



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2010

MEMORANDUM

MARKS: 70

This memorandum consists of 31 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer questions from TWO sections.
2. Assess candidates' responses as objectively as possible.
3. Essay Questions: If the essay is shorter than the required word count, do not penalise because the candidate has already penalised him/herself. If the essay is too long, consider and assess up to a maximum of 50 words beyond the required word count and ignore the rest of the essay.

NOTE: IT IS THE RESPONSIBILITY OF THE CHIEF MARKER TO ENSURE THAT MARKERS HAVE READ AND TAUGHT THE TEXTS THEY ARE MARKING.

SECTION A: NOVEL**QUESTION 1 (ESSAY QUESTION)*****To Kill a Mockingbird* by Harper Lee**

**NOTE: Use the 35-mark assessment rubric to assess candidates' essays.
Consider all alternative responses which are substantiated with relevant references to the text.**

The following ideas may be included in the essay, among others:

- Social injustice leads to the pressure from the community faced by Atticus, Scout and Jem:
 - Aunt Alexandra considers the Finches to be superior to other white families in Maycomb.
 - Reference to the Cunninghams, Dolphus Raymond, Boo Radley
 - Mayella is ostracized by whites because she is from a poor family/because of the kind of life she lives, and by blacks because she is white – hence her loneliness. (Out of loneliness, she tries to seduce Tom; evil and injustice triumph when, as a result of Mayella's lies, Tom is found guilty of a crime he did not commit.)

- The racial prejudice that exists in Maycomb County allows evil and injustice to triumph and influences the verdict in the court case:
 - Children at school taunt Scout, saying her father defends 'niggers'. Aunt Alexandra and Francis believe that Atticus is tarnishing the family name by defending a Negro in court.
 - Some members of the community assume that all Negroes tell lies, are basically immoral beings and cannot be trusted around white women.
 - Black and white people are separated along racial lines, even in the courtroom/church.
 - Whites regard themselves as superior and blacks are treated as inferior/slaves.
 - Mayella Ewell falsely accuses Tom of raping her, knowing that as a black man, he does not stand a chance against a white person in court.
 - Many community members do not like the idea that Mr Finch, a white man, is defending a black man.
 - In court, Mr Gilmer addresses Tom Robinson as 'boy'. This is derogatory.

- Bob Ewell's evil nature is allowed to flourish simply because of the colour of his skin:
 - His evil nature allows him to lie in court, and results in the 'guilty' verdict.
 - He neglects his children and abuses them physically, emotionally, verbally and perhaps even sexually.
 - He is shunned/ostracized/treated as an outcast by members of the community.
 - He spits on Atticus.
 - He attacks Scout and Jem because their father defends Tom, a black man, against him in court.

- The injustice in the Tom Robinson case is an indication of the evil and injustice present in that society:
 - Justice is difficult to achieve when a black person stands against a white person in the segregated South.
 - Tom Robinson gives an honest account of what happened on the day of the alleged rape but, despite all the doubts raised by Atticus in court, he is found guilty of rape.
 - The guilty verdict is an injustice because there is no medical proof that Mayella has been raped as she was not examined by a doctor after the alleged incident; Tom is found guilty purely on the basis of the lies Mayella and Bob Ewell tell in court.

[35]**OR****QUESTION 2 (CONTEXTUAL QUESTION)*****To Kill a Mockingbird* by Harper Lee**

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 2.1 AND QUESTION 2.2.

- 2.1 2.1.1 Mayella invites Tom into her house on the pretext that she wants him to fix a door. (1)
 Mayella tries to seduce Tom even though he is unwilling and resists her advances. (1)
 Bob Ewell notices Mayella's advances to Tom through the window, shouts obscenities at her and assaults her. (1)
 Bob Ewell later goes to Sheriff Tate and lays a charge of rape and assault against Tom Robinson. (1) (4)
- 2.1.2 Tom does not want to harm Mayella; he wants to help her. However, she harms him by framing him/saying that he raped and assaulted her.

OR

Tom is one of the few people in Maycomb County who actually treats her with respect and shows some pity for her and her siblings.

OR

Mayella is a big strong girl who is accusing a crippled man/a man with one useless arm, of (attacking and) raping her.

OR

Mayella is accusing Tom Robinson/an innocent man of raping her, yet she knows it is her father who has been abusing her.

NOTE: This is a high-order question and requires some insight from candidates. Consider the response as a whole and award a mark accordingly. (3)

- 2.1.3 He is honest (1), respectful (1), simple (1), decent (1), down-to-earth/unassuming (1), helpful. (1)

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

- 2.1.4 The theme of racial prejudice is revealed. (1) In Maycomb County, when people of two races are pitted against each other, the white person is always considered to be telling the truth, and the black person as always lying. A black man is regarded as inferior and can never touch a white woman in any way at all, whether it is to make advances to her, to beat her or even to defend himself against her. (3)

NOTE: This is a high-order question and requires some insight from candidates. Consider the response as a whole and award a mark accordingly. (4)

- 2.1.5 They are taunted by other children and community members. (1) Their aunt/Aunt Alexandra and Mrs Dubose embarrass them/make them feel guilty about the fact that their father is defending a black man. (1) (2)

- 2.1.6 (a) She is poor/lives a life of poverty/deprivation and want. (1)
 She is unhappy/unloved. (1)
 Her father abuses her. (1)
 She is lonely/ostracized/considered to be trash by the white community/has no friends. (1)
 She has to work very hard without help from the rest of the family. (1)
 She does not have a mother/adult/woman to guide/advise her. (1)

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

- (b) Open-ended. Accept a well-substantiated response, e.g.

I feel pity/sympathy towards her. She reaches out to Tom Robinson because she is lonely/abused /unhappy; she is desperate for attention; neither black nor white people want anything to do with her.

OR

One does not pity her at all because she misleads Tom to get him into the house; she tries to seduce him even though he is unwilling and afraid; she is dishonest and allows an innocent man to be convicted of a crime he did not commit/she is selfish as she tries to save herself from her father's wrath by accusing Tom of rape. (3)

AND

- 2.2 2.2.1 False. (1) Atticus is appointed by Judge Taylor (to defend Tom Robinson). (1)
- NOTE: To award the mark for the motivation/reason, the first part of the answer (False) must be correct. If only FALSE is given, award 1 mark. (2)
- 2.2.2 She is initially very upset that Atticus has taken on the case. She makes it clear he should not be defending a black man. (1)
Now she is very upset by the way Tom has died and is supportive of Atticus. (1) (2)
- 2.2.3 Open-ended. Accept a well-substantiated response, e.g.
- Yes. The trial was going to be held in a different court and there would have been a different jury. There would have been a good chance of winning the case/success.
- OR**
- No. We are dealing with the justice system in Alabama/the deep south during the depression. The south was notorious at this time for racial prejudice/poor race relations/injustices against black people/cases where innocent black people were hanged.
- NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response. (3)
- 2.2.4 Helen now has to provide for her children on her own./She is now a single parent. (1)
She is harassed daily by Bob Ewell, making her life unpleasant. (1)
She experiences difficulty finding work in white people's homes because of the case. (1)
- NOTE: Accept any TWO of the above points. (2)
- 2.2.5 Atticus treats Calpurnia as an equal/with respect/as an important member of his family. Aunt Alexandra is rude/disrespectful towards Calpurnia/wants to get rid of Calpurnia. (2)
- 2.2.6 Open-ended. Accept a well-substantiated response, e.g.
- He is a good man.
He strives to be a good parent/sets a good example for his children/the community.
He lives by what he says/tries to teach his children.
He respects all people, even those who disagree with his views/are different from him.
He is hardworking, is not violent , law-abiding,
not a racist, courageous, honest , has a clear sense of justice.

OR

He is not a good father/parent.
He does not spend much time with his children.
He leaves the responsibility of taking care of the house and the children totally to Calpurnia.
He spends much of his time engrossed in the newspaper/his work.
He spends much time away from home because of his work.

NOTE: Consider the answer as a whole and award a mark accordingly.

(4)
[35]

OR

QUESTION 3 (ESSAY QUESTION)

***Lord of the Flies* by William Golding**

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Consider all alternative responses which are substantiated with relevant references to the text.

The following ideas may be included in the essay, among others:

- Ralph and Jack's behaviour at the beginning of the novel:
 - Ralph: carefree; happy; enjoys having fun; careless; has little consideration for Piggy's sensitivity
 - Jack: proud of his position in the choir; enjoys power; marches the choir to the rock; is the natural leader
 - They like each other.
- The formation of two groups and the duties of each:
 - Ralph's group: focus on the fire and keeping it going; building shelters – caring
 - Jack's group: focus on food; they go hunting; hold a feast – providing.
- The strengths and weaknesses of the two boys as leaders:
 - Ralph:
Strengths: democratic leadership style (believes everyone has the right to speak); generally shows respect for everyone; not afraid to challenge Jack; believes in order and rules.
Weaknesses: Becomes nervous easily; cannot make decisions quickly; providing food for the group is not a priority.
 - Jack:
Strengths: Realizes that providing meat is a priority as it wins the favour of the boys; he succeeds in providing meat; commands respect because of his physical strength and strength of character.
Weaknesses: autocratic (appoints himself as chief); rejects ideas of democracy and fairness; rejects rules; insists on being called chief; punishes any disobedience severely.

- Their influence on the behaviour of the rest of the boys:
 - Ralph: The boys are more civilised/concerned about one another/they follow Ralph as long as he makes plans.
 - Jack: The boys become primitive/savage/bully younger boys.

[35]**OR****QUESTION 4 (CONTEXTUAL QUESTION)*****Lord of the Flies* by William Golding**

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 4.1 AND QUESTION 4.2.

- 4.1 4.1.1 Democracy. (1)
 Order. (1)
 Discipline. (1)
 Civilization. (1)
 Authority. (1)

NOTE: Accept ANY TWO of the answers above. (2)

- 4.1.2 Open-ended. Accept a well-substantiated response, e.g.

Yes. The fire will emit smoke which will attract passing ships and lead to their rescue from the island. The boys are too young to remain on the island for a prolonged period without adults.

OR

No. Getting food and shelter should be their first priority to ensure their survival. Having a fire/smoke does not guarantee an early rescue./They have no idea how long it will take before the next ship passes the island.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response. (3)

- 4.1.3 They make a big heap of dead wood (1) and use Piggy's glasses to light the fire. (1) (2)

- 4.1.4 His father is a naval officer (1) and told him that all islands are known/charted on maps. (1)

OR

His father is a naval officer (1) and he trusts his father to look for/find him/it will be easy for them to be found because all islands are charted on maps. (1) (2)

- 4.1.5 The 'sour joke' refers to the huge fire that is raging out of control when all they want is a 'small fire'. (2)
- 4.1.6 (a) Simile. (1)
- (b) The flames moving up the tree are compared to a (brightly coloured) squirrel running up a tree. This suggests that the flames (are very bright and) move very fast./This emphasises the colour of the flames as they leap up the tree. (2)
- 4.1.7 False. (1) They warn Ralph of Jack's intention to kill him./They provide Ralph with meat./They are forced to join Jack's tribe. (1)
- NOTE: To award the mark for the reason/motivation, the first part of the answer (False) must be correct. If only FALSE is given, award 1 mark. (2)
- 4.1.8 As the fire rages, one of the little'uns'/the little boy with the mark on his face goes missing (1) and is never seen again/assumed to have died in the fire. (1) (2)

AND

- 4.2.1 The boys are celebrating/holding a feast after killing their first pig (1) when Simon bursts into the crowd to tell them the truth about the "beast" (1). Simon is mistaken for the beast and beaten to death. (1) (3)
- 4.2.2 The importance of democracy.(1) The conch symbolises democracy and the boy holding it has the right to speak. It ensures order during the meeting as we see the boys passing the conch to those who wish to speak. (3)

OR

The need for rules/laws in society. (1) The boys have decided on the rule that only the one holding the conch is allowed to speak, while the others must listen. The rule ensures that there is order during meetings. This is what the boys are doing in these lines. (3)

OR

Leadership. (1) Piggy has the intelligence of a good leader, yet is unpopular. Now that Jack is gone he has the confidence to speak up. He comes up with the idea of making the fire on the beach. (3)

NOTE: This is a high-order question and requires some insight from candidates. Consider the response as a whole and award a mark accordingly. (4)

4.2.3 Piggy is clever and has good ideas (1) but Jack intimidates him/does not allow him to express them. (1) Without Jack he feels free/confident to share his ideas with the others. (1) (3)

4.2.4 Open-ended. Accept a well-substantiated answer, e.g.
Jack. He leads the hunt and provides meat. The boys with him have fun. They go hunting, hold feasts and do not have to follow rules, but he remains in charge./He is a natural leader/eventually he is feared.

OR

Ralph. He is a democratic leader who cares about all the boys/ is kind/shows respect towards them/protects them. He has vision./He believes getting food and having fun on the island are not the main concerns. Rescue is his main concern.

NOTE: Consider the answer as a whole and award marks accordingly. (3)

4.2.5 (a) A pig's head (that has been placed on a sharpened stick). (1)
(b) The boys are no longer innocent.
They have become cruel/savage/primitive/barbaric.
They are eager to kill./They are filled with bloodlust./They feel they have to sacrifice to the powers of darkness/'the beast'.

NOTE: Consider the answer as a whole and award marks accordingly. (3)
[35]

OR

QUESTION 5 (ESSAY QUESTION)

A Grain of Wheat by Ngũgĩ wa Thiong'o

**NOTE: Use the 35-mark assessment rubric to assess candidates' essays.
Consider all alternative responses which are substantiated with relevant reference to the text.**

The following ideas may be included in the essay, among others:

- The need for independence in Kenya:
 - The Kenyans were oppressed and exploited under British rule.
 - Most Kenyans were poor and lived under difficult conditions.
 - Independence would liberate them from this oppression.

- The sacrifices of freedom fighters like Gikonyo and Kihika:
 - Gikonyo: He is deeply committed to the struggle until his imprisonment. He gives in to the British because of his desperation to get out of prison.
 - Kihika: He is totally committed to the struggle. He spends a lot of time encouraging people to join the struggle. He sets an example through his conduct/involvement. He does not give in to the British despite extreme torture/pressure. He sacrifices his life for the struggle.
- The sacrifices of civilians like Mumbi and all the unnamed people of Kenya
 - Mumbi: She makes sacrifices to take care of her mother-in-law during Gikonyo's absence.
 - The people of Kenya: They suffer hardships and difficulties due to loved ones being involved in the struggle/being in exile. They are imprisoned, lose loved ones in the struggle, suffer poverty and have to put up with corruption.
- The candidate's views on the changes in Kenya after independence is gained:
 - The lives of ordinary Kenyans do not really change after independence. Their leaders are corrupt and they are still suffering, but at the hands of their own people. They are still poor and unhappy.

OR

- Kenyans are now ruled by their own people and no longer oppressed by the British. Change will take time and independence is a start to this process of change.

[35]

OR

QUESTION 6 (CONTEXTUAL QUESTION)

***A Grain of Wheat* by Ngũgĩ wa Thiong'o**

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 6.1 AND QUESTION 6.2.

- | | | |
|-----|-------|--|
| 6.1 | 6.1.1 | She has a very difficult life. (1) |
| | | She has to take care of her own and her mother-in-law's needs. (1) |
| | | She has to work hard to build a new home for herself and her mother-in-law. (1) |
| | | She struggles to get food. (1) |
| | | She becomes dependent on Karanja for assistance, against her better judgement. (1) |

NOTE: Accept any FOUR of the above answers.

(4)

- 6.1.2 True. (1) She does not treat Mumbi harshly./She accepts the child./She takes Mumbi's side/part when Mumbi and Gikonyo quarrel over the child. (1)

NOTE: To award the mark for the reason/motivation, the first part of the answer (True) must be correct. If only TRUE is given, award 1 mark. (2)

- 6.1.3 Loyalty/commitment to one's husband/betrayal. (1) Mumbi knows how Gikonyo feels about Karanja. She should not have sent the note to Karanja but rather have focussed on her commitment to Gikonyo.

OR

Commitment/Responsibility to convey the truth. (1) Mumbi should have conveyed the truth to General R. about who really betrayed Kihika. (3)

NOTE: This is a high-order question and requires some insight from candidates. Consider the response as a whole and award a mark accordingly. (4)

- 6.1.4 General R. thinks that he is going to arrest Karanja for betraying Kihika (1) but Mugo is the one who betrayed Kihika (1) and he will also be at the celebrations. (1) (3)

- 6.1.5 Open-ended. Accept a well-substantiated answer, e.g.

Yes. The truth has to be revealed and the person has to be punished/made to pay for his betrayal.

OR

No. It serves no purpose. Independence has been gained.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response. (2)

- 6.1.6 He is fair/just.
He is dedicated to making the guilty pay for their crimes./He wants to make sure that the person who betrayed Kihika is arrested.
He is dedicated to the liberation movement/struggle.
He fights for what he believes in.

NOTE: Consider the answer as a whole and award a mark accordingly. (3)

AND

- 6.2 6.2.1 (a) Simile (1)
- (b) Independence is something the Kenyan people have been looking forward to for many years. Now that it has come, it is a total disappointment just as warm water is a disappointment to a thirsty man. (2)

6.2.2 Open-ended. Accept a well-substantiated answer, e.g.

I can understand why they lie to her. They do not want to upset her by telling her that Mugo has been executed. They do not want her to feel responsible for Mugo's death.

OR

They should not lie to her no matter what their reasons. She will eventually find out the truth and will have to come to terms with it.

NOTE: Consider the answer as a whole and award a mark accordingly. (3)

- 6.2.3 (a) He is the one who betrayed Kihika to the British. (1) (1)
- (b) He is arrested and put on trial. (1)
He is hanged. (1) (2)

6.2.4 He is a leader of the struggle.
He suffers many hardships for the struggle.
He is killed for his commitment to the struggle/sacrifices his life for the struggle.
He sacrifices his personal life for the struggle.
His death in the name of the struggle makes him a hero.

NOTE: Consider the answer as a whole and award a mark accordingly. (3)

6.2.5 Open-ended. Accept a well-substantiated response, e.g.

She is a responsible person and committed to her family. She makes sacrifices to take care of her mother-in-law during Gikonyo's absence.

OR

She betrayed her husband with Karanja./She committed adultery. She left her husband to return to her family; this is not acceptable as she was the one who caused the problems in her marriage.

NOTE: Consider the answer as a whole and award a mark accordingly. (3)

- 6.2.6 Although they are free from colonial rule, they are still being oppressed by their own people. (2)

OR

Independence has not brought the change and happiness they expected. (1)

Their lives have remained difficult/full of hardship./They are still poor/poverty-stricken. (1)

NOTE: Accept any TWO of the above answers.

(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* by William Shakespeare**

NOTE: Use the 35-mark assessment rubric to assess candidates' essays. Accept both 'I agree' and 'I disagree', with substantiation.

The following ideas may be included in the essay, among others:

- The feud between the Capulets and the Montagues: Is it really beyond their control?
 - The duration of the feud
 - The brawls between the servants of the two families
 - The feud as a reason why Romeo and Juliet have to keep their love and marriage a secret.
 - The deaths of Mercutio and Tybalt, Romeo's banishment and Juliet's forced marriage to Paris
 - Whether the feud could have ended earlier.
- The role of Fate: does Fate really have a role/an important role in the tragic deaths of Romeo and Juliet?
 - Romeo and Juliet fall in love at first sight.
 - Capulet moves the wedding forward by a day.
 - Friar Lawrence's letter does not reach Romeo.
 - Balthasar tells Romeo that Juliet is dead.

- The consequences of decisions made by Romeo and Juliet: to what extent are they victims of their own decisions?
 - All their decisions are made in haste/impulsively.
 - They decide to get married soon after meeting.
 - They keep their marriage a secret.
 - Juliet decides to drink the sleeping potion.
 - Romeo buys and drinks the poison.
 - Juliet decides to stab/kill herself
 - The grief of Romeo and Juliet's parents and their eventual reconciliation.

[35]**OR****QUESTION 8 (CONTEXTUAL QUESTION)*****Romeo and Juliet* by William Shakespeare**

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 8.1 AND QUESTION 8.2.

- 8.1 8.1.1 Capulet believes it will take her mind off Tybalt's death/stop her mourning. (1)
 Paris is an eligible bachelor/rich/handsome/everything a woman could want/a nobleman/has asked for her hand in marriage. (1)
 It was customary for parents to arrange marriages for their children. (1)

NOTE: Accept ANY TWO of the above answer.

(2)

- 8.1.2 Open-ended. Accept a well-substantiated response, e.g.

Yes. In those times parents arranged marriages for their children. Paris is everything a parent could want for his child: he is rich, handsome and a count/nobleman/has already asked to marry her. Juliet is too young to know what is good for her.

OR

No. It is not fair for parents to make such important decisions for their children. They do not know Juliet very well and cannot decide who will make her happy. She does not love Paris; she loves Romeo.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response.

(3)

- 8.1.3 Juliet is very close to the Nurse/shares her secrets with her./The Nurse is her confidante. She is not close to her mother at all./Her mother does not know/understand her/feels uncomfortable in her presence.

OR

The Nurse gives Juliet advice/shares Juliet's joys and sorrows. Her mother is cold and distant.

OR

The Nurse is willing to take risks for Juliet's happiness. Her mother supports her husband instead of being interested in Juliet's happiness. (2)

- 8.1.4 She is angry/shocked/disbelieving. She cannot believe that the Nurse means what she says. (1) She feels betrayed./She can no longer trust the Nurse./She feels the Nurse has turned against her. (1)

She pretends to accept the Nurse's advice (1) and lies to her that she is going to Friar Lawrence to confess her rebelliousness.(1) (2)

- 8.1.5 She will ask Friar Lawrence for advice and if he cannot help her, she will commit suicide./She decides never to confide in/trust the Nurse again. (2)

AND

- 8.2 8.2.1 In the letter Romeo explains his presence in Verona and his suicide, which Friar Lawrence was not able to do. Other information in the letter supports what Friar Lawrence has already told the Prince. (3)

- 8.2.2 The theme of hate/hatred/love vs hate. (1) Capulet and Montague are punished for hating each other with the deaths of their children. The prince is also punished for not acting severely enough to end the feud. Nobody has benefited in any way from the hatred./Their hatred has only caused great sorrow for many people. (3)

NOTE: This is a high-order question and requires some insight from candidates. Consider the response as a whole and award a mark accordingly. (4)

- 8.2.3 (a) Personification. (1)
- (b) The sun is like a person that is sad and is hiding behind the clouds/not shining because of the sadness over Romeo and Juliet's deaths. (2)

- 8.2.4 His letter explaining to Romeo that Juliet is not really dead does not reach Romeo and this leads to both their suicides.

OR

Romeo and Juliet are doomed by Fate not to be happy together ('star-crossed lovers'); so no matter what anyone does, it will not change their fate. (2)

- 8.2.5 They shake hands and offer each other their friendship. (1)
Each promises to erect a statue of the other's child. (1) (2)

- 8.2.6 Candidates must discuss **AT LEAST ONE CHARACTER** that should be pardoned and **ONE CHARACTER** that should be punished. Accept a suitable response, e.g.

Friar Lawrence should be pardoned because his intentions were good; he wanted to help Romeo and Juliet to be together despite the feud/he hoped the marriage would bring the two families together. (2)

OR

Nurse should be pardoned because she only had Juliet's best interests at heart. She wanted Romeo and Juliet to be together and happy./She knew Juliet was madly in love with Romeo and wanted to marry him, so she helped Juliet to do so. (2)

OR

Balthasar/Paris's page should be pardoned because they were only at the Capulet tomb because their masters were there. (2)

OR

The Capulets should be pardoned because they did what they believed to be best for their daughter. They did not know of her love for Romeo/their marriage. (2)

AND

Montague and Capulet should be punished for allowing the feud to continue for so long and not acting to stop it. (2)

OR

Friar Lawrence should be punished because he is a priest/an adult who should have advised Romeo and Juliet to discuss matters with their parents/should not have married Romeo and Juliet without their parents' permission. (2)

OR

Nurse should be punished because she holds a position of trust in the Capulet household and she did not convey the truth about Juliet's sorrow to the Capulets. (2) (4)

8.2.7 (a) Authoritative/stern/strict, able to take charge to stop the fighting, merciful/fair/just. (3)

(b) Quick-tempered, does not tolerate opposition to his wishes, when he is angry/opposed he loses control of himself, temperamental, hypocritical, selfish/self-centred.

NOTE: Consider the answer as a whole and award a mark accordingly. (3)
[35]

TOTAL SECTION B: 35**OR****QUESTION 9 (ESSAY QUESTION)*****Nothing but the Truth* by John Kani****NOTE: Use the 35-mark assessment rubric to assess candidates' essays.**

The following ideas may be included in the essay, among others:

- What is meant by culture and tradition:
 - Culture: The customs and beliefs, way of life and social organisation of a particular country/group.
 - Tradition: A belief, custom or way of doing something that has existed for a long time among a particular group of people, i.e. the things people do to put their culture into practice.
- The views of Sipho, Themba, Thando and Mandisa on culture and tradition:
 - Sipho wants to bury his people according to tradition; he values the traditional role of a father.
 - Themba hosts visiting South Africans in his London home. He wishes Mandisa will marry an African. He wants to be buried among his ancestors.
 - Thando respects her father as head of the house.
 - Mandisa believes in the individual's independence. She shows a lack of respect for all things African.
- The upbringing of Thando and Mandisa:
 - Sipho teaches Thando the value of culture and tradition from an early age.
 - Sipho has remained in South Africa and brings his daughter up to value African culture and tradition.
 - Life in London has an influence on Mandisa.
 - Themba has only spoken about South Africa but has never returned, so he cannot pass on his African culture and tradition to his daughter.

- Mandisa's mother is West Indian and has a greater influence on her than her father does.
- Themba's cremation is an indication of his western values.
- The understanding the characters have about culture and tradition at the end of the play:
 - The characters do not really change their views but there is an acceptance of matters on Siphos part when he buries his brother's ashes and tolerance on the part of Mandisa.

[35]**OR****QUESTION 10 (CONTEXTUAL QUESTION)*****Nothing but the Truth* By John Kani**

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 10.1 AND QUESTION 10.2.

- 10.1 10.1.1 He was afraid of arrest by the security police. (1)
 He could not face Siphos after being caught in bed with Siphos wife. (1)
 He found out that Siphos wife was pregnant with a child that could possibly be his. (1)
 He did not want to take responsibility for a child (which could be either his or his brother's). (1)
- NOTE: Accept any TWO of the above points. (2)
- 10.1.2 (a) Angry/sad/depressed/betrayed/disappointed/disillusioned/
 bitter/resentful. (1)
- (b) Siphos had worked to support Themba and got nothing in return. (1)
 Themba had ruined his marriage/life and left in a cowardly way/without apologising. (1)
 All his life Themba had been taking things dear to Siphos. (1)
 He has lost his wife and he has no certainty about Thandos paternity. (1)
- NOTE: Accept any TWO of the above points. (2)
- 10.1.3 They were not close. Themba made a point of demanding things that were precious to Siphos./Themba always had his way because he was their parents' favourite child/the youngest child./There was sibling rivalry between them. (3)

- 10.1.4 False. (1) Siphó had expected a traditional African funeral with Themba's body present./Siphó is not at all pleased/very unhappy/angry when Mandisa arrives with Themba's ashes for burial. (1)

NOTE: To award the mark for the motivation/reason, the first part of the answer (False) must be correct. If only FALSE is given, award 1 mark. (2)

- 10.1.5 They are very close. (1)
They respect/care for each other. (1)
Siphó treats/has accepted Thando as his own child despite his doubts about her paternity. (1) (3)

- 10.1.6 The importance of the truth. (1) The play is set against the backdrop of the TRC. In this family a number of truths are revealed about characters, their actions, their feelings and family relationships. (3)

OR

Sibling rivalry. (1) These lines show the conflict that has always existed between them. Siphó still feels bitterness even after Themba's death. (3)

OR

Love and betrayal. (1) Siphó has a deep mistrust of love and commitment/his brother. He believes he will lose whoever/whatever he loves. (3)

NOTE: This is a high-order question and requires some insight from candidates. Consider the response as a whole and award a mark accordingly. (4)

- 10.1.7 Open-ended. Accept a well-substantiated response, e.g.

Yes. As the older brother, he would have been in a position to persuade/influence Themba not to leave the country. In the father's view Themba would have been more likely to listen to Siphó than to him.

OR

No. Siphó's father knew that there had always been problems/rivalry between them. He should have known, therefore, that Themba would not have listened to Siphó no matter what Siphó said/how hard Siphó tried.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response. (3)

AND

- 10.2.1 Open-ended. Accept a well-substantiated response, e.g.

Yes. Siphso can only move on/come to terms with Luvuyo's death if he first forgives the policeman. At this point the whole country was involved with the TRC which emphasized forgiveness as part of the healing/reconciliation process.

OR

No. Forgiving the policeman will not help him to forget/accept the unnecessary death of his only son, neither will forgiving bring his son back. Forgiving would be an insult to Luvuyo's memory/sacrifice in the name of liberation.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.
The motivation/reason must suit the initial YES/NO response.

- (3)
- 10.2.2 He is still very bitter/resentful and angry (1) about Luvuyo's death. Siphso has not yet forgiven the policeman/is not yet ready to forgive the policeman. (1) (2)
- 10.2.3 He has lost all hope of being promoted./He accepts that at his age he is unlikely to be promoted. (2)
- 10.2.4 He thinks the government is not fulfilling the promises made to voters/the people./The government does not have the interests of ordinary people like him at heart. (2)
- 10.2.5 She believes in justice/the rule of law, has strength of character to play a role in the TRC hearings, is a respectful/obedient/dutiful daughter, accepts Mandisa as her sister, is kind/loving/loyal towards family members, believes in her culture and traditions.
- NOTE: Consider the answer as a whole and award a mark accordingly. (3)
- 10.2.6 He is relieved/jovial/optimistic/happy. (1) The past hurts are no longer troubling him. He has a new lease on life./He is looking forward to retirement. (2) (3)

TOTAL SECTION B:**[35]
35****SECTION C: SHORT STORIES****QUESTION 11 (ESSAY QUESTION)*****The Magic Man* by Dianne Hofmeyr**

**NOTE: Use the 35-mark assessment rubric to assess the candidates' essays.
Accept both 'Yes' and 'No' with substantiation.**

The following points may be included in the essay, among others:

- How the relationship develops between the young woman and the magic man:
 - The magic man's skills and how he entertained children in the street
 - The young woman watches him from her window.
 - The magic man attempts to make friends with her.
 - How she begins to open up to him
 - How they communicate with each other
 - Her suitcase full of things and his photos.
- The young woman's painful past:
 - Her relationship with the farmer's son
 - The pregnancy and abortion
 - How she seeks refuge in the city
 - The baby clothes she holds onto
 - How the magic man helps her to come to terms with the loss of her lover and unborn baby.
- The magic man's disability:
 - His muteness
 - Seems to prefer the company of children because of his disability.
 - Ability to communicate in spite of being mute
 - Ability to weave his magic on the young woman's life in spite of his being mute.
- The impact they have on each other's lives:
 - They gain each other's friendship.
 - Both have someone with whom they can share their problems/grief/sorrows/pain.
 - They are no longer lonely.
 - The magic man helps the young woman to come to terms with her loss and put the past behind her.
- Whether the title is suitable:
 - Candidates may answer either YES or NO and substantiate.
 - YES. The magic man weaves his magic on the young woman's life. She lets go of her past and her loss and adopts a new/positive attitude to life.
 - NO. The magic that he performs is not really magic but tricks/optical illusions.

[35]

OR

QUESTION 12 (CONTEXTUAL QUESTION)

***THE NECKLACE* by Guy de Maupassant**

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTION 12.1 AND QUESTION 12.2.

- 12.1 12.1.1 Being married to a junior clerk, she does not have money to spend on herself. (1)
She is unhappy with/frustrated by their relative poverty/lack of the finer things in life. (1)
She is constantly dreaming about a better/more luxurious life which she believes she deserves. (1)
She lived a comfortable/middle-class life, but she was dissatisfied. (1)
- NOTE: Accept any TWO of the above answers. (2)
- 12.1.2 True. (1) 'she was dreaming of luxurious dinners'/'she dreamt of exquisite dishes' (1).
- NOTE: To award the mark for the motivation/reason, the first part of the answer (True) must be correct. Do not penalise candidates for omitting the quotation marks. The quotation must be correct. If only TRUE is given, award 1 mark. (2)
- 12.1.3 He is excited/happy/enthusiastic. (1)
He hopes that she will be pleased about the invitation. (1)
He cannot wait to give her the invitation. (1)
He is eager to surprise her. (1)
- NOTE: Accept any TWO of the above answers. (2)
- 12.1.4 He gives her his savings/four hundred francs (1) to buy a suitable dress. (1) (2)
- 12.1.5 Envy/Jealousy. (1) Mme Loisel compares herself with her friend and realises she has not done as well as she has. Her life has also not turned out the way she had wanted it to. She sees herself as living a life of poverty/deprivation. (3)
- OR**
- Greed/Avarice/Materialism. (1) Mme Loisel always wants to have what others have. She wants to own beautiful and expensive things in order to impress others. It does not matter to her that many such items are beyond her means. (3)
- NOTE: This is a high-order question and requires some insight from candidates. Consider the response as a whole and award a mark accordingly. (4)
- 12.1.6 She wants jewellery that is really expensive and very beautiful./ The other pieces do not look expensive/impressive enough./This piece is in a velvet case on its own./To make the people at the party think she is very rich. (2)

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- 12.1.7 She is the prettiest woman at the party. (1)
 She looks beautiful/she feels beautiful. (1)
 The men admire her/want to know who she is. (1)
 Everyone wants to dance with her./She is the centre of attention.(1)
 The Minister notices her. (1)
 She is very popular/she receives many compliments. (1)
- NOTE: Accept any TWO of the above answers. (2)
- 12.1.8 She does not want the other ladies to see her coat which she considers shabby/inexpensive. (2)
- 12.1.9 Mme Loisel is ungrateful while Monsieur Loisel is content with what he has. (2)
 She is selfish while her husband is unselfish/generous and would do anything to please her/keep her happy. (2)
 She feels she deserves a better life than the one she has while he is content with his life. (2)
 She values material things while he is satisfied with simple/basic things. (2)
- NOTE: Accept any TWO of the above answers. (4)

AND

- 12.2.1 Open-ended. Accept a suitable response, e.g.
- No. They could have saved themselves a lot of misery and suffering if they had told her the truth.

OR

Yes. They were proud and did not want to admit that they had been careless/had lost the necklace.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.
 The motivation/reason must suit the initial YES/NO response. (2)

- 12.2.2 Her life has become even more fulfilling; she now has a child (1) and she is still as attractive as she was before. (1) (2)
- 12.2.3 She now looks like an old woman (1) and appears as poor as she is. (1) (2)
- 12.2.4 Open-ended. Accept a well-substantiated response, e.g.

Yes. She lent Mme Loisel the necklace in the first place and she was not honest about the real value of the necklace./She led Mme Loisel to believe that it was genuine. She should have told Mme

Loisel that the necklace was a fake.

OR

No. She only blames Mme Forestier because she does not want to accept that what happened to her was a result of her own snobbishness/desire to impress others/show off. She was not happy with what she had.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.
The motivation/reason must suit the initial YES/NO response. (4)

- 12.2.5 The Loisels thought the necklace was genuine and worth a fortune but in reality it was a fake and worth no more than five hundred francs. The hardships they endured were so unnecessary.

OR

The Loisels have endured much hardship/misery in order to pay off their debt, only to find out that they had replaced a fake necklace with a genuine one. (3)

[35]

TOTAL SECTION C: 35

SECTION D: POETRY**QUESTION 13****The Zebras – Roy Campbell**

- 13.1 The zebras moving out of the woods into the sunlight. (1)
 Signs of recent rain/mist rising from the ground. (1)
 Sunrise. (1)
 The sun shining on the zebras' stripes. (1)
 The zebras moving in lush vegetation. (1)
 The bright red flowers on the plain where the zebras are. (1)
 Flashes of black and white as the zebras move through the grass. (1) (3)

NOTE: Accept any THREE of the above answers.

- 13.2 'breathe of fallen showers'
 NOTE: Do not penalise candidates for omitting the quotation marks. The quotation must be correct. (1)
- 13.3 The woods/forests (1) and the plains/veld/grasslands. (1) (2)
- 13.4 They suggest that the plants are tall and thick/lush./They suggest the abundance/lushness of the plants/vegetation. (2)
- 13.5 13.5.1 Simile. (1)
 13.5.2 (As the zebras move through the grass,) the grass moves/sways as gently as the strings of a lyre when the wind passes over them. (2)
- 13.6 The sound the fillies make is gentle/soft/peaceful/seductive/pleasant/a cooing sound. (1½)
- 13.7 The stallion moves at great speed/swiftly/is galloping (1) in a circle/around the herd. (1) (2)
- 13.8 Open-ended. Accept a suitable response, e.g.

Yes. It stresses how beautiful and strong/powerful the stallion is. It suggests the speed at which the stallion moves around the herd and thereby supports the image in 'wheels his flight'.

OR

No. An engine is inanimate and ugly while the zebra is a beautiful, living animal. Engines cause harm to the environment while the zebra adds beauty to it.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response.

(3)
[17½]

OR**QUESTION 14****The world is too much with us – William Wordsworth**

- 14.1 Sonnet. (1) It has fourteen lines/an octave and sestet. (½) (1½)
- 14.2 Man is only interested in acquiring money and using it to make life more comfortable/to acquire material things. (1) This prevents him from paying attention to/having a relationship/being in tune with nature. (1) (2)
- 14.3 14.3.1 Personification. (1)
- 14.3.2 The sea is like a beautiful woman who bares her breasts to the moon./ The beauty of the sea is as obvious as the beauty of the naked breasts of a woman. (2)
- 14.4 The sea/water. (1)
The moon. (1)
The wind/air. (1)
- NOTE: Accept any TWO of the above answers. (2)
- 14.5 To stress/emphasize the word 'not' (by placing it at the end of the sentence). (2)
- 14.6 False. (1) He would prefer to be a pagan so that he can live close to/have a close relationship with nature. (1)
- NOTE: To award the mark for the motivation/reason, the first part of the answer (False) must be correct. If only FALSE is given without a reason, award 1 mark. (2)
- 14.7 He is angry/disgusted/frustrated that man is not paying attention to/has lost touch with nature. (2)
- 14.8 Open-ended. Accept a suitable response, e.g.
Yes. Man is destroying nature for his own selfish needs. Pollution/global warming/animals becoming extinct is/are proof that man does not appreciate the beauty of nature.

OR

No. Many people across the world are aware of Nature/concerned about Nature. There are many World Heritage Sites and conservation programmes that show man cares about nature.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response.

(3)
[17½]

OR

QUESTION 15**An Abandoned Bundle – Mbuyiseni Oswald Mtshali**

- 15.1 The township is covered in a thick cloud of yellow smoke/smog/pollution/. (1)
 The mist. (1)
 The township is overcrowded. (1)
 Many small houses. (1)
 Scavenging dogs are searching for food on the rubbish heap. (1)
 The muzzles of the dogs are covered with blood. (1)
 The dogs are fighting over a bundle/aggressive. (1)
 The dogs are eating an abandoned baby. (1)
 The dogs are chased away and they leave behind a disfigured corpse. (1)

(4)

NOTE: Accept any FOUR of the above answers.

- 15.2 White is usually associated with cleanliness/innocence/purity. This place is filthy/polluted/unhygienic/full of sin.

OR

Jabavu is part of a township but it is called 'White City Jabavu'.

OR

J.T. Jabavu was an honourable and noble person. This part of the township is named after him, but the social ills in the area are the opposite of what he stood for.

(2)

- 15.3 15.3.1 Simile. (1)
- 15.3.2 The smog covers the houses. The smog/their circumstances is/are the net from which the people cannot escape. (2)

- 15.4 They are on the rubbish heap eating whatever they can find./They are looking for food on the dump./The word 'scavenging' suggests that no one feeds them, they have to find their own food and they are starving. (1)
 They fought fiercely over the bundle. (1)

NOTE: Award no more than 1 mark if only relevant quotations are given.

(2)

- 15.5 Yes. (1) 'squirring' (½)

NOTE: Do not penalise candidates for omitting the quotation marks. The quotation must be correct.

Do not award a mark for the quotation if the first part of the answer (Yes) is not correct. If only YES is given, award 1 mark.

(1½)

- 15.6 He believes the baby is no longer suffering physically. (1)
 The baby is dead; he hopes it will rest in peace. (1)
 The speaker is sarcastic/bitter towards society/the mother. (1)

(2)

NOTE: Accept ANY TWO of the above answers.

15.7 Accept a well-substantiated response, e.g.

I can understand why she did this. She lives in terrible conditions and can barely take care of herself. She did what she thought she had to do/did not know what else to do.

OR

I am disgusted/upset by her actions. She has a responsibility to her baby and she should have thought about the consequences before bringing a baby into this world. She could have given it up for adoption./She must take responsibility for her actions.

NOTE: The answer does not have to make a judgement of the mother's actions.

(3)
(17½)

OR

QUESTION 16

My parents kept me from children who were rough – Stephen Spender

16.1 They are protective of their son as they are afraid he will get hurt.

OR

They are snobs because they do not want him to play with the boys who belong to a lower class.

OR

They do not want him to learn their habits/behaviour by spending time/playing with them.

(1)

16.2 They are carefree/free to do as they please./Their parents allow them to go where they like/do as they please./ They are not disciplined/supervised by their parents/adults. (1)

They are adventurous/daring/fearless/rough. (1)

They are bullies. (1)

They spend most of the day playing/having fun. (1)

NOTE: Accept any THREE of the above answers.

(3)

16.3 False. (1) He wants to play with them/be friends with them. (1)

NOTE: To award the mark for the motivation/reason, the first part of the answer (False) must be correct. If only FALSE is given, award 1 mark.

(2)

- 16.4 16.4.1 Hyperbole/Metaphor (1)
- 16.4.2 The fear he feels is deliberately exaggerated. It is greater than the fear he would experience if he has to face tigers. (2)
- OR
- 16.4.1 Simile (1)
- 16.4.2 The hardness/strength of their muscles is compared with iron. (2)
- 16.5 They dislike/hate/do not approve/are critical of/totally against his world and everything it represents/want nothing to do with his world. (1)
They are jealous/envious of his wealth/what he has. (1) (2)
- 16.6 Open-ended. Accept a well-substantiated response, e.g.

Their behaviour is not acceptable but I can understand why they behave this way. They are poor and the speaker represents wealth and privilege. The poor have suffered for long at the hands of the rich.
- OR
- I find their behaviour totally unacceptable. Such violence/aggression/coarseness can never be justified. If they did not like the speaker, they should just have ignored him. (3)
- 16.7 He is only one and they are many. (1)
He is not as strong as they are. (1)
He may have been taught by his parents to turn the other cheek/not to fight in public. (1)
He is friendly, (1) cowardly, (1) forgiving/wants to be their friend. (1)
- NOTE: Accept any TWO of the above answers. (2)
- 16.8 Overprotective parents/alienation/social discrimination/prejudice/discrimination/snobbishness/intolerance/freedom. (1½)
[17½]

TOTAL SECTION D: 35
GRAND TOTAL: 70

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RUBRIC FOR MARKING THE LITERATURE ESSAY

Note the difference in marks awarded for content versus structure and language.

| CODES & MARK ALLOCATION | | CONTENT (25) | MARK ALLOCATION | STRUCTURE AND LANGUAGE (10) |
|------------------------------------|--|---|--|---|
| Code 7 80 – 100 % | Outstanding 20 – 25 marks | Interpretation of topic. Depth of argument, justification & grasp of prescribed work. - 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 and text. | Outstanding 8 – 10 marks | Structure, logical flow & presentation. Language, tone and style. - 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 and 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 and text evident. | Substantial 6 – 6½ marks | - Clear structure and logical flow of argument. - Introduction, conclusion and other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone and 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 and text. | Adequate 5 – 5½ marks | - Some evidence of structure. - Essay lacks well-structured flow of logic and coherence. - Language errors minor, tone and 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 and 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 and style not appropriate to purpose of academic writing. |
| Code 2 30 – 39 % | Elementary 7½ – 9½ marks | - Poor grasp of topic. - Response repetitive and sometimes off the point. - No depth of argument, faulty interpretation/Arguments not supported from text. - Very poor grasp of text and genre. | Elementary 3 – 3½ marks | - Poor presentation and lack of planned structure impedes flow of argument. - Language errors and 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 and 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 and tone. |

[FROM: Examination Guidelines: Languages