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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 25 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 rest.
- 4.3 If answers are incorrectly numbered, mark according to the marking guidelines.
- 4.4 If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
- 4.5 If the candidate does not use inverted commas when asked to quote, **do not penalise**.
- 4.6 For open-ended questions, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL

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

QUESTION 1: CRY, THE BELOVED COUNTRY

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

- 1.1 1.1.1 (a) B/an engineer ✓
 (b) C/a burglar ✓
 (c) A/a politician ✓
 (d) E/an agriculturalist ✓ (4)

- 1.1.2 Msimangu finds a room for Stephen at Mrs Lithebe's house. ✓
 He assists Stephen in his quest to find Absalom. ✓
 He prays for him and with him. ✓
 He accompanies him when he goes in search of Absalom's pregnant girlfriend. ✓

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

- 1.1.3 (a) sarcastic/concerned/serious/grave ✓ (1)

- (b) Msimangu is subtly making Stephen aware of Gertrude's immoral way of living./He is concerned about Gertrude's immoral way of living. ✓ (1)

- 1.1.4 In Gertrude's search for her husband, she instead finds 'many husbands'. ✓✓

OR

Gertrude goes to Johannesburg to find her husband because he never returned home, but once in Johannesburg, she also never returns home. ✓✓

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

- 1.1.5 Gertrude is immoral ✓ – She is a prostitute. ✓

OR

Gertrude is irresponsible/uncaring ✓ – She exposes her young son to appalling living conditions by selling liquor and having different men frequenting her place. ✓

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

1.1.6 The discussion of the theme of pain and suffering should include the following points, **among others**:

- James Jarvis suffers much pain and heartache when his son is killed.
- Margaret Jarvis dies from a broken heart because of Arthur's death.
- When Absalom is hanged, Stephen and Mrs Kumalo endure tremendous pain and suffering.

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)

1.1.7 Open-ended.

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

Yes.

- Stephen Kumalo encounters challenges on his journey to Johannesburg where he is tricked out of his money.
- He is pained/tortured by the decisions made by some of his family members and the consequences they face as a result of their bad decisions.
- He is emotionally distressed at Absalom's impending hanging.

OR

No.

- Stephen Kumalo must not allow his brother's way of living to affect him.
- He is not responsible for Gertrude's choice to continue living an immoral life.
- His wife is there to support him, despite her own pain.

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)

AND

- | | | | |
|-----|-------|--|-----|
| 1.2 | 1.2.1 | The setting is at the Kumalo home ✓ after the delivery of letters (by the child). ✓ | (2) |
| | 1.2.2 | Stephen goes into a state of shock ✓ when he reads the letter of Absalom's impending hanging. ✓ | (2) |
| | 1.2.3 | She is anguished/agonised/distressed/in shock/pain. ✓
Mrs Kumalo has just received the news that Absalom Kumalo (her baby/the child to whom she gave birth) will be hanged. ✓ | (2) |
| | 1.2.4 | B/shot by Absalom. ✓ | (1) |
| | 1.2.5 | Mrs Kumalo wants to distract Stephen Kumalo. ✓
As a priest, it is his duty to administer to Kuluse's ill/dying child. ✓ | (2) |
| | 1.2.6 | (a) Metaphor ✓ | (1) |
| | | (b) Kumalo's face is distorted with pain/anguish/sadness ✓
which highlights/shows the pain he is experiencing after receiving the news/knowledge that his son will be hanged. ✓ | (2) |
| | 1.2.7 | Msimangu hands the money to him (at a farewell function) in Johannesburg. ✓ | (1) |
| | 1.2.8 | Margaret Jarvis passes away/dies. ✓ | (1) |
| | 1.2.9 | Open-ended. | |

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

Yes.

- Despite his sadness, Kumalo does not lose hope. His deep faith in God carries him as he prays and meditates on the mountain.
- There is hope for the people of Ndotsheni as their living conditions improve with the support given by James Jarvis.
- There is hope for Gertrude's little boy and Absalom's pregnant wife as they will live under better conditions in Ndotsheni.

OR

No.

- The novel ends with the hanging of Absalom and all hope for his life is dashed.
- James Jarvis intends leaving High Place which will sever the bond between him and Stephen Kumalo.
- Gertrude's opportunity to live a meaningful life is lost when she returns to her old ways.

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.

- 2.1 2.1.1 (a) B/a scientist✓
 (b) D/a servant✓
 (c) A/a lawyer✓
 (d) C/a clerk✓ (4)

- 2.1.2 The setting is Mr Utterson's home/office ✓ when he reads Dr Jekyll's will. ✓

OR

The setting is Dr Lanyon's house ✓ when Utterson visits him to find out more about Hyde. ✓

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

- 2.1.3 Mr Utterson has not met Edward Hyde. ✓
 He is the main beneficiary of Dr Jekyll's will (should Dr Jekyll die, disappear or be absent for a period). ✓ (2)

- 2.1.4 A/written by the person who signs it. ✓ (1)

- 2.1.5 (a) Personification✓ (1)

- (b) Just as unsuitable clothing would elicit negative comments,✓ so too, do the unsavoury descriptions provided by Mr Enfield give rise to negative thoughts about Mr Hyde. ✓ (2)

- (c) Mr Utterson has, for a long time, been perplexed by the mystery surrounding Mr Hyde✓ but what has become clear is that Mr Hyde is a villain/bad person. ✓ (2)

- 2.1.6 Mr Utterson believes Dr Lanyon will tell him more about Mr Hyde. ✓ (1)

2.1.7 Open-ended.

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

No.

- Dr Jekyll creates Mr Hyde to fulfil his own socially, unacceptable desires.
- After the murder of Sir Carew, Dr Jekyll tells Mr Utterson that he does not care what happens to Hyde.
- He uses Mr Utterson for his own selfish needs by giving him the fake letter in which Mr Hyde states he is safe and will escape.

OR

Yes.

- Dr Jekyll does charitable work and is known for his good deeds.
- After the death of Sir Carew, Dr Jekyll feverishly tries to ease the suffering of many people.
- He is guided by his conscience when he confesses everything in his letter to Mr Utterson.

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)

AND

- 2.2 2.2.1 Dr Jekyll creates Hyde to experience freedom from societal expectations, yet he is now a prisoner of his own creation (Mr Hyde). ✓✓

OR

It is ironic because Dr Jekyll does not only look like a sad, depressed prisoner but he is also trapped in his own body as he has no control when changing into Mr Hyde. ✓✓

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

- 2.2.2 (a) happiness/excitement/relief/concern ✓ (1)

- (b) Mr Utterson is relieved/excited to see Dr Jekyll again as he has not seen him for some time/Mr Utterson is uneasy about Jekyll and his health. ✓ (1)
- 2.2.3 Mr Utterson and Enfield go for a walk every Sunday. ✓ (1)
- 2.2.4 Mr Utterson and Enfield are utterly shocked/horrified/dumbfounded ✓ when they realise Dr Jekyll is terrified. ✓ (2)
- 2.2.5 A maid witnesses the brutal attack (murder) ✓ on Sir Carew. ✓ (2)
- 2.2.6 Mr Utterson is kind/compassionate/caring ✓ – he is concerned about Dr Jekyll's well-being. ✓ (2)
- 2.2.7 The discussion of the theme of mystery behind closed doors, should include the following points, **among others**:
- Mr Enfield tells Mr Utterson the mystery of the door and how Mr Hyde got the money to pay when he trampled a little girl.
 - Dr Jekyll locks himself behind the laboratory door when he works on the experiment.
 - Dr Jekyll remains behind a closed door when he no longer has control over Mr Hyde.
- 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)
- 2.2.8 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- As Dr Jekyll's lawyer, Mr Utterson should protect Jekyll's legal interest as well as his assets.
 - Mr Utterson must ensure that Dr Jekyll's will is legally binding, and that Jekyll has not been coerced into signing the will.
 - He tries to uncover the mystery of Edward Hyde who is the main beneficiary in Dr Jekyll's will.

OR

No.

- Mr Utterson, being a lawyer, should respect his client's wishes not to pursue the matter.
- He should remain objective and not become overly obsessive about Mr Hyde.
- He is Dr Jekyll's friend and lawyer and should keep the two entities separate.

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)

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TOTAL SECTION A: 35

SECTION B: DRAMA

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

QUESTION 3: *MACBETH*

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

- 3.1 3.1.1 (a) B/son of Duncan ✓
 (b) E/son of Banquo ✓
 (c) D/Thane of Glamis ✓
 (d) A/Earl of Northumberland ✓ (4)
- 3.1.2 The setting is the battlefield ✓ when the Sergeant/Ross reports about (the outcome of) the battle. ✓ (2)
- 3.1.3 (a) Personification ✓ (1)
 (b) The sergeant's wounds, ✓ which are so severe, are personified and they are likened to a person that cries for help implying that the battle was fierce/soldier is badly wounded. ✓ (2)
- 3.1.4 Fife is Macduff's castle ✓ (1)
- 3.1.5 Ross is excited/thrilled/impressed ✓ when he tells Duncan about Macbeth's bravery on the battlefield. ✓

OR

Ross is resentful/contemptuous ✓ when he talks about the treachery of the Thane of Cawdor. ✓

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

- 3.1.6 Sweno has to pay ten thousand dollars (to be used by everyone). ✓ (1)
- 3.1.7 Duncan is compassionate/caring/kind ✓ – he is concerned about the wounded soldier and instructs that he should be given medical help/assistance/attention. ✓

OR

Duncan is appreciative ✓ – he rewards Macbeth with the title Thane of Cawdor because of his (Macbeth's) bravery. ✓

OR

Duncan is respectful ✓ – he addresses Ross as a worthy thane. ✓

OR

Duncan is resolute/firm ✓ - he announces the immediate execution of the Thane of Cawdor. ✓

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

3.1.8 Open-ended.

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

No.

- Macbeth has flaws (overriding ambition/greed for power/sense of entitlement/extreme sense of arrogance) which do not make him noble.
- He is unscrupulous and would go to any extent to achieve his ambition of becoming king.
- Macbeth allows himself to be influenced and controlled by the witches.

OR

Yes.

- Macbeth fights bravely for his country.
- At the beginning of the play Duncan and his fellow men respect and admire Macbeth.
- Even though he knows he is defeated at the battle near Birnam Wood, he does not surrender but fights bravely till the end.

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)

AND

- 3.2 3.2.1 (a) disbelief/incredulity/amazement✓ (1)
- (b) The events on the evening of Duncan's murder were unnatural. ✓ (1)
- 3.2.2 Macduff should shake his head.✓
 He should point in the direction where Duncan was murdered.✓
- NOTE:** Accept any other relevant actions. (2)
- 3.2.3 Malcolm and Donalbain feel they cannot trust anyone ✓and anticipate that Duncan's death may be followed by plots to kill them as well. ✓ (2)
- 3.2.4 Macbeth's ambition is to become king, however, it will result in his death/downfall/destruction. ✓✓
- NOTE:** BOTH parts must be included to earn marks. (2)
- 3.2.5 A/related to Duncan. ✓ (1)
- 3.2.6 Macduff means that the future under the rule of Macbeth✓ may be more difficult than the past when Duncan ruled. ✓ (2)
- 3.2.7 The discussion of the theme that good ultimately triumphs over evil, should include the following points, **among others**:
- Macbeth, the tyrant, is eventually killed by Macduff who, in doing so, avenges the death of his family.
 - Malcolm takes up his rightful position as the king of Scotland.
 - All the exiles like Fleance and Donalbain can now return to Scotland.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

3.2.8 Open-ended.

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

Yes.

- Lady Macbeth's love for and loyalty towards her husband (Macbeth) spur her on to help him fulfil his ambition to become king of Scotland.
- After Duncan's murder, Macbeth no longer confides in her and she becomes oblivious to his evil deeds.
- Her remorse/guilt is evident in the sleepwalking scene (when she hints at Duncan's murder).

OR

No.

- Lady Macbeth calls upon the forces of evil to fill her with 'direst cruelty'.
- She is instrumental in convincing Macbeth to kill Duncan.
- She does not act upon her suspicions of Macbeth's evil deeds (Lady Macduff and Banquo's murder).

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]

OR

QUESTION 4: MY CHILDREN! MY AFRICA!

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

- 4.1 4.1.1 (a) B/wants to be a journalist ✓
 (b) D/encourages a ground-breaking debate ✓
 (c) E/ the mayor of Camdeboo ✓
 (d) C/rents a room to Mr M ✓ (4)
- 4.1.2 The setting is Zolile High/Camdeboo Girls High/the stage ✓
 when Isabel invites Thami and Mr M for tea/just before Mr M
 leaves/just after Mr M and Thami have had an argument
 about statues/when they practise for the literature quiz. ✓ (2)
- 4.1.3 Isabel means her parents are proud that she and Thami are
 learning so much in a short time/work together, ✓ so they can
 do well at the English literature quiz. ✓ (2)
- 4.1.4 (a) Simile ✓ (1)
- (b) Isabel has to be careful in her interaction with Thami and
 Mr M ✓ in the same way that an acrobat has to maintain
 balance while walking on a tight-rope. ✓ (2)
- 4.1.5 The atmosphere between Thami and Isabel is tense/
 uneasy. ✓ (1)
- 4.1.6 The discussion of the theme of betrayal should include the
 following points, **among others**:
- Thami betrays Mr M by withdrawing from the literature quiz.
 - He feels that by continuing his friendship with Isabel he betrays the Comrades.
 - The Comrades regard Mr M as a traitor for giving the names of the action committee to the police.
- 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.

- Isabel and her teammates are excited as it would be the first time the whites-only school would debate against a black-only one.
- The team has never had contact with the learners from Zolile High before and Renee Vermaas assumes the learners might not speak English as well as they do.
- Isabel and her teammates are not novices, and they feel they can teach the Black learners about a debate as Zolile has only recently started a debating society.

OR

No.

- Isabel and her teammates are arrogant to expect gratitude from the Black learners because they had agreed to debate against them.
- They should not consider themselves superior at having better debating skills because Zolile High measured up to them.
- Thami displays as much eloquence and critical thinking skills as Isabel and her teammates.

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)

AND

4.2.1 Thami has to inform Mr M about his decision to withdraw from the literature quiz, ✓ as he has decided to join the school boycott/the Comrades.✓ (2)

4.2.2 (a) determination/resolute/defiant ✓ (1)

(b) Thami's mind is made up/there is no stopping him from withdrawing from the literature quiz/joining the Comrades.✓ (1)

- (c) It is ironic that Thami now makes his own decision (a very important one), when in the past, Mr M made all decisions for him, (some very basic ones such as participating in the literary quiz).✓✓

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

- 4.2.3 Isabel should clasp her hands. ✓
She should bang on the table. ✓
She should point at Thami. ✓

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

- 4.2.4 C/struggle for Freedom. ✓ (1)

- 4.2.5 (a) Isabel is perplexed/upset/confused ✓ as she fails to see how their studying for a literature quiz/friendship can possibly be seen as something that is against the Struggle. ✓ (2)

- (b) summarised biographies✓ (1)

- 4.2.6 Thami is resolute ✓ – he is determined to join the Comrades. ✓

OR

He is loyal ✓ – he obeys the Comrades' call to engage in the school boycott. ✓

OR

He is inconsiderate/insensitive ✓ – he does not inform Mr M timeously about his decision to quit the literature competition.✓

OR

He is foolish ✓ - he gives up on the possibility of obtaining a scholarship. ✓

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

4.2.7 Open-ended.

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

Yes.

- Mr M does not succeed in getting the scholarship for Thami.
- During the school boycott he fails to get the learners to return to the classroom.
- He clings to tradition and does not use the opportunities presented to him to mend his ailing relationship with Thami.

OR

No.

- Mr M arranges the debate between his Black learners and the neighbouring white school to foster better racial relationships.
- He succeeds in changing Isabel's naive mindset about the political situation in South Africa.
- He is passionate about his job and succeeds to educate the learners.

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

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

QUESTION 5.1: 'THE NEW TRIBE' – BUCHI EMECHETA

- 5.1 5.1.1 (a) C/Chester's Nigerian mother ✓
 (b) D/Chester's adoptive sister ✓
 (c) A/Chester's best friend ✓
 (d) B/Chester's adoptive mother ✓ (4)

- 5.1.2 Arthur is concerned/worried/remains composed ✓ because he does not want to hurt Chester's/the children's feelings as this is a very delicate situation. ✓

OR

Arthur is unsure ✓ as he is uncertain of how to manage the current situation. ✓

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

- 5.1.3 (a) Simile ✓ (1)
 (b) Julia's picture-perfect world, which is compared to a girl in a picture book, ✓ will soon come crashing down when she is told that she has been adopted./This highlights her beauty amidst a very tense situation. ✓ (2)

- 5.1.4 Julia is ten years old. ✓ (1)

- 5.1.5 It strengthens their relationship ✓ as Ginny's desire to have a child is now fulfilled with the adoption. ✓

OR

The relationship is affected negatively./Arthur feels neglected ✓ because Ginny becomes obsessed with the children. ✓

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

- 5.1.6 Chester is bold/brave ✓ – he is not afraid to question his parents about his own origins. ✓

OR

Chester is caring ✓ – he tries to reassure Julia/he is concerned about the effect it will have on his mother. ✓

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

5.1.7 Open-ended.

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

Yes.

- Julia helps Chester on his first day at school when he starts crying/demands to go home/wants his mummy; she even defends him when the principal calls him a 'little devil'.
- She becomes Chester's protector as she knows what he is experiencing at school.
- She takes charge of the situation when Ginny becomes anxious about Chester.

OR

No.

- Julia finds it difficult to accept her adoption despite the love and care provided by Ginny and Arthur.
- Julia does not defend Ginny when Pamela says that their mother is weird.
- Julia laughs at Chester when her friends tell him to leave.

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

5.2.1 The setting is the Maguire's home ✓ while Paddy and Molly are discussing the necessity of a fur coat. ✓ (2)

5.2.2 (a) Wearing a fur coat will make Molly look good, no matter what she wears under it. ✓ (1)

(b) The subject of the fur coat is not to be taken lightly ✓ and the purchase of it should be carefully considered as it entails a huge sum of money. ✓ (2)

5.2.3 C/Parliamentary Secretary to the Minister of Roads and Railways. ✓ (1)

5.2.4 Molly acts as if she is at peace with owning a fur coat, yet she is still troubled about spending so much money on a coat. ✓✓

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

5.2.5 Molly takes care of the children. ✓
She mends the clothing/pyjamas. ✓ (2)

5.2.6 (a) relief/resignation/disinterest/positive/encouraging ✓ (1)

(b) The subject of the fur coat no longer interests him./Paddy agrees that Molly should purchase the fur coat. ✓ (1)

5.2.7 The discussion of the theme of sacrifice should include the following points, **among others**:

- Molly raises the children alone while Paddy is in prison.
- She sacrifices her time to mend the children's clothes.
- She cannot justify the extravagance of a fur coat and abandons the idea.

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.

- Paddy agrees when Molly says she would like to have a fur coat.
- He wants her to look presentable among the other women.
- He gives her a cheque of 150 pounds to purchase the fur coat.

OR

No.

- Paddy is not interested when Molly tells him about the fur coat.
- He concentrates more on solving his work problems.
- He does not realise Molly's insecurity behind the purchase of a fur coat.

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**6.1 'CAPTIVE' – FRANCIS CAREY SLATER**

- 6.1.1 (a) C/bound✓
 (b) D/unsuccessfully✓
 (c) E/shaping✓
 (d) A/old ✓ (4)
- 6.1.2 (a) Simile✓ (1)
- (b) The speaker, who is in hospital, feels trapped by his illness/fever✓ in the same way that a bird is trapped in a snare/trap.✓ (2)
- 6.1.3 (a) longing/desire/desperation✓ (1)
- (b) The speaker does not want to be in hospital/he longs for his village/rural home. ✓ (1)
- 6.1.4 The speaker is nostalgic/dreamy ✓ as he reminisces about life back home in the village.✓ (2)
- 6.1.5 (a) The setting is in the valley/village/around the fire✓ at sunset/the end of the day. ✓ (2)
- (b) C/roar.✓ (1)
- 6.1.6 Open-ended.

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

Yes.

- 'Captive' conveys the meaning of someone who is imprisoned.
- The speaker feels trapped by his circumstances of having to work far away from home.
- He feels confined in hospital because of his illness.

OR

No.

- The speaker is not captured (held against his will) he does have a choice working that far away from home.
- The hospital, in which he lies, is not a place of captivity it is there to help him regain his health.
- He desires to be at home but there is no limit to give his thoughts free reign.

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

AND

6.2 'MID-TERM BREAK' – SEAMUS HEANEY

- 6.2.1 The speaker has to wait for a long time before he is fetched from school (from the morning till 2 o' clock). ✓
He is sitting in the sick bay even though he is not ill. ✓
Instead of the bells ringing, they are knelling, which usually announces a funeral/death. ✓
The neighbours, and not his parents, come to pick the speaker up from school. ✓

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

- 6.2.2 (a) It refers to the severity of the collision. ✓ (1)
(b) It refers to the sadness the family experiences when their child dies. ✓ (1)
- 6.2.3 The adults stand up to greet the speaker by shaking his hand ✓ instead of him greeting first (which is the norm). ✓ (2)
- 6.2.4 (a) Personification/alliteration/irony ✓ (1)
(b) The flowers (snowdrops) and candles create a peaceful/tranquil/calm atmosphere ✓ and make it bearable for the speaker to view his brother's body. ✓

OR

The repetition of the –s sound emphasises the soothing atmosphere in the room ✓ and calms the speaker. ✓

OR

Snowdrops and candles are supposed to create a tranquil atmosphere ✓ but it is sad and tense, as his brother has died. ✓

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

6.2.5 The speaker's brother was four years old when he passed away. ✓ (1)

6.2.6 A mid-term break usually refers to an enjoyable holiday, however, there is a death in the family which is unpleasant/not enjoyable. ✓✓

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

6.2.7 The discussion of the theme of support during bereavement, should include the following points, **among others**:

- The neighbours support the family by fetching the older son from school.
- They offer the family moral support by visiting them at their home.
- The mother supports her older son by holding his hand when he arrives at home.

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)

6.2.8 Open-ended.

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

No.

- In the poem, the speaker focuses on everybody else's emotions except his own.
- The only reference to his feelings is his embarrassment when greeted by the older men.
- His father is crying and the mother 'coughs out angry tearless sighs' while the speaker shows no emotion.

OR

Yes.

- In the poem, the speaker's grief is conveyed through gentle images of the snowdrops (flowers) and the candles that soothe his grief.
- He takes time to be alone with the 'corpse'/ his dead brother.
- His brother looks as though he is asleep in his cot and not dead in a coffin, which helps him to process his grief.

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