

FINAL



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**PROVINCIAL STANDARDISED
ASSESSMENT**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

MARKING GUIDELINES

PREPARATORY EXAMINATION

SEPTEMBER 2026

MARKS: 70

These marking guidelines consist of 23 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer questions from **TWO** sections.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion.
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 reasons/substantiation/motivation is what should be considered.
- 4.7 No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

SECTION A: NOVEL**QUESTION 1: CRY, THE BELOVED COUNTRY**

1.1

- 1.1.1 (a) C/is a carpenter and an outspoken union activist.✓
(b) D/witnesses the robbery and murder; identifies the culprits.✓
(c) A/writes papers on the causes of native crime.✓
(d) E/teaches modern farming to the Ndotsheni community.✓ (4)
- 1.1.2 This extract is set at the Johannesburg bus station✓ when Kumalo is robbed by an unknown young man/ when Kumalo is assisted by Mr Mafolo to board the right bus.✓ (2)
- 1.1.3 He leaves the queue when he is about to board the bus✓ in search of the young man who promised to buy him a travelling ticket.✓ (2)
- 1.1.4 (a) Onomatopoeia/Metaphor✓ (1)
(b) Kumalo is so uncomfortable in the bus,✓ so much that the loud sound of the engine imitates a roar in his ears. ✓ / The loud and frightening noise of the engine✓ is compared to the sound of a roaring animal.✓ (2)
- 1.1.5 (a) Excited/happy✓ (1)
(b) Msimangu is pleased that the letter he wrote reached Ndotsheni and Kumalo immediately acted on receiving it and travelled to Johannesburg where the work of saving Kumalo's sister would commence.✓ (1)
- 1.1.6 Kumalo is humble/honest/grateful✓ he shows gratitude to Mr Mafolo who has guided/escorted him safely and to Rev Msimangu who wrote the letter to him.✓ (2)

1.1.7 Open – ended. Accept a relevant response which shows an understanding of the following viewpoints, among others:

Yes.

- John Kumalo is exposed to new opportunities that do not exist in Ndotsheni.
- Absalom finds employment and extends his family when he develops a relationship with a young woman who is expecting his child.
- It makes Absalom and Gertrude realise the importance of family when they are in trouble.

OR

No.

- Absalom goes through the correctional system, is eventually convicted of murder and sentenced to death.
- Gertrude does not find her husband and resorts to immoral ways of making a living.
- John separates from his wife.

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/wife ✓ (1)

1.2.2 A child in the Kuluse household is very ill. ✓ (1)

1.2.3 Mrs Kumalo means that they have been shamed and heartbroken enough ✓ with the news that their only son would not receive mercy for the crime he committed ✓/she wants to protect whatever dignity the family has left. (2)

1.2.4 Kumalo experienced heartbreak and shame in Johannesburg when he realised what Johannesburg had changed his family members to be; yet when he hears of the stories that continue to take place in the city, he wishes to be a part of them. ✓✓

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

1.2.5 Peter ✓ (1)

1.2.6 She is worried✓ about the letter that they are expecting about Absalom's execution.✓ (2)

1.2.7 The discussion of the theme of grief may include the following points, among others:

- James receives the terrible news of his son's murder and grieves by reading all the papers his son had written about native crime.
- Kumalo experiences great sorrow when he realises that his family has fallen apart. The greatest grief is when he finds out of his son's fate.
- Mrs Kumalo endures a lot of pain starting with giving up on her dreams to live a better life, to send her son to a better school and finally learning of her son's fate.

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.

1.2.8 Open-ended. Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Absalom willingly takes part in a robbery and carries a loaded gun.
- The sentence is consistent with the legal system at the time when the punishment for murder was death.
- He admits in court that he takes full responsibility and accepts all consequences of his crime.

OR

No.

- Absalom explains to the court that even though he has killed a man, he did not mean to (he shot out of fear) and therefore because he shows remorse the court should be lenient on his sentence.
- He recently extended his family by getting married to his pregnant wife. The court should consider the life of a child that will be born without a father.
- He is young and is disadvantaged by the social circumstances brought about by the apartheid regime.

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**2.1**

- 2.1.1 (a) D/a doctor and Utterson's friend ✓
(b) A/a mysterious and evil man ✓
(c) B/skilled clerk and handwriting expert ✓
(d) E/faithful butler and trusted servant ✓ (4)
- 2.1.2 A Sunday morning✓ during Mr Utterson's and Mr Enfield's walk.✓ /
A quiet street in London✓ outside the mysterious door. ✓ (2)
- 2.1.3 Mr Enfield believes the owner of the cheque is being blackmailed✓
because Hyde paid money after trampling the little girl.✓ (2)
- 2.1.4 B/respect for other people's privacy.✓ (1)
- 2.1.5 a) Simile ✓ (1)
b) Mr Enfield compares asking questions to pushing a stone down
a hill,✓ which suggests that one question can begin a chain of
questions or consequences that can quickly get out of control.✓ (2)
- 2.1.6 A house would normally have people entering and leaving regularly.✓
The lack of visitors makes the building seem strange and suspicious.✓ (2)
- 2.1.7 Open-ended.

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

Yes.

- Mr Enfield's refusal to ask questions allows Hyde's secretive activities to continue without challenge.
- The mysterious door symbolises hidden evil and people's silence enables Jekyll and Hyde to keep their secret.
- Throughout the novel characters avoid confronting suspicious behaviour, which contributes to the tragic outcome.

OR

No.

- Mr Enfield respects other people's privacy and avoids unnecessary gossip.
- He has no evidence of a crime and therefore has no reason to interfere.
- The real problem is Jekyll's decision to conceal the truth, not Enfield's silence.

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

AND

2.2

2.2.1 (a) The original salt contained an unknown impurity.✓ (1)

(b) Dr Jekyll realises that he cannot reproduce the potion successfully✓ and he will never permanently become himself again.✓ (2)

2.2.2 (a) Resigned/hopeless.✓ (1)

(b) Dr Jekyll realises that the potion only worked because of an unknown impurity in the salt and has accepted that Hyde will take complete control.✓ (1)

2.2.3 Regretful/fearful/despairing.✓ Dr Jekyll knows that there is no cure left and that only a miracle could save him. / His sadness at seeing his altered face reflects his regret and acceptance of his tragic fate.✓ (2)

2.2.4 It is ironic that Dr Jekyll fears that Mr Hyde will destroy his confession, yet Hyde is Jekyll's own alter ego. ✓✓

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

2.2.5 Selfish/spiteful/impulsive✓ Mr Hyde only thinks of himself and protecting his own needs. He only focuses on the present and does not consider the consequences of his cruel actions.✓ (2)

2.2.6 Cane ✓ (1)

2.2.7 The discussion of the theme of good versus evil, may include the following viewpoints, **among others**:

- Dr Jekyll is a respected doctor who is intelligent, charitable and well-liked in society. He wants to maintain his reputation as an honourable gentleman.
- Mr Hyde is the physical embodiment of Jekyll's evil nature. He is cruel, violent and shows no sympathy or remorse for his actions.
- Dr Jekyll creates the potion to separate the good and evil sides of his personality. He believes he can enjoy evil pleasures as Hyde while remaining respectable as Jekyll.

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)

2.2.9 Open-ended.

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

Yes.

- Dr Jekyll genuinely regrets creating Mr Hyde and acknowledges that his experiment has destroyed his life.
- He suffers emotionally and mentally as he loses control over his own identity and realises he cannot stop transforming into Hyde.
- He sacrifices his own life to ensure that Hyde can no longer harm innocent people.

OR

No.

- Dr Jekyll knowingly carries out dangerous scientific experiments despite being aware of the possible consequences.
- He deliberately creates Mr Hyde to indulge his evil desires without damaging his own respectable reputation.
- Even after realising how dangerous Hyde has become, Dr Jekyll continues to use the potion instead of destroying it immediately.

NOTE: Do not award a mark for Yes/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]

SECTION B: DRAMA

NOTE: Candidates are required to answer ONE question on the drama they have studied.

QUESTION 3: MACBETH

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

3.1

- 3.1.1 (a) B/escapes assassination attempts against him ✓
 (b) D/warns Macbeth against the witches ✓
 (c) E/joins a rebellion to dethrone Macbeth ✓
 (d) A/promotes Macbeth after the battle ✓ (4)

- 3.1.2 Macbeth is alone in a room (in his castle)✓ when he contemplates on whether or not to kill the king. ✓ (2)

- 3.1.3 witches ✓ (1)

- 3.1.4 Macbeth is conscientious/responsible.✓

Macbeth has a strong conscience as he understands that murder is morally wrong and decides to weigh all the risks before he makes a decision.✓ (2)

- 3.1.5 (a) Metaphor ✓ (1)

- (b) Macbeth says Duncan's good heart and good qualities will avenge his death✓ just like angels fight for the innocent. that he (Duncan) is innocent. This suggests that his death will not go unpunished by God.✓ (2)

- 3.1.6 The discussion of the theme of deception, may include the following viewpoints, **among others**:

- Macbeth deceives King Duncan into believing that he is invited to his (Macbeth's) castle to celebrate his victory in the battle.
- The witches deceive Macbeth into believing that he can never be murdered by any person born of a woman.
- After becoming a king, Macbeth lies to his noblemen and hides his plans to kill Banquo's and Macduff's families.

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)

3.1.7 Open-ended.

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

Yes.

- Macbeth knows that Duncan is a good and virtuous king.
- He recognises that Duncan trusts him as both his kinsman and his host.
- He understands that murder will bring justice and consequences upon himself.

OR

No.

- Macbeth believes his ambition is too powerful to ignore (vaulting ambition).
- He considers that if the murder could be done without consequences, it would be worthwhile.
- He is already thinking seriously about killing Duncan, suggesting that his desire to become king is stronger than his conscience.

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. Candidates 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 The murder of king Duncan.✓ (1)

3.2.2 Sleep is essential in order to give people the rest that they need after a day's work ✓ but by murdering Duncan he has destroyed his ability to enjoy a peaceful rest.✓ (2)

3.2.3 Macbeth is guilt-ridden/remorseful/tormented✓ after murdering Duncan. / This suggests that Macbeth has lost his inner peace because of the crime he committed.✓ (2)

3.2.4 (a) commanding/authoritative✓ (1)

(b) Commanding – Lady Macbeth takes control of the situation because Macbeth is overwhelmed with fear and guilt.✓ /

Authoritative – she orders Macbeth to stop dwelling on the murder and wash the blood from his hands.✓ (2)

(c) blood ✓ (1)

3.2.5

- Macbeth should shake his head from side to side. ✓
- He should stare at his blood-stained hands. ✓
- He should speak in a trembling voice. ✓

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

3.2.6 Macbeth is a brave and fearless warrior on the battlefield, yet after committing murder, he is too frightened to face the consequences of his own actions. ✓✓

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

3.2.7 Lady Macbeth plans to return the daggers to Duncan's room ✓ and smear the guards with Duncan's blood ✓ so they appear to be responsible for the murder. (2)

3.2.8 Open-ended.

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

Yes.

- Lady Macbeth persuades and manipulates Macbeth into murdering Duncan.
- She questions Macbeth's manhood to pressure him into committing the murder.
- She plans the crime and covers it up by framing Duncan's guards.

OR

No.

- Macbeth chooses to commit the murders and continues killing without Lady Macbeth's involvement.
- The witches' prophecies awaken Macbeth's ambition.
- Macbeth becomes increasingly ruthless and acts independently e.g. arranging the murders of Banquo and Macduff's family.

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. Candidates 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!

4.1

- 4.1.1 a) B/believes in Confucius. ✓
b) E/motivates the students. ✓
c) D/wins the debate. ✓
d) A/a domestic worker. ✓ (4)

4.1.2

- Isabel has never before been in the presence of black people who are her equal. ✓
- As a white person in South Africa, she is accustomed to being in privileged environments. ✓ (2)

- 4.1.3 (a) Metaphor ✓ (1)
(b) The 'colour line' compares the racial divide between black and white South Africans ✓ during apartheid. It highlights the separation between the races. ✓ (2)

- 4.1.4 D/shocked ✓ (1)

- 4.1.5 It is ironic that the classroom is called 'Number One Classroom' which suggests that it is the best or most important in the school; yet Isabel describes it as the most bleak and depressing classroom she has ever seen. ✓✓

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

- 4.1.6 father ✓ (1)

- 4.1.7 The experience changes Isabel's outlook on race and privilege. ✓
For the first time she feels what it is like to be judged as an equal, which helps her become more understanding and open-minded. ✓ (2)

4.1.8 Open-ended.

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

Yes.

- Isabel treats Thami as an equal. She does not judge him despite their different races and background.
- She patiently listens to Thami's frustrations about apartheid, even when she disagrees with Thami, she tries to understand his perspective.
- When Thami becomes involved in political activism, she worries about his future and safety.

OR

No.

- Isabel challenges Thami's decision to abandon the competition and school instead of supporting him.
- She fails to express her feelings before it is too late. She admits that she should have tried harder to let Thami know how she felt. A loyal friend might have communicated more openly while there was still time.
- She prioritises education over Thami's political convictions. She struggles to accept that Thami chooses a different path.

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

(3)

AND

4.2

4.2.1 Brakwater/The location ✓

When Thami meets Isabel to say his goodbyes. / When Isabel confronts Thami about the death of Mr M. ✓ (2)

4.2.2 (a) Isabel must wipe away her tears. ✓

She must shake her head. ✓

She must cover her face with her hands. ✓

She must speak in a trembling voice. ✓

NOTE: Any TWO of the above or any relevant response. (2)

(b) Distraught/despairing tone ✓ (1)

(c) Isabel is devastated by Mr M's death and cannot accept its senselessness. / She expresses both sorrow and frustration that someone so valuable has been lost. ✓ (1)

4.2.3 The question is about Thami's involvement/Whether Thami tried to stop the comrades/Why Mr M is dead. ✓ (1)

4.2.4 Honest/reflective ✓ Thami admits that he loved Mr M but did not express it while he was alive. / He acknowledges his own shortcomings and accepts responsibility for not communicating better. ✓ (2)

4.2.5 Guilty/ remorseful/ sorrowful/ deeply mournful ✓

Thami blames himself for not making a greater effort to help Mr M understand his beliefs and for never telling him how much he respected and cared for him. / The death of Mr M has forced Thami to confront feelings that he had previously hidden. ✓ (2)

4.2.6 The discussion of the theme of regret, may include the following points, **among others:**

- Thami regrets not telling Mr M how much he loved and respected him.
- He blames himself for not trying harder to make Mr M understand why he supports the boycott.
- He says he will 'never forgive' himself because it is now 'too late' to reconcile with Mr M after his death.

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 drama. (3)

4.2.7 Open-ended.

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

Yes.

- Thami is wanted by the police because of his involvement in the boycott therefore, leaving South Africa may protect him from getting arrested.
- He wants to continue fighting for freedom and believes that he can still fight for it even outside the country.
- He believes that the Bantu Education will not give black people the freedom and opportunities they deserve.

OR

No.

- Thami is an intelligent student who has the potential to have a successful life.
- His decision is merely influenced by his guilt of Mr M's death and he is trying to escape rather than face the consequences of the boycott.
- By leaving, he is sacrificing his education, family and relationships.

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 may score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)

SECTION C: SHORT STORIES**QUESTION 5****5.1 'CLASS ACT'**

- 5.1.1 (a) C/plays a battery-operated radio in class.✓ (1)
- (b) E/is a bully and has failed.✓ (1)
- (c) B/is married to a Nigerian man.✓ (1)
- (d) A/claims to be a fashion designer.✓ (1)
- 5.1.2 (a) D/ has undergone a complete change.✓ (1)
- (b) Renato compares the narrator to Sister Mary because the narrator is dressed conservatively,✓ resembling the modest appearance associated with a nun.✓ / Renato uses the comparison to tease the narrator for looking overly proper✓ and different from other learners.✓
- NOTE:** Any ONE of the above responses. (2)
- 5.1.3 (a) Metaphor✓ (1)
- (b) It is relevant because a long white line of stitching which runs along the bottom edge of the narrator's tunic✓ looks similar to railroad tracks.✓ (2)
- 5.1.4 (a) Teasing/mocking/taunting/ridiculing tone.✓ (1)
- (b) Khanyisa wants to hurt the narrator/wants to make fun of the narrator.✓ (1)

5.1.5 The discussion of the theme of poverty may include the following viewpoints, **among others**:

- The narrator's mother bought her an oversized uniform as she cannot afford to buy her a new uniform every year because uniforms are too expensive.
- Owing to her poverty, she is mocked and humiliated by her classmates, who judge her appearance instead of understanding her circumstances.
- The extract shows that poverty can damage a person's self-esteem and dignity, as the narrator feels ashamed and eventually accepts the insulting nickname 'Sister Mary Clarence'.

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)

5.1.6 Open-ended.

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

No.

- The narrator's financial circumstances are beyond her control, so she should not be mocked for them.
- The bullying damages her confidence and causes her to accept a negative image of herself, which no-one deserves.
- She is mocked by both the boys and the girls, showing that she is unfairly targeted by her classmates.

OR

Yes.

- The narrator draws attention to herself by wearing an imperfectly altered uniform which is clearly noticeable.
- She does not stand up to bullies, and this allows her classmates to continue mocking her.
- She also admits that she might as well accept the situation, which indicates that she has given up trying to change how others see her.

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)

5.2 'A BAG OF SWEETS'

5.2.1 The place is at the family shop ✓ when Khadija has come to ask for forgiveness from her sister Kaltoum. ✓ (2)

5.2.2 Khadija asks and answers her own questions. ✓ / The conversation continues without needing another person to respond. ✓ (1)

5.2.3 three ✓ (1)

- 5.2.4
- Khadija understands that Kaltoum would be alone in the family shop as her brothers attend the prayers on Fridays. ✓
 - Khadija knows that Kaltoum adores her and chances are that she (Kaltoum) might forgive her. ✓
 - She knows that if Kaltoum, who is the eldest amongst her siblings, forgives her first, the rest of her siblings would also do the same. ✓

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

5.2.5 Resolute/stubborn ✓

Resolute – she is firm in her decision to keep her distance. ✓ /

Stubborn – she refuses to engage/to forgive. ✓ (2)

5.2.6 The bag of sweets indicates that Kaltoum is not ready to forgive Khadija. ✓
The bag of cheap sweets is something that you would give to a person to get rid of him/her. ✓ / To Khadija - The bag of sweets is a symbol of Kaltoum's forgiveness ✓ and her willingness to begin repairing her relationship with Khadija. ✓

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

5.2.7 Although the narrator ignores Khadija and tries to keep her distance from her, she ends up showing her kindness by giving her a bag of sweets. ✓✓ / It is ironic that the narrator ignores Khadija but she gives her a bag of sweets to get reconciliation/glimmer of hope to repair their relationship. ✓✓

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

5.2.8 Khadija is shocked/speechless ✓ at the realisation that she has lost her sister forever. ✓ / Khadija is overwhelmed; ✓ her face softens when she realises that there is a glimmer of hope to reconcile with her sister. ✓

5.2.9 Open-ended.

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

Yes.

- Kaltoum is a staunch Muslim who does not take kindly to anyone who deviates from the expected conduct of a true Muslim.
- She holds firm against perceived betrayal just like her parents and brothers.
- As the oldest sister she acts as the head of the family and custodian of their values after their parents' death.

OR

No.

- Kaltoum hates Khadija for following her heart by marrying a Christian.
- She portrays a hostile behaviour towards Khadija.
- Her unforgiving nature makes it easy for her brothers to follow her example and maintain their distance from Khadija.

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)

POETRY SECTION D: POETRY**6.1 'THE LAKE ISLE OF INNISFREE'**

- 6.1.1 (a) longing✓
(b) uninhabited✓
(c) imagination✓
(d) peace✓ (4)

- 6.1.2 (a)
• The speaker desires a simple, self-sufficient lifestyle. ✓
• He wants to live independently and in harmony with nature. ✓ (2)
(b) The phrase refers to a peaceful space in a forest where the buzzing of bees can be heard.✓ (1)

- 6.1.3 (a) Metaphor.✓ (1)
(b) The morning mist covers the top of the mountain ✓ in the same way as the veil that covers a woman's face. ✓ (2)

- 6.1.4 Alliteration/Onomatopoeia ✓ (1)

- 6.1.5 (a) In the city/town✓ when the speaker is standing on the pavement thinking about Innisfree.✓ (2)
(b) It is ironic that the speaker is physically in a busy, grey environment, yet he mentally experiences the peace and sounds of Innisfree. ✓✓ / It is ironic that the speaker is not actually on the island, yet he feels its presence more deeply than his physical surrounding. ✓✓

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

6.1.6 Open-ended.

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

Yes

- The speaker values simple living rather than wealth or luxury.
- He believes that nature, peace and self-sufficiency bring genuine happiness.
- The poem suggests that a simple lifestyle leads to fulfilment.

OR

No

- Happiness depends on the individual and cannot be achieved simply by changing ones' surroundings.
- Some people find fulfilment through relationships, careers or in city life.
- The speaker's idea of happiness may not apply to everyone.

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

(3)

AND

6.2 'RECIPROCITIES'

6.2.1 B/twisted bundles of yarn. ✓ (1)

6.2.2 The speaker means the mother helps him to relax and become calm. ✓ (1)

6.2.3 The speaker is imaginative/reflective. ✓

Imaginative – he admits that his mind wandered into images created by the woman's conversation, showing that he enjoys imagining what she tells him. ✓ /

Reflective – he recalls how his thoughts drifted while listening to the woman's stories, demonstrating his thoughtful nature. ✓ (2)

6.2.4 **LITERAL:** She pulled the wool tightly to check if the speaker is still concentrating. ✓

FIGURATIVE: She kept the lines of communication between herself and the speaker opens. ✓ / She keeps a strict boundary between her and her child; she manages the position as a mother and the speaker, that of a child. (2)

6.2.5 (a) Appreciative/reassuring tone. ✓ (1)

(b) The speaker expresses profound appreciation for the way in which her conversation made him feel at ease. ✓ (1)

6.2.6 The speaker has unwavering faith in his/her mother ✓ because she/he knows that the mother will do anything for him/her. ✓ / The wool on the speaker's end was getting depleted and it ✓ grew bigger on the mother's end as she wound it into a ball and the speaker would benefit from anything the mother does with it. ✓ (2)

6.2.7 faltering. ✓ (1)

6.2.8 The discussion of the theme of mutual dependency may include the following points, **among others**:

- The mother relies on the speaker's assistance to help her untangle the wool and wind it into a ball.
- The speaker depends on his mother to knit a jersey for him.
- The speaker later on in life realizes how his experience of helping his mother wind the wool into a ball actually influences the writing of this poem.

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)

6.2.9 Open-ended.

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

Yes

- The mother's knitting becomes a symbol of her love and guidance.
- The speaker remembers her kindness many years later.
- The poem suggests that simple acts can leave lifelong memories.

OR

No.

- The poem relies mainly on symbolism, so the message may not be clear to every reader.
- Some readers may not connect knitting with emotional guidance
- As a result the impact of kindness may seem less convincing.

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

(3)

[35]

TOTAL MARKS: 70