✓ (2)
- 4.1.7 Literature quiz competition ✓ (1)
- 4.1.8 Open-ended.

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

Yes.

- Mr M has a traditional and hierarchical view of his relationship with Thami.
- He sees himself as the teacher and Thami as a pupil, and this dynamic prevents him from truly connecting with Thami as a person.
- It also prevents Thami from expressing his feelings to Mr M.

OR

No.

- Mr M allows Thami to express himself but with limitations to ensure that Thami makes the right choices.
- Mr M believes Thami has a bright future and does not want him to ruin his life by joining the boycott, hence he constantly guides him.
- Mr M does not impose his ideas to Thami but tries to give him possible options.

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

- 4.2 4.2.1 B/comrades ✓ (1)
- 4.2.2 Thami means that Mr. M's lessons are unable to grant them liberation ✓ as compared to the boycott that earns them attention from the authorities. ✓ (2)
- 4.2.3 Mr M should move towards Thami. ✓
Point a finger at him as a gesture of warning him. ✓
He can also look him straight in the eye, showing the seriousness of what he is saying. ✓
- NOTE:** Accept any TWO of the above and other relevant actions. (2)
- 4.2.4 (a) Metaphor ✓ (1)
- (b) The thought is compared to a present or a gift. ✓ The metaphor highlights how words can be valuable just like a gift. ✓ (2)
- 4.2.5 (a) defiant/rebellious/disobedient ✓ (1)
- (b) Thami is not willing to change his mind about persuading the comrades to stop boycotting, and start convincing them to use words to gain liberation. ✓ (1)
- 4.2.6 Thami's school is closed down after Mr M's death, ✓ which means that Thami's education is disrupted. ✓

OR

- Thami ends up going to exile, ✓ without fulfilling his dream of becoming a lawyer. ✓ (2)
- 4.2.7 The discussion of the theme of power of words should include the following viewpoints, **among others**:
- Mr M explains that words and dialogue are more powerful than throwing stones or resorting to violence.
 - The proceedings during the debate give clear evidence that a debate opens people's minds and is a way of reaching consensus.
 - Mr M encourages Thami to use words to gain liberation.
- 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.

- Thami is fighting for a good cause because learners at Zolile High school are given inferior education.
- Thami is afraid that if he does not support the boycott he would be seen as betraying his fellow comrades who are fighting for liberation.
- Thami could have been labelled as an informer and would be at risk of being killed just like Mr M.

OR

No.

- Thami ends up going to exile, ruining his future career plans or aspiration of becoming a lawyer.
- He drops out from the literature quiz competition that was going to give him money to further his studies.
- The boycott leads to the death of Mr M (his teacher).

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 story.

(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: 'TRIUMPH IN THE FACE OF ADVERSITY'

- 5.1 5.1.1 (a) B/presenter of a kids' program ✓
 (b) D/owns fish and chips shop ✓
 (c) A/helps Thulisile find a job ✓
 (d) C/Thulisile's most loved younger sister ✓ (4)

5.1.2 The time is during Mr Nkwane's discussion with Thulisile pertaining to her poor performance in a test, ✓ and the place is at school/classroom. ✓ (2)

5.1.3 They do not have food at home. ✓
 The father is abusive. ✓

NOTE: Accept any ONE of the above. (1)

5.1.4 B/irritated. ✓ (1)

5.1.5 (a) defiant/assertive/annoyed ✓ (1)

(b) Thulisile is making it clear that she is not going to tolerate being mocked and ridiculed in class. ✓
 Thulisile is making a stand and asserting her right to be treated with respect. ✓

NOTE: Accept any ONE of the above. (1)

5.1.6 Mr Nkwane is a caring/compassionate/firm teacher, ✓ he is (genuinely) concerned about the success of Thuli/his student. /He emphasises that Thulisile should focus on her studies and not let her home situation disturb her. ✓ (2)

5.1.7 The discussion of the theme of determination should include the following viewpoints, **among others:**

- Thulisile is determined to succeed despite her family problems (her situation).
- When things do not go well at school, she starts a business.
- She gets a part time job at Mr Rathebe's shop (fish & chips) and she later gets a job as a television presenter.

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 story. (3)

5.1.8 Open-ended.

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

Yes.

- Thulisile is overwhelmed by her home situation and that causes her to be unable to focus on the conversation with the teacher.
- She feels that the teacher is being insensitive to 'her situation' and does not fully comprehend her situation.
- The teacher is not offering any immediate solution to her problem.

OR

No.

- Thulisile misses out on an opportunity to receive guidance and support from the teacher.
- She portrays herself as disrespectful or uncooperative to the teacher.
- She misses out on a chance to learn from the teacher's experience and perspective.

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 story. (3)

AND

5.2 THE WIND AND THE BOY

- 5.2.1 Mme Sejosenye is Friedman's grandmother. ✓
Friedman is Sejosenye's grandson. ✓

NOTE: Accept any ONE of the above. (1)

- 5.2.2 The driver's failure to have working brakes for the truck, ✓ and a valid driver's license. ✓ (2)

- 5.2.3 Sejosenye is in shock/disbelief. ✓ She is unable to process the news of the tragic death of her grandson./She is in denial and she is struggling to accept the death of her grandson. ✓ (2)

- 5.2.4 (a) Simile ✓ (1)

- (b) Sejosenye's body is compared to a stunned log. ✓ It conveys her emotional state, as she has been so shocked that she has become immobilised like a log. ✓ (2)

- 5.2.5 It is ironic that the people of Ga-Sefete-Molemo ward bury Sejosenye's grandson, yet they do not visit Sejosenye in hospital (when she desperately needed support). ✓✓ (2)
- NOTE:** Both parts must be included to earn marks. (2)
- 5.2.6 Friedman's mother works in another town, ✓ therefore she is forced to leave Friedman with his grandmother. ✓ (2)
- 5.2.7 Friedman is named after a famous doctor. ✓ (1)
- 5.2.8 It would be very disturbing and hurtful to see Sejosenye in that state. ✓ (1)
- 5.2.9 Open-ended.

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

Yes.

- People of Ga-Sefete-Molemo ward feel that there is nothing they can do to help Sejosenye.
- Sejosenye's illness is seen as too difficult to face.
- People of Ga-Sefete-Molemo ward are deeply troubled by Sejosenye's medical condition, so they cannot handle seeing her in a bad state.

OR

No.

- They abandon her in her time of need.
- People of Ga-Sefete-Molemo ward contribute to her sense of isolation and loneliness.
- They have missed an opportunity to show compassion and support.

NOTE: Do not award marks for YES or NO only.
Credit response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's 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: 'Hard to find' by Sinesipo Jojo

- 6.1 6.1.1 (a) E/escape ✓
 (b) D/triggered ✓
 (c) A/deceptive ✓
 (d) B/slither ✓ (4)

6.1.2 B/abundant. ✓ (1)

6.1.3 Words are said to be everywhere daily (which shows abundance), yet they are hard to find/they seem to disappear or hide when we need them most (to express our heart's feelings). ✓✓

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

6.1.4 The speaker is in a despairing/disheartened/resignation/sadness state of mind. ✓ The words are described as playing a twisted game, which suggests they are not straightforward or honest. ✓ (2)

6.1.5 tears ✓ (1)

6.1.6 The speaker holds onto hope that one day words can eventually capture deeper emotions of the heart. ✓ (1)

6.1.7 (a) Personification ✓ (1)

(b) In the same way a person would come to a clear understanding of something (realise), ✓ words will also understand what the heart is feeling/what the heart wants to communicate. ✓ (2)

6.1.8 Open-ended.

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

Yes.

- The speaker effectively conveys the idea that words are hard to find especially when they are needed.
- The use of phrase such as 'hiding like they are not part of life' creates sense of frustration in finding words to express the speaker's feelings.
- The speaker further shows the sadness brought by the inability to find words by using the phrase 'raindrops sliding down the window'.

OR

No.

- The poem could be interpreted as more of a reflection on the difficulty of expressing one's feelings, rather than difficulty of finding the right words.
- The speaker's frustration with words may be more of a personal issue, rather than a universal experience.
- The speaker describes words as having the ability to fly out at times which shows they are readily available.

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

QUESTION 6.2: 'WHAT LIFE IS REALLY LIKE' – Beverly Rycroft

- 6.2 6.2.1 The time is when the speaker reflects on how her father taught her about what life is really like (about the realities of life) ✓ and the place is in a rural environment (likely a farm/ the speaker's home). ✓ (2)
- 6.2.2 (a) firm/authoritative ✓ (1)
- (b) The father emphasises that the speaker should be prepared for the tough realities of life. ✓ (1)
- 6.2.3 The father suggests that he will expose the speaker to chickens' heads being chopped off, ✓ and the speaker is made to hold an injured pigeon while the father stitches the wound. ✓ (2)
- 6.2.4 (a) Metaphor ✓ (1)
- (b) The speaker is comparing life to a fight which is a struggle for survival. ✓ It highlights that life can be difficult and needs one to fight in order to survive. ✓ (2)
- 6.2.5 The father is dedicated/serious/passionate, ✓ he approaches his role as a parent with similar level of seriousness/dedication/passion to that of lecturing his students or delivering an inaugural speech. ✓ (2)
- 6.2.6 Accept painful experiences and make the best of them. ✓
Being resilient and adapting to adversity ✓
Do not allow challenges to discourage you. ✓

NOTE: Accept any ONE of the above. (1)

6.2.7 The discussion of the theme of fatherhood of life should include the following viewpoints, **among others**:

- The father takes the responsibility to teach the speaker about the realities of life.
- He prepares and gives the speaker lessons that will sustain the speaker when experiencing challenges in life.
- The father is there when the speaker experiences difficulties in life, this shows a caring and loving father.

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.

- It is important for the speaker to learn about the darker side of life, (so that the speaker is prepared for challenges in future.)
- This will help the speaker to develop a realistic view of the world, rather than an overly idealistic one.
- This will help the speaker to develop empathy and understanding for others facing hardships.

OR

No.

- Exposing the speaker to violence and cruelty is never a right thing, no matter what the reason.
- This could traumatise the speaker and cause emotional scars.
- This could damage the speaker's relationship with the father as the speaker may see him as a source of fear and anxiety rather than comfort and support.

NOTE: Do not award marks for YES or NO only. Credit response where a combination is given. For full marks, the responses 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 poem. (3)

[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70