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Basic Education
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SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P2

2022

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 22 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/OPINION. The reason/substantiation/motivation is what should be considered.

No.

- Msimangu, as a pastor, should have a forgiving nature.
- The girl is still young (only sixteen) and Kumalo considers her to be helpless; in need of guidance and not to be judged.
- She is a victim of social abuse and neglect. Msimangu should be sympathetic/sensitive to this.

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 James Jarvis wants to hear the outcome of the court case/is the father of the murdered Arthur. ✓ (1)

1.2.2 Kumalo assists in getting the young girl and Absalom married. ✓
He arranges accommodation for her at Mrs Lithebe's house. ✓
He takes her back with him to Ndotsheni in order to provide stability in her life. ✓
He takes care of her unborn child. ✓

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

1.2.3 C/God. ✓ (1)

1.2.4 The court officials are sympathetic ✓ as they realise the impact the verdict has on the accused/families/acquaintances. ✓ (2)

1.2.5 The young white man works for the reformatory. ✓ (1)

1.2.6 Kumalo's son, Absalom (who is originally from Ndotsheni) has murdered James Jarvis's son, yet James is still willing to help Kumalo restore Ndotsheni. ✓✓

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

1.2.7 The young man is caring/humane/good-natured/ compassionate. ✓
He joins Msimangu in assisting Kumalo who is overcome by grief. ✓

OR

He is brave/principled. ✓ In a show of solidarity, he walks out of court with the blacks. ✓

OR

He is defiant. ✓ He defies apartheid laws by exiting the courtroom with the Blacks. ✓

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

1.2.8 Accept a relevant text-based response which shows an understanding of the theme of suffering in the novel, **among others**:

- James Jarvis and his wife are devastated/suffer the pain of losing their son at the hands of a killer/murderer.
- Arthur's wife is widowed and his children are left to grow up without their father as a result of this senseless killing.
- Jarvis suffers when his wife dies.

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)

1.2.9 Open-ended.

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

Yes.

- John Kumalo learns about the miners' plight and makes people aware of their predicament.
- He becomes a successful carpenter/businessman.
- As a politician, he has some importance and influence whereas in Ndotsheni he is subject to the chief.

OR

No.

- John Kumalo becomes unscrupulous; he hires a lawyer even though he knows Matthew is guilty.
- His wife leaves him, and he resorts to living with a mistress.
- He denounces the church.

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 murderer
 (b) D/a footman
 (c) A/a politician
 (d) E/a scientist (4)
- 2.1.2 The back entrance to Jekyll's house ✓ when Mr Utterson finally meets (runs into) Mr Hyde. ✓ (2)
- 2.1.3 (a) enquiring/curious/impolite ✓ (1)
 (b) Mr Hyde is afraid that Mr Utterson/someone might uncover his true identity. ✓ (1)
- 2.1.4 (a) Simile ✓ (1)
 (b) Just as someone who is confused/baffled about a situation ✓ so is Mr Utterson as he cannot understand the relationship between Mr Hyde and Dr Jekyll. ✓ (2)
- 2.1.5 anger/nervous/defensive ✓
 Mr Hyde realises that Mr Utterson is lying to him. ✓

OR

He wants to get away from Mr Utterson. /He does not want to be asked/answer questions. ✓

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

- 2.1.6 Mr Hyde is pale. ✓
 He is dwarfish. ✓
 He gives the impression of having a deformity. ✓
 He has a displeasing smile. ✓
 He resembles a caveman/primitive/troglodyte. ✓

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

2.1.7 Open-ended.

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

Yes.

- Mr Utterson's insistence on protecting Dr Jekyll prevents him from learning the truth about Dr Jekyll and Mr Hyde.
- His principal desire is to avoid a scandal rather than the discovery of truth (the stick used to kill Sir Carew).
- He suspects Dr Jekyll is covering up a murder committed by Mr Hyde but prefers to protect the reputation of his friend rather than solve the case of Dr Jekyll and Mr Hyde.

OR

No.

- Dr Jekyll deceives Mr Utterson by lying to him about Mr Hyde.
- Mr Utterson cannot link the uncanny aspects of Hyde's appearance and behaviour to Dr Jekyll.
- Mr Utterson fails to believe that Dr Jekyll is capable of the strange deeds reported by Poole.

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 Under the guise of Mr Hyde ✓no one will suspect him (Dr Jekyll) of anything untoward/wrongdoing. ✓ (2)

2.2.2 (a) Mr Hyde tramples a little girl. ✓
He murders Sir Carew. ✓

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

(b) Mr Utterson learns about the trampling of the girl from Mr Enfield. ✓

OR

Mr Utterson is called to identify the body of Sir Danvers Carew and learns that Mr Hyde has killed him. ✓ (1)

2.2.3 B/the duality of human nature. (1)

2.2.4 Dr Jekyll is appreciative✓ as Mr Hyde provides him with an opportunity to indulge in his evil desires. ✓

OR

Dr Jekyll is boastful✓ because he is still in control and not Mr Hyde/he believes no-one will suspect him of being the notorious Mr Hyde.✓

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

2.2.5 Dr Jekyll is self-assured.✓ He believes no one will discover his guise. ✓
He is egotistic/self-satisfying. ✓ He marvels at his achievement. ✓
He is dishonest. ✓ He deceives those who care for him. ✓

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

2.2.6 Dr Jekyll believes that he is in control of Mr Hyde but in the end Mr Hyde controls Dr Jekyll. ✓✓

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

2.2.7 The discussion of the theme of logic versus the illogic, should include the following points, **among others**:

- Dr Lanyon adheres strictly to logical, materialist science.
- He considers Dr Jekyll's approach as scientific balderdash and to be illogical.
- Jekyll delves into mystical investigation of the nature of man which defies all logic.

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 creates Hyde who embodies pure evil and he should take responsibility for Hyde's actions.
- He is aware of the deeds of Hyde but does not do anything to prevent them.
- Jekyll is mistaken to think that man is 'truly two' and should have realised that he cannot separate the two entities.

OR

Yes.

- Mr Hyde is a completely different person from Dr Jekyll and operates on his own.
- Dr Jekyll has no control over Mr Hyde's actions.
- Hyde commits all these deeds because he (unlike Dr Jekyll) has no sense of remorse.

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 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) E/the son of Banquo ✓
 (b) A/general in Duncan's army ✓
 (c) B/younger son of Duncan ✓
 (d) C/seeks help for Scotland ✓ (4)

- 3.1.2 The setting is at Forres/Duncan's castle/a room in Duncan's castle ✓ after the battle. ✓ (2)

- 3.1.3 Duncan is grateful/appreciative towards Macbeth. ✓ Macbeth's bravery has greatly helped to win the battle (for Scotland). ✓ (2)

- 3.1.4 Macbeth tells Duncan that his duty is to be loyal towards Duncan and keep him safe, but Macbeth betrays this loyalty and murders Duncan. ✓ ✓

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

- 3.1.5 (a) Metaphor ✓ (1)

- (b) King Duncan is going to look after Macbeth's interests (plant the seeds) ✓ and make sure he achieves the greatness he deserves (full of growing). ✓ (2)

- 3.1.6 (a) appreciation/gratitude/thankfulness/humility ✓ (1)

- (b) Banquo is grateful because the king acknowledges his bravery in the battle. ✓ (1)

- 3.1.7 Open-ended.

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

Yes.

- Macbeth kills Duncan, king of Scotland.
- He kills his best friend, Banquo, to prevent Banquo's children from becoming king.
- He kills anybody who threatens his position.

OR

No.

- Macbeth's desire to become king is driven by the witches' predictions.
- Lady Macbeth plans King Duncan's murder and plays on his emotions of guilt.
- Macbeth's hopes of becoming king are shattered when Duncan announces that Malcolm will succeed him as king and this fuels his ambition to take the throne by force.

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

3.2.1 Macbeth is troubled about the witches' prediction made to Banquo/Macduff ✓ (that his children will become kings)/ He warns Macbeth against the Thane of Fife/wants to know what the future holds for him. (1)

3.2.2 Macduff refuses to attend Macbeth's banquet. ✓
Macbeth sends a servant to summon him to his palace, yet Macduff refuses to come. ✓
The witches have warned Macbeth against Macduff. ✓

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

3.2.3 Macbeth should point to his ears. ✓
He should stretch his hand. ✓
He should point a finger at the witches. ✓

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

3.2.4 invincible/overly-confident/relieved ✓
Macbeth believes he will not be killed by anyone born of a woman. ✓ (2)

3.2.5 The vision refers to Malcolm (the new king of Scotland). ✓ (1)

3.2.6 A/Malcolm. ✓ (1)

- 3.2.7 Macbeth is fearless. ✓ He is not afraid of visiting the witches. ✓
He is cruel. ✓ He intends to kill Macduff. ✓
He is over-confident. ✓ He believes he will not be killed/beaten. ✓
He is gullible/naive. ✓ He believes the witches' predictions without questioning them. ✓

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

- 3.2.8 The discussion of the theme of revenge, should include the following points, **among others**:

- Malcolm avenges his father's death by seeking help from the king of England to build up an army.
- Macduff avenges his family's death by seeking out Macbeth and killing him.
- Together Malcolm and Macduff bring an army to overthrow Macbeth's tyranny and restore the natural order in Scotland by crowning Malcolm as 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)

- 3.2.9 Open-ended.

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

Yes.

- Lady Macbeth sets the scene for Macbeth to kill Duncan.
- Because Macbeth kills Duncan, he has the courage to continue killing to secure his position.
- Lady Macbeth's guilt finally causes her own death.

OR

No.

- Macbeth ultimately chooses to kill the king.
- His ambition gets the better of him and he continues to kill other characters.
- The witches are largely responsible for predicting and influencing Macbeth.

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)

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/Zolile High's gifted learner ✓
 (b) E/Camdeboo's debating team member ✓
 (c) D/inspector of Bantu Education ✓
 (d) C/teacher who supports non-violence ✓ (4)
- 4.1.2 The setting is at Camdeboo Girls' High ✓ when Mr M informs Isabel about the English literary quiz. ✓ (2)
- 4.1.3 Mr M apologises to Isabel for visiting her unexpectedly/without warning ✓ as he has been searching everywhere/all over/in many different places for her. ✓ (2)
- 4.1.4 (a) humorous/lively/amusing/playful/informal ✓ (1)
 (b) Isabel jokingly blames Thami for the intimate/relaxed way in which she addresses Mr M/for using his nickname. ✓ (1)
- 4.1.5 elated/impressed ✓
 Mr M is happy that Isabel has such a profound effect on his learners. ✓ (2)
- 4.1.6 Mr M has no biological children/The 'young family' refers to his learners. ✓ (1)
- 4.1.7 Isabel is vivacious/lively/ respectful. ✓ She puts Mr M at ease when he apologises. ✓

OR

She is friendly. ✓ The Zolile learners find her charming personality impressive and they want her to come again. ✓

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

4.1.8 Open-ended.

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

Yes.

- Thami comes to realise that he lives in an unjust society where the Bantu Education he receives is inferior.
- He says that Mr M agrees with Western culture by teaching this particular curriculum.
- He realises that Bantu Education does not offer him the same opportunities as his white counterparts.

OR

No.

- Thami is a highly intelligent learner and could use this gift to rise above his situation.
- Mr M has an academic future planned for him but he rejects this.
- Mr M's way of teaching is not inferior as he teaches them to think critically.

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 B/uncertainty ✓ (1)

4.2.2 Thami is putting himself in danger by being in Isabel's company (because the comrades disapprove of interaction with whites). ✓ (1)

4.2.3 (a) Personification/Metaphor ✓ (1)

(b) Thami's withdrawal from the competition signals its end ✓ just as a person who is dead ceases to exist. ✓ (2)

4.2.4 (a) Isabel is angry/livid/frustrated/confused ✓ with Thami as she cannot understand why they can no longer be friends. ✓ (2)

(b) Thami is fighting for freedom yet he does not have any freedom when he is forced to end his friendship with Isabel (by the comrades). ✓✓

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

4.2.5 Thami should bulge his hands. ✓
He should raise his eyebrows/frown. ✓
He should open his eyes widely. ✓

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

4.2.6 The discussion of the theme of living a meaningful life should include the following points, **among others**:

- Isabel wants to enhance her life by learning more about Thami and his people.
- Isabel promises Mr M at the Wapadsberg Pass that she will contribute towards change in South Africa.
- Mr M's own life/career as a teacher will have meaning if he succeeds in giving his learners the best possible education.

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)

4.2.7 Open-ended.

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

Yes.

- Mr M gives the names of the political action committee to the police.
- He gives the names of the boycotting learners to the Education Department.
- He refuses to join the comrades.

OR

No.

- Mr M gives the names of the boycotting learners in the hope that they will return to the classroom.
- He gives the names of the action committee because he feels they are responsible for the unrest.
- He believes in communication and negotiation and therefore does not support the comrades who resort to violence.

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**

5.1 'NEXT DOOR' – Kurt Vonnegut

- 5.1.1 (a) C/a small, balding man ✓
 (b) E/a big, blonde woman ✓
 (c) A/a tall eight-year-old ✓
 (d) B/a big, motherly woman ✓ (4)

5.1.2 The setting is Mr and Mrs Leonard's house/Paul's home ✓ while they are out for the evening/when Paul overhears the argument. ✓ (2)

- 5.1.3 (a) Metaphor/Hyperbole ✓ (1)
 (b) Just as a tidal wave/tsunami destroys everything in its path, ✓ the loud music blocks out every sound. ✓

OR

The exaggeration of the loud music ✓ is likened to a tidal wave that wipes out everything in its path. ✓ (2)

- 5.1.4 (a) fear/terror/urgency ✓ (1)
 (b) The couple is arguing, and Paul is afraid they might kill each other. ✓

OR

Paul is afraid because, despite his hammering on the wall and pleas for them to stop, the row continues. ✓ (1)

5.1.5 The place is untidy because Mr Harger and his mistress had an argument and not because of Mrs Harger's absence. ✓✓

OR

Mrs Harger is of the opinion that her husband untidies the house, but it is, in fact, his mistress (Charlotte) who has done it. ✓✓

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

- 5.1.6 Paul is sensitive. ✓ The argument between the couple next door traumatises him. ✓
 He is determined/caring. ✓ He shouts at the couple as he wants them to stop the row. ✓
 He is resourceful/innovative/smart. ✓ He wants to send a dedication to make them stop arguing. ✓

NOTE: Accept any ONE of the above combinations.

(2)

- 5.1.7 Open-ended.

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

Yes.

- Paul is subjected to the adult world of rows/quarrelling and fighting.
- He takes action to stop the argument by calling the local DJ with a message from Mr Harger to his wife for them to make up.
- Charlotte forces Paul to accept a bribe for his silence.

OR

No.

- Paul is not affected as he goes to bed after the incident.
- He looks at objects through his microscope which shows that he spends his time fruitfully.
- The situation that presents itself forces him to take decisive action.

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 **'TRANSFORMING MOMENTS' – Gcina Mhlophe**

- 5.2.1 The speaker says she has unmanageable/dry hair. ✓
 She has knock-knees. ✓
 She has big feet. ✓

NOTE: Accept any TWO of the above.

(2)

- 5.2.2 The speaker's school is in the Eastern Cape. ✓ (1)
- 5.2.3 Father Fikeni ✓ (1)
- 5.2.4 surprised/shocked ✓
The speaker cannot believe that Father Fikeni has actually chosen to take her away for the weekend. ✓ (2)
- 5.2.5 (a) The speaker is secretive/smug/embarrassed ✓ as she does not tell the onlookers what the cause of her excitement is./She realises the other girls are watching her. ✓ (2)
- (b) C/compose herself ✓ (1)
- 5.2.6 The speaker comes from a low income family. ✓ Her sister pays for her education as they do not have much money to go on holiday. /Her sister stays far away (Johannesburg), therefore she cannot go away that often. ✓ (2)
- 5.2.7 The discussion of the theme of envy should include the following points, **among others**:
- The speaker is envious of the other girls as she does not have beautiful clothes like them.
 - She is envious of Mrs Fikeni as she wants to be as beautiful as her.
 - The other girls are envious of the speaker because the rugby star is interested in her and she is clever.
- 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.
- The speaker is intelligent and always strives to do her best at school.
 - Despite the negative remarks from the other girls, she is willing to assist them with their school work.
 - She is always well-behaved in church and assists with the arrangement of flowers at the church.

OR

No.

- The speaker has many positive qualities but remains critical of herself at the beginning of the story.
- She is not assertive enough as she does not confront the other girls when they gossip about her.
- She does not allow the other girls to take responsibility for themselves by helping them with their homework.

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

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTIONS 6.1 AND 6.2.

SECTION D: POETRY

6.1 'SPRING' – GERARD MANLEY HOPKINS

- 6.1.1 (a) Petrarchan ✓
(b) octave ✓
(c) sestet ✓
(d) rhetorical ✓ (4)
- 6.1.2 The colour of the thrush's eggs ✓ is compared to the colour of the sky. ✓ (2)
- 6.1.3 (a) Simile ✓ (1)
- (b) The singing of the bird ✓ (which is quick and intense) catches the attention just like the strike of lightning. ✓ (2)
- 6.1.4 anxiety/concern/fear ✓ The speaker urges the reader to enjoy the beauty of spring before it becomes blemished/spoilt (and children will lose their innocence). ✓ (2)
- 6.1.5 The discussion of the theme of appreciation should include the following points, **among others**:
- The speaker mentions many details of the season, spring, that impress him.
 - He pictures the fresh weeds growing lushly and praises the speckled colours of the thrush's eggs.
 - He shows delight at the impressive sound of the thrush's song in the woods and the playful lambs.
- 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)

6.1.6 Open-ended.

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

Yes.

- The speaker gives a number of images that are typical of the season of spring.
- He uses alliteration to describe the lush growth of weeds which adds to the beauty thereof.
- He uses the richly coloured blue sky to describe its brightness and beauty.

OR

No.

- The sestet does not describe spring as such; rather it focuses on the negative aspects of mankind and pleads for the preservation of the beauty of spring.
- There is a sense of anxiety when he makes reference to The Garden of Eden and associates it with sin.
- Reference is also made to children who will grow up and lose their innocence.

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 'EVERYTHING HAS CHANGED (EXCEPT GRAVES)' – MZI MAHOLA

- 6.2.1 The setting is the speaker's previous school ✓ when he returns to visit his hometown. ✓ (2)
- 6.2.2 grateful/appreciative. ✓ His teachers spent much time educating him. ✓ (2)
- 6.2.3 (a) enquiring/questioning/anticipatory/angry/sad ✓ (1)
- (b) The speaker questions/is angry/sad about the extent of the dilapidation. ✓ (1)
- 6.2.4 The school is in ruins ✓ while the church has been restored. ✓ (2)

6.2.5 He feels ashamed. ✓ (1)

6.2.6 (a) Metaphor/Personification ✓ (1)

(b) The silence of the cemetery ✓ is likened to a person who cannot speak (mute). ✓

OR

The cemetery is in close proximity to the church and it appears that it is holding the church in its arms ✓ as a person would hold another affectionately and silently. ✓ (2)

6.2.7 The families of the deceased/dead clean and put flowers on the graves, ✓ unlike the graveyard that is unkempt. ✓ (2)

6.2.8 D/passed away in Lushington. ✓ (1)

6.2.9 Open-ended.

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

Yes.

- The speaker's former school has descended into a state of disrepair.
- He is shocked when he thinks about the important role the personnel of the school played in shaping him into the person he has become and realises that the opportunities that the school offered are non-existent.
- He does not feel at home because he hardly recognises anything that was familiar.

OR

No.

- The speaker goes back after many years and cannot expect everything to be the same.
- He has retained his childhood memories of Lushington and his school.
- It is inevitable that over time, changes will take place in Lushington.

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