



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2014

MARKS: 80

TIME: 2 hours

This question paper consists of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension (30)
SECTION B: Summary (10)
SECTION C: Language (40)

2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line between answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Pay special attention to spelling and sentence construction.
8. Use the following time frames as a guideline:
- SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 minutes
9. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1**

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A**PHELOPHEPA – SOUTH AFRICA'S TRAIN OF HOPE**

- | | | |
|---|---|---------|
| 1 | In the rural communities of countries with limited resources, health care clinics are often scarce. Many people have to travel long distances to access even the most basic health care for themselves and their families. | |
| 2 | Transnet Limited, South Africa's biggest state-owned freight transportation and logistics company, saw the need to provide access to basic health care services. In 1993, they provided three coaches to be used as a clinic that travelled across the country offering only eye care to rural communities. On one of her trips on the "Eye Train", Dr Lynette Coetzee, head of Transnet's Social Corporate Investment Department, saw more than 2 000 people waiting for hours to receive glasses. She then decided that what was needed was a fully-fledged hospital train and convinced her boss to invest millions in the Phelophepa project. | 5
10 |
| 3 | The name Phelophepa is derived from Sesotho and Setswana meaning 'good, clean health'. It began operating as a full-scale mobile primary health care clinic in 1994. Phelophepa is owned and operated by Transnet and brings together many diverse stakeholders from the private and public sectors. | 15 |
| 4 | One of its kind in the world, the Phelophepa Hospital train has 18 coaches and a dedicated staff of passionate professionals. The health care staff includes close to 40 student volunteers preparing for careers in a variety of health-related fields. For two decades now, the train has helped over 5,5 million people. | 20 |
| 5 | Phelophepa provides facilities to conduct general health, dental and eye checks and to dispense medicines for diagnosed conditions. In addition to these essential health services, individual counselling sessions and group workshops are offered. These workshops help people to cope with mental issues such as stress and depression. | 25 |
| 6 | South Africa's second state-of-the-art clinic on wheels, Phelophepa II, hit the tracks in 2012, equipped with the latest medical and information technology. The second train operates simultaneously with Phelophepa I. With the introduction of Phelophepa II, Transnet has more than doubled the number of people who benefit from the facility. An estimated 375 000 people now receive vital health care annually. | 30 |

7	The trains currently travel 38 weeks a year and are only able to visit most of the communities on their route once. It is therefore important that the positive effects of the trains last for much longer than the week for which they stop at each station. As a result, there is a strong emphasis on education and empowerment in all of Phelophepa's activities.	35
8	Phelophepa I and II are giving more people an opportunity to live healthy, quality lives. Whole communities welcome the train as though it is an old, familiar and trusted family friend. Every year the Phelophepa eye clinic dispenses thousands of pairs of glasses to adults and children at a nominal cost.	40
9	Dr Lynette Coetzee remembers when an 87-year-old grandmother from KwaZulu-Natal visited the mobile clinic. The grandmother was hoping to receive a pair of glasses so she could see the letters in her Bible, even though she was unable to read. Her eyes were tested, the glasses were made, and a young optometry student fitted them carefully on her face. 'You look beautiful in these,' he told the grandmother. She sat in silence for a while, and then she started crying. The student was worried that there was something wrong with the glasses, but the woman was only crying because she was happy. She was able to see the world clearly for the first time in years.	45 50
10	As a driving force of Phelophepa, Dr Lynette Coetzee says, 'The health services that we offer on board the train are only part of the story. The broader mission of Phelophepa is that its message and its good work will continue, that healthy individuals will build healthy families and communities, and that healthy communities will build a healthy nation.'	55

[Adapted from www.roche.com/phelophepa and www.trainofhope.org]

NOTE:

- Answer ALL the questions in your OWN WORDS.
- For one-word answers, write only the question number and the word.
- For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.

1.1 Refer to paragraph 1.

Give TWO reasons why it is difficult for people in rural areas to get health care easily.

(2)

1.2 Refer to paragraph 2.

How did Transnet first try to provide basic health care?

(2)

1.3 Explain why the train is named Phelophepa.

(2)

1.4 Refer to paragraph 4.

Apart from providing primary health care, how does the Phelophepa project contribute to youth development? (2)

1.5 Refer to paragraph 6.

1.5.1 Choose the correct answer to complete the following sentence.

In the context of the passage, the term 'state-of-the-art' (line 28) means ...

- A technologically advanced.
- B highly creative.
- C famous artworks.
- D visually appealing. (1)

1.5.2 Explain the meaning of the expression 'hit the tracks' (lines 28–29) AND say why it is suitable in this passage. (2)

1.5.3 State TWO ways in which Phelophepa II has improved health care in South Africa. (2)

1.6 Give THREE reasons why the communities regard the train as 'an old, familiar and trusted family friend' (lines 40–41). (3)

1.7 Refer to paragraph 9.

1.7.1 Give TWO reasons why the writer decided to include the story of the grandmother. (2)

1.7.2 How does the story of the grandmother make you feel? Explain the reason for your answer. (2)

1.8 In the title of the passage, Phelophepa is called 'South Africa's Train of Hope'.
Fully explain how the train brings hope to South Africa. (2)

1.9 In your view, how can the services offered by Phelophepa be improved? State TWO points. (2)

TEXT B

**According to Statistics South Africa,
South Africans spend:**

- Almost 4 times more on alcohol than on health care
- Over 1,5 times more on clothes than on education

Illustration 1

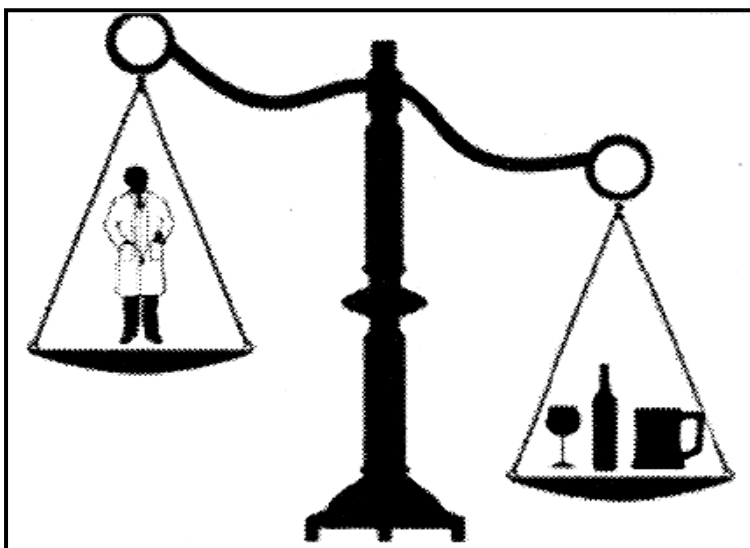
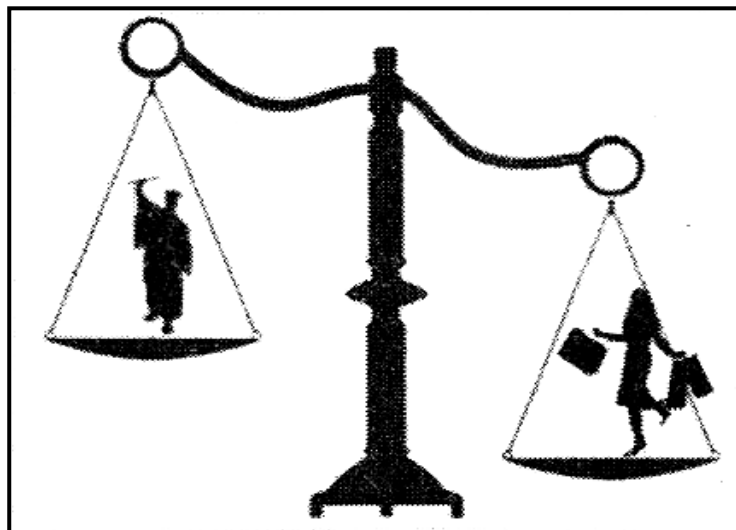


Illustration 2



[Source: *The Star: Business Report*, 6 October 2013]

NOTE: Answer ALL the questions in your OWN WORDS.

- 1.10 Refer to both illustrations (TEXT B). What does each of the following pictures represent?
- 1.10.1 The man wearing the white coat (Illustration 1) (1)
- 1.10.2 The lady holding the bags (Illustration 2) (1)
- 1.11 Why does the artist show one side of the scale as higher than the other in each of the illustrations? (2)
- 1.12 The artist has used scales to convey information on household spending. Do you think it would have been more effective to use statistics (numbers) rather than the illustrations of the scales? Discuss your view. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The new Smart Identity Card has been designed in a way that will make it extremely difficult to tamper with or forge.

Read the passage below (TEXT C) and list SEVEN security features of this Smart Identity Card that will prevent identity fraud.

INSTRUCTIONS

1. List SEVEN security features in full sentences, using not more than 70 words.
2. Your summary must be written in point form.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C**NEW SMART IDENTITY CARDS**

The Smart Identity Card replaces the old green South African identity book.

The technologically advanced Smart Identity Card, designed to limit identity fraud, was launched on former president Nelson Mandela's 95th birthday, 18 July 2013. Nelson Mandela's daughter, Zindzi, received the new card on behalf of her father.

The Smart Identity Card is about the size of a credit card and has an embedded microchip that prevents fraud. The card was designed in such a way that it would be difficult to forge. Your personal information is laser-engraved into the identity card. Your photograph is laser-engraved, making it impossible for fraudsters to swap it with another picture, as was the case with the green identity book.

The card also includes detailed fingerprint analysis to identify a person on an electronic system. Each card has a unique identity card number. One-dimensional and two-dimensional barcodes are used to scan the cards. The one-dimensional barcode uses the old technology, while the two-dimensional barcode uses the newer scanner technology.

Your card is read using portable verification machines with which the police are issued. This makes it easy to identify cards that have been tampered with. Institutions that require your identity details have to buy the necessary scanning machines. This means that they know with whom they are dealing.

The Department of Home Affairs says the old identity books are being phased out over a period of time. To avoid a rush for the new cards, citizens are being invited to apply in stages.

[Adapted from *The Times*, 5 July 2013]

TOTAL SECTION B: 10

SECTION C: LANGUAGE**QUESTION 3: ANALYSING AN ADVERTISEMENT**

Study the advertisement (TEXT D) and answer the set questions.

TEXT D

**My friend
my eyes
my sunshine**

**R10 will lighten
the path.**

**Please SMS
'sunshine'
to 38051**

SOUTH AFRICAN GUIDE-DOGS
association for the blind

[Adapted from Skyways, February 2012]

- 3.1 What must the reader do to donate R10 to the 'South African Guide-Dogs Association for the Blind'?

(1)

3.2 In what TWO ways does the advertiser emphasise the idea of sunshine?

NOTE: In your answer, consider both the picture and the text of the advertisement.

(2)

3.3 Explain what is meant by the words in bold font: 'My friend, my eyes, my sunshine'.

(3)

3.4 Whose attention does the advertiser hope to attract with this advertisement?

(1)

3.5 In your view, does the picture of the woman with the two dogs support the message of the advertisement? Explain fully.

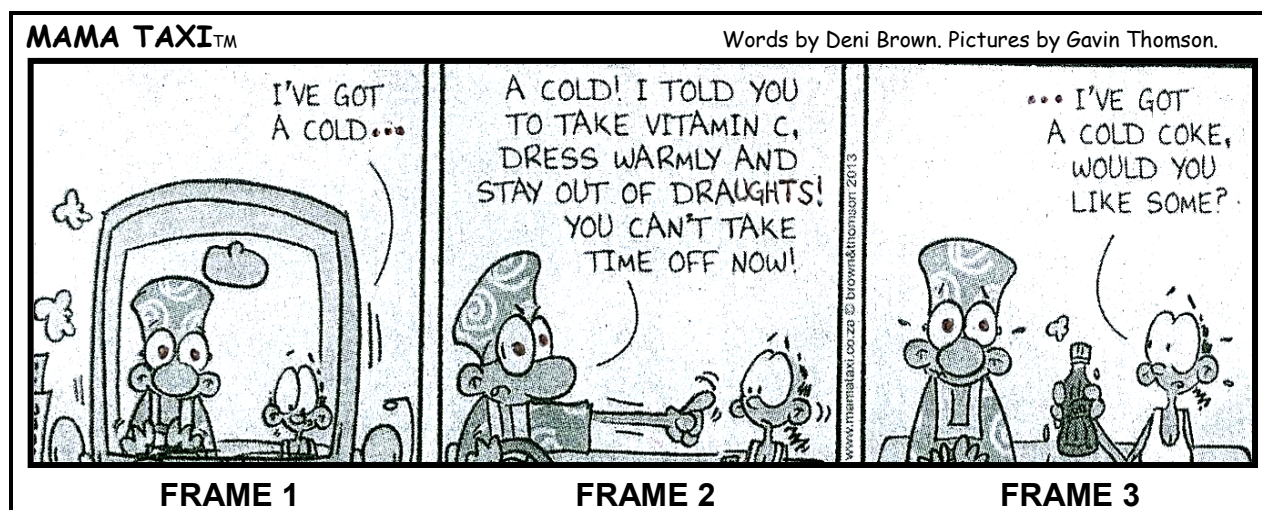
(3)

[10]

QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

TEXT E



[Source: *Daily News Tonight*, 16 May 2013]

NOTE: In this cartoon, the taxi driver (wearing the hat) is Mavis and her assistant is Zandi.

4.1 Refer to frame 1.

4.1.1 Why does the cartoonist make use of the three dots (ellipsis)?

(1)

4.1.2 State TWO visual clues which show that the taxi driver is concentrating on driving.

(2)

4.2 Refer to frame 2.

Do you think that the cartoonist succeeds in showing that the taxi driver is upset? Discuss your view.

(2)

4.3 Refer to frame 3.

Why does the taxi driver's facial expression change?

(2)

4.4 Fully explain how the cartoonist creates humour by using a play on words.

(3)

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

SMALLER IS BETTER		
1	Bulky, back-bending backpacks are on they're way out, to be replaced by lightweight tools of learning. But the challenge will still be getting to school on time.	
2	We're running a little late for school this morning. I'm standing at the top of the stairs, looking at the time for my phone.	5
3	'Here, let me take that,' I say, reaching out to releive Rachel of her backpack. And that's when I nearly fall down the stairs. I am certain the backpack is weighed down with bricks or gold bars, perhaps as part of a Science project on gravity. But it turns out that only learning material and books is in the bag.	10
4	I flash back to my school days, when I walked along the hallways with my backpack slung casually over my shoulder. I don't recall straining under the weight of my bag.	
5	One night, at a parents' evening at Rachel's school, I pause at a desk in the foyer, where a lady from a computer company is holding up in one hand, a device that will forever change education.	15
6	The Age of the iPad-educator is upon us. Soon every learner will learn from books summoned up at a touch. All the necessary textbooks will be stored in a slender tablet ¹ , rather than a bulky backpack.	
[Adapted from <i>Your Family</i> , October 2013]		

Glossary:

¹ tablet: a small hand-held computer with a touchscreen

- 5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.

- (a) Bulky, back-bending backpacks are on they're way out. (1)
- (b) I'm standing at the top of the stairs, looking at the time for my phone. (1)
- (c) But it turns out that only learning material and books is in the bag. (1)
- (d) 'Here, let me take that,' I say, reaching out to releive Rachel of her backpack. (1)

- 5.1.2 Rewrite the following sentence in the negative:
- In future learners will carry either backpacks or heavy textbooks to school. (1)
- 5.1.3 Rewrite the following sentence in direct speech:
- The parents said that they were impressed with the new device. (4)
- 5.1.4 Study the following sentence:
- I'm standing at the top of the stairs.
- Use a **homophone** for the word stairs in a sentence of your own. (2)
- 5.1.5 Rewrite the following sentence in the active voice, starting with the given words:
- The backpack is weighed down with bricks or gold bars.
- Start with: Bricks or gold bars ... (1)
- 5.1.6 Combine the following sentences into a single sentence, starting with the given word:
- Learners will no longer have to carry heavy backpacks.
All the necessary textbooks can be stored in a tablet.
- Start with: Since ... (2)

5.2 Study the following text (TEXT G) and answer the questions.

TEXT G



**Elections ensure
democracy wins every time**



SOUTH AFRICA

Since its establishment in 1997, the IEC has played a vital role in the country's democracy. It has done this through the consistent delivery of free and fair elections, so the South African public can exercise their constitutional right to vote.

[Adapted from *Africa in Union*, 2002–2012]

- 5.2.1 Choose the correct word from those within brackets. Write down ONLY the question numbers and the words.
- (a) The IEC stands for Independent (Electoral/Electrical) Commission. (1)
 - (b) (A/An) election ensures that democracy wins every time. (1)
- 5.2.2 Rewrite each of the following sentences and give the correct form of each word within brackets.
- (a) The IEC is an (establishment) commission. (1)
 - (b) Free and fair elections are (consistent) delivered in a democracy. (1)
 - (c) Many South Africans believe that their election process is the (good) in the world. (1)
- 5.2.3 Rewrite the following sentence, inserting the apostrophe in the correct place.
- Electoral organisations play a vital role in many countries elections. (1)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80



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REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2014

MEMORANDUM

MARKS: 80

This memorandum consists of 12 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This memorandum has been finalised at a memorandum 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.

Marking the Comprehension

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- 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.
- When one word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/ highlighted.
- When two/three facts/points are required and a range is given, mark **only** the first two/three.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

SECTION A: COMPREHENSION**QUESTION 1**

- 1.1 There are not many facilities available/People do not have enough money. ✓
They do not have transport. ✓
Clinics and healthcare centres are far away. ✓

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

- 1.2 They provided three coaches ✓ to be used as an eye clinic. ✓ (2)

- 1.3 The (Sesotho and Setswana) word means 'good, clean health'. ✓
Good, clean health is what the train provides. ✓/The trains go around providing healthcare ✓ and educating people about diseases. ✓

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

- 1.4 The project uses student volunteers, ✓ providing them with an opportunity to gain experience in/prepare for their career fields. ✓ (2)

- 1.5 1.5.1 A/technologically advanced ✓ (1)

- 1.5.2 It means that Phelophepa started operating/was launched. ✓ It is suitable because the word 'tracks' is associated with railway lines and Phelophepa is a train travelling on a track. ✓ (2)

- 1.5.3 It has the latest medical and information technology. ✓
The number of people who receive care/benefit has increased. ✓ (2)

- 1.6 Accept a suitable text-based response, e.g.

The train has been in operation for 20 years/a long time. ✓
It is no longer a stranger as it visits once a year for a week/ regularly/often. ✓
Communities rely on the train/staff to assist them/people have come to love the train and its services. ✓ (3)

- 1.7 1.7.1 The writer shows how those in need of health care have benefited significantly. ✓
The writer shows the positive impact that Phelophepa has had on communities. ✓
The writer provides a human perspective to the article. ✓
It is a good example of the relationship between the communities and the staff of Phelophepa. ✓

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

- 1.7.2 Open-ended. Accept a suitable response which reflects the candidate's understanding of the passage and of the impact the train has on individuals and/or communities.

NOTE: Do not award a mark for stating an initial feeling. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

- 1.8 Phelophepa offers people hope through the services it offers to communities across South Africa./It helps people who do not have access to health care.

NOTE: Accept suitable answers that reflect candidates' understanding of the figurative meaning of the title of the passage. (2)

- 1.9 Opinion. Accept two suitable and relevant suggestions, e.g.

More mobile clinics should be introduced.✓
These clinics should visit the communities more often.✓
They should remain in the community for more than one week.✓
They need to partner with the Department of Health.✓
More volunteers should be employed.✓

NOTE: Accept any TWO answers which reflect that a candidate understands the kind of services offered by Phelophepa. (2)

- 1.10 1.10.1 Healthcare ✓ (1)

- 1.10.2 Clothes/clothing ✓ (1)

- 1.11 To show the imbalance in spending ✓ between alcohol and healthcare, and between clothes and education.✓

OR

To show that more money is spent ✓ on less important things. ✓

OR

To show that less money ✓ is spent on more important things.✓ (2)

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

Yes.

It is easier to understand numbers than to interpret an illustration./Statistics are more accurate than illustrations.

OR

No.

Illustrations attract more people and they are more interesting than numbers/statistics./People tend to pay more attention to illustrations rather than writing/numbers/figures.

NOTE: Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'... has an embedded microchip that prevents fraud.'	1.	The card has an implanted microchip.
2.	'Your personal information is laser-engraved into the identity card.'	2.	Your personal information is engraved into the card using a laser.
3.	'Your photograph is laser-engraved, making it impossible for fraudsters to swap it with another picture, as was the case with the green identity book.'	3.	Your photograph is laser-imprinted.
4.	'The card also includes detailed fingerprint analysis to identify a person on an electronic system.'	4.	The card contains your fingerprints.
5.	'Each card has a unique identity card number.'	5.	Each card has a distinctive/its own card number.
6.	'One-dimensional and two-dimensional barcodes are used to scan the cards.' 'The one-dimensional barcode uses the old technology, while the two-dimensional barcode uses the newer scanner technology.'	6.	One-dimensional and two-dimensional barcodes are used. / Two different barcodes are used.
7.	'Your card is read using portable verification machines with which the police are issued.'	7.	Police will be able to authenticate/scan/check the cards by using portable identity scanners.
8.	'Institutions that require your identity details will have to buy the necessary scanning machines. This means that they know with whom they are dealing.'	8.	By buying scanning machines, all institutions will be able to verify people's identity details.

Marking the summary

The summary should be marked as follows:

- **Mark allocation:**
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- **Distribution of language marks when candidate has not quoted verbatim:**
 - 1–3 points correct: award 1 mark
 - 4–5 points correct: award 2 marks
 - 6–7 points correct: award 3 marks
- **Distribution of language marks when candidate has quoted verbatim:**
 - 6–7 quotes: award no language mark
 - 1–5 quotes: award 1 language mark

NOTE:

- **Format:** Even if the summary is presented in the incorrect format, it must be assessed.
- **Word count:**
 - Markers are required to verify the number of words used.
 - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
 - If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

NOTE TO MARKERS:

- Credit only ONE fact per point.
- In order for the fact to be credited, it must be coherent.

TOTAL SECTION B: 10

SECTION C: LANGUAGE**NOTE:**

- One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
- In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.

QUESTION 3: ANALYSING AN ADVERTISEMENT

3.1 SMS/Text'sunshine' to 38051/the number provided/the South African Guide-Dogs association for the blind. (1)

3.2 Visual: The picture of a sun is provided.✓
Verbal: The word 'lighten' has been used./The word 'sunshine' is repeated/
'Sunshine' is the keyword of the SMS. ✓ (2)

3.3 A dog is like a 'friend' because it can be trusted/be faithful/loyal to this blind person/ A donor is like a 'friend' because he/she helps the blind.✓

A dog is like 'eyes' because it guides the blind person wherever she needs to go./ A donor is like 'eyes' because he/she provides the blind with the means to afford/keep a guide dog.✓

A dog/donor is like 'sunshine' because it/he/she adds brightness/hope/cheer to the blind person's life/is essential/allows her to function in society.✓

NOTE: Award one mark for each of the three aspects. (3)

3.4 Potential sponsors/donors ✓
People who want to support the blind.✓
People who are charitable.✓
People who can afford to make a donation.✓

NOTE: Accept any ONE of the above answers. (1)

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

Yes.

The picture suggests/portrays a close/trusting relationship between the blind woman and the dogs. The woman is smiling, suggesting that she is happy to have the dogs guide/lead/assist her. This supports the message that guide dogs play an important role in the lives of blind people.

OR

No.

The picture does not indicate clearly that the two dogs are guide dogs; they could just be the woman's pets. It is also not clear whether the woman is blind or not.

NOTE: Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 or 2 marks for an answer that is not well-substantiated.

(3)
[10]

QUESTION 4: ANALYSING A CARTOON

4.1 4.1.1 To show that the speaker could not finish her sentence/was interrupted.✓ (1)

4.1.2 The driver's hands are gripping/holding the steering wheel firmly.✓
Her eyes are wide open.✓
She is looking straight ahead.✓
She is leaning forward/hunched.✓

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

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

Yes.

The cartoonist makes use of (repeated) exclamation marks to show that the taxi driver is shouting.✓She points/wags her finger at the other woman.✓The driver also takes her eyes off the road.✓She has taken one of her hands off the steering wheel.✓Her mouth is curving downwards.✓Her eyebrows are drawn together/frowning.✓

OR

No.

Although the cartoonist has used exclamation marks, it does not mean that the driver is upset.✓It could have been used for emphasis.✓The driver could have taken her eyes off the road to show that she is paying attention to the other woman.✓

NOTE: Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1mark for an answer that is not well-substantiated. (2)

4.3 The driver is embarrassed/feels foolish/realises✓that she has misunderstood the woman/misinterpreted the word 'cold'/shouted for nothing/ jumped to a conclusion. ✓ (2)

4.4 There is a pun/play on words/ambiguity in the use of the word 'cold'.✓
Mavis thinks Zandi is referring to being ill✓while she is really referring to the cold drink in her hand.✓/Mavis thinks Zandi wants time off, ✓but she is offering her a cold drink. ✓ (3)
[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS**5.1 TEXT F**

- 5.1.1 (a) their (1)
 (b) on (1)
 (c) are (1)
 (d) relieve (1)

- 5.1.2 In future learners will carry neither backpacksnor heavy textbooks to school.

OR

In future learners will not/won't carry (either) backpacks or heavy textbooks to school.

OR

In future learners will not carry backpacks; neither will they carry heavy textbooks to school. (1)

- 5.1.3 The parents said: ✓ 'We ✓ are ✓ / We're ✓ ✓ impressed with the new device.'

OR

The parents said: ✓ 'We ✓ are ✓ / We're ✓ ✓ impressed with the new device.'

OR

'We ✓ are ✓ / We're ✓ ✓ impressed with the new device.' ✓ said the parents.

NOTE: Award ONE mark for each underlined change and ONE mark for BOTH quotation marks and the full stop. (4)

- 5.1.4 Accept a suitable response e.g.

The boy stares out of the window during a lesson.

OR

When I walked into the room, I received many stares.

NOTE: Award ONE mark for the correct homophone (stares) and ONE mark for a well-constructed, correct sentence. (2)

5.1.5 Bricks or gold bars weigh down the backpack. (1)

5.1.6 Since all the necessary textbooks can be stored in a tablet,✓
learners will no longer have to carry heavy backpacks.✓ (2)

5.2 **TEXT G**

5.2.1 (a) Electoral ✓ (1)

(b) An ✓ (1)

5.2.2 (a) The IEC is an established commission. ✓ (1)

(b) Free and fair elections are consistently delivered in a
democracy. ✓ (1)

(c) Many South Africans believe that their election process is the
best in the world. ✓ (1)

5.2.3 Electoral organisations play a vital role in many countries'
elections. (1)
[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2014

MARKS: 70

TIME: 2 hours

This question paper consists of 26 pages.

INSTRUCTIONS AND INFORMATION

Read this page carefully before you begin to answer the questions.

1. Do NOT attempt to read the entire question paper. Consult the Table of Contents on the next page and mark the numbers of the questions set on the texts you have studied this year.

2. This question paper consists of FOUR sections:

SECTION A: Novel	(35)
SECTION B: Drama	(35)
SECTION C: Short stories	(35)
SECTION D: Poetry	(35)

3. Answer questions from TWO sections, as follows:

SECTION A: NOVEL

Answer the question on the novel that you have studied.

SECTION B: DRAMA

Answer the question on the drama that you have studied.

SECTION C: SHORT STORIES

Answer the questions on BOTH extracts.

SECTION D: POETRY

Answer the questions on BOTH poems.

Use the checklist to assist you.

4. Follow the instructions at the beginning of each section carefully.
5. Number your answers exactly as the questions are numbered in the question paper.
6. Start EACH section on a NEW page.
7. Spend approximately 60 minutes on each section.
8. Write neatly and legibly.

TABLE OF CONTENTS**SECTION A: NOVEL****Answer ANY ONE question.**

QUESTION NO.	MARKS	PAGE NO.
1. <i>To Kill a Mockingbird</i>	35	5
2. <i>Lord of the Flies</i>	35	8
3. <i>A Grain of Wheat</i>	35	11

SECTION B: DRAMA**Answer ANY ONE question.**

4. <i>Romeo and Juliet</i>	35	14
5. <i>Nothing but the Truth</i>	35	17

SECTION C: SHORT STORIES**Answer the questions set on BOTH extracts.**

6.1 <i>The Dube train</i>	18	20
6.2 <i>The coffee-cart girl</i>	17	21

SECTION D: POETRY**Answer the questions set on BOTH poems.**

7.1 <i>Death be not proud</i>	18	23
7.2 <i>Auto wreck</i>	17	24

CHECKLIST**NOTE:**

- Answer questions from ANY TWO sections.
- Tick the sections you have answered.

SECTION	QUESTION NUMBERS	NO. OF QUESTIONS TO ANSWER	TICK (✓)
A: Novel	1–3	1	
B: Drama	4–5	1	
C: Short Stories	6	1	
D: Poetry	7	1	
NOTE: Ensure that you have answered questions on TWO sections only.			

SECTION A: NOVEL

In this section, there are contextual questions set on the following novels:

- *TO KILL A MOCKINGBIRD* by Harper Lee
- *LORD OF THE FLIES* by William Golding
- *A GRAIN OF WHEAT* by Ngũgĩ wa Thiong'o

Answer ALL the questions on the novel you have studied.

QUESTION 1***TO KILL A MOCKINGBIRD***

Read the following extracts from the novel and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 1.1 AND QUESTION 1.2.

1.1 [The children are running away.]

Dill and Jem dived beside me. Jem's breath came in sobs: 'Fence by the school yard! – hurry, Scout!'

Jem held the bottom wire; Dill and I rolled through and were halfway to the shelter of the school yard's solitary oak when we sensed that Jem was not with us. We ran back and found him struggling in the fence, kicking his pants off to get loose. He ran to the oak tree in his shorts. 5

Safely behind it, we gave way to numbness, but Jem's mind was racing: 'We gotta get home, they'll miss us.'

We ran across the school yard, crawled under the fence to Deer's Pasture behind our house, climbed our back fence and were at the back steps before Jem would let us pause to rest. 10

Respiration normal, the three of us strolled as casually as we could to the front yard. We looked down the street and saw a circle of neighbours at the Radley front gate.

'We better go down there,' said Jem. 'They'll think it's funny if we don't show up.' 15

Mr Nathan Radley was standing inside his gate, a shotgun broken across his arm. Atticus was standing beside Miss Maudie and Miss Stephanie Crawford. Miss Rachel and Mr Avery were near by. None of them saw us come up. 20

[Chapter 6]

- 1.1.1 Choose a description from COLUMN B that matches the word in COLUMN A. Write only the letter (A–D) next to the question number (1.1.1(a)–1.1.1(c)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Mockingbird	A a symbol of hope and beauty in the novel
(b) Prejudice	B cruel treatment over a period of time
(c) Flowers	C an unfavourable opinion formed based on limited knowledge
	D true goodness and innocence that should always be protected

(3)

- 1.1.2 Refer to lines 1–6 ('Dill and Jem ... to get loose').

- (a) Where are the children at this moment? (1)
- (b) Explain what they are doing there. (1)
- (c) Refer to lines 5–6 ('kicking his pants').

Choose the correct answer to complete the following sentence. Write only the letter (A–D) in the ANSWER BOOK.

Jem's pants are returned to him by ...

- A Nathan Radley.
- B Miss Maudie.
- C Miss Crawford.
- D Boo Radley. (1)
- (d) What does the incident reveal about the person who returns the pants? (1)

- 1.1.3 Discuss the difference between Mr Nathan Radley and Atticus Finch in their treatment of children. (4)

- 1.1.4 Discuss how the title of the novel is relevant to Boo Radley. (4)

- 1.1.5 Do you think the children's actions in this extract are acceptable? Discuss your view. (3)

AND

1.2 [Atticus questions Mayella at the trial of Tom Robinson.]

'Miss Mayella,' said Atticus, in spite of himself, 'a nineteen-year-old girl like you must have friends. Who are your friends?'	
The witness frowned as if puzzled. 'Friends?'	
'Yes, don't you know anyone near your age, or older, or younger? Boys and girls? Just ordinary friends?'	5
Mayella's hostility, which had subsided to grudging neutrality, flared again. 'You makin' fun o' me agin, Mr Finch?'	
Atticus let her question answer his.	
'Do you love your father, Miss Mayella?' was his next.	
'Love him, whatcha mean?'	10
'I mean, is he good to you, is he easy to get along with?'	
'He does tollable, 'cept when – '	
'Except when?'	
Mayella looked at her father, who was sitting with his chair tipped against the railing. He sat up straight and waited for her to answer.	15
'Except when nothin',' said Mayella. 'I said he does tollable.'	
Mr Ewell leaned back again.	
'Except when he's drinking?' asked Atticus so gently that Mayella nodded.	
'Does he ever go after you?'	20
'How you mean?'	
'When he's – riled, has he ever beaten you?'	
Mayella looked around, down at the court reporter, up at the judge. 'Answer the question, Miss Mayella,' said Judge Taylor.	
'My paw's never touched a hair o' my head in my life,' she declared firmly. 'He never touched me.'	25
[Chapter 18]	

1.2.1 Refer to the first FIVE lines of the extract ('Miss Mayella,' said ... Just ordinary friends?').

(a) Explain why Mayella responds in the way she does. (2)

(b) Why is this question important to the trial? (2)

1.2.2 Explain the relationship between Mayella and her father. (2)

1.2.3 What effect does Bob Ewell's behaviour have on Mayella in lines 14–15 ('Mayella looked at ... her to answer')? (2)

1.2.4 Using your OWN words, explain why the following statement is TRUE:

Mayella gives contradictory evidence in this extract. (2)

- 1.2.5 At the end of the trial Tom is found guilty.
Identify and discuss the theme which is shown by this verdict. (3)
- 1.2.6 Do you think Mayella can be blamed for what happens to Tom?
Discuss your view. (4)
- [35]**

OR

QUESTION 2

LORD OF THE FLIES

Read the following extracts from the novel and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 2.1 AND QUESTION 2.2.

2.1 [The boys have a meeting.]

His speech made, he allowed Piggy to lift the conch out of his hands. Then he retired and sat as far away from the others as possible.

Piggy was speaking now with more assurance and with what, if the circumstances had not been so serious, the others would have recognised as pleasure. 5

'I said we could all do without a certain person. Now I say we got to decide on what can be done. And I think I could tell you what Ralph's going to say next. The most important thing on the island is the smoke and you can't have no smoke without a fire.'

Ralph made a restless movement. 10

'No go, Piggy. We've got no fire. That thing sits up there – we'll have to stay here.'

Piggy lifted the conch as though to add power to his next words.

'We got no fire on the mountain. But what's wrong with a fire down here? A fire could be built on them rocks. On the sand, even. We'd make smoke 15 just the same.'

'That's right!'

'Smoke!'

'By the bathing-pool!'

The boys began to babble. Only Piggy could have the intellectual daring 20 to suggest moving the fire from the mountain.

[Chapter 8]

- 2.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–D) next to the question number (2.1.1(a)–2.1.1(c)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Jack	A	thinker
(b)	Ralph	B	discovers the beast
(c)	Piggy	C	chosen as leader
		D	hunter

(3)

- 2.1.2 Refer to lines 1–2 ('His speech made ... others as possible').

(a) What suggestion does Simon make in 'his speech' (line 1)? (1)

(b) Why does Simon sit 'as far away from the others as possible' in line 2? (1)

- 2.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) in the ANSWER BOOK.

Piggy 'speaking now with more assurance' (line 3), shows that he is ...

- A humorous.
B funny.
C arrogant.
D confident. (1)

- 2.1.4 Using your own words, explain why the outcome of Piggy's request to move the fire from the mountain to the bathing-pool has a positive effect on the boys. (2)

- 2.1.5 Refer to lines 14–15 ('But what's wrong ... the sand, even').

How does the suggestion to build a fire on the beach affect Jack? (1)

- 2.1.6 Explain the role of the conch in this novel. (3)

- 2.1.7 Do you think Piggy could be a good leader? Discuss your view. (4)

AND

2.2 [Ralph and Piggy talk after Simon's death.]

Ralph climbed on to the platform carefully. The coarse grass was still worn away where the assembly used to sit; the fragile white conch still gleamed by the polished seat. Ralph sat down in the grass facing the Chief's seat and the conch. Piggy knelt at his left, and for a long minute there was silence.	5
At last Ralph cleared his throat and whispered something. Piggy whispered back.	
'What you say?'	
Ralph spoke up.	
'Simon.'	10
Piggy said nothing but nodded, solemnly. They continued to sit, gazing with impaired sight at the chief's seat and the glittering lagoon. The green light and the glossy patches of sunshine played over their befouled bodies.	
At length Ralph got up and went to the conch. He took the shell caressingly with both hands and knelt, leaning against the trunk.	15
'Piggy.'	
'Uh?'	
'What we going to do?'	
Piggy nodded at the conch.	
'You could – '	20
'Call an assembly?'	
Ralph laughed sharply as he said the word and Piggy frowned.	
'You're still Chief.'	
Ralph laughed again.	
'You are. Over us.'	25
'I got the conch.'	
'Ralph! Stop laughing like that. Look there ain't no need, Ralph! What's the others going to think?'	
At last Ralph stopped. He was shivering.	
'Piggy.'	30
'Uh?'	
'That was Simon.'	
'You said that before.'	

[Chapter 10]

2.2.1 Refer to lines 1–6 ('Ralph climbed on ... and whispered something').

- (a) Give ONE word to describe how Ralph feels in these lines. (1)
- (b) Explain why he feels this way. State THREE points. (3)

2.2.2 Refer to lines 11–13 ('Piggy said nothing ... their befouled bodies').

- (a) Quote ONE word from these lines to show that the following statement is TRUE:
- Piggy and Ralph are very serious. (1)
- (b) Explain both the LITERAL and FIGURATIVE meaning of 'their befouled bodies' in line 13. (2)

- 2.2.3 Why does Ralph laugh at Piggy's suggestion to 'call an assembly' in line 21? (1)
- 2.2.4 State TWO differences between Jack and Ralph's leadership styles. (4)
- 2.2.5 Identify Ralph's tone in line 32 ('That was Simon'). (1)
- 2.2.6 Identify and discuss the theme which is evident in Ralph and Piggy's reaction to Simon's killing. (3)
- 2.2.7 Why does the author include the character Simon in this novel? Discuss your view. (3)
- [35]**

OR

QUESTION 3

A GRAIN OF WHEAT

Read the following extracts from the novel and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 3.1 AND QUESTION 3.2.

3.1 [People talk about Mugo.]

Two days later, people were to talk about Mugo in the eight ridges around Thabai: they told with varying degrees of exaggeration how he organised the hunger-strike in Rira, an action which made Fenna Brokowi raise questions in the British House of Commons. His solitary habits and eccentric behaviour at meetings marked him as a chosen man. Remember also that the years in detention and suffering had enhanced rather than diminished his powerful build. He was tall with large dark eyes; the lines of his face were straight, clearly marked, almost carved in stone – one of those people who induce hope and trust on the evidence of their looks. 5

But neither on Sunday nor on Monday had Mugo any premonition that general worship was coming his way. In fact, the sudden proposal from the Party threw him off his balance. 10

He woke up in the morning hoping that last night's experience was another dream. But the sight of the stools on which the delegates had sat dispelled such illusions. The words spoken passed through his head with a nightmarish urgency. Why did they want him to lead the Uhuru celebrations? Why not Gikonyo, Warui, or one of the forest fighters? Why Mugo? Why? Why? 15

[Chapter 6]

- 3.1.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–D) next to the question number (3.1.1(a)–3.1.1(c)) in the ANSWER BOOK.

COLUMN A		COLUMN B	
(a)	Harambee	A	political movement in Kenya
(b)	Mau-Mau	B	Mugo's village
(c)	Thabai	C	member of the homeguard
		D	in favour of a united community

(3)

- 3.1.2 Using your OWN words, explain why Mugo is 'marked as a chosen man' (line 5). (1)

- 3.1.3 Explain why the following statement is TRUE:

Mugo is extremely nervous.

(1)

- 3.1.4 Quote a sentence from the passage to show that Mugo had visitors the previous night. (1)

- 3.1.5 Refer to line 15 ('The words spoken').

Explain the 'words spoken' being referred to in this line.

(1)

- 3.1.6 Discuss how Kihika and Mugo's personalities differ. (4)

- 3.1.7 Identify and discuss the theme which is evident in the way people talk about Mugo in this extract. (3)

- 3.1.8 Do you think Mugo is a hero? Discuss your view. (3)

AND

3.2 [Gikonyo and Karanja participate in the second race.]

As he ran, Gikonyo tried to hold on to other things; the half-familiar faces in the crowd; the new Rung'ei shops further down; the settled area across. Would Uhuru bring the land into African hands? And would that make a difference to the small man in the village? He heard a train rumbling at Rung'ei station. He thought of his father in the Rift Valley provinces. Was he still alive? What did he look like? He traversed the wide field of his childhood, early manhood, romance with Mumbi; Kihika, the Emergency, the detention camps, the stones on the pavement, the return home to betrayal passed through his mind in rapid succession. How Mumbi had dominated his life. Her very absence had almost unarmed him and made him break down. He angrily jerked his head, compelling himself to concentrate on the present race. He and Karanja were rivals again. But rivals for what? For whom were they competing?

Karanja is only mocking me, he thought. He seethed with hatred as he panted and mopped sweat away from his forehead. He ran on, the desire to win inflamed him. He maintained his place close behind Karanja.

[Chapter 14]

- 3.2.1 Choose the correct answer to complete the following sentence. Write only the letter (A–D) in the ANSWER BOOK.

The race being run here is to celebrate ...

- A Christmas.
- B Uhuru.
- C the Emergency.
- D Easter.

(1)

- 3.2.2 Refer to lines 3–4 ('Would Uhuru bring ... in the village').

Using your OWN words, explain Gikonyo's thoughts in these lines.

(2)

- 3.2.3 Gikonyo and Karanja participated in another race earlier in the novel.

Why are both races important to the two men?

(1)

- 3.2.4 Refer to lines 9–10 ('How Mumbi had dominated').

Explain how Mumbi 'had dominated' Gikonyo's life when he was in detention.

(3)

- 3.2.5 Describe the relationship between Mumbi and Gikonyo at this point in the novel.

(4)

- 3.2.6 Why does the author include the character Mumbi in this novel? Discuss your view.

(3)

- 3.2.7 Do you think the title of this novel is appropriate? Discuss your view.

(4)

[35]**TOTAL SECTION A: 35**

SECTION B: DRAMA

In this section, there are contextual questions set on the following dramas:

- *ROMEO AND JULIET* by William Shakespeare
- *NOTHING BUT THE TRUTH* by John Kani

Answer the question on the drama you have studied.

QUESTION 4 (CONTEXTUAL QUESTION)***ROMEO AND JULIET***

Read the following extracts from the play and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 4.1 AND QUESTION 4.2.

4.1 [Romeo and Juliet are enquiring about each other after the ball.]

ROMEO:	What is her mother?	
NURSE:	Marry, bachelor, Her mother is the lady of the house, And a good lady, and a wise and virtuous. I nursed her daughter that you talked withal. I tell you, he that can lay hold of her Shall have the chinks.	5
ROMEO:	Is she a Capulet?	
BENVOLIO:	O dear account! My life is my foe's debt.	
ROMEO:	Away, be gone! The sport is at the best.	10
ROMEO:	Ay, so I fear. The more is my unrest.	
CAPULET:	Nay, gentlemen, prepare not to be gone. We have a trifling foolish banquet towards. <i>Benvolio whispers in his ear.</i> Is it e'en so? Why then, I thank you all. I thank you, honest gentlemen. Good night. More torches here! Come on then, let's to bed. Ah sirrah, by my fay, it waxes late. I'll to my rest. <i>Exeunt all but Juliet and Nurse.</i>	15
JULIET:	Come hither, Nurse. What is yond gentleman?	20
NURSE:	The son and heir of old Tiberio.	
JULIET:	What's he that now is going out of door?	
NURSE:	Marry, that I think be young Petruchio.	
JULIET:	What's he that follows here, that would not dance?	
NURSE:	I know not.	25
JULIET:	Go ask his name. If he be married, My grave is like to be my wedding bed.	
NURSE:	His name is Romeo, and a Montague, The only son of your great enemy.	
JULIET:	My only love, sprung from my only hate!	30

[Act 1 Scene 5]

- 4.1.1 Complete the following sentence by using the words in the list below. Write only the word next to the question number (4.1.1(a)–4.1.1(c)) in the ANSWER BOOK.

happy; Rosaline; burial; depressed; feast; Juliet

- Romeo is extremely (a) ... about losing his beloved (b) ... He attends the Capulet's (c) ... hoping to see her. (3)
- 4.1.2 Describe the Nurse's relationship with the Capulets. State TWO points. (2)
- 4.1.3 Refer to line 10 ('Away, be gone!').
- How do Benvolio's words show the difference between Romeo and Benvolio? (2)
- 4.1.4 If you were the director of this play, what would you tell Juliet to do when saying line 20 ('Come hither, Nurse. What is yond gentleman?'). (1)
- 4.1.5 Refer to line 27 ('My grave is like to be my wedding bed').
- (a) Identify the figure of speech. (1)
- (b) Explain how this figure of speech becomes relevant later in the play. (2)
- 4.1.6 Romeo says 'My life is my foes' debt' (line 9) and Juliet says 'My only love, sprung from my only hate!' (line 30).
- Identify and discuss the theme shown in these lines. (3)
- 4.1.7 In your opinion, is Romeo immature and impulsive? Discuss your view. (3)

AND

- 4.2 [Romeo, Juliet and Paris die.]

3 rd WATCH:	Here is a friar that trembles, sighs and weeps. We took this mattock and this spade from him As he was coming from this churchyard's side.	
1 st WATCH:	A great suspicion! Stay the friar too.	
	<i>Enter the Prince and Attendants.</i>	5
PRINCE:	What misadventure is so early up, That calls our person from our morning rest?	
	<i>Enter Capulet, Lady Capulet and others.</i>	
CAPULET:	What should it be, that is so shrieked abroad?	
LADY CAPULET:	O the people in the street cry 'Romeo', Some 'Juliet', and some 'Paris'; and all run With open outcry toward our monument.	10

PRINCE:	What fear is this which startles in our ears?	
1 st WATCH:	Sovereign, here lies the County Paris slain, And Romeo dead, and Juliet, dead before, Warm and new killed.	15
PRINCE:	Search, seek, and know how this foul murder comes.	
1 st WATCH:	Here is a friar, and slaughtered Romeo's man, With instruments upon them fit to open These dead men's tombs.	20
CAPULET:	O heavens! O wife, look how our daughter bleeds! This dagger hath mista'en, for lo, his house Is empty on the back of Montague, And it mis-sheathèd in my daughter's bosom!	
LADY CAPULET:	O me! This sight of death is a bell That warns my old age to a sepulchre.	25
<i>Enter Montague and others.</i>		
PRINCE:	Come, Montague, for thou art early up To see thy son and heir now early down.	
MONTAGUE:	Alas, my liege, my wife is dead tonight! Grief of my son's exile hath stopped her breath. What further woe conspires against mine age?	30
PRINCE:	Look, and thou shalt see.	
[Act 5 Scene 3]		

4.2.1 In line 1, the Friar 'trembles, sighs and weeps'.

Explain the reasons for the Friar's actions. (2)

4.2.2 Quote TWO lines to show that the following statement is TRUE:

The Prince is annoyed at being disturbed. (1)

4.2.3 Choose the correct answer to complete the following sentence.
Write only the letter (A–D) in the ANSWER BOOK.

In lines 10–12 ('O, the people ... toward our monument.') Lord and Lady Capulet may be described as being ...

- A excited.
- B concerned.
- C unconcerned.
- D happy. (1)

4.2.4 Refer to lines 25–26 ('This sight of ... to a sepulchre').

(a) The above is an example of a comparison.

Explain this comparison. (2)

(b) Identify Lady Capulet's tone in these lines. (1)

- 4.2.5 Refer to lines 30–32 ('Alas, my liege ... against mine age?').
- (a) Why has Romeo been banished? (1)
- (b) How does this affect his family? (1)
- 4.2.6 How does the Apothecary contribute to the tragedy in this play? (1)
- 4.2.7 In no more than TWO sentences, say why Romeo and Juliet are responsible for the tragic events in the play. (2)
- 4.2.8 Discuss how the Prince's feelings affect his behaviour in this extract. (2)
- 4.2.9 Do you sympathise with the parents of Romeo and Juliet? Discuss your view. (4)
- [35]**

OR

QUESTION 5

NOTHING BUT THE TRUTH

Read the following extracts from the play and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 5.1 AND QUESTION 5.2.

5.1 [Thando and Mandisa discuss their families.]

THANDO:	He must have been very close to Grandpa. Uncle Themba, that's all he talked about.	
SIPHO:	Of course my father always talked about Themba. When Themba left the country, at first my father blamed me for not stopping him.	5
THANDO:	Really? I never knew that Grandpa felt that way. To me he said he loved you very much.	
SIPHO:	I wish he had told me too.	
THANDO:	You mean Grandpa never said he loved you?	
SIPHO:	We African men don't find it easy to say that to our sons. It's taken for granted that we do.	10
THANDO:	Was Uncle Themba close to Mom?	
SIPHO:	What do you mean?	
THANDO:	People say they got along very well.	
SIPHO:	Who are these people saying these things to you?	15
THANDO:	Well everybody ...	
SIPHO:	I suppose they were close, very close. He was my brother.	
THANDO:	Why did Uncle Themba go into exile?	
SIPHO:	HE LEFT THE COUNTRY! Leave it at that. <i>[Pause.]</i> Why are you asking these questions?	20

[Act 1, Scene 1]

- 5.1.1 Complete the following sentence by using the words in the list below. Write only the word next to the question number (5.1.1(a)–5.1.1(c)) in the ANSWER BOOK.

Themba; Sipho; love; conflict; reconcile; forgive

- The drama primarily focuses on the inner (a) ... experienced by (b) ... to (c) ... his brother. (3)
- 5.1.2 Write down ONE sentence to describe the relationship between Sipho and his parents as it is portrayed in this extract. (1)
- 5.1.3 Write down ONE word which describes Sipho's feelings in lines 1–8 ('He must have ... told me too'). (1)
- 5.1.4 Explain how Themba and Sipho were treated by their parents when they were children. (2)
- 5.1.5 Explain why the following statement is TRUE:
Themba was popular in the community. (1)
- 5.1.6 Refer to the last two lines of the passage. 'HE LEFT THE ... asking these questions?' (lines 19–20).
(a) Give TWO possible reasons why Themba 'LEFT THE COUNTRY!'. (2)
(b) If you were the stage director of this play, what would you tell Sipho to do when saying these lines? (1)
- 5.1.7 Identify and discuss the theme which is evident in the way Sipho talks about Themba in this extract. (3)
- 5.1.8 Sipho is blamed by their father when Themba leaves the country. Do you think this is fair? Discuss your view. (3)

AND

- 5.2 [Mandisa is upset.]

THANDO:	Mandisa, we had a choice. We could have gone for revenge. We could have gone for Nuremberg-style trials but how would that have made us different from them?	5
MANDISA:	For what in return?	
THANDO:	Peace, stability, reconciliation.	
MANDISA:	You mean international reconciliation. They were so dying for international approval that they sold out. Did anyone of them think about the people? Did someone warn them that the people might want that revenge?	

THANDO:	We have a country to rebuild. A nation to take care of. An economy to grow, jobs to create, houses to build, clinics, hospitals, schools and our lives. Where would revenge get us except more violence? Besides we did not want to give those bastards the honour of taking up arms against us in their defence and calling it a legitimate struggle. There was one Struggle, the struggle for liberation, our Struggle.	10
MANDISA:	Then why is Craig Williamson a free man? He committed murder.	15
THANDO:	Because according to the rules and requirements for amnesty ...	
MANDISA:	He disclosed all? Yes. He told us nothing new except that he sent the parcel bombs. Who gave the order? Do we know that? Does that make him innocent?	20
THANDO:	No, it does not. He met the conditions set for amnesty.	
MANDISA:	Then why was there an outcry against him receiving amnesty? Why was everybody angry?	25
[Act 2 Scene 1]		

- 5.2.1 Briefly explain why Mandisa is upset in this extract. (2)
- 5.2.2 Discuss the difference between the 'Nuremberg-style trials' (line 2) and the Truth and Reconciliation Commission. (2)
- 5.2.3 Explain how the Truth and Reconciliation Commission is relevant to Sipho and his family in this drama. (3)
- 5.2.4 Thando and Mandisa are very different.
- (a) Write down ONE difference between Mandisa and Thando which is evident in this extract. (2)
- (b) Explain the reason for this difference between the two women. State TWO points. (2)
- 5.2.5 Choose the correct answer to complete the following sentence. Write only the letter (A–D) in the ANSWER BOOK.
- Sipho changes from a bitter man to a man at ...
- A home.
B peace.
C heart.
D leisure. (1)
- 5.2.6 Explain what lines 24–25 ('Then why was ... was everybody angry?') reveal about the Truth and Reconciliation Commission. (2)
- 5.2.7 Do you think the character Mandisa is necessary in this play? Discuss your view. (4)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

In this section, there are contextual questions set on the following short stories:

- *THE DUBE TRAIN* by Can Themba
- *THE COFFEE-CART GIRL* by Es'kia Mphahlele

QUESTION 6

Read the following extracts from the TWO short stories and answer the questions set on each. The number of marks allocated to each question serves as a guide to the expected length of your answer.

NOTE: Answer the questions set on BOTH extracts, i.e. QUESTION 6.1 AND QUESTION 6.2.

THE DUBE TRAIN

6.1 [The people are travelling on the train.]

'Hela, you street-urchin, that woman is your mother,' came the shrill voice of the big hulk of a man, who had all the time sat quietly opposite me, humming his lewd little township ditty. Now he moved towards where the *tsotsi* stood rooted.

There was menace in every swing of his clumsy movements, and the half-mumbled tune of his song sounded like under-breath cursing for all its calmness. The carriage froze into silence.

Suddenly, the woman shrieked and men scampered on to seats. The *tsotsi* had drawn a sheath-knife, and he faced the big man.

There is something odd that a knife does to various people in a crowd. Most women go into pointless clamour, sometimes even hugging round the arms the men who might fight for them. Some men make gangway, stampeding helter-skelter; but with that hulk of man the sight of the gleaming blade in the *tsotsi's* hand drove him beserk. The splashing people left a sort of arena. There was an evil leer in his eye, much as if he was experiencing satanic satisfaction.

Croesus Cemetery flashed past.

6.1.1 Complete the following sentence by filling in the missing words. Write only the word next to the question number (6.1.1(a)–6.1.1(b)) in the ANSWER BOOK.

The setting of this short story is a (a) ...-class carriage of a train making its way from (b) ... station.

(2)

6.1.2 Refer to lines 1–4 ('Hela, you street-urchin, ... *tsotsi* stood rooted').

(a) Why does the big man shout at the *tsotsi*?

(1)

(b) Are the man's words in line 1 ('that woman is your mother'), used LITERALLY or FIGURATIVELY? Give a reason for your answer.

(2)

- (c) Give TWO reasons why the woman the big man refers to can be admired. (2)
- (d) Explain why the *tsotsi* 'stood rooted' (line 4). (1)
- 6.1.3 Refer to line 7 ('The carriage froze into silence').
- (a) Choose the correct answer to complete the following sentence. Write only the letter (A–D) in the ANSWER BOOK.
- 'The carriage froze into silence', means that ...
- A the train broke down.
B it was very cold.
C everyone became quiet.
D they were passing a cemetery. (1)
- (b) Briefly explain why 'the carriage froze into silence'. (2)
- 6.1.4 Using your OWN words, explain why the following is FALSE:
- The big man becomes afraid when the *tsotsi* draws a knife. (1)
- 6.1.5 Identify and discuss ONE of the themes of this short story which is evident in this passage. (3)
- 6.1.6 Do you think the big man is a hero for confronting the *tsotsi*? Discuss your view. (3)

AND

THE COFFEE-CART GIRL

6.2 [China is very angry.]

'Yes, you lie! Now listen, Pinkie, you're in love with that cheapjack. Every time I found him here he's been damn happy with you, grinning and making eyes at you. Yes, I've watched him every moment.'

He approached the step leading into the cart.

'Do you see me? I've loved you since I first saw you, the day of the strike.' He was going to say more, but something rose inside him and choked him. He couldn't utter a word more. He walked slowly; a knife drawn out, with a menacing blade, pointed towards her throat. Pinkie retreated deeper into her cart, too frightened to plead her case. 5

At that very moment she realised fully the ghastliness of a man's jealousy, which gleamed and glanced on the blade and seemed to have raised a film which steadied the slit eyes. Against the back wall she managed to speak. 10

'All right, China, maybe you've done this many times before. Go ahead and kill me; I won't cry for help, do what you like with me.' 15

She panted like a timid little mouse cornered by a cat. He couldn't finish the job he had set out to do. Why?

- 6.2.1 Briefly explain why China is angry with Pinkie. (2)
- 6.2.2 Explain how Pinkie and China meet. (2)
- 6.2.3 Quote ONE word from the first EIGHT lines of the extract to show that the knife looked threatening. (1)
- 6.2.4 'She panted like a timid little mouse cornered by a cat' (line 16) is an example of a simile.
Explain what the writer is comparing. (2)
- 6.2.5 Explain how the coffee-cart is a symbol of the relationship between China and Pinkie. (2)
- 6.2.6 Discuss how Pinkie and China's personalities differ. (4)
- 6.2.7 This story is set during the apartheid era, a very violent period in South African history.
Do you think this has an effect on China's behaviour? Discuss your view. (4)

TOTAL SECTION C: 35

SECTION D: POETRY

In this section, there are contextual questions set on the following poems:

- 'Death be not proud' by John Donne
- 'Auto wreck ' by Karl Shapiro

NOTE: Answer the questions set on BOTH poems, i.e. QUESTION 7.1 AND QUESTION 7.2.

QUESTION 7

- 7.1 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Death Be Not Proud – John Donne

Death be not proud, though some have called thee Mighty and dreadful, for thou art not so, For those, whom thou think'st thou dost overthrow, Die not, poor death, nor yet canst thou kill me. From rest and sleep, which but thy pictures be,	5
Much pleasure, then from thee much more must flow, And soonest our best men with thee do go, Rest of their bones, and souls' delivery. Thou art slave to Fate, Chance, kings, and desperate men, And dost with poison, war, and sickness dwell.	10
And poppy or charms can make us sleep as well, And better than thy stroke; why swell'st thou then? One short sleep past, we wake eternally, And death shall be no more; death, thou shalt die.	

- 7.1.1 Complete the following sentence by filling in the missing words. Write only the word next to the question number (7.1.1(a)–7.1.1(b)) in the ANSWER BOOK.

This poem is a sonnet and consists of an (a) ... of eight lines and a (b) ... of six lines. (2)

- 7.1.2 Refer to 'Death be not proud,' in line 1.

- | | | |
|-----|--|-----|
| (a) | Identify the figure of speech. | (1) |
| (b) | Give TWO reasons why death may be 'proud'. | (2) |

7.1.3 'Die not, poor death' (line 4).

Choose the correct answer to complete the following sentence.
Write only the letter (A–D) in the ANSWER BOOK.

The underlined word suggests that death should be ...

- A pampered.
- B pitied.
- C patronised.
- D praised. (1)

7.1.4 Explain the comparison in lines 5–6 ('From rest and ... more must flow'). (2)

7.1.5 Using your OWN words, give TWO examples from the poem of causes associated with death. (2)

7.1.6 Identify the tone of the speaker in the last half of line 12 ('why swell'st thou then?'). (1)

7.1.7 Discuss the message of this poem. (3)

7.1.8 Do you agree with the speaker's view of death in this poem? Discuss your view. (3)

AND

7.2 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Auto wreck – Karl Shapiro

Its quick soft silver bell beating, beating, And down the dark one ruby flare Pulsing out red light like an artery, The ambulance at top speed floating down Past beacons and illuminated clocks	5
Wings in a heavy curve, dips down, And brakes speed, entering the crowd. The doors leap open, emptying light; Stretchers are laid out, the mangled lifted And stowed into the little hospital.	10
Then the bell, breaking the hush, tolls once, And the ambulance with its terrible cargo Rocking, slightly rocking, moves away, As the doors, an afterthought, are closed.	

We are deranged, walking among the cops Who sweep glass and are large and composed. One is still making notes under the light. One with a bucket douches ponds of blood Into the street and gutter.	15
One hangs lanterns on the wrecks that cling, Empty husks of locusts, to iron poles.	20
Our throats were tight as tourniquets, Our feet were bound with splints, but now, Like convalescents intimate and gauche, We speak though sickly smiles and warn With the stubborn saw of common sense, The grim joke and the banal resolution. The traffic moves around with care, But we remain, touching a wound That opens to our richest horror.	25
Already old, the question Who shall die? Becomes unspoken Who is innocent? For death in war is done by hands; Suicide has cause and stillbirth, logic; And cancer, simple as a flower, blooms. But this invites the occult mind, Cancels our physics with a sneer, And spatters all we knew of denouement Across the expedient and wicked stones.	30
	35

- 7.2.1 Using your OWN words, describe the arrival of the ambulance in lines 1–4 ('Its quick soft ... speed floating down'). (3)
- 7.2.2 Why is the ambulance described as 'the little hospital' (line 10)? State TWO points. (2)
- 7.2.3 Compare the reaction of the onlookers to that of the policemen in lines 15–17 ('We are deranged, ... under the light.'). Use your OWN words. (2)
- 7.2.4 What does 'wrecks' in line 20 refer to? (1)
- 7.2.5 Refer to line 22 ('Our throats were tight as tourniquets').
- (a) Identify the sound device. (1)
- (b) Explain why this sound device is used. (2)
- 7.2.6 Give a reason why 'the traffic moves around with care' (line 28). (1)

- 7.2.7 Refer to the last stanza.
- (a) Using your OWN words, say what the onlookers are concerned about. (1)
- (b) Identify the tone of the speaker in the last four lines of the poem. (1)
- 7.2.8 Discuss how both the title and the content of the poem are relevant to modern readers. (4)
- TOTAL SECTION D: 35**
GRAND TOTAL: 70



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2014

MEMORANDUM

MARKS: 70

This memorandum consists of 21 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. This memorandum has been finalized at a memorandum 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.

- 1.1.4 Boo is blamed for everything bad in this town, ✓ yet he is a kind gentle person just like a Mockingbird. ✓
 Boo cares for the children and protects them, ✓ even though they initially treat him disrespectfully e.g. he kills Bob Ewell. ✓
 It is a sin to punish Boo ✓ when he is innocent and means no harm just like it is a sin to kill a Mockingbird. ✓

NOTE: Credit answers which show a link between Boo and the Mockingbird.
 Accept any TWO of the above combinations

(4)

- 1.1.5 Open-ended.

Accept a relevant response which shows knowledge of the children's behaviour and understanding of prejudice in the novel. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.
 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 text of the novel.

(3)

AND

- 1.2 1.2.1 (a) She does not have friends✓ so she does not understand Atticus./She does not socialise. It is a strange concept to her. ✓ (2)
- (b) Atticus will prove that it was Mayella's loneliness✓ that motivated her to attempt to seduce Tom Robinson. ✓ (2)
- 1.2.2 She is afraid/ terrified✓ of him.
 He is abusive/beats her up when he is drunk/possibly abuses her sexually. ✓He treats her like a slave. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.3 She changes her mind / becomes afraid ✓ and lies. ✓ (2)
- 1.2.4 She admits that her father beats✓ her when he is drunk and yet at the end of the extract she says that her father 'never touched a hair on her head.' ✓ (2)
- 1.2.5 Racial prejudice/Racism.✓
 Although Tom is proven/clearly innocent ✓he is convicted (of a crime he did not commit) because of the colour of his skin / by the white jury. ✓ (3)

1.2.6 Open-ended.

Accept a relevant response which shows knowledge and understanding of Mayella's background/circumstances/feelings/ an understanding of racial prejudice and its consequences in the novel. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

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

(4)
[35]

OR

QUESTION 2**LORD OF THE FLIES**

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

- 2.1 2.1.1 (a) D / hunter ✓
 (b) C / chosen as leader ✓
 (c) A / thinker ✓ (3)
- 2.1.2 (a) He wants them to climb the mountain. ✓ (1)
 (b) They mock Simon because he is different from them./He felt
 hurt/ embarrassed. ✓ (1)
- 2.1.3 D / confident. ✓ (1)
- 2.1.4 All the boys are scared of the beast ✓ and building a fire would
 keep their minds off the beast on the mountain.
 The fire holds the possibility of a rescue. ✓
 The fire also gives them warmth and a sense of security. ✓
 They are scared to go up the mountain. ✓
 It is easier to keep the fire going if it is closer. ✓
 NOTE: Accept any TWO of the above. (2)
- 2.1.5 Jack becomes angry and storms off. /Jack challenges Ralph. /
 Jack accuses Ralph of being weak in not wanting to protect the
 boys./Jack wants the boys to turn against Ralph and join him as
 their leader. ✓ (1)
- 2.1.6 It calls the boys to order/authority.✓
 Anyone who has the conch in his hand has the opportunity to
 speak. ✓
 The breaking of the conch is the end of order and civilisation. ✓
 It symbolises discipline. ✓
 It is a symbol of democracy. ✓
 NOTE: Accept any THREE of the above. (3)
- 2.1.7 Open-ended.
 Accept a relevant response which shows knowledge and
 understanding of Piggy's character and his role in the novel as well
 as the demands a leader in these circumstances may have to deal
 with. The discussion must support the initial response but answers
 containing combinations must be credited.
 Do NOT award a mark for YES or NO only.
 For full marks, the response must be well-substantiated. A
 candidate can score 1 - 3 marks for a response which is not well-
 substantiated. The candidate's interpretation must be grounded in
 the text of the novel. (4)

AND

- 2.2 2.2.1 (a) shocked/disbelieving/confused/ashamed/upset/sad/guilty✓ (1)
- (b) The night before Ralph had participated in the feast singing and chanting around the pig.✓
Ralph had participated in Simon's killing.✓
Ralph realises he is now just as barbaric as Jack's tribe. ✓ (3)
- 2.2.2 (a) 'solemnly' ✓ (1)
- (b) Literal:
They were dirty/It refers to their physical appearance.✓
- Figurative:
They are ashamed of their behaviour./Simon's death / the part they played in Simon's killing makes them feel guilty/dirty. ✓ (2)
- 2.2.3 Only the two of them are left. ✓
There is no need to call an assembly. ✓
A meeting would be of no use to them. ✓
None of the others would attend. ✓

NOTE: Accept any ONE of the above. (1)

	Jack	Ralph
2.2.4	Jack seeks power. ✓ He instills fear. ✓ He is savage and cruel. ✓ He is ruthless. ✓ He is a dictator and is autocratic/beats and teases the boys. ✓	Ralph believes in democracy /he is democratic. ✓ He calls meetings and assemblies. ✓ He is respectful and caring. ✓ He likes order. ✓

NOTE: Accept any TWO of the above combinations (2 marks for Jack; 2 marks for Ralph). Credit answers containing accurate examples from the novel. (4)

- 2.2.5 regretful/sad/guilty/frightened✓ (1)
- 2.2.6 The loss of innocence/The evil within man. ✓
Ralph realises that they are involved in the killing of Simon. ✓
They are no longer innocent British boys./They are no different to the rest of the boys. ✓ (3)
- 2.2.7 Open-ended.

Accept a relevant response which shows knowledge and understanding of Simon's role in the novel.
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 text of the novel.

(3)
[35]

OR

QUESTION 3**A GRAIN OF WHEAT**

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

- 3.1 3.1.1 (a) D / in favour of a united community ✓
 (b) A / political movement in Kenya ✓
 (c) B / Mugo's village ✓ (3)

- 3.1.2 He keeps to himself. ✓
 He behaves strangely. ✓
 Everybody speaks about his heroic deeds whilst in detention. ✓
 Everybody sees him as a hero. ✓

NOTE: Accept any ONE of the above. (1)

- 3.1.3 Mugo is afraid of being exposed as Kihika's traitor. ✓
 He has a guilty conscience. ✓
 He knows it is only a matter of time before General R finds out he is the traitor. ✓

NOTE: Accept any ONE of the above. (1)

- 3.1.4 'But the sight of the stools on which the delegates sat dispelled such illusions'. (1)

- 3.1.5 Mugo has been asked to speak at the Uhuru celebrations. ✓ (1)

	Kihika	Mugo
3.1.6	He was brave. ✓ He was unafraid to challenge the white British government/fiercely loyal to the Movement. ✓ He was a powerful speaker. ✓ He was dynamic. ✓ He was selfless. ✓	Mugo is a weakling. ✓ He betrays Kihika. ✓ He is a coward. ✓ He is not willing to make sacrifices. ✓ He thinks only of himself./He is selfish. ✓ He is a recluse. ✓

NOTE: The comparison must be clear. (2 marks for Kihika, 2 marks for Mugo.) Credit answers containing accurate examples from the novel. (4)

- 3.1.7 Truth and perception/ Appearance versus Reality ✓
 Everybody perceives Mugo to be a hero ✓ and someone to be trusted, someone who can induce hope. However, he turns out to be the one who betrayed Kihika. ✓ (3)

- 3.1.8 Open-ended.
Accept a relevant response which shows an understanding of repentance/confession/forgiveness, or betrayal and punishment in the novel and of Mugo's actions.

The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

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 text of the novel.

(3)

AND

- 3.2 3.2.1 B / Uhuru✓ (1)

- 3.2.2 He is wondering if Kenya will be ruled by Africans.✓ He is also concerned if the ordinary man will be affected by this.✓ (2)

- 3.2.3 They compete to win Mumbi's heart. ✓ (1)

- 3.2.4 The thought of not being with Mumbi drove him mad. ✓ He missed her so much that he betrayed✓ the oath in exchange for his freedom.✓ (3)

- 3.2.5 They are married✓ but estranged/ separated.✓ Gikonyo is angry ✓/ he has not forgiven Mumbi ✓ because she betrayed him with Karanja/ she had an affair with Karanja./She had a child with Karanja. ✓ (4)

- 3.2.6 She represents the mother of the nation,✓ a symbol of hope.✓ There is an indication that she will reconcile with Gikonyo and so she becomes the symbol of fertility to rebuild the nation.✓ To show how a woman can cause two men to become rivals.✓ To prove that behind every strong man is a strong woman.✓ To show that women can cope without men. ✓

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

- 3.2.7 Open-ended.
Accept a relevant response which shows an understanding of how the title is linked to sacrifices made in order to gain freedom.
The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

For full marks, the response must be well-substantiated. A candidate can score 1 - 3 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the novel

(4)

[35]**TOTAL SECTION A: 35**

SECTION B: DRAMA

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

QUESTION 4**ROMEO AND JULIET**

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

- 4.1 4.1.1 (a) depressed ✓
 (b) Rosaline ✓
 (c) feast ✓ (3)

- 4.1.2 She has been with them for a long time.✓
 She nursed Juliet.✓
 She is more like a mother to Juliet than her own mother./Juliet
 becomes the daughter that the nurse lost.✓
 Private information is shared with her.✓

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

	Benvolio	Romeo
4.1.3	Benvolio wants Romeo to leave, to prevent trouble.✓ Benvolio is responsible.✓	Romeo is only interested in Juliet and he does not care about the consequences of his actions.✓ Romeo is irresponsible.✓

NOTE: Accept any ONE of the above combinations (1 mark for Romeo 1 mark for Benvolio). Credit answers containing accurate examples from the drama. (2)

- 4.1.4 Juliet should use her hands beckoning/calling the nurse. ✓
 Her eyes should be wide open. ✓
 She should smile/look happy/excited/whisper.✓
 She points at Romeo. ✓

NOTE: Accept any ONE of the above. (1)

- 4.1.5 (a) simile/irony✓ (1)

 (b) Juliet compares her wedding bed to her grave.✓This comes
 true when she and Romeo die in the tomb. ✓/She dies✓
 shortly after getting married.✓ (2)

- 4.1.6 Feuding/rivalry/hatred ✓
The families have been arch enemies for a long time, even the servants are part of the feud. ✓ It is this feud that takes the lives of the two young people who have fallen in love. / Ironically, through the deaths of these two young people, the feud is ended. ✓

OR

Love and hate ✓
The love between Romeo and Juliet ✓ ends the hate between their families but only after their deaths. ✓ (3)

- 4.1.7 Open-ended.

Accept a relevant response which shows an understanding of Romeo's character. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.
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 text of the drama. (3)

- 4.2.1 The Friar feels responsible. ✓
He feels upset. ✓
He thought by helping them he could end the feud. ✓
He did not expect this tragedy/he did not expect Romeo and Juliet to die. ✓
The Friar is afraid of his consequences of his actions. ✓

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

- 4.2.2 'What misadventure is so early up, That calls our person from our morning rest?' ✓ (1)

- 4.2.3 B / concerned. ✓ (1)

- 4.2.4 (a) The sight of the dead people ✓ (Romeo, Juliet and Paris) is like a bell that reminds her of her own mortality. ✓ / It is like a warning that she will eventually die. ✓ (2)

- (b) despair/fear/sadness/shock ✓ (1)

- 4.2.5 (a) He murdered Tybalt. ✓ (1)

- (b) His mother died of a broken heart. ✓ (1)

- 4.2.6 He sold the poison to Romeo. ✓ (1)

- 4.2.7 They were reckless in their actions.✓
They were irresponsible, they should not have hidden their relationship.✓
They should have been honest.✓

NOTE: Accept any TWO of the above.

(2)

- 4.2.8 He is annoyed/angry✓ therefore he is insensitive to their loss/the death of Romeo and Juliet and Count Paris. ✓

(2)

- 4.2.9 Open-ended.

Accept a relevant response which shows an understanding of the feud/rivalry between the Montagues and the Capulets and the relationships the Montagues and Capulets had with their children. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.
For full marks, the response must be well-substantiated. A candidate can score 1 - 3 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the drama.

(4)
[35]

OR

QUESTION 5***NOTHING BUT THE TRUTH***

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

- 5.1 5.1.1 (a) conflict ✓
 (b) Sipho ✓
 (c) forgive ✓ (3)
- 5.1.2 They did not communicate very well. ✓
 They did not have a good relationship. ✓
 They expected a lot from him. ✓
 He was held responsible for everything. ✓
 They were distant. ✓
 His parents favoured Themba. ✓
- NOTE:** Accept any ONE of the above. (1)
- 5.1.3 hurt/unloved/sorrowful/jealous/bitter ✓ (1)
- 5.1.4 Themba was spoilt. / He always got his own way. ✓
 Sipho is always blamed for Themba's wrong-doing./Sipho had to
 take responsibility for Themba ✓
- NOTE:** 1 mark for Themba, 1 mark for Sipho. Credit answers
 containing accurate examples from the drama. (2)
- 5.1.5 Everybody always spoke about Themba. ✓
 He was regarded as a hero/activist. ✓
 He was a ladies' man. ✓
- NOTE:** Accept any ONE of the above. (1)
- 5.1.6 (a) He feared for his life because he was part of the struggle for
 freedom. ✓
 He was ashamed because of his affair with Sipho's wife. ✓
 He did not have the courage to face Sipho. ✓
- NOTE:** Accept any TWO of the above. (2)
- (b) He should raise his voice. ✓
 He should throw his hands up into the air. ✓
 His eyes should be drawn open wide. ✓
 He should look angry. ✓
- NOTE:** Accept any ONE of the above. (1)

- 5.1.7 Love and betrayal.✓
Sipho felt deeply betrayed by Themba for leaving the country✓ and sleeping with his wife.✓

OR

Sibling rivalry/Jealousy ✓
Sipho felt unloved by his parents✓he was jealous of Themba's popularity.✓

(3)

- 5.1.8 Open-ended.

Accept a relevant response which shows an understanding of the relationship between Themba and Sipho or the cultural values/beliefs evident in the play. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

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 text of the drama.

(3)

AND

- 5.2 5.2.1 She accompanied Thando to the TRC hearings✓and cannot understand why people are freed for political crimes committed/not punished.✓

(2)

- 5.2.2 At the Nuremberg-style trials people were punished✓for war crimes/crimes against humanity. The main goal of the TRC is to bring about reconciliation/not punishment. /give people the opportunity to tell the truth✓

(2)

- 5.2.3 In order for Sipho to be reconciled with his past/his family, he needs to tell the truth.✓ Mandisa and Thando become the 'commission' by interrogating Sipho✓ to tell the truth and so help set him free from his pain.✓

(3)

- 5.2.4 (a) Thando is understanding/compassionate ✓whereas Mandisa is ignorant/ill-informed/vengeful.✓

(2)

Mandisa	Thando
(b) Mandisa grew up in London. ✓ She is ignorant of the reality of the struggle.✓ She does not understand the purpose of the TRC. ✓	Thando grew up in South Africa. ✓ She works at the TRC daily. ✓ She was part of the struggle.✓

NOTE: 1 mark for Mandisa, 1 mark for Thando. Credit answers containing accurate examples from the drama.

(2)

- 5.2.5 B / peace. ✓ (1)
- 5.2.6 Not everybody is in favour of the TRC/rulings of the TRC.✓ Some people want perpetrators punished/sent to jail.✓ (2)
- 5.2.7 Open-ended
- Accept a relevant response which shows an understanding of Mandisa's role in this play. The discussion must support the initial response but answers containing combinations must be credited.
- Do NOT award a mark for YES or NO only.
For full marks, the response must be well-substantiated. A candidate can score 1 - 3 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the drama. (4)
- [35]**

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

NOTE: Candidates are required to answer **BOTH** questions set **on the TWO short stories they have studied.**

QUESTION 6**6.1 THE DUBE TRAIN**

- 6.1.1 (a) third ✓
(b) Dube ✓ (2)
- 6.1.2 (a) The *tsotsi* swore/insulted/was disrespectful to the (old) lady/woman. ✓ (1)
- (b) Figuratively ✓ The big man uses these words to indicate/show that the old woman must be respected (just like you should respect your mother)/In many cultures older women are regarded as mother figures and should be respected. ✓ (2)
- (c) The old lady tries to defend the girl. ✓
The old lady tries to get the other men/people to defend the girl. ✓
The old lady challenges the *tsotsi*. ✓
She is not afraid of the *tsotsi*. ✓
- NOTE:** Accept any TWO of the above. (2)
- (d) He could not believe/was shocked that somebody was challenging him/He was unafraid of the big man. ✓ (1)
- 6.1.3 (a) C / everyone became quiet. ✓ (1)
- (b) The people/commuters became afraid ✓ because they did not know what would happen/knew that there would be a fight/ ✓ between the two men (the *tsotsi* and the big man). (2)
- 6.1.4 (The big man was not afraid of the *tsotsi*), he threw him out of the window./He reacted violently/He attacked the *tsotsi*./ He becomes angry. ✓ (1)

6.1.5 Violence ✓

The altercation / fight between the *tsotsi* and the big man. ✓ The *tsotsi* stabs the big man and the big man throws the *tsotsi* off the train ✓/ Violence has become a way of life for these people therefore no one comes to the defence of the girl/ no one is moved to action. ✓

OR

Respect/Disrespect ✓

The big man demands respect for the old lady. ✓ The disrespect of the *tsotsi* towards the old woman upsets the big man and causes him to react (violently). ✓

(3)

6.1.6 Open-ended.

Accept a relevant response which shows an understanding of the role of the big man in the short story. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

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 text of the short story.

(3)

AND6.2 **THE COFFEE-CART GIRL**

- 6.2.1 Pinkie (Zodwa) is wearing a ring given to her by Naidoo. ✓
He accuses her of being in love with Naidoo/unfaithful. ✓
He is very jealous. ✓

NOTE: Accept any TWO of the above.

(2)

- 6.2.2 They meet during the strike ✓/when China (Ruben) saves Pinkie / Pinkie's coffee-cart from being destroyed/from destruction. ✓

(2)

- 6.2.3 'menacing' ✓

(1)

- 6.2.4 Pinkie's (Zodwa) fear of China ✓ (Ruben) is compared to the fear of a mouse about to be caught by a cat. ✓/Pinkie's breathing ✓ is compared to the breathing of a scared mouse. ✓/China is threatening to Pinkie ✓ like a cat which is threatening a mouse. ✓

(2)

- 6.2.5 The coffee-cart symbolises the beginning,✓ the development✓ and the end✓ of the relationship.

OR

The relationship starts✓ when China (Ruben) helps Pinkie (Zodwa) with her coffee-cart, the coffee-cart is where their relationship deepens✓, and it ends with the coffee-cart when she is no longer there. ✓ /

OR

The relationship was as unstable✓ as the flimsy coffee-cart✓ and it ended up destroyed, just like the coffee-cart. ✓

NOTE: Accept any TWO points in each option.

(2)

	Pinkie (Zodwa)	China (Ruben)
6.2.6	She is kind./She is soft-hearted.✓ She is naive.✓ She acts bravely when he attacks her/stands up to him. ✓	He is very jealous.✓ He is violent.✓ He is intimidating./He bullies Pinkie/acts cowardly✓

NOTE: 2 marks for Pinkie, 2 marks for China. Credit answers containing accurate examples from the short story.

(4)

- 6.2.7 Open-ended.

Accept a relevant response which shows an understanding of China's character and either the violent period in South African history or that circumstances should not shape behaviour. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.
For full marks, the response must be well-substantiated. A candidate can score 1 - 3 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the text of the short story.

(4)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY**NOTE:** Candidates are required to answer ALL the questions.**QUESTION 7.1: 'Death be not proud' – John Donne**

- 7.1 7.1.1 (a) octave✓
 (b) sestet✓ (2)

- 7.1.2 (a) personification/apostrophe ✓

NOTE: Accept any ONE of the above. (1)

- (b) Death does not discriminate.✓
It conquers everyone.✓
Nobody can escape.✓
Death eventually ends everyone's life.✓
Death is powerful. ✓
Some people are scared of death. ✓

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

- 7.1.3 B / pitied ✓ (1)

- 7.1.4 He compares the effects/appearance of death to rest and sleep.✓ Sleep gives pleasure, so death must be more pleasurable./Death should not be feared. ✓ (2)

- 7.1.5 poisonous substances ✓
 illness /disease✓
 magical potions ✓
 countries fighting with each other✓
 accidents ✓
 suicide ✓
 execution ✓
 drugs ✓
 murder✓

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

- 7.1.6 sarcastic/mocking/condescending/contemptuous/teasing/disdainful/defiant/arrogant✓

NOTE: Accept any ONE of the above. (1)

- 7.1.7 Death should not think it has power ✓ and be proud ✓ because the speaker believes that we will live eternally. Death shall die forever. ✓

OR

Death should not be feared. ✓ Death is just the end of this life ✓ but the beginning of a better life. ✓

(3)

- 7.1.8 Open-ended.

Accept a relevant response which shows an understanding of the poem as a whole. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.
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 text of the poem.

(3)

AND

- 7.2 7.2.1 The ambulance is driving very fast. ✓ The siren is blaring (loudly). ✓ The red light is visible (in the dark of night). ✓

(3)

- 7.2.2 Even though the ambulance is small, ✓ it is equipped to treat people just like a hospital ✓ /
It has staff ✓ to treat patients immediately. ✓

(2)

NOTE: Accept any TWO of the above.

- 7.2.3 The onlookers are shocked/confused/dazed ✓ whereas the policemen are in control/clinical/organized/calm. / They are used to this kind of scene. ✓

NOTE: For full marks the candidate must refer to both the onlookers and the policemen

(2)

- 7.2.4 It refers to the cars / vehicles ✓ involved in the accident.

(1)

- 7.2.5 (a) alliteration ✓

(1)

- (b) To emphasise/show how difficult ✓ it was for the onlookers to breathe/speak. ✓
To slow down ✓ the tempo ✓ of the poem.

NOTE: Accept any ONE of the above.

(2)

- 7.2.6 The scene is chaotic./They are being careful not to cause another accident. ✓
They are shocked/stunned by the scene. ✓
They are shocked by the severity of the accident. ✓
The flow of traffic has been interrupted. ✓
They are curious. ✓

NOTE: Accept any ONE of the above. (1)

- 7.2.7 (a) They are worried about who will die in this accident./They are worried about who is responsible for the accident./They are concerned about accidents causing death./They might be the next victim in a similar accident. ✓ (1)

- (b) Angry/cynical/fatalistic/grim/reflective ✓ (1)

- 7.2.8 Open-ended.

Accept a relevant response which shows an understanding of the link between the title and the content of the poem.

Do NOT award a mark for YES or NO only.

For full marks, the response must be well-substantiated. A candidate can score 1 - 3 marks for a response which is not well-substantiated. (4)

SECTION D: 35
GRAND TOTAL: 70



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2014

MARKS: 100

TIME: 2½ hours

This question paper consists of 6 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Essay (50)
SECTION B: Longer Transactional Text (30)
SECTION C: Shorter Text – Transactional/Referential/Informational (20)
2. Answer ONE question from EACH section.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. Plan (e.g. a mind map/diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE the answer.
6. All planning must be clearly indicated as such.
7. Use the following time frames as a guideline:

SECTION A: 80 minutes
SECTION B: 40 minutes
SECTION C: 30 minutes
8. Number each response as the topics are numbered in this question paper.
9. Write down the title/heading of each response. Give your own title/heading if one has not been provided.

NOTE: The title/heading must NOT be included when doing a word count.
10. Write neatly and legibly.

SECTION A: ESSAY**QUESTION 1**

- Spend approximately 80 minutes on this section.
- Write an essay of between 250 and 300 words in length (1 to 1½ pages) on ONE of the following topics.
- Write down the number and title of the essay you have chosen, for example 1.1 2015: My year to shine
- Give your own title if your choice is QUESTION 1.2, 1.7.1 or 1.7.2.

1.1 2015: My year to shine [50]

1.2 Write a story that includes the following words:

The last time I saw them ...

NOTE:

- The words given in the topic MUST be included somewhere in your essay.
- Provide your own title.

[50]

1.3 An explosion of colours [50]

1.4 Social media like 'MXit', 'Facebook' and 'Twitter' have changed human relationships. Do you agree? [50]

1.5 The moment of truth [50]

1.6 Teenagers are not really rebellious: they are just misunderstood. Discuss this statement. [50]

1.7 Choose ONE of the pictures on the next page and write an essay on a topic that comes to mind. Write the question number (1.7.1 or 1.7.2) and give your essay a suitable title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: *African Decisions*, Issue 3, 2013]

[50]

1.7.2



[Source: *Blackpages*, Edition 3, 2012]

[50]

TOTAL SECTION A:

50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2**

- Spend approximately 40 minutes on this section.
- Respond to ONE of the following transactional writing tasks.
- The body of your response should be between 120 and 150 words in length (about 12 to 15 lines).
- Write down the number and the heading of the text you have chosen, for example 2.1 Dialogue.
- Pay particular attention to format, language and register.

2.1 DIALOGUE

You are deeply concerned about the problem of litter in your area. You have decided to start a clean-up project to address this issue. However, your friend is trying to convince you that your idea is a waste of time.

Write the dialogue that takes place between your friend and you.

NOTE: Use the dialogue format.

[30]

2.2 FORMAL LETTER

On a recent visit to a supermarket, you found that it was not clean. There were also many expired items on the shelves.

Write a letter of complaint to the manager of the supermarket.

[30]

2.3 INFORMAL REPORT

You belong to a youth organisation in your area. In the spirit of making every day a Mandela Day, your organisation recently decided to do some community work. The chairperson of your organisation has asked you to write an informal report outlining the work that you have done.

Write the report.

[30]

2.4 REVIEW

Your teacher has asked you to write a review of an English novel you have read.

Write the book review.

[30]

TOTAL SECTION B: 30

SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL**QUESTION 3**

- Spend approximately 30 minutes on this section.
- Choose ONE of the following topics and write a short text.
- The body of your response should be between 80 and 100 words in length (about 8 to 10 lines).
- Write down the number and the heading of the text you have chosen, for example 3.1 Formal invitation.

3.1 FORMAL INVITATION

Your school will be hosting a yearly concert in which learners will perform. As the chairperson of the Representative Council of Learners (RCL), you have been asked to invite members of the School Governing Body (SGB) to attend this concert.

Write out the content of your invitation card.

NOTE: Do NOT include illustrations or drawings.

[20]

3.2 DIARY ENTRY

You have overheard some of your classmates talking about you.

Write out a SINGLE diary entry expressing how you feel about what they have said.

[20]

3.3 INSTRUCTIONS

Your friend wants to borrow an item (e.g. calculator, camera, clothing) that is very important to you. You are prepared to lend it to him/her. However, you want him/her to follow a list of instructions on how to use and care for this item.

Write out the instructions.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100



basic education

Department:
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REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2014

MEMORANDUM

MARKS: 100

This memorandum consists of 11 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY**QUESTION 1****Instructions to Markers:**

- Candidates are required to write on ONE topic only.
- Full credit must be given for the candidate's own interpretation.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

NOTE: NO additional penalties may be imposed as any deviations are addressed by the rubric.

1.1 2015: My year to shine**Reflective/Descriptive/Narrative**

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line. The essay must have an interesting ending.
- It must be clear why 2015 is expected to be a successful year for the candidate.

[50]

1.2 Write a story that includes the following words:**The last time I saw them ...**

NOTE: The words given in the topic **MUST** be included somewhere in the essay.

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

[50]**1.3 An explosion of colours**

Descriptive/Narrative/Reflective

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings.

[50]**1.4 Social media like 'MXit', 'Facebook' and 'Twitter' have changed human relationships. Do you agree?**

Argumentative/Discursive/Reflective

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the writer must still take a stance for or against the topic. The essay must convey a personal response to the issue.

[50]**1.5 The moment of truth**

Reflective/Narrative

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.

[50]

1.6 **Teenagers are not really rebellious: they are just misunderstood.
Discuss this statement.**

Discursive/Argumentative

- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

[50]

1.7 **Interpretation of pictures**

- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.

1.7.1 **Picture: Two children**

- Literal interpretations: friendship, race relations, culture in the modern world.
- Figurative interpretations: tolerance across racial and cultural divides, the innocence of youth, harmonious relationships.

[50]

1.7.2 **Picture: A question mark**

- Literal interpretations: a mystery story, ingredients used in our medicine/food, gifts.
- Figurative interpretations: unanswered questions, curiosity, critical thinking.

[50]

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content, planning and format (18 marks)
 - Language, style and editing (12 marks)

NOTE: NO additional penalties may be imposed as any deviations are addressed by the rubric.

If the word limit of 150 has been exceeded, read to the end of the sentence and ignore the rest.

2.1 DIALOGUE

A conversation between two friends

- A context must be provided at the beginning of the dialogue.
- The following aspects of the dialogue format must be included:
 - The names of the speakers should be followed by colons.
 - A new line should be used to indicate each new speaker.
- The dialogue must be between the two friends.
- The tone must be informal.

[30]**2.2 FORMAL LETTER**

A letter of complaint

- The following aspects of format should be included:
 - Address of sender
 - Date
 - Recipient: The Manager
 - Name of the supermarket
 - Address of recipient
 - Greeting/Salutation
 - Topic line
 - Suitable ending
 - Signature and name of sender
- The tone and register of the letter should be formal.
- The candidate must give details of the complaint.
- The purpose of the letter must be clear.

[30]

2.3 INFORMAL REPORT

A report on community work

- The report must have:
 - A topic
 - A recipient
 - A sender
- The report must be written using an informal format but formal language.
- Slang or colloquial language is NOT acceptable.

[30]**2.4 REVIEW**

Book review

- The review must include the following:
 - The title of the book
 - The name of the author
- The review must contain a brief discussion of:
 - The setting
 - Characterisation
 - Style of writing
 - The plot: outline of the story
 - Judgement and recommendation

[30]**TOTAL SECTION B: 30**

SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL**QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

NOTE: NO additional penalties may be imposed as any deviations are addressed by the rubric.

If the word limit of 100 has been exceeded, read to the end of the sentence and ignore the rest.

3.1 FORMAL INVITATION

Yearly school concert

- The following aspects of format must be included:
 - Date, venue and time
 - Type of function should be clear
- Language should be formal and suited to the context.
- Full sentences are not necessary.
- Do NOT award marks for illustrations.

[20]

3.2 DIARY ENTRY

The candidate's feelings about classmates' comments

- The diary entry should:
 - be a SINGLE entry
 - be dated
- The diary entry should be written in the first person.
- The language should be simple and to the point.
- The tone must reflect suitable emotions.
- Full sentences are not necessary.

[20]

3.3 INSTRUCTIONS

How to use and care for an item

- The instructions may be in point or paragraph form.
- The candidate must mention the item in the heading.
- Instructions must be in a logical sequence.
- The instructions should say how this item is to be used and taken care of. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	22–24 -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ending	16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	10–12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
		25–27 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ending	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
	Lower level	14–15 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	11–12 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted	8–9 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Tone is appropriate -Rhetorical devices used to enhance content	5–6 -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary	0–3 -Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
		13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level					
	Lower level					
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed	4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	3 -Relevant details developed -Sentences, paragraphs well constructed -Essay still makes some sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes sense	0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
MARK RANGE		43–50	33–40	23–30	13–20	0–10

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15–18 -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	11-14 -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	8-10 -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	5-7 -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	0–4 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10–12 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	8–9 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well constructed -Very good vocabulary -Mostly free of errors	6–7 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	4-5 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–3 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	25–30	19–23	14-17	9-12	0–7

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10–12 -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	8-9 -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	6-7 -Adequate response, demonstrating knowledge of features of the type of text -Not completely focused –some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	4-5 -Basic response, demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	0-3 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7–8 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	5-6 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well constructed -Very good vocabulary -Mostly free of errors	4 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	17–20	13–15	10-11	7-8	0–5