



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

SEPTEMBER 2019

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 19 pages.

INSTRUCTIONS AND INFORMATION

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

3. MARKING GUIDELINES

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

SECTION A: NOVEL

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

QUESTION 1: *CRY, THE BELOVED COUNTRY*

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

- 1.1.1 (a) E/takes Kumalo to the Mission House.✓
 (b) A/Arthur's mother.✓
 (c) D/marries Absalom and his girlfriend.✓
 (d) B/an activist.✓ (4)
- 1.1.2 B/Sophiatown ✓ (1)
- 1.1.3 (a) gate of the prison/jail✓ (1)
- (b) Kumalo is visiting Absalom in jail✓because he is accused of murder/
 murdering Arthur.✓ (2)
- 1.1.4 (a) concerned/worried/caring✓ (1)
- (b) Kumalo is concerned about his son's health and well-being in jail.✓ (1)
- 1.1.5 (a) hopeful✓ (1)
- (b) Absalom hopes that the lawyer might be able to get him
 acquitted/set free/a lighter sentence.✓ (1)
- 1.1.6 Kumalo is asking Absalom whether he told the police that Matthew
 Kumalo and Johannes Pafuri✓were with him at Arthur's house/during
 the murder.✓ (2)
- 1.1.7 Open-ended.

Accept a relevant response which shows an understanding of Matthew
 and Johannes's involvement in the murder, **among others**:

Disagree

- Matthew and Johannes were at the scene of the murder with Absalom.
- They both influenced Absalom to commit crime.
- They supplied Absalom with a gun.
- It is their duty to admit that they are guilty/it is the right thing to do.

OR

Agree

- Absalom was the one who pulled the trigger and killed Arthur.
- They did not tell Absalom to kill Arthur.
- The agreement was that they would just rob/steal.

NOTE: Do NOT award a mark for AGREE or DISAGREE. Credit responses where a combination is given. For full marks, responses must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. (3)
The candidate's interpretation must be grounded in the novel.

AND

1.2.1 Zulu word for little chief/little master.✓ (1)

1.2.2 The boy is concentrating/trying very hard/intensely to remember the words he has to say to Kumalo in Zulu/learning Zulu.✓✓ (2)

1.2.3 Kumalo is helpful.✓
He is kind.✓
He considerate. ✓
He is humble.✓

NOTE: Accept any TWO character traits. (2)

1.2.4 Kumalo's son Absalom was the one who killed the boy's father, Arthur, yet they are still friends and the boy does not hold any grudges against Kumalo.✓✓ (2)

1.2.5 (a) metaphor✓ (1)

(b) Kumalo compares the boy to an angel from God✓ because of the boy's sweet nature/the boy brings peace like an angel in the emotional turmoil Kumalo experiences as a result of his son's crime/his son killing the boy's father/Arthur Jarvis.✓ (2)

1.2.6 (a) Napoleon Letsitsi✓ (1)

(b) He is the agricultural demonstrator✓(that Jarvis hires to help with farming in Ndotsheni). (1)

1.2.7 Accept a relevant response which shows an understanding of the theme of the broken tribe, **among others**:

- The tribe is broken because the people from Ndotsheni must go to the city to look for jobs.
- The fathers/husbands go to the city and do not come back.
- The family unit is broken and this causes the cultural values/tribal lifestyle to be destroyed.
- The nation is broken as people live in hatred because of discrimination.
- The Kumalo family tribe is broken as John, Gertrude, Gertrude's husband and Absalom all went to the city and never came back.

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

1.2.8 Open-ended.

Accept a relevant response which shows an understanding of Stephen Kumalo's involvement in his son's behaviour, **among others**:

Yes.

- He could have stopped Absalom from going to the city when Absalom went to look for Gertrude who is Stephen's sister.
- He could have gone earlier to look for Absalom.
- Absalom was young and Stephen should have insisted that he completes his schooling.

OR

No.

- Absalom was the one who chose to kill Arthur.
- Absalom was brought up with strong cultural and religious values by Stephen and he should have upheld those values.
- Absalom had a chance to better himself when they released him from the Reformatory, but he did not.
- Matthew had a very strong influence on Absalom and he led him astray.

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 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel.

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QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

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

- 2.1.1 (a) B/ Utterson✓
(b) D/Jekyll✓
(c) A/Lanyon✓
(d) C/Enfield✓ (4)
- 2.1.2 The door through which Mr Hyde enters/the laboratory door of Dr Jekyll.✓ (1)
- 2.1.3 Utterson knows that Dr Jekyll has left everything in his will to Hyde.✓
He does not trust Hyde and wants to meet him in order to clear up the mystery.✓ (2)
- 2.1.4 (a) personification✓ (1)
- (b) The moon is given the human quality of having a face ✓that is turned downward/looks down to the city. ✓ (2)
- 2.1.5 Mr Utterson is a lawyer.✓ (1)

- 2.1.6 (a) determined/self-assured/tenacious/challenging✓ (1)
- (b) He is determined to find Mr Hyde even if he does not want to be found/ is hiding. ✓ (1)
- 2.1.7 Soho✓ (1)
- 2.1.8 Open-ended.

Accept a relevant response which shows an understanding of why Dr Jekyll took his own life, **among others**:

Agree

- Dr Jekyll commits a terrible sin when he murders Carew.
- He would be seen as a freak by society because of his transformation to Hyde.
- He cannot get away from Hyde as the potion is not working so well any more.
- Hyde is evil and will take over his whole life.

OR

Disagree

- Dr Jekyll does not have the right to take his own life, only God is allowed to.
- He could have been honest with Utterson and maybe got some help.
- He should have exercised more willpower.

NOTE: Do NOT award a mark for AGREE or DISAGREE. Credit responses where a combination is given. For full marks, responses must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

AND

- 2.2.1 C/Dr Lanyon's rooms.✓ (1)
- 2.2.2 Dr Jekyll/Henry Jekyll✓ (1)
- 2.2.3 (a) fearful/scared/sceptical✓ (1)
- (b) He is talking about the devil/acting very strangely.✓ (1)
- 2.2.4 Lanyon does not realise that what he is seeing/the potion that Jekyll is drinking will be the end of Jekyll/will kill Jekyll/cause Jekyll's death.✓✓ (2)
- 2.2.5 (a) Dr Jekyll sends a letter to Dr Lanyon asking him to get a drawer with some powder, a phial and a paper book from his (Jekyll's) house. (2)
- (b) Dr Lanyon sees Jekyll turning into Hyde. The shock makes him ill and he dies. (2)

- 2.2.6 Dr Lanyon is loyal/faithful.✓ (2)
 Dr Lanyon is easily scared.✓
 Dr Lanyon is brave.✓

NOTE: Accept any TWO relevant character traits.

- 2.2.7 Open-ended.

Accept a relevant response which shows an understanding of the theme of science, logic and reason versus religion and the supernatural, **among others:**

- Jekyll and Lanyon are both scientists.
- Dr Jekyll derives his potion in some sort of scientific manner.
- Jekyll is fascinated by the mystery of human nature.
- Lanyon believes only in science and logic.
- Jekyll tampers with religion when he plays God and makes a potion that changes him into another creature.
- Jekyll is destroyed because of his beliefs and because he does not understand the power of evil.
- Lanyon falls ill because he cannot understand the supernatural behind Jekyll's change.

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

(3)

- 2.2.8 Open-ended.

Accept a relevant response which shows an understanding of the relationship Jekyll's friends have with him, **among others:**

Yes.

- Utterson really cares about Jekyll and he could have saved him if he acted earlier.
- Dr Lanyon could have helped Jekyll if he did not withdraw his friendship for 10 years because of different points of view.
- Poole, despite being the butler, could have raised his concerns earlier.

OR

No.

- Jekyll keeps the secret of Hyde so well that his friends do not know about Hyde.
- Jekyll should be honest with his friends and maybe got some help.
- Hyde's power over Jekyll was too strong for him to be able to be free.

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

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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. **QUESTION 3.1 and 3.2.**

- 3.1.1 (a) England✓
(b) Ireland✓
(c) Macduff✓
(d) Fleance✓ (4)
- 3.1.2 King Duncan✓ (1)
- 3.1.3 (a) concern/cautious✓ (1)
(b) He is contemplating the murder of King Duncan and questions the consequences.✓ (1)
- 3.1.4 Vaulting ambition✓ (1)
- 3.1.5. Macbeth is killed by Macduff/Malcolm becomes king✓ (1)
- 3.1.6 Macbeth is Duncan's cousin/relative/subject/host✓ Duncan is his king/guest.✓

OR

- Duncan trusted Cawdor and was betrayed✓ and he now trusts Macbeth who will also betray him. ✓ (2)
- 3.1.7 Duncan will be killed by guards/attendants/chamberlains/servants and not by Macbeth./ Macbeth is uncertain as to whether he should kill Duncan ✓ (1)
- 3.1.8 Macbeth is desperate/afraid/uncertain✓✓
- NOTE:** Accept any TWO. (2)
- 3.1.9 Open-ended.

Accept a relevant response which shows an understanding of whether Macbeth is responsible for the tragedy, **among others**:

Yes

- The witches' prophecy convinces him to murder the king for himself to become king.
- Macbeth is the one who is ambitious and wants to be king.
- He allows himself to be influenced by Lady Macbeth.
- He gives in to evil for his ambitions.

OR

No

- Lady Macbeth is the one who plans Duncan's murder.
- Lady Macbeth manipulates/persuades Macbeth to kill Duncan.
- Macbeth has second thoughts about the murder, but Lady Macbeth tells him he is a coward.

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

AND

3.2.1 Inverness/Macbeth's castle✓ (1)

3.2.2. (a) C/metaphor✓ (1)

(b) All the lords and important people/nobility of Scotland are together in one room/in Macbeth's castle/under one roof.✓✓ (2)

3.2.3 Macbeth had Banquo killed ✓and pretends to blame Banquo for not appearing at the banquet. ✓ (2)

3.2.4 (a) figuratively✓ (1)

(b) Lennox is asking Macbeth what it is that upsets/disturbs him.✓ (1)

(c) Macbeth imagines seeing the bloody ghost of Banquo sitting in Macbeth's chair. ✓✓ (2)

3.2.5 Macbeth should point with his finger at the chair.✓
He should open his eyes wide.✓
He should frown. ✓
He should lean forward.✓

NOTE: Accept any TWO relevant responses. (2)

3.2.6 Accept a relevant response which shows an understanding of the theme of good versus evil, **among others**:

- Duncan, Macduff, Banquo and Malcolm represent the good found in men.
- Macbeth and Lady Macbeth represent evil, because of their murderous intent.
- Macbeth and Lady Macbeth are successful in their plan to take over the throne of Scotland by killing King Duncan.
- Macbeth also kills Banquo.
- Macbeth becomes a hated tyrant and people suffer hardship, fear and poverty under his rule.
- Macduff, the good, fights against the evil: Macbeth and Lady Macbeth.

- Macduff gets Malcolm from England and an army to defeat Macbeth, so the good prevails.
- Both Macbeth and his wife choose evil over good to fulfil their own need for power.

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

3.2.7 Open-ended.

Accept a relevant response which shows an understanding of the abuse of power in this play and its relevance today.
These may include, **among others**:

Yes.

- Power is abused even today, just as Macbeth abused his.
- Many people only focus on power and ignore the consequences, to get ahead in life, just like Macbeth resorted to killing King Duncan.
- Macbeth and Lady Macbeth kill people to get what they want.

OR

No.

- The world is different now from Macbeth's days as laws are set in place to prevent the abuse of power.
- People do not have the power that a king had in Macbeth's time.
- With democracy the abuse of power is less prevalent than when Macbeth was king.

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

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QUESTION 4: MY CHILDREN! MY AFRICA!**Candidates are required to answer BOTH questions, i.e. QUESTION 4.1 and 4.2.**

- 4.1.1 (a) Amos✓
(b) Lilian✓
(c) Cape Town✓
(d) railways✓ (4)
- 4.1.2 Isabel won the debate✓when the crowd voted for her.✓ (2)
- 4.1.3 Thami tried to use his friendsögoodwill/friendship to win the vote at the debate.✓ (1)
- 4.1.4 (a) metaphor✓ (1)
- (b) The competition in the debate is compared to love and war✓ where anything/all means to win/succeed is used. ✓ (2)
- 4.1.5 (a) satisfaction/happiness/joy✓ (1)
- (b) She enjoyed the debate/she won the debate.✓ (1)
- 4.1.6 A good sense of humour/friendly/warm/respectful/polite/competitive✓✓

NOTE: Accept ANY two of the above. (2)

- 4.1.7 Open-ended.

Accept a relevant response which shows an understanding of Mr M's role as a teacher, **among others**:

Yes

- Mr M organises the debate for the learners to compete against one another.
- Mr M invites Thami and Isabel to enter the literature competition and he coaches them.
- Mr M sees potential in Thami and wants him to get a scholarship to go to university and become a leader.
- Mr M is passionate about teaching.
- Mr M believes in the power of education.

OR

No

- Mr M is authoritative and does not listen to Thami's point of view.
- Mr M is a traditionalist who does not want to change the way he educates.
- Mr M is stubborn and does not want to listen to the younger generations' ideas about revolution.

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

AND

4.2.1 genuine interest ✓ (1)

4.2.2 (a) Mr M ✓ (1)

(b) Thami does not agree with Mr M on his views at this stage/ Mr M and Thami disagree about the revolution at this stage in the play/Thami does not want Mr M to speak for him as he has his own views. ✓ (1)

4.2.3 (a) C/annoyed. ✓ (1)

(b) Isabel must throw her hands up in the air. ✓
She should roll her eyes. ✓
She should pull her mouth straight. ✓
She should point towards him with her finger. ✓
She should frown. ✓

NOTE: Accept any TWO relevant responses. (2)

4.2.4 (a) Grahamstown ✓ (1)

(b) Isabel and Thami will take part in a literature quiz. ✓ (1)

4.2.5 (a) figuratively ✓ (1)

(b) Dealing with the tension between Mr M and Thami she has to be very careful ✓ in the same way that a trapeze artist would be careful when walking on a tight-rope. ✓ (2)

4.2.6 Isabel only has a sister. ✓ (1)

4.2.7 Accept a relevant response which shows an understanding of the theme of generational conflict, **among others**:

- Mr M and Thami are in conflict because Mr M, an older person, does not take Thami's point of view about revolution seriously.
- Thami wants to do things differently and Mr M is authoritative and does not want to allow Thami to do things his way.
- Mr M is a traditionalist who does not want to change to accommodate Thami's views.
- Mr M believes that education will give people equality, while Thami wants to use revolution to achieve freedom.
- Thami feels that Mr M is out of touch with what is really happening to the black people.

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

4.2.8 Open-ended.

Accept a relevant response which shows an understanding of Thami's view of education and the revolution, **among others**:

Yes.

- Thami does the right thing to drop out because the Struggle is more important than the quiz.
- Thami feels that everyone should devote all their time and energy towards ending Apartheid, and the quiz is not important.
- Bantu Education was not based on equality and would get him nowhere.

OR

No.

- Thami let Mr M and Isabel down by dropping out of the quiz.
- Mr M wants Thami to participate and win, and then get a scholarship to go to university and become a leader.
- Thami could have fulfilled his commitment at the quiz and then drop out of school.
- Thami could have explained to the Comrades and asked them for patience until after the quiz.

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

(3)
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TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 5

Candidates are required to answer **BOTH** question, i.e. **QUESTIONS 5.1 and 5.2.**

THE FUR COAT – SEAN O'FAOLAIN

- 5.1.1 (a) Ireland ✓
(b) Maguire ✓
(c) Molly ✓
(a) secretary ✓ (4)
- 5.1.2 A garden party at the President's house. ✓ (1)
- 5.1.3 Paddy does not want to hurt his wife. ✓
He is kind. ✓
He is careful. ✓
He does not want to fight with his wife. ✓

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

5.1.4 (a) Figuratively ✓ (1)

(b) Paddy is feeling uncomfortable/uneasy and he is therefore compared to a bird that falls off its perch.✓ (1)

5.1.5 C/newly rich.✓ (1)

5.1.6 (a) angry/accusing✓ (1)

(b) She is angry because she feels/thinks her husband does not understand the reason why she wants the fur coat.✓ (1)

5.1.7 Open-ended

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

- Molly and Paddy's religious and political beliefs, as well as their upbringing make the buying of a fur coat an extravagant luxury.
- Molly wants the fur coat, but on the other hand regards it as too expensive.
- She wants to look wealthy, but feels guilty at having to spend her husband's money.

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

5.1.8 Open-ended.

Accept a relevant response which shows an understanding of what the fur coat symbolises. These may include, **among others**:

Agree

- Molly wants to show off her new social status and importance.
- They suffered financially during the revolution, her husband was in jail often, and she deserves the fur coat as a reward
- Paddy also wants to show that they are now much better off financially (but he might not be able to afford it.)
- According to Molly owning a fur coat has many advantages.

OR

Disagree

- A fur coat is made by killing animals which is cruel.
- A fur coat is very expensive and the money used to buy it can be used to feed a lot of people.
- The fur coat is a symbol of vanity and wastefulness.
- They did not struggle in the revolution only to enrich themselves.

NOTE: Do NOT award a mark for AGREE or DISAGREE. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story. (3)

AND

5.2 **A CHIP OF GLASS RUBY– NADINE GORDIMER**

5.2.1 They are not rich and have only one bottle of ink between them. ✓ (1)

5.2.2 Carried away/taken away to bed ✓ (1)

5.2.3 Mr Bamjee has no interest in the politics she is involved with/in what she is doing. ✓
He is angry that she is busy with the printing and not coming to bed with him. ✓ (2)

5.2.4 Mrs Bamjee is arrested/put in prison. ✓
She goes on a hunger strike/dies as a result of hunger. ✓ (2)

5.2.5 Although Mrs Bamjee had physically abandoned the chip of ruby glass that is precious, she remains a precious character because of her caring personality./She removes the chip in a rebellious act even though she is a traditional Moslem. ✓✓ (2)

- 5.2.6 (a) Metaphor.✓ (1)
- (b) Mrs Bamjee is printing political leaflets with the same dedication and diligence/devotion and efficiency as when she would grind chillies to prepare a meal for her family.✓✓ (2)
- 5.2.7 Nine✓ (1)
- 5.2.8 scraggy and unimportant.✓ (1)
- 5.2.9 Her Indian name is Fatima.✓ (1)
- 5.2.10 Open-ended.

Accept a relevant response which shows an understanding of Mrs Bamjee's involvement in politics, **among others**:

Agree

- Mrs Bamjee's son, Ahmed, also gets picked on at school because of her political involvement.
- Her actions endanger the lives of her family.
- She does not give her husband the attention she should.
- Indians are not affected by the pass law.
- She is arrested and might even die during the hunger strike.

OR

Disagree

- Mrs. Bamjee is prepared to sacrifice herself. She is always working to serve her family and the community.
- She still fulfils all her duties as a traditional Moslem woman in spite of being involved in politics.
- She is a person in her own right who is prepared to take on other's problems and to get actively involved.

NOTE: Do NOT award a mark for AGREE or DISAGREE. Credit responses where a combination is given. For full marks, the responses must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY**QUESTION 6**

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

6.1 'POEM' – BAROLONG SEBONI

- 6.1.1 (a) protests✓
(b) communicate✓
(c) insulting✓
(d) damage✓ (4)
- 6.1.2 Words create a barrier between people like a ditch/long narrow hole that is dug in the ground by soldiers to protect themselves./ Wrong words make relationships a battlefield.✓✓ (2)
- 6.1.3 His feelings are hurt/damaged/destroyed.✓ (1)
- 6.1.4 ãvenomous wordsi.✓ (1)
- 6.1.5 (a) Simile ✓ (1)
- (b) A positive tone of voice is compared to a lamb that is soft with no possibility of inflicting harm/peaceful.✓✓ (2)
- 6.1.6 Cold-bitterness is appropriate as words can be icy/cold which is not comfortable/warm✓/ and spoken in harshness/bitterness, causing hurt/bitterness. ✓ (2)
- 6.1.7 The speaker proposes a solution in the last two stanzas by suggesting how gently people should speak to one another/smile and use fewer harsh words.✓ (1)
- 6.1.8 Open-ended.

Accept a relevant response which shows an understanding of whether the reader sympathises with the speaker, **among others**:

Yes.

- The speaker clearly shows how hurtful/acid/bitter words can hurt, wound, damage and deaden our hearts.
- The speaker compares hurtful words to something that creates barriers/are as sharp as spokes of a wheel/being poisonous/being cold and icy/acidic.
- The speaker discusses how feelings are hurt and hearts are deadened by hurtful words.

OR

No.

- Being hurt by people is part of life and we must accept it.
- We cannot always expect people to talk to us in a kind manner as they might have problems of their own.
- The speaker should not be so sensitive to the harsh words of other people.

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

AND

6.2 'STILL I RISE' – MAYA ANGELOU

6.2.1 C/simile✓ (1)

6.2.2 She compares her success in life✓to oil wells which indicate wealth.✓ (2)

6.2.3 (a) figuratively✓ (1)

(b) It shows how the words that people speak can hurt you as if you have been shot.✓ (1)

6.2.4 The speaker is subjected to lies/untruths about her.✓
Her oppressors disrespect her/she feels she is being disrespected.✓
Breaks her down emotionally.✓
Causes heartache/despair. ✓
Makes her cry. ✓

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

6.2.5 (a) antithesis✓ (1)

(b) The contrast between night and day shows that she will go from despair to hope./From a dark past to a brighter future.✓✓ (2)

6.2.6 Defiance/triumphant/determination/resolute✓ (1)

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

- African-American women have been oppressed.
- The poem discusses how the oppressor hurts the speaker and her kind with discrimination and criticism of her ancestors.
- This poem shows resilience and determination against oppression.
- The speaker describes her strength when facing oppression.

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

6.2.8 Open-ended

Accept a relevant response which shows an understanding of the speaker's use of **ō riseō** **among others**:

- **ō riseō** means picking oneself up from the ground or to move from a lower position to a higher one.
- The words mean to lift your spirit, aspirations, goals and dreams.
- These words emphasise the speaker's/black women's ability and determination to stand up for their rights.
- **ō riseō** show being positive, being resilient and celebrating her heritage.

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

(3)

TOTAL SECTION D: 35
GRAND TOTAL: 70

BARRETT'S TAXONOMY**QUESTION 1 CRY, THE BELOVED COUNTRY**

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
1.1.1(a)	1				
1.1.1(b)	1				
1.1.1(c)	1				
1.1.1(d)	1				
1.1.2		1			
1.1.3(a)			1		
1.1.3(b)			2		
1.1.4(a)			1		
1.1.4(b)			1		
1.1.5(a)			1		
1.1.5(b)		1			
1.1.6		2			
1.1.7					3
1.2.1				1	
1.2.2			2		
1.2.3			2		
1.2.4			2		
1.2.5(a)	1				
1.2.5(b)			2		
1.2.6(a)	1				
1.2.6(b)		1			
1.2.7			3		
1.2.8					3
Marks 35	6	5	17	1	6
Total		11	17		7
100%		31%	49%		20%
REQUIRED		40%	40%		20%

QUESTION 2 STRANGE CASE OF DR JEKYLL AND MR HYDE

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
2.1.1(a)	1				
2.1.1(b)	1				
2.1.1(c)	1				
2.1.1(d)	1				
2.1.2		1			
2.1.3			2		
2.1.4(a)	1				
2.1.4(b)			2		
2.1.5		1			
2.1.6(a)		1			
2.1.6(b)				1	
2.1.7	1				
2.1.8					3

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
2.2.1	1				
2.2.2	1				
2.2.3(a)			1		
2.2.3(b)			1		
2.2.4			2		
2.2.5(a)		2			
2.2.5(b)			2		
2.2.6			2		
2.2.7			3		
2.2.8					3
Marks 35	8	5	15	1	6
Total		13	15		7
100%		37%	43%		20%
Required		40%	40%		20%

QUESTION 3 MACBETH

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
3.1.1(a)	1				
3.1.1(b)	1				
3.1.1(c)	1				
3.1.1(d)	1				
3.1.2		1			
3.1.3(a)	1				
3.1.3(b)			1		
3.1.4		1			
3.1.5	1				
3.1.6			2		
3.1.7			1		
3.1.8			2		
3.1.9					3
3.2.1	1				
3.2.2(a)	1				
3.2.2(b)			2		
3.2.3		2			
3.2.4(a)		1			
3.2.4(b)		1			
3.2.4(c)			2		
3.2.5			2		
3.2.6			3		
3.2.7					3
Marks 35	8	6	15	0	6
Total		14	15		6
100%		40%	43%		17%
Required		40%	40%		20%

QUESTION 4 MY CHILDREN! MY AFRICA!

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
4.1.1(a)	1				
4.1.1(b)	1				
4.1.1(c)	1				
4.1.1(d)	1				
4.1.2			2		
4.1.3			1		
4.1.4(a)		1			
4.1.4(b)			2		
4.1.5(a)			1		
4.1.5(b)				1	
4.1.6			2		
4.1.7					3
4.2.1	1				
4.2.2(a)	1				
4.2.2(b)			1		
4.2.3(a)			1		
4.2.3(b)		2			
4.2.4(a)	1				
4.2.4(b)	1				
4.2.5(a)	1				
4.2.5(b)			2		
4.2.6	1				
4.2.7			3		
4.2.8					3
Marks 35	10	3	15	1	6
Total		13	15		7
100%		37%	43%		20%
Required		40%	40%		20%

QUESTION 5 SHORT STORIES

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
5.1.1(a)		1			
5.1.1(b)		1			
5.1.1(c)		1			
5.1.1(d)		1			
5.1.2	1				
5.1.3			2		
5.1.4(a)	1				
5.1.4(b)			1		
5.1.5			1		
5.1.6(a)(b)		1	1		
5.1.7			3		

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
5.1.8					3
5.2.1			1		
5.2.2	1				
5.2.3			2		
5.2.4	2				
5.2.5			2		
5.2.6(a)	1				
5.2.6(b)			2		
5.2.7	1				
5.2.8	1				
5.2.9	1				
5.2.10					3
Marks 35	9	5	15	0	6
Total		14	15		6
100%		40%	43%		17%
Required		40%	40%		20%

QUESTION 6: POETRY

Question	LITERAL LEVEL 1	REORGANISATION LEVEL 2	INFERENCE LEVEL 3	EVALUATION LEVEL 4	APPRECIATION LEVEL 5
6.1.1(a)		1			
6.1.1(b)		1			
6.1.1(c)		1			
6.1.1(d)		1			
6.1.2			2		
6.1.3			1		
6.1.4	1				
6.1.5(a)	1				
6.1.5(b)			2		
6.1.6			2		
6.1.7			1		
6.1.8					3
6.2.1		1			
6.2.2			2		
6.2.3(a)	1				
6.2.3(b)				1	
6.2.4		3			
6.2.5(a)	1				
6.2.5(b)			2		
6.2.6			1		
6.2.7					3
6.2.8			3		
Marks 35	4	8	16	1	6
Total		12	16		7
100%		34%	46%		20%
Required		40%	40%		20%