



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2018

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 26 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

4. MARKING GUIDELINES

- 4.1 A candidate may not answer more than ONE question on the same genre.
- 4.2 If a candidate gives two answers where the first one is incorrect and the next one is correct, mark the first answer and **ignore** the next.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

NOTE: Candidates are required to answer **ONE** question **on the novel they have studied.**

QUESTION 1: CRY, THE BELOVED COUNTRY

Candidates are required to answer BOTH questions, i.e. QUESTIONS 1.1 and 1.2.

- 1.1 1.1.1 (a) Ndotsheni✓
 (b) big cities✓
 (c) Reverend Msimangu✓
 (d) Gertrude✓ (4)
- 1.1.2 His son, Matthew, might escape punishment✓ if a lawyer defends him.✓ (2)
- 1.1.3 Matthew Kumalo is an accomplice when they burgle Arthur Jarvis's house. ✓
 Johannes Pafuri attacks Arthur Jarvis' male servant (Richard Mpiring with an iron bar)./Johannes Pafuri masterminds the crime.✓ (2)
- 1.1.4 (a) Disbelief/incredulity/shock✓ (1)
 (b) Stephen Kumalo cannot believe that John denies Matthew's involvement in the crime.✓ (1)
- 1.1.5 Absalom is truthful/honest/remorseful/repentant. ✓
 Matthew, on the other hand, is selfish/disloyal (turns his back on Absalom)/dishonest.✓
- NOTE:** The difference in character traits must be clear for 2 marks to be awarded. (2)
- 1.1.6 The discussion of the theme of power, should include the following points, **among others**:
- Power corrupts even John Kumalo, who seems to be working for the cause (the fight against apartheid/for freedom/equality).
 - His immunity to conscience is clear. He does not take his brother's feelings into consideration when Stephen tells him about the murder case.
 - The power of forgiveness between James Jarvis and Stephen Kumalo. James forgives Stephen, although it is Stephen's son (Absalom) who kills James' son (Arthur).
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

1.1.7 Open-ended.

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

Yes.

- The young man is disappointed in Absalom.
- He goes to great lengths to rehabilitate Absalom.
- He is not compelled to assist Stephen Kumalo by driving him around.
- He is not obliged to become involved in the conflict between the two brothers.

OR

No.

- The young man should not give up on Absalom that easily.
- He should stand firm in his beliefs.
- He cannot renege on his willingness to have agreed to assist Stephen Kumalo.

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

AND

1.2 1.2.1 Books on Abraham Lincoln/South Africa/Afrikaans/religion/sociology/crime and criminals/poetry/novels/Shakespeare. ✓✓

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

1.2.2 Jarvis is shocked by the revelations (the plight of black South Africans) made by Arthur ✓ who knew so much about South Africa. ✓

OR

He is hurt because he realises that he (Jarvis) has failed his son ✓ because he did not teach him anything about South Africa. ✓

OR

Jarvis is shocked and hurt because his son was murdered by the very people ✓ whom he was trying to uplift. ✓ (2)

1.2.3 (a) 'trembling' ✓ (1)

(b) It is the mark of the blood left on the carpet ✓ after Arthur Jarvis is shot/killed (by Absalom Kumalo). ✓ (2)

- 1.2.4 C/becomes emotional ✓ (1)
- 1.2.5 It is ironic that Arthur Jarvis, who makes it his mission in life to uplift the South African black people, is killed by a black South African (Absalom Kumalo). ✓✓
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 1.2.6 Absalom is a murderer/criminal/takes an innocent/good man's life. ✓ (1)
- 1.2.7 (a) Metaphor/Personification ✓ (1)
- (b) In the same way that a star is a guiding light, ✓ Arthur wants authenticity and not a misguided version of what is really happening in South Africa. He wants to work towards change (and not for personal glory). ✓

OR

- The star is given the human quality of guiding him ✓ towards uncovering the truth ✓ (about life of the black people in South Africa). (2)
- 1.2.8 Open-ended.

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

Yes.

- Up to now Jarvis has not really known his son (Arthur).
- He has been unaware of the things that lay close to his heart/were important to Arthur.
- He is indifferent to the plight of black South Africans. He could have helped the villagers of Ndotsheni earlier.
- Arthur is dead and it is now too late for him to witness real change in his father.

OR

No.

- Arthur's writings clearly have an impact on James Jarvis because he now appears to understand Arthur's perspective on the South African situation and the need to change.
- Jarvis' own awareness increases and he resolves to be more tolerant of especially black people.
- He helps the people of Ndotsheni by providing them with milk and arranging for an agricultural expert to teach the farmers.
- He is understanding and forgiving towards Stephen Kumalo and donates money towards the erection of a new church building.

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

(3)
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QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

Candidates are required to answer BOTH questions, i.e. QUESTIONS 2.1 and 2.2.

- 2.1 2.1.1 (a) lawyer✓
 (b) Mr Enfield✓
 (c) Dr Jekyll✓
 (d) Mr Hyde✓ (4)
- 2.1.2 Mr Utterson is concerned about Dr Jekyll✓because he leaves his estate/property/belongings to Mr Hyde✓(who is unknown to him). (2)
- 2.1.3 (a) Surprise/amazement✓ (1)
- (b) Mr Utterson is surprised to discover that Dr Lanyon and Dr Jekyll are no longer in contact with each other, since they are friends/both scientists. ✓ (1)
- 2.1.4 'balderdash' ✓ (1)
- 2.1.5 Sir Carew is gentle/kind-hearted/polite.✓
 Mr Hyde, on the other hand, is heartless/cruel/impolite/vicious.✓
- NOTE:** The difference in character traits must be clear for 2 marks to be awarded. (2)
- 2.1.6 He is loyal: Poole does not reveal to anybody that he suspects Dr Jekyll and Mr Hyde is the same person./He goes out of his way to find the powders to make the potion./He consults with Mr Utterson when he becomes concerned about Dr Jekyll's behaviour. (1)
- 2.1.7 Mr Utterson identifies the cane as the present he has given Dr Jekyll.✓
 Half of the broken cane/stick which was used to assault Sir Carew is found behind the door of Mr Hyde's house.✓
 Utterson finds the stub of a cheque book in the hearth, he links this information with his knowledge of Jekyll's will.✓
 The letter written by Mr Hyde to Dr Jekyll, is later discovered (by Mr Guest), to have been written by Jekyll himself.
- NOTE:** Accept any TWO of the above. (2)

2.1.8 Open-ended.

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

Yes.

- Mr Utterson and Dr Jekyll have a friendship spanning many years.
- As his lawyer, he is in possession of Dr Jekyll's will and is terribly perturbed/concerned on learning that Mr Hyde is the beneficiary.
- His concern for Dr Jekyll stems from the fact that as a close friend he has never met Mr Hyde.
- Mr Utterson thinks that Mr Hyde is blackmailing Dr Jekyll and he is, therefore, concerned.
- Dr Jekyll's refusal to talk about Mr Hyde prompts Mr Utterson to try and find Mr Hyde/solve the mystery.

OR

No.

- Mr Utterson should respect Dr Jekyll's wish not to speak about Mr Hyde.
- Mr Utterson should contain his curiosity and not meddle in Dr Jekyll's affairs by trying to solve the mystery.
- As Dr Jekyll's lawyer, he should maintain the confidentiality and trust expected from a lawyer.
- Dr Jekyll is a learned man and Mr Utterson should not question his decisions.

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

AND

- | | | | |
|-----|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 2.2 | 2.2.1 | C/Soho✓ | (1) |
| | 2.2.2 | (a) Simile✓ | (1) |
| | | (b) Dr Jekyll's crying is compared to that of a crying woman/lost soul who experiences intense pain/agony/suffering/distress.✓
This shows Dr Jekyll's agony as he cannot undo what he has done.✓ | (2) |

2.2.3 (a) Mr Utterson and Poole are afraid ✓ of what they might find/what is happening in the cabinet. ✓ (2)

(b) Dr Jekyll/Mr Hyde is contemplating suicide. ✓ His pacing shows his uncertainty. ✓

OR

He is desperate ✓ in the hope of receiving the powder to make the potion. ✓ (2)

2.2.4 Mr Utterson calls out repeatedly to see Dr Jekyll, unaware that it is actually Mr Hyde in the cabinet and not Dr Jekyll. ✓✓

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

2.2.5 Poole and Utterson find the body of Mr Hyde/a crushed phial/a fire burning/a boiling kettle/cups and saucers/a neat pile of papers/a will/a letter/chemicals/Hyde is dressed in Jekyll's clothes.

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

2.2.6 The discussion of the theme of violence, should include the following points, **among others**:

- Mr Hyde is violent, with no apparent motive.
- Mr Enfield witnesses Mr Hyde bumping into a little girl and then trampling on her.
- Hyde beats Sir Danvers Carew to death with a walking stick.
- Hyde defaces Dr Jekyll's favourite religious work.
- Jekyll commits the violent act of suicide.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

2.2.7 Open-ended.

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

Yes.

- Dr Jekyll duplicates himself into two different persons with ambivalent qualities.
- He remains respectable in public (as Dr Jekyll).
- He indulges in indecent activities (as Mr Hyde).
- He experiments with several potions and is eventually successful in creating one that transforms him into the evil Mr Hyde and vice versa.

OR

No.

- Dr Jekyll succeeds only in separating his evil half into Mr Hyde while he remains both good and evil.
- Dr Jekyll has to increase his dosages of the potion as Mr Hyde becomes the stronger one.
- Without taking the potion he loses control – Mr Hyde still appears.
- Dr Jekyll is consumed by his own potion which eventually claims his life.

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

(3)
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TOTAL SECTION A: 35

SECTION B: DRAMA

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

QUESTION 3: MACBETH

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

- 3.1 3.1.1 (a) Cawdor✓
(b) king of Scotland✓
(c) Scottish✓
(d) happier✓ (4)
- 3.1.2 Lady Macbeth should clasp/fidget with her hands.✓
She should use hand gestures to show guests the door. ✓
She should stand next to Macbeth. ✓
- NOTE:** Accept any TWO RELEVANT responses. (2)
- 3.1.3 Macbeth pays a servant✓ in the home of every Thane✓ (to spy on whoever he considers to be an enemy). (2)
- 3.1.4 (a) Metaphor/Hyperbole✓ (1)
(b) Macbeth compares his murderous deeds/blood he has shed to a river of blood.✓He feels that to return would be impossible. ✓ (2)
- 3.1.5 C/ the noblemen from Scotland. ✓ (1)
- 3.1.6 The discussion of the theme of fate versus free will, should include the following points, **among others**:
- Macbeth goes to the witches because he believes that the witches are the agents of fate, foretelling the future that is already decided.
 - It is not fate that determines Macbeth's future, he chooses to murder Duncan.
 - Macbeth has made his choice in that he has already killed to secure his position (he cannot undo what he has done).
 - The only way he will remain in power is by committing further murders (the planned killing of Macduff), thus it is his choice and not fate.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

3.1.7 Open-ended.

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

Yes.

- Initially Macbeth confides in Lady Macbeth when he tells her about the prophecy of the witches. He calls her 'his dearest partner of greatness,' yet later he excludes her from the plan to murder Banquo.
- They are not as close as they were when they planning Duncan's murder.
- Macbeth is intent on being 'safe' and securing his position as king, that he cannot focus on anything else, not even on Lady Macbeth. As a result, she becomes lonely and self-absorbed.
- Lady Macbeth only finds out later about the cruel deeds her husband has committed (killing of Lady Macduff and her children). This causes her insanity and later her suicide.

OR

No.

- Lady Macbeth is responsible for her own death as she prays to the evil spirits to be filled with evil to commit the deed (the killing of King Duncan) which she later regrets.
- She is the one who directs Macbeth onto the path of destruction and becomes ridden/consumed with guilt.
- She loses her mind as she cannot take the strain anymore (sleepwalking) and commits suicide.

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

AND

3.2.1 Macbeth will not be defeated✓ until Birnam Wood moves to Dunsinane (Hill).✓ (2)

3.2.2 Macbeth murders Duncan.✓
He kills Duncan's guards.✓
He arranges for Banquo to be killed.✓
He orders the killing of Lady Macduff and her son.✓
He kills all those whom he suspects to be against him.✓

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

- 3.2.3 (a) The soldiers/Malcolm and the English army. ✓ (1)
- (b) Macbeth compares himself to a bear that is tied to a pole ✓ and must fight (dogs) to survive. ✓ / Similarly, as a bear tied to a pole ✓ there is no escape for him (Macbeth). ✓ (2)
- 3.2.4 (a) Disgust/contempt/scorn. ✓ (1)
- (b) Young Siward disapproves of Macbeth's cruel/evil deeds. ✓ (1)
- 3.2.5 Macbeth is over-confident when he says that he is unafraid of a man born of a woman, yet it is Macduff not born in a natural way/Caesarean birth that kills Macbeth. ✓✓
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 3.2.6 Donalbain flees to Ireland./Malcolm flees to England. ✓ (1)
- 3.2.7 Malcolm is resourceful/intelligent ✓ – he comes up with a plan on how to conceal their numbers. ✓
- OR**
- He is strategic/organised ✓ – he plans the attack. ✓
- OR**
- He is respectful ✓ – he talks about 'noble' Young Siward and 'worthy' Macduff. ✓
- OR**
- Malcolm is brave ✓ – he is prepared to lead the army against Macbeth and his troops. ✓
- NOTE:** Accept any ONE of the above. (2)
- 3.2.8 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- Macduff flees from Scotland leaving his wife and children unprotected.
 - He should have realised what consequences his actions (not attending the coronation and the banquet) would have for his family.
 - It appears that he loves his country more than his family – his first thoughts should have been to provide his family with security before he flees.
 - Macduff is suspicious of Macbeth (killing of Duncan and the guards) and should have known what Macbeth is capable of.

OR

No.

- Macduff wants to serve his king and country before all else.
- He flees to England to request Malcolm's assistance in raising an army to overthrow Macbeth.
- He supports Malcolm, who is the rightful heir to the throne, and wants order to be restored in Scotland.
- He could not have known that Macbeth would go to that extreme to have his (Macduff's) family murdered.

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

(3)

OR

QUESTION 4: MY CHILDREN, MY AFRICA!

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

- 4.1 4.1.1 (a) literature✓
(b) Grahamstown✓
(c) English✓
(d) tense✓ (4)
- 4.1.2 The leaders of the apartheid government✓ could soon be
overthrown/lose their power. ✓
OR
There are statues/symbols of the apartheid regime✓ that need to
be removed. ✓ (2)
- 4.1.3 (a) Personification✓ (1)
(b) Thami says that they have no patience✓ and want to expedite
the action of overthrowing the government as they want
immediate change.✓ (2)
- 4.1.4 The comrades/people who are fighting for freedom/liberation in
South Africa✓ (1)
- 4.1.5 (a) Sarcastic✓ (1)
(b) Mr M does not believe that violence, (as advocated by
'The People', will bring about change). ✓ (1)
- 4.1.6 Mr M, being a black person, assumes that the colour of his skin
automatically qualifies him✓ to be regarded as a member of the
movement/Tshisa Qhumisa (The fight against Bantu Education/for
freedom/equality).✓ (2)
- 4.1.7 C/principal ✓ (1)

4.1.8 Open-ended.

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

Yes.

- Mr M believes that The People/Comrades can be orderly and rational – the destruction of statues is irrational and will not bring about freedom.
- He rejects violence as this can lead to destruction, suffering and pain – the incident where the children cry out to him from the police vehicle.
- He advocates argument and debate as this can achieve change without destruction or loss of lives – when he reads the learners' names from the register, he does not know how many of them have been killed.
- He believes education is the key to free the mind – he persists in going to school during the boycotts in the hope that the children would follow his example.

OR

No.

- Words alone are not enough; drastic action is sometimes needed to achieve certain demands – the school boycotts.
- People run out of patience and the only way for them is to resort to violent action – rioting in Brakwater.
- The unjust political system forces people to take the law into their own hands – the destruction of Zolile High School.

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

AND

- 4.2 4.2.1 She wants to know if Thami was present when Mr M was killed. ✓
Whether Thami has tried to prevent the killing of Mr M. ✓
Whether Thami was part of the mob who killed Mr M. ✓
She wants to know why Mr M has been killed. ✓

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

- 4.2.2 Thami should shrug his shoulders. ✓
He should hold his head in his hands. ✓
He should shake his head from side to side. ✓
His arms should be half-stretched with his hands open. ✓
- NOTE:** Accept any TWO RELEVANT responses. (2)
- 4.2.3 Thami plays an integral part in the boycotts/unrest and now that the police are looking for him, he goes north. ✓✓
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 4.2.4 Mr M rents a room from the Reverend (Mbopa). ✓ (1)
- 4.2.5 Isabel wants to bid her last farewell to Mr M ✓ but does not know where to go. ✓

OR

- The Wapadsberg Pass is where Mr M ✓ decides that he wants to be a teacher/wants to make teaching his career. ✓ (2)
- 4.2.6 Isabel is compassionate ✓ – The repetitive questioning shows that Isabel needs answers in order to find closure as she mourns the death of Mr M. ✓

OR

She is caring ✓ – she wants to know what Thami's intentions are as the police are looking for him. ✓

OR

She is empathetic ✓ – she realises that her questions upset Thami. ✓

OR

She is forgiving ✓ – previously she wanted to have nothing to do with Thami/did not want to see him but now she affords him the opportunity to speak with her. ✓

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

4.2.7 The discussion of the theme of the generation clash, should include the following points, **among others**:

- The younger generation (Thami and his peers) oppose the older generation's (Mr M) approach of non-violence towards attaining freedom.
- They are impatient and want immediate change whereas Mr M (the older generation) believes that change can eventually be brought about through dialogue and negotiation.
- Thami opposes Mr M's way of teaching ('old-fashioned'); Mr M is dictatorial in his approach to the youngsters ('I teach, Thami learns') allowing them no opportunity to think independently.
- There is a clash between Isabel and her parents, who are not keen on her visiting Thami in the township.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)

4.2.8 Open-ended.

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

Yes.

- Isabel's visit to Zolile High is a turning point in her life. Prior to this visit the only contact she has across the colour line is with their domestic worker (Auntie) and her father's delivery man (Samuel).
- Her social and political awareness grows when she befriends Thami and Mr M and learns more about the school boycotts and opposing views.
- When Isabel goes to Mr M's special place she promises him that she will make her life useful/not allow her life to be wasted (Mr M's lament: that the lives of the learners are destroyed).
- This signifies hope for the future of South Africa.
- Isabel is the voice of hope, despite the terrible events that take place.
- She has discovered a new world (her growing sense of the inequalities that exist).

OR

No.

- Isabel lives a sheltered life and is ignorant about the effects of apartheid on the people of colour.
- The debating competition at Zolile High is an isolated event and will not ensure equal opportunities for everyone.
- Isabel is an individual and on her own she will not make a significant change.
- Isabel promises to make a success of her life but does not become actively involved to improve the lot of black people/to make others aware of the inequalities that exist.

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

(3)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

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

THE NEW TRIBE – BUCHI EMECHETA

- 5.1 5.1.1 (a) St Simon✓
(b) reverend✓
(c) Nigerian✓
(d) Miss Slater/Miss Slattery✓ (4)
- 5.1.2 (a) The children mock him by calling him king of devils.✓ (1)
(b) Ginny thinks that the role of Orient king suits Chester because of his dark skin./Ginny had already made the costume for Chester./Ginny makes Chester aware of his roots/identity.✓ (1)
- 5.1.3 Apologetic/remorseful.✓ (1)
- 5.1.4 B/brave enough to tell Ginny how he feels.✓ (1)
- 5.1.5 Chester regards Arthur as emotionally strong/dependable/solid.✓
He feels safe with Arthur.✓ (2)
- 5.1.6 Chester is considerate/caring✓when he makes her a Christmas card/gives her a diary as a gift. ✓
OR
He is strong-willed/brave/resolute✓when he confirms that he does not want to play the role as King of Orient.✓ (2)
- 5.1.7 The discussion of the theme of insecurity, should include the following points, **among others**:
- From a very young age Chester feels that he does not 'belong'.
 - The insecurity manifests itself when Chester goes to school and does not want to stay there.
 - When Ginny talks about 'your people' are from the East, Chester begins to doubt who he is.
 - Chester knows he is 'different' and feels he has to do so much more to be accepted which accentuates his insecurity.
 - When Chester and Julia are told they are adopted, both become insecure. (Chester escapes into his dream world while Julia becomes introverted 'stares into space').
 - The theme of insecurity could also relate to Arthur and Ginny. They fear that they will not be accepted as adoptive parents or that the biological parents will return and claim the children.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

5.1.8 Open-ended.

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

Yes.

- Julia is abandoned as a baby and brought to the Arlingtons by the man who delivers the newspaper.
- As the elder child Julia is expected to take care of/protect Chester because he is 'different'/ she knows what he is exposed to at school.
- She develops an inferiority complex/becomes withdrawn/ avoids eye contact with people after her parents tell her that she has been adopted.

OR

No.

- The Arlingtons are loving parents.
- Being adopted is no sin; it should not make her feel inferior to others.
- Unlike Chester, she is white and less likely to be mocked at school.
- She now has opportunities to develop which she would otherwise not have had with her biological mother.

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

(3)

AND

5.2 THE FUR COAT – SEAN O'FAOLAIN

- 5.2.1 (a) Molly is frustrated/upset✓ because Paddy is not paying attention to her.✓ (2)
- (b) Simile✓ (1)
- (c) The figure of speech shows Molly's anger. ✓ She does not tuck the children into bed gently but does so in a rough manner just as one would throw turf into a cellar.✓ (2)
- 5.2.2 Paddy is trying to find ways to cut costs/perfect the construction of the pier✓ and is therefore focused on the plan.✓ (2)
- 5.2.3 Molly hopes that Paddy will show more enthusiasm/interest✓ when she talks about the fur coat./She needs confirmation/reassurance✓ (from Paddy regarding the fur coat). (2)
- 5.2.4 Molly desperately wants a fur coat, yet she considers it to be vulgar.✓✓
- OR**
- She says she doesn't care what others say, yet she's pestering him about the fur coat.
- NOTE:** BOTH parts should be included to earn the marks. (2)
- 5.2.5 Molly:
- She wants to be able to wear the fur coat at any given time and still look well-dressed./She could wear any dress underneath it.✓
 - Without a fur coat, she will be forced to purchase new outfits including the accessories./She would not have to buy a new outfit for each occasion she attends.✓
 - A fur coat will elevate her social status. ✓
- Paddy:
- Paddy says a fur coat will keep her warm.✓
 - It will prevent her from getting a cold.✓
 - She could show off in it.✓
- NOTE:** Accept any ONE of the above for each character. (2)
- 5.2.6 Molly tears the cheque (and does not use it to buy the fur coat).✓ (1)

5.2.7 Open-ended.

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

Yes.

- Paddy agrees to give her the money, but she refuses it.
- Molly spends a long time trying to convince Paddy that a fur coat will be practical, but Paddy has already agreed that she may have it.
- Paddy tries to work on how to change the pier, but Molly persists with her nagging of the fur coat.
- She becomes angry when she thinks that Paddy is indifferent to the buying of the fur coat, but she simultaneously becomes angry with him when he agrees with her.

OR

No.

- Molly asks permission to have the fur coat but is not demanding in her request.
- She gives practical reasons why she needs the fur coat.
- Molly is indecisive: her experience of poverty and having to rely on relatives and the Prisoners' Dependence' Fund, while spending money on the fur coat, might seem extravagant.
- Buying a fur coat is expensive and needs careful consideration and discussion but Paddy appears not to pay attention to the matter.

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

(3)
[34]

TOTAL SECTION C: 34

SECTION D: POETRY**6.1 'SONNET 18' – WILLIAM SHAKESPEARE**

- 6.1 6.1.1 (a) Elizabethan✓
(b) quatrains✓
(c) rhyming couplet✓
(d) iambic✓ (4)
- 6.1.2 Summer has strong/harsh winds. ✓
It is too brief. ✓
Sometimes the temperature is too high/the sun is scorching.✓
It is often cloudy/overcast. ✓
- NOTE:** Accept any TWO of the above. (2)
- 6.1.3 (a) B / alliteration✓ (1)
- (b) Everything eventually loses its beauty✓ whether by coincidence/ accident or through natural causes.✓ (2)
- 6.1.4 (a) Personification ✓ (1)
- (b) The speaker personifies Death which falsely boasts✓that it will claim the speaker's beloved. ✓ (2)
- 6.1.5 (a) 'eternal'✓ (1)
- (b) The speaker will write about his beloved's beauty in this poem/his poetry. ✓ (1)
- 6.1.6 Adoration/devotion/affection✓ (1)
- 6.1.7 Open-ended.

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

Yes.

- The speaker claims his beloved is not moody/temperamental like the season of summer.
- She is not harsh like the wind that could be destructive in damaging the buds.
- The beloved's beauty does not change unlike the sun which is either too scorching or at times hidden by the clouds.
- Summer is a short period of time; his beloved's beauty, however, is eternal and not even death can affect it as it will be immortalised in the poem.

OR

No.

- His beloved's beauty cannot be compared to a perfect summer's day.
- Summer is regarded by many as being a beautiful season. However, the speaker's perception of his beloved's beauty is personalised and not shared by everybody.
- Just as summer has imperfections (strong winds, hot sun), so too does the speaker's beloved (bad temper, mood swings).
- Everything is subject to the passage of time.

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

(3)

AND

6.2 **'STILL I RISE' – MAYA ANGELOU**

- 6.2 6.2.1 The speaker's opinion of history is that it is not a true account of events ✓ because it is written from the historians'/current regime's point of view. ✓

OR

When the speaker reflects on her past, the shameful act of slavery imposed on her ancestors ✓ brings back painful memories. ✓

(2)

- 6.2.2 (a) 'sassiness'/'pumping' ✓ (1)
- (b) Simile ✓ (1)
- (c) The speaker walks as if she had the world's wealth ✓ and walks with an air of self-confidence. ✓ /The oil symbolises her success ✓ and she walks with pride. ✓ (2)

- 6.2.3 The speaker refers to natural forces/elements that are eternal and cannot be contained/controlled. ✓ Likewise, she is certain that she will not give up and cannot be controlled. ✓

OR

Moon and stars can also refer to achieving success/ambition ✓ thus the speaker will not give up but work towards achieving her goals. ✓

(2)

6.2.4 When you hurt someone ✓ by looking contemptuously/scornfully/deprecatingly at the person. ✓ (2)

6.2.5 Even though the speaker writes about herself/women, the poem is about the atrocities she and her ancestors (males and females) suffered as slaves (lines 39–40). ✓ (1)

6.2.6 Accept a relevant response which shows an understanding of the theme of perseverance, **among others**:

- The speaker portrays the history of racism and brutality to her race and the determination to overcome this wretched treatment.
- The poem depicts the American treatment of African-Americans. Despite slavery and prejudice the speaker says/promises that none of that will stop African-Americans in their quest for equality, contentment and success.
- The phrase 'Still I rise' is repeated several times. It reflects the idea that no matter what comes your way, she/African-Americans will stand up and try again.
- Throughout the poem the speaker makes the point that nothing that the oppressors have done to African-Americans all these years will stop them from overcoming their obstacles and succeeding. This is resonated in 'like dust...', 'like air I'll rise'.
- The poem reflects the universal idea that no matter what comes your way, the determination to 'rise' is evident.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1–2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the poem. (3)

6.2.7 Open-ended.

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

Yes

- The speaker writes from personal experience.
- She is an African-American woman who is subjected to slavery, discrimination, oppression and wants to empower other women to break free from this bondage.
- Despite her suffering, she has risen above her circumstances.
- She portrays resolution and determination; thus becoming the hope for many other African-Americans.

OR

No

- The speaker writes from her experiences as an African-American slave. Slavery no longer exists in America.
- She focuses on prejudice (against black women). Women do have equal opportunities and may not regard her as their role model ('dream').
- African-Americans may not read her poetry/writings or know her background, thus they may not consider her as their dream and hope (the emancipation of women/feminists).

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

(3)

TOTAL SECTION D: 35
GRAND TOTAL: 70