ENGLISH P2 MEMO

NATIONAL SENIOR CERTIFICATE

GRADE 12: ENGLISH FIRST ADDITIONAL LANGUAGE P2 Memo

FEBRUARY/MARCH 2011

MARKS: 70
TIME: 2 hours

This question paper consists of 32 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer questions from TWO sections.
2. Candidates' responses should be assessed 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 reference to the text.

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

- Atticus Finch:
  - Atticus Finch is a good parent who manages to inculcate sound moral values in his children. Promotes universally accepted moral values within his children/household.
  - He is calm, wise and consistent.
  - He is not violent – never went to any war and has no gun. He is unhappy about the children's having air-guns. He finds it difficult to bring himself to shoot the mad dog.
  - He believes in justice and the rule of law as revealed in his defence of Tom Robinson.
  - He is firm but kind in the way he disciplines the children.
  - He is honest and ethical. He wants the truth about Bob Ewell's death revealed even though it will implicate Jem.
  - He is not racist – believes that the dignity of each person is important/all people are equal.
  - Does not judge others but respects their views despite differences that may exist.

- Tom Robinson:
  - He is honest and respectful.
  - He is extremely polite, decent and civilised.
  - He is helpful and kind.
  - He is simple and innocent.
  - He is not violent.
  - He is compassionate.
  - His humility and willingness to help others make him comparable to a mockingbird: he does no harm.

- Bob Ewell:
  - He is not a good parent to his children.
  - He is dishonest/not to be trusted.
  - He thrives on hate-filled racial prejudice.
  - He is an alcoholic and vulgar/coarse/rude.
  - He is vindictive: he attacks Jem and Scout to get even with Atticus for revealing the truth about him and his family life in court.
  - He is violent – he even stoops to the level of attacking children.
  - He abuses his own children physically, emotionally, verbally and perhaps even sexually.
  - He is selfish: he uses the money from the welfare to buy alcohol instead of taking care of the children's needs.
  - He is too lazy to work: he poaches animals instead of trying to find honest work so that he can feed his family.

- Mayella Ewell:
  - She is very lonely – suggested that she does not even understand the word 'friend'.
  - She is abused and gets confused when kindness is extended to her.
  - She is selfish and is only interested in saving/protecting herself at the expense of Tom.
  - She is so afraid of her father that she commits perjury in court.

- Boo Radley:
  - A recluse who suffers bad treatment from his father and his brother, leaving him emotionally scarred.
  - Boo is kind/gentle – gives gifts to the children, mends Jem's trousers.
  - Boo is also brave – comes out to fight Bob Ewell when he attacks Scout and Jem.
  - He develops a bond with Scout and Jem by watching them without their knowledge.

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QUESTION 2 (CONTEXTUAL QUESTION)

***TO KILL A MOCKINGBIRD* by Harper Lee**

2.1 2.1.1 Jem is upset/angered by Mrs Dubose's taunts about their father representing a black man in court. (1)
Jem loses his temper and destroys Mrs Dubose's camellias/ flowers. (1)
As punishment, Jem has to read to Mrs Dubose every afternoon. (1)
Before Mrs Dubose dies, she arranges that a camellia be given to Jem. It is her way of telling Jem that all is forgiven. (1) (4)

2.1.2 She shows her courage by giving up morphine (1) even though she is gravely ill/in great pain. (1) (2)

2.1.3 He accepts the challenge to defend a black man against a white man in a racially divided society. (1) He knows the white jury will not grant him victory but he still takes on the case (1) and defends Tom to the best of his ability despite the pressure he and the children face in Maycomb. (1) (3)

2.1.4 Atticus is a disciplinarian, but he is compassionate/kind/fair. (1)
He wants his children to have a broad understanding of human behaviour – both the evil and good in mankind. (1)
He wants his children to recognise the views others have although they may not agree with them. (1)
He instills the values of fairness and courage so that they may even forgive those who wrong them. (1)

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

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

Although she displays courage when she gives up morphine, she is a nasty/mean/horrible woman. She is racist and takes out her anger towards Atticus on the children and that is unacceptable.

OR

Although I find her behaviour towards the children unacceptable, I admire her courage. She could have taken the easy way out and remained addicted to morphine. Through sheer strength of will she overcomes her addiction.

NOTE:Candidates must address both the positive and the negative aspects of her character.

(3)

AND

2.2 2.2.1 During the trial, Atticus exposes the kind of life led by the Ewells and proves Bob to be a liar. (1)
Bob tries to take revenge on Atticus by attacking his children. (1) (2)

2.2.2 Boo Radley is kind/considerate towards the children. (1)
He is protective/does not want them to come to any harm. (1)
He loves them. (1) (3)

2.2.3 Atticus is shocked by the attack. (1)
He is unusually calm/rational. (1) (2)

2.2.4 The theme of revenge is revealed. (1) Bob Ewell attacks the children as he wants to seek revenge against Atticus for revealing the truth about him in court. This shows that Bob is vindictive and does not hesitate to harm innocent children. (3)

OR

The theme of love/care is revealed. (1) Boo Radley loves the children and cares about them. He comes to their rescue when they are attacked by Bob. He does not hesitate to risk his life to save them as he cares about them. (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)

2.2.5 A/He has to investigate the attack on the children and Bob Ewell's death. (1)

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

Yes, Mr Tate is justified in selecting which information he will release. Boo Radley could face a murder charge even though his intention was to help the children and this could compromise/ endanger his freedom/he might face execution.

OR

Yes, Mr Tate is justified in selecting which information he will release. He does not want Boo Radley to draw attention from Maycomb residents as he has already suffered enough because of his forced isolation.

OR

Yes, Mr Tate is justified in selecting which information he will release. He argues that the man who falsely accused Tom Robinson and indirectly caused his death has also died while trying to kill innocent children and there is no reason to pursue a matter that somehow brought conclusion to itself. ("Let the dead bury the dead.")

OR

No. He is not justified in hiding the truth. As the sheriff of the county, he should make sure that the truth is revealed./He should not attempt to cover anything up. He should let the law take its course.

OR

No. He is not justified in hiding the truth. A man/Bob has lost his life and a proper investigation needs to be conducted, no matter how bad he was.

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)

2.2.7 Boo Radley has been locked inside his house from the time he was a teenager. (1) His skin has not been exposed to the sun in all these years. (1) (2)

2.2.8 He is dishonest/not to be trusted. (1)
He is racist. (1)
He is an alcoholic. (1)
He is vulgar/coarse/rude. (1)
He is vindictive.(1)
He is violent/does not hesitate to attack children. (1)
He abuses his own children physically, emotionally, verbally and perhaps even sexually. (1)
He is too lazy to work/prefers to live on welfare money/ handouts. (1)

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

***LORD OF THE FLIES* by William Golding**

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.

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

- The rivalry between Ralph and Jack:
  - The boys are forced to choose between Ralph and Jack.
  - The boys think that with Jack they will have more fun than with Ralph and that their immediate needs will be met.
  - The rivalry splits the group and destroys the unity among the boys.
  - It causes conflict between the two groups and it is through this conflict that the true nature of human beings is revealed.

- The true nature of human beings: Man's true nature is revealed through the behaviour of the boys on the island, where they are faced with difficult circumstances:
  - Man is savage/evil in nature and it is only the rules of society that make him appear civilised.
  - Man's basic needs are his first priority.
  - Man has a tendency to exploit the young/weak in order to survive, e.g. the older boys bully the younger ones.

- What human beings need to function as a civilised society: The conflict between the two groups and the boys' experiences on the island suggest what is needed in a civilised society:
  - Rules and laws to prevent chaos
  - Unity, co-operation and having a common goal/purpose
  - Good/strong leaders with a vision for that society
  - Adult supervision/guidance of children and adult role models
  - Education - to allow people to think/behave rationally

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QUESTION 4 (CONTEXTUAL QUESTION)

***LORD OF THE FLIES* by William Golding**

4.1 4.1.1 They need someone to make decisions about safety, food and rescue./They need a leader to guide them and to make important decisions. (2)

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

Yes. He has good leadership qualities as he was head boy at his school/leader of his church choir. Both these positions give him leadership experience and confidence.

OR

No. Being able to sing well/to reach a certain note does not necessarily make one a good leader./The ability to sing well is not going to help on 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 (a) Simile (1)

(b) The boys enjoy voting as much as they enjoy holding the conch. They feel that voting is similar to having the conch as both give them a sense of power/authority. (2)

4.1.4 Piggy is unwilling to vote for Ralph because he is still angry with him. (1) He perhaps expected the boys to consider him for the position of chief as well. (1) (2)

4.1.5 False. (1) They vote for Jack out of a sense of duty, but cheer when Ralph wins. (1)

NOTE: Award a mark for the reason/motivation only if the first part of the answer (False) is correct. (2)

4.1.6 No. (1) Many boys later become eager/prefer to join Jack's group as his boys have fun/hunt/have meat. (1)

NOTE: Award a mark for the reason/motivation only if the first part of the answer (No) is correct. (2)

4.1.7 The conch represents democracy/order. (1) The person who holds it has the right to speak. (1) (2)

4.1.8 Ralph is calm. (1)
He has a powerful presence. (1)
He is mature. (1)
At a stage he loses his confidence, he cannot think what to do next and he relies on Piggy. (1)
He gets nervous when he has to make decisions quickly. (1)

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

AND

4.2 4.2.1 Open-ended. Accept a well-substantiated response, e.g.

Yes. British boys receive superior education and are raised with a strict sense of discipline. They are educated to be prepared to cope with any challenges they may face.

OR

No. No matter what type of education they have received, it would not have prepared them for the totally different environment they have to deal with on the island. The boys are young and still have a lot to learn about themselves and people/the world.

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)

4.2.2 Jack felt that hunting for meat and the excitement of killing was important (1) while Ralph felt that building shelters and keeping a fire going were important. (1) The boys who felt hunting was exciting joined Jack while the others stayed with Ralph. (1) (3)

4.2.3 B/The boys do not take care of the fire they make and it spreads because of the large amount of dead wood. (2)

4.2.4 The theme of man's inherent evil/savage nature is revealed. (1) When Ralph sees the British officer, who represents civilisation, he remembers the evil that has taken place on the island. He is overcome by emotion/grief when he realises how evil/savage they have become and the consequences of their evil behaviour on boys like Simon and Piggy. (3)

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

4.2.5 Jack and his group steal Piggy's glasses. (1) When the boys go to reclaim Piggy's glasses, they are attacked by Jack's group. (1) Piggy is killed when he is struck by a rock. (1) (3)

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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 points may be included in the essay, among others:

- The effect on people's personal lives, e.g. people like Mumbi, Gikonyo, Karanja, Kihika, the Thompsons and Dr Lynd:
  - Mumbi: She undergoes great physical hardship/suffering during the struggle and especially during Gikonyo's absence. She has to take care of her family while Gikonyo is away from home. She submits to Karanja's advances because she feels she owes it to him – he helped her during Gikonyo's absence. She falls pregnant and this costs her her marriage.
  - Gikonyo: He suffers much mental anguish while he is away from home during the struggle. He suffers further anguish when he discovers Mumbi has had a child during his absence. The struggle has affected his relationship with and his marriage to Mumbi.
  - Karanja: He has used the struggle to attain personal success. He chooses to work for the British because it is of greater benefit to him. He attains a higher status. He finally succeeds in getting Mumbi to submit to his sexual advances while Gikonyo is away.
  - Kihika: He was subjected to much mental and physical torture during the struggle. He spent a lot of time in the forest. He had no personal life. He sacrificed his life for the struggle.
  - The Thompsons: They experience feelings of displacement being away from their motherland. Their marriage faces strain during the struggle. They have to return to England leaving behind everything they have worked so hard for. They fear for their lives before returning to England.
  - Dr Lynd: She is attacked and possibly raped during the struggle. The struggle gives the freedom fighters and her house boy the courage to attack her. Her dog is brutally killed in her presence. She lives in constant fear.

- The hardships and suffering experienced during the struggle:
  - The people of Kenya suffer poverty, hardship/difficulties due to loved ones being involved in the struggle/being in exile.
  - The freedom fighters are imprisoned and tortured.
  - Loved ones are lost in the struggle.

- The exploitation of Kenyans by corrupt new leaders:
  - The new leaders like Karanja and the MP are only interested in their own needs and not in the people who have suffered during the struggle and have elected them as their leaders.
  - There is no improvement in the lives of ordinary Kenyans after independence. They remain poor and their suffering continues. They are still oppressed but now it is by their own people.

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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 White people saw Kihika as a real threat to their position in Kenya. (1)
They were afraid of him/his ability to start a revolt against white rule. (1)
They feared his power/fearlessness. (1)
They wanted to kill/capture him at all costs. (1)

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

6.1.2 C/Kihika is Gikonyo's brother-in-law and they are comrades in the struggle for freedom. (2)

6.1.3 They were very cruel/ruthless. (1) They tortured Kihika to get the secrets out of him. (1) (2)

6.1.4 The theme of sacrifice/commitment/endurance/the struggle against British rule is revealed. (1) Kihika suffers many hardships during the struggle. He is tortured by the British but he remains completely committed to the struggle and refuses to give in to their demands. He sacrifices his life for the struggle. (3)

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

6.1.5 False. (1) Kihika was betrayed by Mugo./Karanja was only suspected of betraying Kihika. (1)

NOTE: To award the mark for the reason/motivation, the first part of the answer (False) must be correct. (2)

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

I admire Karanja. He is a person who does not give up easily but pursues his goals/ambition. Although he has lost Mumbi to Gikonyo, he does not lose hope of winning her love. He works very hard and will stop at nothing to achieve success in his career.

OR

I do not admire Karanja. He is selfish and is prepared to do anything to achieve his goals/ambition. He does not hesitate to betray his fellow Kenyans/the struggle for his personal gain. His pursuit of Mumbi, in spite of her being married to Gikonyo, stresses how immoral/unscrupulous he is.

NOTE: The motivation/substantiation must suit the initial response (I admire/do not admire Karanja). Consider the response as a whole and award a mark accordingly. (3)

AND

6.2 6.2.1 She sees him as the new leader/hero of the struggle. (1) She feels his presence at the Independence Day celebrations will enhance the event. (1) (2)

6.2.2 She is a person of strong character./She does not give up easily/is determined. (1) She is able to influence/persuade others. (1)
She is able to endure hardships. (1)
She is willing to make sacrifices in the name of the struggle. (1)

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

6.2.3 Mumbi and Mugo are close. (1) Mumbi has the ability to influence Mugo. (1) (2)

6.2.4 Mugo cannot keep living a lie/let people believe that he is a hero of the struggle/should be the next leader. (1) He wants to come to terms with the past. (1) He confesses his betrayal at the Uhuru celebrations. (1)

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

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

Yes. Mumbi has betrayed Gikonyo by having a relationship with and a baby from Karanja. Gikonyo has always remained faithful to Mumbi. He ignores her because he is deeply hurt.

OR

No. Gikonyo does not treat Mumbi fairly. Instead of discussing the matter regarding the baby with her, he ignores her completely. He should consider the challenges/hardships Mumbi faced during his absence instead of being unduly harsh towards her.

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)

(b) She is a responsible person. (1)
She is committed to her family./She is willing to make sacrifices to take care of her mother-in-law during Gikonyo's absence. (1)
She is hard-working – she builds a new home for her mother-in-law and herself. (1)
She is very patient (1) as she endures Gikonyo's absence and his harsh treatment of her for long.

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

6.2.6 The writer acknowledges the commitment and sacrifices made by many freedom fighters and the people of Kenya in the liberation struggle. He also expresses disappointment that the liberation struggle did not lead to the freedom of the people in Kenya as expected. Instead, the Kenyans are now being oppressed/exploited by their own people. (3)
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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.

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

- The themes explored in the play:
  - Love/romantic love: Romeo's unrequited love for Rosaline; love at first sight – Romeo and Juliet fall in love immediately they see each other; Paris's love for Juliet; Romeo and Juliet's desire to remain faithful to each other at all costs
  - Parental love: the Capulets arrange the marriage with Paris out of love for Juliet; the Montagues' concern about Romeo's state of depression; Lady Montague's death as a result of grief over Romeo's banishment
  - Love between friends/friendship: the love/friendship between Romeo and Friar Lawrence, and the Nurse and Juliet; the love/friendship among Romeo, Benvolio and Mercutio
  - Family honour: Tybalt's challenge to Romeo after the Capulets' ball, and the deaths that result from it
  - Hatred: the feud between the two families even includes the servants despite several warnings from the Prince
  - Revenge: Tybalt's desire for revenge after Romeo and his friends attend the ball serves as a catalyst to the tragedy.
  - Reconciliation: After the deaths of Romeo and Julliet, the two families agree to reconcile.
  - Fate: Capulet's illiterate servant asks Romeo for assistance in reading the guest list; Friar's letter not reaching Romeo in time

- Why these themes were relevant in Shakespeare's time:
  - Themes such as love, friendship, hatred, revenge, family honour, reconciliation and fate are universal.
  - These themes can be linked to many human emotions with which the people of that period could identify.

- Whether these themes are still relevant today: Candidates must answer YES/NO and provide substantiation, e.g.
  - Yes. People still experience the emotions of love, hatred and desire for revenge today. Many believe in the role of fate in our lives as well as in reconciliation.

OR

No. People today are not interested in emotions/do not allow themselves to be ruled by their emotions. They are more focused on their careers/making money. Many do not believe in fate at all.

[35]

QUESTION 8 (CONTEXTUAL QUESTION)

***ROMEO AND JULIET* by William Shakespeare**

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

8.1 8.1.1 Romeo has been depressed for a while because Rosaline does not return his love. (1) He believed he would never find anyone as beautiful as Rosaline, (1) and that he would never fall in love with anyone else. (1) (3)

8.1.2 (a) Metaphor. (1)

(b) Romeo compares Juliet to the rising sun (1) because she is so beautiful. (1)

OR

Juliet's beauty is as outstanding (1) as the brightness of the rising sun. (1)

(2)

8.1.3 (a) She is very happy to be in love for the first time (1) but also concerned/worried that she is in love with the sworn enemy of her family. (1) (2)

(b) The theme of love/romantic love is revealed. (1) Juliet expresses her wish that Romeo give up his family/name as she knows they cannot be together otherwise. If Romeo is unwilling to do this, then she will give up her family/name in order to be with him. (3)

OR

The theme of hatred is revealed. (1) Juliet has fallen in love for the first time, but she realises that she and Romeo will not be able to pursue their relationship because of the long-standing feud between the two families. (3)

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

8.1.4 D/He believes the marriage may heal the rift between the families. (2)

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

No, their decision was not wise but hasty/rash/impulsive/foolish. It is a response to the pressure of romantic love. They do not consider issues like the family feud and getting their parents' blessing.

OR

Yes, their decision was wise. They knew they wanted to be together for the rest of their lives, so there was no point in waiting./I admire their courage/their decision to commit themselves to each other so soon. Their parents would never have given their blessing anyway, so it was pointless to even ask them.

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

8.2 8.2.1 Juliet has been told by her father that she has to marry Paris. (1)
She goes to Friar Lawrence who arranges for her to take a potion that will make her appear dead. (1)
The night before the wedding she takes the potion. (1) (3)

8.2.2 The Nurse is shocked/filled with disbelief. (1) She is deeply saddened/devastated. (1) (2)

8.2.3 Juliet has taken a potion that makes her appear dead. (1) The characters do not know this (1) but the audience knows that Juliet's 'sleep' is a temporary one/part of the plan to avoid marrying Paris. (1) (3)

8.2.4 Candidates may choose to discuss the Capulets separately or together. Accept a well-substantiated response, e.g.

I do not think they are good parents. Capulet is inconsistent as a parent. (1) He is domineering/bossy/expects total obedience. (1) Lady Capulet makes no effort to get to know her daughter/get close to her. (1) In a crisis she chooses to support her husband and not her daughter./She does not have her daughter's happiness at heart. (1)

OR

I think they are good parents who act in Juliet's best interests.

They arrange the marriage with Paris because he is rich/handsome/a nobleman (1), because he loves her (1), because they believe it will take her mind off Tybalt's death (1) that Paris will make her happy(1)/it was common practice for parents to arrange marriages for their daughters with men they considered most suitable(1). (4)

8.2.5 Juliet is reasonable/practical and recognises challenges/difficulties. (1) On occasion she can show great maturity, especially for her age. (1) She is rash/impulsive/makes decisions too hastily and this shows immaturity. (1) (3)

8.2.6 The Prince points out that the feud between the two families is the cause of Romeo and Juliet's deaths. (1) Capulet is the first to offer the hand of reconciliation. (1) Montague accepts the offer and goes further, promising to erect a gold statue in honour of Juliet. (1) (3)
[35]

QUESTION 9 (ESSAY QUESTION)

***NOTHING BUT THE TRUTH* by John Kani**

NOTE: Use the 35-mark assessment rubric to assess candidates' essays.
Accept alternative views which are relevant and well-substantiated.
The following points may be included in the essay, among others:

- Sipho and Themba's childhood: During Mandisa's stay, Sipho has the opportunity to talk about his childhood resentment towards Themba, thereby coming to terms with it:
  - Sipho was angry that Themba was their parents' favourite.
  - Despite his many toys, Themba demanded Sipho's wire bus and got it even though Sipho protested.
  - The father did not have money to send Sipho to university but somehow found money to send Themba to university.
  - Sipho had to continue to work to ensure that Themba got his full university fees. This meant that Sipho could not save money for himself.
  - Themba could not get work and Sipho and their father had to continue supporting him.
  - He comes to terms with these childhood resentments when Mandisa tells him how much Themba had loved him and about Themba's longing for South Africa and his African culture and traditions.

- Themba's affair with Sipho's wife: Talking about the affair to Mandisa and Thando allows Sipho to vent his anger and bitterness, giving him the opportunity to come to terms with it:
  - Sipho loves his wife and still has fond memories of how he met her.
  - Sipho returned home early one day and was shocked to find his wife and brother in bed together. The discovery left him devastated.
  - Themba and Sipho's wife left because of the sheer intensity of their shame and he never saw them again.
  - Sipho has carried this pain of being deceived with him for many years and relating the story is therapeutic. It is also a way of giving Thando vital information about the question of her paternity.
  - His close bond with Thando makes him realise that she is his daughter even though she may have been fathered by Themba.
  - In the end he realises that he loves Themba in spite of everything that has happened.

- Luvuyo's death: The discussion Sipho has with Thando and Mandisa on the TRC allows him to see another perspective on forgiveness and reconciliation; this will help him to move forward and perhaps come to terms with Luvuyo's death at a later stage:
  - Sipho blames Themba for influencing and encouraging Luvuyo to take part in political activities – this exposed Luvuyo to security police who killed him.
  - Sipho is still bitter and filled with hate towards the people who killed his son.
  - He does not believe that by just forgiving the killers the process of healing the nation will follow seamlessly.

- Sipho's feelings about his job and his plans for the future: During the discussion with Thando and Mandisa, Sipho also gets the opportunity to talk about his frustration at not being promoted, allowing him the opportunity to accept the situation and make new plans:
  - Sipho believes that he is due for promotion because of his knowledge and experience. He feels that the absence of apartheid means new opportunities for him.
  - He is devastated when a younger person is appointed in a senior post he feels he deserves. He feels that the previous government had overlooked him because of his colour and the present one overlooks him because of his age.
  - Sipho accepts his fate and resigns with plans to build a new African library in the township. He will also ensure that the new library promotes African Literature. **[35]**

QUESTION 10 (CONTEXTUAL QUESTION)

***NOTHING BUT THE TRUTH* by John Kani**

10.1 10.1.1 Thando regards the Truth and Reconcilitaion Commission as important./She believes that people need to hear and tell the truth as this is an important part of the healing process/people cannot come to terms with the loss of their loved ones during the struggle if they do not know what actually happened to them. (1)
Mandisa believes that the Truth and Reconcilitaion Commission is a waste of time and money./The Truth and Reconcilitaion Commission allows killers to get away/be granted amnesty. (1) (2)

10.1.2 He has lost his only son, Luvuyo (1) and he believes that the policeman who shot him must be made to pay/be punished. (1) The TRC grants amnesty to killers like the policeman who shot his son and Sipho finds this unacceptable. (1) (3)

10.1.3 The theme of forgiveness/reconciliation is revealed in these lines. (1) Thando explains to Mandisa that South Africans have chosen to reject their bitterness/ desire for revenge and instead embrace a spirit of forgiveness and reconciliation. This will heal the wounds of the past. (3) (4)

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

Yes. It is his house and as the head of the family, he has the right to know everything that is going on/being discussed.

OR

No. Although it is his house, this is very rude/unacceptable behaviour. The girls are adults and should be allowed to speak without fear of someone eavesdropping.

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)

10.1.5 (a) The first democratic elections were held in 1994./The country was now liberated/free from apartheid/white rule. (1) Many exiles were returning to South Africa. (1) (2)

(b) Accept a suitable response, e.g.

Themba was too ashamed to/could not face Sipho because the last time they saw each other was when Sipho caught Themba in bed with his wife.

OR

Themba has been away/in exile for many years. He has a new life in London. It would be difficult to relocate to South Africa/to start all over again.

OR

Themba's wife is West Indian and she made it clear she would prefer Mandisa to marrry a West Indian. She would probably have been reluctant to move to South Africa as it is a country she does not know at all. (2)

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

10.1.6 He is very stressed/upset (1) about the funeral and also about not getting the job as chief librarian. (1) (2)

10.1.7 C/He was shot by a policeman during the liberation struggle. (2)

AND

10.2 10.2.1 (a) They may be sisters./Themba may have fathered both. (1)

(b) He is a selfish person who always put his own needs first. (1)
He does not hesitate to commit immoral acts even if it is with his brother's wife. (1)
He is a coward who cannot face his brother/the consequences of his actions. (1)
He is a womaniser. (1)
He is an influential speaker. (1)

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

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

Yes. When Sipho and Themba were children, Themba always took Sipho's toys. (1) He also won their parents' love and favour. (1) Sipho believes that Themba influenced Luvuyo to take part in
politics which cost him his life. (1) Themba also had an affair with Sipho's wife./It is also possible that Thando is Themba's child. (1)

OR

No. Sipho blames Themba unnecessarily. It was not Themba's fault that he was shown more love as a child since he was the younger of the two. (1) Themba cannot be held resposible for Luvuyo's death as it was Luvuyo's decision to join the struggle. (1) Sipho's wife was a consenting adult in the illicit relationship with Themba so he did not take her away from Sipho. (1) As the elder brother it was his duty to help his father pay Themba's university fees. (1)

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)

10.2.3 She has brought her father's ashes (1) for burial in South Africa. (1) (2)

10.2.4 Mandisa is a modern young woman. (1) She does not believe in African traditions. (1) She does not hesitate to challenge her uncle's beliefs and traditions. (1) She is outspoken. (1) She likes being independent/does not like having to answer to anyone. (1)

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

10.2.5 Sipho reveals the truth to Thando about Themba's affair with her mother. (1)
Sipho reveals the truth about Themba's actions. (1)
Sipho reveals the truth about his own feelings towards Themba. (1)
Sipho reveals the doubts about who Thando's father really is. (1)

NOTE: Accept any TWO of the above points. (2) **[35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 11 (ESSAY QUESTION)

***THE DEEP RIVER* by Bessie Head**

NOTE: Use the 35-mark assessment rubric to assess the candidates' essay.

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

- Sebembele's love affair with Rankwana and his loyalty to her and their child:
  - The affair starts off as an illicit relationship because she is his father's junior wife.
  - He falls deeply in love with her and fathers her child.
  - He does not want to go on deceiving his people.
  - He also wants to acknowledge Rankwana as his partner/wife and their child as his.
  - He is willing to incur the wrath of the elders of the tribe by revealing the truth.

- The conflict between duty to the community and one's own interests:
  - Sebembele has been brought up to believe that the position of chief/duty to one's own people is important.
  - The people of the tribe look up to the chief for leadership and guidance/advice.
  - The people of the tribe look up to the chief to set a good example/revere the chief.
  - As much as Sebembele loves Rankwana and his child, he initially finds it very difficult to choose between the chieftainship and his love for them.
  - The tribe sees men as being more important than women.
  - Women are expected to be subservient/dutiful to the men in their lives.
  - The elders make it clear that he has to choose/he cannot have both Rankwana and the chieftainship.
  - The pressure from Sebembele's brothers forces him to choose Rankwana and the child over the chieftainship.

- Whether Sebembele was foolish to sacrifice the position of chief for the love of Rankwana:
  - Candidates may answer YES/NO and provide substantiation/motivation, e.g. Yes. As chief, one enjoys far more honour, prestige, status/power, etc. than if one were simply someone's husband.

OR

No. Love is far more important than anything else. Sebembele had to consider not just Rankwana and their feelings for each other, but he also had to consider their child's future. **[35]**

QUESTION 12 (CONTEXTUAL QUESTION)

***1949* by Ronnie Govender**

12.1 12.1.1 The Nationalist Government has just come into power. (1)
The new government has started implementing its policy of racial segregation. (1)
Black people have to carry passes at all times. (1)
Black people are being moved out of city centres all across the country. (1)

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

12.1.2 He leads a very simple life/a life of poverty and hardship. (1)
He lives with his wife in Maniram's outhouse. (1)
He rises early each day to go to work at Osborne's/the Model Garage where he is a bowzer boy and keeps the place clean. (1) (3)

12.1.3 He takes great pride in his job. (1)
He is grateful that he has a job. (1)
He is a conscientious worker. (1)

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

12.1.4 The outhouse he rents from the Maniram's is far better than any other accommodation he can find.

OR

Dumisane prefers it to the alternative, which is to live in a shanty town/Umkumbaan, where the rent is high/six pounds a month even though there is no water and no toilets. (2)

12.1.5 He likes Mrs Maniram who likes/is kind to his wife. (1)
He feels upset that Mr Maniram keeps his distance from him/is not too friendly towards him/Mr Maniram keeps his distance/is not friendly towards Dumisane. (1) (2)

12.1.6 Incited by certain white people, black people are buying paraffin to set fire to houses owned by Indians.

OR

Many black people are buying paraffin to commit arson. (2)

AND

12.2 12.2.1 C/Osborne is inciting his workers to commit violence. (2)

12.2.2 False. (1) He is only saying this to incite them to commit violence against the Indians. (1)

OR

False. (1) If he were really concerned about black people, he would not encourage them to commit crimes against the Indians/ others.

NOTE: Award a mark for the reason/motivation only if the first part of the answer (False) is correct. (2)

12.2.3 It is ironic that a white man who is exploiting his black employees is saying these words. He is not improving the country in any way; all he is doing is enriching himself by exploiting black workers.

OR

Osborne says the country belongs to black people, yet the Nationalist government came into power the year before and has already begun passing laws to exclude/exploit/oppress blacks even further. (3)

12.2.4 The theme of racism/manipulation is revealed. (1) Osborne does not like Indians and is upset that many Indians are moving into the area. He manipulates the blacks into believing that Indians are their oppressors/advantaged/wealthy. He incites them to attack Indians because he does not want harmony to exist between Indians and blacks/wants the Indians to move out. (4)

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

Yes. They are adults and should be able to see through Osborne/ understand that Osborne is lying to them.

OR

No. They are simple men who are not well educated/not educated at all. Because Osborne is their employer and white, they are used to listening to/obeying him.

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

12.2.6 Osborne is racist. (1)
He is a liar. (1)
He knows how to manipulate/influence people to do what he wants them to do. (1)
He is cruel/cold/unfeeling/does not hesitate to inflict pain/suffering on others. (1)

NOTE: Accept ANY THREE of the above answers. (3)

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

Yes./I admire Dumisane. He tries to dissuade his colleagues from attacking the Indians after Osborne's speech by telling them the truth. He is a man of courage who places his own life at risk when he offers the Manirams a hiding-place in his house. He does his best to protect them even when the violent/bloodthirsty mob arrives at the house. He loses his life trying to protect the Manirams.

OR

No./I do not admire Dumisane. He is foolish to risk his life and that of his wife in order to save the Manirams. Mr Maniram is not even friendly towards Dumisane. He should know that he will not be able to stop a whole mob on his own.

NOTE: Do not award a mark for YES/I admire Dumisane/NO/I do not admire Dumisane only. Consider the answer as a whole and award a mark accordingly. The substantiation/ motivation must suit the initial YES/NO response. (4)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

QUESTION 13

Snake – DH Lawrence

13.1 It is a very hot day and the speaker is dressed in pyjamas. (1)
He goes with a jug/pitcher to his water-trough to fetch water. (1)
He waits while a large yellow-brown snake drinks water from the bottom of the stone trough. (1) (3)

13.2 It is very hot. (1)
Pyjamas are usually loose and comfortable in hot weather. (1) (2)

13.3 13.3.1 B/Personification (1)

13.3.2 The snake is compared to a person who has arrived before the speaker at his water-trough. (2)

13.4 No. (1)

The snake is so focused on quenching its thirst that it does not notice the speaker./The snake looks at the speaker "vaguely" and then continues to drink. (1)

NOTE: Do not award a mark for the substantiation if the first part of the answer (No) is incorrect. (2)

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

Yes. He has done something really mean/nasty/terrible to a creature that has not harmed him in any way and that has the same right to be here as he does./He should feel guilty about throwing the log at such a beautiful, harmless creature.

OR

No. He does the right thing when he throws the log at the snake. He has to get rid of the snake. The snake could attack him/bite him/someone./He believes the snake is venomous.

NOTE: Do not award a mark for YES/NO only. Consider the response as a whole and award a mark accordingly. The substantiation/motivation should suit the initial YES/NO response. (3½)

13.6 He loves/respects nature. (1)
He finds it difficult to be cruel to other living things. (1)
He is very honest with himself. (1)

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

13.7 Man's lack of concern for other creatures/The cruelty of man towards snakes/creatures of the earth. (1) The speaker has been taught to kill gold snakes on sight/throws a log at the snake when he remembers what he has been taught about snakes. (1) (2)
[17]

QUESTION 14

Lament for a Dead Cow – Francis Carey Slater

14.1 She was their only cow. (1)
The family loved Wetu. (1)
She provided them with milk. (1) (3)

14.2 The word 'sunbaked' emphasies the heat/drought being experienced at the time./It emphasises the intensity of the drought.

OR

The word 'sunbaked' emphasises the fact that Wetu died as a result of the drought. (2)

14.3 14.3.1 D/Simile (1)

14.3.2 Wetu's eyes are compared to a mountain pool to emphasise the beauty of her eyes/that her eyes are big/round/dark. (2)

14.4 14.4.1 The barking dogs (which troubled Wetu). (1)

14.4.2 The dogs irritated/angered/annoyed/upset her.

OR

They made her charge towards them. (1½)

14.5 Just as a fountain throws up water, Wetu squirted out milk when they milked her.

OR

A fountain continuously throws up water. In the same way the family expected Wetu to continue providing milk.

OR

The metaphor emphasises the amount of milk she provided for the family. (2)

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

Yes. The very short line/The brevity of the line emphasises the extent of the family's loss/despair/sorrow.

OR

Yes. The assonance and alliteration combined reminds one of the sound made when someone weeps.

OR

No. The short line does not convey sufficiently the extent of their loss.

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

14.7 Drought/Lack of water/hunger/starvation. (1)

14.8 Man's/Human beings' total dependence on Nature/Man's helplessness against the forces of Nature. (1) The poem emphasises this family's dependence on rain/their utter despair at losing their cow during a drought. (1) (2)
[17]

QUESTION 15

On aging – Maya Angelou

15.1.1 C/Simile (1)

15.1.2 The speaker compares old people to a bag placed on a shelf and forgotten/ignored./ Just as a sack on a shelf is often ignored/forgotten, so too are old people often ignored/ forgotten/neglected. (2)

15.2 A/casual (1)

15.3.1 She asks them not to feel sorry for her/not to pity her.
She wants them to leave her alone.
She does not want them to talk to her when she is sitting quietly/fuss over her all the time.
She asks them to be understanding.
She does not want them to bring her a rocking chair.

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

15.3.2 Open-ended. Accept a well-substantiated response. e.g.

Yes. It can be quite frustrating/irritating to have people fussing over you all the time/ believing that you need their attention/not to be left alone with your thoughts when you need to be.

OR

Yes. Not all old people need constant attention. Many are quite capable of doing things for themselves/taking care of themselves to quite an old age.

OR

No. Old people are often very stubborn and do not ask for help even though they may need it.

OR

No. Old people often find it difficult to admit that they have grown old/weak and now need help.

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

15.4 Accept a suitable response, e.g.

A rocking chair is associated with old age and she feels if she is given a rocking chair she has to sit in it and wait to die./Accepting the rocking chair would mean that she admits she is old and ready to die.

OR

She can still move around and does not need a rocking chair to sit in. (2½)

15.5 She finds it difficult to breathe./She becomes short of breath easily. (1)
She tires easily. (1)
She finds it difficult to climb stairs. (1)
She stumbles while walking. (1)

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

15.6 True. (1) 'But ain't I lucky I can still breathe in'. (1)

NOTE: Award a mark for the reason/motivation only if the first part of the answer (True) is correct. (2)

15.7 The theme of old age/independence. (1) The speaker is an old woman who is very independent/does not expect her family to do things for her/prefers to be left alone with her thoughts/memories/is very philosophical about old age and death. (1) (2)
[17]

QUESTION 16

the night train – Fhazel Johennesse

16.1 The speaker is travelling in the third-class coach of a train at night. (1) There are very few passengers on the train. (1) The speaker feels afraid./He is impatient to reach his destination.(1) (3)

16.2 The speaker is probably a black person and is not allowed to travel in any other class/ coach. (2)

16.3 16.3.1 The phrase emphasises his fear about being on a train with so few passengers. (1) Stopping at several stations before his destination prolongs the time he spends on the train/his agony/suffering. (1½) (2½)

16.3.2 Open-ended. Accept a suitable response. e.g.

Yes. There are very few passengers and he is travelling at night. His fear is justified because passengers are often attacked/robbed while travelling by train at night.

OR

No. The speaker should not feel afraid because there are some passengers on the train. If something were to happen, he would have people to assist/rescue him.

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

16.4 It refers to the unpleasant smell of the passengers/people who have travelled on the train and have perhaps not had access to water to wash. (2)

16.5 16.5.1 B/personification (1)

16.5.2 The fear he feels will not go away. (1) His fear is like a person nagging at him and whispering in his ear. (1) (2)

16.6 Fear/Anxiety/Crime. (1) The speaker is afraid of/anxious about what may happen to him/that he may be attacked on the night train because there are so few passengers/ because of the high crime rate. (1) (2)
[17]

TOTAL SECTION D: 35
GRAND TOTAL: 70

RUBRIC FOR MARKING THE LITERATURE ESSAY
Note the difference in marks awarded for content versus structure and language.

CODES & MARK ALLOCATION		CONTENT (25) Interpretation of topic. Depth of argument, justification & grasp of prescribed work.	MARK ALLOCATION	STRUCTURE AND LANGUAGE (10) Structure, logical flow & presentation. Language, tone and style.
Code 7 80 – 100%	Outstanding 20 – 25 marks	- In-depth interpretation of topic, all aspects of topic fully explored. - Excellent response. (90+: outstanding response). - Range of striking arguments extensively supported from text. - Excellent understanding of genre and text.	Outstanding 8 – 10 marks	- Coherently structured piece. - Excellent introduction & conclusion. - Arguments well structured & clearly developed. - Language, tone & style mature, impressive & correct.
Code 6 70 – 79%	Meritorious 17 – 19 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 – 7 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 – 6 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 12 – 14 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 – 5 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 – 4 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 7 – 9 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 – 3 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 – 2 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 Paper 2 – January 2009]*