basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2014

MEMORANDUM

MARKS: 70

This memorandum consists of 31 pages.

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INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. Candidates' responses should be assessed as objectively as possible.

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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 31 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 trial of Tom Robinson and its outcome
  - The incident between Tom Robinson and Mayella Ewell
  - The proceedings in the court-room
  - The verdict and its impact

- Atticus's influence on his children
  - Atticus's views on discipline
  - Atticus's behaviour and attitude towards others
  - The values he teaches his children

- Calpurnia's influence on Jem and Scout
  - Calpurnia's role as a mother-figure
  - Jem's and Scout's regard for Calpurnia
  - The lessons Jem and Scout learn from Calpurnia **[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.

2.1.1 (a) B/Jem and Scout's uncle ✓

(b) C/Jem and Scout' friend✓

(c) A/loved gardening ✓

(d) E/Jem's teacher ✓ (4)

2.1.2 Jem and Dill exclude Scout from their games✓ and Miss Maudie likes having the children over. ✓ (2)

2.1.3 Nobody ever sees him./He is a recluse. ✓ (1)

2.1.4 False. ✓ She tries to avoid discussing Boo by talking about her mimosa/flowers. ✓

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)

2.1.5 The manner in which the Radleys have confined Boo to the house is sad/equal to having buried him. ✓
Any discussion on death is morbid.✓
All stories about Boo are negative. ✓

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

2.1.6 Open-ended

Accept a relevant response which shows an understanding of the prejudice in Maycomb society and the cruelty and unfairness of spreading rumours.
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

2.1.7 C/imaginative ✓ (1)

2.1.8 Open-ended

Accept a relevant response which shows an understanding of children's/Jem's and Scout's characters and lifestyle/the freedom the children (Jem and Scout) have to go to school and to play outdoors. (1)

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2.1.9 They are curious. ✓
They are disobedient. ✓
They are naughty. ✓

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

2.2.1 Tom Robinson is accused of rape.✓
Atticus is the defending lawyer. ✓
They are awaiting the verdict. ✓ (3)

2.2.2 Atticus does not want them to be exposed to the unfair justice system./He does not want them to be disillusioned.✓ (1)

2.2.3 That one should not believe rumours./It is not fair to stereotype people/be prejudiced towards people.✓ (1)

2.2.4 It shows that everybody/the atmosphere is tense/nervous before the verdict is given.✓ (1)

2.2.5 (a) Heck Tate does not reveal that Boo Radley is the killer/ does not arrest Boo Radley. ✓He says that Bob Ewell fell on his knife. ✓ (2)

(b) He loves the children/Scout and Jem. ✓
He is caring. ✓
He is protective. ✓
He is not the monster everybody thinks he is. ✓

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

2.2.6 (a) They expect Tom to be acquitted/freed/released. ✓ (1)

(b) They think he is a brilliant lawyer ✓ and he will win the case. ✓

OR

They have absolute faith in their father✓ and that he has convinced the jury Tom is innocent. ✓ (2)

(c) They find Tom guilty. ✓ (1)

2.2.7 Open-ended

Accept a relevant response which shows an understanding of the characters of both Mayella and Tom and the racial prejudice in Maycomb County.
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

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2.2.8 Open-ended

Accept a relevant response which shows an understanding of the circumstances surrounding Tom Robinson's death.
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 31 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.

- Ralph's hopes in the beginning
  - Ralph's efforts to provide food and shelter
  - The importance of the fire
  - The need for discipline

- Ralph's relationship with Piggy
  - Ralph's initial attitude towards Piggy
  - How Piggy became important to Ralph
  - The effect of Piggy's death on Ralph

- How the conflict with Jack changes Ralph
  - The difference in Jack's and Ralph's priorities
  - The battle for leadership
  - How Ralph survives Jack's aggression **[35]**

OR

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QUESTION 4 (CONTEXTUAL QUESTION)

LORD OF THE FLIES

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

4.1 4.1.1 (a) E/has fits✓

(b) D/head boy✓

(c) A/acts as a mock pig✓

(d) C/is disciplined✓ (4)

4.1.2 (a) It is thin✓ and white in colour. ✓ (2)

(b) They use Piggy's glasses.✓ (1)

(c) Smoke would attract passing ships ✓ which would rescue them. ✓ (2)

4.1.3 A/excited (1)

4.1.4 Jack is interested in hunting/fun and games/food✓ while Ralph is interested in shelter and rescue. ✓ (2)

4.1.5 Jack and his 'tribe' ✓ come to steal Piggy's glasses. ✓ (2)

4.1.6 He needs privacy/to be alone./He wants to be in a beautiful place. ✓ (1)

4.1.7 Open-ended

Accept a relevant response which shows an understanding of the harmful effects of bullying/conduct that is unacceptable in civilised society.
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

4.1.8 Open-ended

Accept a relevant response which shows an understanding of the relationship between Ralph and Simon and Simon's good nature.
For full marks, the response must be well-substantiated. A candidate can score 1 mark for a response which is not well-substantiated. (2)

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4.2 4.2.1 They were evacuated during a war.✓ Their plane caught fire. ✓
They were let down via a tube ✓ and landed on the island. (3)

4.2.2 The boys form two opposing armies. ✓
They kill each other. ✓
They behave like soldiers. ✓
Jack has an army. ✓
Jack's team hunts Ralph. ✓

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

4.2.3 True. ✓ Simon comes across the dead parachutist./Simon comes to realise that the only beast is the evil within themselves. ✓

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)

4.2.4 Open-ended

Accept a relevant response which shows an understanding of the severity of the situation and the officer's sense of surprise/disbelief. (1)

4.2.5 They look dirty. ✓
Their hair is unkempt/long. ✓
Their faces are painted. ✓
They are running with sticks. ✓
They are naked. ✓
They have distended bellies. ✓

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

4.2.6 (a) He is brave/courageous. ✓
He is responsible. ✓
He is arrogant. ✓
He is confident.✓
He is idealistic.✓
He is assertive. ✓

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

(b) It shows his pride of being the elected leader. ✓
It shows he has a sense of responsibility. ✓
It shows he is proud/not afraid to admit he has lost control. ✓
He has presence of mind.✓

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

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4.2.7 Open-ended

Accept a relevant response which shows an understanding of Ralph's character and the extent to which he has been affected by events on the island.
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]

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QUESTION 5 (ESSAY QUESTION)

A GRAIN OF WHEAT

NOTE: **Use the 35-mark assessment rubric on page 31 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:

- Mumbi before her marriage to Gikonyo
  - What makes Mumbi different from the other young women
  - How Mumbi sees herself
  - How other people view Mumbi

- Mumbi's attempts to survive while Gikonyo is in detention
  - Taking care of her mother-in-law
  - Mumbi's attempts to preserve her independence
  - Her relationship with Karanja

- Mumbi's life after Gikonyo's return to Thabai
  - How Mumbi deals with Gikonyo's rejection
  - The difficult decisions she has to make
  - Her reconciliation with Gikonyo

[35]

OR

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QUESTION 6 (CONTEXTUAL QUESTION)

A GRAIN OF WHEAT

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

6.1.1 (a) He is contemplating killing her/imagining himself strangling her. ✓ (1)

(b) She thinks he is capable of killing✓ while he dislikes violence. ✓ (2)

6.1.2 She never stopped making it clear that he was a burden to her/an ungrateful wretch.✓
She falsely accused him of theft. ✓
She drank too much and forced him to clean up after her when she was sick. ✓
She constantly broke down his self-esteem and pride/made sure he was haunted by a very bad self-image. ✓
She constantly hit him. ✓

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

6.1.3 His difficult childhood/living with his abusive aunt prevented him from establishing normal relationships. ✓
He is a dreamer/not an outgoing person. ✓
He finds happiness/solace in working the land rather than in the company of others. ✓
His betrayal of Kihika leaves him feeling so guilty and afraid that he tries to avoid others as far as possible. ✓

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

6.1.4 Mugo is asked (by General R and Lieutenant Koina) to speak at the Uhuru celebrations.✓ They also want him to make himself available as chief of the Thabai/Rung'ei area. ✓ (2)

6.1.5 He betrayed Kihika./He confessed to betraying Kihika. ✓ (1)

6.1.6 (a) personification✓ (1)

(b) The word 'soar' has the meaning of climbing or rising/flying/not being earth-bound. ✓ In the same way Mugo's dreams took off without limits/knew no bounds. ✓ (2)

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6.1.7 (a) He was her brother. (1)

(b) Kihika prevented Mugo's dreams from coming true. ✓ (1)

(c) Open-ended

Accept a relevant response which shows an understanding of Mugo's unrealistic ambitions.
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)

6.1.8 Open-ended

Accept a relevant response which shows an understanding of Waitherero's ill-treatment of Mugo, Mugo's character and the impact of abuse on him.
For full marks, the response must be well-substantiated.
A candidate can score 1 mark for a response which is not well-substantiated. (2)

6.2.1 (a) B/a respected village elder ✓

(b) C/collaborates with the British✓

(c) A/a plant pathologist✓

(d) D/a flirtatious Englishwoman✓ (4)

6.2.2 B/he wanted to buy the farm, but he did not succeed. (1)

6.2.3 (a) The Kenyans who are taking over from the British. ✓ (1)

(b) They have too much/unlimited power/the power to determine the course of others' lives. ✓ (1)

6.2.4 Gikonyo knows the boy is not his son ✓ but he also understands that he (the boy) is not responsible for anything. ✓ (2)

6.2.5 False✓ They will be just as corrupt/worse than the British rulers.✓

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)

6.2.6 He feels that she betrayed him✓/she had a child with Karanja/slept with Karanja while Gikonyo was in detention. ✓ (2)

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6.2.7 Open-ended

Accept a relevant response which shows an understanding of the relationship between Gikonyo and Mumbi and her feelings towards him in spite of his harsh treatment of her. (1)

6.2.8 Open-ended

Accept a relevant response which shows an understanding of Karanja's beliefs and motives.
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 drama they have studied.**

QUESTION 7 (ESSAY QUESTION)

ROMEO AND JULIET

NOTE: Use the 35-mark assessment rubric on page 31 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:

- How the Montagues contribute to the tragedy
  - The feud between the Capulets and the Montagues
  - Their attitude towards Romeo
  - How they could have acted differently

- How the Capulets contribute to the tragedy
  - The Capulets' ambition for their daughter
  - Lord Capulet's unreasonable behaviour
  - Lady Capulet's unsympathetic treatment of Juliet

- How Romeo and Juliet influence their own fate
  - Romeo's and Juliet's impulsive behaviour
  - How they are ill-advised
  - The tragic outcome of their actions

[35]

OR

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QUESTION 8 (CONTEXTUAL QUESTION)

ROMEO AND JULIET

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

8.1.1 (a) Verona ✓

(b) Escalus ✓

(c) feud/dispute/fight/battle/row/quarrel/hostility/disagreement/ argument/grudge ✓

(d) death✓ (4)

8.1.2 Romeo cannot win Rosaline's heart.✓
He goes to the ball in the hope of seeing her.✓
Instead, he sees Juliet and falls in love with her. ✓

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

8.1.3 He wants the Friar to marry him and Juliet.✓ (1)

8.1.4 (a) happy expression/smiling✓ (1)

(b) shock/astonishment/concern. ✓ (1)

8.1.5 Rosaline rejected Romeo ✓ and broke his heart/ made him sad. ✓ (2)

8.1.6 It refers to both Romeo and Juliet being struck by love/Cupid's arrow. ✓ (1)

8.1.7 impulsive/hasty/fickle/erratic/unpredictable/impetuous/rash/ irresponsible

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

8.1.8 They share a close relationship. ✓
Romeo trusts Friar Lawrence. ✓
Romeo confides in the friar. ✓

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

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8.1.9 Open-ended

Accept a relevant response which shows an understanding of the circumstances surrounding the tragedy and Friar Lawrence's actions/advice to Romeo and Juliet.
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)

8.1.10 Open-ended

Accept a relevant response which shows an understanding of Romeo's and Juliet's characters and the challenges that faced them. (1)

8.2.1 She brings news that Juliet is to marry Paris.✓ (1)

8.2.2 panic/nervousness/concern/confusion✓ (1)

8.2.3 Tybalt challenges Romeo✓/wants to fight Romeo. Instead, he fights Mercutio ✓ and kills him. Romeo kills Tybalt to take revenge. ✓ (3)

8.2.4 D/hyperbole✓ (1)

8.2.5 (a) Too much sadness/expression of too much sadness ✓ shows that you are weak/cannot control yourself./You are not sensible/clear. ✓ (2)

(b) She lacks compassion./She is unsympathetic. (1)

8.2.6 (a) Tybalt ✓ (1)

(b) Romeo ✓ (1)

8.2.7 False. ✓ She walks out on her./She tells her she must do as she pleases. ✓

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)

8.2.8 Open-ended

Accept a relevant response which shows an understanding of Juliet's relationship with Romeo and with Tybalt.
For full marks, the response must be well-substantiated.
A candidate can score 1 mark for a response which is not well-substantiated. (2)

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8.2.9 Open-ended

Accept a relevant response which shows an understanding of possible reasons Lady Capulet dislikes Romeo.
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]

QUESTION 9 (ESSAY QUESTION)

NOTHING BUT THE TRUTH

NOTE: Use the 35-mark assessment rubric on page 31 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:

- Themba's influence on Sipho
  - Themba and Sipho's childhood
  - Themba's actions during the struggle
  - Themba's influence on Sipho's family

- The impact of Mandisa's arrival
  - The reason for Mandisa's visit
  - The emotional impact her arrival has on Sipho
  - Mandisa's lifestyle and views

- A new Sipho
  - Forgiveness and reconciliation
  - Acceptance of his situation
  - Sipho's plans for the future

[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) librarian✓

(b) Mandisa✓

(c) ashes/urn ✓

(d) retirement✓ (4)

10.1.2 (a) upset/angry/disappointed/offended/hurt ✓ (1)

(b) calm✓
rational✓
reasonable ✓
peaceful✓
patient ✓

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

10.1.3 He was not sure how he was going to organise✓a funeral service if there was no corpse. ✓

OR

He expected to fetch a corpse✓from the airport, but returned instead with an urn of ashes. ✓ (2)

10.1.4 anger/frustration/anxiety/confusion✓ (1)

10.1.5 (a) She was angry/upset/disappointed✓ (1)

(b) Mandisa is not traditional./She is liberal.✓
Mandisa is disrespectful/outspoken/rude.✓
Mandisa has been westernised/has picked up British language/phrases. ✓

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

10.1.6 apologetic/reconciliatory/pacifying✓ (1)

10.1.7 C/he went into exile and remained there✓ (1)

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10.1.8 Open-ended

Accept a relevant response which shows an understanding of the complex relationship between Themba and Sipho.
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)

10.1.9 Open-ended

Accept a relevant response which shows an understanding of the value of knowing one's traditional practices/heritage/keeping up with changing times.
For full marks, the response must be well-substantiated.
A candidate can score 1 mark for a response which is not well-substantiated. (2)

10.2.1 political gatherings ✓ (1)

10.2.2 It made no difference./He treated all women the same. ✓ (1)

10.2.3 He was a political activist. ✓
The Security Police were looking for him. ✓
He slept with his brother's wife and was ashamed. ✓
He had many adulterous relationships and this posed a danger to his life. ✓

NOTE: Accept any THREE of the above. (3)

10.2.4 He is worried that someone will kill his brother.✓ He also blames him for Luvuyo's death. ✓ (2)

10.2.5 She is shocked that a person whom she loved✓ could be described in such bad light. ✓

OR

She idolised her father ✓ yet Sipho blames him for killing Luvuyo.✓ (2)

10.2.6 He had a conviction/premonition/feeling that Luvuyo was going to die. ✓

OR

Luvuyo was so angry with Sipho that he felt he hated him. ✓ (1)

10.2.7 Thando wanted Sipho to stop talking about the hurtful past. (1)

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10.2.8 False. ✓ He thought that Sipho was a coward. ✓

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)

10.2.9 Open-ended

Accept a relevant response which shows an understanding of Themba's actions and circumstances.
Do NOT award a mark for YES or NO. (1)

10.2.10 Open-ended

Accept a relevant response which shows an understanding of the reasons for Sipho's anger.
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

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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 DUBE TRAIN

NOTE: Use the 35-mark assessment rubric on page 31 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:

- The tsotsi
  - The possibility that the tsotsi knows the young girl
  - The way the tsotsi treats the young girl
  - His behaviour towards the elderly woman

- The huge man
  - His initial lack of involvement
  - His feelings about the tsotsi swearing at the old woman
  - His violent reaction

- The woman who shouts at the men
  - Her disapproval of the tsotsi's treatment of the girl
  - Her disapproval of the men's cowardly behaviour
  - How the tsotsi's treatment of this woman forces the huge man to react violently

[35]

OR

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QUESTION 12 (CONTEXTUAL QUESTION)

The Coffee-cart Girl – Es'kia Mphahlele

12.1 12.1.1 The strikers become violent. ✓
The strikers destroy some of the carts. ✓
China pulls Pinkie's cart across the street. ✓ (3)

12.1.2 To show respect./He is older than Pinkie. ✓ (1)

12.1.3 C/annoyance✓ (1)

12.1.4 She is poor./She appears to be undernourished. ✓ (1)

12.1.5 She finds him attractive✓ yet repulsive. ✓
She is attracted to him✓but realises that he might be dangerous. ✓

NOTE: For full marks a candidate must give a positive and a negative feeling. (2)

12.1.6 (a) simile✓ (1)

(b) He is beautiful/scary/emotionless✓ (1)

12.1.7 He loses his job. ✓ (1)

12.1.8 Pinkie leads a poor life./She cannot get a proper job./She is no longer allowed to operate her cart. ✓
China is underpaid./He loses his job when he participates in a protest strike./He has trouble finding a new job. ✓

NOTE: Award one mark for Pinkie and one mark for China. (2)

12.1.9 She is compassionate. ✓
She is caring. ✓
She is sympathetic. ✓
She is unselfish. ✓
She is grateful. ✓

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

12.1.10 Open-ended

Accept a relevant response which shows an understanding of Pinkie's need to make a living as opposed to the rules/by-laws in the city.
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)

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12.2.1 (a) ring✓
(b) jealous✓
(c) aggressive✓
(d) guilty✓ (4)

12.2.2 He is a cheapjack/hawker/vendor✓ (1)

12.2.3 False. ✓ Naidoo gave her the ring as payment for the coffee and cakes. ✓

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)

12.2.4 A cat is ferocious✓ and a mouse is timid. ✓

OR

Just as a cat can overpower a mouse✓ so, too, can China overpower Pinkie. ✓

OR

She has no chance against China,✓as he is much stronger than she is. ✓

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

12.2.5 He was aggressive/violent/He was a murderer. ✓

NOTE: Accept any ONE of the above (1)

12.2.6 She is puzzled/does not understand✓ that his aggressive behaviour has changed to that of being apologetic. ✓ (2)

12.2.7 (a) He realises that she is innocent./He still loves her. ✓ (1)

(b) Open-ended

Accept a relevant response which shows an understanding of what happens between Pinkie and China, his violent past and how it affects her.
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)

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12.2.8 Open-ended

Accept a relevant response which shows an understanding of Pinkie's actions and her feelings towards China.
Do NOT award a mark for YES or NO. (1)

12.2.9 Open-ended

Accept a relevant response which shows an understanding of the characters and the structure of the short story.
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)
[35]

TOTAL SECTION C: 35

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SECTION D: POETRY

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

QUESTION 13: Death be not proud – John Donne

13.1 13.1.1 person (½)
13.1.2 powerful (½)
13.1.3 overcome (½) (1½)

13.2 3 quatrains/3 sets of 4 lines ✓and a rhyming couplet.✓ (2)

13.3 To show Death it is not powerful./To tell Death that it is weak.✓ (1)

13.4 To mock Death./To show a kind of pity./To show Death's lack of power.✓

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

13.5 13.5.1 rest ✓ and sleep ✓ (2)

13.5.2 Death must also be a pleasant experience. ✓ (1)

13.6 True. ✓ 'Rest of their bones, and souls' delivery.'✓

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)

13.7 poison/sickness/fate/chance/war/suicide

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

13.8 B/contempt (1)

13.9 Open-ended

Accept a relevant response which shows an understanding of the influence of the judiciary, politics, crime and suicide or death. Do NOT award a mark for YES or NO. (1)

13.10 Open-ended

Accept a relevant response which shows an understanding of the poet's argument and the various ideas about the concept of death. 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]

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QUESTION 14: 'Cheetah' – Charles Eglington

14.1 14.1.1 harmless (½)
14.1.2 killer (½)
14.1.3 feared (½) (1½)

14.2 'grinning, gangling'✓ (1)

14.3 kitten/cat✓
pup/dog✓ (2)

14.4 It looks like a leopard ✓ but is not quite the same/as impressive. ✓

OR

Although it is stealthy like the leopard, ✓ it is not the same because it is grinning and gangling. ✓ (2)

14.5 True. ✓ 'slouching'/ 'loose-limbed'/ 'lolling'/ 'purring' ✓

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)

14.6 When the sun sets, shadows/darkness develop✓ which hide the cheetah. ✓ (2)

14.7 There is still light to enable them to escape.
They depend more on smell than sight to sense the cheetah's presence.
They prioritise grazing more than safety.

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

14.8 Fear/Awareness of the cheetah's presence✓passes through the herds separating them like a rake parting leaves. ✓ (2)

14.9 A/in a hurry ✓ (1)

14.10 Open-ended

Accept a relevant response which shows an understanding of the working of a noose and the cheetah's movement towards the herd. Do NOT award a mark for YES or NO. (1)

14.11 Open-ended

Accept a relevant response which shows an understanding of the theme of survival and the issues surrounding hunting for pleasure.
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]

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QUESTION 15: 'The serf' – Roy Campbell

15.1 15.1.1 sleepwalking (½)
15.1.2 ploughing (½)
15.1.3 battles(½) (1½)

15.2 It is very hot/difficult/uncomfortable. ✓ (1)

15.3 'hooves'✓ (1)

15.4 15.4.1 The land before it is ploughed.✓ (1)

15.4.2 The land after it is ploughed/the eventual/imminent revolution.✓ (1)

15.5 15.5.1 'share'/'plough' ✓ (1)

15.5.2 True ✓ 'Lies fallow now' ✓

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)

15.5.3 C/pointed ✓ (1)

15.6 'toppled clods'✓
'falling flowers' ✓ (2)

15.7 15.7.1 personification✓ (1)

15.7.2 Just as there is nothing on a naked person, ✓ there is nothing on the earth. ✓ (2)

15.8 Open-ended

Accept a relevant response which shows an understanding of the working conditions of the serf. Do NOT award a mark for YES or NO. (1)

15.9 Open-ended

Accept a relevant response which shows an understanding of the serf's wishes and the way oppression is eventually overcome. 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]

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QUESTION 16: 'A prayer for all my countrymen' – Guy Butler

16.1 16.1.1 plea (½)
16.1.2 unjust (½)
16.1.3 cruelty (½) (1½)

16.2 16.2.1 (few) people✓ (1)

16.2.2 They are able to see that the future✓ will be better. ✓ (2)

16.2.3 Injustice/torture/insults/oppression/persecution✓ (1)

16.3 People terrorise each other/ hurt each other by means of words and deeds. ✓
People hate each other. ✓ (2)

16.4 16.4.1 metaphor✓ (1)

16.4.2 The speaker compares the period they are living in✓ to something that is decomposing/diseased/bad. ✓ (2)

16.5 True. ✓ 'beaten, broken'✓

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)

16.6 B/to live ordinary lives despite hardships. ✓ (2)

16.7 Optimistic/hopeful/sad/respectful/humble✓ (1)

16.8 Open-ended

Accept a relevant response which shows an understanding of the problems addressed in this poem and the power of prayer. Do NOT award a mark for YES or NO. (1)

16.9 Open-ended

Accept a relevant response which shows an understanding of the period in which the poem is set and the current situation. 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

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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.
Code 7 80–100%	Outstanding 20–25 marks	- In-depth interpretation of topic, all aspects of topic fully explored. - Excellent response. (90+: outstanding response). - Range of striking arguments extensively supported from text. - Excellent understanding of genre & text.	Outstanding 8–10 marks	- Coherently structured piece. - Excellent introduction & conclusion. - Arguments well structured & clearly developed. - Language, tone & style mature, impressive & correct.
Code 6 70–79%	Meritorious 17½–19½ marks	- Above average interpretation of topic. All aspects of topic adequately explored. - Detailed response. - Range of sound arguments given, well supported from text. - Very good understanding of genre & text.	Meritorious 7–7½ marks	- Essay well structured. - Good introduction & conclusion. - Arguments & line of thought easy to follow. - Language, tone & style correct & suited to purpose. - Good presentation.
Code 5 60–69%	Substantial 15–17 marks	- Shows understanding & has interpreted topic well. - Fairly detailed response to topic. - Some sound arguments given, but not all as well motivated as they could be. - Understanding of genre & text evident.	Substantial 6–6½ marks	- Clear structure & logical flow of argument. - Introduction, conclusion & other paragraphs coherently organized. - Flow of argument can be followed. - Language, tone & style largely correct.
Code 4 50–59%	Adequate 12½–14½ marks	- Fair interpretation of topic, but not all aspects explored in detail. - Some good points in support of topic. - Most arguments supported but evidence is not always convincing. - Basic understanding of genre & text.	Adequate 5–5½ marks	- Some evidence of structure. - Essay lacks well-structured flow of logic & coherence. - Language errors minor, tone & style mostly appropriate. - Paragraphing mostly correct.
Code 3 40–49%	Moderate 10–12 marks	- Very ordinary, mediocre attempt to answer question. - Very little depth of understanding in response to topic. - Arguments not convincing & very little justification from text. - Learner has not fully come to grips with genre or text.	Moderate 4–4½ marks	- Planning and/or structure faulty. - Arguments not logically arranged. - Paragraphing faulty. - Language errors evident. - Tone & style not appropriate to purpose of academic writing.
Code 2 30–39%	Elementary 7½–9½ marks	- Poor grasp of topic. - Response repetitive & sometimes off the point. - No depth of argument, faulty interpretation/Arguments not supported from text. - Very poor grasp of text & genre.	Elementary 3–3½ marks	- Poor presentation & lack of planned structure impedes flow of argument. - Language errors & incorrect style make this a largely unsuccessful piece of writing.
Code 1 0–29%	Not achieved 0–7 marks	- Response bears some relation to topic but argument difficult to follow or largely irrelevant. - Poor attempt at answering the question. The few relevant points have no justification from the text. - Very poor grasp of text & genre.	Not Achieved 0–2½ marks	- Difficult to determine if the topic has been addressed. - No evidence of planned structure or logic. - No paragraphing or coherence. - Poor language. - Incorrect style & tone.

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