



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

EXEMPLAR 2009

MEMORANDUM

MARKS: 70

This memorandum consists of 24 pages and assessment rubrics of 11 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer questions from TWO sections.
2. This marking memorandum is only a guide to markers. It is by NO means complete or exhaustive. You are therefore advised to discuss alternative responses that may be added to the memorandum.
3. Candidates' responses should be assessed on merit as objectively as possible.

SECTION A: NOVEL**QUESTION 1: *TO KILL A MOCKINGBIRD*****Essay question:****NOTE: Use the 35-mark assessment rubric to assess candidates' essays.**

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

- Racial hatred:
 - Discrimination against Negroes – separate facilities e.g. schools, churches; not allowed to sit with whites in court, etc.
 - Negroes were not allowed freedom of expression – they became submissive to the white colonialists.
 - Negroes were not treated fairly in a court of law – Whites were always viewed as innocent and Negroes as guilty as displayed in the trial of Tom Robinson. Tom was found guilty because of his race. This prejudice cost him his life.

- Courage:
 - Atticus: the shooting of the mad dog; his handling of the Ku Klux Klan; his handling of Tom's case in spite of the pressure placed on him; his willingness to subject Jem to a trial after Bob Ewell's death.
 - Mrs Dubose: her attitude to her illness; her desire to be free of morphine before she died.

- Friendship:
 - Atticus: his relationship with Mrs Dubose in spite of her nastiness towards the children.
 - Scout and Jem: their kindness towards Walter Cunningham; the friendship that develops between Boo and the children; the children's friendship with Dill; Calpurnia's friendship with the other Negroes and the members of her church.

[35]**OR**

QUESTION 2: TO KILL A MOCKINGBIRD**Contextual question:**

- 2.1 2.1.1 He had joined a group of boys who drove a vehicle under the influence of liquor, resisted arrest by the beadle and locked him up. (1) His father did not want him to get into trouble again. (1) (2)
- 2.1.2 When Bob Ewell attacked Jem and Scout the night of the pageant (1) it was Boo who rescued Jem and carried him home. (1) Boo had pulled Bob off Scout while he was squeezing her wire costume. (1) (3)
- 2.1.3 Accept any **TWO** of the following:
 He placed gifts for them in the knot-hole. (1)
 He stitched Jem's pants. (1)
 He placed a blanket around Scout. (1)
 He held Jem's hand when he was ill. (1)
 He visited Jem after the attack. (1) (2)
- 2.1.4 Open-ended. Accept a well-substantiated response, e.g.
 Humility: he considers himself equal to all other people, irrespective of race or class. He regards the Negroes, the Ewells, the Cunninghams, etc. as his equals.
 OR
 He is a man of principle. He has firm beliefs by which he lives. He did not mind subjecting Jem to a trial because he has always striven to uphold justice.
 OR
 He practises what he preaches/He leads by example. He insists that the children be kind and understanding towards Mrs Dubose and he remains kind and friendly towards her no matter how nasty she becomes.
 OR
 He is a good father to the children. He instills good values in them e.g. respect for others no matter what race/social class they belong to, being open-minded. (3)
(10)

AND

- 2.2 2.2.1 This is a straight-forward/simple case. (1) The case involves a white person and a black person. (1) (2)
- 2.2.2 She is the person who laid the charge/she is the complainant/victim. (1) She has to tell the court what had happened that day. (1) (2)
- 2.2.3 He wants to discredit her as a witness. If the chief witness for the state is discredited, this would mean that the state has no case against Tom Robinson. (3)
- 2.2.4 Open-ended. Accept a well-substantiated response, e.g.
Yes. She led a poor lifestyle and nobody in Maycomb associated with her. She was a young lady who longed for love and attention. Her father abused her.

OR

No. She should have considered the consequences of her actions. (3)
She lies about Tom Robinson and this is unforgivable. (10)

AND

- 2.3 2.3.1 To the pageant (in the hall). (1)
- 2.3.2 On the night of the pageant, he attacked Jem and Scout while they were on their way home. (1) He was armed with a knife. Boo Radley tries to rescue the children. (1) Bob is killed with his own knife in the ensuing scuffle. (1) (3)
- 2.3.3 Boo rescues the children from harm and possible death. (1). Boo rids the town of a notorious/nasty character. (1) (2)
- 2.3.4 He is a sensible/fair man who treats each case on its merits. He does not mind bending the law a little to suit the circumstances.
- OR (2)
- He is very dedicated/committed to his work/justice. His position as sheriff means a lot to him.
- 2.3.5 He feels very uncomfortable/uneasy/unhappy about hushing things up as he has always taught the children about honesty and justice. (2)
- 2.3.6 He is a very honest, fair man who will not lie to shield his children from the law. (2)

2.3.7 Atticus has taught the children not to harm mockingbirds/ things/people that do not harm you. The mockingbird is a symbol of things that are harmless but helpful, and therefore should be not be harmed. Tom did not harm Mayella; instead he had helped her and shown her kindness and respect. Mayella falsely accuses him of rape and he is sentenced to death. He is shot dead while trying to escape. Thus she has committed the sin of killing a mockingbird.

Candidates may also refer to Boo Radley: If Boo had been prosecuted for Bob Ewell's death, then it would have been punishment for actually doing a good deed, i.e. it would have been like killing a mockingbird.

(3)
(15)
[35]

OR

QUESTION 3: LORD OF THE FLIES**Essay question:****NOTE: Use the 35-mark assessment rubric to assess candidates' essays.**

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

- Ralph and Piggy's first meeting with each other:
 - The circumstances leading to their meeting.
 - Description of Ralph and Piggy as they are at the beginning of the novel.
 - Their initial impression of each other.
- Ralph's defence of Piggy:
 - The boys' treatment of Piggy.
 - How and why the boys ridicule Piggy.
 - How Ralph defends and supports Piggy.
- Piggy's loyalty and support for Ralph:
 - The division of the boys into two groups.
 - Piggy's reasons for remaining with Ralph.
 - Piggy's ongoing loyalty and devotion to Ralph.
 - Piggy's death and Ralph's response to his death.

[35]**OR****QUESTION 4: LORD OF THE FLIES****Contextual question:**

- | | | | |
|-----|-------|---|-------------|
| 4.1 | 4.1.1 | The aircraft in which they were being airlifted crashed onto the island. | (2) |
| | 4.1.2 | He is very proud of his father/He holds him in high esteem. (1) He has great confidence in him. (1) | (2) |
| | 4.1.3 | Piggy is afraid that they may never be rescued from the island/found and returned to their families/civilisation. (1) He is also afraid that they may all die before being rescued/found. (1) He is concerned about the changes in the boys' behaviour and the harm this could cause. (1) | (3) |
| | 4.1.4 | They found his appearance funny and mocked him about it. (1) They teased him about his name as it amused them. (1) His family background was also different from that of the other boys and they mocked him about it. (1) | (3) |
| | | | (10) |

- 4.2 4.2.1 The boys had separated into two groups, with Jack and Ralph as their leaders. (1) It was Jack's group that was having the party. Piggy and Simon belong to Ralph's group. (1) (2)
- 4.2.2 The boys had finally managed to kill an animal with their hand-made weapons. (1) They had not eaten any meat in a long time. The feast was held to celebrate their first kill. (1) (3)
- 4.2.3 Jack is now regarded as the boys' tribal chief. (1) They look up to him and will take orders from him. (1) (2)
- 4.2.4 He is now their leader and treat him as their tribal chief. (2)
- 4.2.5 They see him as inferior, (1) someone to laugh at and mock. (1) They feel no sympathy when he is burnt but laugh at him instead. (1) (3)
- 4.2.6 It is the symbol of his authority/He uses the spear to call the boys to order. (1)
- 4.2.7 False. (1)
He asks this question to assert himself as their leader/to show that he cares for them as their leader. (1) (2)
(15)

AND

- 4.3 4.3.1 They saw smoke. (1)
- 4.3.2 He felt embarrassed to be seen in that condition. (1) He has always been in awe of officers in uniform. (1) (2)
- 4.3.3 He has seen how savage they look and thinks they may have been playing a game.
- OR
- He does not know how long the boys have been on the island and that they have actually changed. (2)
- 4.3.4 Many of the boys are very young and he cannot believe they could have killed two boys.
- OR
- He does not know how long the boys have been on the island and the extent to which they have changed. (2)

4.3.5 Open-ended. Accept a suitable response, e.g.

Yes. They were filthy and living like savages in the jungle. Some of them are very young children, but they have already been able to kill a wild animal and two of their own number.

OR

No. They have been forced by circumstances beyond their control to live like this on the island. They were merely trying to survive.

(3)
(10)
[35]

QUESTION 5: A GRAIN OF WHEAT

Essay question:

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

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

- Mumbi and Gikonyo:
 - Mumbi's beauty and Gikonyo's and Karanja's attraction to her.
 - The liberation struggle in Nigeria:
 - The problems encountered by Mumbi and Wangari while Gikonyo is away in the forest.
 - How Karanja helps Mumbi.
 - Mumbi's sexual encounter with Karanja and the birth of the child.
 - Gikonyo's reaction when he returns after six years.

- Mugo and Kihika:
 - Their role in the liberation struggle.
 - Mugo's reasons for allowing Kihika's murder.
 - Mugo's desire to come clean about his role in Kihika's death.
 - The consequences of Mugo's confession.

- Karanja and his people:
 - His role in the struggle.
 - His ambition, selfishness and abuse of power.
 - His desire for money and status.

[35]

OR

QUESTION 6: A GRAIN OF WHEAT**Contextual question:**

- 6.1 6.1.1 It was an anti-government group/a revolutionary group/a group of rebels/freedom fighters. (2)
- 6.1.2 (a) Dr Albert Schweitzer was a world-renowned figure/particularly well known for his work in Africa. Thompson admires him./He shares the same views as Dr Schweitzer. (2)
- (b) Yes. 'Dr Albert Schweitzer ... Ngong. I agree.' (2)
- 6.1.3 The government would not tolerate any rebellion. (1) Rebels would receive harsh punishment to make them submissive. (1) They treated the rebels like animals. (1) (3)
- 6.1.4 Open-ended. Accept a suitable response, e.g.
- No. They were fighting for their freedom and rights. It was the white colonialists who were evil since they deprived the natives of their freedom.
- OR
- Yes. They were evil because they resorted to violence. They wanted to overthrow the government. (3)
- (12)**

AND

- 6.2 6.2.1 He is Mumbi's husband/They are husband and wife. (1)
- 6.2.2 She was shocked that he had returned so soon. She was uncomfortable because of the baby. (2)
- 6.2.3 The baby was on her back. (1)
He saw her breastfeed the baby. (1) (2)
- 6.2.4 Open-ended. Accept a suitable response, e.g.
- Yes. She had betrayed him by having Karanja's baby during his absence while he had remained faithful to her.
- OR
- No. She did not know whether Gikonyo was alive or dead and it was six years since she had last seen her husband. When Karanja makes advances to her, she does not resist. (2)

- 6.2.5 He feels that she is mocking him by not paying attention to him but paying attention to another man's baby. (2)
- 6.2.6 He realises that Mumbi had a child from Karanja and he feels that she has betrayed him. He does not say anything or give vent to his anger and hurt. Instead he looks at them silently, almost as if he is accepting punishment the way an animal would. (2)
- 6.2.7 Wangari treated Mumbi as a daughter and not a daughter-in-law. They supported each other during difficult times. (1) She knows that Mumbi is a sincere person and that the circumstances forced her to go to Karanja. (1) (2)
- 6.2.8 They were friends. (1) They were freedom fighters in the same liberation struggle. (1) They shared the same ideals and beliefs regarding their people and their country. (1) (3)
(16)

AND

- 6.3 6.3.1 He feels guilty and responsible for Kihika's death. (1) He knows the people regard him as a hero, which he feels he does not deserve. He is also afraid that Mumbi knows the truth (1) and that she will tell the others about what had really happened. (1) (3)
- 6.3.2. (a) He hopes to feel relieved. He also thinks that the crowd will understand his dilemma and accept him. (2)
- (b) Open-ended. Accept a suitable response, e.g.

Yes. He was brave enough to reveal the truth. He was not selfish. He could have kept quiet and accepted the glory.

OR

No. He allowed a friend to be killed without doing anything. Making a confession much later will not erase this fact. (2)
(7)

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.**

EITHER

QUESTION 7: ROMEO AND JULIET

Essay question:

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

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

- The long-standing feud between the two families:
 - No one knows when or how the feud had started.
 - The ongoing fights, even between the servants.
 - The Prince's view (he has had enough) and his final warning to both groups.
 - The feud as a reason why Romeo and Juliet have to keep their love and marriage a secret.
 - Tybalt's challenge to Romeo after he attends Capulets' ball uninvited.
 - Mercutio's death, Tybalt's death and Romeo's banishment.
- The role of fate:
 - A servant asks Romeo for help to read the list of guests invited to Capulets' ball.
 - Romeo's first meeting with Juliet at the ball.
 - Friar's plan – how and why it fails; the role of chance and accident in the correct message not reaching Romeo on time.
 - The late arrival of Friar at the tomb.
- Hasty decisions:
 - Mercutio's decision to take up Tybalt's challenge.
 - The hasty marriage of Romeo and Juliet before he leaves Verona.
 - Capulet's decision to marry Juliet off to Paris.
 - Romeo's decision on hearing of Juliet's death.
 - Romeo's death.
 - Juliet's death.

[35]

OR

QUESTION 8: ROMEO AND JULIET

Contextual question: Candidates are required to answer ALL the questions, i.e. QUESTIONS 8.1, 8.2 and 8.3.

- 8.1 8.1.1 There is an ongoing feud between the Montagues and Capulets. Things have become so bad that even the servants of the two households fight each other in the streets. Both families have not heeded the prince's many warnings to them to stop the fighting, hence they are 'rebellious subjects'. They often disturb the peace in Verona, therefore he calls them 'enemies to peace'. (3)
- 8.1.2 The prince is very angry/fed up with the members of both families/ He has had enough of this fighting in the streets. He now wants to take action/punish them. (2)
- 8.1.3 (a) He threatens to put them to death if there is any more fighting. (1)
"If ever you disturb our streets again,
Your lives shall pay the forfeit of the peace." (1) (2)
- (b) Open-ended. Accept a well-substantiated response, e.g.

Yes. They have been fighting for too long in spite of the Prince's repeated warnings. (2)
- OR
- No. The death sentence is too harsh for just fighting and disturbing the peace. (2)
- (9)**

AND

- 8.2 8.2.1 Capulet's servant had asked for assistance in reading the guest list. (1) This gave Romeo's friend Benvolio the idea that they should attend the ball (1) as it would help Romeo meet other girls and also cheer him up. (1) (3)
- 8.2.2 (a) Simile (1)
- (b) She is extremely beautiful/Her beauty is striking/outstanding/
She is more beautiful than any other girl present. (2)
- 8.2.3 Romeo is very fickle as he seems to fall in and out of love quite easily. For him, love depends on the woman's beauty: he falls in love with both Rosaline and Juliet purely on the basis of their external beauty and without even getting to know them. (3)

- 8.2.4 He is very quick-tempered. (1)
He hates the Montagues. (1)
He is a very violent/aggressive man. (1)
Family honour was very important to him (it is a matter of honour for him to attack Romeo for attending their ball). (1)

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

- 8.2.5 His uncle, old Capulet stops him from fighting with Romeo at the ball and this angers Tybalt. He later challenges Romeo to a duel but Romeo refuses to fight, as they are now relatives. (1) Family honour is also important to Mercutio, so he takes up the challenge and is killed by Tybalt. (1) In revenge Romeo kills Tybalt. (1) (3)
(15)

AND

- 8.3 8.3.1 Friar's letter to Romeo telling him about his plan does not reach Romeo. (1) Romeo gets news that Juliet is dead and rushes to her tomb where he commits suicide before Juliet wakes from the effects of the potion. (1) (2)
- 8.3.2 (a) He has come to strew flowers at the tomb as he really loves Juliet. (2)
- (b) Believing Juliet is really dead, he has come to commit suicide. (2)
- 8.3.3 No. (1) He believes that she has died of grief over Tybalt's death, but she is not really dead. (1) She has taken a potion that makes her appear dead to escape marriage to him. (1) (3)
- 8.3.4 He is devastated/grief-stricken/depressed. (1) Believing Juliet is really dead, he has lost the will to live/He does not want to live without Juliet/He loves Juliet so much that he cannot live without her. (1) (2)
(11)
[35]

OR

QUESTION 9: NOTHING BUT THE TRUTH**Essay question:****NOTE: Use the 35-mark assessment rubric to assess candidates' essays.**

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

- Their childhood experiences:
 - Sipho has always felt that Themba was the favourite child/that his parents (particularly his father) loved Themba more.
 - Sipho still remembers his wire bus that his father had forced him to give Themba. The bus was destroyed while Themba played with it on the street.
 - Themba had the opportunity to go to university (his father had cashed in an insurance policy) but there had been no money for Sipho to study.
 - Sipho supported Themba for the five years he studied at university, but Themba did not get a job or repay him.
 - When Themba had left the country, their father had blamed Sipho for not stopping him.

- Themba's reputation as a hero of the struggle:
 - Themba is regarded by many as a hero of the struggle, when he really isn't.
 - Themba's ability to speak and charm women involved in the struggle.
 - He made little personal sacrifice during the struggle, yet claimed to be concerned about what was going on in South Africa.
 - He himself was not at home/in South Africa but was enjoying the benefits of being an exile in England.
 - Themba did not return to SA when the new government came into power.
 - Sipho is still angry that his father's funeral had been more like a political rally than a funeral because of 'comrade Themba'.

- Themba's affair with Sipho's wife:
 - Themba had an affair with Sipho's wife, and Thando is possibly Themba's child.
 - Sipho's feelings towards Thando.

[35]**OR**

QUESTION 10: NOTHING BUT THE TRUTH

Contextual question: Candidates are required to answer ALL the questions, i.e. QUESTIONS 10.1 and 10.2.

- 10.1 10.1.1 He was a smooth/great talker/He knew how to impress people with his words. (2)
- 10.1.2 He had gone into exile during the apartheid era for fear of being arrested/He was afraid of being arrested by the security police for his involvement in the struggle. (2)
- 10.1.3 She loved her father very much. (1) She saw him as a hero. (1) She was close to her father. (1) (3)
- 10.1.4 Thando is a teacher. (1) Mandisa is a fashion designer. (1) (2)
- 10.1.5 Thando has traditional African values while Mandisa is a modern, westernised woman. (1) Thando thinks it important to follow African traditions and customs while Mandisa does not consider this important. (1) Thando considers it important to obey her father while Mandisa does not obey her father. (1)
- NOTE: Accept ANY TWO of the above points. (2)
- 10.1.6 Nandipa Madikiza is a famous South African fashion designer. Mandisa wants to incorporate some African ideas into her designs - perhaps in the belief it will help sell her designs. (3)
- 10.1.7 (a) She believes they are unimportant/not worthy of following/irrelevant. (2)
- (b) She was born and has lived in London all her life and has become very English/westernised in her outlook and values. She has not been to Africa before and has had very little contact with people from Africa. (3)
- 10.1.8 (a) B/shocked (1)
- (b) She cannot believe/finds it hard to believe that a grown woman still gives in to her father's wishes in this day and age. (2)
- (22)**

AND

- 10.2 10.2.1 He had been shot dead during the struggle against apartheid. (2)
- 10.2.2 Themba/His brother (1)
- 10.2.3 Open-ended. Accept a well-substantiated response, e.g.
Yes. Luvuyo hero-worshipped his uncle and wanted to follow in his footsteps. He was killed while trying to be like his uncle.
OR
No. Themba cannot be held responsible for choices made by Luvuyo. It was Luvuyo's decision to join the struggle. (3)
- 10.2.4 (a) Sipho believes the hearings serve no purpose as people want to see perpetrators of crimes against their loved ones punished.
Thando believes the hearings are important if people are to come to terms with what has happened and move on with their lives. (2)
- (b) Interpreter. (1) She wants to help the people of her country to leave the past behind/She considers it important to be a part of the transformation taking place in South Africa/She enjoys working with people. (1) (2)
- 10.2.5 Open-ended. Accept a well-substantiated response, e.g.
I believe the hearings are very important because it gives people the chance to find out what really happened to their loved ones during the apartheid era so that they can come to terms with it.
OR
The hearings are a waste of time, effort and money. It is not easy to forgive those who hurt or killed your loved ones in the name of apartheid/the struggle. (3)

(13)**TOTAL SECTION B: 35**

SECTION C: SHORT STORIES**QUESTION 11****Essay question: *THE NECKLACE*****NOTE: Use the 35-mark assessment rubric to assess candidates' essays.**

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

- Mathilde's manipulative nature:
 - Manipulative: Mathilde manipulates her husband into buying her the expensive dress by crying.
 - Mathilde does not care what her husband would have wanted to do with the saved money, but she has to have the dress and the accompanying jewels.
 - Mathilde is not satisfied or happy with what she has. She always wants more.
 - She gets her husband to agree to give her an allowance although he cannot really afford it.
- Mathilde's low self-esteem:
 - Mathilde thinks borrowing and wearing an expensive necklace would gain her acceptance by the rich.
 - She believed she would be happier if she moved in rich circles.
- Mathilde's inability to control her fantasies:
 - Not being happy with who one is: Mathilde believes she should live in different circumstances.
 - Excessive ambition: She expects much more than is realistically possible for both her husband and herself.
 - Unrealised dreams: She had hoped to marry rich.
 - She imagined she would be the 'queen of the ball' if she were clad beautifully and hoped for some prince charming to sweep her off her feet.
 - Rich company fuels her fantasies: The rich people she comes into contact with make her aspire to become more like them.
 - Materialism: Mathilde believes material possessions can make her happier.

[35]**OR**

QUESTION 12: THE SILK SCARF**Contextual question:**

12.1.1 True. (1) Mrs Nebo wants to buy a very expensive silk scarf from the Moghul Boutique/She shops at very expensive shops in Sandton and Rosebank. (1) (2)

12.1.2 Mrs Nebo is very particular about the clothes she buys, (1) and she is a very keen shopper. She goes from shop to shop until she finds exactly what she wants. (1) (2)

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

Yes. Mr Sakur is justified in refusing to accept Mrs Nebo's cheque because it is his company's policy not to accept cheques from anyone/This is also clearly indicated on the cardboard notice in the shop.

OR

No. Mr Sakur is not justified in refusing to accept Mrs Nebo's cheque because he can possibly verify the cheque. (2)

12.1.4 Margaret is Mrs Nebo's friend. (1)

12.1.5 Margaret tells Mr Sakur that Mrs Nebo shops in Sandton and Rosebank in order to impress upon him that

- high-profile (prestigious) shops have accepted her cheques and;
- she does not have any financial problems as she can shop in such high profile places. Her cheques are always good;
- she shops in Sandton and Rosebank because they accept her cheques;
- if Mr Sakur does not accept her cheque she might as well take her business to Sandton and Rosebank.

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

12.1.6 Margaret cannot be trusted to give Mrs Nebo an honest opinion on anything (1) 'Margaret agreed as she always agreed with whatever Mrs Nebo said'. (1) (2)

12.1.7 This statement suggests that she is rich and has enough money in the bank to spend on whatever she pleases. (2)

12.1.8 Mrs Nebo leads a very extravagant lifestyle. She loves shopping (1) and wears expensive clothes. (1) She flaunts the money that comes from funds donated by foreign governments, not for her particular use, but for the general good of all the poor citizens of the country. (1) (3)
(16)

AND

12.2.1 One of the men wants Akbar to deal with Mr Sakur because he is being so stubborn and determined to stand his ground.(1) The men think that it would only take a gangster to force him to change his mind.(1) (2)

12.2.2 Mr Sader is one of the shopkeepers at the Oriental Plaza/Mr Sakur's friend. (1)

12.2.3 The Oriental Plaza is a shopping complex that is mainly owned by Indian traders. (2)

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

Mr Sader does not do the right thing because, in offering Mrs Nebo the scarf as a gift he undermines Mr Sakur's principles/ He is in fact offering a bribe to pacify her.

OR

He is right in offering Mrs Nebo the scarf as a gift because peace and goodwill have to be maintained with the customers if their business is to succeed/It is important for him to remain in Mrs Nebo's good books because of her political affiliations. (2)

12.2.5 (a) Mr Sader makes reference to Pageview and Soweto to highlight the fact that Mrs Nebo and other blacks share a common past of suffering with Indians like Mr Sader under white rule in South Africa. (2)

(b) The Indian people in Pageview suffered when their suburb was torn down, and taken away from them, and they had to relocate. The Black people in Soweto suffered when they had to endure life without basic amenities such as food and water. (3)

12.2.6 Mrs Nebo is very happy at this stage. She smiles happily now that she has got the scarf she wanted, whereas she had felt very angry/embarrassed/humiliated/offended earlier. (2)

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

No. There is no justification in saying that people who have and live by their principles should have no place in the new democratic South Africa. It is in fact people of such strong principles who should play a major role in governing the country.

OR

Yes. Mr Sakur was inflexible as he made a rule and kept to it. (2)

- 12.2.8 Mr Sakur is a man of very strong unwavering principles. He borders on being stubborn and will not bend under pressure, whereas Mr Sader is not rigid and seeks to solve problems amicably. (3)
(19)

TOTAL SECTION C: 35

OR

SECTION D: POETRY

QUESTION 13: The world is too much with us

- 13.1 It means that worldly or material things occupy too much or most of our time and attention. (1)
- 13.2 We are not using our powers to notice and appreciate the beauty of nature. (2)
- 13.3 Humans should be paying attention to the forces and elements of nature. (2)
- 13.4 Wind and the sea. (2)
- 13.5 The sea is personified as a woman baring her breasts to the moon. Normally, nobody would ignore an event so exciting, but humans have become oblivious to it all as they are so busy making and spending money. (2)
- 13.6 Yes. Humans have violated nature, polluted the seas, land and atmosphere, leading to more serious issues such as global warming. The speaker would therefore be more concerned than ever about the attitude of humans to nature. (3)
- 13.7 Pagans were very close to and respectful of nature as they worshipped the different elements of nature. (2)
- 13.8 B/sad (1)
- 13.9 (a) lover
(b) closer
(c) appreciate/admire
(d) concerned/worried/sad/disappointed/disturbed
(e) material/worldly (2½)
[17½]

OR

QUESTION 14: An abandoned bundle

- 14.1 Yes. The child was abandoned by its mother and left to die on a rubbish heap (1) and the baby is all wrapped up and dumped in the waste lot with no identity whatsoever.(1) (2)
- 14.2 The incident takes place at White City Jabavu/Soweto (1) in the morning. (1) (2)
- 14.3 14.3.1 It suggests unhygienic/unhealthy living conditions/pollution in the area. (2)
- 14.3.2 It suggests people are trapped/have no escape from these conditions/cramped living conditions. (2)
- 14.4 It tells one that the dogs are not fed by their owners or that they are not owned by anyone hence they have to hunt for food in the dumps. (2)
- 14.5 It evokes feelings of horror/disgust/despair/compassion towards people that they can get so desperate as to leave their own offspring to die such a horrific death. (2½)
- 14.6 He feels pity/sympathy/compassion for this innocent baby that has to die in this horrific way. (2)
- 14.7 Open-ended. Accept a well-substantiated response, e.g.
Yes. Dumping an innocent baby in this manner is totally unacceptable/unforgivable/heartless. She could have put the baby up for adoption.
OR
No. Circumstances may have forced her to dump the baby. She may have been unable to support the baby/a rape victim/still at school. (3)
[17½]

OR**QUESTION 15: Mending wall**

- 15.1 Winter weather/the forces of nature (1) and hunters. (1) (2)
- 15.2 They live very far away from each other. (2)
Neither of them has animals. (2) (4)
- 15.3 Each neighbour remains on his side of the wall (on his own farm) and each one picks up only those boulders that have fallen on his side/They do not work in harmony. (2)

- 15.4 Beyond exercising their muscles and catching some fresh air as would be the purpose of a game, there is no point in mending the wall as it will definitely collapse again. (1) Secondly, there is nothing for them to wall in or wall out. (1) (2)
- 15.5 They are very cold and distant towards each other. (1)
They only meet once a year in spring to mend the wall. (1)
They find it difficult to make conversation with each other. (1)
They are not friendly towards each other. (1)
- NOTE: Accept ANY TWO of the above points. (2)
- 15.6 Open-ended. Accept a well-substantiated response, e.g.
- Yes. Fences ensure privacy and prevent problems between neighbours with children and/or animals.
- OR
- No. It is important to be friends with one's neighbours. Neighbours can help each other. (3)
- 15.7 He is conservative and primitive in his thinking. He blindly adheres to an adage learnt from his father regardless of whether it is practical, relevant or necessary. (2½) [17½]

OR

QUESTION 16: My parents kept me from children who were rough

- 16.1 The children come from poor/lower class/unsophisticated backgrounds where the level of education is not high. (1) The children are not disciplined or taught manners (1) and are left to do as they please. (1) (3)
- 16.2.1 Simile (1)
- 16.2.2 Yes. The words that the rough children shouted at the speaker were so hurtful it felt like stones were physically being hurled at him. This is very effective in that it emphasises the intensity of the pain inflicted by the rough children, and felt by the speaker. (2)
- 16.3 False. (1) His parents kept him from these children. (2) (3)

- 16.4 They imitated his lisp. (1)
They rough-handled/assaulted him. (1)
They swore at him. (1)
They threw stones at him. (1)
They never smiled back at him. (1)
They pointed at him. (1)
- NOTE: Accept ANY TWO of the above points. (2)
- 16.5 The speaker feared they would assault him. (1) He knew they were very strong. (1) (2)
- 16.6 The speaker comes from a safe, protected but confined environment, without the freedom to explore the streams and cliffs of the countryside as the rough children do. (2½)
- 16.7 Open-ended. Accept a well-substantiated response, e.g.
- They did not want to accept him into their world/be friends with him as they came from different classes. He was a subject of their abuse and constant ridicule. The distance created by social class and environment did not allow them to associate with him. They wanted to keep it that way. (2)
[17 ½]
- 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	<ul style="list-style-type: none"> - 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 & text. 	Outstanding 8 – 10 marks	<ul style="list-style-type: none"> - Coherently structured piece. - Excellent introduction & conclusion. - Arguments well structured & clearly developed. - Language, tone & style mature, impressive & correct.
Code 6 70 – 79%	Meritorious 17½ – 19½ marks	<ul style="list-style-type: none"> - Above average interpretation of topic. All aspects of topic adequately explored. - Detailed response. - Range of sound arguments given, well supported from text. - Very good understanding of genre & text. 	Meritorious 7 – 7½ marks	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Shows understanding & 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 & text evident. 	Substantial 6 – 6½ marks	<ul style="list-style-type: none"> - Clear structure & logical flow of argument. - Introduction, conclusion & other paragraphs coherently organised. - Flow of argument can be followed. - Language, tone & style largely correct.
Code 4 50 – 59%	Adequate 12½ - 14½ marks	<ul style="list-style-type: none"> - 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 & text. 	Adequate 5 – 5½ marks	<ul style="list-style-type: none"> - Some evidence of structure. - Essay lacks well-structured flow of logic & coherence. - Language errors minor, tone & style mostly appropriate. - Paragraphing mostly correct.
Code 3 40 – 49%	Moderate 10 – 12 marks	<ul style="list-style-type: none"> - Very ordinary, mediocre attempt to answer question. - Very little depth of understanding in response to topic. - Arguments not convincing & very little justification from text. - Learner has not fully come to grips with genre or text. 	Moderate 4 – 4½ marks	<ul style="list-style-type: none"> - Planning and/or structure faulty. - Arguments not logically arranged. - Paragraphing faulty. - Language errors evident. - Tone & style not appropriate to purpose of academic writing.
Code 2 30 – 39%	Elementary 7½ – 9½ marks	<ul style="list-style-type: none"> - Poor grasp of topic. - Response repetitive & sometimes off the point. - No depth of argument, faulty interpretation/Arguments not supported from text. - Very poor grasp of text & genre. 	Elementary marks 3 – 3½	<ul style="list-style-type: none"> - Poor presentation & lack of planned structure impedes flow of argument. - Language errors & incorrect style make this a largely unsuccessful piece of writing.
Code 1 0 - 29%	Not achieved 0 – 7 marks	<ul style="list-style-type: none"> - 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 & genre. 	Not Achieved 0 – 2½ marks	<ul style="list-style-type: none"> - Difficult to determine if the topic has been addressed. - No evidence of planned structure or logic. - No paragraphing or coherence. - Poor language. - Incorrect style & tone.

FROM: Examination Guidelines: Languages Paper 2 – January 2009

ANALYSIS OF QUESTIONS ACCORDING TO BARETT'S TAXONOMY**SECTION A: NOVEL****QUESTION 1: Essay Question**

Levels 1, 2, 3, 4 and 5 = 35 marks

QUESTION 2: Contextual Question

QUESTION NUMBER	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
2.1.1	2				
2.1.2		3			
2.1.3	2				
2.1.4				3	
2.2.1			2		
2.2.2		2			
2.2.3			3		
2.2.4				3	
2.3.1	1				
2.3.2		3			
2.3.3			2		
2.3.4				2	
2.3.5			2		
2.3.6			2		
2.3.7					3
TOTALS	13		11	11	
% out of 35	37.14		31.43	31.43	

QUESTION 3: Essay Question

Levels 1, 2, 3, 4 and 5 = 35 marks

QUESTION 4: Contextual Question

	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
QUESTION NUMBER	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
4.1.1	2				
4.1.2			2		
4.1.3		3			
4.1.4		3			
4.2.1		2			
4.2.2	3				
4.2.3			2		
4.2.4			2		
4.2.5			3		
4.2.6			1		
4.2.7			2		
4.3.1	1				
4.3.2			2		
4.3.3			2		
4.3.4			2		
4.3.5					3
TOTALS	14		18		3
% out of 35	40		51.43		8.57

QUESTION 5: Essay Question

Levels 1, 2, 3, 4 and 5 = 35 marks

QUESTION 6: Contextual Question

QUESTION NUMBER	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
6.1.1		2			
6.1.2(a)			2		
6.1.2(b)			2		
6.1.3			3		
6.1.4				3	
6.2.1	1				
6.2.2		2			
6.2.3			2		
6.2.4				2	
6.2.5			2		
6.2.6		2			
6.2.7			2		
6.2.8		3			
6.3.1			3		
6.3.2(a)		2			
6.3.2(b)				2	
TOTALS		12	16	7	
% out of 35		34.29	45.71	20	

QUESTION 7: Essay Question

Levels 1, 2, 3, 4 and 5 = 35 marks

QUESTION 8: Contextual Question

QUESTION NUMBER	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
8.1.1		3			
8.1.2			2		
8.1.3(a)	2				
8.1.3(b)				2	
8.2.1	3				
8.2.2 (a)					1
8.2.2 (b)			2		
8.2.3			3		
8.2.4			3		
8.2.5		3			
8.3.1		2			
8.3.2 (a)		2			
8.3.2 (b)		2			
8.3.3		3			
8.3.4			2		
TOTALS	20		12	3	
% out of 35	57.14		34.29	8.57	

QUESTION 9: Essay Question

Levels 1, 2, 3, 4 and 5 = 35 marks

QUESTION 10: Contextual Question

	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
QUESTION NUMBER	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
10.1.1			2		
10.1.2		2			
10.1.3		3			
10.1.4	2				
10.1.5		2			
10.1.6		3			
10.1.7 (a)			2		
10.1.7 (b)		3			
10.1.8 (a)			1		
10.1.8 (b)			2		
10.2.1	2				
10.2.2	1				
10.2.3				3	
10.2.4 (a)		2			
10.2.4 (b)		2			
10.2.5				3	
TOTALS	22		7	6	
% out of 35	62.86		20	17.14	

QUESTION 11: Essay Question

Levels 1, 2, 3, 4 and 5 = 35 marks

QUESTION 12: Contextual Question

QUESTION NUMBER	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
12.1.1		2			
12.1.2			2		
12.1.3				2	
12.1.4		1			
12.1.5			2		
12.1.6				2	
12.1.7			2		
12.1.8		3			
12.2.1			2		
12.2.2	1				
12.2.3		2			
12.2.4.				2	
12.2.5(a)			2		
12.2.5(b)		3			
12.2.6		2			
12.2.7				2	
12.2.8		3			
TOTALS	17		10		8
% out of 35	48.47		28.57		22.86

QUESTION 13: Contextual Question

QUESTION NUMBER	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
13.1			1		
13.2		2			
13.3	2				
13.4	2				
13.5					2
13.6				3	
13.7			2		
13.8			1		
13.9(a – e)		2 ½			
TOTALS	8 ½		4	5	
% out of 35	48.47		22.86	28.57	

QUESTION 14: Contextual Question

QUESTION NUMBER	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
14.1					2
14.2	2				
14.3.1			2		
14.3.2			2		
14.4			2		
14.5				2 ½	
14.6			2		
14.7				3	
TOTALS	2		8		7 ½
% out of 35	11.43		45.71		42.86

QUESTION 15: Contextual Question

	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
QUESTION NUMBER	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
15.1	2				
15.2		4			
15.3.			2		
15.4			2		
15.5		2			
15.6				3	
15.7			2½		
TOTALS	8		6½	3	
% out of 35	45.71		37.14	17.14	

QUESTION 16: Contextual Question

	LOW ORDER		MIDDLE ORDER	HIGH ORDER	
QUESTION NUMBER	LEVEL 1 Literal	LEVEL 2 Reorganisational	LEVEL 3 Inferential	LEVEL 4 Evaluative	LEVEL 5 Appreciative
16.1		3			
16.2.1					1
16.2.2					2
16.3		3			
16.4	2				
16.5		2			
16.6			2½		
16.7			2		
TOTALS	10		4½	3	
% out of 35	57.14		25.71	17.14	