LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

VHEMBE EAST DISTRICT

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE PAPER 2

JUNE EXAM

MARKING GUIDELINE 2026

MARKS: 70

This marking guideline consists of pages 25

INSTRUCTIONS AND INFORMATION

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

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

3.2 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.

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

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

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

3.6 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.

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

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/ Conservative √

(b) C/ Liberal √

(c) A/ Selfish √

(d) B/ Naïve √ (4)

1.1.2. (a) Reverend Kumalo wants to buy a stove for his wife.

Mrs Kumalo wants her husband to buy his vestments (church clothes)

Reverend Kumalo wants to use it for travelling to Johannesburg√√

NB: Accept any two of the above (2)

(b) To further his education / St. Chad's offers the best education for black children. √ (1)

1.1.3. B (Missionary school) √ (1)

1.1.4. (a) Troubled/distressed/Worried/ concerned/ √ (1)

(b) He doesn't want to believe that their only son will never come back.

He had hoped that Absalom would come back and still go to school. √ (1)

1.1.5. Mrs Kumalo is sensible/rational. √ She has since realized that their son would never come back / would not go to school/ must use Absalom's school money√√ (3)

1.1.6. Absalom goes to look for his aunt whose whereabouts are not known because she never writes to them. However, when Absalom goes to Johannesburg he also does not write and his whereabouts are not known. √√

(2)

1.1.7. **Open-ended**

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

- Reverend Kumalo is afraid because his son is going to die alone and painfully
- Absalom is afraid of losing his life
- The pregnant girl is afraid of what might happen when Rev Kumalo goes back to Ndotsheni.
- Gertrude is afraid of starting a new life because she is used to her wild
- lifestyle. √√√ (3)

(18)

AND

1.2

1.2.1. They are in court where Absalom's case is in progress. √√ (2)

1.2.2. (a) Absalom Kumalo√ (1)

(b) He has been arrested and is standing trial for murder.√ (1)

1.2.3. Mathew and Absalom are partners in crime. They are both family rebels who will do anything for money. √√ (2)

NB: Accept any relevant answer.

1.2.4. (a) Personification/metonymy √ (1)

(b) Johannesburg is identified as a dangerous place whereas it is the people who live there who make it dangerous. √√ (2)

1.2.5. Absalom was convicted/ charged by the law for killing Arthur Jarvis√(1)

1.2.6. (a) Johannes is one of the men who were with Absalom when Arthur Jarvis was killed. √ (1)

(b) Johannes is the one who initiated this whole criminal activity.

He is also the mastermind behind this crime.

He is the one who struck the down the servant of the house.

He is the one who instructed them on the terms of the robbery. √√

NB: Any TWO of the above. (2)

1.2.7. **Open-ended**

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

Yes:

- The crime level is very high which invites all citizens to cry for help, deliverance and unity amongst all
- The natives see white people as enemies hence the death of Arthur Jarvis.
- Reverend Kumalo has only one child who has dropped out of school to become a criminal.
- Every community, newspaper and other social media platforms are engaging on the rate of crime in South Africa with concern. √√

No:

- Each and every person is responsible for morality in their communities, John. Gertrude and Absalom were irresponsible and uncaring.
- Going to Johannesburg was their choice and no one should be blamed. Absalom decided on his own to become a criminal and no one should suffer for him. √√ (2)

1.2.8. **Open-ended**

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

Yes:

- He is a victim of social conditions and poor choices.
- He didn't know the life in Johannesburg and was caught off-guard by criminal activities.
- He chose the wrong friends.
- He might have thought that Mathew would lead him to greener pastures but unfortunately he involved him in criminal activities.
- He grew up in a rural area and was overwhelmed by urban life style.
- He was a member of a crime syndicate that killed a white man but he is the only one who was killed for that. √√

No:

- Absalom chose to be a criminal
- He was taught morals, humanity, discipline and kindness but when he arrived in Johannesburg he took a wrong turn and became a criminal.
- He was supposed to have to school with the money his parents saved for him but he dropped off school.
- There was nothing stopping him from going back home after finding his uncle and aunt but he decided to stay in Johannesburg. √√ (2)

(17)

[35]

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) C/is murdered by Hyde√

(b) A/transforms and shocks friends√

` (c) B/minds his own business√

(d) E/recognises the murder weapon√ (4)

2.1.2 Mr Utterson sees Dr Lanyon's anger at Dr Jekyll's scientific beliefs as a sign/proof√ that there is no sinister connection between Mr Hyde and Dr Jekyll.√ (2)

2.1.3 (a) Mr Hyde's dwelling is in Soho.√

OR

Mr Utterson's dwelling is in London/Gaunt Street.√ (1)

(b) Mr Utterson is confused/ troubled√ as he is in a state of turmoil/ struggling to piece the puzzle of Mr Hyde versus Dr Jekyll.√ (2)

2.1.4 (a) Metaphor/Personification√ (1)

(b) In the same way a slave is controlled (held captive) by his owner √ so is Mr Utterson's mind occupied by the mystery surrounding Dr Jekyll and Mr Hyde.√ (2)

2.1.5 (a) The cheque that Mr Hyde gives to the family of the trampled girl is signed by Dr Jekyll.√ Enfield sees Mr Hyde entering Dr Jekyll's laboratory.√ The haunting figure of the man that tramples the child has control/ power over Dr Jekyll.√

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

(b) C/a distant relative√ (1)

2.1.6 **Open-ended**.

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

Yes.

- Mr Utterson does not confront Dr Jekyll when he suspects his involvement in the murder of Sir Carew (the walking stick).
- He does not question Dr Jekyll about the fact that Mr Hyde has a key to his house.
- He remains silent when Mr Guest confirms that Mr Hyde and Dr Jekyll's handwriting are almost identical (the signed cheque/the letter Dr Jekyll receives from Mr Hyde).√√√

OR

No.

- Mr Utterson is unaware of Dr Jekyll's experiment which transforms him into Mr Hyde.
- He and Dr Jekyll have been friends and never would he suspect that Dr Jekyll is able to commit such criminal acts.
- He expresses his concern for Dr Jekyll's well-being and tries to help him (he suspects that Mr Hyde is blackmailing Dr Jekyll).√√√

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. (3)

(18)

AND

2.2.1 (a) The note states that the last sample of salt√ is impure/useless √

(for Dr Jekyll's purpose).

OR

Dr Jekyll wants the salt√ at any cost. √ (2)

(b) The man is angry./Poole has been at Maw's several times with

a similar note.√ (1)

2.2.2 (a) Mr Utterson tells Poole that Dr Jekyll probably suffers from

an illness√ that changes/deforms him.√ (2)

(b) If the man in the mask was indeed Mr Hyde, then he would not look for the drug√ to transform back into Dr Jekyll.√

OR

Mr Hyde is the stronger and more vicious character; √ he would not run away or cry out in fear.√

OR

He is familiar with his surroundings√ yet he cries out and runs away.√

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

2.2.3 (a) Simile√ (1)

(b) Dr Jekyll/Mr Hyde makes a shrill sound of fear√ like that of a rat, √ (when Mr Poole unexpectedly sees him digging among the crates). (2)

2.2.4 The conversation between Utterson and Poole takes place outside the laboratory/cabinet/Dr Jekyll's house.√ (1)

2.2.5 The discussion of the theme of good and evil that exists in human beings should include the following points, among others:

- Dr Jekyll says that all humans are both good and evil/bad.
- He is a respected scientist and regarded as a gentleman in society. He is well-liked by his employees.
- At first, Dr Jekyll is delighted about the appearance of Mr Hyde as he feels he is not bound by any moral constraints, e.g. he goes out late at night to visit the 'unsavoury' suburbs in London.
- Mr Hyde's evil nature is revealed when he tramples the little girl and kills Sir Carew.√√√

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. (3)

2.2.6 **Open-ended.**

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

Yes.

- Mr Utterson's friendship with Mr Enfield causes him to become interested in the mystery of Mr Hyde.
- He is compelled to unravel the mystery of Mr Hyde because of his friendship with Dr Jekyll.
- The friendship between Dr Jekyll and Dr Lanyon, although not that strong, allows Dr Jekyll to show Dr Lanyon the result of his experiment. √√√

OR

No.

- Mr Utterson's curiosity drives him to try and solve the mystery of Mr Hyde.
- The friendship between Dr Lanyon and Dr Jekyll is ruined when Dr Jekyll reveals his alter ego.
- Mr Utterson is blinded by his friendship with Dr Jekyll to see the truth, e.g. he recognises the cane (the murder weapon) which he had given to Dr Jekyll but fails to report this information to the police. √√√

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 1or 2 marks for a response

which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

(17)

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

NOTE: Candidates are required to answer ONLY ONE question on the drama they have studied

QUESTION 3 MACBETH BY WILLIAM SHAKESPEARE

Candidates are required to answer **BOTH** questions, i.e. QUESTION 3.1 AND 3.2

3.1

3.1.1 (a) D/Son of Duncan √

(b) C/King of Scotland√

(c) E/Son of Banquo√

(d) B/Earl of Northumberland √ (4)

3.1.2 Anxious/ worried/ uncertain/ doubtful √

She is not sure if Macbeth has succeeded in killing King Duncan.√ (2)

3.1.3 (a) Regret/ horror/ guilt/ remorse √ (1)

(b) Regret - Macbeth is traumatised by the sight of King Duncan's blood on his hands √

Horror - he is looking at his blood-covered hands with horror √

Guilt/ remorse- Macbeth immediately realises his error in killing King Duncan√

(Accept anyone of the above) (1)

(c)

- Macbeth should stare at his hands
- Show his hands to Lady Macbeth
- Shake his head
- Speak quietly
- Move towards Lady Macbeth
- Open his eyes wide

(Accept any **TWO** of the above) (2)

3.1.4 Macbeth says that he has done the deed, referring to the murder of Duncan. √ (1)

3.1.5 Macbeth is falling apart as he quickly realizes the seriousness of his action, but √

Lady Macbeth is cold (unemotional) as she calls her husband stupid for acting with fear. √ (2)

3.1.6 Lady Macbeth says that thinking deeply about the killing of King Duncan will drive them crazy, however, she loses her mind later because of thinking about the murders. √√

(NOTE: Both statements of the irony must be mentioned) (2)

3.1.7 **Open-ended.**

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

Yes

- The Thane of Cawdor just betrayed him yet he quickly gives the title of Cawdor to Macbeth
- When visiting Macbeth, he focuses on the beauty of the castle instead of his security
- Duncan is too open, which gives Macbeth the best opportunity to take advantage of him
- It is Duncan's trust of Macbeth that leads to his death, plus the external forces at play as far as Macbeth is concerned √√√

No

- King Duncan trusts Macbeth as a close family member
- Macbeth fights bravely in the battle to protect the King and his country
- The King has just promoted Macbeth so that it is only fitting to go and celebrate with him at his castle
- There are no suspicious signs of strife between the King and Macbeth √√√

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 play. (3)

(18)

AND

3.2

3.2.1 The time is when the Doctor visits to observe Lady Macbeth who has lost her mind and the place is Macbeth's castle. √√ (2)

3.2.2 The wife of the Thane of Fife has been murdered by Macbeth's servants/ soldiers. √ (1)

3.2.3 Lady Macbeth says Macbeth is messing up/ spoiling their plan to get away with King Duncan's murder because he is shaking with fear. √√ (2)

3.2.4 Caring/ compassionate √

She stays with Lady Macbeth under very difficult circumstances/ she gives an honest update (report) to the Doctor about Lady Macbeth's illness. √ (2)

3.2.5 (a) Hyperbole/ exaggeration √ (1)

(b) Lady Macbeth exaggerates with 'all the perfumes of Arabia' to show that her guilt feels impossible to wash away (get rid of). √√ (2)

3.2.6 C Seyton √ (1)

3.2.7 The discussion of the theme of deception should include the following viewpoints, among others:

- Macbeth is deceived by the three sisters who address him as king
- Macbeth and Lady Macbeth deceive King Duncan by welcoming him to their home and planning to kill him
- Macbeth invites Banquo to the banquet only to assassinate him in cold blood
- Macbeth deceives the leaders of Scotland by killing King Duncan's bodyguards in order to destroy any evidence linking him to the King's murder
- The three sisters deceive Macbeth by telling him that he will never be defeated by any person who is born of a woman. √√√ (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 play.

3.2.8 **Open-ended**

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

Yes

- Macbeth is a hero when he fights against the King of Norway and defeats him.
- He is a hero when the king honours him with promotion to the Thane of Cawdor, in addition to him being the Thane of Glamis.
- Macbeth becomes a villain when he allows the three sisters and his wife Lady Macbeth to manipulate and control his destiny.
- He betrays and murders his King, with many other people in Scotland.
- Macbeth dies tragically in his own castle in the hands of Macduff. √√√

No

- Killing the unarmed helpless and innocent King Duncan in his sleep does not make Macbeth a hero.
- A true tragic hero usually commits one great crime, then suffers, yet Macbeth keeps on killing indiscriminately.
- He is manipulated by the three witches and his wife into killing Duncan.
- He kills Macduff's family, which does not make him a hero.
- He dies without redemption by fighting to the very end. √√√

NOTE: Do not award a mark for a 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 play.

(3)

(17)

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

4.1

4.1.1 (a) E/committed Zionist √

(b) A/learner at Camdeboo √

(c) B/motivates standard ten learners √

(d) C/a standard six learner √ (4)

4.1.2 (a) Condescending/pride/insensitive/fair minded/reasonable√ (1)

(b) Isabel shows how content she is about their comfortable living conditions. √

She is insensitive of the suffering of the black people. √ (1)

4.1.3 Brakwater is filthy with dusty roads, no electricity and no proper housing (shacks or pondoks), whereas Camdeboo is clean, well-resourced with nicely restored monuments. √ √ (2)

4.1.4 (a) Metaphor √ (1)

(b) The location is compared to an eyesore implying that it is Unpleasant or ugly to look at. √√ (2)

4.1.5 Miss Brockway is the Principal of Camdeboo. √ (1)

4.1.6 **Open-ended:**

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

Yes.

- Isabel interacts well with Thami and Mr M irrespective of her apartheid upbringing.
- Isabel is happy to be counted in as one of Mr M's extended family member
- She is heartbroken when Mr M is killed. √√√

OR

No.

- Isabel is proud to have been born white.
- Isabel disregards the plight of black people and supports Mr Pienaar's idea of moving Brakwater to where it cannot be seen.
- She doesn't understand the struggle of black people and calls their discipline murder. √√√

NOTE: Do not award 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 ground in the play. (3)

4.1.7 The discussion of the theme of inequality during the apartheid era may include the following points among others:

- Black learners receive inferior Bantu Education .
- The majority of black people live in poverty.
- White people like Isabel and her family enjoy a comfortable life in well-resourced suburb of Camdeboo.√√√

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 ground in the play. (3)

(18)

AND

4.2

4.2.1 The time is when Thami invites Isabel to tell her that he is leaving the country and the place is Brakwater. √√ (2)

4.2.2 Isabel should look straight into Thami's eyes √

Raise her voice √

Lean towards Thami √

Raise her eyebrows √ (2)

NOTE: Accept any TWO of the above or any relevant action.

4.2.3 Isabel would like to run away from Thami, yet she initially showed her eagerness to interact with Thami and his friends √√ (2)

4.2.4 She is not comfortable to be in the area and company of people she believes are responsible for Mr M's death. √v (2)

4.2.5 He was hit over the head with an iron rod and set alight. √ √ (2)

4.2.6 Frustrated/angry/sarcastic

Isabel is unhappy with Thami wanting to hurt her once again. √√ (2)

4.2.7 Caring/sensitive/selfless/considerate

Thami wants Isabel to have firsthand information about him leaving as he knows she will be disappointed to get it from other people. √√ (2)

4.2.8 **Open-ended**

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

Yes.

- Thami quits the literature quiz without considering Mr M and Isabel's feelings
- Thami leaves the country fearing arrest leaving black people still suffering under apartheid
- He fails to tell Mr M he loves him which would have saved his life√√√

OR

No

- Thami quits school to fight Bantu Education and liberate his people.
- Thami risks his life when warns Mr M about the comrades who are about to burn the school and kill him.
- He invites Isabel to tell her he is leaving the country. √√√

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 1or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

(17)

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

5.1.1 (a) D/ shy and naive√

(b) A/ opportunist√

(c) E/ Islamic spiritual leader√

(d) B/ polygamist√ (4)

5.1.2 The speaker is a loving /caring√

mother and wife who is determined to raise her children and care for her family.√ (2)

5.1.3 (a) Simile√ (1)

(b) The narrator compares the pride resulting from success of her children at school to praises/accolades given to her husband. √√ (2)

5.1.4 (a) Enraged/Angry/reflective/questioning/bewildered√ (1)

(b) The narrator felt betrayed by her husband of 25 years when she was rejected for a younger wife.√

OR

She is also angered by Tamsir when he indicates his intention to make the narrator his wife without her consent and disregarding the fact that she is still mourning.√

(Accept any relevant answer) (1)

5.1.5 Modou is the narrator's husband.√ (1)

5.1.6 Accept a relevant text-based response which shows an understanding of the theme betrayal in the short story, among others:

- The narrator feels betrayed by her life partner, Modou, who takes a second wife without consulting her.
- She is expected to accept without questioning her husband.

- The narrator's daughter, Daba, feels betrayed by her close friend Binetou, who is taken by her father as his second wife.

- Both the narrator and Daba feel betrayed by Binetou whom they welcomed in their home to do schoolwork. √√√

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 story. (3)

5.1.7 Open-ended.

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

Yes.

- Modou shows selfishness when he takes a decision to marry a second wife (Binetou), without consulting his first wife.
- He also shows selfishness when he uses his money to lure Binetou, who is poor, into marrying him.
- When Binetou shows resistance to the idea of marrying old Modou, he entices her family by promising to improve their Lifestyle. √√√

OR

No.

- Modou did not force Binetou to marry him, it was her choice.
- By marrying a second wife, Modou is not being selfish; instead he is following his cultural and religious beliefs. (Islamic). √√√

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. (3)

(18)

AND

5.2: CLASS ACT

5.2.1 The time is when the narrator asks her aunt to shorten/sew the hem of her uniform√ and the place is the narrator's bedroom/her mother's room.√ (2)

5.2.2 (a) Simile√ (1)

(b) The narrator wore a long tunic just like the nuns who wore the long dresses. √√ (2)

5.2.3 Both of them do not have an enjoyable experience in class (learners do not listen to the teacher and learners are bullying the narrator. √√ (2)

5.2.4 The narrator was bullied at school because of her tunic which was too long. It had to be altered for her not to feel out of place.√√ (2)

5.2.5 She is feeling cold √ (1)

5.2.6 The narrator is embarrassed√ because the other learners in the class are laughing at her.√ (2)

5.2.7 Ayanda is a caring/loving√ sister to the narrator – she feels sorry for the narrator and she fixes her tunic/skirt/school dress and also washes and irons it as well.√ (2)

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

Yes.

She is not treated well at her new school; she is bullied and made to feel ashamed of herself. That is very sad for a 12-year-old to be made to feel like that since even her mother and aunt are not supportive to her feelings and what she is going through at school.√√√

OR

No

She should not mind the other learners and concentrate on what she is at school for. She should just be herself and not try to change to suit the learners at school.√√√

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. (3)

[17]

(35)

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions

QUESTION 6.1: The Night-jar and Inkosazana Yasezulwini by Chris Mann

6.1.1(a) E/magical person who sprinkles stuff into children's eyes√

(b) C/has the power of love√

(c) D/messenger and guide√

(d) B/traditional Zulu dwelling √ (4)

6.1.2 The Night-jar hides inside a bush during the day. √

It hides from the brightness of the sun. √

It pecks at the window pane at midnight. √

(Accept any **TWO** of the above) (2)

6.1.3 The Night-jar √ (1)

6.1.4 (a) Simile √ (1)

(b) As the colour of honey is dark brown, so is the colour of the feet of the Princess of the Heavens. √√ (2)

(c) Admiration/ appreciation/ praise√

The speaker admires/ appreciates/ praises the beauty of the Princess' feet. √ (2)

6.1.5 Without her, no one dreams. √ (1)

6.1.6 The Night-jar brings hope by guiding the speaker from the worn-out curtained town to the Princess of the Heavens. √ (1)

6.1.7 **Open-ended.**

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

Yes

- She has feet as dark as honey (beautiful)
- She is a symbol of hope and love
- She collects and restores human dreams.
- She possesses timeless wisdom and compassion √√√

No

- She does not exist in the real world

- The worn-out curtained town is still there when people wake up
- She is silent and passive in the poem (she does not speak)
- She makes people dependent on her because they cannot dream without her√√√

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)

(17)

AND

6.2 **What life is really like by Beverly Rycroft**√

6.2.1 The time is when the speaker's father teaches her about life and the place is at the speaker's home. √√ (2)

6.2.2 To emphasise that the speaker is the one specifically singled out by her father for the task of holding the injured pigeon down. √√ (1)

6.2.3 (a) Metaphor √ (1)

(b) Just as the chickens and the pigeons have to fight for their lives, so must his daughter fight the cruelties of life. √ √ (2)

(c) He would √ (1)

(d) Resentful √

The speaker is pointing out that her father treats her like one of his students, not a daughter√

OR

Judgmental √

She is criticising his lack of empathy since she is only a child in need of comfort, not harsh words. √

OR

Sarcastic√

The father thinks that he is teaching what life is really like, but he is missing the point because she is not one of his students. √

(Accept disapproving/ critical/ bitter and ironic, among others). (2)

6.2.4 The speaker's father used to stitch his mutilated/ injured pigeons. √ (1)

6.2.5 The father is vocal and insensitive in his lessons to his daughter, but only succeeds in causing her trauma

OR

The father tries to prepare his daughter about the cruelties of life, however, he is being cruel to her by forcing her to watch the killing of chickens or the stitching of injured pigeons.

OR

The father is very vocal and insensitive in his lessons, yet he works in complete silence when his daughter faces a life and death situation fighting breast cancer. √√ (2)

6.2.6 The discussion of the theme of suffering should include the following viewpoints, among others:

- The father believes suffering is something to be taught
- The speaker suffers trauma when she is forced to watch the slaughter of chickens
- The speaker suffers emotionally when she waits for years for a bitter experience to come to her.
- She suffers physically because of breast cancer and the subsequent operation to remove her breast.
- The father also suffers when he sees his daughter's illness and works in silence to deal with her wound. √√√

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.

(3)

6.2.7 **Open-ended.**

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

Yes

- The father exposes his daughter to violence by forcing her to watch the killing of chickens in order to teach her about life
- He calls her from the playing field when one of his pigeons comes home injured

- He makes his daughter to hold the pigeons when he stitches them
- He shouts at her, treating her like one of his students instead of his daughter

No

- The father's intention is to protect, not to hurt his daughter by telling her to toughen up
- He seeks his daughter to come and assist with the injured pigeon, which shows trust
- He is angry when he sees his pigeons suffering, thus working angrily.
- As a university lecturer, he knows how to teach, but not to switch from teacher to dad√√√

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)

(18)

[35]

TOTAL SECTION D: 35

GRAND TOTAL: 70