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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**2023**

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





## 1.1.7 Open-ended.

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

Yes.

- Absalom's unemployment forces him to join Johannes Pafuri and Matthew Kumalo to burgle Arthur's home.
- Absalom does not kill Arthur intentionally but out of fear.
- He is an accomplice but in the end he is the only one who pays the highest price for the crime committed.

**OR**

No.

- Absalom was raised with good values and should have been guided by that.
- He gets an opportunity to change his life at the reformatory but chooses to go back to a life of crime.
- He should have realised the consequences of carrying a loaded gun.

**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 C/his son who is in Johannesburg. ✓ (1)

1.2.2 Jarvis wants to give Stephen a letter ✓ to share the good news that he is going to assist with the rebuilding of the church. ✓

**OR**

Jarvis wants to thank Stephen ✓ for their condolences and the flowers he has received. ✓ (2)

1.2.3 Stephen Kumalo is incredulous/stunned/happy/excited ✓ as he cannot believe the generosity of James Jarvis's offer to build a new church. ✓ (2)

1.2.4 (a) James Jarvis donates milk for the children at Ndotsheni. ✓  
He sends an agricultural demonstrator to help with the building of a dam. ✓ (2)



- (b) James Jarvis has lived close to Ndotsheni his entire life without helping the people. It is only after his son, Arthur's death that he understands their plight. ✓✓

**OR**

James Jarvis helps the people of Ndotsheni even when his child was killed by one of them. ✓✓

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

- 1.2.5 Jarvis's leaving Ndotsheni will result in Stephen feeling a sense of loss/isolation/abandonment✓ because the death of their sons has forged a bond between them. ✓

**OR**

Stephen is afraid ✓ because if Jarvis leaves Ndotsheni, they (the people of Ndotsheni) will lose his help and contributions.✓ (2)

- 1.2.6 The church in Ndotsheni needs to be rebuilt because the roof is leaking.✓ (1)

- 1.2.7 The discussion of the theme of relationships that are broken should include the following points, **among others:**

- The relationship between Stephen and his brother, John, becomes strained/broken due to John's infidelity.
- The relationship between James Jarvis and his son, Arthur, is broken because James has not made an effort to understand his son's political views.
- Absalom remains indifferent by showing no real remorse and does not confide in his father.

**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.

- Arthur Jarvis was an advocate for justice for Black South Africans.
- He ran a boys' club for the Black youth with the aim of helping them stay out of crime/trouble.
- His manuscript which promotes social work on behalf of the Black people, influences his father to take a greater interest in his own community in Ndotsheni.

**OR**

No.

- Arthur Jarvis does not have a close relationship with his father and does not do anything to better it.
- Arthur Jarvis does not teach his son about the plight and hardship of the Black people of South Africa.
- He grows up in Ndotsheni and yet he does not do anything to alleviate the plight of the community.

**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) E/trustworthy man of action ✓  
 (b) C/reckless and wicked man ✓  
 (c) D/deceitful and charitable man ✓  
 (d) B/respected Member of Parliament ✓ (4)

- 2.1.2 (a) The note has been addressed to Messrs Maw/owners of the chemist/pharmacist. ✓ (1)  
 (b) Mr Utterson is puzzled/conflicted/indecisive ✓ about the note because he is unsure if Dr Jekyll is still alive.

**OR**

He is decisive ✓ because he decides to break down the door, although he was reluctant at first. ✓ (2)

- 2.1.3 (a) Relief /excitement/satisfaction ✓ (1)  
 (b) Poole will now find out if his concerns about his master are justified. ✓ (1)

- 2.1.4 C /take the blame. ✓ (1)

- 2.1.5 The voice he hears is not that of Dr Jekyll. ✓  
 The figure he sees is dwarfish and not tall like Dr Jekyll. ✓  
 The masked figure runs away when he sees Mr Poole. ✓

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

- 2.1.6 Poole is determined/resolute/fearless/loyal ✓ – he is not hesitant to break open the door/to help Dr Jekyll (as he believes Dr Jekyll is in trouble). ✓ (2)

- 2.1.7 Open-ended.

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

Yes.

- Dr Jekyll experiments with human nature to satisfy his own personal desires when he takes the potion.
- He enjoys being his evil alter ego when he turns into Mr Hyde so much that he continues doing it.
- He loses control of his experiment which is his own fault.



OR

No.

- As a scientist, it is normal to experiment with possibilities.
- He tries to prevent the 'bad Hyde' from becoming prominent/taking over his life.
- He has no idea/does not realise that Hyde would eventually destroy his life.

**NOTE:** Do NOT award a mark for YES or NO. 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 novel. (3)

2.2.1 The setting is Dr Lanyon's home ✓ when he receives Dr Jekyll's letter. ✓ (2)

2.2.2 Mr Hyde ✓ (1)

2.2.3 Some powders. ✓  
A phial. ✓  
A paper book. ✓

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

2.2.4 Dr Jekyll is anxious/tormented ✓ as he realises that he is in severe danger of being discovered as Mr Hyde. ✓ (2)

2.2.5 (a) Simile ✓ (1)

(b) As a story unfolds it comes to a conclusion, ✓ similarly Dr Jekyll's troubles will end when he receives the content of the drawer. ✓ (2)

(c) Dr Jekyll asks Dr Lanyon to save him (Dr Jekyll), yet Dr Lanyon cannot save himself from death when he witnesses Dr Jekyll's transformation. ✓✓

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



2.2.6 The discussion of the theme of secrecy should include the following points, **among others**:

- Mr Utterson does not admit to Mr Enfield that he has knowledge of Mr Hyde.
- The content of Dr Lanyon's letter is kept secret from Mr Utterson until after Dr Jekyll's death.
- Mr Utterson does not reveal that it might be Dr Jekyll who killed Sir Carew when he recognises the cane.

**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)

2.2.7 Open-ended

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

Yes.

- Mr Utterson learns about Mr Hyde, offering a cheque signed by Dr Jekyll, from his friend, Mr Enfield.
- He is afraid that Dr Jekyll is being blackmailed by Mr Hyde and thus tries to solve the mystery.
- He withholds information regarding Sir Carew's murder because he does not want to implicate Dr Jekyll at this stage.

**OR**

No.

- Mr Utterson's curious nature fuelled his investigation.
- As Dr Jekyll's lawyer, Mr Utterson is legally obligated to protect his client's interests.
- Mr Utterson, a friend of Dr Jekyll, fears that his (Mr Utterson's) reputation might be tarnished if Dr Jekyll is implicated in socially unacceptable behaviour.

**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****QUESTION 3: MACBETH**

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

- 3.1      3.1.1      (a) C/general of the Scottish forces ✓  
                          (b) D/becomes the Prince of Cumberland ✓  
                          (c) A/rebel leader fighting against Scotland ✓  
                          (d) E/murders the king of Scotland ✓ (4)
- 3.1.2      At Macbeth's castle/Inverness✓ the night Duncan is murdered/after the battle. ✓ (2)
- 3.1.3      Scotland has won the battle.✓ (1)
- 3.1.4      Duncan perceives Lady Macbeth as a good hostess, but she is in fact evil as she has already planned his murder. ✓✓
- NOTE:** BOTH parts must be included to earn the marks. (2)
- 3.1.5      The Thane of Cawdor is executed (for treason) ✓ and his title given to Macbeth.✓ (2)
- 3.1.6      It is to signal Macbeth to kill Duncan. ✓ (1)
- 3.1.7      Banquo is noble/honourable/loyal ✓ – he is willing to listen to Macbeth on condition that nothing taints Banquo's honour. ✓ (2)
- 3.1.8      Open-ended.

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

Yes.

- The witches deliberately deceive Macbeth about becoming king.
- The witches' prophecy about Macduff backfires when Macduff reveals that he (Macduff) is born by Caesarean section.
- Lady Macbeth deceives Macbeth to kill Duncan as she wants to become queen.

**OR**

No.

- Macbeth's gullibility causes him to believe the witches.
- It is Macbeth's actions that cause Macduff to kill him.
- Macbeth plans to kill Banquo's descendants because of the witches' prophecy.



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

**AND**

- 3.2 3.2.1 Ross should shake his head. ✓  
He should point his finger at Siward. ✓  
He should put his hand on Siward's shoulder. ✓

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

- 3.2.2 Siward wants to know whether young Siward has died an honourable death. ✓ If the wounds are in front it would mean he had faced the enemy/if in the back it means he had run away. ✓ (2)

- 3.2.3 (a) Proud/pleased/grateful ✓ (1)

- (b) He is proud that young Siward has fought bravely (as he would expect his soldiers to do). ✓ (1)

- 3.2.4 B/nobility of Scotland. ✓ (1)

- 3.2.5 Macduff is jubilant/ecstatic ✓ for he has avenged his family's murder/ killed the tyrant (Macbeth). ✓ (2)

- 3.2.6 (a) Metaphor ✓ (1)

- (b) Macbeth is killed in an inhumane manner ✓ in the same way he has slaughtered/killed many innocent people. ✓ (2)

- 3.2.7 The discussion of the theme of true leadership should include the following points, **among others**:

- Duncan acknowledges his men for their bravery, for example when he gives Macbeth a new title after killing the Thane of Cawdor.
- Malcolm is strategic and commands his soldiers to hold branches in front of them to conceal their numbers.
- Malcolm shows compassion towards Siward after the death of Young Siward.

**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.

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

Yes.

- Lady Macbeth is determined that Macbeth will be king. She even asks the spirits of darkness to fill her with cruelty.
- When she receives news that Duncan will visit them, she immediately plans his murder.
- She taunts Macbeth until he succumbs and agrees to kill Duncan.

**OR**

No.

- Lady Macbeth knows Macbeth's desire to become king and wants to help him achieve that ambition.
- At the banquet she protects Macbeth and tells the guests that he is having a fit and they should leave.
- She is unaware of the cruel deeds of Macbeth.

**NOTE:** 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. 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]

**QUESTION 4: MY CHILDREN! MY AFRICA!**

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

- 4.1.1 (a) D/has lost hope in the political and educational systems ✓  
 (b) A/the voice of hope at the end of the play ✓  
 (c) E/believes that communication and education will bring about positive change ✓  
 (d) B/comes yearly to give the Standard Tens his usual pep-talk ✓ (4)

- 4.1.2 The setting is at Zolile High/Mr M's classroom/Number One Classroom ✓ during the inter-schools debate. ✓ (2)

- 4.1.3 Isabel is emphatic/unwavering/decisive/firm ✓ as she firmly contends that women and men are equal/that women follow their instincts. ✓

**OR**

Isabel is furious/angry ✓ as she is being misunderstood by Thami. ✓

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

- 4.1.4 Mr M shows Thami that a dictionary is more powerful than a stone (violence) ✓ as the words can enter people's heads and bring about change. ✓ (2)

- 4.1.5 (a) Simile ✓ (1)  
 (b) Undisciplined behaviour during the debate serves no purpose ✓ in the same way a donkey without a harness cannot pull a cart. ✓ (2)

- 4.1.6 Mr M is orderly ✓ – he expects Thami and Isabel to do things by the book. ✓

**OR**

He is sensible ✓ – he realises that their undisciplined behaviour will cause chaos. ✓

**OR**

He is a disciplinarian ✓ – he stops the argument between Thami and Isabel/he calls them to order. ✓

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



## 4.1.7 Open-ended:

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

Yes.

- Isabel breaks tradition when she goes to Zolile High for a debate.
- She challenges her parents' views regarding Black people.
- She is brave to go into the township after Mr M's death.

**OR**

No.

- Isabel does not understand why Thami wants to join the boycott instead of participating in the quiz.
- She goes against her parents' wishes to meet Thami during the boycott.
- She cannot identify with Thami's social circumstances as she comes from a privileged background.

**NOTE:** Do NOT award a mark for YES or NO. 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)

4.2.1 Thami wants to warn Mr M about the approaching mob. ✓  
They know he gave their names to the police./He wants to convince Mr M to join the boycott. ✓ (2)

4.2.2 Thami is part of the Comrades who are responsible for strikes and boycotts in the township)./He is present when Mr M is killed. ✓ (1)

4.2.3 B/his parents live there. ✓ (1)

4.2.4 Isabel should have her hands outstretched/raised. ✓  
She should shrug her shoulders. ✓  
She should raise her eyebrows. ✓

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

4.2.5 Mr M thinks he is doing the children a favour by giving their names to the Department of Education. He thinks it will bring them back to class, to teach them, but it causes his death. ✓✓

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

4.2.6 (a) Confident/resolute/assertive/assurance ✓ (1)



- (b) He has made up his mind to join the Movement./He assures Isabel that he has made the right decision to join the Movement. ✓ (1)

4.2.7 She goes to the Wapadsberg Pass. ✓ (1)

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

- Isabel sacrifices her time by practising for the literary quiz.
- Mr M sacrifices his life when he refuses to join the boycott.
- Thami sacrifices his education by leaving school and joining the movement.

**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)

4.2.9 Open-ended:

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

Yes.

- Thami is dissatisfied with the inferior Bantu Education they receive.
- He believes they have negotiated long enough but the situation remains the same.
- He believes that they do not get equal opportunities to further their studies.

**OR**

No.

- Thami compromises his chances to further his studies.
- Education and not boycotts will improve his situation.
- He sacrifices his friendship with Isabel.

**NOTE:** Do NOT award a mark for YES or NO. 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**



**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' – NADINE GORDIMER**

- 5.1      5.1.1    (a) E/fresh produce hawker ✓  
                       (b) C/prominent Indian lawyer ✓  
                       (c) B/discriminatory coloured teacher ✓  
                       (d) A/fifteen-year old boy ✓ (4)
- 5.1.2    It is the Bamjee house ✓ when Mrs Bamjee is arrested. ✓ (2)
- 5.1.3    A tome/book written by Nehru ✓  
                       Pamphlets ✓  
                       Conference reports ✓  
                       A stack of old newspapers ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.4    (a) Metaphor/Assonance/Alliteration/Onomatopoeia ✓ (1)
- (b) In the same way a trap slams shut in an instant, ✓ Mr Bamjee immediately realises that his wife is being arrested/what is happening. ✓

**OR**

The short 'a' sounds ✓ emphasise Mr Bamjee's quick realisation of what is happening. ✓

**OR**

The quick succession of the 'p' sounds associated with a trap ✓ shows Mr Bamjee's instant realisation of what is happening. ✓

**OR**

The quick 'snap' sound made by the trap ✓ emphasises Mr Bamjee's immediate realisation of what is happening. ✓

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



- 5.1.5 Mr Bamjee is agitated/frustrated/furious/upset ✓ because he has warned Mrs Bamjee against being involved in political activities./He realises the consequences of his wife's actions.✓ (2)
- 5.1.6 Jimmy is caring/considerate/mature ✓ – he makes sure his mother has what she needs when the police arrest her.✓ (2)
- 5.1.7 Open-ended

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

No.

- Mrs Bamjee is socially responsible/selfless as she fights for the rights of not only Indian but also Black people.
- She still takes care of her family despite her political activities.
- She remains responsible even while in prison because she tells Girlie to visit Mr Bamjee on his birthday.

**OR**

Yes.

- Mrs Bamjee puts her political involvement before her family without considering the consequences.
- She continues with her political activities despite her husband's warnings.
- She compromises her health by going on a hunger strike while in prison.

**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**



**'THE DOLL'S HOUSE' – KATHERINE MANSFIELD**

5.2 5.2.1 Lil is ashamed of their jam sandwiches ✓ because the other girls have mutton sandwiches/she does not want to be teased about it. ✓ (2)

5.2.2 (a) Condescending/patronising/insulting/mock. ✓ (1)

(b) She tries to humiliate/make fun of the Kelvey girls. ✓ (1)

5.2.3 Lena does not get the reaction she expects, instead Lil merely smiles. ✓✓

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

5.2.4 C/carrying their doll's house into the courtyard. ✓ (1)

5.2.5 The Burnells are having visitors and Kezia does not like visitors. ✓ (1)

5.2.6 Kezia talks to the two Kelvey girls/invites them into their yard. ✓  
She shows them the doll's house. ✓ (2)

5.2.7 Lottie is the middle child/Isabel is the eldest. ✓ (1)

5.2.8 The discussion of the theme of cruelty should include the following points, **among others**:

- The Kelveys are treated with disrespect because they are poor.
- The Kelvey girls are socially excluded.
- The teacher treats the Kelveys differently to the other learners at school.

**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)

5.2.9 Open-ended

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

Yes.

- Despite the treatment Lil Kelvey receives from the teacher, she still makes an effort to win the teacher's favour by bringing her flowers.
- They remain unaffected and humble in spite of being treated with contempt.
- They seem to be content with what their mother provides for them.



OR

No.

- Lil is not assertive enough whenever they are bullied.
- The Kelvey girls allow the other girls to ridicule them because of the clothes they wear.
- They know that they are not accepted by the other girls yet they always follow them and open themselves to humiliation.

**NOTE:** Do NOT award a mark for YES or NO. For full marks, the response must be well- substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

(3)  
[35]

**TOTAL SECTION C: 35**

**SECTION D: POETRY****'POEM' – BAROLONG SEBONI**

- 6.1 6.1.1 (a) B/sharp edges ✓  
 (b) D/insulting words ✓  
 (c) E/slowly destroying ✓  
 (d) A/deadly poisonous ✓ (4)
- 6.1.2 C/personification. ✓ (1)
- 6.1.3 The poet compares hurtful words to sharp spokes (of a wheel) ✓ and acid. ✓ (2)
- 6.1.4 It is used figuratively ✓ as words are not thrown but spoken/the speaker utters words carelessly/randomly (like you would throw something without aiming). ✓ (2)
- 6.1.5 (a) Metaphor ✓ (1)
- (b) The effect of the hurtful or abusive words ✓ is compared to the damaging effect of a poisonous snake's bite which is just as harmful and deadly. ✓ (2)
- 6.1.6 (a) Gentle/kind/uplifting/reassuring ✓ (1)
- (b) The speaker believes that positive words act as a buffer against the cruelty of the world. ✓ (1)
- 6.1.7 Open-ended

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

Yes.

- The speaker uses imagery like 'trenches' to show how hurtful words can cause division among people.
- He uses strong adjectives like 'acidic' to illustrate how sarcasm can cause insensitivity.
- He shows that words spoken in kindness ('gentle words') can provide comfort.

**OR**



No.

- The figures of speech used are not easily understood by everyone and therefore might not be convincing.
- Words can only affect one if one allows it, as the speaker says there is no room in his cup for hurtful words.
- It is part of human nature that people will still use words to hurt/offend others.

**NOTE:** Do NOT award a mark for YES or NO. 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**

**'STILL I RISE' – MAYA ANGELOU**

6.2.1 The speaker is assertive/proud. ✓ No matter how hard people try/the government tries to break her spirit, she will not be defeated. ✓ (2)

6.2.2 (a) Simile ✓ (1)

(b) The speaker walks as if she has the world's wealth in her pockets. ✓ It emphasises her strength and defiance. ✓ (2)

6.2.3 Her oppressors expect her to be defeated and broken, yet she refuses to be downtrodden and is self-assured/self-confident/proud of whom she is. ✓✓

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

6.2.4 Her oppressors can insult her/use harsh words ✓ and they can stare at her in a cruel manner. ✓ (2)

6.2.5 The speaker moves forward and leaves her pain and sorrow behind. ✓  
She sees a bright/better future ahead. ✓ (2)

6.2.6 The speaker addresses her oppressors. ✓ (1)



6.2.7 Accept any relevant response which shows an understanding of the theme of strength and endurance, **among others**:

- The speaker has shown strength and resilience to overcome her past (history filled with lies).
- The repetition of the phrase, 'Still I rise' is a reflection that no matter what comes her way; she will stand up and try again.
- Throughout the poem the speaker shows that she will not give up despite prejudice.

**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 speaker boldly addresses her oppressors ('you').
- She flaunts her positive attributes unapologetically.
- She will not be deterred by their humiliating words and their hatred.

**OR**

No.

- The speaker is arrogant when she refers to her 'sassiness' (bold and feisty).
- Her pride ('haughtiness') is a characteristic that cannot be admired.
- The images of 'oil wells' and 'diamonds' evoke a sense of snobbishness and bragging.

**NOTE:** Do NOT award a mark for YES or NO. 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**