GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2022

MARKING GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE (PAPER 2) (10052)

22 pages

SECTION A: NOVEL

Candidates are required to answer ONE question on the novel that they have studied.

QUESTION 1: *CRY, THE BELOVED COUNTRY!*

Candidates are required to answer BOTH questions i.e. QUESTIONS 1.1 and 1.2.

1.1 1.1.1. (a) B – lives in End Street, where Absalom stayed ✓
(b) E – tells Msimangu and Kumalo about the bus boycott✓
(c) D – agrees to let Gertrude and the child stay ✓
(d) A – helps Stephen Kumalo to find Msimangu ✓ (4)

1.1.2 The extract takes place at the Mission House/in Sophiatown ✓where Reverend Msimangu and Kumalo discuss crime in Johannesburg./ Reverend Msimangu and Stephen Kumalo discuss Gertrude, John, and Absalom. ✓ (2)

1.1.3 Stephen tells Msimangu that his son Absalom also went away to Johannesburg to look for Gertrude. ✓ (1)

1.1.4 At the end of the novel Msimangu gives Stephen his Post Office Book with all his savings. ✓ (1)

1.1.5 (a) Surprise/shock/astonishment/disbelief ✓ (1)

(b) Stephen is surprised as John left Ndotsheni as a carpenter and now he is a politician. ✓ /
Stephen is shocked that he is now a well-known politician in Johannesburg. ✓

1.1.6 Stephen Kumalo is concerned/worried/embarrassed. ✓
Msimangu is calm/straight-forward/ empathetic. ✓ (2)

1.1.7 The discussion of the theme of the journey of Stephen Kumalo should include the following points, **among others**:

- Stephen Kumalo goes on a physical journey to Johannesburg to look for his son and sister.
- Stephen Kumalo goes on a spiritual journey, where his faith is tested, and he grows emotionally.
- Kumalo's journey ends in tragedy, but he becomes aware of the injustices of the system.
- After his journey, he is determined to create a home for the family. (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.

1.1.8 Open-ended
Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes

- The bishop believes that Stephen Kumalo is a priest, and it has a direct influence on how people see him.
- The Bishop maintains that Absalom's hanging and the fact that Gertrude is a prostitute, throws a negative light on Stephen Kumalo.
- The Bishop feels that Stephen Kumalo represents the church and therefore should be an example to other people. He will not be a good example if his own son is in jail.
- The Bishop wants Stephen Kumalo to leave Ndotsheni
- The Church preaches forgiveness – this is what should happen here. Stephen's son should be forgiven for what he has done.

OR

No

- The Bishop is only doing his job to protect the integrity of the church.
- The Bishop is protecting Stephen Kumalo from embarrassment and insults from the community.
- His job as a priest forces him to be judgemental because he is worried about what people and the church, he represents will perceive him and Stephen Kumalo. (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 Absalom is on death row✓ and has applied for mercy from the court. ✓ (2)

1.2.2 It is a letter from Absalom. ✓
The letter states that there will be no mercy.✓/He will be hanged on the 15th of the month. ✓ (2)

1.2.3 A – an owner of a place. (1)

1.2.4 Jarvis says that he will think of Stephen Kumalo on the 15th , as Absalom will be hanged but then Jarvis will also remember that his son was killed by Absalom. ✓✓ (2)

NOTE: BOTH parts should be included to earn the marks.

1.2.5 (a) Metaphor ✓ (1)

(b) The red streams of water are compared to blood. ✓
The rain/water is life-giving, just like blood./The rain will bring life and new beginnings to Ndotsheni. ✓ (2)

1.2.6 He is sad/reflective/preoccupied with his own thoughts. ✓
He thinks about his son who has received the death penalty. ✓/He realises that there is no hope for his son, as he will be hanged. ✓ (2)

1.2.7 He is kind/understanding/sympathetic✓ – he understands how Stephen must feel, as he too has lost a son.
Jarvis sympathises with Kumalo and does not understand why mercy was not given. ✓ (2)

1.2.8 Open-ended
Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes

- Both are going through the heaviest thing in their lives. Jarvis's son is dead because of Absalom (the son of Stephen Kumalo) and Absalom is going to be hanged for committing murder.
- Both live in Ndotsheni and both love and care about where they live.
- Both fathers are trying to understand something about their sons. Kumalo struggles to talk to Absalom about killing another person. Jarvis attempts to get to know his son through his son's writings.
- Both fathers are grieving over the losses of their sons.

OR

No

- Jarvis is a white racist, while Kumalo is a black priest who believes in kindness and forgiveness.
- Jarvis lives in the rich valley of Ndotsheni, whereas Kumalo is an old man from the poor side of Ndotsheni.
- They have different cultural backgrounds and there will always be a boundary between them that cannot be crossed. (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.

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QUESTION 2: *STRANGE CASE OF DR JEKYLL AND MR HYDE*

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

2.1 2.1.1 (a) D – witnesses the physical change of Dr Jekyll into Mr Hyde ✓
(b) C – tells Utterson the story about the girl who was trampled ✓
(c) B – examines the handwriting of Dr Jekyll in the letter ✓
(d) E – finds the body of Mr Hyde in the cabinet ✓ (4)

2.1.2 Mr Utterson is Dr Jekyll's lawyer/friend. ✓ (1)

2.1.3 (a) B – nonsense ✓ (1)

(b) Dr Lanyon would sound agitated/furious/enraged/irritated/ dismissive. ✓ (1)

(c) Lanyon is a rational person and believes anything out of the order is nonsense./Lanyon and Jekyll have opposite views of science. ✓/
Lanyon feels strongly about his opinion of Jekyll's experiments. ✓ (1)

2.1.4 Utterson is calm/collected/unemotional. ✓
Lanyon is defensive/angry/quick-tempered. ✓ (2)

2.1.5 Hyde is called a protégé: a person who receives support and protection from an influential person who furthers the protégé's career but in the end, Hyde takes over his master's life and body. ✓✓

OR

Hyde is given support and protection by Jekyll, but that is only to cover up the evil activities of Hyde. ✓✓ (2)

NOTE: BOTH parts should be included to earn the marks.

2.1.6 Utterson wants to meet Hyde face to face. ✓ (1)

2.1.7 Lanyon is outspoken/conservative ✓ – he does not agree with Jekyll's experiments and calls it 'balderdash.' ✓

OR

He is stubborn ✓ – he does not forgive easily (the disagreement has been going on for ten years). ✓

OR

He is witty ✓ – he wishes his friends were younger, implying that he wishes he was younger. ✓

OR

He is loyal ✓ – he is still interested in Jekyll's life, even if it is only for old time's sake. ✓

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

2.1.8 Open-ended
Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes

- If Utterson read the letter that Lanyon gave him at the moment that it was given to him, his death might have been prevented.
- Lanyon could have discussed Jekyll's transformation with Utterson – it might have helped to overcome the shock.
- Utterson should have made more enquiries, especially when Jekyll showed the unnatural behaviour at the window.

OR

No

- Lanyon is the only person who has seen the transformation from Jekyll to Hyde and that causes his physical and mental illness that leads to his death.
- Even if Lanyon told Utterson about the transformation, no one, not even Utterson would have believed Lanyon.
- If Lanyon had spoken to anyone, it is possible that Hyde would have killed Lanyon before the truth was discovered about Jekyll. (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

2.2 2.2.1 Utterson ✓ (1)

2.2.2 (a) The primitive side of man ✓ (1)

(b) Jekyll is a large man, ✓whereas Hyde is smaller/dwarfish. ✓

OR

Jekyll is a smooth-faced man✓, whereas Hyde seems hardly human/there is something wrong with his appearance/you can read Satan's signature on Hyde's face. ✓

OR

Jekyll is large/tall while Hyde is smaller is stature.

OR

Jekyll is handsome while Hyde appears deformed/ugly. (2)

NOTE: Accept any ONE of the above combinations.

2.2.3 (a) Simile/Personification ✓ (1)

(b) The moment Jekyll realises he has turned into Hyde✓, is compared to the sound of cymbals clashing. ✓/Terror is compared to a person suddenly waking up and being overwhelmed by terror/fear. (2)

2.2.4 The servants have been ordered to obey Hyde. ✓/
Hyde has a key to the laboratory. ✓/
The servants have seen Hyde before. ✓ (2)

NOTE: Any TWO reasons.

2.2.5 Jekyll is shocked/fearful/anxious✓ when he realises that Hyde is taking over his body, without even drinking the potion. ✓/
Jekyll realises that Hyde is growing bigger and might one day take over completely. ✓ (2)

2.2.6 The discussion of the theme of the duality of human nature should include the following points, **among others**:

- Jekyll uses his evil side, Hyde, to enjoy adventures that he would not be able to do as the reputable scientist. Jekyll has returned from one of his adventures.
- Jekyll has to repress his evil side in Victorian society and then Hyde is created. Hyde is the personification of Jekyll's evil characteristics.
- In the extract Jekyll realises that Hyde (his evil side) is taking over and that his (Jekyll's) control over Hyde is fading. (3)

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

2.2.7 Open-ended
Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes

- Jekyll has taken a deliberate decision to take the potion and change into Hyde. He is therefore responsible for whatever Hyde does.
- Jekyll created Hyde with the intention of doing unsavoury things that would have been harshly judged in Victorian society.
- Hyde is the evil/primitive side of Jekyll. Jekyll is completely aware of Hyde's doings.

OR

No

- Hyde is a separate person, with different handwriting, physical appearance, bank account and address.
- The repressive Victorian society is the reason that Jekyll had to go to these measures to create another person to freely express himself.
- Jekyll is under the addiction of a drug and cannot be held responsible for Hyde's actions./It can be seen as a fit of insanity. (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.

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TOTAL SECTION: A 35

SECTION B: DRAMA

Candidates are required to answer ONE question on the drama that they have studied.

QUESTION 3: *MACBETH*

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

3.1.1 (a) D – Macduff's castle✓
(b) A – Macbeth's father✓
(c) E – Macbeth's castle✓
(d) C – King of Norway✓ (4)

3.1.2 This scene takes place on the heath/an open plain✓ on the way to Forres (Duncan's castle) just after Macbeth and Banquo had come across the witches/after Macbeth received the news that he was the new Thane of Cawdor. ✓ (2)

3.1.3 (a) Metaphor✓ (1)

(b) Macbeth compares the new title, Thane of Cawdor, √ that he has received to an item of clothing that does not belong to him (he is under the impression that the Thane of Cawdor is alive and well). ✓

OR

Macbeth is saying that this new title does not fit him as it belongs to someone else (Thane of Cawdor) as the Thane is still alive.✓ (2)

3.1.4 The Thane of Cawdor is a traitor ✓ as he assisted the King of Norway (Sweno) to invade Scotland/assisted the rebels against Scotland.
He has been found guilty of treason and is to be executed by order of King Duncan. ✓ (2)

3.1.5 Banquo is wary of trusting the witches./He is realistic./He is level-headed./He is a sceptic.✓
Banquo warns Macbeth that he should not trust the witches because they are evil and often tell half-truths to trick people into believing certain things only to betray them later on. ✓ (2)

3.1.6 The word 'aside' is a stage direction✓ that means Macbeth is speaking aloud to himself in order for the audience to hear his thoughts but the other characters on stage cannot hear what he says. ✓ (2)

3.1.7 Open-ended

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

Yes

- Banquo does not easily trust the witches or what they have predicted.
- He knows that they are not to be trusted.
- Believing whatever the witches have to say may lead to terrible consequences.

OR

No

- Banquo also hopes for his sons to be kings as the witches have prophesied.
- He also believes what the witches said.
- Macbeth considers the prophecies very carefully as it seems that their prophecies do come true. (3)

AND

3.2 **EXTRACT F**

3.2.1 Macduff did not accept (refused/declined) Macbeth's invitation to attend the banquet to celebrate Macbeth's crowning (coronation) as King of Scotland. ✓/
Macduff also did not attend the crowning of Macbeth as King of Scotland. ✓ (1)

3.2.2 Lennox could bow/curtsy/get up from his seat/and turn and walk out of the banquet hall/raise his hand to motion to the other lords to leave with him. (2)

NOTE: Accept any TWO of the above or any other relevant actions.

3.2.3 Macbeth has finally realised that if you live by the sword ✓ you will die by the sword. ✓

OR

If you commit murderous deeds ✓, you will be the victim of murderous deeds.✓

OR

The blood of Banquo ✓ demands that more blood be spilled. ✓

OR

Killing ✓results in more killing. ✓

OR

Those who shed blood✓ will have their own blood shed in return. ✓ (2)

NOTE: Accept any ONE of the above combinations.

3.2.4 C – paranoid ✓ (1)

3.2.5 The (three) witches✓ (1)

3.2.6 Lady Macbeth wants Macbeth to be strong after the murder of Duncan, yet she is not strong enough to handle all the killings. She eventually becomes mentally deranged. ✓✓ (2)

NOTE: BOTH parts should be included to earn the marks.

3.2.7 (a) Determined/adamant/desperate ✓ (1)

(b) Macbeth has decided to go to the witches and is determined to find out what else they have to tell him about his future./He has decided that he will get the information from the witches by any means necessary. ✓ (1)

3.2.8 The discussion of the theme of betrayal should include the following points, **among others:**

- Macdonwald, the rebel, betrays King Duncan and is the cause of the civil war in Scotland.
- Macbeth and the Scottish Army defeated Macdonwald.
- The Thane of Cawdor also betrays King Duncan by assisting the King of Norway, Sweno, to invade Scotland.
- The Thane of Cawdor is executed by order of Duncan after being defeated by Macbeth and Duncan's army.
- Macbeth betrays Duncan's trust by murdering him.
- Macbeth also betrays his friend and comrade, Banquo, by having Banquo murdered. (3)

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

3.2.9 Open-ended

Accept a relevant response, that is grounded in the text, which shows an understanding of the following viewpoints, **among others:**

Yes

- Macbeth's ambition drives him to kill King Duncan and Banquo.
- The witches predicted that he will be King of Scotland.
- Lady Macbeth convinces Macbeth that he has to do something in order for the prophecy to come true.
- Macbeth feels threatened by the fact that the witches predicted that Banquo's sons will be kings.
- Macbeth sets out to have Banquo and his son Fleance killed in order to be secure in his position as king.
- Macbeth continues to kill and rule Scotland as a tyrant. Macduff goes to England to seek Malcolm's assistance to overthrow Macbeth and finally kill him.
- Because of Macbeth's ambition to become King of Scotland by any means necessary, he spirals out of control because of his constant fear of losing his position as king to any person he feels might pose a threat.

OR

No

- Macbeth was a kind and gentle man.
- He was loyal to King Duncan and to Scotland.
- He fought so bravely to save Scotland from Macdonwald and from the invasion by King Sweno of Norway.
- Lady Macbeth (and the witches) is what causes Macbeth to act on the witches' prediction.
- Lady Macbeth convinces Macbeth to kill Duncan in order for him to become king and for her to become queen.
- It is Lady Macbeth's ambition that led her to convince Macbeth to murder Duncan. (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!

Candidates are required to answer BOTH questions i.e. QUESTIONS 4.1 and 4.2.

4.1 4.1.1 (a) B – is a domestic worker ✓
(b) E – rents out the room to Mr M ✓
(c) A – delivers medicines✓
(d) C – is Isabel's debate team member ✓ (4)

4.1.2 At Zolile High School/Thami's school/Number 1 classroom. ✓
Thami and Isabel are debating. ✓ (2)

4.1.3 (a) Metaphor ✓ (1)

(b) Thami compares colonialism to vultures✓ that have preyed on the rich resources and cultures of Africa and its people. ✓ (2)

4.1.4 Thami means that the opposition has not provided enough reasons to justify that there should be no separate roles between men and women. ✓

OR

Thami means that the opposition has not been able to dispute that women cannot do the same jobs as men.✓ (1)

NOTE: Accept any ONE of the above combinations.

4.1.5 Thami is resentful/forceful. ✓
Isabel is unflinching/determined. ✓ (2)

4.1.6 The discussion of the theme of order versus disorder should include the following points, **among others:**

- Learners at Zolile High School riot, (behave in a disorderly manner/ they all speak at the same time/wild applauses) while learners at Camdeboo are orderly (disciplined and procedural).
- Debates at Isabel's school are conducted according to rules (with politeness) while at Zolile High School there is no strict adherence to rules (screaming, applauding, and excitement).
- During the school boycott, Mr M is killed by the angry mob at Zolile High School, however, there are no incidents of violence and murder at Camdeboo Girls' High. (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 aspects, **among others**:

Yes

- Thami becomes friends with Isabel.
- Thami and Isabel are practising for the quiz competition together.
- Thami treats Isabel with respect and consideration

OR

No

- Gender equality or women's liberation is a foreign concept.
- He claims that women cannot do men's jobs because they are physically weaker and belong in the home.
- He jokes that he could not breastfeed a child.
- His wife cannot be expected to go to war while he, a man sews clothes. (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

4.2 4.2.1 C – Cookhouse in the Eastern Cape ✓ (1)

4.2.2 (a) Sad/sorrowful/despair ✓ (1)

(b) Mr M laments/is saddened by the loss of African children who must leave school because of political violence in the country. Their education is disrupted, and they do not get to realise their future goals and dreams.✓ (1)

4.2.3 Thami should put up one hand signalling Mr M to stop. ✓
He should raise his voice. ✓
He should bang the table with his fist. ✓
He should stamp his feet on the ground. ✓
He should shake his head. ✓ (2)

NOTE: Accept any TWO of the above or any other relevant actions.

4.2.4 Mr M went to inform Captain Lategan about what the comrades were planning.✓ (1)

4.2.5 He loves Mr M./He does not want Mr M to die. ✓
He finds it hard to accept that Mr M is an informer. ✓
Mr M confessed to being an informer, so Thami is protecting him. ✓ (2)

NOTE: Accept any TWO of the above.

4.2.6 Thami is afraid/frightened/concerned. ✓ Thami is unable to convince Mr M not to go out to the approaching mob./He fails to prevent Mr M's imminent death.✓ (2)

4.2.7 Mr M is courageous ✓ – he is willing to die for his cause. ✓
Mr M is steadfast ✓ – even though Thami is willing to lie for him to the comrades to save his life, he is adamant that what he did was right. ✓ (2)

NOTE: Accept any ONE of the above combinations.

4.2.8 Mr M rings the bell furiously to try and quieten the situation or get his learners back to school but instead his actions make it worse (they kill him).✓✓

OR

Mr M rings the bell furiously to restore order but ringing the bell exacerbates the disorder and gets him killed.✓✓ (2)

NOTE: BOTH parts should be included to earn the marks.

4.2.9 Open-ended

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

Yes

- Mr M's wish was for Thami to stay at school and get an education not to be swayed into political activities.
- Thami's involvement in the boycotts distresses Mr M and he decides to report the matter to the police which is why he is killed by the angry mob.
- If Thami had stayed in school Mr M would not have informed the police about the violence in the township and his life might have been saved.
- Thami refuses to listen to Mr M, to use words (education) to fight inequality, instead he decides to use the stones (violence) to achieve freedom.

OR

No

- Thami comes to warn Mr M that the comrades are aware that he is an informer and that they are coming to kill him.
- He is willing to lie to the comrades that Mr M is not an informer in order to save his life.
- He is not part of the angry mob that kills Mr M.
- He decides to go to the north to join the movement because he realises that Mr M's death could be attributed to the violence in the township. So, achieving freedom would put an end to the unrest and prevent the loss of lives. (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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TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 5: Candidates are required to answer BOTH questions, i.e. QUESTIONS 5.1 and 5.2.

5.1 'A CHIP OF GLASS RUBY'

5.1.1 (a) E – Mrs Bamjee's first husband ✓
(b) D – prominent lawyer ✓
(c) A – fruit and vegetable hawker ✓
(d) C – Pahad's son ✓ (4)

5.1.2 The setting is the Bamjee's dining room/house✓ when one of the Bamjee's girls tell Mr Bamjee what happened in Mr Petersen's classroom. Ahmed is made fun of by a coloured teacher at school. ✓ (2)

5.1.3 (a) defensive/protective/sad/upset✓ (1)

(b) The little girl points out that Ahmed did not provoke Mr Petersen. / Ahmed does not deserve the cruelty from Mr Petersen. She doesn't want Bamjee to think that Ahmed had done anything wrong at school. ✓ (1)

5.1.4 Mrs Bamjee wants the natives to be treated the same as Indians and Whites./ Peterson wants nothing to do with the cause of the natives ✓

OR

Peterson hates anyone who says everybody's the same✓ (1)

5.1.5 Jimmy is sympathetic/hurt/angry/protective. ✓
Mr Bamjee is blaming/indifferent/insensitive. ✓ (2)

5.1.6 Petersen has both black and white ancestry; however he identifies more with his white side. ✓✓

OR

Petersen hates everything that associates him with blackness, although he is coloured. /Peterson regards himself as better than black people, but he is half black ✓✓

OR

Mr Petersen would have been oppressed by the white Afrikaner government, yet he mocks Ahmed because his mother is involved in the liberation struggle. ✓✓

OR

Mr Peterson regards himself as better than black people, but he is half black. ✓✓

OR

It's ironic that Peterson does not support the anti-apartheid struggle because he himself has suffered as a coloured person under the white government. ✓✓ (2)

NOTE: BOTH parts should be included to earn the marks.

5.1.7 Jimmy is understanding/supportive/loyal. ✓ He does not resent/blame his mother for the negative effects of her political activities. ✓

OR

Jimmy is mature.✓He seems to be aware of the politics of the day and how different races are treated in South Africa. /He is mature ✓enough to understand the struggle and the part his mother is playing.✓

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

5.1.8 Open-ended

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

Yes

- Jimmy shows love to/compassion for his mother.
- This is evident when he packs clothes for her and ensures that she will not get cold.
- He gave her his own jersey to wear in prison.
- Jimmy asks Mr Bamjee for five shillings to help Girlie pay the train fare to Pretoria.
- He is supportive of his mother and shares her political views.

OR

No

- Jimmy is just a child who does not understand what is going on.
- His admiration for his mother could land him in trouble.
- He is young and impressionable, and he could easily follow his mother's political activities.
- He is cheeky and disrespectful towards stepfather. The way he speaks to Mr Bamjee and laughs in his face when he does not agree with him also shows a lack of respect. (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, 2 or 3 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

AND

5.2 **'THE NEW TRIBE'**

5.2.1 The headmaster came to the class to check why the children were making a noise/crying loudly. ✓/The children joined Chester who was crying and shouting that he wanted to go home. /The children were hoping to get the same attention the teacher gave to Chester. ✓ To help Miss Slattery calm the children ✓ (2)

5.2.2 (a) Metaphor ✓ (1)

(b) The headmaster made a joke by comparing Chester to the devil ✓because he caused the uproar and now, he is quite happily playing with his sister (he has got his way), while everyone else is still crying (chaos is reigning in the rest of the class as they are mimicking his behaviour)./commotion in class/the other children cried because Chester was crying.✓ (2)

5.2.3 She is loving/protective over him. ✓/Julia was supposed/ her mother told her to look after Chester as he was different. ✓

OR

She cares for him/ loves him✓ because he is her younger brother, and she has been told by her mother that he is special. ✓

OR

She is very loyal to him; ✓ therefore, she is willing to take on the principal. ✓

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

5.2.4 Chester's mother asked the Arlingtons to adopt him after learning of Julia's adoption through the press. ✓/
Chester's mother could not keep Chester, she requested that the Arlingtons adopt him. ✓ (1)

5.2.5 He is confused/anxious/troubled. ✓He is worried that he has caused trouble for his hurt sister. ✓

OR

Chester is wary, cautious, and careful – he does not want to cause trouble anymore. ✓ (2)

5.2.6 A – friends ✓ (1)

5.2.7 The discussion of the theme of insecurity should include the following points, **among others:**

- Chester knows he is different.
- From a very early age Chester feels as though he does not belong.
- He is teased as being 'King of the devils'.
- Chester refuses to be the king in the annual Christmas play, because he is made fun of, and he is aware that he is different.
- Ginny tells Chester that 'your people' are from the east; Chester again begins to doubt who he is.
- Julia and Chester become introverts after being told they were adopted. (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 short story.

5.2.8 Open-ended

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

Yes

- Julia is fiercely protective of her brother, Chester.
- Julia stands up bravely for Chester, telling the headmaster he is not a devil.
- Julia cries when Chester asks who his real mother is.

No

- Julia is only following or obeying her mother's instructions to look after Chester.
- The teacher asks Julia to help calm Chester who was crying.
- Julia is just a sensitive child. (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, 2 or 3 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

[35]

TOTAL SECTION C: 35

SECTION D: POETRY

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

6.1 ***CAPTIVE***

6.1.1 B – free verse ✓ (1)

6.1.2 The speaker compares himself to a wild bird. ✓ He is tied 'tethered' in the 'snare' of fever as he lies in the hospital bed in the city, like a bird caught in a trap at home. ✓ (2)

6.1.3 The speaker wishes to escape, ✓ but is trapped like the flies/freedom is an illusion✓ as they attempt to escape through the transparent windowpanes.

OR

He is trapped like the flies ✓ by the unseen sickness/fever ✓ and his work in the mine. (2)

6.1.4 (a) Personification ✓ (1)

(b) As the cattle graze and move slowly they block the sunlight from the tall grass ✓ therefore their shadows seem to be drinking the sunlight as they absorb the light like living beings. ✓ (2)

6.1.5 The speaker comes from a unified community/a group of gay people/ happy community (that gathers around the fire). ✓ (1)

6.1.6 The setting is the village/the poet's rural home/around the fire in the evening✓ when the community gathers at night and the old people/greybeards reminisce over the events of the past (battles/cattle races/hunters/their interaction with lions and leopards). ✓ (2)

6.1.7 The explanation of the theme of longing, should include the following points, **among others**:

- The word 'lament' refers to a sad song or story of longing.
- The speaker is described as 'homesick' in lines 8 and 9.
- In stanza 2 and stanza 3, the images depict familiar activities that the speaker misses but cannot return to, as he is sick.
  He moves to the city to work in the mines and ends up trapped by fever in a hospital bed instead of being with his people.
- The mineworker's emotions are typical of a homesick person.
- The mood is nostalgic therefore showing a longing for olden times. (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.

6.1.8 Open-ended

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

Yes

- When you are captive, you are caught/imprisoned.
- The speaker feels trapped/captured by his illness and circumstances as a migrant labourer.
- He cannot escape as the illness confines him to his hospital bed.
- His work in the mine keeps him far from his home.
- He misses his home.

OR

No

- The speaker can return as soon as he is healthy.
- He is not actually in prison with no way to escape.
- The speaker is held captive only by his memories which are not realistic. (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 poem.

AND

6.2 ***MID-TERM BREAK***

6.2.1 (a) brother ✓
(b) car ✓
(c) grieves ✓
(d) tragedy ✓ (4)

6.2.2 Onomatopoeia/Alliteration ✓ (1)

6.2.3 The 'hard blow' figuratively refers to the emotional impact ✓of the younger brother's death on the family. ✓ (2)

6.2.4 The baby is innocent ✓ and completely unaware of the tragedy. ✓/ The contrast created by its laughing ✓ emphasises the sadness of the parents./ Too young to understand that the family has been struck by tragedy. ✓ (2)

6.2.5 (a) Calm /serene/accepting ✓ (1)

(b) To show how his private moments with his brother brought him peace although he still experiences grief and loss/the speaker accepted his brother's death. ✓ (1)

6.2.6 The small size of the coffin ✓ is compared to the short life of the little boy. ✓ (2)

6.2.7 The title 'Mid-term break' is ironic because the break usually refers to a holiday that students get in the middle of a term, but this college student comes home for the funeral of his four-year-old brother. ✓✓ (2)

NOTE: BOTH parts should be included to earn the marks.

6.2.8 Open-ended

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

Yes

- The message of the poem is the effect of death on family members.
- The brother remembers the exact time that he was fetched from school and the time the ambulance arrived.
- The speaker remembers the events vividly, they impacted his life.
- These specific events contribute to the shock and pain/trauma caused by his brother's death.

OR

No

- The death of the brother has an effect on the family members.
- The mention of time does not contribute to the message of the poem.
- The poem deals with the effect of the death on each member of the family and the specific times are not relevant (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 poem.

TOTAL SECTION D: 35

TOTAL: 70