



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**NOVEMBER 2013**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 30 pages.**

**INSTRUCTIONS AND INFORMATION**

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

**SECTION A: NOVEL**

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

**QUESTION 1 (ESSAY QUESTION)*****TO KILL A MOCKINGBIRD***

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

**The following points are by no means exhaustive. Candidates are expected to discuss relevant incidents from the novel in their essays.**

- Mayella's life
  - Having to play the role of a mother
  - Her father's abusive nature
  - How society treats Mayella
- Mayella's relationship with Tom Robinson
  - Why she befriends Tom
  - Her attempt to seduce him
  - Why Mayella turns against Tom
- The trial of Tom Robinson and its outcome
  - The claims made by Mayella and her father
  - The verdict

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

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

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

- 2.1      2.1.1      Miss Caroline/the teacher offers him money for lunch. ✓  
 Scout explains to her that no Cunningham will ever take money he cannot repay/tells her that she is shaming Walter. ✓  
 Miss Caroline finds this arrogant/scolds/punishes Scout. ✓  
 Scout blames Walter for being punished by Miss Caroline. ✓
- NOTE:** Accept any THREE of the above. (3)
- 2.1.2      It is Scout's first school day. ✓ (1)
- 2.1.3      He is older than she is/almost as old as Jem. ✓
- OR**
- He made her start off on the wrong footing with her teacher/caused her teacher to hit her/caused trouble in class on her first day at school. ✓ (1)
- 2.1.4      That Walter was poor. ✓  
 Walter looks unwell/sick/pale/malnourished. ✓ (2)
- 2.1.5      (a) Miss Rachel (Haverford). ✓ (1)  
 (b) He is her nephew/She is his aunt. ✓ (1)
- 2.1.6      (a) He is kind/generous/hospitable/fair. ✓ (1)  
 (b) At first he is happy at being offered a meal ✓ but then he realises that he might not be welcome/he is afraid of Scout. ✓  
 He would like to accept the invitation ✓ but the Cunninghams are very proud, they do not accept charity. ✓
- NOTE:** Accept any ONE of the above. (2)
- 2.1.7      (a) She is their housekeeper/works for them. ✓ (1)  
 (b) She is like a mother to the children. ✓ She teaches them manners/disciplines them/cooks for them/cleans for them/because their mother is dead. ✓ (2)
- (a) C/caring and sensitive ✓ (1)  
 (b) Open-ended
- Accept a relevant response which shows an understanding of Walter's character and background. Do NOT award a mark for YES or NO. (1)

## 2.1.9 Open-ended

Accept a relevant response which shows knowledge of Boo's behaviour and an understanding of prejudice in the novel.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

- 2.2 2.2.1 (a) D/ A truly evil man ✓  
 (b) B/Lives with a Negress ✓  
 (c) A/The rabid dog ✓  
 (d) C/Kind-hearted but shy ✓ (4)

- 2.2.2 (a) That Bob Ewell may seek revenge on/try to harm Atticus or his children. ✓ (1)

- (b) She wants to help Atticus raise Jem and Scout (when the court case starts)./She wants to have a feminine influence on Scout. ✓ (1)

- 2.2.3 They think he is a liar. ✓  
 They suspect he has abused/assaulted Mayella. ✓  
 They look down on him/refer to his home as a 'dump'. ✓

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

- 2.2.4 Tom Robinson was found guilty ✓ of raping Mayella/his daughter. ✓

**OR**

He got what he wanted ✓ by getting Tom convicted. ✓ (2)

- 2.2.5 True. ✓ He says the judge's face clearly showed that he did not believe Ewell./The judge made Ewell look like a fool./The judge looked at Ewell as if he was a freak ('a three-legged chicken or a square egg.') ✓

**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.

If only TRUE is given, award 1 mark. (2)

## 2.2.6 Open-ended

Accept a relevant response which shows an understanding of Mayella's background/circumstances/feelings.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

## 2.2.7 Open-ended

Accept a relevant response which shows an understanding of Scout's innocence and her unbiased/unprejudiced view of life. For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated.

(2)  
**[35]**

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

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

**The following points are by no means exhaustive. Candidates are expected to discuss relevant incidents from the novel in their essays.**

- First attempts to establish order
  - The use of the conch
  - Laying down rules
  - Assignment of duties
  
- How the boys' fear of the beast affects them
  - The boys' idea of the beast
  - The boys' attempts to protect themselves from the beast
  - The 'real' beast
  
- The breakdown of order
  - The conflict between Ralph and Jack
  - The change in the boys' lifestyle
  - The boys' degeneration into savagery

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





- 4.1.9 Open-ended  
Accept a relevant response which shows an understanding of Jack's character, actions and his frustrations in the novel.  
Do NOT award a mark for YES or NO.  
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)
- 4.2 4.2.1 Jack's hunters raided/attacked Ralph's camp the previous night. ✓  
They stole Piggy's glasses. ✓ Piggy insists on going back to fetch his glasses. ✓ (3)
- 4.2.2 He is authoritative/assertive/domineering. ✓ (1)
- 4.2.3 They have painted their faces like savages. ✓  
They are violent because they attack Ralph's camp. ✓  
They create their own territory. ✓  
They have sticks representing weapons. ✓  
**NOTE:** Accept any TWO of the above. (2)
- 4.2.4 He is not afraid to confront Jack. ✓  
He leads his delegation to a dangerous place. ✓  
His team is vastly outnumbered. ✓  
He takes Piggy along, although he knows he is a liability. ✓  
**NOTE:** Accept any TWO of the above. (2)
- 4.2.5 True. ✓ The savages will not listen to him./The savages are aligned to Jack. ✓ They no longer see him as chief. ✓  
**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.  
If only TRUE is given, award 1 mark. (2)
- 4.2.6 C/is provoking Jack's tribe. ✓ (1)
- 4.2.7 (a) Piggy is killed. ✓ (1)  
(b) They are captured/tortured. ✓ (1)
- 4.2.8 Open-ended  
Accept a relevant response which shows an understanding of the need for adult guidance and authority on the island.  
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

## 4.2.9 Open-ended

Accept a relevant response which shows an understanding of the needs of the boys on the island and Ralph's shortcomings.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated.

(2)  
[35]

**TOTAL SECTION A: 35**

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

**NOTE:** Use the 35-mark assessment rubric on page 30 to assess candidates' essays.  
The following points are by no means exhaustive. Candidates are expected to discuss relevant incidents from the novel in their essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- How Mugo's loneliness causes him to suffer
  - His lonely childhood with his abusive aunt
  - Mugo as an outcast in society because of his childhood
  - Mugo chooses loneliness above being seen as a hero
- Mugo's views on the struggle
  - His unwillingness to take part in violence
  - Society's reaction to Mugo's choice
  - The reason for Mugo's betrayal of Kihika and its consequences
- How Mugo suffers from guilt
  - Guilty feelings about his violent fantasies
  - His feelings about not actively participating in the struggle
  - How Mugo's guilt about betraying Kihika affects his emotions and behaviour

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

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

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

- 6.1      6.1.1      (a) C/Mumbi's brother ✓  
 (b) A/ sent to persuade Karanja to attend the Uhuru celebrations ✓  
 (c) D/Dr Lynd's former houseboy ✓  
 (d) B/killed by a train ✓ (4)
- 6.1.2      (a) He wants to be accepted. ✓  
 He had a bad childhood and is regarded as an outcast. ✓  
 He has no blood relatives left and is regarded as an outsider. ✓  
 He needs to prove himself. ✓  
**NOTE:** Accept any TWO of the above. (2)
- (b) He wants to be wealthy/rich/successful/by working hard. ✓ (1)
- 6.1.3      After killing District Officer Thomas Robson ✓ he seeks refuge in Mugo's hut. ✓ (2)
- 6.1.4      (a) He feels nervous/suspicious/afraid/paranoid/furtive/anxious ✓  
**NOTE:** Accept any TWO of the above. (2)
- (b) He is guilty ✓ and afraid that his secret will be revealed. ✓

**OR**

- He is guilty because the community thinks that he is a hero ✓ when in actual fact he is the one who betrayed Kihika. ✓ (2)
- 6.1.5      A/leave him alone ✓ (1)
- 6.1.6      (a) To show the panic ✓ that Mugo is experiencing. (1)
- (b) He does not want to speak at the Uhuru celebrations. ✓  
 He feels guilty. ✓  
 His conscience is troubling him. ✓  
**NOTE:** Accept any ONE of the above. (1)

- 6.1.7 Open-ended
- Accept a relevant response which shows an understanding of the effect of Mugo's childhood experiences on his life as an adult.  
Do NOT award a mark for YES or NO. (1)
- 6.1.8 Open-ended
- Accept a relevant response which shows an understanding of the need for repentance and forgiveness, or betrayal and punishment in the novel.  
Do NOT award a mark for YES or NO.  
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)
- 6.2 6.2.1 (a) Gikonyo and Karanja collide. ✓  
Both men end up on the ground. ✓  
Gikonyo breaks his arm. ✓
- NOTE:** Accept any TWO of the above. (2)
- (b) It is part of the Uhuru celebrations. ✓  
To celebrate the freedom of the Kenyan people. ✓
- NOTE:** Accept any ONE of the above. (1)
- 6.2.2 (a) Two times/twice ✓ (1)
- (b) The race to win Mumbi/Mumbi's love/heart ✓ (1)
- 6.2.3 She still loves Gikonyo./She cares deeply about Gikonyo. ✓ (1)
- 6.2.4 False ✓ Gikonyo does not finish the race. ✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.  
If only FALSE is given, award 1 mark. (2)
- 6.2.5 (a) Hurt/dejected/sad/devastated ✓ (1)
- (b) He realises that Mumbi loves Gikonyo. ✓  
He will never win her heart. ✓  
Mumbi will never love him. ✓
- NOTE:** Accept any ONE of the above. (1)
- 6.2.6 She realises/remembers that her actions ✓ are inappropriate as she and Gikonyo are estranged/separated. ✓ (2)

## 6.2.7 Open-ended

Accept a relevant response which shows an understanding of the events surrounding Mumbi's unfaithfulness.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated.

(2)

## 6.2.8 Open-ended

Accept a relevant response which shows an understanding of Karanja's actions in relation to the struggle.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated.

(2)

**[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 play they have studied.**

**QUESTION 7 (ESSAY QUESTION)*****ROMEO AND JULIET***

**NOTE:** Use the 35-mark assessment rubric on page 30 to assess the candidates' essays.  
The following points are by no means exhaustive. Candidates are expected to discuss relevant incidents from the play in their essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Romeo's and Juliet's experiences of romance
  - Romeo and Rosaline
  - Juliet and Paris
  - Romeo and Juliet
- How love makes Romeo and Juliet act hastily
  - Romeo's impulsive nature
  - Their hasty decision to get married
  - The hasty decisions they make after Tybalt's death
- The tragic outcome of their actions
  - Juliet's decision to heed Friar Lawrence's advice
  - Romeo's reaction to the news of Juliet's 'death'
  - The events in the Capulet tomb

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

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

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 8.1 and 8.2.**

- 8.1      8.1.1      Verona ✓ (1)
- 8.1.2      Prince Escalus/The prince/Mercutio ✓ (1)
- 8.1.3      (a) Paris could woo her/try to win her heart ✓ but he should wait two years before he married her. ✓

**OR**

Paris could marry Juliet ✓ if she agreed to it. ✓

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

- (b) B/courageous character ✓ (1)

- 8.1.4      He is a perfect man/handsome man. ✓ (1)

- 8.1.5      She raised Juliet since her birth. ✓  
She has a close relationship with Juliet. ✓  
Lady Capulet asked her to be present. ✓

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

- 8.1.6      (a) metaphor ✓ (1)

- (b) It emphasises that Paris is as beautiful ✓ as a flower. ✓ (2)

- 8.1.7      (a) She agrees to meet him and try to like him./She is positive about considering him. ✓ (1)

- (b) Later, Juliet's parents force her to marry Paris. ✓  
They do not ask her opinion. ✓  
They do not respect her wishes. ✓  
They refuse to listen to her plea to postpone the wedding. ✓  
They threaten to disown her if she disobeys them. ✓  
Lady Capulet refuses to intercede when Juliet wants her to persuade her husband to postpone the wedding. ✓

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

- 8.1.8      (a) To a book/page ✓ (1)

- (b) That he loves/admires/respects Juliet ✓ (1)

- 8.1.9      Open-ended

Accept a relevant response which shows an understanding of Paris's character and his suitability as a husband.

Do NOT award a mark for YES or NO. (1)



## 8.1.10 Open-ended

Accept a relevant response which shows an understanding of the intentions of the Capulets as far as Juliet is concerned.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated.

Do NOT award a mark for YES or NO.

(2)

8.2 8.2.1 (a) Benvolio ✓

(b) Tybalt ✓

(c) Mercutio ✓

(d) Nurse ✓

(4)

8.2.2 False ✓ She is being stubborn/disobedient/rebellious ✓

**NOTE:** Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.

If only FALSE is given, award 1 mark.

(2)

8.2.3 Juliet drinks the potion (she receives from Friar Lawrence). ✓  
She falls into a death-like sleep ✓ and instead of marrying Paris,  
she is buried on what would have been her wedding day. ✓

(3)

8.2.4 (a) happiness/relief/gratitude ✓

(1)

(b) He thinks Friar Lawrence has persuaded Juliet to behave like a good, obedient daughter. ✓

Friar Lawrence has saved his reputation. ✓

He does not need to break his promise to Paris. ✓

**NOTE:** Accept any TWO of the above.

(2)

8.2.5 Open-ended

Accept a relevant response which shows an understanding of Friar Lawrence's actions and their consequences.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated.

(2)

8.2.6 Open-ended

Accept a relevant response which shows an understanding of Juliet's predicament and her relationship with her parents.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated.

(2)

**[35]**

**OR**

**QUESTION 9 (ESSAY QUESTION )**

***NOTHING BUT THE TRUTH***

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

**The following points are by no means exhaustive. Candidates are expected to discuss relevant incidents from the play in their essays.**

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Thando's need to know the truth
  - Thando's need to know the truth about her mother.
  - Her understanding of her father's predicament
  - How Thando deals with the truth
  
- Siphos struggle with the truth and eventual reconciliation
  - The relationship between his brother and his wife
  - His unwillingness to accept the truth regarding his career
  - How Siphos finally reconciles with his past and the present
  
- How Mandisa learns important truths
  - Mandisa's discovery of cultural differences
  - Her perspective on the Truth and Reconciliation Commission
  - The truth about her father

**[35]**

**OR**

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

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

- 10.1 10.1.1 (a) father✓ (1)
- (b) daughter/child✓ (1)
- 10.1.2 (a) Mandisa✓ (1)
- (b) pride/love✓ (1)
- 10.1.3 (a) He was not feeling well/he had the flu/he was ill. ✓ (1)
- (b) He discovered his wife and Themba✓ making love/naked in the bedroom. ✓ (2)
- (c) Themba took his wife from him✓ and that reminds him of how Themba took his wire bus as well. ✓ (2)
- 10.1.4 The relationship was strained/characterised by Themba's selfish behaviour/taking from Siphos. ✓ The relationship caused pain/heartache to Siphos. ✓ (2)
- 10.1.5 (a) Selfish/uncaring/careless/spoilt✓ (1)
- (b) 'I watched him go with a piece of my heart and love for my wire bus.' (1)
- (c) Open-ended
- Accept a relevant response which shows an understanding of the mother's behaviour towards her children.  
Do NOT award a mark for YES or NO.  
For full marks, the response must be well-substantiated.  
A candidate can score 1 mark for a response which is not well-substantiated. (2)
- 10.1.6 He is highly-strung/nervous. ✓  
He is sentimental/remembers details from his past. ✓  
He is imaginative. ✓  
He can persevere. ✓  
He is sensitive/caring/unselfish. ✓  
He can become very angry when provoked. ✓
- NOTE:** Accept any TWO of the above. (2)

## 10.1.7 Open-ended

Accept a relevant response which shows an understanding of sibling rivalry in Siphos childhood and the way it affects him in adult life.

For full marks, the response must be well-substantiated.

A candidate can score 1 mark for a response which is not well-substantiated. (2)

- 10.2 10.2.1 (a) Thando✓ (1)
- (b) interpreter (translator)✓ (1)
- 10.2.2 Mandisa believes that people should be punished for their crimes. ✓  
Thando believes in forgiveness. ✓ (2)
- 10.2.3 She speaks her mind/she is not afraid to question. ✓  
She is westernised. ✓  
She is not afraid to question or challenge an elder. ✓  
She drinks alcohol showing that it is acceptable. ✓
- NOTE:** Accept any TWO of the above. (2)
- 10.2.4 (a) She should raise her eyebrows. ✓  
She should point at Siphos. ✓  
She should place her hands on her hips. ✓  
She should look accusingly. ✓  
She should look irritated. ✓  
She should raise her voice. ✓  
She must sound outraged. ✓
- NOTE:** Accept any TWO of the above. (2)
- (b) Arrogant/angry/annoyed/firm/assertive/authoritative/decisive✓ (1)
- 10.2.5 False. ✓ The last time he drank was when Luvuyo died./Thando is shocked when he says he was drinking at the shebeen./He only drinks after he is not appointed as Chief Librarian. ✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.  
If only FALSE is given, award 1 mark. (2)
- 10.2.6 C/shot✓ (1)
- 10.2.7 Siphos did not get the job as Chief Librarian. ✓ (1)

## 10.2.8 Open-ended

Accept a relevant response which shows an understanding of Themba's political and/or personal reasons for not returning. (1)

## 10.2.9 Open-ended

Accept a relevant response which shows an understanding of the importance/insignificance and relevance/irrelevance of traditional practices as well as personal choices.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

**[35]**

**TOTAL SECTION B: 35**

**SECTION C: SHORT STORIES**

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

**QUESTION 11 (ESSAY QUESTION )*****THE SECRET LIFE OF WALTER MITTY***

**NOTE:** Use the 35-mark assessment rubric on page 30 to assess the candidates' essays.  
The following points are by no means exhaustive. Candidates are expected to discuss relevant incidents from the short story in their essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- THREE different roles Walter Mitty creates for himself
  - Walter is a commander in a military scenario.
  - Walter is a doctor of great skill and expertise.
  - Walter is in court after shooting a man.
  - He is the pilot of a bomber plane.
  - He faces a firing squad.

**NOTE:** Candidates will write on any THREE of the above.

- Why Walter Mitty creates these roles
  - It allows him to imagine that he is in control.
  - In real life, he is always submissive to his wife.
  - His fantasy world signifies his deep yearning to be independent.
- How Walter Mitty is brought back to reality each time
  - When he is imagining that he is in a plane, his wife shouts at him.
  - In the imaginary world of a doctor, a parking attendant shouts at him.
  - In his courtroom adventure, someone shouts out, 'You miserable cur!'
  - In his bomber fantasy, his wife strikes him on the shoulder.
  - He is still facing the imaginary firing squad when the story ends.

**NOTE:** Candidates will write on any THREE of the above.

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

**QUESTION 12 (CONTEXTUAL QUESTION)****THE SISTERS – Pauline Smith**

Candidates are required to answer BOTH questions, i.e. 12.1 and 12.2.

- 12.1 12.1.1 (a) Ghamka✓  
(b) Platkops✓  
(c) Sukey✓  
(d) Burgert de Jager✓ (4)
- 12.1.2 Burgert bonded some of his lands to Jan Redlinghuis. ✓  
He cannot repay Jan who, in turn, demands to marry Marta. ✓  
If Marta refuses to marry Jan, her father will lose his water rights. ✓
- NOTE:** Accept any TWO of the above. (2)
- 12.1.3 She wants to help her father/save the farm./ Her marriage to Jan will give her father access to the much-needed water. ✓  
She wants to spare her father the humiliation of poverty/being treated like a poor white. ✓ (2)
- 12.1.4 D/selfish✓ (1)
- 12.1.5 Open-ended
- Accept a relevant response which shows an understanding of the question and the story.  
Do NOT award a mark for YES or NO.  
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)
- 12.1.6 They love each other dearly./They care for each other's well-being. ✓

**AND**

e.g. Sukey is willing to take Marta's place with Jan./She often visits Marta./They share everything./Sukey nurses Marta when she is dying./Marta calls Sukey 'darling'./Marta held Sukey in her arms./Sukey cried in Marta's arms. ✓

**NOTE:**

- Award one mark for the explanation and 1 mark for the example.
- Award a mark for the reason/motivation only if the first part answer is correct. (2)

- 12.1.7 She is selfless and will do anything for her father. ✓  
She is compassionate towards her sister. ✓  
She is not judgemental. ✓  
She is willing to accept her fate. ✓  
She is obedient. ✓
- NOTE:** Accept any TWO of the above. (2)
- 12.1.8 (a) To ask Jan to marry her ✓ instead of Marta. ✓ / To offer herself ✓ to Jan instead of Marta. ✓ (2)
- (b) Sisterly love/love for her sister/ sacrifice. ✓ (1)
- 12.1.9 Open-ended
- Accept a relevant response which shows an understanding of self-sacrifice in the context of the story.  
For full marks, the response must be well substantiated. A candidate can score 1 mark for a response which is not well substantiated. (2)
- 12.2 12.2.1 She was a very gentle/peace-loving/sensitive person. ✓ (1)
- 12.2.2 False. ✓ She died of a broken heart./She died of a heart condition. ✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (False) is correct.  
If only FALSE is given, award 1 mark. (2)
- 12.2.3 Marta had died. ✓  
He had disappeared. ✓
- NOTE:** Accept any ONE of the above. (1)
- 12.2.4 He is feeling guilty. ✓  
He knows that he is responsible for Marta's illness. ✓  
He probably wants to commit suicide. ✓  
He does not want to be present when Marta dies. ✓
- NOTE:** Accept any TWO of the above. (2)
- 12.2.5 (a) Metaphor ✓ (1)
- (b) The fight for water rights has caused the death ✓ of Marta ✓ (and his wife). (2)



- 12.2.6 He changes from a greedy/selfish/cruel man ✓ to one who is sorry for his mistakes/actions. ✓

**OR**

He changes from a greedy/selfish/cruel man ✓ to one who wants to be a better/kinder person. ✓ (2)

- 12.2.7 'Who am I that I should judge you?' ✓

**OR**

'Do now as it seems right to you.' ✓

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

- 12.2.8 Open-ended

Accept a relevant response which shows an understanding of the characters and their reasons for behaving as they do. Allow for an answer containing a combination of characters.

For full marks, the response must be well-substantiated.

A candidate can score one mark for a response which is not well-substantiated.

**NOTE:** Award one mark for the character and two marks for the explanation.

(3)  
[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY**

**NOTE:** Candidates are required to answer ANY TWO of the prescribed poems.

**QUESTION 13: Sonnet 116: Let me not to the marriage of true minds –  
W Shakespeare**

- 13.1 13.1.1 sonnet (½)  
13.1.2 constant (½)  
13.1.3 couplet (½) (1½)

- 13.2 Let me not allow obstacles ✓ to interfere with true love. ✓

**OR**

- If two people are truly in love, ✓ no obstacles ✓ will come between them. (2)
- 13.3 authoritative/philosophical/emphatic/matter-of-fact/confident/assertive ✓ (1)
- 13.4 13.4.1 metaphor ✓ (1)  
13.4.2 It shows that true love, just like a permanent mark, ✓ never changes. ✓ (2)
- 13.5 storm/strong wind/gale/hurricane/blizzard ✓ (1)
- 13.6 False. ✓ It refers to a lost ship/vessel. ✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (False) is correct.  
If only FALSE is given, award 1 mark. (2)
- 13.7 B/time is being personified. ✓ (1)
- 13.8 Time causes physical changes ✓ but it does not change true love. ✓ (2)
- 13.9 quatrain ✓ (1)
- 13.10 Open-ended

Accept a relevant response which shows an understanding of the nature of love as conveyed in the poem.

Do NOT award a mark for YES or NO. (1)

- 13.11 Open-ended

Accept a relevant response which shows an understanding of the complexities of the nature of true love OR that the poet's viewpoint is too idealistic.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score one mark for a response which is not well-substantiated. (2)

**[17½]**

**QUESTION 14: Mementos – WD Snodgrass**

- 14.1 14.1.1 ex-wife (½)  
14.1.2 picture (½)  
14.1.3 soldier (½) (1½)

- 14.2 The cards were yellow in colour. ✓  
The cards were old. ✓ (2)

- 14.3 14.3.1 A/simile ✓ (1)

- 14.3.2 To show how stunned/shocked the speaker was. ✓ The shock of finding the photograph was similar to that of finding a severed hand in his yard. ✓ (2)

- 14.4 They were amazed/mesmerised/astonished/attracted. ✓

**OR**

- They admired her. ✓ (1)

- 14.5 'those two long years'/'two long years Overseas'/'choke down my fear'/'it might come back' ✓ (1)

- 14.6 False. ✓ He went to war before he was married. ✓

- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.  
If only FALSE is given, award 1 mark. (2)

- 14.7 Stanza 4 shows the negative impact the speaker and his ex-wife had on each other. ✓ Stanza 2 shows the speaker's admiration for her. ✓ (2)

- 14.8 With lies/self-denial/unspoken regret/treachery/blame ✓ (1)

- 14.9 The tone is one of acceptance/resignation/nostalgia/sentimentality/bitterness ✓ (1)

- 14.10 He keeps it for sentimental reasons./He cherishes the memories of their relationship./He is nostalgic. ✓ (1)

- 14.11 Open-ended

Accept a relevant response which shows an understanding of the speaker's emotions about the end of the relationship.

Do NOT award a mark for YES or NO.

For full marks, the response must be well-substantiated. A candidate can score one mark for a response which is not well-substantiated.

(2)  
**[17½]**

**QUESTION 15: The birth of Shaka – Mbuyiseni Oswald Mtshali**

- 15.1      15.1.1      praise (½)  
              15.1.2      royalty (½)  
              15.1.3      prophecy (½) (1½)
- 15.2      'boiled his blood'/'pot of passion' ✓ (1)
- 15.3      A/strong emotions ✓ (1)
- 15.4      He was a born warrior/soldier/wise man/master strategist ✓ and could defeat every enemy/was better than his opponents. ✓ (2)
- 15.5      15.5.1      True. ✓ 'forged' ✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.  
 If only TRUE is given, award 1 mark. (2)
- 15.5.2      Open-ended
- Accept a relevant response which shows an understanding of the African landscape/culture. The answer should contain a reference to the fact that it is an African poem OR to Shaka's strength. (1)
- 15.5.3      It would make him courageous/mentally strong/ruthless/clever. ✓ (1)
- 15.6      gods ✓ and ancestors ✓ (2)
- 15.7      He was a visionary. ✓ ✓ / He could see ✓ what was going to happen in the future. ✓ / He was intelligent ✓ and gave guidance to his people. ✓ (2)
- 15.8      They killed him. / An assassin is a killer and they were murderers. / They had a political motivation for killing Shaka. / Shaka was a prominent public figure. ✓ (1)
- 15.9      Admiration/praise ✓ (1)
- 15.10      Open-ended
- Accept a relevant response which shows an understanding of the qualities of Shaka illustrated in the poem.  
 For full marks, the response must be well-substantiated. A candidate can score one mark for a response which is not well-substantiated. (2)
- [17½]**

**QUESTION 16: An elementary school classroom in a slum – Stephen Spender**

- 16.1 16.1.1 political (½)  
16.1.2 education (½)  
16.1.3 disadvantaged (½) (1½)
- 16.2 16.2.1 They all look sick/unwell/unhealthy. ✓ (1)  
16.2.2 simile ✓ (1)  
16.2.3 Rootless weeds are lifeless/unkempt/dull. ✓ The children's hair is similar to rootless weeds. ✓ (2)
- 16.3 D/ inherited his father's disease ✓ (1)
- 16.4 The children's future is gloomy/dark/sad/uncertain. ✓ (1)
- 16.5 The children will always be teased by the unrealistic world of Shakespeare's works./The children will never come to enjoy the pleasures of Shakespeare's works. ✓ (1)
- 16.6 False. ✓ 'cramped holes' ✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.  
If only FALSE is given, award 1 mark. (2)
- 16.7 They are underfed/suffering from malnutrition. ✓ (1)
- 16.8 governor/teacher/inspector/visitor/government officials/authorities  
**NOTE:** Accept any TWO of the above. (2)
- 16.9 It shows them the outside world./ It inspires them to visit places. ✓ (1)
- 16.10 Open-ended  
Accept a relevant response which shows an understanding of the unfortunate circumstances in which these children find themselves. (1)
- 16.11 Open-ended  
Accept a relevant response which shows an understanding of the prevalence of poverty and its impact in many parts of the world.  
Do NOT award a mark for YES or NO.  
For full marks, the response must be well-substantiated.  
A candidate can score one mark for a response which is not well-substantiated. (2)

**[17½]****TOTAL SECTION D: 35  
GRAND TOTAL: 70**

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

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

CODES & MARK ALLOCATION		CONTENT [25] Interpretation of topic. Depth of argument, justification & grasp of prescribed work.	MARK ALLOCATION	STRUCTURE AND LANGUAGE [10] Structure, logical flow & presentation. Language, tone and style.
<b>Code 7</b> 80–100%	<b>Outstanding</b>  20–25 marks	<ul style="list-style-type: none"> <li>- In-depth interpretation of topic, all aspects of topic fully explored.</li> <li>- Excellent response. (90+: outstanding response).</li> <li>- Range of striking arguments extensively supported from text.</li> <li>- Excellent understanding of genre &amp; text.</li> </ul>	<b>Outstanding</b>  8–10 marks	<ul style="list-style-type: none"> <li>- Coherently structured piece.</li> <li>- Excellent introduction &amp; conclusion.</li> <li>- Arguments well structured &amp; clearly developed.</li> <li>- Language, tone &amp; style mature, impressive &amp; correct.</li> </ul>
<b>Code 6</b> 70–79%	<b>Meritorious</b>  17½–19½ marks	<ul style="list-style-type: none"> <li>- Above average interpretation of topic. All aspects of topic adequately explored.</li> <li>- Detailed response.</li> <li>- Range of sound arguments given, well supported from text.</li> <li>- Very good understanding of genre &amp; text.</li> </ul>	<b>Meritorious</b>  7–7½ marks	<ul style="list-style-type: none"> <li>- Essay well structured.</li> <li>- Good introduction &amp; conclusion.</li> <li>- Arguments &amp; line of thought easy to follow.</li> <li>- Language, tone &amp; style correct &amp; suited to purpose.</li> <li>- Good presentation.</li> </ul>
<b>Code 5</b> 60–69%	<b>Substantial</b>  15–17 marks	<ul style="list-style-type: none"> <li>- Shows understanding &amp; has interpreted topic well.</li> <li>- Fairly detailed response to topic.</li> <li>- Some sound arguments given, but not all as well motivated as they could be.</li> <li>- Understanding of genre &amp; text evident.</li> </ul>	<b>Substantial</b>  6–6½ marks	<ul style="list-style-type: none"> <li>- Clear structure &amp; logical flow of argument.</li> <li>- Introduction, conclusion &amp; other paragraphs coherently organized.</li> <li>- Flow of argument can be followed.</li> <li>- Language, tone &amp; style largely correct.</li> </ul>
<b>Code 4</b> 50–59%	<b>Adequate</b>  12½–14½ marks	<ul style="list-style-type: none"> <li>- Fair interpretation of topic, but not all aspects explored in detail.</li> <li>- Some good points in support of topic.</li> <li>- Most arguments supported but evidence is not always convincing.</li> <li>- Basic understanding of genre &amp; text.</li> </ul>	<b>Adequate</b>  5–5½ marks	<ul style="list-style-type: none"> <li>- Some evidence of structure.</li> <li>- Essay lacks well-structured flow of logic &amp; coherence.</li> <li>- Language errors minor, tone &amp; style mostly appropriate.</li> <li>- Paragraphing mostly correct.</li> </ul>
<b>Code 3</b> 40–49%	<b>Moderate</b>  10–12 marks	<ul style="list-style-type: none"> <li>- Very ordinary, mediocre attempt to answer question.</li> <li>- Very little depth of understanding in response to topic.</li> <li>- Arguments not convincing &amp; very little justification from text.</li> <li>- Learner has not fully come to grips with genre or text.</li> </ul>	<b>Moderate</b>  4–4½ marks	<ul style="list-style-type: none"> <li>- Planning and/or structure faulty.</li> <li>- Arguments not logically arranged.</li> <li>- Paragraphing faulty.</li> <li>- Language errors evident.</li> <li>- Tone &amp; style not appropriate to purpose of academic writing.</li> </ul>
<b>Code 2</b> 30–39%	<b>Elementary</b>  7½–9½ marks	<ul style="list-style-type: none"> <li>- Poor grasp of topic.</li> <li>- Response repetitive &amp; sometimes off the point.</li> <li>- No depth of argument, faulty interpretation/Arguments not supported from text.</li> <li>- Very poor grasp of text &amp; genre.</li> </ul>	<b>Elementary</b>  3–3½ marks	<ul style="list-style-type: none"> <li>- Poor presentation &amp; lack of planned structure impedes flow of argument.</li> <li>- Language errors &amp; incorrect style make this a largely unsuccessful piece of writing.</li> </ul>
<b>Code 1</b> 0–29%	<b>Not achieved</b>  0–7 marks	<ul style="list-style-type: none"> <li>- Response bears some relation to topic but argument difficult to follow or largely irrelevant.</li> <li>- Poor attempt at answering the question. The few relevant points have no justification from the text.</li> <li>- Very poor grasp of text &amp; genre.</li> </ul>	<b>Not Achieved</b>  0–2½ marks	<ul style="list-style-type: none"> <li>- Difficult to determine if the topic has been addressed.</li> <li>- No evidence of planned structure or logic.</li> <li>- No paragraphing or coherence.</li> <li>- Poor language.</li> <li>- Incorrect style &amp; tone.</li> </ul>