GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

PREPARATORY EXAMINATION

2023

MARKING GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE (PAPER 2) (10052)

22 pages

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections

2. These marking guidelines have been finalised at a marking guideline discussion session. Any omissions or queries should be referred to Chief Examiner/Internal Moderators. All protocol must be followed.

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

4. **MARKING GUIDELINES**

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

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

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

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

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

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

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

SECTION A: NOVEL

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) C – a *pro Deo* defence lawyer ✓
(b) D – mother of the deceased ✓
(c) A – was hit with an iron bar ✓
(d) B – employed Sibeko's daughter ✓ (4)

1.1.2 He demonstrated good behaviour/was one of the senior boys. ✓
Due to his age. ✓
The young girl was pregnant with his child. /The couple seemed fond of each other. ✓
He undertook to work/care for his child and its mother. ✓
NOTE: Accept any TWO of the above. (2)

1.1.3 (a) The young man is a white man that works at the reformatory that Absalom Kumalo was in. ✓ (1)
(b) Kind/Caring ✓ He believed in Absalom who disappointed him. Patient/Dedicated ✓ Even though he is hurt by the fact that Absalom betrayed his trust, the young man still helps Kumalo find his son. ✓ (2)

1.1.4 (a) Desperation /concerned/✓ (1)
(b) Kumalo is afraid that he might not see her again and is desperate to stay. ✓/The young girl is pregnant with Absalom's child. This is Kumalo's grandchild – family is very important to Kumalo. ✓/ Msimangu and the white man are about to leave and Kumalo does not want to leave her. ✓ (1)

1.1.5 Shocked/Hurt ✓ Msimangu's suggestion to abandon Absalom's unborn child was hurtful. ✓ (2)

1.1.6 The girl is pregnant with Mr Stephen Kumalo's grandchild. ✓ (1)

1.1.7 Open-ended

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

Yes.

- Msimangu is hypocritical because he is a priest but he shows no compassion for the pregnant girl.
- He is critical of Absalom that he could have been sleeping around, making many girls pregnant.
- He does not know Absalom that well to accuse him without concrete evidence.
- He is insensitive and harsh. He says very hurtful things to the girl and he discourages Kumalo from getting involved.
- He acts unpriestly.

OR

No.

- Msimangu is a warm, generous, and humble young minister who has the clearest understanding of South Africa's injustices.
- Msimangu has done everything he could do to assist Kumalo in the search for his family members. He is aware of the realities of Johannesburg and knows this is a hopeless situation.
- The girl does not know anything – she does not know where Absalom is or what she is going to do next. She is therefore of no use to Msimangu in the search for Absalom.
- Msimangu is frustrated, as they have been all over Johannesburg to find Absalom and it seems they have reached a dead end.

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)

AND

1.2 1.2.1 The house of Arthur Jarvis. ✓ after his (Arthur Jarvis's) funeral ✓ (2)

1.2.2 A – Lincoln ✓ (1)

1.2.3 (a) Personification ✓ (1)

(b) Death is compared to a person ✓ coming in through the door into the passage or house. ✓ (2)

(c) Arthur Jarvis was killed by Absalom Kumalo. ✓
Absalom Kumalo with two other accomplices broke into and entered the house of Arthur Jarvis and Arthur was shot in the kitchen. ✓ (2)

1.2.4 Arthur was a white man who wanted to end segregation yet he was killed by a black man.

OR

Arthur was an activist who fought for the rights of black people but he was killed by them. ✓✓

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

1.2.5 James Jarvis is absorbed in his son's ideas ✓ he is intrigued and hurt that he knew so little about him. ✓/He had just looked down on the stain where his son had been murdered and thought about his grandson. (2)

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

- Betrayal means the violation of a person's trust or confidence, which leads to conflict.
- Stephen Kumalo is betrayed by a young man who offers to buy a bus ticket for him when he lands in Johannesburg.
- Gertrude betrays Stephen Kumalo when she promises to go back to Ndotsheni and become a nun. However, on the day of returning to the farm, she leaves her son and is gone.
- Jarvis was one of the white men working to make life better for black people but ends up being killed by Absalom.
- John Kumalo turns his back on his family and the church. He even throws his brother (Stephen Kumalo) out of his shop when Stephen tried to reproach him.

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)

1.2.7 Open-ended

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

Yes.

- At the beginning of the novel, James Jarvis is only concerned with his own estate. He keeps a distance from villagers. At the end of the novel he does several things to improve the lives of the villagers:
- He sends milk for the young children.
- He builds a dam
- He sends a trained expert in agriculture to show the people how to farm correctly.
- He realises after reading his son's writings that he, as a white person is also to blame for the inequality in the country. He sets out to make amends.
- Even though Stephen Kumalo's son was responsible for the death of his son, Arthur Jarvis, he feels sympathy for Stephen. He even builds a new church for Stephen Kumalo.

OR

No.

- James Jarvis only makes a change after the traumatic event of the death of his son. He represents the white people who have ignored racial inequalities for years. The damage has been done and it will take years to make a visible change if it ever does.
- He does not know his son well.
- He helps the people of Ndotsheni out of guilt and he can therefore not be admired.

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)
[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) D – a gentleman with white hair ✓
(b) E – wears a lot of heavy wool clothing, even in August ✓
(c) B – a great critic of handwriting ✓
(d) C – a police officer from Scotland Yard ✓ (4)

2.1.2 Utterson's business room. ✓
The night after the funeral of Dr Lanyon. ✓ (2)

2.1.3 (a) Personification ✓ (1)

(b) The candle is personified as feeling sad. ✓
The candle reflects the feelings of Mr Utterson after the funeral of Dr Lanyon. ✓ (2)

2.1.4 Mr Utterson was not given the chance to assist ✓ Dr Jekyll in the making of the will. ✓

OR

The content of the will: In the event of Dr Jekyll's death, ✓ all his possessions will be given to Edward Hyde. ✓/Should Dr Jekyll disappear ✓ then Edward Hyde will step into Henry Jekyll's shoes. ✓

OR

Mr Utterson does not know who Edward Hyde is. ✓
Utterson is worried that Hyde may kill Jekyll to benefit from the will. ✓

NOTE: Accept anyone of the above combinations (2)

2.1.5 D – Jekyll. ✓ (1)

2.1.6 He is loyal. ✓ Even though he is curious, he refuses to read the enclosures and stays loyal to his friend's instructions. ✓

OR

Passionate ✓ He experiences a deep loss with the death of his friend Dr Lanyon. ✓

OR

Concerned ✓ He immediately thinks of the will of Jekyll and how the same instruction is mirrored here. He fears for Jekyll and is afraid that he might lose another friend. ✓

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

2.1.7 Open-ended

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

Yes.

- Mr Utterson can be proven to be a hypocrite because he cares more about reputation than the truth, if he truly cared for his friends, Mr Utterson should have read the enclosures immediately.
- Mr Utterson is seen as a gentleman who preserves order but he is willing to remain friends with someone whose reputation has suffered.
- Mr Utterson's hypocrisy is evident when he consistently keeps information from the police in order to save his friend's reputation.

OR

No.

- Even though Mr Utterson is curious about the content, there are strict instructions not to open the enclosures.
- He has to stay loyal to his friends and wait for the death or disappearance of Jekyll before he can open it.
- As a lawyer, he is aware of the professional code of conduct that he has to abide by.
- Dr Lanyon left the enclosures with Mr Utterson because he knew that he (Mr Utterson) would be able to keep the secret.

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)

AND

2.2 2.2.1 Dr Lanyon and Dr Henry Jekyll are scientists. ✓ (1)

2.2.2 Hyde believes that Lanyon will receive power and greatness when he witnesses the transformation, however when Lanyon witnesses the transformation he is so shocked that it leads to his death. ✓✓

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

2.2.3 (a) He is irritated. ✓
Jekyll has asked him to fetch certain contents from the drawer and to hand them to a person who will come at midnight. He does not know who the person is or why he had to run the errand for Jekyll. ✓

OR

The person speaks in riddles (mysteries) and no clear explanation is given. ✓ (2)

(b) Dr Lanyon had to fetch the contents of a drawer in Jekyll's home, without any apparent reason. ✓
Dr Lanyon feels that he is part of the events and wants to see the purpose of the salt and the liquid he had to fetch. ✓ (2)

2.2.4 Dr Lanyon has been sworn to secrecy and cannot reveal what he is going to see. ✓ (1)

2.2.5 (a) Condescending/Disrespectful/Rude/Sinister ✓ (1)

(b) Condescending: Jekyll/Hyde believes that their discovery is superior to the narrow views held by Lanyon. ✓

OR

Disrespectful/Rude: According to Dr Jekyll/Hyde Lanyon made fun of his superiors (Jekyll). ✓

OR

Sinister: The medicine is described as transcendental – implying it is supernatural. ✓ (1)

2.2.6 A change came over Hyde/Hyde seemed to swell/his face became black. ✓/
Lanyon tries to shield his eyes from witnessing the event. ✓/
Hyde changes into Jekyll. ✓/
Jekyll tells Lanyon everything about Hyde. ✓/

NOTE: Accept any TWO of the above or any other relevant answer. (2)

2.2.7 The discussion of the theme of scientific experimentation should include the following points, **among others**:

- Scientific experimentation is represented by the two scientists in the novel (Dr Jekyll and Dr Lanyon).
- Jekyll is relentless in his goals to complete the experiment of releasing his hidden self, i.e. Mr Hyde. He stops at nothing to achieve his goals and does not listen to his friends.
- Dr Jekyll's experiment kills him, as he has to die to get rid of Mr Hyde.
- Dr Lanyon dies of shock after seeing Mr Hyde turning into Dr Jekyll.

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)

2.2.8 Open-ended

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

Yes.

- Jekyll is seen as a highly respected doctor, who does charity work.
- He realises that every person has an evil side and uses experimentation to divide his nature into two, to keep his reputation.
- Jekyll believes good can come out of his experiment and that it will benefit society to separate people from the good and bad sides of their personality.

OR

No.

- Jekyll creates Hyde, who commits murder and does many unspeakable activities.
- Jekyll pretends to uphold the Victorian rules but he loses his friends and is the cause of Dr Lanyon’s death.
- In the end, he kills himself to get rid of Mr Hyde when he realises he can no longer control his evil side.

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)
[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

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

QUESTION 3: MACBETH

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

3.1 3.1.1 (a) C – wife of the Thane of Fife ✓
(b) A – goddess of witchcraft ✓
(c) D – Lady Macbeth's attendant ✓
(d) B – conjure apparitions ✓ (4)

3.1.2 This extract takes place (in a room in) Forres (Duncan's castle), ✓ just after Macbeth and Banquo arrive at Forres/when Duncan announces the heir to the throne. ✓ (2)

3.1.3 (a) Metaphor ✓ (1)
(b) Duncan compares the act of bestowing a new title ✓ (Thane of Cawdor) upon Macbeth to the act of planting a tree and seeing it grow implying that Duncan is grateful. ✓ (2)

3.1.4 Duncan names Malcolm heir to the throne of Scotland (Prince of Cumberland). ✓ (1)

3.1.5 Macbeth personally wants to be the messenger ✓to inform his wife about the king's visit ✓

OR

Macbeth says that he will be the messenger✓ to give the good news to Lady Macbeth that the king will be visiting their castle. ✓

OR

Macbeth is being polite and respectful to Duncan, but he also has a hidden motive. ✓ By being the harbinger, Macbeth can prepare his wife for the murder plan and set up the scene for Duncan's death. ✓

NOTE: Accept any TWO of the above (2)

3.1.6 He is false/sly. ✓ He pretends to be happy that King Duncan will visit at Inverness. ✓

OR

He is ambitious✓ He is considering taking matters into his own hands to become king.

OR

He is evil. ✓ He is committing himself to evil by calling on the forces of darkness to hide his evil deeds. ✓

OR

He is decisive. ✓ He rushes ahead to tell his wife that Duncan will spend the night at their castle. ✓

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

3.1.7 Open-ended

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

Yes.

- Duncan refers to Macbeth as 'worthy' because Macbeth fought bravely in defending Scotland in not one but two battles.
- Macbeth protected Scotland and King Duncan against a rebellion by MacDonwald and an invasion from Norway led by Sweno with the assistance of the treacherous Thane of Cawdor.
- Duncan refers to Macbeth as 'worthy Cawdor' because he is worthy of a new title.
- Duncan does not think that Macbeth will betray him.
- Duncan believes that the title Thane of Cawdor would suit Macbeth.
-

No.

- Duncan refers to Macbeth as 'worthy Cawdor' but, just like the previous Thane of Cawdor, Macbeth will also become a traitor and will (plot to) murder Duncan.
- Macbeth is not to be trusted by Duncan.
- Macbeth will also betray King Duncan.
- Macbeth does not deserve the title Thane of Cawdor.
- Macbeth will not be worthy of the title Thane of Cawdor.

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.

AND

3.2 3.2.1 The servant should bow his head. ✓
He could nod his head. ✓
He should quickly turn towards the door and go off stage. ✓

NOTE: Accept any other relevant actions (2)

3.2.2 Lady Macbeth feels disillusioned/unhappy/dissatisfied ✓ – The kingship has not brought them the peace of mind/rewards they expected. ✓ (2)

3.2.3 (a) Concerned/Worried/Puzzled/Curious ✓ (1)

(b) Lady Macbeth is concerned about the fact that Macbeth has been keeping to himself (isolating himself from her)/Lady Macbeth is concerned about Macbeth's state of mind because he seems to be caught up in his thoughts constantly. ✓ (1)

3.2.4 Lady Macbeth refers to Duncan's murder. ✓ (1)

3.2.5 B – sleep peacefully. ✓ (1)

3.2.6 (a) The first word 'peace' refers to Macbeth and Lady Macbeth having peace of mind after murdering King Duncan by then becoming king and queen of Scotland. ✓ (1)

(b) The second word 'peace' refers to sending someone to their death, to rest in peace. ✓ (1)

3.2.7 Macbeth must disguise his disturbed and worried expression which is visible to everybody. ✓ She urges him to be cheerful and friendly towards his guests at the banquet that night. ✓

OR

Macbeth must hide his disturbed look ✓ and pretend to be cheerful. ✓ (2)

3.2.8 The discussion of the theme of guilt and its consequences should include the following points, **among others:**

- Macbeth's guilt takes the form of hallucinations about the dagger, his fixation on blood and his inability to sleep. Macbeth wonders if the sights and sounds are supernatural visions or figments of his imagination.
- Both Macbeth and Lady Macbeth worry that they will never get rid of the blood stains from their hands.
- When he murders Duncan, Macbeth thinks he hears a voice say that he 'murders sleep'. This leads to Macbeth being unable to sleep peacefully and Lady Macbeth starts sleepwalking at the end of the play.
- Macbeth's lust for power overtakes his guilt and he goes on a murderous spree, even killing women and children.
- At first Lady Macbeth appears to cope well with the murders and does not display any feelings of guilt. However, she goes mad because of her guilt and commits suicide.

NOTE: For full marks the response must be well-substantiated 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.

3.2.9 Open-ended

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

Yes.

- Lady Macbeth feels lonely, guilty and disappointed. She has to make an appointment with Macbeth.
- Macbeth keeps to himself and excludes her from his plans to kill Banquo.
- She says it would be better for them to be dead like Duncan, than to live in uncertainty and anxiety for having committed the murder.

OR

No.

- Lady Macbeth is strong-willed and determined and calls on spirits to 'unsex' her. She is the driving force behind Macbeth.
- Lady Macbeth is strong, ruthless, and ambitious. She suggests to Macbeth that they should kill Duncan in order to make the witches' prophecy come true.
- She helps her husband recover from his fear after he kills Duncan and helps the cover up.

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)

[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

4.1.1 (a) C – where Mr M first decided to become a teacher ✓
(b) E – a girls-only high school ✓
(c) B – where Thami's parents work ✓
(d) A – where Mr M originates from ✓ (4)

4.1.2 At Camdeboo Girl's High/At Isabel's school. ✓
When Mr M comes to ask Isabel to collaborate (work together) with Thami in the inter-school English literature quiz. ✓ (2)

4.1.3 (a) Excitement ✓ (1)
(b) Mr M is excited that Isabel is joining the quiz despite her white privilege. / To express his joy over the enthusiasm from Isabel about the competition/ when Isabel called him Mr M.✓ (1)

4.1.4 Isabel is enthusiastic/excited/eager ✓ that Mr M came all the way to Camdeboo to inform/invite her to be part of the competition in which she will partner with Thami. ✓ (2)

4.1.5 Mr M is certain that Thami and Isabel will win the competition, but Thami withdraws from the competition before it begins. ✓✓

OR

Mr M is confident that Thami and Isabel will win the English literature quiz. He takes the liberty to ask Isabel to be part of the competition, but he does not afford Thami the same courtesy. Ironically, in the end they do not take part in the competition. ✓✓

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

4.1.6 Mr M is inconsiderate/dictatorial/controlling ✓ – he does not allow Thami to express his opinions or feelings instead he makes decisions for him without considering that Thami might have a different view. ✓ (2)

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

Yes.

- Isabel is surprised that Mr M has not asked Thami if he wants to participate in the quiz. Isabel questions Mr M's dictatorial relationship with Thami.
- Isabel uses a more informal register. She sounds like she is having a normal conversation with a friend - Isabel addresses Mr M, a teacher, by his nickname. This could be viewed as disrespect.
- She invites Mr M and Thami to her house without her parents' permission.

No.

- Isabel is an independent-thinking student.
- Although she does not understand Thami's willingness to join the violent community protest, she does her best to respect his decision.
- She goes to the top of the Wapadsberg Pass to bid farewell to Mr M as a sign of respect.
- She treats Samuel and Aunty with respect and dignity.

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)

AND

4.2 4.2.1 B – abandoned school. ✓ (1)

4.2.2 (a) Shrug his shoulders. ✓
Sigh heavily. ✓
Look sternly into Thami's eyes. ✓
NOTE: Accept any TWO of the above or any other relevant actions. (2)

(b) Mr M confesses to Thami that he gave the police ✓ the names of the comrades.✓
Mr M betrayed Thami and what he stood for by giving names of the people ✓involved in the boycotts/protest to the police. ✓ (2)

4.2.3 (a) Hyperbole ✓ (1)

(b) Mr M means that he would do anything ✓ to get his learners back to school/behind their desks. ✓ (2)

4.2.4 The dictionary stands for/symbolises education/learning/the importance of going to school. ✓ Mr M believes in using words to overcome hardships. ✓ (2)

4.2.5 He was (only) ten years old. ✓ (1)

4.2.6 Mr M was a rugby player back in high school. ✓ (1)

4.2.7 The discussion of the theme of living a meaningful life should include the following points, **among others**:

- Thami had great potential, as a young boy he loved school and he wanted to become a doctor. However, he feels that staying within the Bantu Education system would be a waste of the opportunity to fight Apartheid.
- When his learners join the school boycott, Mr M feels like his life has been wasted, because teaching is what has given his life meaning.
- When Isabel goes to the Wapadsberg Pass to pay her respects to the memory of Mr M, she promises him that she will live a meaningful life that contributes to society.

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)

4.2.8 Open-ended

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

Yes.

- He successfully organises an interschool debate between Zolile and Camdeboo.
- This encourages cooperation and collaboration between black and white learners.
- Thami becomes an exceptional student and a great oracle under the guidance/tutelage of Mr M.
- He sacrifices himself to save his learners when he approaches the angry mob.

OR

No.

- He is a dictator who does not consider the opinions of his learners.
- He continues to teach Bantu Education to his learners even though he knows that it is inferior education.
- He gives the names of the action committee to the police which results in Thami leaving the country.
- He is murdered by the angry mob because he was an informer.

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)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

Candidates are required to answer BOTH questions, i.e. QUESTIONS 5.1 AND 5.2

5.1 'REJECTION' – MARIAMA BÂ

5.1.1 (a) D – Modou's faithful friend ✓
(b) E – narrator's brother-in-law ✓
(c) B – Modou's second wife ✓
(d) A – spiritual leader ✓ (4)

5.1.2 Binetou, her best friend, had been secretly dating/having an affair with Daba's father ✓/Binetou was openly insulting Daba's father before Daba discovered the affair. ✓ (1)

5.1.3 B Islam. ✓ (1)

5.1.4 (a) Metaphor ✓ (1)
(b) In the same way that a lamb is slaughtered/sacrificed on an altar (for some good), ✓ so is Binetou sacrificed/made to marry Modou for the good/benefit/wealth of her family. ✓ (2)

5.1.5 Daba is headstrong/strong-willed. ✓ She urges her mother to leave her father for his affair/second marriage/disrespecting them. ✓

OR

Daba is outspoken/open-minded. ✓ She does not believe that her mother should accept another woman/a young woman as her husband's second wife. ✓ (2)

5.1.6 Modou has twelve children with his first wife. ✓ (1)

5.1.7 The discussion of the theme of patriarchy should include the following points, **among others**:

- The narrator and Binetou are part of a society that elevates men above women so they are susceptible to the wishes of men, despite what they want.
- The narrator is controlled by Modou, his brother and the Imam, who manipulate/ambush her into accepting Modou's second marriage.
- Binetou is controlled by both her mother's desire for a better life and Modou's desire for her as he pursues her relentlessly, buying her and her family gifts, and promising them a better life until finally, she bows to the pressure.

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. (3)

5.1.8 Open-ended.

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

Yes.

- Modou has embarrassed/disrespected both his wife and daughter by lying and secretly taking a second wife.
- The narrator should stand up for herself by leaving Modou after the way he has betrayed her.
- The narrator should not be made to compete with another woman who is her daughter's age, for her husband's affections.
- The narrator would not be a good example for her children, especially her female children, if she put up with Modou's betrayal.

OR

No.

- Islam permits polygamy, which the narrator knows as she follows the faith.
- It would be difficult for the narrator to start all over again after 25 years of marriage and 12 children.
- Despite Modou's betrayal, he has provided well for his family for 25 years and will probably continue to do so.
- The narrator is still in love with Modou and struggles with the thought of leaving him.

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. (3)

AND

5.2 **'TRIUMPH IN THE FACE OF ADVERSITY' – KEDIBONE SEKU**

5.2.1 The setting is in a school/in a school staff room ✓ just after the narrator has failed another test/where the teacher confronts the narrator about failing a test. ✓ (2)

5.2.2 Thulisile's father is a drunk ✓ who physically and emotionally abuses his family. ✓ (2)

5.2.3 The narrator's home situation was disruptive ✓/the narrator and her siblings did not have food ✓/Her father was violent/Her father was unemployed/could not provide for the family. ✓

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

5.2.4 (a) Persistent/Demanding/Worried /Concerned. ✓ (1)

(b) The teacher is determined to find out what is bothering Thulisile/ what is affecting her education/why her marks are dropping/ The teacher is concerned/worried about Thulisile's poor academic performance. ✓

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

5.2.5 The narrator expects the teacher to sympathise with her/offer his help with her home situation, but he tells her she has the power to control it. ✓✓

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

5.2.6 The narrator is angry/disturbed/upset. ✓
Her mother is accepting/passive/resigned. ✓ (2)

5.2.7 The narrator is distraught or in a state of despair/anxiety/confusion ✓ over her bad home situation/how to handle her home situation/how to handle the effect of her home situation on her school performance. ✓ (2)

5.2.8 Open-ended.

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

Yes.

- The teacher is trying to encourage the narrator not to be passive about her situation but to be empowered.
- The narrator may not choose what happens to her but she can choose how she responds to it.
- Even though her home situation is difficult, the narrator does have control over her academic performance, especially with this concerned teacher encouraging her to do her best.
- The narrator should focus her energy on school, as her teacher says.

OR

No.

- The narrator's home situation is clearly mentally disturbing her to the point where she cannot focus at school.
- She needs more support and guidance/encouragement than what she is capable of doing for herself.
- The teacher's words are insensitive as she is only a teenager with adult burdens that are troubling her and he should provide more practical support instead of just telling her to focus.

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. (3)

[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 **'Sonnet 73: That time of year thou mayst in me behold' – W SHAKESPEARE**

6.1.1 (a) Shakespearean ✓
(b) quatrain ✓
(c) couplet ✓
(d) mournful ✓ (4)

6.1.2 The leafless branches where birds used to sit and sing ✓are compared to the ruins of church buildings where choirs once sang. ✓ (2)

6.1.3 Gloomy/Sad/Depressed/Melancholic ✓
He is aware of the speed at which his body is ageing and the unstoppable approach of death. ✓ (2)

6.1.4 (a) Simile /Metaphor/ParadoxPersonification/✓ (1)
(b) The poet describes how the glowing remnants of the fire/the logs which enabled the fire to burn ✓ are now consuming it. ✓ /
The adventures of his youth ✓ now consume him at the end of his life. ✓

OR

He compares his life (nearing death) ✓to the glowing embers of a fire which emphasises that death is approaching fast. ✓

OR

The ashes of the wood that once fuelled the fire✓ will eventually. suffocate that same fire. ✓ (2)

6.1.5 The couplet is positive/hopeful as the speaker slowly comes to terms with the finality of ageing and the impermanence of life. ✓ (1)

6.1.6 The discussion of the theme of ageing should include the following points, **among others**:

- Ageing is compared to autumn with winter approaching.
- It is compared to twilight with darkness approaching.
- It is compared to the glowing embers of a fire which will soon be reduced to ash.

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)

6.1.7 Open-ended.

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

Yes.

- The speaker is in anguish as he grows old.
- The speaker is melancholic as the last days of his life are approaching – twilight brings night.
- The speaker has lost his enthusiasm and youthfulness and says that his death is approaching fast.

OR

No.

- In the couplet, the speaker is happy and says that closer to death one loves even more than before.
- He feels more loved as his last day is coming soon.
- He is no longer depressed but he is actually happy.
- The speaker advises his young friend to appreciate and even to love the time he has left in his life.
- Love is strengthened by the knowledge that death is approaching.

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

AND

6.2 **'You laughed and laughed and laughed' – GABRIEL OKARA**

6.2.1 The speaker compares the harsh sound of the African people's song ✓ to the noise a car makes that misfires. ✓/The white colonialists laugh at the black people's song ✓ which sounds harsh and alarming to them, like a car misfiring.✓ (2)

6.2.2 (a) Repetition/Alliteration. ✓ (1)

(b) The alliteration/repetition emphasises the racial discrimination of the white people ✓ as they merely laugh at and do not value/attempt to understand the culture of the African people. ✓ (2)

6.2.3 They believe they understand ✓ everyone without discrimination. ✓ / They suggest that the white man thinks he is superior and knows everything about the black man. ✓Their mocking laughter indicates their ignorance and discrimination. ✓ (2)

6.2.4 They cover/shut their eyes/they do not wish to look ✓ as they do not understand/as the dance moves embarrass them. ✓ / (2)

The white man feels uncomfortable while they dance.
They show their dislike by shutting their eyes. ✓This shows their ignorance and disrespect of the African culture. ✓

6.2.5 He is positive/welcoming ✓ as he invites the white people to experience the beauty of the African world. ✓ (2)

6.2.6 (a) Frustrated/Upset/Confused ✓ (1)

(b) The speaker wishes to show how the coldness/different view/ insensitivity of the white people confuse him/he does not understand it. ✓ (1)

6.2.7 C – metaphor ✓ (1)

6.2.8 Open-ended

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

Yes.

- White people believe African culture is primitive.
- White people are seen as materialistic.
- African people are described as living close to nature and being sensitive.

OR

No.

- In the last stanza the speaker suggests that white people learn to understand.
- Not all white people are materialistic.
- Not all African people live close to nature nor are they all sensitive.
- The speaker generalises in his description of African culture and white tradition.

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)

[35]

TOTAL SECTION D: 35

TOTAL: 70