



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2009

MEMORANDUM

MARKS: 70

This memorandum consists of 25 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer questions from TWO sections.
2. This memorandum is only a guide to markers. It is by NO means exhaustive. Alternative responses will be finalised at the national memorandum discussion.
3. Candidates' responses should be assessed on merit and as objectively as possible.

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

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.

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

- Racial prejudice in Maycomb County:
 - Discrimination against black people – separate facilities, e.g. schools and churches.
 - Freedom of expression – black people do not have freedom of expression therefore they become submissive/subservient to the whites.
 - Whites are always perceived as superior to black people.

- Justice and the Tom Robinson case:
 - Black people are not treated fairly in courts of law – always seen as guilty.
 - The jury in the Tom Robinson trial is white – disadvantage to Tom Robinson.
 - There are enough doubts as to what really happened – the injuries to the right side of Mayella's face, Tom's useless left arm, the absence of medical evidence.
 - Tom Robinson is found guilty only because he is black.

- Prejudice against people such as Boo Radley, Mayella Ewell and Mrs Dubose:
 - Prejudice suffered by Boo as a result of stories circulating about him.
 - Prejudice against the lower-class whites in Maycomb County, e.g. the Ewells and the Cunninghams.
 - Prejudice against Mrs Dubose as a result of misunderstanding of her illness.

[35]**OR**

QUESTION 2 (CONTEXTUAL QUESTION)***TO KILL A MOCKINGBIRD***

- 2.1 2.1.1 She has accused Tom Robinson of attacking and raping her. (1)
She is, therefore, the chief witness in the case against Tom Robinson. (1)
She has to testify that Tom has attacked her. (1) (3)
- 2.1.2 Open-ended. Accept a suitable answer, e.g.

Yes. She is defeating the ends of justice by being dishonest. Furthermore, she is jeopardising the life of an innocent man, Tom Robinson. Her selfish nature prompts her to lie and this is unacceptable.
OR
No. She is lying to protect herself from her abusive father. She also tells lies to avoid being scorned by the whites of Maycomb County for trying to seduce a black man. (3)
- 2.1.3 Tom is one of the few people in Maycomb County who actually treats her with respect and shows some pity for her and her siblings. (1)
He also helps her with various tasks. (1)
On the day of the alleged attack, she actually called him in to help as well, and she was the one who tried to seduce him. (1) (3)
- 2.1.4 Atticus proves Tom could not have beaten her up on the right side of her face because his left arm is useless. (1)
Atticus proves that her father is left-handed and suggests it was her father that had beaten her up when he saw her trying to seduce a black man. (1)
There is no medical proof that she had been raped because a doctor had not examined her after the alleged rape. (1)
Atticus portrays Tom as a very decent, religious, law-abiding citizen and the Ewells as white trash. (1)

NOTE: Accept ANY THREE of the above. (3)
- 2.1.5 She is holding up the proceedings. (1)
He does not want the jury to be influenced by her tears/become sympathetic towards her. (1)
He knows she is lying. (1) (3)
- 2.1.6 False. (1) Tom is shot dead while trying to escape. (1) (2)

- 2.1.7 He is fair/just. (1)
 He believes all people are equal, especially in the eyes of the law. (1)
 He believes a man is innocent until proven guilty. (1)
 He is methodical and thorough in the way he presents a case in court. (1)
 He is a man of principle. (1)
 He is a very good lawyer. (1)

NOTE: Accept ANY THREE of the above.

(3)
(20)

AND

- 2.2 2.2.1 In court, Atticus reveals the truth about what really happened on the day of the alleged attack on Mayella, and also about the type of life led by the Ewells. (1) This has angered Ewell. (1) He wants to get even with Atticus by attacking the children. (1) (3)
- 2.2.2 Scout and Jem are on their way home after the pageant when Bob Ewell attacks them. (1) Ewell is stabbed with his own knife when Boo Radley rescues them. (1) (2)
- 2.2.3 (a) They are rescued by Boo Radley. He pulls Bob Ewell away from Scout. Ewell is killed during the struggle. (2)
- (b) Boo is kind, caring and loving towards Scout and Jem./He is courageous and does not hesitate to come to the children's assistance when they need him. (2)
- 2.2.4 He is a coward./He is an evil man. He attacks children who have not harmed him in any way.
 OR
 He is a vindictive/vengeful man. He wants to get even with Atticus because he was made to look bad in court./He is not satisfied with the jury's 'guilty' verdict and still wants to get even with Atticus by attacking the children. (3)
- 2.2.5 Sheriff Tate is a fair/just man. (1)
 He does not go by the book. He takes the circumstances of a case into account. (1)
 He believes Ewell got what he deserved. (1)
 He believes justice will not be served if Boo Radley is dragged into court. (1)
 He believes Boo Radley has done Maycomb County a favour by getting rid of Bob Ewell. (1)

NOTE: Accept ANY THREE of the above.

(3)
(15)
[35]

OR

QUESTION 3 (ESSAY QUESTION)***LORD OF THE FLIES***

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.

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

- How the boys try to set up rules on the island that reflect their experiences at home:
 - The laws and rules the children followed before arriving on the island: Children respected adults and followed their instructions; they learnt and carried out household chores; they followed regular eating habits and kept neat and clean; they could not take a life.
- How these rules change as the boys try to survive on the island in the absence of grown-ups:
 - Children become savages to ensure survival.
 - They play and do not do anything useful.
 - Eat wild fruit and hunt animals. Kill pigs – can now take a life without thinking twice.
 - They get very dirty and unkempt.
 - Commit murder without showing any remorse.
- How the relationship between Ralph and Jack affects the way the rules are obeyed:
 - How Ralph and Jack become chiefs.
 - Ralph's leadership ensures adherence to rules.
 - Jack's leadership turns them into savages.
 - Jack entices them to use violence to get their way, e.g. forcing the twins to join the tribe.

[35]**OR**

QUESTION 4 (CONTEXTUAL QUESTION)**LORD OF THE FLIES**

- 4.1 4.1.1 They are afraid to voice their real feelings or to disagree. (2)
- 4.1.2 He wants to find out who was wandering around during the night and to stop them from doing so.
OR
Things are falling apart. He wants to unite them as a group and allay their fears. (2)
- 4.1.3 They cannot imagine anyone daring to go out at night./The boys are relieved that there had not been anyone or anything walking about during the night/relieved from the fear of anyone or anything walking about during the night. (2)
- 4.1.4 Ralph is disappointed that Simon, whom he trusts, has gone against the rules and has helped to frighten the littluns. (2)
- 4.1.5 The small boys who mainly enjoy playing, eating fruit and making up stories about what they saw during the night./They are the youngest boys in the group. (2)
- 4.1.6 Open-ended. Accept a well-substantiated response, e.g.

No. He is rude towards him and does not show him any respect. He uses every opportunity to ridicule him.
OR
Yes. Simon is breaking a rule by wandering about./Simon is contributing to the fear experienced by the boys. (2)
- 4.1.7 He slips out to 'the place' he knows. He stumbles back into the group of boys to tell them about his discovery of the dead man in the parachute and is killed by the boys.
OR
He is killed by the boys who are caught up in a hunting frenzy. (2)
- 4.1.8 Jack encourages the boys to appear primitive and to behave like savages. (1)
He influences the boys to defy authority and rules. (1)
Under his leadership, they begin to paint their faces like primitive tribes do. (1)
They learn to kill without remorse, something they cannot do initially. (1)
They also turn on each other, killing Simon and Piggy, and come close to killing Ralph before they are rescued. (1)
- NOTE: Accept ANY THREE of the above. (3)

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

Yes. He believes in orderliness – meetings – and attending to priorities (keeping the fire/smoke going so that they can be rescued). (1) He also protects the weak, e.g. Piggy, against Jack. (1) He keeps doing good until they are rescued. (1)

OR

No. He cannot hunt and provide for the boys. (1)
He cannot control Jack (1) and he ends up being hunted by Jack and the rest of the boys until they are rescued. (1)

(3)
(20)

AND

4.2 4.2.1 Ralph goes to challenge Jack and the rest of the boys to return Piggy's spectacles. (1) Piggy is killed during the skirmish and Ralph has to run for his life. Jack declares Ralph an outlaw and leads the hunt for him. (1)

(2)

4.2.2 The hunters are happy that they will soon catch their prey and deal with it.

(2)

4.2.3 He is bewildered and terrified of being the victim of the group he once led. (1)

He feels he can no longer think straight. (1)

He feels he could end up making a wrong decision that could lead to his capture and eventual death. (1)

NOTE: Accept ANY TWO of the above.

'... and he told himself to be calm.' (1)

(2+1)

4.2.4 (a) The identical twins, whose names are Sam and Eric.

(1)

(b) When Ralph goes to the mouth of the cave where they are keeping watch, they do not call Jack and the others as they are expected to do./They advise him to leave and warn him of Jack's intention to hunt him down. (1) They also give him meat to eat. (1)

(2)

4.2.5 Ralph has been voted to be chief by the majority of the boys. At this stage of the novel, Jack declares himself chief without having been elected as was the case with Ralph. It is ironic that the 'legitimate' chief calls the impostor 'the chief'.

(2)

4.2.6 The boys respected the conch as a symbol of authority. If he had it, some order might be retained and this madness of the chase would come to an end.

(2)

4.2.7 They are rescued (by the Navy).

(1)
(15)
[35]

QUESTION 5 (ESSAY QUESTION)***A GRAIN OF WHEAT***

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.

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

- British rule and white settlers in Kenya, such as John Thompson and DO Robson:
 - Treatment of Kenyans by white settlers.
 - John Thompson, DO Robson and others – white settlers who abuse, exploit and oppress the Kenyans.
 - The police stations and the railways as symbols of British power.
 - The feelings of the whites when Kenya is liberated.

- Kenyans who abuse their positions:
 - Karanja's treatment of other Kenyans while he works under Thompson and his fear of the end of white rule.
 - Karanja as homeguard and chief.
 - The violent treatment of Kenyans by the homeguards and soldiers.
 - MPs who forget the struggle and, instead, are interested in enriching themselves, e.g. by acquiring 'long cars'.

- The effect of such abuse of power on Kenyans:
 - Resistance against oppression, e.g. the 'Movement'.
 - Detention of people involved in the movement e.g. Gikonyo, Mugo and General R.
 - The deaths of Kihika and others.
 - The fear, suffering and loss of people, e.g. Mumbi and the people of Thabai village.

[35]**OR**

QUESTION 6 (CONTEXTUAL QUESTION)**A GRAIN OF WHEAT**

- 6.1 6.1.1 (a) He believes that Mugo:
- has stayed loyal to the Movement. (1)
 - has kept his oath. (1)
 - did not give in when tortured. (1)
 - was prepared to die for independence. (1)
 - was strong because he did not feel the need to return home. (1)
- NOTE: Accept ANY THREE of the above. (3)
- (b) Open-ended. Accept a suitable response, e.g.
- Yes. Mugo has sacrificed many years of his life in the name of the struggle. He also tells the truth about the way he betrayed Kihika.
- OR
- No. He betrayed Kihika and takes very long to admit the truth. (3)
- 6.1.2 (a) It was the Mau Mau movement (1) that fought against British rule. (1) (2)
- (b) He fought against British rule while hiding in the forests. (1) He and other forest fighters attacked the Mahee Police Station. (1) He spent six years in detention. (1) (3)
- 6.1.3 (a) Those who sold out the Movement and worked with the British. (2)
- (b) They were more interested in becoming rich (1) and in being in favour with the white man than in the independence of Kenya. (1) They were selfish as they thought of personal gain and not the greater good of all Kenyans. (1) (3)
- 6.1.4 Independence (1)
- 6.1.5 Their lot has not changed very much as they are still poor and suffering. (1) Only a small number have benefited from the change in government. (1) Their own people have become the oppressors. (1) (3)
- (20)**

AND

- 6.2 6.2.1 (a) Mumbi's child (1) by Karanja. (1)
OR
Mumbi and Karanja's child. (2) (2)
- (b) Open-ended. Accept a suitable response, e.g.

Yes. Mumbi betrayed him with his friend. (1) He longed for her all those years in detention (1) and waited six years to return to her. (1)
OR
No. Gikonyo knows nothing about the circumstances Mumbi had to face (1) and about how Karanja helped her and his mother. (1) Gikonyo was away for a very long time and she did not know whether he would return/whether he was still alive. (1) (3)
- 6.2.2 (a) She recalls his shock at seeing her with a child that is obviously not his. (1) Gikonyo begins treating her differently. (1) (2)
- (b) She looked after his mother (1) and built them a house. (1) (2)
- (c) She loves her husband and mother-in-law. (1)
She is loyal. (1)
She is caring. (1)
She has courage to withstand suffering. (1)
- NOTE: Accept ANY TWO of the above. (2)
- 6.2.3 She is tired of being ignored by Gikonyo.
OR
She knows Gikonyo is not going to change/accept the child. (2)
- 6.2.4 She wants to persuade Mugo to speak at the meeting. (2)
- (15)**
[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 to assess candidates' essays.

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

- The feud between the Capulets and the Montagues:
 - The duration of the feud.
 - The brawls between the servants of the two families.
 - The feud as a reason why Romeo and Juliet have to keep their love and marriage a secret.
 - Tybalt's challenge to Romeo after he attends the Capulets' ball uninvited.
 - Mercutio and Tybalt's deaths and Romeo's banishment.
- Romeo and Juliet's meeting and falling in love:
 - Romeo's first meeting with Juliet at the ball.
 - Romeo's hiding from his friends in order to meet Juliet after the ball.
 - Romeo and Juliet's first private meeting after the ball.
 - Romeo and Juliet's plans.
- The deaths of Mercutio and Tybalt:
 - Mercutio's taunts.
 - Tybalt's response to Mercutio's taunts.
 - Romeo's attempts to stop the two from fighting.
 - Mercutio's death and Romeo's fatal wounding of Tybalt.
- The deaths of Romeo and Juliet and the reconciliation of the two families:
 - Events that lead to the deaths of Romeo and Juliet.
 - The two families' discovery of the deaths of their children.
 - The initial reaction of the families towards each other.
 - Reconciliation and peace in Verona.

[35]**OR**

QUESTION 8 (CONTEXTUAL QUESTION)**ROMEO AND JULIET**

Candidates are required to answer BOTH questions, i.e. QUESTION 8.1 AND QUESTION 8.2.

- 8.1 8.1.1 Romeo tells Friar Lawrence about Juliet. (1) He wants Friar to get them married. (1) (2)
- 8.1.2 Friar Lawrence is surprised by the change in Romeo. (1)
Not so long ago, Romeo was madly in love with Rosaline. (1)
Therefore he doubts whether Romeo can truly be in love again and with someone else. (1) (3)
- 8.1.3 B/scolded (1)
- 8.1.4 Romeo is very depressed about his unrequited love for Rosaline.
His friends advise him to meet other women to get his mind off Rosaline. (1)
The opportunity to do so arises when they meet Capulet's servant who cannot read the guest list. (1)
They attend the ball and Romeo meets Juliet. (1) (3)
- 8.1.5 After the deaths of Romeo and Juliet, the parents realise how foolish they have been all these years, that the feud has cost them their children and heirs and they decide to end it. (2)
- 8.1.6 Open-ended. Accept a suitable response, e.g.

Yes. Romeo and Juliet are being very hasty – they have decided to marry a few hours after meeting.
OR
No. Romeo and Juliet are truly in love and there is no need to waste any time. (2)
- 8.1.7 (a) Friar Lawrence is kind and always willing to help. He advises freely and supports his 'pupils' to the end, although he is too frightened to stay with Juliet in the end and this gives her the opportunity to commit suicide. (2)
- (b) Romeo is loving but can also be very impatient and impulsive. He wants things done immediately when he sets his mind to it. When he loves, he loves truly/genuinely and does not consider the consequences of his actions/decision. (2)

- 8.1.8 Friar Lawrence agrees to marry Romeo and Juliet. (1) When Romeo is banished from Verona and Juliet is about to be married to Paris, he prepares a potion that will make Juliet appear to be dead, thus avoiding marriage to Paris. (1) He writes a letter to Romeo, asking him to come to the Capulets' tomb to fetch Juliet after the effects of the potion have worn off. (1) Romeo learns of Juliet's 'death', gets to the tomb before Friar Lawrence, drinks poison and dies. Upon waking and finding Romeo dead, Juliet stabs herself and dies. (1)

NOTE: Accept ANY THREE of the above.

(3)
(20)

AND

- 8.2.1 (a) Paris is very wealthy/a count/related to the Prince. (1) Capulet believes marriage to Paris will stop her grieving over Tybalt's death. (1) (2)
- (b) Romeo avenges Mercutio's death by killing Tybalt and is banished from Verona. When Paris finds Romeo at the Capulets' tomb, Paris tries to arrest him. They fight and Romeo kills Paris. (2)

- 8.2.2 The Friar is afraid that he will be arrested/in serious trouble with both families as well as with the Prince when his role in Romeo's death is uncovered. (1)
He will find it difficult to explain why Juliet is still alive/how the potion was used to prevent Juliet's marriage to Paris. (1)
He is afraid of what Juliet might do if she remains in the tomb where Romeo's body now lies. (1) (3)

- 8.2.3 (a) He means that fate/destiny/God has played a role in the letter not reaching Romeo in time. (2)
- (b) Open-ended. Accept a suitable response, e.g.

Yes. It is fate/destiny/God that prevents the letter from reaching Romeo in time because of the plague. Had the letter reached Romeo in time, Friar's plan would have worked and Romeo and Juliet would be together.

OR

No. It is Romeo's hasty decision to commit suicide, so one cannot blame anyone else/any other force. (3)

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

Yes. He does not want their plot to be exposed as it could endanger both Juliet and himself.

OR

No. He has just informed Juliet that Romeo is dead and should not expect her to leave immediately. (3)

(3)
(15)
[35]

OR

QUESTION 9 (ESSAY QUESTION)***NOTHING BUT THE TRUTH***

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.

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

- Differences between Siphso and Themba:
 - Loyal to his family versus not loyal to anyone.
 - Selfless versus selfish.
 - Responsible versus irresponsible.
- The effect these differences have on their relationship with each other and with members of their family:
 - Themba's prominence as an activist.
 - Siphso's opinion of Themba.
 - Division in the family.
- The values Siphso and Themba pass on to their children.
 - Respect for versus indifference to culture and tradition.
 - Responsibility for others versus selfishness/self-interest.

[35]**OR**

QUESTION 10 (CONTEXTUAL QUESTION)**NOTHING BUT THE TRUTH**

- 10.1 10.1.1 Themba was spoilt. (1)
He was manipulative. (1)
He was very selfish. (1) (3)
- 10.1.2 Open-ended. Accept a well-substantiated response, e.g.

Yes. She thought it could be easily replaced and that Themba deserved it as the younger child.
OR
No. She gave Themba preferential treatment but had little or no regard for Siphó's feelings. (3)
- 10.1.3 Open-ended. Accept a well-substantiated response, e.g.

Yes. Themba had a lot of toys which his father bought for him from town./Themba did not need wire toys.
OR
No. Siphó could have made himself another wire bus. (2)
- 10.1.4 She is well dressed/glamorous/sophisticated. (1)
She is beautiful. (1) (2)
- 10.1.5 Open-ended. Accept a well-substantiated response, e.g.

No. He has not seen his brother for many years.
OR
Yes. Themba would not have changed to such an extent that Siphó would not have been able to recognise him.
OR
Yes. Themba is Siphó's brother and Siphó would be able to recognise him. (2)
- 10.1.6 Siphó feels angry that he will not be able to bury Themba's body, because cultural practices are important to him. (1)
Siphó feels angry that the ashes in the vase are in conflict with the traditional values and throws the funeral plans into disarray. (1) (2)
- 10.1.7 Siphó has great respect for his tradition and culture./He considers his tradition and culture significant./He considers cultural practices to be very important. (2)
- 10.1.8 Siphó is angry because Themba slept with his wife and Thando could possibly not be his (Siphó's) daughter. (2)
He feels that Themba is to blame for Luvuyo's death because he influenced his interest in politics. (2) (4)

(20)**AND**

- 10.2 10.2.1 (a) D/sarcasm (1)
- (b) He feels resentful/angry/frustrated because even though Themba is dead, he still troubles him. (2)
- 10.2.2 Luvuyo was Sipho's son. (1)
- 10.2.3 (a) It gives him peace of mind.
It makes him feel accepted by Mandisa.
It helps him bring closure on what Themba did to him. (3)
- (b) They change him/his mood./He realises that his brother had loved him./He forgives Themba. (2)
- 10.2.4 Mandisa has brought her father's ashes for burial. (2)
- 10.2.5 He is an Assistant Chief Librarian. (1)
- 10.2.6 Sipho tells Thando and Mandisa the truth about his feelings towards Themba. (1)
Sipho tells Thando that she could be Themba's daughter. (1)
Sipho tells Thando that he will always love her mother. (1)
Sipho tells Thando and Mandisa that he had long forgiven Themba. (1)
The story is set against the backdrop of the TRC hearings in South Africa. (1)
- NOTE: Accept ANY THREE of the above. (3)
- (15)**
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 11 (ESSAY QUESTION)*****THE VISITS* by Richard Rive**

NOTE: Use the 35-mark assessment rubric to assess the candidates' essay.

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

- The suffering of the woman:
 - Her poverty.
 - Why she is begging.
 - Her feelings when she is threatened by the teacher and the student.
 - Her decision not to return.
- How the teacher helps the woman and what this reveals about his character:
 - The teacher's initial reaction to the woman.
 - He gives groceries from his cupboard.
 - He buys groceries especially for her and later keeps her groceries aside.
 - His feelings when he realises that the woman will not return.
- The student's treatment of the woman and what this reveals about his character:
 - The student's lack of sympathy for the woman.
 - He frog-marches her out of the compound by the scruff of her neck.
 - His confidence that the woman will not come back after his treatment of her.
 - His lack of guilt about what he has done to the woman.

[35]**OR**

QUESTION 12 (CONTEXTUAL QUESTION)**THE TOILET by Gcina Mhlophe**

- 12.1 12.1.1 She was a social person who liked having tea with friends, painting her nails and lying in the sun next to the swimming pool. She also had a regular dinner time with her family. (2)
- 12.1.2 There was nowhere else to hide her sister. (2)
- 12.1.3 (a) She got a job at a clothing factory. (1)
- (b) She had to keep away from the house so that she would not get caught. (1)
She needed to earn money. (1) (2)
- 12.1.4 True. (1) Under the Group Areas Act the narrator, a black woman, was not allowed to live in a white area. (1) (2)
- 12.1.5 The narrator has a very positive attitude to life. She does not allow obstacles to prevent her from achieving her goals. She does not give up easily. (2)
The sister accepts whatever comes to her without any resistance. She believes it is better to be obedient and subservient. (2) (4)
- 12.1.6 (a) She is angry/not entirely sympathetic as she thinks the narrator has not been careful enough./She says she has been dumb to be found out. (2)
- (b) Open-ended. Accept a well-substantiated response, e.g.
Yes. She could have lost her job and would not be able to take care of both of them.
OR
No. It is partly her fault as she came back late. (2)
- (17)**

AND

- 12.2.1 She has to leave at half-past five in the morning to avoid being found out by the sister's employer and has two hours to spend before catching a bus to work. She therefore takes shelter in the toilet. (3)
- 12.2.2 She reads magazines (1) and later starts writing poetry. (1)
- This reveals that she is capable of using her free time fruitfully. (1)
OR
This reveals her love for reading and writing as opposed to the more traditional women's roles. (1) (3)

- 12.2.3 Open-ended. Accept a suitable response, e.g.
I would prefer the toilet as I would be free to do what I liked.
OR
I would prefer the room as it is a larger place/more comfortable. (2)
- 12.2.4 It was meant to be used by white people./It was in town where white people lived and therefore well maintained. (2)
- 12.2.5 Someone must have discovered that the toilet was being used by someone who was not supposed to use it/the narrator/a black person. (2)
- 12.2.6 (a) When she sets her mind to something, she does not allow anything to stop her. (2)
- (b) Open-ended. Accept a well-substantiated response, e.g.
Yes. The message of perseverance is conveyed to the reader.
OR
Yes. The final lesson learnt is that nothing should stand in your way.
OR
No. The story should have a happy ending with the narrator's stories and poems being published and making money. (2)
- 12.2.7 Open-ended. Accept a well-substantiated response, e.g:
Yes. It teaches readers that something good can come out of any place, including the toilet, which may only be associated with unpleasant things.
OR
Yes. It is the main place of refuge for the narrator, where she could be by herself.
OR
No. The toilet is off-putting as it is only associated with unpleasant things.
OR
No. You do not expect to find anything good in the toilet. (2)

(18)
[35]**TOTAL SECTION C: 35****OR**

SECTION D: POETRY**QUESTION 13*****My name – Magoleng Wa Selepe***

- 13.1 It is the name of her great-great-grandmothers (1) and it is part of her culture. (1) (2)
- 13.2 It is a feeling of despair/sadness/exasperation at how her name has been disregarded./She feels she is being denied her identity. (1)
- 13.3 He is very big/large/sturdy. (1)
- 13.4 No. To the bureaucrat, her name was just a series of sounds without any meaning. (2)
- 13.5 emaMpodweni (1)
- 13.6 She calls for divine intervention in her situation./She is exasperated at her name being belittled./She is a Christian but still wants to retain her own name. (2)
- 13.7 Metaphor (1)
- 13.8 He finds it difficult to pronounce/spell the name and it is too long.
OR
He prefers a shorter name, in his language that he can pronounce.
OR
As a white man during the apartheid era he could change a black person's name to the one he prefers.
OR
He wants to replace her traditional name with a Christian one. (2)
- 13.9 'wonderful'/'meaningful'

NOTE: Do not penalise candidates for omitting the quotation marks. (1)
- 13.10 He believes that his language and culture are superior to those of other race groups (1) and that he has the right to change black people's names. (1) (2)
- 13.11 It emphasises the speaker's feelings of powerlessness and despair/sadness. It suggests that her identity is being diminished by the bureaucrat who does not realise the importance of her name to her. (2½)

[17½]**OR**

QUESTION 14***Lament for a Dead Cow – Francis Carey Slater***

- 14.1 She uses her tail to chase the flies away. (2)
- 14.2 She had round eyes. (½)
She was black in colour. (½)
She had sharp horns. (½) (1½)
- 14.3 She died because of drought./There was drought and she died because of the shortage of water. (2)
- 14.4 'sunbaked'
OR
'sunburnt'

NOTE: Do not penalise candidates for omitting the quotation marks. (1)
- 14.5 Her shadow provided comfort to the sunburnt veld. (1)
Her lowing also added to the beautiful sound of the evening. (1) (2)
- 14.6 14.6.1 Personification (1)
14.6.2 It emphasises how severe the drought is. (2)
- 14.7 The cow was black in colour (associated with the black cloud) and it provided them with milk (white rain). With the cow dead, there will be no 'cloud' to provide milk. (2)
The family is facing drought and there are no dark clouds – which signify rain – in the sky. (2) (4)
- 14.8 Wetu was very beautiful. (1)
Wetu provided them with milk. (1)
In African culture, cows are considered important/symbols of wealth/status. (1)

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

[17½]**OR**

QUESTION 15***On aging – Maya Angelou***

- 15.1 The speaker feels defiant towards those who wish to pity him/her because he/she is old. He/she wishes to be understood and treated with respect./ He/She is offended/upset that others think he/she is worthless and do not expect him/her to do much because they perceive him/her as old. (3)
- 15.2 'if you got it' (½)
'bring me no rocking chair' (½)
'aint gone' (½)
- NOTE: Do not penalise candidates for omitting the quotation marks. (1½)
- 15.3 She needs understanding. (1) 'Understanding if you got it' (1)
- NOTE: Do not penalise candidates for omitting the quotation marks. (2)
- 15.4 People around him/her are treating him/her as if he/she is not capable of doing anything and he/she cannot stand that. (2)
- 15.5 painful/sore/hurting (1)
- 15.6 He/She struggles to climb the stairs. (1)
He/She finds it difficult to walk. (1)
He/She has difficulty breathing (1)
- NOTE: Accept any TWO of the above. (2)
- 15.7 The hair is thinner. (1)
He/She has gained weight. (1) (2)
- 15.8 Yes. (1) 'But aint I lucky I can still breathe in.' (1)
- NOTE: Do not penalise candidates for omitting the quotation marks. (2)
- 15.9 Open-ended. Accept a well-substantiated response, e.g.
- Yes. The poem teaches me that old people may just be slower in going about their business but that does not mean that they are lazy or incapable of doing things. They must be treated patiently and helped only when they ask for it.
OR
No. Old people can be moody and difficult to live with. This poem has not really changed my attitude towards old people. (2)
- [17½]**

OR

QUESTION 16***the night train* – Fhazel Johennesse**

- 16.1 There were hard green seats. (1)
There was a stale smell. (1)
It was not crowded. (1)

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

- 16.2 No. (1)
'i twitch and glance around –'/there are few too few travellers'/the whispering nagging smell of fear' (1)

NOTE: Do NOT penalise candidates for omitting quotation marks. (2)

- 16.3 (a) False. (1) There are few travellers on the right train. (2)
- (b) False. (1) It is the right train. The phrase 'the wrong stations we stop at' is only used to emphasise the speaker's impatience to arrive at his destination. (1) (2)

- 16.4 He is Black/'non-white' (1) and had to travel in the third class coach. (1) (2)

- 16.5 He flicked his cigarette/was smoking. (1)
He stared out of the window. (1)
He crossed his legs. (1) (3)

- 16.6 'impatiently'

NOTE: Do NOT penalise candidates for omitting quotation marks. (1)

- 16.7 To emphasise his feelings of fear/desperation to get out of the train. (1)

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

Yes. He desperately wants to get out of the train as he is afraid.

OR

No. The train has scheduled stops and cannot just rush to his station simply because he is feeling uneasy.

(2½)
[17½]

TOTAL SECTION D: 35

GRAND TOTAL: 70

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.
Code 7 80 – 100 %	Outstanding 20 – 25 marks	<ul style="list-style-type: none"> - In-depth interpretation of topic, all aspects of topic fully explored. - Excellent response. (90+: outstanding response). - Range of striking arguments extensively supported from text. - Excellent understanding of genre and text. 	Outstanding 8 – 10 marks	<ul style="list-style-type: none"> - Coherently structured piece. - Excellent introduction & conclusion. - Arguments well structured & clearly developed. - Language, tone & style mature, impressive & correct.
Code 6 70 – 79%	Meritorious 17½ – 19½ marks	<ul style="list-style-type: none"> - Above average interpretation of topic. All aspects of topic adequately explored. - Detailed response. - Range of sound arguments given, well supported from text. - Very good understanding of genre & text. 	Meritorious 7 – 7½ marks	<ul style="list-style-type: none"> - Essay well structured. - Good introduction & conclusion. - Arguments & line of thought easy to follow. - Language, tone & style correct & suited to purpose. - Good presentation.
Code 5 60 – 69%	Substantial 15 – 17 marks	<ul style="list-style-type: none"> - Shows understanding and has interpreted topic well. - Fairly detailed response to topic. - Some sound arguments given, but not all as well motivated as they could be. - Understanding of genre and text evident. 	Substantial 6 – 6½ marks	<ul style="list-style-type: none"> - Clear structure and logical flow of argument. - Introduction, conclusion and other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone and style largely correct.
Code 4 50 – 59 %	Adequate 12½ – 14½ marks	<ul style="list-style-type: none"> - Fair interpretation of topic, but not all aspects explored in detail. - Some good points in support of topic. - Most arguments supported but evidence is not always convincing. - Basic understanding of genre and text. 	Adequate 5 – 5½ marks	<ul style="list-style-type: none"> - Some evidence of structure. - Essay lacks well-structured flow of logic and coherence. - Language errors minor, tone and style mostly appropriate. - Paragraphing mostly correct.
Code 3 40 – 49 %	Moderate 10 – 12 marks	<ul style="list-style-type: none"> - Very ordinary, mediocre attempt to answer question. - Very little depth of understanding in response to topic. - Arguments not convincing and very little justification from text. - Learner has not fully come to grips with genre or text. 	Moderate 4 – 4½ marks	<ul style="list-style-type: none"> - Planning and/or structure faulty. - Arguments not logically arranged. - Paragraphing faulty. - Language errors evident. - Tone and style not appropriate to purpose of academic writing.
Code 2 30 – 39 %	Elementary 7½ – 9½ marks	<ul style="list-style-type: none"> - Poor grasp of topic. - Response repetitive and sometimes off the point. - No depth of argument, faulty interpretation/Arguments not supported from text. - Very poor grasp of text and genre. 	Elementary 3 – 3 ½ marks	<ul style="list-style-type: none"> - Poor presentation and lack of planned structure impedes flow of argument. - Language errors and incorrect style make this a largely unsuccessful piece of writing.
Code 1 0 – 29 %	Not achieved 0 – 7 marks	<ul style="list-style-type: none"> - Response bears some relation to topic but argument difficult to follow or largely irrelevant. - Poor attempt at answering the question. The few relevant points have no justification from the text. - Very poor grasp of text and genre. 	Not achieved 0 – 2½ marks	<ul style="list-style-type: none"> - Difficult to determine if the topic has been addressed. - No evidence of planned structure or logic. - No paragraphing or coherence. - Poor language. - Incorrect style and tone.

[FROM: Examination Guidelines: Languages Paper 2 – January 2009]