



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sport Ontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko

NORTH WEST PROVINCE

**NATIONAL SENIOR CERTIFICATE (NSC)
HALF-YEARLY EXAMINATION**

GRADE 12

**ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER 2 (LITERATURE) – MARKING GUIDELINES
10 JUNE 2019**

TIME : 2 HOURS

MARKS : 70

This marking guideline consists of 17 pages (including this cover page).



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.

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 (a) Arthur ✓ (1)
 (a) Absalom ✓ (1)
 (b) Matthew ✓ (1)
 (c) Johannes ✓ (1)

- 1.1.2 kloof ✓
 titihoya ✓ (2)

- 1.1.3 Stand without ✓your shoes on the soil. ✓ (2)

- 1.1.4 (a) sombre/dejected/desperate ✓ (1)
 (b) (The reader is reading) about the terrible erosion that has taken place on the hills/the bad state that the soil is in. ✓ (1)

- 1.1.5 John Kumalo is not loyal/selfish/not a family man. ✓
 Stephen Kumalo is loyal/faithful/ a family man. ✓

NOTE: Credit ANY relevant answer.(Based on the novel.) (2)

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

The broken tribe is about the people that moved away from their homelands to get jobs in the cities. These people forgot about their families and their culture/customs and went astray/stopped all communication with their families. John Kumalo, Gertrude and Absalom are examples that can be discussed.

For full marks the answer must be well substantiated. A candidate can score 1-2 marks for a response which is not well substantiated. The candidate's response 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**:

NO: The high place where James Jarvis stays is big and he is the only



one that has to live off the soil. The valley where Stephen Kumalo stays has to support a lot of people to make a living. Stephen and his people have to keep a lot of cattle to make a living.

YES: The people from Ndotsheni must find out the correct farming/agricultural methods to farm on their small space to make it better.

Do not award a mark for Agree or Disagree. The discussion must support the initial response but answers containing combinations must be credited. For full marks the answer must be well substantiated. A candidate can score 1-2 marks for a response which is not well substantiated. The candidate's response must be grounded in the novel. (3)

AND

- 1.2.1 Stephen (Kumalo) ✓
(Rev) Msimangu ✓ (2)
- 1.2.2 To visit his brother/ Has not seen his brother for a long time. ✓
He is looking for his son Absalom/ Wants information about his son Absalom. ✓ (2)
- 1.2.3 C/carpentry shop. (1)
- 1.2.4 (a) chief ✓ (1)
- (b) He is a politician. ✓
He owns his own shop. ✓ (2)
- 1.2.5 He is friendly/welcoming/loving towards his brother in this extract. Later in the novel he is unfriendly/cold and distant from his brother when both their sons are arrested together for a crime. ✓✓
- NOTE: No split marks. Irony must be clear for TWO marks. (2)
- 1.2.6 John Kumalo lives in Johannesburg/ Stephen Kumalo lives in Ndotsheni. ✓ (1)
- 1.2.7 (a) metaphor ✓ (1)
- (b) The streets that is so long/the city that is so big is compared to someone walking up and down the streets until they die. (2)
- 1.2.8 Open-ended.

Accept a relevant response which shows an understanding of the



following viewpoints, **among others**:

NO: She becomes a prostitute and sells illegal alcohol. When Stephen sees her for the first time she does not even know where her son is. When the son arrives he is dirty and not well looked after.

YES: She goes to Johannesburg to look for her husband who went there to look for a job. When she cannot find him she does not have a way for her and her son to survive and turns to prostitution.

Do not award a mark for Agree or Disagree. The discussion must support the initial response but answers containing combinations must be credited. For full marks the answer must be well substantiated. A candidate can score 1-2 marks for a response which is not well substantiated. The candidate's response must be grounded in the novel.

(3)

[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.

- 2.1.1 Mr Utterson ✓ (1)
- 2.1.2 Mr Enfield ✓ (1)
- 2.1.3 They are best friends ✓ because they went to the same college. ✓
OR
They are neighbours ✓ and they grew up together. ✓ (2)
- 2.1.4 B notice ✓ (1)
- 2.1.5 That the young man went to/in ✓ after trampling upon a little girl ✓ (2)
- 2.1.6 By responding with a 'yes' ✓✓ (2)
- 2.1.7 On by-street, ✓ at around three o'clock in the morning. ✓ (2)
- 2.1.8 An intersection ✓ where two streets meet. ✓ (2)
- 2.1.9 A little young man calmly trampling upon a little young ✓ and left her screaming on the ground, ✓ he eventually paid off his evil actions. ✓ (3)
- 2.1.10 Because it was unexpected/not look-able/ very horrific scene/ape-like fury (ANY TWO) ✓✓ (2)



- 2.2.1 Dislikeable/ deformed/ scarce/ extraordinary looking (ANY THREE) ✓✓✓ (3)
- 2.2.2 He gave the little girl's family ten pounds ✓ and a cheque ✓ to repay for his sins. (2)
- 2.2.3 Scarcely house/only single door/entry/ no visitors/ three windows always shut and clean. (ANY TWO) ✓✓ (2)
- 2.2.4 D All of the above ✓ (1)
- 2.2.5 (a) Personification ✓ (1)
(b) The story told sounded more familiar/similar to his ✓ (2)
- 2.2.6 Mr Utterson is tolerant of others/ strict with himself/ very loyal/ reluctant to judge. (ANY THREE) ✓✓✓ (3)
- 2.2.7 The said character struggles to find a way to divide his dual nature into two, ✓ wherein one is said to be that of a good reputable man, and on the other side being associated with evil actions. ✓ (2)
- [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

3.1.1.1 The news that he has received the title of Thane of Cawdor ✓ (1)

3.1.1.2 The best part of what they predicted (to become King Of Scotland) ✓ is still to come. ✓ (2)

3.1.1.3 The reason Macbeth got the title of Than of Cawdor is because the previous Thane turned against the King, and was considered a traitor. ✓
They gave the title to Macbeth because they thought he was Honorable, and in the end, he ended up an even worse traitor by killing King Duncan. ✓ (2)

3.1.2

3.1.2.1 The three witches ✓ (1)

3.1.2.2 No, the title was given to him by King Duncan, ✓ the witches just prophesized that he will be given the title "Thane of Cawdor" and this sets in motion the tragic events ✓ which later lead to Duncan's assassination, Macbeth's tyrannical rule and eventually his death. (2)

3.1.3 The three witches tell Banquo that he will have kings in his family line ✓, although he himself will never become king. ✓ (2)

3.1.4 **Banquo** is not sure to take the **predictions** seriously. He sees that the **predictions** are not telling him the whole story. ✓ (1)

3.1.5 He tells Macbeth that the witches are agents of evil and often tell us part of the truth in order to lead us to our destruction ✓ ✓./They earn our trust by telling us the truth about little things, but then they betray us when it will damage us the most ✓ ✓ (2)

3.1.6 He clearly has hope in the witches prophecies ✓ because so far the



witches have told him two things that came true, so it seems like this will culminate in him becoming king. ✓ (1)

3.1.7

3.1.7.1 Macbeth seems confused. because This supernatural temptation doesn't seem like it can be a bad thing, but it can't be good either. If it's a bad thing, why was he promised a promotion that turned out to be true (thane of Cawdor), just like they said he would be. But if this is a good thing, why is he thinking about murdering King Duncan? ✓ ✓ (2)

3.1.7.2 "That function is smother'd in surmise," ✓ (1)

3.1.7.3 fair is foul; foul is fair ✓ (1)

[18]3.2 **Extract B**

3.2.1

3.2.1.1 Macbeth feels to be the king is nothing if he is not safe as the king. ✓ He is very afraid of Banquo. There's something noble about him that makes Macbeth fear him. ✓ (2)

3.2.1.2 The witches prophesised that Banquo's children will be kings. ✓ He feel that Banquo line will allows threaten his kingship. ✓ (2)

3.2.2 Macbeth feels that he has killed for Banquo's children to become kings ✓ and that he holds a fruitless crown. ✓ (2)

3.2.3

3.2.3.1 It states that Banquo is wise/he has wisdom ✓ to act bravely but also safely ✓ (2)

3.2.3.2 He was precautious/ he did not believe. ✓ He felt that the witches were only telling them what they wanted to hear to hurt them. ✓ (2)

3.2.3.3 The witches ✓ (1)

3.2.4

3.2.4.1 He feels that he has killed Duncan for Banquo's children because he does not have sons of his own./ ✓✓ He feels like an outsider will take away everything he killed for. ✓✓ (2)

3.2.4.2 He will challenge fate and murder Banquo and his son to ensure that Banquo does not have a successor. ✓✓ (2)



- 3.2.5 He has handed over his everlasting soul to the devil so that Banquo's sons could be kings. It shows that Macbeth is aware of the sins that he has committed and that he is damned to hell. ✓✓ (2)

Total Section [17]
[35]

OR

QUESTION 4: MY CHILDREN, MY AFRICA!

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

QUESTION 4: MY CHILDREN! MY AFRICA! By Athol Fugard

- 4.1 EXTRACT G
- 4.1.1 (a) Camdeboo ✓
(b) Thami ✓
(c) Zolile ✓
(d) Brakwater ✓ (4)
- 4.1.2 Isabel considers her life at school as the happiest years./ She enjoys her schooling. ✓ (1)
- 4.1.3 Isabel needs to walk around the desk. She may point to the names on the desk. ✓ Frowning because she finds it difficult to pronounce the name(s). ✓ (2)
- 4.1.4 Thami's tone is tense/ nervous/anxious/ frustrated/abrupt (ANY ONE) ✓ (1)
- 4.1.5 They are both intelligent./They are both in the same grade./ They regard each other as equals (ANY TWO) ✓✓
- Isabel knows what she wants to do after school because of her advantaged situation./Thami is uncertain of his future due to his disadvantaged situation./Thami comes from a poor black family. Isabel is rich. (ANY TWO) ✓✓ (4)
- 4.1.6 When Thami was at Junior school. ✓✓ (2)
- 4.1.7 It is characterized by poverty/poor housing/ poor education/ no



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electricity/ no running water (3)
(Any THREE points) ✓✓✓

[17]

EXTRACT G

4.2.1 Thami is uncertain about which career to follow./Thami is uncertain about whether he should further his studies. (Accept any ONE of the above) ✓ (1)

4.2.2 Thami is referring to Mr M. ✓ (1)

4.2.3 Thami is intelligent/a critical thinker./Mr M sees Thami as a future leader(who could bring about change in south Africa) ANY TWO. ✓✓ (2)

4.2.4 a) Generation gap ✓
Mr M does not give Thami room for growth. ✓ Mr M thinks that Thami is a child and (he) Mr M is an adult and Thami should listen and take orders from him. ✓
On the other hand, Thami feels he is grown up and can make his own decisions. ✓

OR

b) Rebellion ✓
Thami rebels from Mr M ✓ and tells Isabel that Mr M cannot tell him anything anymore. ✓
Thami feels that he is mature enough to make his own decisions. ✓
NOTE: For full marks the response must be well- substantiated. A learner can score 1, 2 or 3 marks for a response which is not well-substantiated. The learner's response must be grounded in the text of the drama. (4)

4.2.5 Sarcasm ✓ (1)

4.2.6 Thami is surprised that Camdeboo High school has its own newspaper. ✓ It highlights the disparity between the two schools. ✓ (2)

4.2.7 Isabel is a person of integrity/ she is objective/ honest/ ethical. ✓
She is concerned that it is unethical to report on a debate that she participated in, but gives assurance that she is impartial ✓

OR

She is well-mannered/respectful/courteous ✓

OR

She is empathetic/compassionate/understanding. ✓ She can



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- relate to Thami's plight. ✓ (2)
- 4.2.8 The bell symbolises power/ authority/ order
NOTE: Any two of the above ✓✓ (2)
- 4.2.9 Open ended
Accept a relevant response which shows an understanding of the following viewpoints, among others:
- YES**
Being part of the debate team, he can think critically and reasonably about his choices
He realises that there is no future in receiving an inferior education
He comes to the realisation that protest action is a solution to bring about change.
He can use his leadership abilities to lead the protest.
- NO**
Thami is a top achiever in his school but when he joins the student protest, he abandons the possibility of furthering his studies.
He does not think about the negative consequences/dangers of his decision as this will mean the end of his potential career.
Do not award a mark for Yes or NO only.
Credit responses where a combination is given
- (For full marks, the response must be well-substantiated. The learner's interpretation must be grounded in the drama.) ✓✓✓ (3)
- TOTAL SECTION B: [18]**
[35]



SECTION C: SHORT STORIES

QUESTION 5

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

‘A CHIP OF GLASS RUBY’

- 5.1.1. (a) protest ✓
(b) pass ✓
(c) Africans ✓
(d) apartheid ✓ (4)
- 5.1.2. She knew that the police came to detain her because she had held an illegal gathering with black women ✓ in their house during the week of riots , raids and arrests. ✓ (2)
- 5.1.3. Mrs Zanip Bamjee’s late husband. ✓ (1)
- 5.1.4. C (Onomatopoeia) ✓ (1)
- 5.1.5. Simile ✓
It shows shock or fear ✓ that Mrs Bamjee had when the police to raid her house. ✓ (2)
- 5.1.6. It was brought to their house for Mrs Bamjee to secretly duplicate Pamphlets ✓ calling for stay away and protest actions. ✓ (2)
- 5.1.7. Theme of Sacrifice. ✓
Mrs Bamjee sacrifices her own safety to help the oppressed fight against laws of segregation and restriction of movement / Mrs Bamjee sacrifices her life with her family for a life in prison because she believes that all citizens deserve equal rights. ✓ (2)
- 5.1.8. Tone of anger. ✓

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He had warned Mrs Bamjee on numerous occasions not to get involved in protests organised by blacks. ✓ (2)

5.1.9 Yes. It is relevant because it is indicative of the fact that the woman who led the struggle was from the Indian community/ Mrs Bamjee abandoned the adornment of ruby glass that was fixed in her nose when she was a girl. ✓✓

No. The story is about protests against Pass laws and ruby glass does not Influence events in the story. ✓✓

Credit any reasonable answer. (2)

[18]

‘TRANSFORMING MOMENTS’

5.2.1. Rejection/Isolation ✓

Other girls rejected her/isolated her ✓ because she was ugly and did not have fancy clothes. ✓

OR

Jealousy ✓ Other girls felt that the narrator did not deserve to have a from the city. ✓ (3)

5.2.2. Boarding School ✓ and Tsolo village ✓ (2)

5.2.3 She always wrote good essays which were always read in class./
She spent most of her time reading different books for pleasure/
She taught other students many subjects they could not study on their own/
She could vividly recall content she had studied.
(ANY TWO) ✓✓ (2)

5.2.4. Alliteration ✓
As an ugly young girl from poor background, she found it strange that a handsome and popular school rugby player ✓ would leave all the beautiful girls at school and choose to have a relationship with her. ✓ (3)

5.2.5. Refrain. ✓
It is used to emphasize or stress or reinforce ✓ the idea that she was ugly

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and did not have fancy clothes. ✓ (3)

5.2.6. He was the only person who assured her that her voice was resonant ✓ and not bad after she was expelled from the school choir. ✓

OR

He took her to Tsolo to watch a traditional praise poem performance where she met an imbongi who inspired her to write poems ✓ and then discover the immense talent she has. ✓ (2)

5.2.7. Yes. If you are ugly and poor, people would reject you and look down upon you. ✓✓

OR

No. Your intellect, humility and hard-work and not physical appearance will earn you respect in the community and boost your self-esteem. ✓✓ (2)

[17]
[35]

TOTAL SECTION C: [35]



SECTION D: POETRY

QUESTION 6

6.1 'MID-TERM BREAK'

- 6.1.1 The title is ironic because one expects time off from school to be holiday and be filled with fun ✓ but the break referred to in the title means break in the family where one of them has died. ✓ (2)
- 6.1.2 Knelling is not usually associated with the ringing of the school bell; but with announcing a funeral. This is appropriate because the speaker is about to find out about his young brother's death. ✓✓ (2)
- 6.1.3 The speaker is collected by his neighbours instead of his parents. The speaker found his father crying, upon his arrival at home. Old men kept on saying they were sorry for the speaker's trouble. (Any TWO of the above points) ✓✓ (2)
- 6.1.4 C calm ✓ (1)
- 6.1.5 (a) Onomatopoeia. ✓ (1)
- (b) The baby is happy to see the return of his brother in contrast with the rest of the family members who are sad about the tragic event. / The baby happiness is just an innocent act as she is too young to understand what is happening as compared to the rest of the family who are severely touched

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about the tragic incident. ✓✓

(2)

6.1.6 The event is so tragic that everything about it is etched on his memory. / People usually remember traumatic events vividly. ✓ (1)

6.1.7 (a) Sympathetic/ compassionate/ caring/ considerate/ hushed. ✓ (1)

(b) They meant they were sorry for his loss or for the death of his younger brother. ✓✓ (2)

6.1.8 “No gaudy scars.” ✓ (1)

6.1.9 The last line is significant because it tell the reader about the size of the coffin and how old the brother was at the time of death. / It is important because it indicates how death has separated the child from his family just like it is isolated from the rest of the poem. ✓✓ (2)

6.2 ‘DEATH’

6.2.1 “my mind was heavy.” ✓ (1)

6.2.2 Euphemism.✓ The poet used the phrase “my last journey” as a polite way of referring to death. The speaker was concerned about how his/her last journey would be like.✓ (2)

6.2.3 The speaker thought she/ he will feel much better or feel refreshed. ✓ (1)

6.2.4 The speaker is frightened or scared of death.✓ She/ he tried several times to escape from death but failed. “... firmly locked the door ... underneath the floor.” Or “...rowed a boat ... but ...captain of the ship.” ✓ (2)

6.2.5 B inevitable. ✓ (1)



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- 6.2.6 (a) The speaker first went to church but she/ he found death on her/his seat. ✓ (1)
- (b) The speaker then went back home; got into the bedroom, firmly locked the door but still death came from underneath the floor. ✓ (1)
- (c) Lastly he went to the sea, rowed a boat but death was captain of the ship. ✓ (1)

6.2.7 The poet sees Death as a real entity, acting much the same way as a person would. Throughout the poem, Death is presented like somebody who is following the speaker around and is always in control which clearly indicates how inevitable death is. ✓✓ (2)

6.2.8 The poet means that Death is in charge of the ship just as death is in charge of life. We can never run away from fate. ✓✓ (2)

6.2.9 As much as we are frightened or scared of death, we cannot run away, avoid or even try to escape it. It is inevitable or it will always find us wherever we are. ✓ (1)

6.2.10 To amuse, this poem shows one the futility of running away from death instead of focusing on living. ✓✓

OR

To teach, the poet's intention was to show the reader that there is no place one can hide from death. ✓✓ (2)

[18]

[35]

TOTAL SECTION D : [35]

GRAND TOTAL : [70]

