Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Department van Onderwys
Porafensie Ya Kapa Botjahabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2026

ENGLISH FIRST ADDITIONAL LANGUAGE P2 MARKING GUIDELINE

MARKS: 70

TIME: 2½ hours

This marking guideline consists of 21 pages

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INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.

2. These marking guidelines are merely a guide to assess learners' responses.

3. Candidates' responses should be assessed as objectively as possible.

4. **MARKING GUIDELINES**

   4.1 A candidate may not answer more than ONE question on the same genre.

   4.2 If a candidate gives two answers where the first one is wrong and the next one is correct, mark the first answer and **ignore** the next.

   4.3 If answers are incorrectly numbered, mark according to the marking guidelines.

   4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.

   4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.

   4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.

   4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

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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) E/ prays at the mountain✓
(b) A/ finds help for Gertrude✓
(c) D/ hit by a lorry ✓
(d) C/gets married in prison✓ (4)

1.1.2 This takes place when Kumalo arrives to fetch his sick sister, Gertrude✓, in Claremont/Gertrude's house.✓ (2)

1.1.3 It is ironic that Gertrude claims that she does not like Johannesburg and wants to return home, yet she remained there for a long time, with no attempt to go home.✓✓

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

1.1.4 (a) Ashamed/remorseful/regretful ✓ (1)

(b) She feels guilty and remorseful about the immoral actions she has been involved in while in Johannesburg. (1)

1.1.5 Kumalo is caring/ empathetic/ compassionate, ✓he comforts his sister even though he was angry about how she lived in Johannesburg. ✓ (2)

1.1.6 Mrs Lithebe gives Gertrude a place to stay with her child✓ and offers them food to eat. ✓ (2)

1.1.7 Harrison✓ (1)

1.1.8 Open-ended.

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

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Yes.

- Kumalo takes it upon himself to go to Johannesburg and look for his sick sister Gertrude, and when he gets there, he makes sure that he finds all his family members.
- Kumalo supports Absalom through prayer when he finds that he will be hanged.
- He takes care of Absalom's wife and child in Ndotsheni.

OR

No.

- Kumalo prioritises his parish and the community of Ndotsheni, which might have led to him ignoring his family.
- He is not proactive in looking for his family in Johannesburg; he waits for Msimangu to write a letter to him.
- Kumalo's absence in Johannesburg leaves Absalom without paternal guidance. (3)

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.

AND

1.2 1.2.1 Stephans Kumalo ✓ (1)

1.2.2 He is confused /troubled/ conflicted,✓ he is unsure if Jarvis will take his condolences letter well**,** as he believes Mrs Jarvis's death may be linked to the heartache caused by the loss of her son, Arthur, who was killed by Kumalo's son. ✓ (2)

1.2.3 (a) Metaphor ✓ (1)

(b) Kumalo battles with his conscience just like someone wrestling with a physical opponent, ✓showing his intense mental struggle with a tough decision of whether to write the letter or not.✓ (2)

1.2.4 Kumalo writes the letter to express his condolences and compassion to James ✓after James lost his wife. ✓ (2)

1.2.5 B/ build a church in Ndotsheni.✓ (1)

1.2.6
- Jarvis helps by sending an agricultural demonstrator to teach people of Ndotsheni modern farming methods. ✓

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- He arranges milk supplies for the children to improve their health. ✓ (2)

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

- Stephen Kumalo writes a letter of condolences to James Jarvis after the death of Mrs Jarvis, expressing his sympathy and sorrow.
- James Jarvis provides milk to the children of Ndotsheni after noticing their poor health and malnutrition during his visit to the valley.
- Stephen Kumalo sympathises with Absalom by praying for him when he learns that Absalom will be executed and that there will be no mercy granted to him. (3)

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

1.2.8 Open-ended.

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

Yes.

- James Jarvis experiences deep personal loss when his son, Arthur Jarvis, is shot and killed during a house robbery in Johannesburg.
- Jarvis regrets that he struggled to connect with his son while he was still alive, and he realises that he did not fully understand his son's view about social justice.
- Jarvis also loses his wife, Margaret Jarvis, and is left alone.

OR

No.

- James Jarvis is wealthy and has sufficient resources that he shares with other disadvantaged people of Ndotsheni.
- James is fortunate that his late son lived a meaningful and impactful life, unlike Kumalo's son.
- He is a powerful man and believes in the development of the community; even after his wife's passing, he builds the church at Ndotsheni.

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

TOTAL SECTION A: 35

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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) E/ takes a walk every Sunday ✓
(b) C/ believes science must follow morality✓
(c) A/ is bothered by his duality✓
(d) B / a respected member of parliament✓ (4)

2.1.2 The extract takes place when Utterson asks Poole about Hyde/ Mr Utterson searches for Hyde✓ at Dr Jekyll's house. ✓ (2)

2.1.3 (a) Personification ✓ (1)

(b) Just like a person would sit on a chair, so is Hyde's face in Utterson's mind ✓ to emphasise the intense, haunting presence of Hyde. ✓ (2)

2.1.4 The laboratory door is a secret entrance✓ for Hyde not to be seen accessing Dr Jekyll's house.✓ (2)

2.1.5 Utterson is worried/concerned✓ because he feels that Dr Jekyll is in trouble and needs help from a friend. ✓ (2)

2.1.6 Denman ✓ (1)

2.1.7 Open-ended.

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

Yes.

- Poole does not disclose information about the relationship between Dr Jekyll and Hyde when Utterson asks him about the connection between Hyde and Dr Jekyll.
- Poole runs Dr Jekyll's errands without sharing them with anyone.
- When Dr Jekyll wants Lanyon to help him, he sends instructions to his servant Poole and, like a trustworthy servant, Poole ensures that Lanyon accesses Dr Jekyll's laboratory.

OR

No.

- Poole reveals to Utterson that Hyde has a key to Dr Jekyll's door, which links Dr Jekyll to Hyde.
- He discloses that Dr Jekyll has given them an instruction that they must obey and respect Hyde.
- Poole affirms to Utterson that Dr Jekyll trusts Hyde, which makes Utterson suspicious about the link between Jekyll and Hyde. (3)

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.

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AND

2.2 2.2.1. Hyde✓ (1)

2.2.2 C/invent Hyde ✓ (1)

2.2.3 Dr Jekyll is determine/persistent ✓, he is determined or resolute in his efforts to get his drugs from the presses of his cabinet in the laboratory despite being unable to get them by himself.✓ (2)

2.2.4 (a) Anxious/fearful ✓ (1)

(b) Dr Jekyll fears that his own servants will send him to be punished if they see him entering using the house door. ✓ (1)

(c) Dr Jekyll (who is also Hyde) is on the run because Hyde murdered Sir Carew✓ and the police are looking for him. ✓ (2)

2.2.5 It is ironic that Dr Jekyll thinks of getting help from Lanyon with regard to the experiment, yet Lanyon opposed the experiment from the beginning. ✓✓

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

2.2.6 Dr Jekyll instructs Dr Lanyon to go to his house and take a drawer with powder, a phial and a paper book to Cavendish square. ✓
At midnight he instructs him to open for a man who will say he is Dr Jekyll and place the drawer into the man's hand. ✓ (2)

2.2.7 The discussion of the theme of viciousness should include the following points, among others:

- Hyde's vicious nature is shown when he tramples a young girl in the street and instead of apologising, he simply uses money to silence her family.
- Hyde's brutality becomes even more evident when he murderously attacks Sir Danvers Carew, beating him to death in a savage and unprovoked manner.
- Dr Jekyll's viciousness is shown through his unethical use of science, where he creates Hyde knowing he represents his darkest and most dangerous side.

(3)

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

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2.2.8 Open-ended.

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

Yes.

- When Dr Jekyll wants help with his experiment, Lanyon avails himself to help even though he does not support the experiment.
- He also respects Jekyll's freedom to pursue his experiments and does not interfere, even when he disapproves.
- Lanyon does not stop worrying about Jekyll's behaviour, which shows he is a caring friend.

OR

No.

- Dr Lanyon breaks his friendship with Jekyll because he does not agree with his scientific beliefs.
- Lanyon knows that Dr Jekyll's experiment will get him in trouble and does not want to associate himself with it.
- He tells Utterson that he wants nothing more to do with Jekyll, showing that he prefers to cut ties rather than to maintain the friendship. (3)

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.

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TOTAL SECTION A: 35

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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) D/ threat to Macbeth's throne✓
(b) C/leads Scottish rebel forces✓
(c) E/ his ghost haunts Macbeth ✓
(d) A/ murdered at Macbeth's Inverness✓ (4)

3.1.2 Ambitious/ expectant, ✓Macbeth is already thinking about being king, showing he is hungry for power/Macbeth is anticipating the prophecy's fulfilment, thinking it could happen.✓ (2)

3.1.3 The previous Thane of Cawdor is sentenced to death for treason, ✓and Macbeth is bestowed this title by the king as a reward for his bravery and loyalty in the battle. ✓ (2)

3.1.4 Cautious/wise,✓it is evident from his warning to Macbeth that he thinks the witches may deceive them, indicating his wise nature and awareness of potential danger. ✓ (2)

3.1.5 Macbeth ✓ (1)

3.1.6 B/ lost in thought ✓ (1)

3.1.7 The discussion of the theme of betrayal of order and its consequences should include the following points, **among others:**

- Macbeth feels intense guilt immediately after killing King Duncan, marked by his inability to say "Amen" and the phrase "Macbeth does murder sleep".
- After the death of Banquo, Macbeth sees Banquo's ghost, symbolising his guilt and paranoia.
- Lady Macbeth also struggles with guilt, ultimately succumbing to madness and sleepwalking. (3)

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

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3.1.8 Open-ended.

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

- The witches' prophecy ignites Macbeth's desire for power, setting him on a path of killing and destruction.
- The witches use ambiguous language, leading Macbeth to misinterpret their words and make fatal decisions.
- The witches' involvement creates an atmosphere of inevitability, making Macbeth feel destined for greatness, so more likely to commit crimes.

OR

No.

- His ambition for power is the root cause of his downfall.
- Macbeth chooses to act on prophecy, making his own decisions and bearing responsibility for them.
- Lady Macbeth's provocations and emotional manipulation play a significant role in Macbeth's actions. (3)

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.

AND

3.2 3.2.1 The place is Lady Macbeth's place or place/Inverness, ✓when the Doctor and Gentlewoman witness Lady Macbeth's sleepwalking and guilt-ridden behaviour.✓ (2)

3.2.2 Rubbing her hands (with increasing intensity) ✓

Pacing frantically✓

Staring at her hands✓

NOTE: Accept any other relevant actions. (2)

3.2.3 (a) Curiosity/concern/puzzled. ✓ (1)

(b) Doctor is puzzled by Lady Macbeth's utterances and actions, hinting at her involvement in King Duncan's murder. ✓ (1)

3.2.4 They were brutally murdered by murderers sent by Macbeth. ✓ (1)

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3.2.5 It is ironic that Lady Macbeth, who earlier belittled Macbeth's concerns about blood on his hands (saying "A little water clears us of this deed"), yet finds herself haunted by the indelible stain on her own hand. ✓✓ (2)

NOTE: Both parts must be included to earn marks.

3.2.6 (a) Hyperbole (1)

(b) Lady Macbeth uses exaggeration by stating that even the finest perfumes of Arabia are insufficient to remove the stench of blood, ✓emphasising the overwhelming guilt or burden of her conscience. ✓ (2)

3.2.7 She would not sacrifice her morality and peace of mind, ✓even if it meant gaining the highest honours and dignity. ✓ (2)

3.2.8 Open-ended.

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

- She is a product of her time, influenced by societal expectations and her husband's ambitions, which contribute to her evil actions.
- Her guilt and paranoia lead to sleepwalking, hallucinations and consequently her death, evoking sympathy.
- Her character's descent into madness and despair is a tragic consequence of her choices; this again warrants sympathy.

OR

No.

- She pushes Macbeth into committing murder, showing a ruthless side.
- Her initial confidence and lack of empathy for the King and others suggest cruelty, then she does not deserve sympathy.
- She is accountable for her actions, and her eventual breakdown might be seen as a consequence of her choices rather than an excuse for sympathy (3)

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.

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QUESTION 4: *MY CHILDREN! MY AFRICA!*

4.1 4.1.1 (a) B/ believes in the Confucius✓
(b) A/ is a domestic worker✓
(c) E/ a debate team captain ✓
(d) C/ lives with his grandmother✓ (4)

4.1.2 This takes place after the interschool debate✓ at Zolile High School.✓ (2)

4.1.3 Mr M wants Thami to participate and win the Standard Bank literature quiz competition✓ and get a full university scholarship to further his studies. ✓ (2)

4.1.4 Thami is frustrated /conflicted/ irritated/ annoyed ✓he feels Mr M does not treat him like a matured individual/ he is irritated by the lack of independence Mr M gives him/ he is annoyed that Mr M thinks he knows what is best for him and does not ask for his opinion. ✓ (2)

4.1.5 (a) Excited ✓ (1)

(b) Thami is excited that Isabel's school is so advanced that it has a school newspaper. ✓ (1)

4.1.6 The discussion of the theme of rebellion should include the following viewpoints, **among others:**

- Thami is rebellious towards Mr M's teachings when he decides to drop out of school and join the boycott.
- Thami rebels against his parents' wishes of being educated and not be distracted in his studies.
- Isabel is rebellious against societal norms by befriending Thami, who is black and yet she is white. (3)

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

4.1.7 Open-ended.

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

Yes.

- When reprimanded by Thami for using the word 'riot', Isabel comes to understand black people have no freedom of speech and live in constant fear.
- She also realises, through Mr M not allowing Thami to express his views, that black people are also oppressed by their own culture
- Isabel is told by Thami that school does not mean the same to them as black people as it does to white people, to expose the unequal education black people experienced under apartheid South Africa.

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OR

No.

- When Thami tells Isabel that he does not want to be seen with a white person by the comrades, she does not understand why the fight for liberation should affect her friendship with Thami.
- Isabel does not understand why Thami does not want to go to university and further his studies.
- Isabel struggles to comprehend why the comrades are outraged that Mr M has given the police names of comrades and refuses to support the school boycott.

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 It is ironic that Mr M's rhetorical question to Thami suggests he does not support Bantu education, yet he is actively participating in it as a teacher.✓✓

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

4.2.2 (a) Hyperbole / exaggeration✓ (1)

(b) Mr M uses hyperbole when he says he has mentioned his dislike for Bantu Education a thousand times,✓ to emphasise the frequency and frustration. ✓

OR

Mr M uses hyperbole when he asks if Thami had put fingers in his ears✓ to emphasise Thami's failure to hear him. ✓ (2)

4.2.3 Samuel ✓ (1)

4.2.4 (a) Mr M is confident/ boastful/ self-assured✓ he strongly believes that, despite the inferior education Thami is exposed to, he managed to liberate Thami's mind. ✓ (2)

(b) Mr M should move closer to Thami. ✓
Look him straight in the eyes✓
Point at Thami.✓

NOTE: Accept any other relevant actions. (2)

4.2.5 C/ speaks fluently✓ (1)

4.2.6 The comrades accuse Mr M of being an informer✓ and they decide to march to the school and burn it down if they find Mr M in it.✓ (2)

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4.2.7 He feels that his relationship with Isabel is compromising his relationship with comrades and his involvement in the fight for liberation/ does not want to be seen by the comrades with Isabel.✓ (1)

4.2.8 Open-ended.

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

Yes.

- Mr M's interschool debate advocates for equality because it brings together black and white students to compete on an equal footing.
- Mr M allows the learners of Zolile High to vote for the winner of the debate as a way of exercising the right to vote that was only given to white people at that time.
- Mr M gives Thami and Isabel equal tasks during the literature quiz preparation; neither is no one more superior to the other.

OR

No.

- He respects Isabel's opinion, whereas he makes decisions for Thami, which shows he does not treat them equally.
- He teaches Bantu Education, which is an inferior education given to blacks only.
- He does not join the boycott as a way of fighting for equality.

NOTE: Do NOT award a mark for YES or NO. Credit response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 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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TOTAL SECTION B: 35

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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: 'REJECTION' by Mariama Bâ'

5.1 5.1.1 (a) D/ rejects Tamsir's marriage proposal.✓
(b) C/ takes a second wife.✓
(c) B/ she divorces her husband.
(d) E/ Binetou's friend and classmate ✓ (4)

5.1.2 At the narrator's or Modou's place✓ when 3 men (Tamsir, Modou, Mawdo Ba and Imam) visit the narrator to inform her that Modou has married a second wife. ✓ (2)

5.1.3 The narrator means that she replayed her relationship in her mind/ reflect on her relationship, ✓ trying to pinpoint the exact moment when things went wrong/ how her husband could shockingly take a second wife. ✓ (2)

5.1.4 Self-control/Resilience/Pride, ✓She can compose herself and manage her emotions despite being deeply upset by the news of Modou taking a second wife/She is determined not to give her visitors the satisfaction of seeing her distress. ✓ (2)

5.1.5 twelve✓ (1)

5.1.6 The narrator has just been informed that her husband has married Bineto (a young girl who is a friend to her daughter), ✓yet the narrator ✓ refers to him as 'a good father and good husband'. ✓ (2)

5.1.7 Aissatou's ex-husband. (1)

5.1.8 Open-ended.

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

Yes.

- Binetou is friends with Dabo and visits her home, gaining trust, while secretly being in a relationship with her father. This suggests a manipulative nature.
- Binetou does not reveal her affair with Modou to her friend, indicating she is aware of the deceit and is manipulative.
- She seeks advice from Dabo about her relationship and gives her a partial truth about the marriage plans.

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OR

No.

- Binetou's youth and potential vulnerability make her more likely to be a victim of circumstance, possibly pressured into marriage with Modou due to financial difficulties and/or family pressures.
- Her silence about the affair could be due to fear of losing her friendship with Dabo.
- Binetou's actions might be driven by desperation and desire for security, rather than manipulative intentions, given her age. (3)

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.

AND

5.2 'CLASS ACT' by Namhla Tshisana

5.2.1 B/ teasing the narrator✓ (1)

5.2.2 Aunt Connie refuses to fix the tunic because she does not want to use white cotton, as it would be visible and make the blue tunic look untidy.✓ (1)

5.2.3 (a) Hyperbole/ exaggeration (1)

(b) The shortness of the tunic is exaggerated to the size of three fingers✓ to show that the tunic is extremely short. ✓ (2)

5.2.4 The narrator is embarrassed/self-conscious; she is uncomfortable with her knock -knees and feels that everyone is focusing on her appearance, particularly her thighs and knock-knees. ✓ (2)

5.2.5 The mother believes that the narrator is yet to grow, so she does not want the tunic to quickly outgrow her. ✓
She does not want to buy another tunic in standard 7 and 8.✓ (2)

5.2.6 (a) Sarcastic/ mockery/ teasing ✓ (1)

(b) She is mocking the narrator because of the change of look; thus, from looking like a nun to showing off her thighs. ✓ (1)

5.2.7 Three times ✓ (1)

5.2.8 The discussion of the theme of yearning for acceptance should include the following viewpoints, **among others:**

- The narrator feels that she does not fit in and thinks the popular girls at school do not see her as "good enough".
- In her attempt to be accepted by other learners, she tries to get her big tunic fixed so that she can look like the rest of the girls.
- Her efforts to fit in fail when her sister makes the tunic too short, which subjects her to further embarrassment and intensifies her longing for acceptance.

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

5.2.9 Open-ended.

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

Yes.

- The mother ensures she won't have to spend money on a new tunic for the upcoming years, as the narrator will eventually "grow into it".
- The appearance of the uniform is secondary to the fact that the child has a uniform; the mother's priority is for her child to have a uniform, which is a requirement for attendance.
- The oversized tunic is a way of managing limited resources wisely, while ensuring that her child's school needs are met.

OR

No.

- The mother's decision leads to the narrator being a victim of being bullied at school.
- The oversized tunic draws unwanted attention, affecting the narrator's confidence and emotional well-being.
- Even when the narrator tries to get the tunic fixed, she gets more embarrassed and humiliated.

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

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TOTAL SECTION C: 35

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SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions.

QUESTION 6.1: The lake isle of Innisfree' by William Butler Yeats

6.1 6.1.1 (a) world ✓
(b) nature✓
(c) peace✓
(d) lake✓ (4)

6.1.2 The speaker will use the nine rows of beans as his source of food✓ and the small cabin built of clay and wattle for shelter. ✓ (2)

6.1.3 (a) The speaker is hopeful/optimistic/longing✓ he is envisioning finding peace in Innisfree/ he is optimistic about finding peace in Innisfree. ✓ (2)

(b) He wants to live alone in a quiet, natural, unspoiled area filled with nature and no human noise✓ where only the buzzing of bees can be heard.✓ (2)

6.1.4 To emphasise the urgency of the speaker's intention to go to Innisfree.✓ (1)

6.1.5 The discussion of the theme of the peacefulness of nature that nature provides should include the following viewpoints, **among others:**

- The speaker intends to go to Innisfree, which is described as a place full of nature and is peaceful; even the sound of the bees does not distract the speaker but rather shows the peacefulness of nature.
- The midnight is bright and shiny, and the noon has a purple glow, which shows there is peace.
- The sound of the lake brings an image of calmness and peace, showing nature is peaceful. (3)

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

6.1.6 Open-ended.

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

Yes.

- The speaker yearns for solitude and inner peace.
- He perceives Innisfree as a tranquil space where peace "comes dropping slow," and where the gentle sounds of nature, such as the bees, contribute to a soothing and restorative atmosphere.
- The speaker derives emotional comfort from the natural world, and the continuous memory of the "lake water lapping" indicates a deep longing to escape the urban setting and find genuine peace in Innisfree.

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OR

No.

- The speaker's desire may be impractical, as complete isolation is unrealistic; human beings generally require social interaction and support to survive.
- His plan for a simple, self-sufficient lifestyle overlooks essential resources found in his current location.
- The natural environment he idealises may not be entirely peaceful, as the "bee-loud glade" suggests a level of noise that could eventually disturb him and undermine the tranquillity he seeks.

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: 'The slave dealer' by Thomas Pringle

6.2 6.2.1 At the slave dealer's home, ✓as he returns guilt-ridden for mistreating slaves. ✓ (2)

6.2.2 The mother is unable to recognise her son due to his changed appearance (face and body) because of the hard life he has led.✓ (2)

6.2.3 alliteration✓ (1)

6.2.4 (a) Remorseful /regretful ✓ (1)

(b) He is ashamed that blood was not shed in battle, which is a noble fight, but rather in a cruel and unjust act (the act of killing an innocent woman). ✓ (1)

6.2.5 (a) Hyperbole/Metaphor✓ (1)

(b) The speaker exaggerates by saying that even the whole ocean can't wash away his guilt, ✓ emphasising the depth of his sin.✓ (hyperbole)

OR

Just as dye is permanent, ✓ so is the speaker's guilt, emphasising its irreversibility. ✓ (metaphor) (2)

6.2.6 The mother is compassionate /caring ✓ she is concerned about the well-being/ spiritual being of her son despite his wrongdoings. ✓ (2)

6.2.7 B/devil. ✓ (1)

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6.2.8 It is ironic that he acknowledges God's witness, implying God saw his violent act/ God's disapproval of the act, yet he goes ahead with the killing anyway. ✓✓

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

6.2.9 Open-ended.

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

Yes.

- The title directly indicates the subject of the poem, a person involved in the slave trade.
- The poem exposes the violence and dehumanization done by the speaker, who worked as a slave dealer.
- He admits to whipping a woman brutally ("with every stroke I left a gash"), which clearly shows his role as a slave dealer.

OR

No.

- The poem focuses more on guilt than on slave dealing itself.
- The poem focuses on the speaker's confession to his mother and his fear of God's judgment, which is more about inner conflict than slave trading.
- It dwells more on the speaker's relationship with his mother than slave dealing.

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

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