



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2017

**ENGLISH FIRST ADDITIONAL LANGUAGE P2
MARKING GUIDELINE**

MARKS: 70

This marking guideline consists of 13 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. Candidates' responses should be assessed as objectively as possible.

MARKING GUIDELINES

1. A candidate may not answer more than ONE question on the same genre.
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.
3. If answers are incorrectly numbered, mark according to the memo.
4. If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
5. If the candidate does not use inverted commas when asked to quote, **do not penalise**.
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.
7. No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL**QUESTION 1: FAR FROM THE MADDING CROWD**

- 1.1 1.1.1 (a) D /Spirited young mistress of a large farm. ✓
 (b) C /Gentleman farmer. ✓
 (c) B /Patient, reliable shepherd. ✓
 (d) A /Lover and, later, husband of Bathsheba. ✓ (4)
- 1.1.2 incipient ✓ (1)
- 1.1.3 (a) disappointed/saddened/ uncertain ✓
NOTE: Accept any ONE of the above.
 (Candidates must have a clear understanding of the situation in these lines.) (1)
- (b) He fancies her/ He wants to marry her.
 She left and he is not sure if she went to Weatherbury. ✓✓ (2)
- 1.1.4 (a) B / use swear words so that the dog could understand him. ✓ (1)
- (b) His slate grey coat has been washed out by the sun and rain leaving it to be reddish-brown.
 His locks are not prominent anymore.
 Further on in the chapter it is referred to as 'old George'. ✓✓
NOTE: Accept any TWO of the above. (2)
- 1.1.5 George's son/ the younger dog. ✓ (1)
- 1.1.6 He pities himself and the unborn lambs of the ewes.
 He wants to get rid of the dog.
 He is grateful that he is not married. ✓✓
NOTE: Accept any TWO of the above. (2)
- 1.1.7 Open-ended.
 Accept a relevant response which shows an understanding of the events regarding Gabriel as an admirable character, among others.
- Yes Gabriel is an admirable character because:
 Though he is a free man with high ambitions, he still wears modest clothing.
 He still stays humble when he is promoted from shepherd to bailiff.
 He does not express his anger out of jealousy when Bathsheba gets married to Troy.
 He is trustworthy and has a sense of duty.
 He is straightforward and truthful.
 He has an appreciation of old
- No Gabriel is not an admirable character.
 He lives up according to the standards of his name and his surname.
 He needs to dress according to the ambitions that he has.
 He could have put more effort into courting Bathsheba. ✓✓✓ (3)

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 text of the novel.

- 1.2.1 She was shocked to see that he was still alive.
She did not expect to see him. (Especially after Boldwood's proposal.) √√ (2)
- 1.2.2 'Sudden despair had transformed him.' √ (1)
- 1.2.3 The colon puts emphasis on Troy's authoritative/commanding/dictatorial characteristic/personality. √ (1)
- 1.2.4 Bathsheba's behaviour was outside the agreed standards of decency. It was unacceptable to society. Although she was utterly shocked with the appearance of Troy, she was still in control, she did not feel faint. √√√ (1)

NOTE: For full marks, the response must be well-substantiated.

A candidate can score 1 or 2 marks for a response not well-substantiated. The candidate's interpretation must be grounded in the text of the novel. (3)

- 1.2.5 Hyperbole. 'Hardly a soul' √√ is an overstatement that means not a single person. (2)
- 1.2.6 As a shepherd, Gabriel looks after his flock, he watches over Bathseba's flock, as well as over her.
He has the name of an angel, therefore he serves as a spiritual being who watches over her.
His love for Bathsheba does not change, even when she marries someone else.
He still serves her and her interests relentlessly, even though it is not to his own advantage. Thus his dependable status. √√√√ (4)

NOTE: The identification must fit the explanation.

For full marks, the response must be well-substantiated.

A candidate can score 1 or 2 marks for a response not well-substantiated. The candidate's interpretation must be grounded in the text of the novel. (4)

- 1.2.7 Unrequited love. √
Much of the plot of *Far from the Madding Crowd* depends on unrequited love—love by one person for another that is not mutual in that the other person does not feel love in return. The novel is driven, from the first few chapters, by Gabriel Oak's love for Bathsheba.
Once he has lost his farm, he is free to wander anywhere in search of work, but he heads to Weatherbury because it is in the direction that Bathsheba has gone.
This move leads to Oak's employment at Bathsheba's farm, where he patiently consoles her in her troubles and supports her in tending the farm, with no sign he will ever have his love returned. √√√ (4)

NOTE: The identification must fit the explanation.
 ONE mark for identification of the theme. The theme may be embedded in the explanation.
 THREE marks for the explanation.
 Accept a relevant text-based explanation.

[35]

OR

QUESTION 2: DREAMING OF LIGHT

- 2.1 2.1.1 (a) E/ illegal miner ✓
 (b) D/ narrator ✓
 (c) B/ assign the most dangerous work to foreigners ✓
 (d) A/ depicted as always angry ✓ (4)

- 2.1.2 (a) honesty ✓ (1)
 (b) He was reminiscing on Regile's answer, "you say that now".
 He could have been structuring his next question to Regile.
 He could have thinking on how to challenge Regile on the answer that he has given.
 He could have been pondering on why Regile has been lying to his family. ✓✓✓ (3)

- 2.1.3 'impatient' ✓ (1)

- 2.1.4 'break' / 'smash' / 'concrete'. ✓✓ (2)
NOTE: Accept any TWO of the above.

- 2.1.5 Illegal miners can be trapped or killed by rockfalls.
 They are not protected against the poisonous gases.
 They are exposed to being bullied or abused by syndicate individuals (like Faceman). ✓✓✓ (3)

- 2.1.6 Open ended.

Accept a relevant response which shows an understanding of how the novel relates to the title, among others:

The title 'Dreaming of light' places emphasis on the darkness the zama zamas have to work in for very long periods of time. It accentuates their longing to be with their families, who, although poor, they enjoy the 'light' above the mines. They are dreaming of a light of an honest life, a life without lies, abuse, hunger and pain.

✓✓✓✓ (4)

NOTE: For full marks, the response must be well substantiated and make reference to the title and the literal and figurative importance of light.

A candidate can score 2 or 3 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the text of the novel.

AND

- 2.2 2.2.1 a) His working day. ✓ (1)
- b) It is important to earn enough money.
He needs to save money for his mother. ✓✓ (2)
- 2.2.2 (a) Alliteration. ✓ (1)
- (b) It emphasises the fear and pain in her voice. ✓ (1)
- 2.2.3 'punching Katekani with his hard fists.' ✓ (1)
- 2.2.4 B / fractured ✓ (1)
- 2.2.5 Katekani saved up money she earned from tourists.
She and Regile went to a hardware store to buy paint and paint brushes.
She bought bright colours as a step bringing beauty/colour in her (crippled) life. ✓✓ (2)
- 2.2.6 (a) Katekani is sobbing because she is no more scared but hurt.
Katekani has no more a fighting spirit / she has given up hope of being rescued. (2)
- (b) He confronts / shouts at Papa. (1)
- 2.2.7 It is difficult for Regile to witness a brutal attack on a woman. /
Regile is opposed to this type of abuse/ abuse of women. (1)
- 2.2.8 The denial of human rights is shown in the following ways:
When Katekani's mother died, Papa Mavuso forced her to leave school.
She was held captive in the house most of the time. She could only attend school when her father did not need her to do chores.
Although she is clever (she learns names of birds easily), she is not able to read very well.
Papa Mavuso is a bully who verbally and physically (extreme) abuses those who are weaker than him.
Regile is forced to become unemotional and unfeeling when he is underground. He is afraid to think about green when he is underground. ✓✓✓✓
- NOTE:** For full marks, the response must be well substantiated. A candidate can score 2 or 3 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the text of the play. (4)

[35]

QUESTION 3

- 3.1 3.1.1 (a) E/ Introduced by a journalist as intellectual. ✓
 (b) A/ Comes to live in Sophiatown out of curiosity. ✓
 (c) D/ Exploits her lodgers. ✓
 (d) C/ Passionate about social equality and change. ✓ (4)
- 3.1.2 A word used from another language (Afrikaans). ✓ (1)
- 3.1.3 By not having a room to herself.
 She had to accept that having a bath and reading by light were considered luxuries. (2)
- 3.1.4 (a) Adamant/obstinate/determined/frustrated/despondent ✓
NOTE: Any ONE of the above. (1)
- (b) She wanted to prove to Fahfee and Mingus that she is capable and able to fit into Sophiatown. ✓ (1)
- 3.1.5 Ruth's body language should reveal how adamant she is.
 She may use gestures to emphasise the look in her eye and the smack (*klap*).
 She could be allowed to turn her back when she says the last line.
NOTE: Any TWO of the above, among others. (2)
- 3.1.6 Open ended.
- External conflict:
 Ruth feels that she will never fit into Sophiatown. Fahfee and Mingus accuse her of giving up. This causes tension amongst them. ✓✓ (2)
- Internal conflict:
 Ruth is struggling to find her identify. She battles to fit into the Sophiatown black urban culture. The laws implemented by the Apartheid Government contribute to her internal conflict. ✓✓ (2)
- NOTE:** For full marks, the response must be well substantiated. Accept a combination answer. The candidate can score 2 or 3 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the text of the drama.
- 3.1.7 Division is shown in the following ways:
- Ruth is being trained how to endure life in a black urban township. Her ultimate goal is to fit in. She struggles to learn the language and culture and is on the verge of giving up. She does not want to return to her old life in Yeoville, hence the battle to find her identity.
 Jakes is also struggling with his identity. His identity is given to him by the government and he has no say in who he is and where he lives. ✓✓✓
- 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 text of the play. (3)

AND

- 3.2.1 (a) Princess ✓ (1)
- (b) Lulu's conversation with Ruth and Mamarati, telling them that she writes an essay about 'My family'. Her description of her mother being cheeky and breaking the law. Her description about her brother stealing goods from the railways. ✓✓ (2)
- 3.2.2 (a) Lulu lashes out at everyone in the form of her writing. / She is very critical of everyone. ✓ (1)
- (b) She is honest and straightforward. ✓✓ (2)
- 3.2.3 (a) To sort out her life. ✓ (1)
- (b) She can be seen as dishonest and disobedient or she can be seen as independent and adamant to bring change in her life the way she wants it. ✓✓ (2)
- 3.2.4 Ruth cannot be compared to Regina Brooks because she is not fat and does not wear a headscarf (*doek*). Ruth has seen pictures of Regina Brooks in a magazine and she does not fit her profile. ✓✓ (2)
- 3.2.5 Mamarati does not live a life that she pretends to be. She exploits her lodgers and sells liquor illegally.
Mingus sells goods that he has stolen from the railways.
Ruth lives in Sophiatown instead of Cape Town as she makes her parents to believe. ✓✓
- NOTE: Accept any TWO of the above. (2)
- 3.2.6 B/Convincing. ✓ (1)
- 3.2.7 Accept a relevant response which shows an understanding of the change of mood, among others.
- The characters in the drama find out that they will be relocated to Meadowlands. At the end of the scene they sing the song "Meadowlands" in a slow and sad tone. It reflects their disappointment and sadness.
The song changes into a lively, exciting and upbeat dance song. This change in tone reflects hope and the strength of their togetherness. ✓✓✓
- 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 text. (3)

[35]**TOTAL SECTION A: 35**

SECTION B: SHORT STORIES**QUESTION 4: PINK BOW TIE**

- 4.1 4.1.1 (a) C/ A man ✓
 (b) D/ Monetary value ✓
 (c) A/ Time machine ✓
 (d) B/ The Principal ✓ (4)
- 4.1.2 (a) It indicates that it is not the first time that the narrator is in trouble. ✓ (1)
 (b) It gives a tone of meditateness/reflectiveness/thinking. ✓ (1)
- 4.1.3 (a) The bow tie is compared to a pink butterfly because of its colour and shape. ✓ (1)
 (b) A butterfly is seen as a gentle insect. It portrays beauty and tenderness instead of the harsh work of attacking. ✓✓ (2)
- 4.1.4 B/Extremely beautiful. ✓ (1)
- 4.1.5 He is too young.
 She is employed at the school and he is a student. ✓✓ (2)
- 4.1.6 Spodge disappeared. ✓ (1)
 Miss Newham got a boyfriend ✓ (1)
- 4.1.7 Open-ended.

The school's code of conduct says that boys may not change the colour of their hair.

The boy has disobeyed the rules of the school.

The school is a professional institution, therefore boys should appear accordingly.

Respectable hair rules accompany good discipline; that explains why the boy is in the Principal's office 'again'.

OR

It is not necessary for the Principal to summon the boy to the office.

Changing colour of hair is an everyday occurrence. The school should relax its rules and concentrate more on academics.

The boy was taken out of class during academic time. ✓✓✓

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 text of the short story.

Accept a combination answer. (3)

AND

- 4.2 4.2.1 (a) It was near the time for his sheep to be vaccinated/dipped. ✓ (1)
- (b) Krisjan spoke most of the time, avoiding the subject of sheep-dip, telling him rather of events that took place when he was nine. ✓ (1)
- 4.2.2 The narrator did not pay much attention to what Krisjan said. He was observing her reaction when he mentioned Gideon's name. He saw the colour on her cheeks and the light in her eyes. ✓✓ (2)
- 4.2.3 (a) The narrator compares what he observes about Lettie to a pretty picture/ He describes her as beautiful. ✓ (1)
- (b) Admiration/desire. ✓
The narrator admires Lettie and has a desire to be romantically involved with her. His only obstacle is Gideon. ✓
- NOTE:** The identification must fit the explanation.
ONE mark for the identification.
ONE mark for the explanation. (2)
- 4.2.4 (a) The narrator is referring to reactions ✓ of women/people who are in love. ✓ (2)
- (b) Lettie is blushing. ✓
Lettie's eyes sparkle. ✓ (2)
- 4.2.5 Accept a relevant response which shows an understanding of *fictional story-telling*.
- Bosman uses imaginary stories to narrate his story. This contributes to the humour and the absurd tone of the story. The ridiculousness of the story keeps the reader glued and he cannot wait for the conclusion of the story. Bosman successfully involves the reader emotionally in the story. ✓✓✓
- NOTE:** For full marks, the response must be well substantiated. A candidate can score 1 or 2 marks for a response that is not well substantiated. The candidate's response must be based on facts of fictional story-telling. (3)
- 4.2.6 Open-ended.
- Accept a relevant response which shows an understanding of how the short story relates to the title, among others:
- She would forget the flaws of the man who wants her to fall in love with him. She would forget about the reasons why she did not want to marry him. She would fall in love with the first man she sees when she looks over her coffee cup. She would see him as strikingly attractive even if he is not. ✓✓✓
- NOTE:** For full marks, the response must be well substantiated and make reference to the title and the play. A candidate can score 2 or 3 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the text of the story. (4)

[35]

OR

SECTION D: POETRY**QUESTION 5****5.1 *The Chimney Sweeper* by William Blake**

5.1.1 (a) Simile ✓ (1)

(b) The boy's hair is compared to the curly and white hair of the lamb. ✓✓ (2)

(c) innocence ✓ (1)

5.1.2 B/ fears ✓ (1)

5.1.3 Black is associated with death and so is a coffin. There is darkness inside a coffin as it is in the chimney. ✓✓

NOTE: Accept any relevant answer which has an understanding of 'coffins of black'. (2)

5.1.4 Hyperbole/Exaggeration ✓ (1)

5.1.5 The boys felt claustrophobic in the narrow, dark chimneys. Similar to a coffin that is narrow and dark because of the lack of light in it. ✓✓ (2)

5.1.6 aabb ✓ (1)

5.1.7 Hypocrisy/Fallen Humanity. ✓
The poem offers sharp criticism of the child labour that was common at that time. A child should be playing and learning, not working in a labour-intensive situation. Those who allow children to live as miserable chimney sweepers are nothing more than hypocrites. ✓✓

NOTE: The identification must fit the explanation.
ONE mark for the identification.
TWO marks for the explanation.
Accept any ONE of the above themes with a relevant, text based explanation. (3)

5.1.8 Open ended.

Accept a relevant response which shows an understanding of how the play relates to the title, among others:

It is relevant.

The poet relates his experience as a chimney sweeper. Each chimney sweeper is mentioned individually and each one's experience. The author describes his hardships as an orphan and so does he describe the hardships of the other individual chimney sweepers.

It is not relevant.

The poem is called 'The Chimney Sweeper', but in the poem it refers to a lot of chimney sweepers. Mention is made of the speaker who is Tom's friend and his fellow sweeper. In addition Dick, Joe, Ned and Jack, and a 'thousand' of others, who appear in Tom's dream in coffins but are eventually released by an angel. √√√

NOTE: For full marks, the response must be well substantiated and make reference to the relevance of the title of the poem.

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 text of the poem.

Accept a combination answer.

(3)

AND

5.2 Composed upon Westminster Bridge by William Wordsworth

5.2.1 (a) Petrarchan/Italian sonnet√ (1)

(b) It has fourteen lines which are divided into two sections, one with eight lines and one with six.

The rhyme scheme: ABBAABBA CDCDCD.

One rhyme which slants: 'by and majesty' (irregular rhyme scheme). √√ (2)

5.2.2 (a) He uses the negative to emphasise his admiration for the wonder of nature. √ (1)

(b) It is an indication that a description will follow. √ (1)

(c) 'so touching in its majesty' √ (1)

5.2.3 He tries to share with us how closer everything is to nature than normal because the air is smoke-free at that time of the morning. √√ (2)

- 5.2.4 (a) Simile. ✓ (1)
- (b) The poet compares the beauty of the morning to a garment. Could have been a formal dress of a female to a prestigious occasion. ✓✓ (2)
- 5.2.5 (a) The sun ✓ and the river ✓ (2)
- (b) The poet uses the exclamation mark to emphasise his excitement of what he views. He cries out to God as if he has just recognised something astonishing he had not noticed before. ✓✓ (2)

5.2.6 Open ended.

The poem is a typical example of someone being taken by surprise by the beauty and just gazing at it, wide-eyed and open-mouthed. The speaker spends a significant part of the poem talking about how great the scenery is rather than describing it. The personification used throughout the poem contributes to the success of the theme. He successfully changes the tone in the last two lines from being amazed to real amazement. ✓✓✓✓

NOTE: For full marks, the response must be well substantiated with reference to the theme. A candidate can score 2 or 3 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the text of the poem.

(4)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70