



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

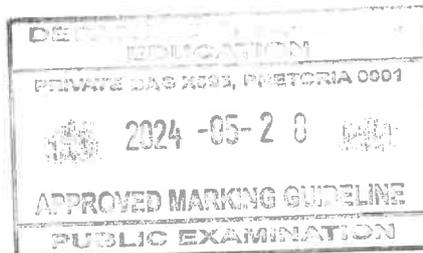
MAY/JUNE 2024

MARKING GUIDELINES

MARKS: 70

Approved
MP Bembe (Moeng)
Umalusi External Moderator
28 May 2024.

These marking guidelines consist of 24 pages.



Approved
[Signature] CS. Rykloef
Internal Moderator
28 May 2024

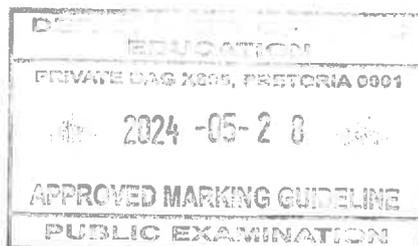
INSTRUCTIONS AND INFORMATION

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/OPINION. The reason/substantiation/motivation is what should be considered.

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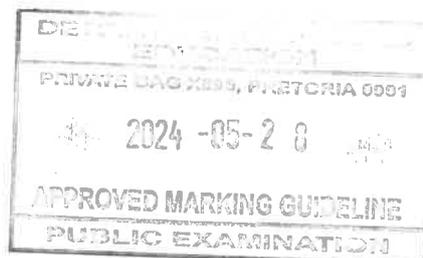
SECTION A: NOVEL

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) E/Margaret's husband ✓
 (b) C/Stephen's nephew ✓
 (c) D/Gertrude's brother ✓
 (d) B/Absalom's lawyer ✓ (4)
- 1.1.2 D/school for young offenders. ✓ (1)
- 1.1.3 Stephen Kumalo is in despair/anxious/anguished/confused ✓
 because he is informed that Absalom is in the reformatory. ✓ (2)
- 1.1.4 Stephen discovers that Absalom is influenced by bad
 company/sent to a reformatory. ✓
 He learns that Absalom is involved in illegal activities. ✓
 Absalom is going to be the father of an illegitimate child. ✓
 Absalom has committed a murder. ✓
- NOTE:** Accept any TWO of the above (2)
- 1.1.5 Msimangu says that Father Vincent has praise for the
 reformatory as any boy who goes there can be rehabilitated, yet
 Absalom turns out to be a murderer ✓✓ (2)
- NOTE:** Both parts must be included to earn the marks. (2)
- 1.1.6 Arthur Jarvis dies of a bullet wound. ✓
- NOTE:** Accept any other **FACTUALLY CORRECT** answer. (1)
- 1.1.7 The young white man realises that the public will blame the
 reformatory for Absalom's arrest ✓ because they released
 Absalom early. ✓ (2)



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

Yes

- Msimangu writes to Stephen because he is concerned about Gertrude and hopes that her brother can help her to turn away from her immoral lifestyle.
- He guides and takes care of Stephen when he arrives in Johannesburg by arranging lodgings for him and accompanies him in his search for Absalom.
- He shows his generosity when he decides to abandon his worldly possessions and gives his life savings to Stephen.

OR

No.

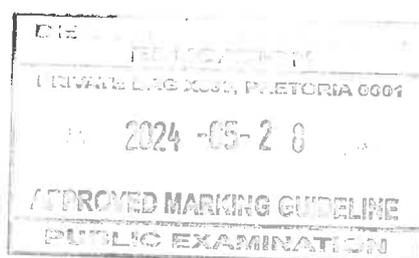
- Msimangu is a priest and he should have ministered to Gertrude himself and not send for her brother.
- He is cold towards Absalom's pregnant girlfriend and this reveals that he is judgemental and not willing to forgive her.
- He loses his temper and becomes impatient with Stephen Kumalo in their search for Absalom.

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 time is when John Kumalo is addressing a gathering/crowd ✓ and the place is in a public square. ✓ (2)
- 1.2.2 (a) Simile ✓ (1)
- (b) Just like an innocent child can be persuaded, ✓ so John has the ability to influence/persuade a crowd/Stephen. ✓ (2)
- 1.2.3 (a) amazement/awestruck/surprised ✓ (1)
- (b) Stephen is amazed at the transformation he observes in John when he addresses the crowd. ✓ (1)

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- 1.2.4 Msimangu realises that John Kumalo's speeches could incite crowds/the people to violence, ✓ however, the fear/thought of being arrested restrains him from saying too much. ✓ (2)
- 1.2.5 James Jarvis is conservative/set in his ways ✓ as the idea of change does not appeal to him. ✓ (2)
- 1.2.6 It is the (Claremont) African Boys' Club. ✓ (1)
- 1.2.7 The discussion of the theme of father and son relationships may include the following points **among others**:
- Stephen Kumalo discovers that Absalom has committed murder, yet he finds it in his heart to forgive him and support him in his final days.
 - James Jarvis does not understand his son's politics but after his death, he comes to understand Arthur and his work better.
 - John Kumalo has a superficial relationship with Matthew (his son) and encourages him to be immoral (commit perjury).
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the novel. (3)

- 1.2.8 Open-ended.

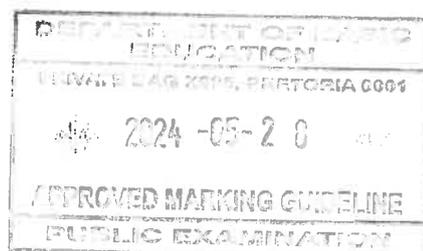
Accept a relevant response which shows an understanding of the following viewpoints **among others**:

Yes.

- John Kumalo moves to Johannesburg and becomes a corrupt politician despite having been raised with the same values as his brother.
- Gertrude Kumalo turns to prostitution and the illegal trade of liquor when she cannot find her husband in Johannesburg.
- Absalom Kumalo leaves Ndotsheni for the city and becomes involved with bad characters who influence him to commit crime.

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No.

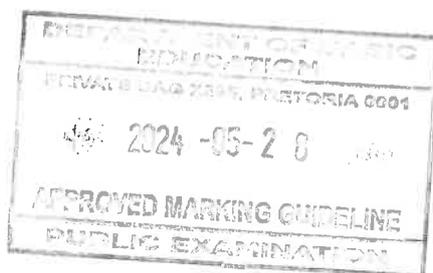
- Arthur Jarvis lives in Johannesburg where he works to bring about social change and better the lives of the oppressed.
- Mrs Lithebe lives in the city but is a generous and kind woman who is willing to help those in need.
- Mr Carmichael is a big city lawyer but remains a moral man who takes cases for God (*pro deo*).

NOTE: Do NOT award a mark for YES/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 A: 35

OR



QUESTION 2: STRANGE CASE OF DR JEKYLL AND MR HYDE

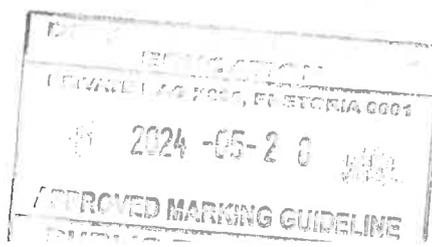
Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 2.1 and 2.2.**

- 2.1 2.1.1 (a) C/a repulsive-looking man ✓
 (b) A/Jekyll's estranged friend ✓
 (c) B/Utterson's distant relative ✓
 (d) E/an unethical scientist ✓ (4)
- 2.1.2 The time is after Mr Utterson meets Mr Hyde in the street/after Mr Utterson sees Mr Hyde's face ✓ and the place is Dr Jekyll's home. ✓ (2)
- 2.1.3 Mr Utterson admits that he has never met Mr Hyde who is in fact Dr Jekyll, yet Mr Utterson and Dr Jekyll have been friends for many years. ✓✓
- NOTE:** Both parts must be included to earn the marks. (2)
- 2.1.4 (a) Decisive/convincing/certainty/emphatic ✓ (1)
 (b) Poole is very certain that Mr Hyde never enters the main house but only the laboratory. ✓ (1)
- 2.1.5 Mr Utterson believes that Dr Jekyll is being blackmailed ✓ for something that had happened in his 'wild' past. ✓ (2)
- 2.1.6 (a) Metaphor ✓ (1)
 (b) There is a hidden scandal/danger in Dr Jekyll's life that is spreading and growing like cancer ✓ and has the potential to cause harm (if not addressed). ✓ (2)
- 2.1.7 Open-ended.
 Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- Mr Utterson is principled and believes that one does not gossip about other people/tarnish other people's reputations.
 - He remains loyal to Dr Lanyon when Lanyon requests him not to read his letters before Dr Jekyll's disappearance/death.
 - He is trustworthy/honourable and does not reveal the content of Dr Jekyll's will to anyone else.

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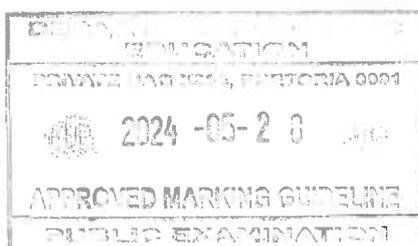
No.

- Even though Dr Jekyll asks Mr Utterson not to interfere in his affairs, Mr Utterson continues to investigate Mr Hyde.
- He suspects that Dr Jekyll has something to do with the murder of Sir Carew (the broken cane) but he does not report that to the police.
- He sees all the clear indications of Dr Jekyll's involvement with Mr Hyde (the signed cheque) but his friendship with Dr Jekyll clouds his judgement.

NOTE: Do NOT award a mark for YES/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 Mr Hyde is aggressive/violent/lacks empathy/lacks impulse control ✓ as he violently hits an innocent woman. ✓ (2)
- 2.2.2 (a) Dr Lanyon witnesses the transformation of Mr Hyde ✓ who drinks some of the potion (that Dr Lanyon retrieved from Dr Jekyll's cabinet). ✓ (2)
- (b) Mr Hyde runs into a young girl and tramples her. ✓ He murders Sir Carew/beats Sir Carew to death. ✓ (2)
- 2.2.3 Dr Jekyll is troubled/tormented ✓ as being executed does not instil as much fear in him as being the evil Mr Hyde. ✓ (2)
- 2.2.4 Dr Jekyll involuntarily changes into Mr Hyde/he needs to change back into Dr Jekyll. ✓ (1)
- 2.2.5 Mr Enfield is related to Mr Utterson/Mr Utterson is Dr Jekyll's lawyer/Dr Jekyll and Mr Utterson are friends. ✓
- NOTE:** Accept any other FACTUALLY CORRECT answer. (1)
- 2.2.6 C/medicine. ✓ (1)



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2.2.7 The discussion of the theme of secrecy may include the following points, **among others**:

- Mr Enfield shares his story with Mr Utterson but he reveals Mr Hyde's name only at the end.
- Mr Utterson does not reveal that he has heard Mr Hyde's name before.
- Dr Jekyll finds a secret outlet for his darker urges, in the form of 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**:

No.

- Dr Jekyll has no control of the evil deeds performed by Mr Hyde.
- Dr Jekyll's life turns into misery when he no longer has the means to control Mr Hyde.
- His experiment ultimately claims his life.

OR

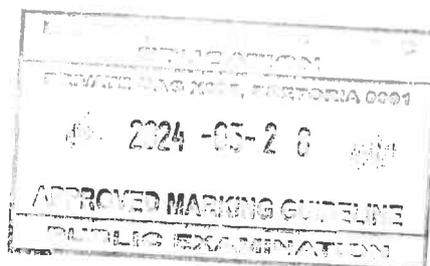
Yes.

- Dr Jekyll succeeds to separate the good and bad of human nature.
- Dr Jekyll can control the transformations with the correct serum.
- He can indulge his vices without fear of detection.

NOTE: Do NOT award a mark for YES/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)

TOTAL SECTION A: 35



3.1.7 Open-ended.

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

Yes.

- The witches' predictions motivate Macbeth to act on them so that they can be realised.
- Based on the prediction that he 'shalt be king hereafter', Macbeth kills Duncan to become king.
- Macbeth kills Banquo to further secure his position as king as the witches predicted that Banquo's children 'shalt be kings'.

OR

No.

- The witches' predictions do not explicitly encourage Macbeth to embark on a course to commit evil crimes.
- They do not mention Duncan's guards, but Macbeth kills them to eliminate any evidence that might implicate him.
- Macbeth's own insecurities lead him to plot Banquo and Fleance's murder and to instruct the killing of Macduff's family.

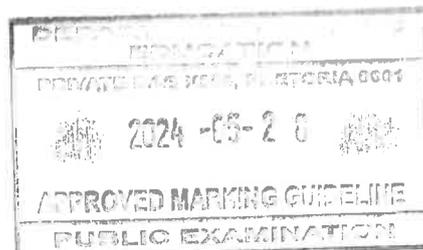
NOTE: Do NOT award a mark for YES or NO only. Credit a response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

3.2 3.2.1 B/a thane of Scotland. ✓ (1)

3.2.2 The witches show Macbeth a vision of an armed/helmeted head ✓ and that of a child covered in blood. ✓ (2)

3.2.3 (a) He should have an angry expression on his face. ✓
He should speak in a loud, aggressive voice. ✓
Macbeth should stamp his foot. ✓
He should thrust his fist into the air. ✓

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



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- (b) Macbeth curses the witches and those who trust them, yet he wholly believes their prophecies. ✓✓

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

- 3.2.4 Macbeth says that time can almost foresee the dreadful deed he wants to perform ✓ and regrets that he did not act the moment he thought of killing Macduff. ✓ (2)

- 3.2.5 Macbeth will order the killing of Macduff's family. ✓ (1)

- 3.2.6 Donalbain flees to Ireland/Malcolm/Macduff flees to England. ✓

NOTE: Accept any other FACTUALLY CORRECT answer. (1)

- 3.2.7 The discussion of the theme of wickedness may include the following points, **among others**:

- Lady Macbeth calls on the spirit of evil to give her courage to kill Duncan.
- Macbeth slaughters/murders the innocent family of Macduff in retaliation to Macduff's flight to England.
- Macbeth orders the killing of Fleance, who is predicted to become a king.

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)

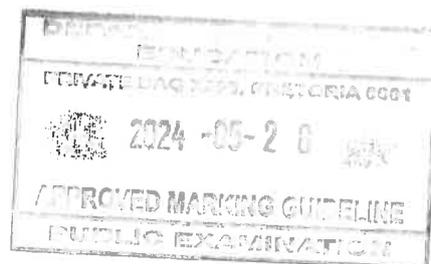
- 3.2.8 Open-ended. progression

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

Yes.

- Macduff openly defies Macbeth when he refuses to attend the banquet.
- He shows his patriotism when he seeks the help of Edward the Confessor to raise an army against Macbeth.
- He contributes greatly to the restoration of the natural order in Scotland when he kills Macbeth.

OR



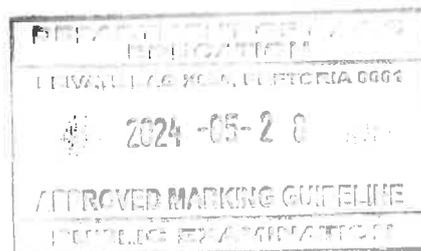
No.

- Macduff flees to England.
- He leaves his family in the face of danger during this turbulent time in Scotland.
- Macduff should have considered Macbeth's vengeful nature before he makes the decision to flee.

NOTE: Do NOT award a mark for YES or NO only. Credit a response 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



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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/a learner at Zolile High ✓
(b) C/a teacher at Camdeboo High ✓
(c) A/English teacher at Zolile High ✓
(d) E/sells vetkoek to bus passengers ✓ (4)
- 4.1.2 Mr M's ideas of using words instead of violence ✓ have not yielded any results ✓ (and the people want immediate change). (2)
- 4.1.3 Thami and his comrades refer to the Struggle as *Isiqalo* which means 'The Beginning'. ✓
NOTE: Accept any other **FACTUALLY CORRECT** answer. (1)
- 4.1.4 (a) frustrated/angry/bitter/impatient ✓ (1)
(b) It is to show Thami's impatience as nothing constructive has been done regarding the liberation of his people. ✓ (1)
- 4.1.5 C/literature quiz. ✓ (1)
- 4.1.6 Thami views his friendship with Isabel as a personal choice, yet he ends it because of pressure from the Comrades. ✓✓

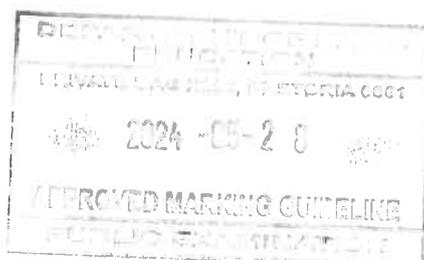
OR

Thami says their friendship is their choice, but Isabel has no say in whether or not they continue their friendship. ✓✓

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

- 4.1.7 The discussion of the theme of friendship may include the following points, **among others**:
- Thami and Isabel's friendship develops after the debate and during their practice sessions.
 - Their friendship is compromised when Thami decides to join the school boycotts.
 - Isabel befriends Mr M during their preparation for the English literature quiz.

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)



4.1.8 Open-ended:

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

Yes.

- Thami respects Mr M, yet he is confident enough to stand up for his own beliefs.
- He is acutely aware of the consequences of his choice to join the fight for freedom.
- He is honest when he admits that his childhood dream of becoming a doctor is not worthy and he has come to understand the reality of their situation.

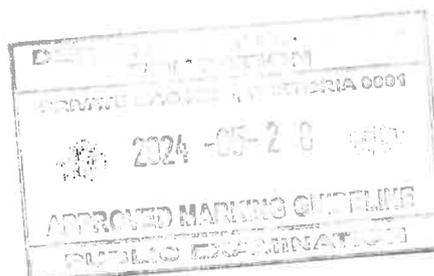
OR

No.

- Thami is not courageous enough to share his viewpoints with Mr M.
- He lacks the courage to approach the Comrades directly to exonerate Mr M; instead, he turns to Mr M to deny the accusations levelled against him.
- He refuses to acknowledge that Mr M is important to him.

NOTE: Do NOT award a mark for YES or NO only. Credit a response 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 Mr M and Thami argue about Bantu Education/after Thami tells Isabel that he will no longer be part of the literary quiz ✓ and the place is at Zolile High/Camdeboo Girls High. ✓ (2)
- 4.2.2 Mr M refers to Bantu Education. ✓ (1)
- 4.2.3 (a) Personification ✓ (1)
- (b) Mr M compares his determination to influence his learners to think differently ✓ to someone who has a guilty conscience and will only find peace when he has divulged the truth. ✓ (2)



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- 4.2.4 Mr M should beat his chest. ✓
His eyes should be wide open. ✓
He should raise his voice. ✓

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

- 4.2.5 Mr M is frustrated/exasperated/disappointed/angry ✓ because Thami refuses to acknowledge that he has taught him the skills to speak well/resulted in him being a good orator. ✓ (2)

- 4.2.6 Mr M did not teach them to stand up against the education system ✓ whereas the comrades teach them to boldly and literally take action. ✓ (2)

- 4.2.7 Thami is critical/unappreciative/rebellious ✓ as he fails to acknowledge Mr M's approach to Bantu Education. ✓

OR

He is brave ✓ as he challenges Mr M/is no longer afraid of Mr M. ✓ (2)

- 4.2.8 Open-ended:

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

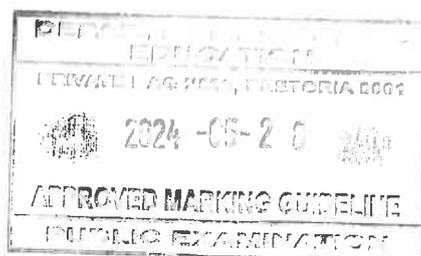
No.

- Isabel gossips with Aunty, their Black helper, about the people of the town (the Whites).
- She is willing to participate in a debate at the neighbouring Black school/Zolile High.
- She attempts, during the volatile period when Mr M is killed, to go into the township.

OR

Yes.

- Isabel and her friends have preconceived ideas about the learners/their debating skills at Zolile High.
- She refers to the classroom at Zolile High as 'bleak, dingy and depressing' in comparison to Camdeboo Girls High.
- She admits that she is glad to have been 'born with a white skin' after her visit to Auntie's 'pondok' in the township.



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NOTE: Do NOT award a mark for YES or NO only. Credit a response 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



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SECTION C: SHORT STORIES

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

QUESTION 5.1: 'FORBIDDEN LOVE' – CAN THEMBA

- 5.1.1 (a) C/the headmaster of Noordgesig Primary ✓
 (b) E/a teacher at Noordgesig Primary ✓
 (c) A/tries restoring his family's honour ✓
 (d) B/a victim of Bobby's teasing ✓ (4)
- 5.1.2 (a) Personification/Metaphor ✓ (1)
- (b) In the same way that corrosion takes place, (e.g. metal) ✓so does the issue of the identity of the father of Salome's child constantly bother Michael. ✓ (2)
- 5.1.3 Michael means that Salome keeps postponing/avoiding ✓ to reveal who the father of her child is. ✓ (2)
- 5.1.4 Salome refers to the father of her child as being 'honourable', yet he resorts to cowardly/violent tactics when he and his friends attack Michael.

OR

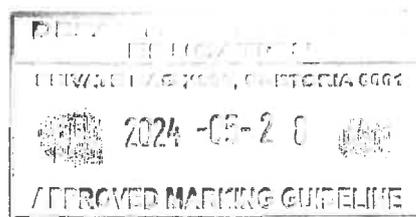
Davy, the father of the child, attacks Michael who is Black and is in a relationship with his (Davy's) sister, Dora, yet, he is guilty of the same offence. ✓✓

OR

Salome refers to the father of her child as being honourable, yet he does not support the child emotionally or financially.

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

- 5.1.5 'felt beaten again' ✓ (1)
- 5.1.6 The discussion of the theme of defiance may include the following points, **among others**:
- Michael, a Black man, defies the apartheid government's laws when he assumes a relationship with a coloured girl.
 - Meneer Carelse defies the headmaster's decision when he suggests that they do not reveal Dora's illegal relationship.
 - Dora's mother is defiant of her husband's attitude when she insists that she wants to see her grandchild.



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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)

5.1.7 Open-ended.

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

Yes.

- Salome acts responsibly as she does not want to jeopardise her life when she refuses to reveal the identity of the child's father.
- She shows sisterly love and care towards Michael after his attack.
- She is brave when she ultimately confronts and exposes David Randolph (one of Michael's attackers) as the father of her child.

OR

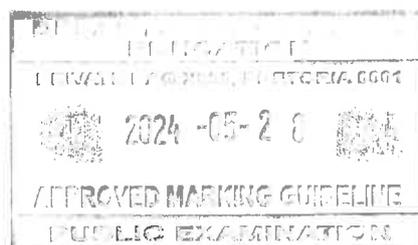
No.

- Salome disadvantages the child when she shoulders sole responsibility in raising the child.
- She does not confide in Michael when he asks her about the identity of the child's father.
- She waits until Michael is attacked (he could have been killed) before she musters the courage to confront Davie.

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)

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QUESTION 5.2: 'CLASS ACT' – NAMHLA TSHISANA

5.2.1 The time is when the narrator asks her aunt to shorten/sew the hem of her uniform ✓ and the place is the narrator's bedroom/her mother's room. ✓ (2)

5.2.2 The narrator's mother is a nurse. ✓

NOTE: Accept any other FACTUALLY CORRECT answer. (1)

5.2.3 (a) It is disorganised/rowdy/out of control. ✓ (1)

(b) Mr Sauls is irresponsible/overpowered/overwhelmed ✓ as he is unable to maintain discipline. ✓ (2)

5.2.4 (a) Those who are new in high school for the first time/new grade 8 pupils/learners. ✓ (1)

(b) B/examined ✓ (1)

5.2.5 Renato uses the chalk to draw a line/make a mark on the tunic/skirt/school dress ✓ to indicate the preferred length. ✓ (2)

5.2.6 (a) mocking/sarcastic/derisive/insulting ✓ (1)

(b) Renato pokes fun at the narrator's long tunic/skirt/school dress (which resembles a nun's dress). ✓ (1)

5.2.7 The narrator is embarrassed ✓ because the other learners in the class are laughing at her. ✓ (2)

5.2.8 Open-ended.

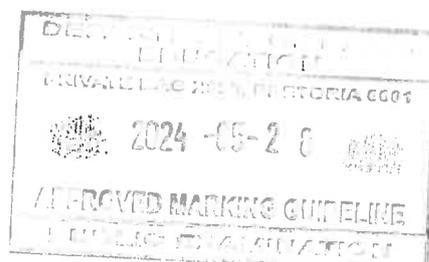
Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Much of the action, in which the narrator is mocked, takes place in the classroom, hence the title *Class Act*.
- The narrator is teased in the class about her long tunic/skirt/school dress (hence the reference to the film 'Sister Act').
- Mr Sauls does not have control over his unruly class, which seems like an act from a stage production.

OR

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SR

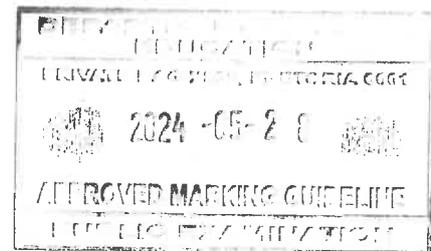
No.

- The title, *Class Act*, can be misleading as it could refer to something that is done in style/elegance/with flair.
- It could also refer to a law during the apartheid regime in which people were classified according to the colour of their skins.
- It could refer to an actual performance/stage production.

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



MPB

SR

SECTION D: POETRY**QUESTION 6****6.1 'ON THE GRASSHOPPER AND CRICKET' – JOHN KEATS**

- 6.1.1 (a) Italian ✓
(b) two ✓
(c) octave ✓
(d) sestet ✓ (4)

6.1.2 The sights and sounds of nature never die/are never ending. ✓ (1)

6.1.3 (a) Personification/Synechdoche ✓ (1)

- (b) PERSONIFICATION: Just like the sound of a person's voice can travel, ✓ so too does the sound made by the grasshopper also travel. ✓

SYNECHDOCHE: The sound made by the grasshopper represents the sounds made by all the grasshoppers ✓ which can be heard throughout the universe/the world/globally. ✓ (2)

6.1.4 The lawn/grass/meadow ✓ has been recently cut/trimmed. ✓ (2)

6.1.5 Assonance ✓ (1)

6.1.6 (a) satisfaction/admiration/contentment ✓ (1)

- (b) The speaker highlights/shows that irrespective of the weather, nature continues to thrive (nature is 'never dead'). ✓ (1)

6.1.7 A person who is half asleep (next to the warm stove) ✓ may confuse the sound of the cricket with that of the grasshopper. ✓ (2)

6.1.8 Open-ended.

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

Yes.

- The title, which includes the word 'On', is an indication that the poem is about a grasshopper and a cricket.
- The activities of the Grasshopper and the Cricket are described in the poem.
- Both the grasshopper and the cricket symbolise the change in seasons.

OR

No.

- The speaker alludes to the sounds and sights of nature ('the poetry of earth').
- There are many other sounds to which the poet refers in this poem.
- There is also reference to other elements such as winter and the crackling sound of the fire.

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 'RECIPROCITIES' – CATHAL LAGAN**

6.2.1 The time is while the speaker is holding the wool for his mother ✓ and the place is the speaker's childhood home. ✓ (2)

6.2.2 B/length ✓ (1)

6.2.3 (a) Simile ✓ (1)

(b) The way in which the speaker holds out his arms with the wool loosely wound around them ✓ is similar to a priest holding out his arms during a church service. ✓ (2)

6.2.4 The speaker is happy/elated/joyful/confident ✓ as he knows his efforts result in him being the recipient of a beautiful, perfectly knitted jersey. ✓ (2)

6.2.5 The speaker's mother's conversations keep him happy/relaxed/'at ease'. ✓

NOTE: Accept any other FACTUALLY CORRECT answer. (1)

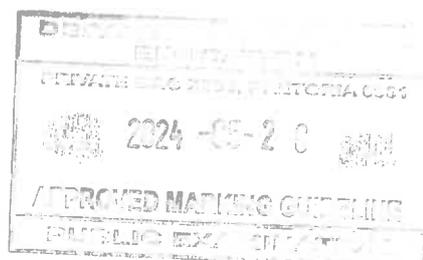
6.2.6 The speaker's mother is loving/caring/sensitive ✓ as she tries to relax him when he helps her/talks to him/keeps him occupied. ✓

OR

She is unfair/strict ✓ to expect of him to stand and hold the wool without moving. ✓ (2)

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5R

6.2.7 The discussion of the theme of nostalgia may include the following points, **among others**:

- He thinks back on the lessons that his mother taught him and how they have shaped him.
- The speaker recalls the happy incidents/moments with his mother.
- He remembers how he lost focus when he had to assist in winding the wool which had become unravelled.

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**:

Yes.

- The title is suitable because the word 'Reciprocities' implies that there is a mutual benefit which is relevant in this poem.
- The exercise of holding the wool while his mother winds it, teaches him patience.
- This patience now assists him as an adult in his writing.

OR

No.

- The title is not suitable because he was a child and his arms became tired while he held the wool.
- He lost concentration as the exercise continued for some time.
- It was difficult as he had to stand absolutely still while helping his mother.

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

