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Basic Education
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NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2012

MEMORANDUM

MARKS: 70

This memorandum consists of 37 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. This marking memorandum is a guide to markers.
3. This memorandum has been finalized at a memorandum 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.

SECTION A: NOVEL

NOTE: Candidates are required to answer **ONE** question (EITHER the essay OR the contextual question) **on the novel they have studied.**

QUESTION 1 (ESSAY QUESTION)***TO KILL A MOCKINGBIRD***

NOTE: Use the 35-mark assessment rubric on page 37 to assess candidates' essays.

- How parents shape their children's lives
 - Mr Radley and Boo Radley
 - Mr Radley has his own strict ways of disciplining Boo.
 - He punishes Boo by locking him up for many years.
 - In doing so, Mr Radley robs Boo of the opportunity to lead a normal life.
 - Boo becomes a recluse.
 - Boo does not have any skills at socialising with other people.
 - Boo committed a petty crime. His father did not want him to trouble anyone again so he confined him to their house.
 - Mr Atticus Finch and Jem and Scout
 - Atticus teaches his children to respect others, e.g. he tells his children not to trouble Boo and he teaches Jem to show respect towards Mrs Dubose.
 - Atticus teaches his children not to be racist, e.g. he treats Calpurnia with respect and defends Tom Robinson.
 - He tells his children to be responsible, e.g. when he gives them their air-rifles. He tells them not to shoot mockingbirds.
- How society shapes children's lives
 - Boo
 - The people of Maycomb fabricate/make up stories about Boo.
 - They make it seem as if Boo is a very dangerous person.
 - They also think Boo is a monster.
 - Jem and Scout
 - Society shapes their views of particular people to a certain extent.
 - Their initial view that Boo is a monster is shaped by Maycomb society which has made Boo a social outcast.
 - When Mrs Dubose verbally attacks Jem, she provokes him to behave in a violent manner.
 - Aunt Alexandra attempts to shape Scout by making her more feminine. Instead, Scout becomes rebellious.
 - Calpurnia and her community shape Jem and Scout's lives by teaching them religious values.

- How children shape their own lives
 - Boo
 - He behaved irresponsibly with his friends. Therefore, his father locked him up.
 - This led to him becoming a recluse.
 - Jem and Scout
 - Scout always chooses to make up her own mind.
 - She is outspoken and assertive, e.g. the incident in Miss Caroline's class. These qualities often get her into trouble.
 - Jem chooses to be obedient, e.g. he always listens to Calpurnia. He grows up to be a respectful person.

[35]**OR**

QUESTION 2 (CONTEXTUAL QUESTION)***TO KILL A MOCKINGBIRD***

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

- 2.1 2.1.1 (a) father ✓
(b) Jack ✓
(c) Alexandra ✓
(d) Calpurnia ✓ (4)
- 2.1.2 He is not physically active. ✓
He is much older. ✓
He prefers to read. ✓
He does not hunt/play games/fish. ✓
He does not drink/smoke. ✓
He is not racist. ✓
NOTE: Accept any TWO of the above. (2)
- 2.1.3 (a) They are racist. ✓ They do not show any sympathy towards Tom. ✓ (2)
(b) He is not racist. ✓
He is different from most people in Maycomb. ✓
He is prepared to face criticism/he is courageous. ✓
He is principled/fair/just/believes that an innocent man should not be convicted. ✓
NOTE: Accept any TWO of the above. (2)
- 2.1.4 She likes to confront issues that are wrong/she likes resolving issues with her fists. ✓ She does not like to be restricted/she feels it is cowardly not to fight. ✓ (2)
- 2.1.5 She would put up a serious fight/fight with all her might/use all her energy. ✓ (1)
- 2.1.6 He shoots the mad dog/the dog that has rabies/Tim Johnson (the dog). ✓ (1)

2.1.7 Open-ended response

Yes. A mockingbird is innocent/harmless and should not be harmed in any way.

OR

No. Mockingbirds are just like other birds, so why should they be saved, considering they are noisy?

NOTE: The above are only examples. Allow for the candidate's own interpretation.
Accept a well-substantiated response for full marks.
A candidate may score 1 mark for an answer that is not fully developed. (2)

2.1.8 Open-ended response

Yes. He gave them the necessary warning and advice by telling them to shoot only at tins and blue jays, not at mockingbirds.

OR

No. It is not wise to give rifles of any kind to children because they might injure themselves or others.

NOTE: The above are only examples. Allow for the candidate's own interpretation.
Accept a well-substantiated response for full marks.
A candidate may score 1 mark for an answer that is not fully developed. (2)

2.2 2.2.1 D/Miss Rachel's nephew. ✓ (1)

2.2.2 The children go to court for Tom's trial. ✓
Dill is upset with Mr Gilmer's questioning. ✓
Dill and Scout come outside where they meet Dolphus Raymond. ✓ (3)

2.2.3 He is brave/adventurous. ✓
He is not influenced by the people of Maycomb./He is strong-willed. ✓
He is trusting. ✓

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

2.2.4 They are not racist. ✓
Both are not afraid to be different from the other whites in Maycomb. ✓ (2)

2.2.5 False. ✓ He pretends to drink alcohol. ✓

NOTE: Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.

If only FALSE is given, award 1 mark.

(2)

2.2.6 Yes. ✓ He is treated badly because he lives with a coloured woman. ✓

(2)

2.2.7 He is friendly. ✓
He is polite – he calls Scout 'Ma'am'. ✓
He is caring. ✓

NOTE: Accept any TWO of the above.

(2)

2.2.8 Open-ended

Yes. People look down on him/frown/judge him even though he does nothing wrong. ✓

OR

No. He does not suffer to the extent that Tom and Boo do. ✓

NOTE: The above are only examples. Allow for the candidate's own interpretation. Do not award a mark if a reason is not given for the initial response.

(1)

2.2.9 Open-ended

Yes. She learns not to judge people before meeting them.

OR

No. She has always been a strong-willed person and this meeting will not change her views.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

(2)

[35]

QUESTION 3 (ESSAY QUESTION)**LORD OF THE FLIES**

NOTE: Use the 35-mark assessment rubric on page 37 to assess candidates' essays.

- The fears of the littl'uns and the reactions of the bigger boys to them.
 - The littl'uns are afraid of noises they hear at night on the island.
 - They dream/have nightmares about beasts that crawl upon them.
 - They even claim to have seen creepy, crawly things in the dark.
 - The big boys dismiss the fears of the littl'uns as figments of their imagination.
 - Jack mocks their fears saying that the only beasts on the island are pigs.
 - Ralph is more sensitive and concerned about the fears of the littl'uns. He orders that no mention be made of 'snakes'.
 - Piggy is kind and takes trouble to explain their fears away.
 - Despite reassurance, the littl'uns never overcome their fear of the beastie. Their fears keep increasing. It is even referred to as a 'ghost' at a later meeting.
- The 'beast from air' and the boys' reactions to Simon's discovery.
 - Samneric think they see a beast on the mountain while minding the fire one night.
 - They narrate exaggerated details of their imagined encounter.
 - Jack's tribe initiates a search for the beast but gets side-tracked by the discovery of a natural fort.
 - Meanwhile, hunting gains momentum and becomes rough and violent.
 - Robert is used as a 'mock' pig and Jack even suggests that a littl'un be used as a 'pig'.
 - Ralph also claims to have seen a beast with teeth.
 - Simon encounters the Lord of the Flies which he thinks is the beast. He then falls into a trance. When he recovers, he stumbles upon the real beast – a dead parachutist.
 - Simon releases the corpse and goes to tell Jack about it. He stumbles into Jack's hunting orgy where he is perceived as the 'beast' and killed.
- How the fear of the 'beast' affects the boys' behaviour
 - Initially, only the littl'uns are afraid of the dark, noises in the night and the absence of adults.
 - Later, even the bigger boys are overwhelmed by issues regarding survival on the desert island.
 - Fear prompts them to forget the boy with the birthmark who disappeared in the fire on the island.
 - Hunting for food to survive competes with the need to be rescued.
 - Rivalry develops between Ralph and Jack until they, eventually, separate.
 - Roger plays dangerous games with Henry.
 - Simon is murdered.
 - Piggy is murdered.
 - Jack's tribe hunts Ralph down.
 - Murder becomes the order of the day.
 - Innocence is lost.
 - The boys' behaviour becomes savage.

[35]**OR**

QUESTION 4 (CONTEXTUAL QUESTION)***LORD OF THE FLIES***

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

- 4.1 4.1.1 (a) stranded ✓
 (b) signal ✓
 (c) ships ✓
 (d) smoke ✓ (4)
- 4.1.2 The group of boys. ✓ (1)
- 4.1.3 (British) boys are expected to know such things/have basic survival skills. ✓ They thought they could survive without adults, but they fail to meet their first challenge. ✓ (2)
- 4.1.4 Embarrassment/shame/humiliation ✓ (1)
- 4.1.5 B/onomatopoeia ✓ (1)
- 4.1.6 He is a careful person. ✓
 He is unfit. ✓
 He does not take risks. ✓
 He wants to be part of the group. ✓

 NOTE: Accept any TWO of the above. (2)
- 4.1.7 They act as a group. ✓
 They feel an urgency to get the fire lit. ✓
 They are mocking Piggy. ✓

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

4.1.8 Open-ended

Yes. In this way they would be rescued./The fire would provide light and warmth.

OR

No. They were not being rescued immediately. Their priority should be to survive./To establish who was on the island./Food and shelter should be the basic needs.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

4.1.9 Open-ended

Yes. It is at such times that people's strengths are revealed.

OR

No. Many people's weaknesses are revealed in emergencies.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

4.2 4.2.1 The hut/shelter. ✓ (1)

- 4.2.2 He was agitated.
He was upset.
He was scared about the fight.
He had an asthma attack.

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

4.2.3 False. ✓ It is Eric. ✓

NOTE: Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.

If only FALSE is given, award 1 mark. (2)

- 4.2.4 Some boys remained with Ralph ✓ while others preferred to go with Jack. ✓

OR

Jack wanted to be the leader. ✓
Jack was angry because nobody voted for him. ✓ (2)

- 4.2.5 The conch is a symbol of democracy ✓
Jack does not believe in democracy. ✓
The conch seems to 'belong' to Ralph as he found it. ✓

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

- 4.2.6 (a) Piggy is killed. ✓
The conch is destroyed. ✓
Ralph is hunted. ✓
The island is destroyed by smoking Ralph out. ✓
They can no longer make a fire. ✓

NOTE: Accept any THREE of the above. (3)

Open-ended

- (b) No. They know that he can barely see anything without his spectacles./They could have asked to borrow his spectacles.

OR

Yes. He is only one person who will be disadvantaged whereas the group needs fire for food (and the rescue).

NOTE: The above are only examples. Allow for the candidate's own interpretation.
Accept a well-substantiated response for full marks. (2)

4.2.7 Open-ended

Jack. He provides food and the boys have fun.
He provides protection from the beast.
He leads the hunting.

OR

Ralph. He cares for the boys.
He wants them to be rescued.
He has a strong sense of justice/fairness/democracy.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

(2)

4.2.8 Open-ended

A good leader should be fair and treat everyone equally.
A good leader should be democratic and consider everyone's opinion.
A good leader should be responsible and make wise decisions.
A good leader should be caring and mindful of everyone's welfare.
A good leader should listen to his people and not take decisions on his own.
A good leader should be prepared to sacrifice for the good of all his people.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

(2)

[35]

QUESTION 5 (ESSAY QUESTION)***A GRAIN OF WHEAT***

NOTE: Use the 35-mark assessment rubric on page 37 to assess candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- Gikonyo's suffering and its consequences.
 - He is captured and taken to the concentration camp.
 - He confesses to the oath in order to be with Mumbi.
 - He loses his wife, Mumbi, to another man – his rival, Karanja.
 - When he returns to Thabai he discovers that Mumbi had been unfaithful to him.
 - He is reminded daily of her infidelity by the presence of her child (fathered by Karanja).
 - He cannot bring himself to forgive Mumbi even though he loves her.
 - He does not communicate with Mumbi and this hurts him.
 - He does not have any sexual relations with Mumbi even though she tries to please him in every way.
 - This hurt causes him to confide in Mugo.
 - He suffers at the hands of the new government official when land promised to him is bought by that very official.
- Mumbi's suffering and its outcome.
 - Mumbi loses her brother, Kihika, to the Struggle.
 - While her husband, Gikonyo is in detention, she struggles to survive.
 - Her house is burnt during the Struggle.
 - She takes on a man's work in rebuilding a new hut.
 - Food is also very scarce and she has to care for her parents and her mother-in-law.
 - During all this time she is faithful to Gikonyo and misses him terribly.
 - When Karanja tells her that Gikonyo is coming home, she is overcome with gratitude and allows him to make love to her during a moment of weakness.
 - She falls pregnant.
 - Instead of having a loving husband back, Gikonyo now rejects Mumbi and even slaps her.
 - She returns to her parents to escape Gikonyo's violent anger.
- Mugo's suffering and how it affects him.
 - As a child, Mugo is orphaned.
 - He is raised by his aunt who is very cruel to him and her daughters are no better.
 - Mugo is treated with disrespect and reminded of his dependence on them.
 - The community treats Mugo as an outcast because of his aunt's treatment of him.
 - As a young man, he realises that self-worth depends on owning land and this becomes the driving force of his life.
 - He is viewed as a weakling as he is not actively involved in the Struggle.

- Mugo's dislike of Kihika and Mugo's desire to own land lead him to betray Kihika.
- Mugo is regarded as a hero by his community, whereas in reality, he is a traitor.
- He experiences severe guilt and fear of being exposed so much that he refuses to participate in the Uhuru celebrations.
- Mugo contemplates committing suicide.
- He considers leaving Thabai.
- Eventually, his guilt leads him to confess and he is hanged.

[35]

OR

QUESTION 6 (CONTEXTUAL QUESTION)***A GRAIN OF WHEAT***

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 6.1 and 6.2.**

- 6.1 6.1.1 (a) inspires ✓
 (b) history ✓
 (c) sacrifices ✓
 (d) hanged ✓ (4)

- 6.1.2 He sees it as usual/ everyday/nothing extraordinary. ✓
 He sees it as something that needs to be done/a duty/something necessary. ✓ (2)

- 6.1.3 True ✓ 'revulsion' ✓

NOTE: Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.
 If only TRUE is given, award 1 mark. (2)

- 6.1.4 constriction ✓
 arrogance ✓
 revulsion ✓
 jealousy ✓
 hate ✓
 hatred ✓

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

- 6.1.5 Mugo is reclusive ✓ while Kihika is charismatic/loves attention/
 loves addressing crowds. ✓

OR

- Mugo does not like violence ✓ while Kihika is ruthless and incites others to violence. ✓ (2)

6.1.6 Open-ended

Yes. He was brave, he gave up his life/was fearless.

OR

No. Everybody suffers because of his actions.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

6.1.7 Kihika trusted Mugo ✓ but Mugo betrays Kihika. ✓ (2)

6.1.8 Open-ended

Mugo's view:

Violence is never the answer. It leads to loss of life and more violence.

OR

Kihika's view:

Sometimes it is necessary to fight for what you believe in even if you have to sacrifice lives.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

- 6.2 6.2.1 Dr Lynd's dog/bull mastiff charged Karanja and a few other men. ✓
Karanja could not run away in time and he picked up a stone to defend himself. ✓
Dr Lynd called the dog off just before it attacked. ✓
She accused Karanja of throwing stones at her dog, but Thompson defended him. ✓

NOTE: Accept any THREE of the above. (3)

- 6.2.2 Karanja will lose his power/authority. ✓
He will lose his job. ✓
He will be vulnerable./People might seek revenge on him when the British leave. ✓

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

- 6.2.3 It is for his own selfish gain. ✓
He wants to be in a position of power. ✓
He is afraid to go to war. ✓
He wants to impress Mumbi. ✓

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

- 6.2.4 (a) A/abuse of power. ✓ (1)

(b) He is demoted. ✓ (1)

- 6.2.5 Administrative secretary/District officer ✓ (1)

- 6.2.6 He is heartbroken. ✓
He is lonely. ✓
He contemplates suicide. ✓

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

- 6.2.7 They were inconsistent. ✓
They were unfair. ✓
They were cruel/oppressive. ✓

NOTE: Accept any ONE of the above (1)

- 6.2.8 Open-ended

No. He is selfish and he is a traitor. He took advantage of Mumbi.

OR

Yes. He is ambitious and he goes after what he wants.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

- 6.2.9 Open-ended

Yes. Kihika trusted him. He wanted the reward/money. He did it for personal gain.

OR

No. He was drawn into the revolution although he disagreed with it.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

[35]

TOTAL SECTION A: 35

SECTION B: DRAMA

NOTE: Candidates are required to answer **ONE** question (EITHER the essay OR the contextual question) **on the drama they have studied.**

QUESTION 7 (ESSAY QUESTION)

ROMEO AND JULIET

NOTE: Use the 35-mark assessment rubric on page 37 to assess the candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- How Romeo and Juliet are affected by the actions of Mercutio and Tybalt
 - Tybalt's hatred for all Montagues drives him to challenge Romeo to a duel after Capulet has forbidden fighting at the ball.
 - Mercutio's fight with Tybalt leads to Romeo's banishment as Romeo kills Tybalt to avenge Mercutio's death.
- How Juliet's parents and the Nurse influence her life
 - Juliet does not have a close relationship with her parents.
 - She is willing to obey her parents and marry Paris. This changes when she meets Romeo.
 - The Nurse joins forces with Lady Capulet in recommending Paris as a good prospective husband. Juliet seems quite willing to 'look to like'.
 - When learning of Romeo and Juliet's romance, the Nurse becomes Juliet's willing ally, acting as the go-between and messenger.
 - Capulet's decision to hasten the marriage between Paris and Juliet has disastrous consequences.
 - His unreasonable rage when Juliet begs him to postpone the wedding drives Juliet into a state of panic.
 - She goes to Friar Lawrence for help and his plan with the potion results in Romeo and Juliet's deaths.
 - Lady Capulet's refusal to intervene on Juliet's behalf worsens the situation.
 - The Nurse's change of mind in Paris' favour worsens Juliet's desperation.
- How Friar Lawrence has an impact on Romeo and Juliet's lives
 - Friar Lawrence thinks that secretly marrying Romeo and Juliet might reconcile the Montagues and Capulets.
 - As Romeo's spiritual advisor, Friar Lawrence should have advised him to talk to his parents rather than marry in secret.
 - After Romeo's banishment, Friar Lawrence devises the plan with the potion to avoid Juliet's marriage to Paris. This plan goes awry and leads to Romeo's death.
 - Leaving Juliet behind in the tomb is Friar Lawrence's most crucial mistake. She kills herself.

[35]

OR

QUESTION 8 (CONTEXTUAL QUESTION)

ROMEO AND JULIET

Candidates are required to answer BOTH questions, i.e. QUESTIONS 8.1 and 8.2.

- 8.1 8.1.1 His friends want him to see the other young women so that he can forget about Rosaline. ✓
He hopes to see Rosaline./He wants to show his friends how beautiful she is. ✓ (2)
- 8.1.2 He is short-tempered/easily angered. ✓
He is aggressive/loves fighting/violent. ✓ (2)
- 8.1.3 A mask ✓ (1)
- 8.1.4 (a) He wants to impress Paris who is present at the ball. ✓
Prince Escalus has forbidden fighting. ✓
He has mentioned earlier that he is growing too old for fighting – he wants to improve relations with the Montagues. ✓
He does not want to spoil/damage his reputation/spoil the atmosphere at the ball. ✓
- NOTE:** Accept any TWO of the above. (2)
- (b) Tybalt challenges Romeo to a duel. ✓
Tybalt (fights and) kills Mercutio when he is looking for Romeo. ✓
Romeo kills Tybalt in revenge. ✓
Romeo is banished. ✓ (3)
- 8.1.5 True. ✓ 'Verona brags of him/To be a virtuous and well-governed youth' ✓
- NOTE:** Award a mark for the reason/motivation only if the first part of the answer (TRUE) is correct.
If only TRUE is given, award 1 mark. (2)
- 8.1.6 They would be talking, dancing/eating and drinking/enjoying the ball. ✓ (1)

8.1.7 Open-ended

Yes. One has to prevent violence if possible. He was having a formal function and wanted to impress Paris.

OR

No. One should always be loyal and not prefer outsiders over family.

NOTE: The above are only examples. Allow for the candidate's own interpretation.
 Accept a well-substantiated response for full marks.
 A candidate may score 1 mark for an answer that is not fully developed. (2)

8.1.8 Open-ended

Yes. There is a deeper spiritual connection that draws them together.

OR

No. It is merely an infatuation. He was just in love with Rosaline so he cannot really be in love with another girl.

NOTE: The above are only examples. Allow for the candidate's own interpretation which must be grounded in the text of the drama.
 Do NOT award a mark for YES or NO only.
 Accept a well-substantiated response for full marks.
 A candidate may score 1 mark for an answer that is not fully developed. (2)

- 8.2 8.2.1 (a) B/Romeo's cousin ✓
 (b) D/Tybalt's aunt ✓
 (c) E/takes care of Juliet. ✓
 (d) A/related to Prince Escalus ✓ (4)
- 8.2.2 Her father told her to marry Paris. ✓ She refused to marry/begged him to postpone the wedding. ✓ (2)
- 8.2.3 Lady Capulet will be very busy preparing for Juliet's wedding. ✓ (1)
- 8.2.4 D/she is getting married the next day. ✓ (1)
- 8.2.5 Juliet has a premonition/fear/feeling ✓ that something might go wrong and that she could die. ✓ (2)

8.2.6 She used to trust the Nurse completely, ✓ but now she is lying to her. ✓ (2)

8.2.7 The use of the contents of the vial ✓ leads to the tragic death ✓ of both Romeo and Juliet.

OR

The use of the poison leads to Romeo mistakenly believing that she is dead. ✓ He kills himself and she, in turn, kills herself. ✓ (2)

8.2.8 Open-ended

No. Nobody should do something as foolish as this. It is much too risky.

OR

Yes. She trusted the Friar because he is highly respected and a religious man.

NOTE: The above are only examples. Allow for the candidate's own interpretation which must be grounded in the text of the drama.

Do NOT award a mark for YES or NO.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

8.2.9 Open-ended

No. They should have stopped the silly feud a long time ago./Her father wished her dead.

OR

Yes. Nobody deserves to lose a child in this way.

NOTE: The above are only examples. Allow for the candidate's own interpretation which must be grounded in the text of the drama.

Do NOT award a mark for YES or NO only.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed. (2)

[35]

QUESTION 9 (ESSAY QUESTION)***NOTHING BUT THE TRUTH***

NOTE: Use the 35-mark assessment rubric on page 37 to assess candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- The relationship between Sipho and Themba
 - Sipho, being the elder sibling, should have realised and accepted that he had to compromise on many things.
 - Sipho should have realised that attention given to younger siblings is normal in most families.
 - He ought to have been more generous with his possessions, since younger siblings do appreciate gifts from elder ones. He should not have over-reacted to the incident with the wire bus.
 - The incident where Themba lost Sipho's blazer could have been an honest mistake. He should have realised that demands made by younger siblings are a way of testing acceptance and love.
 - While Themba disappointed Sipho deeply by having an affair with his wife, Sipho should have kept in mind that he himself and his wife were also to blame for the betrayal.
 - Sipho is a more conservative person as compared to the more outgoing and liberal Themba. It is, therefore, understandable that Themba would be more popular.
 - Sipho blames Themba for the chaos at their father's funeral, but the unrest at the time was not brought about by Themba. Politicians probably turned many funerals into political rallies during that time.
- Sipho's relationship with Luvuyo
 - Sipho could have made a bigger effort to become closer to his son.
 - It is understandable that a young boy would idolise a charismatic person like Themba, as opposed to his more conservative father, Sipho.
- Sipho's ambitions for a better career
 - Sipho should not be bitter about his parents not being able to send him to university. They were still poor when he wanted to start his studies. Only after receiving the money from an insurance payout and with Sipho's help, could they send Themba to university. He should not hold this against Themba or his parents.
 - Sipho should have realised that apartheid would take away some opportunities – his rejection by the law firm to be an articled clerk is but one example.
 - Sipho should not have had the unrealistic ambition to be appointed as Chief Librarian in a white library.
 - When this became possible after apartheid, he was too old.

[35]**OR**

QUESTION 10 (CONTEXTUAL QUESTION)

NOTHING BUT THE TRUTH

Candidates are required to answer BOTH questions, i.e. QUESTIONS 10.1 and 10.2.

- | | | | |
|------|--------|--|-----|
| 10.1 | 10.1.1 | (a) C/activist✓ | |
| | | (b) D/librarian✓ | |
| | | (c) B/translator✓ | |
| | | (d) A/fashion designer✓ | (4) |
| | 10.1.2 | Thando might be Mandisa's sister. (Themba had an affair with Thando's mother while she was married to Sipho.) ✓ | (1) |
| | 10.1.3 | She was brought up to respect cultural values./She was a traditionalist✓
She is obedient/respectful/loyal towards her father. ✓ | (2) |
| | 10.1.4 | (a) shock/disbelief/amazement/surprise✓ | (1) |
| | | (b) She could not believe that a grown-up woman✓ would seek permission from a parent to do something. ✓ | |

OR

- The modern/western way in which she was brought up ✓
makes it difficult for her to believe this obedience. ✓ (2)
- (c) She was brought up to be independent/liberal. ✓ (1)
- 10.1.5 False. ✓ He died of illness./He was sick./ He went into exile. ✓

OR

- False. ✓ Luvuyo was killed by the police. ✓

NOTE: Award a mark for the reason/motivation only if the first part of the answer (FALSE) is correct.
If only FALSE is given, award 1 mark.

- 10.1.6 For many years/a long period✓ (1)

10.1.7 Open-ended

No. Themba did not tell Luvuyo to go to the funeral. He went there of his own free will.

OR

Yes. Themba had a great influence over Luvuyo. If it were not for Themba, Luvuyo would not have gone to the funeral.

NOTE: The above are only examples. Allow for the candidate's own interpretation which must be grounded in the text. Accept a well-substantiated response for full marks. A candidate may score 1 mark for an answer that is not fully developed. (2)

10.1.8 Opinion question

Each person should mourn according to his/her own feelings or cultural requirements. It is personal – nobody can really decide how long a mourning period should be.

OR

It is not good to mourn for a long period. You must move on with your life.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Accept a well-substantiated response for full marks. A candidate may score 1 mark for an answer that is not fully developed. (2)

10.2

10.2.1

- (a) He was a coward. ✓
He played an active role in the Struggle. ✓
He was dishonest./He often lied. ✓
He liked women. ✓

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

- (b) Themba was popular with people who were in exile, especially those who visited them in London. ✓
Themba always portrayed himself as an outstanding student/a hero of the Struggle. ✓
It is natural for a child to believe her father instead of a stranger. ✓
Sipho was drunk when he said that. ✓
Sipho was jealous. ✓

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

- 10.2.2 He was deeply hurt by the illicit affair of Themba and Thando's mother. ✓
He wants to protect Thando from the sad events involving Themba and her mother. ✓
He is embarrassed by the love affair between the two. ✓
He is afraid that Thando might not be his daughter and he would lose her. ✓

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

- 10.2.3 Themba was always favoured as a child./Themba was his parents' favourite child. ✓
Themba was popular with women. ✓
Themba was popular in the political arena. ✓
Sipho's son idolised Themba. ✓
Themba stole Sipho's wife. ✓
Themba took his possessions as a child. ✓

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

- 10.2.4 He is caring. ✓
He is responsible. ✓
He is unselfish. ✓
He always puts family first. ✓

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

- 10.2.5 C/appreciates Mandisa's acceptance of the truth. ✓ (1)

- 10.2.6 He feels sadness✓for Themba's death but regrets that he is not able to reconcile with him. ✓
He feels angry✓ because Themba is causing trouble for him once again but he misses him/ still loves him. ✓
He feels helpless✓ because the situation is out of his control but he still misses his brother. ✓
He is thankful✓because he deals with the past but he is upset because he wanted to see his brother's body. ✓

NOTE: Accept an answer that shows a combination of two different feelings. If a candidate mentions only one feeling, award ONE mark. (2)

- 10.2.7 Open-ended

No. Her questions help Sipho to come to terms with his demons/problems/secrets.

OR

Yes. She is disrespectful. She should be sensitive. Her questions make him uncomfortable/nervous.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

(2)

- 10.2.8 Siphso reveals the truth. ✓
The play deals with people uncovering the truth. ✓
Mandisa and Thando demand nothing less than the truth. ✓
The activities of the TRC are at the centre of this play and those deal with the truth. ✓

NOTE: Accept any TWO of the above.

(2)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

NOTE: Candidates are required to answer **ONE** question (EITHER the essay OR the contextual question) **on one of the short stories they have studied.**

QUESTION 11 (ESSAY QUESTION)

THE COFFEE-CART GIRL

NOTE: Use the 35-mark assessment rubric on page 37 to assess the candidates' essays.

The following points **may** be included in the essay, **among others**, but allow for candidates' own interpretation as well:

- How China and Pinkie meet
 - Pinkie has a coffee-cart close to where China works.
 - Violence breaks out during a strike.
 - The angry workers start attacking the vendors.
 - China saves Pinkie and her cart.
- The relationship between China and Pinkie
 - China falls in love with Pinkie immediately.
 - Pinkie shows compassion/care towards China.
 - She is sympathetic and helpful when he does not have a job.
 - China becomes possessive of Pinkie.
 - When China receives his first wages in his new job, he buys her gifts.
 - He becomes extremely jealous when he realises that Pinkie is friendly with Mr Naidoo.
 - He pulls out a knife when he sees that Mr Naidoo has given Pinkie a ring.
 - Pinkie is terrified of China, but she behaves timidly and submissively, saying that she will not call for help if he kills her.
 - When China realises what he has done, he begs her to forgive him.
 - She nods, meaning that she forgives him, but she is very upset.
 - He stays away from her for a few days, but plans to go back to her and assure her that she does not need to be afraid of him.
 - They never meet again because the vendors are removed by the police.
- The difficulties that China and Pinkie face in their lives
 - Pinkie has to work very hard in her coffee-cart to earn a living.
 - She has to close her coffee-cart due to a new law.
 - China loses his job at the factory just when he meets Pinkie.
 - He has to hide his pride and accept coffee from her without paying.
 - He struggles to find a new job.
 - He is unable to manage his anger and jealousy.
 - He feels terribly guilty for scaring Pinkie.
 - He never sees her again after the violent incident.

[35]

OR

QUESTION 12 (CONTEXTUAL QUESTION)

RELATIVES – Chris van Wyk

Candidates are required to answer BOTH questions, i.e. 12.1 and 12.2.

- | | | | |
|------|--------|------------------------------------|-----|
| 12.1 | 12.1.1 | (a) history/roots/background/saga✓ | |
| | | (b) Cape Town✓ | (2) |

- 12.1.2 Cigarettes smoked immediately after one another/in close succession. ✓ (1)

- 12.1.3 (a) Metaphor✓ (1)

- (b) Historical facts are hard to find✓ just like water is hard to find in a dry riverbed. ✓

OR

History is as boring✓ as a dry riverbed is dry and lifeless. ✓

OR

He wanted to convey/emphasise/show that historical facts are hard to find/boring. ✓

- 12.1.4 They smile at him. ✓
They ask him about his visit/journey to Cape Town. ✓
They listen to his conversation with real interest. ✓
One of them offers him a beer. ✓
They laugh at his story (about Georgie Abrahams). ✓
When they leave, they shake his hand/slap his back. ✓

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

- 12.1.5 He is scared of them. ✓
They are not to be trusted. ✓
He is worried that they might harm him. ✓
He is afraid that they might steal his luggage. ✓
He feels indifferent. ✓

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

- 12.1.6 They are no longer outnumbered. ✓
They realise the narrator is scared. ✓
The narrator is, more or less, the same age as the boys. ✓
They are bullies, exploiting the fact that he is young and scared. ✓

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

- 12.1.7 He is afraid that they will steal his luggage while he is out. ✓
 He is afraid that they will know why he is going to the conductor. ✓ (2)

- 12.1.8 True. ✓ They look exactly alike/identical./They have identical lips
 and eyes/features. ✓

NOTE: Award a mark for the reason/motivation only if the first
 part of the answer (TRUE) is correct.
 If only TRUE is given, award 1 mark. (2)

- 12.1.9 Open-ended

Yes. It is good to know one's background/heritage. You might
 come across family members you never knew.

OR

No. You may discover some disturbing facts. It is better to leave
 the past alone and start afresh.

NOTE: The above are only examples. Allow for the candidate's
 own interpretation. Accept a well-substantiated response
 for full marks.
 A candidate may score 1 mark for an answer that is not
 fully developed. (2)

- 12.2 12.2.1 He had been away from home for 6 months/a long time. ✓
 He never wrote or phoned/made contact./She never heard from
 him. ✓ (2)

- 12.2.2 No. ✓ He tells the story of Georgie's wife slapping him in public –
 something a cold-blooded murderer would not allow. ✓

OR

No. ✓ The narrator states that he knew it was a lie/just a warning to
 him to leave Georgie's luggage alone. ✓ (2)

- 12.2.3 (a) The friendly men laugh/chuckle/enjoy the story/his accent. ✓
 The boys refuse to laugh (although they listen to the story). ✓ (2)

(b) He is actually telling the story to the other three/is trying to
 ignore the boys. ✓ (1)

- 12.2.4 (a) brother's ✓ (1)

(b) gang ✓ (1)

12.2.5 (a) He is no longer afraid of the boys./He becomes more relaxed/
at ease./His appetite returns. ✓ (1)

(b) They invite him to share their supper/meal. ✓
They strike up a conversation with him. ✓
They recognise him as aunty Ria's grandchild/clever boy. ✓
They become friendly. ✓

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

12.2.6 C/fear ✓ (1)

12.2.7 Both boys are killed. ✓
They are still very young/not even 21. ✓

OR

They die a violent death ✓ at a young age. ✓ (2)

12.2.8 Open-ended

The support of family strengthens one and often makes success easier to achieve. The three characters in this story come from the same family yet they all turn out differently.

OR

Your background does not necessarily determine your success or failure in life. People can rise above their circumstances.

NOTE: The above are only examples. Allow for the candidate's own interpretation. Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

Accept answers that are grounded in or outside the text. Accept combinations of both positive and negative responses.

(2)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer ANY TWO of the prescribed poems.

QUESTION 13: 'On his blindness' – John Milton

- | | | | |
|------|--|--|------|
| 13.1 | 13.1.1 | sonnet (½) | |
| | 13.1.2 | problem (½) | |
| | 13.1.3 | solution (½) | (1½) |
| 13.2 | 'light' ✓ and 'dark' ✓ | | (2) |
| 13.3 | He is going blind/losing his sight/he is unable to see. ✓
Therefore, he cannot write poetry/use his gift. ✓ | | (2) |
| 13.4 | 13.4.1 | He is afraid that God will punish him/be angry with him/not be satisfied with what he has done. ✓ | (1) |
| | 13.4.2 | He did not use his talent well./He did not do a full day's work./He is afraid because he believes in the parable of the talents. ✓ | (1) |
| 13.5 | 13.5.1 | Personification ✓ OR Apostrophe ✓ | (1) |
| | 13.5.2 | Personification: Patience is personified ✓ when it becomes the voice of reason/his conscience. ✓ | |
| | OR | | |
| | Patience becomes a person ✓ who is answering his question. ✓ | | |
| | OR | | |
| | He personifies his thoughts ✓ in order for him to accept his burden. ✓ | | |
| | Apostrophe: He treats Patience as a person ✓ who can answer his question. ✓ | | |
| | | | (2) |
| 13.6 | A/acceptance ✓ | | (1) |
| 13.7 | True. ✓ 'mild yoke' ✓ | | |

NOTE: Award a mark for the reason/motivation only if the first part of the answer (True) is correct.
If only TRUE is given, award 1 mark. (2)

13.8 13.8.1 Open-ended

Yes. He has a talent and he cannot use it.

OR

No. I admire him for accepting his blindness.

NOTE: The above are only examples.

Allow for the candidates' own interpretation.

Do NOT award a mark for YES or NO.

(2)

13.8.2 Open-ended

Yes. Disabled people often perform better than those without disabilities and tend to feel insulted if you make allowances for them.

OR

No. You have to make concessions to accommodate disabled people as they have barriers to overcome.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Do NOT award a mark for YES or NO.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

(2)

[17½]

QUESTION 14: 'The serf' – Roy Campbell

14.1 14.1.1 labourer (½)

14.1.2 ploughs (½)

14.1.3 freedom (½)

(1½)

14.2 14.2.1 True. ✓ 'torrid' ✓

NOTE: Award a mark for the reason/motivation only if the first part of the answer (True) is correct.

If only TRUE is given, award 1 mark.

(2)

14.2.2 He works ✓ (hard) slowly/mechanically/like a sleeping person. ✓

(2)

14.2.3 As the ploughshare passes through the green grass, ✓
red earth is revealed. ✓

(2)

14.3 14.3.1 metaphor/synechdoche ✓

(1)

- 14.3.2 Metaphor: To show that both his heart and the earth✓ are damaged/broken. ✓

OR

To show that the field is being damaged✓ and his heart is broken/he has been hurt. ✓

OR

Synechdoche: The serf's whole being has been hurt✓ and his heart represents his whole being. ✓

(2)

- 14.4 C/inhuman treatment of the serf✓

(1)

- 14.5 A revolution is coming ✓ because the labourers will revolt. ✓

OR

Danger is coming ✓ because the labourers will revolt. ✓

(2)

- 14.6 Open-ended

Yes. He is overworked. Nobody deserves to be treated this way.

OR

No. Many people earn a living in a hard way. He should be grateful he has a job.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Do NOT award a mark if a reason for the initial response has not been given.

(2)

- 14.7 It is appropriate because 'serf' means that you are owned by your master and subjected to hard labour, just as the serf in the poem is subjected to hard labour./He is not allowed to leave/seen as a possession/not paid for his hard work.

NOTE: The above is only an example. Allow for the candidate's own interpretation.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

(2)

[17½]

QUESTION 15: 'Auto wreck' – Karl Shapiro

- 15.1 15.1.1 ambulance (½)
 15.1.2 accident (½)
 15.1.3 injured/dead (½) (1½)

- 15.2 15.2.1 'Pulsing out red light like an artery' ✓ (1)
 15.2.2 The light of the ambulance ✓ is compared to the colour of blood
 pulsing through the arteries. ✓

OR

The artery pulses blood and gives life. ✓ Similarly, the ambulance
will hopefully save lives. ✓ (2)

- 15.3 D/the accident victims are seriously injured. ✓ (1)

- 15.4 False. ✓ 'stowed' ✓

NOTE: Award a mark for the reason/motivation only if the first part of the
answer (False) is correct.
If only FALSE is given, award 1 mark. (2)

- 15.5 'deranged' ✓ and 'composed' ✓ (2)

- 15.6 Not much of the vehicles are left ✓ because they are damaged. ✓

OR

There is no life left ✓ in the vehicles. ✓ (2)

- 15.7 All these are clear/logical reasons for death. ✓
 He is able to understand the cause of death for each of these, but not for
 death in road accidents./No logical reasons are given for death in road
 accidents. ✓ (2)

- 15.8 Open-ended

Yes. Road accidents are still very common/many lives are still lost because of
road accidents.

OR

No. There are many measures in place to reduce accidents. It is easy to
establish the cause of accidents nowadays.

NOTE: The above are only examples. Allow for the candidate's own
interpretation.
Do NOT award a mark if a reason for the initial response has not
been given. (2)

- 15.9 The word 'auto' means vehicle/car. The poem is about an accident involving vehicles. ✓ The word 'wreck' suggests/implies how serious the accident was. ✓
The title also refers to 'wrecked' lives, hopes, etc. ✓

NOTE: For full marks, the candidate must refer to both words ('auto' and 'wreck').

(2)
[17½]

QUESTION 16: 'Cheetah' – Charles Eglington

- 16.1 16.1.1 smiling/young/graceful/awkward (½)
16.1.2 awkward/graceful (½)
16.1.3 young/smiling (½)

NOTE: The answer as a whole must be a coherent, sensible sentence.

(1½)

- 16.2 The cheetah is lazy ✓/inactive ✓/idle. ✓

NOTE: Accept any TWO of the above.

(2)

- 16.3 B/the leopard is better than the cheetah. ✓

(1)

- 16.4 16.4.1 metaphor ✓

(1)

- 16.4.2 Night/darkness ✓ will become his shield from his prey. ✓

OR

Night/darkness ✓ will conceal/hide him from his prey. ✓

OR

Night/darkness ✓ will contain his prey. ✓

(2)

- 16.5 False. ✓ 'they scent'/'The pungent breeze of his advance'/'pungent breeze'/'The pungent breeze of his advance' ✓

NOTE: Award a mark for the reason/motivation only if the first part of the answer (False) is correct.

If only FALSE is given, award 1 mark.

(2)

- 16.6 They know that one of them will be killed ✓ but they do not know/it is uncertain which one it will be. ✓

OR

'Only one is centred in the cheetah's eye' but 'none Knows which it is that has to die'. ✓

(2)

- 16.7 The herd's movement is hindered by their stampeding/moving together./
Their movement is disorganised. ✓
The cheetah's movement is fast/precise/he moves with ease. ✓

NOTE: Award 1 mark for referring to the herd and 1 mark for referring to the cheetah.

(2)

- 16.8 Open-ended

Yes. The herd does not have a chance. The cheetah has an unfair advantage over the herd as it is naturally fast.

OR

No. This is how nature works. A balance must be created./The strongest will survive.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Do NOT award a mark for YES or NO.

Accept a well-substantiated response for full marks.

A candidate may score 1 mark for an answer that is not fully developed.

(2)

- 16.9 Open-ended.

Yes. It has good hunting skills. It is very clever as to how it plans to catch its prey.

OR

No. Its manner of hunting is cruel. It picks on the weaker animals.

NOTE: The above are only examples. Allow for the candidate's own interpretation.

Do NOT award a mark for YES or NO only.

(2)

[17½]

TOTAL SECTION D: 35
GRAND TOTAL: 70

FIRST ADDITIONAL LANGUAGES: RUBRIC FOR MARKING THE LITERATURE ESSAY

Note the difference in marks awarded for content versus structure and language.

CODES & MARK ALLOCATION		CONTENT [25] Interpretation of topic. Depth of argument, justification & grasp of prescribed work.	MARK ALLOCATION	STRUCTURE AND LANGUAGE [10] Structure, logical flow & presentation. Language, tone and style.
Code 7 80–100%	Outstanding 20–25 marks	- In-depth interpretation of topic, all aspects of topic fully explored. - Excellent response. (90+: outstanding response). - Range of striking arguments extensively supported from text. - Excellent understanding of genre & text.	Outstanding 8–10 marks	- Coherently structured piece. - Excellent introduction & conclusion. - Arguments well structured & clearly developed. - Language, tone & style mature, impressive & correct.
Code 6 70–79%	Meritorious 17½–19½ marks	- Above average interpretation of topic. All aspects of topic adequately explored. - Detailed response. - Range of sound arguments given, well supported from text. - Very good understanding of genre & text.	Meritorious 7–7½ marks	- Essay well structured. - Good introduction & conclusion. - Arguments & line of thought easy to follow. - Language, tone & style correct & suited to purpose. - Good presentation.
Code 5 60–69%	Substantial 15–17 marks	- Shows understanding & has interpreted topic well. - Fairly detailed response to topic. - Some sound arguments given, but not all as well motivated as they could be. - Understanding of genre & text evident.	Substantial 6–6½ marks	- Clear structure & logical flow of argument. - Introduction, conclusion & other paragraphs coherently organized. - Flow of argument can be followed. - Language, tone & style largely correct.
Code 4 50–59%	Adequate 12½–14½ marks	- Fair interpretation of topic, but not all aspects explored in detail. - Some good points in support of topic. - Most arguments supported but evidence is not always convincing. - Basic understanding of genre & text.	Adequate 5–5½ marks	- Some evidence of structure. - Essay lacks well-structured flow of logic & coherence. - Language errors minor, tone & style mostly appropriate. - Paragraphing mostly correct.
Code 3 40–49%	Moderate 10–12 marks	- Very ordinary, mediocre attempt to answer question. - Very little depth of understanding in response to topic. - Arguments not convincing & very little justification from text. - Learner has not fully come to grips with genre or text.	Moderate 4–4½ marks	- Planning and/or structure faulty. - Arguments not logically arranged. - Paragraphing faulty. - Language errors evident. - Tone & style not appropriate to purpose of academic writing.
Code 2 30–39%	Elementary 7½–9½ marks	- Poor grasp of topic. - Response repetitive & sometimes off the point. - No depth of argument, faulty interpretation/Arguments not supported from text. - Very poor grasp of text & genre.	Elementary 3–3½ marks	- Poor presentation & lack of planned structure impedes flow of argument. - Language errors & incorrect style make this a largely unsuccessful piece of writing.
Code 1 0–29%	Not achieved 0–7 marks	- Response bears some relation to topic but argument difficult to follow or largely irrelevant. - Poor attempt at answering the question. The few relevant points have no justification from the text. - Very poor grasp of text & genre.	Not Achieved 0–2½ marks	- Difficult to determine if the topic has been addressed. - No evidence of planned structure or logic. - No paragraphing or coherence. - Poor language. - Incorrect style & tone.