



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MAY/JUNE 2025

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 21 pages.

INSTRUCTIONS AND INFORMATION

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

4. MARKING GUIDELINES

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

SECTION A: NOVEL

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

- 1.1 1.1.1 (a) C/is in need of a stove✓
(b) D/is a ringleader of a robbery gang✓
(c) A/is forgiving towards Stephen Kumalo✓

OR

E/is generous to the Ndotsheni community✓
(d) B/is prepared to house Gertrude✓ (4)

1.1.2 The time is when Msimangu, (accompanied by Stephen Kumalo), enquires about the whereabouts of Absalom✓ at the home of Mrs Mkize.✓ (2)

1.1.3 Stephen Kumalo✓ (1)

1.1.4 Reverend Msimangu is resolute/courageous✓ as he is determined/unafraid to convince Mrs Mkize to tell him what she knows about Absalom and Matthew.✓

OR

He is understanding✓ as he immediately realises that Mrs Mkize's fear will prevent her from telling him what he wants to know.✓ (2)

1.1.5 (a) Sarcastic/questioning/enquiring/evasive✓ (1)
(b) Mrs Mkize is aware that Msimangu suspects that she knows something/is afraid/reluctant to divulge information.✓ (1)

1.1.6 Absalom Kumalo✓ and Matthew Kumalo✓ (2)

1.1.7 Msimangu means that it will be difficult✓ to get Mrs Mkize to give him any details (about Absalom and Matthew).✓ (2)

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

Yes.

- Stephen Kumalo decides to embark on a train journey to Johannesburg despite his age and vulnerability.
- He confronts John about his lifestyle (abandoning the church and living with another woman).
- He is unsuccessful in his search for Absalom, but continues tirelessly until he finds him.

OR

No.

- Stephen Kumalo does not want to open the letter which arrives and rather assigns this task to his wife.
- He admits his fear of the unknown, among others 'Gertrude's sickness' and what he could discover about his son.
- He trembles with fear when he meets Jarvis at Barbara Smith's house as he does not expect to find him there.

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

1.2 1.2.1 Absalom fired the gun because he was **afraid**.✓ (1)

1.2.2 (a) Personification✓ (1)

(b) In the same way that a person's voice becomes quieter, the intensity of the rain subsides✓ which emphasises that the downpour is diminishing.✓ (2)

1.2.3 Absalom murders James Jarvis's son, yet James is concerned about Absalom's well-being/whether he will be pardoned for this crime.✓✓

NOTE: Both parts must be included to earn the marks. (2)

1.2.4 Kumalo is grief-stricken/emotional/anguished✓ as he struggles to reconcile fully with Jarvis because Absalom murders his (Jarvis's) son.✓ (2)

1.2.5 (a) B/save the local toddlers.✓ (1)

(b) The sticks refer to the material to demarcate the area✓ for the building of the dam.✓ (2)

1.2.6 The discussion of the theme of fear may include the following points, **among others**:

- Stephen Kumalo is fearful when he undertakes the first journey to Johannesburg.
- Hlabeni, the taxi driver, shows his fear/anxiety in responding to Msimangu's enquiries about Absalom's whereabouts.
- Mrs Mkize visibly trembles with fear when questioned about Absalom's stay with her at some stage.

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

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

Yes.

- James Jarvis tells Stephen Kumalo that he bears no grudge against him even though Stephen's son murders his son.
- He selflessly finances the building of the dam in his quest to improve the farming conditions of the Ndotsheni community.
- He generously donates to the boys' soccer club which Arthur established.

OR

No.

- James Jarvis is initially indifferent to the plight of the Black people.
- He does not display compassion for the underprivileged to set an example for Arthur as a child.
- It is only after his son's death and reading his manuscripts that James becomes involved in the upliftment of Black communities.

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

[35]

QUESTION 2

STRANGE CASE OF DR JEKYLL AND MR HYDE

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

OR

- Mr Utterson is caring✓ as he is concerned about Dr Jekyll's safety/Dr Jekyll being blackmailed.✓ (2)

2.1.5 The **maid** witnesses the killing of Sir Carew.✓ (1)

2.1.6 (a) Disgust/revolt✓ (1)

(b) Mr Utterson wants to convey his shock/concern/anger/disapproval at the inhumane behaviour of Mr Hyde. ✓ (1)

2.1.7 The discussion of the theme of the two-sided nature of man may include the following points, **among others**:

 - As a respected member of society, Dr Jekyll fulfils his desire to live a life unrestricted by moral values as Mr Hyde.
 - Dr Jekyll regards the trampling of the little girl as immoral, whereas Mr Hyde willingly indulges in such activities.
 - Dr Jekyll is shocked about the murder of Sir Carew, yet it is Mr Hyde (his alter-ego) who commits the crime.

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

2.1.8 Open-ended.

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

Yes.

- Dr Lanyon is ethical and is not prepared to give up his professional/moral beliefs in pursuit of knowledge.
- He does not venture into metaphysical science and is even prepared to forfeit his friendship with Dr Jekyll whose research he refers to as 'unscientific balderdash'.
- He is a rational scientist who is focused on science that serves practical purposes (like in the field of medicine).

OR

No.

- Dr Lanyon is not innovative and willing to take scientific risks.
- He is bound by his moral beliefs which restrain him from conducting unconventional experiments.
- He is unable to cope with unexpected and challenging situations (witnessing Dr Jekyll's transformation).

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

2.2 2.2.1 (a) A/Regent's Park.✓ (1)

(b) Metaphor✓ (1)

(c) Dr Jekyll remembers and savours all the deeds he committed as Mr Hyde✓similar to an animal licking its lips, relishing its prey.✓ (2)

2.2.2 Dr Jekyll acknowledges that he has to change/show remorse/seek forgiveness as his spirituality has somewhat waned✓ for Mr Hyde's misdeeds.✓ (2)

2.2.3 Dr Jekyll describes his neighbours as being cruel, yet, as Mr Hyde, he is the one who commits more violent, evil deeds.✓✓

NOTE: Both parts must be included to earn the marks. (2)

2.2.4 Dr Jekyll is anxious/scared/surprised✓ as he involuntarily transforms into Mr Hyde (in public).✓ (2)

- 2.2.5 (a) Mr Hyde sees himself as 'hunted' because he is now wanted by the police✓ and as 'houseless' because he is unable to return to his usual dwelling as the police know where he lives.✓ (2)
- (b) Dr Jekyll (as Mr Hyde) writes a letter to Dr Lanyon requesting him to retrieve the drawer containing his powder/drugs.✓ Mr Hyde consumes the potion and changes back into Dr Jekyll.✓ (2)

2.2.6 Open-ended.

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

Yes.

- Mr Hyde is a different person from Dr Jekyll and makes decisions on his own.
- He overwhelms Dr Jekyll and enjoys being violent, knowing that there will be no consequences.
- His lack of remorse spurs him to commit more evil deeds which ultimately lead to Dr Jekyll's death.

OR

No.

- Mr Hyde is a creation of Dr Jekyll's experiment therefore Dr Jekyll should take responsibility for Mr Hyde's actions.
- Dr Jekyll should have known that the experiment could go wrong and not have used himself in the trial.
- Dr Jekyll continues to drink the potion despite being aware of the evil deeds that Mr Hyde commits.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)
[35]

TOTAL SECTION B: 35

SECTION B: DRAMA

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

QUESTION 3**MACBETH**

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

- | | | | |
|-----|-------|---|-----|
| 3.1 | 3.1.1 | (a) E/falls into madness and despair eventually✓
(b) C/disapproves of her husband helping Malcolm✓
(c) D/stands for social and political order✓
(d) A/fights bravely for the English army✓ | (4) |
| | 3.1.2 | He is suspicious/sceptical✓ as he thinks Macbeth killed King Duncan to become the King of Scotland/he does not trust Macbeth. ✓ | (2) |
| | 3.1.3 | Banquo will be the father of a line of kings✓ but he himself will not be one.✓ | (2) |
| | 3.1.4 | B/missing the banquet.✓ | (1) |
| | 3.1.5 | Banquo is obedient/submissive/respectful✓ as he does not question his king's orders/he accepts Macbeth's invitation.✓ | |

OR

He is loyal✓as he continuous to submit to Macbeth despite his suspicions about his (Macbeth's) evil deeds. ✓ (2)

- 3.1.6 **Fleance** is Banquo's only son.✓ (1)

- 3.1.7 The discussion of the theme of violence may include the following points, **among others**:

- The play begins with the battle where numerous soldiers/people are killed.
- Macbeth orders for Macduff's entire family to be murdered.
- Macduff beheads Macbeth bringing an end to his violent/tyrannical reign.

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

3.1.8 Open-ended.

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

Yes.

- Lady Macbeth is a woman of strength and determination, however, her ambition coupled with materialism leads her to persuade Macbeth to murder Duncan.
- She sacrifices her sanity for the sake of realising both her and Macbeth's ambition.
- She succeeds in persuading Macbeth to kill Duncan to become king.

OR

No.

- Lady Macbeth does not have noble qualities as she is ruthless and manipulative.
- She is consumed by greed and ambition and she leads Macbeth on the dishonourable path of killing Duncan.
- She is not a hero as she becomes queen by default.

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

3.2 3.2.1 The time is when Macbeth consults with the witches about his future/when Lennox tells Macbeth that Macduff has fled the country/when Macbeth orders his servants to murder Macduff's family✓ in a dark cave.✓ (2)

3.2.2 (a) Surprise/disbelief/shock✓ (1)
(b) Macbeth is stunned by the witches' unexpected/inexplicable disappearance.✓ (1)

3.2.3 Macbeth curses people who trust the witches, yet he implicitly believes in them and lives according to their predictions.✓✓

NOTE: Both parts must be included to earn the marks. (2)

3.2.4 (a) Macduff fears for his safety./He hopes to raise an army in England.✓ (1)

- (b) Lennox should look down.✓
 He should point in a direction.✓
 He should throw his hands in the air.✓

NOTE: Accept any TWO of the above or any other relevant actions.

(2)

- 3.2.5 (a) Personification/Apostrophe✓ (1)

- (b) Just as a person may be suspicious of someone's evil intentions,✓ Macbeth feels that time may be aware of his plans.✓

(2)

- 3.2.6 Macbeth means that all those who are related to Macduff✓ should be killed.✓

(2)

- 3.2.7 Open-ended.

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

No.

- The witches only predict that Macbeth will become king and do not tell him how to achieve it, therefore they are not responsible for the evil path he pursues.
- Although the witches prophesy to Banquo that he will be the father of kings, unlike Macbeth he does not commit evil acts to fulfil it.
- Lady Macbeth orchestrates Duncan's murder which gives rise to the chaos.

OR

Yes.

- Macbeth is content with being Thane of Glamis until he encounters the witches and they sow the seed of him becoming king of Scotland.
- This prophecy makes Macbeth obsessed with becoming king and in this process, he embarks on a path of destruction and chaos.
- The witches equivocate (speak in riddles) when they tell Macbeth that he is invincible which intensifies the reigning chaos.

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

(3)

[35]

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

QUESTION 4: MY CHILDREN! MY AFRICA!

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

- | | | | | |
|-----|-------|---|---|--|
| 4.1 | 4.1.1 | (a) D/determined to become a journalist ✓
(b) C/lives with sister in Brakwater✓
(c) E/devotes his life to pupils✓
(d) A/attends Zionist Church every Sunday✓ | (4) | |
| | | | 4.1.2 Mr M is aware of what is happening in the township, yet he chooses to ignore reality.✓✓ | |

OR

Thami claims that Mr M does not listen, yet he (Thami) ignores Mr M's advice and joins the boycott.✓✓

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

- | | | |
|-------|---|-----|
| 4.1.3 | D/negotiation.✓ | (1) |
| 4.1.4 | (a) Metaphor✓

(b) Thami's explanation of the situation in the township is incomprehensible to Isabel✓ which is similar to a person who has wandered off and cannot find his way back.✓ | (2) |
| 4.1.5 | Throwing stones that break windows.✓
Writing on walls.✓
Overturning buses.✓
Looting bread vans.✓ | |

NOTE: Accept any TWO of the above and any other relevant text-bound examples. (2)

- | | | |
|-------|--|--|
| 4.1.6 | The discussion of the theme of change may include the following points, among others :

<ul style="list-style-type: none"> • Isabel learns about the Black culture and starts to understand life from their perspective, compelling her to change her perception about them. • Thami changes from being a diligent pupil to becoming a revolutionary (freedom fighter). • Mr M believes that negotiation is the best way to solve problems instead of resorting to violence. | |
|-------|--|--|

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

4.1.7 Open-ended.

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

Yes.

- The pupils are subjected to an inferior Bantu Education System which will not adequately equip them to contribute to the economy of the country.
- The ongoing riots make it unsafe for them to come to school and learn.
- The pupils do not have alternate means to further their education and are forced to abandon their dreams.

OR

No.

- The pupils allow themselves to be used by the Comrades to fight their battle.
- The boycotts will only interrupt their learning opportunities but will not resolve their current situation.
- The pupils do not engage in negotiations to voice their grievances.

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

- | | | | |
|-----|-------|--|-----|
| 4.2 | 4.2.1 | The time is when Thami comes to warn Mr M/tries to persuade Mr M to join the boycott✓ at Zolile High School/Number One Classroom.✓ | (2) |
| | 4.2.2 | (a) Pleading/anxious/despairing/urgent✓ | (1) |
| | | (b) Thami is desperate to save Mr M's life/knows that the Comrades will not hesitate to kill Mr M.✓ | (1) |
| | | (c) The idea of Mr M being killed is so horrific✓ that Thami is unable to utter the words.✓ | (2) |
| | 4.2.3 | Mr M is fearless✓ as he is willing to face the danger that awaits him.✓ | |

OR

He is stubborn/defiant✓ as he refuses to heed Thami's warning about the angry mob.✓ (2)

4.2.4 He is anguished/panic-stricken✓ as he realizes his efforts to change Mr M's mind are fruitless.✓ (2)

4.2.5 (a) Thami should point in a direction.✓
He should put his hand on his forehead to show his frustration.✓
He should put his hands together in a pleading gesture.✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

(b) Bantu Education should be scrapped/the authorities should recognise and negotiate with the Student Committees.✓ (1)

4.2.6 Isabel's father is a **pharmacist/chemist**.✓

OR

Mr Pienaar is the mayor. ✓ (1)

4.2.7 Open-ended.

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

No.

- Mr M devotes his life to education because he wants only the best for his learners.
- His empathy for Thami's disadvantaged background motivates him to ask for a scholarship for Thami at the literature quiz.
- He sacrifices his time to educate Isabel about the reality of the socio-political situation in the country.

OR

Yes.

- Mr M does not allow Thami to make his own decisions.
- He subjects the inexperienced Zolile High debating society to a debate with the experienced Camdeboo Girls High pupils.
- He fails to take Thami's feelings into consideration when he refuses Thami's advice to join the Comrades.

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

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

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

'THE GIRL WHO CAN' – AMA ATA AIDOO

OR

Nana regards school as a waste of time, yet she is the first to celebrate Adjoa's success at school. ✓✓

NOTE: Both parts must be included to earn the marks. (2)

- 5.1.3 (a) Maami feels lost/hopeless✓ as she is unable to read and write ('darkness').✓ (2)

(b) Maami is supportive/progressive/forward-thinking✓ as she wants her daughter to go to school/a better life for her daughter.✓ (2)

5.1.4 (a) Nana irons Adjoa's school uniform.✓
She accompanies her to town every day during the district sports week.✓
She carries Adjoa's trophy on her back.✓
She places Adjoa on her knee.✓

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

- (b) Adjoa wins every race that she runs for her school. ✓
She wins the trophy for being the best all-round junior
athlete. ✓ (2)

- 5.1.5 Adjoa is a **Ghanaian** citizen.✓ (1)

5.1.6 Open-ended.

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

Yes.

- Nana stands firm in her belief that thin legs and narrow hips are not conducive to bearing children.
- She is unwilling to accept Maami's husband as a suitable spouse.
- She does not allow Adjoa to bathe in the river with the older women.

OR

No.

- Nana is proud when Adjoa is selected to run for her school (irons her uniform).
- She defies typical behaviour by accompanying Adjoa to the district sports week and celebrating her win.
- In the end she accepts that thin legs can also be useful for running fast.

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

AND

'A BAG OF SWEETS' – AGNES SAM

- | | | | |
|-----|-----------|--|-----|
| 5.2 | 5.2.1 | The time is when Khadija visits her sister (Kaltoum) for the first time after leaving the family home✓ at the family shop.✓ | (2) |
| | 5.2.2 | Khadija comes from a staunch Muslim family but she marries a Christian man.✓ | (1) |
| | 5.2.3 | Kaltoum is pensive/reflective/nostalgic✓ as Khadija's features remind her of their late mother.✓ | (2) |
| | 5.2.4 | C/needs her family's support✓ | (1) |
| | 5.2.5 (a) | Resolute/determined✓ | (1) |
| | 5.2.5 (b) | Khadija is decisive about visiting Kaltoum again./ undeterred by Kaltoum's cold attitude towards her./She clearly expresses her intentions.✓ | (1) |

5.2.6 (a) Simile✓ (1)

(b) Just as one refuses to talk to a stranger,✓ so do Kaltoum and her family refuse to acknowledge/talk to Khadija.✓ (2)

5.2.7 The discussion of the theme of pretence may include the following points, **among others**:

- Kaltoum is good at keeping up pretences, especially when she appears to ignore Khadija's presence by paging through a magazine.
- Although Abdul is prepared to forgive Khadija, he pretends that he will not, simply because he takes his cue from the unforgiving Kaltoum.
- Kaltoum is disappointed when Khadija does not return to the shop but pretends that she is unaffected.

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

5.2.8 Open-ended.

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

Yes.

- Khadija, despite raising the ire of her family, marries the man whom she loves.
- She musters up courage to reunite with her siblings after the death of their parents.
- She religiously visits/frequents the family home and her sister at the shop in the hope that Kaltoum, being the eldest, would forgive her and that her other siblings would follow suit.

OR

No.

- Khadija visits Kaltoum but does not wear the traditional trousers with her dress ('her legs were bare').
- She is insensitive by telling Kaltoum about her 'wonderful' husband, knowing that he is the reason for her family's rejection of her.
- It can be assumed that she does not attend the funerals of her parents when they die (due to grief) after she marries a Christian man.

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

(3)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

WHAT LIFE IS REALLY LIKE – BEVERLY RYCROFT

- 6.1 6.1.1 (a) recalls✓
(b) exposes✓
(c) gentle✓
(d) cancer✓ (4)

6.1.2 The time is when a pigeon is injured✓ and returns to its enclosure.✓ (2)

6.1.3 The speaker's father is emphatic/persuasive/insistent✓ when he imposes his perspective/ideas of life on his daughter.✓ (2)

6.1.4 The bird in the poem has its throat sliced with a thin wire/beak.✓ (1)

6.1.5 The speaker (a little girl at this stage) is traumatised/terrified/fearful/anxious✓ when her father forces her to hold the injured pigeon (while he stitches up its throat).✓ (2)

6.1.6 C/personification.✓ (1)

6.1.7 (a) Metaphor✓
(b) In the same way a bulldozer flattens/damages the earth/a surface,✓ the surgery leaves a wound in the speaker's chest.✓ (2)

6.1.8 Open-ended.

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

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

Yes

- The speaker's father is aware that life can be difficult/cruel ('*Life's a bastard*').
 - He wants to prepare her to be mentally strong when she encounters difficult circumstances ('*You need to toughen up*').
 - He wants to test her inner strength when he forces her to hold the injured bird still.

OR

No.

- The speaker's father is insensitive/harsh when he expects her, as a little girl, to understand how to respond to the adversities of life.
- His intention to take her to see how chickens are beheaded is a rather cruel gesture.
- He shouts at her in the same way he would when he lectures his students to prove his point.

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

AND**YOU LAUGHED AND LAUGHED AND LAUGHED – GABRIEL OKARA**

- | | | | |
|-----|-------|--|-----|
| 6.2 | 6.2.1 | To the White man/coloniser, the song of the African sounds unpleasant/harsh✓ and sounds like a person who has a bad cough/car that backfires.✓ | (2) |
| | 6.2.2 | (a) Pride/delight/enchantment ✓ | (1) |
| | | (b) The African man is proud of/takes pleasure in dancing as it is part of his culture/African heritage.✓ | (1) |
| | 6.2.3 | The coloniser will still be able to hear the beating of the drum despite the fact that he does not want to see the African dancing. ✓✓ | |
| | | NOTE: Both parts must be included to earn marks. | (2) |
| | 6.2.4 | (a) Simile✓ | (1) |
| | | (b) Just as the sky is vast/unlimited (and may not be easy to grasp),✓ so too is the African culture/connection to nature immeasurable and difficult to understand.✓ | (2) |
| | 6.2.5 | The speaker's laughter is warm/compassionate✓ whereas the coloniser's laughter is cruel/mockingly.✓ | (2) |

6.2.6 The discussion of the theme of mockery may include the following points, **among others**:

- The coloniser/White man mocks the way the African man walks (his walk is regarded as clumsy).
- He climbs into his car and further mocks at the way the African man dances.
- The White man's continuous mockery is reflected in the repetition of the word 'laughed'.

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

(3)

6.2.7 Open-ended.

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

Yes.

- The speaker takes pride in his singing despite the White man's negative attitude.
- He is undeterred by the White man's pessimism and continues in his pursuit to win him over by dancing.
- He does not resort to the malicious cruel laughter of the European; instead, he reciprocates with a gentle, joyful one.

OR

No.

- The speaker should be more assertive and explain his culture to the coloniser.
- He should be forthright in the role that his ancestors play and their connection to the earth.
- He does not need the validation of the White man to be 'owned by the living warmth of the earth'.

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

(3)
[35]

TOTAL SECTION D:	35
GRAND TOTAL:	70