

**GAUTENG DEPARTMENT OF EDUCATION  
SENIOR CERTIFICATE EXAMINATION**

**ENGLISH PRIMARY LANGUAGE HG  
(Third Paper)**

**Possible Answers March 2006**

**SECTION A  
CREATIVE WRITING**

<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>ABOVE EXPECTATIONS</b>	<b>MEETING EXPECTATIONS</b>	<b>BELOW EXPECTATIONS</b>	<b>EXPECTATIONS BARELY MET</b>	
<b>CONTENT</b> quality of ideas, originality, handling of topic, freshness of approach	7 – 8	5 – 6	4	2 – 3	1 – 0	
<b>WRITING</b> vocabulary, imagery, idiom	7 – 8	5 – 6	4	2 – 3	1 – 0	
<b>STRUCTURE</b> planning, coherence, paragraphing	7 – 8	5 – 6	4	2 – 3	1 – 0	
<b>LANGUAGE</b> spelling, punctuation, syntax, fluency	7 – 8	5 – 6	4	2 – 3	1 – 0	
<b>REGISTER</b> style, tone atmosphere, audience awareness/purpose	7 – 8	5 – 6	4	2 – 3	1 – 0	
<b>TOTAL</b>						/40

**SECTION B**  
**TRANSACTIONAL WRITING – 50 MARKS**

Assessment should be based upon TWO longer pieces (a letter and one other piece) out of 20 each, and ONE shorter piece. Use the marking scheme below. Assess the shorter piece out of 20 and then reduce by half to reach a mark out of 10.

<b>CRITERIA</b>				
<b>CONTENT</b> Adherence to topic, handling of topic	4	3	2	1-0
<b>WRITING</b> appropriateness of vocabulary, clarity	4	3	2	1-0
<b>STRUCTURE</b> format, length, paragraphing	4	3	2	1-0
<b>LANGUAGE</b> spelling, punctuation, syntax, fluency	4	3	2	1-0
<b>REGISTER</b> style, tone, audience awareness / purpose	4	3	2	1-0
	EXCELLENT	ABOVE EXPECTATIONS	MEETING EXPECTATIONS	EXPECTATIONS BARELY MET

## **SECTION C**

### **QUESTION 1** **FOCUS (Manhood – Essay)**

The following ideas should be included:

#### **Reasons:**

Mr Willison's father was also autocratic. Mr Willison grew up in a household where his personal views were not taken into account. His parents did what they thought was best for him. They wanted to be certain that he would secure a good job and therefore insisted that he be well educated. They always harped on him to study and to do well in examinations. However, they neglected his physique and did nothing to ensure that he was well developed physically. As a child Mr Willison wanted to participate in physical activities like boxing, rowing and cycling but he was not given the opportunity to do so. Now he goes to extremes to ensure that his son is given these opportunities but ironically he does not take into account what the child's interest and wishes are. He follows in his father's footsteps and becomes an autocrat who only considers his own point of view and fails to realize that people are unique.

#### **Proof of autocratic behaviour:**

He does not consider that his son is different to him. Although Mr Willison thinks he is acting in the interests of his child, Rob is really being tortured by being expected to participate in all these demanding physical activities. When he protests or complains, his father ignores him or urges him to try a little harder. He motivates his son but relentlessly expects him to fulfil his wishes and complete the tasks he has set. As long as Rob does as he says and meets the challenges which he has identified, he is happy and shows love and approval for his son. If Rob is unsuccessful in completing the tasks, his father gives him the cold shoulder and he has to work extra hard to again win his father's approval.

#### **Effects on his family**

Mrs Willison disapproves of her husband's behaviour and they have numerous intense arguments which arise from the expectations he sets for his son. She realises that her son is the studious type who has more interest in intellectual than in physical activity. She clearly sees that her husband is repeating the pattern of his own childhood and transferring his own parents' behaviour to his son. Mrs Willison tries to protect her son but her husband is unwilling to listen. Rob tries to please both parents but is stuck in the middle of their disputes. He feels responsible and guilty. This makes him try even harder to make them both proud of him. It is an impossible task because they are on opposing sides. When it comes to boxing, Mrs Willison is adamant that her son will never participate in such a barbaric sport. Rob, however, realises that this is the easy way of winning his father's approval and tells him that he has been selected to represent the school in the boxing tournament. Rob has reverted to telling lies in order to gain his father's approval. This is really sad. Rob does not receive unconditional love and must work hard to win his father's love and respect.

[30]

**QUESTION 2**  
**FOCUS (*The Voter* – Contextual)**

- 2.1.1 They are being bribed to vote for the P.A.P. (2)
- 2.1.2 They think that Marcus is rich. He seems to have great wealth because of his position and houses and the parties he has given. (2)
- 2.1.3 He has taken an advance on his salary to entertain these people and does not have money. They say they would give their votes to him for free if he were poor. He is, in fact, poor but living on borrowed money. (3)
- 2.2.1 His apparent wealth, position and titles make them think he is a great man. (2)
- 2.3.1 They are in a position of power today and must make all their demands while they are able to have these met. (2)
- 2.3.2 He has made many demands on Marcus. He has asked for a robe and taken advantage of his hospitality. He has even been chauffeur-driven. (2)
- 2.4.1 They do not like her and think she is bossy and stingy. (3)
- 2.4.2 To show his supporters that he is in control of their relationship. He is not afraid of her. (2)
- 2.5.1 Roof is compared to a priest. He distributes the shillings just like a priest who distributes the host. (3)
- 2.5.2 The men do not want to touch the shillings when there are too few. They wait until there are five shillings each and Roof tells them that they will not get any more before they touch and take the money. (2)
- 2.6 They should serve as examples of what is right morally, not merely be money-grabbing thugs who justify their greed by looking at the wealth of others. (3)
- 2.7 Disgust for him. He is a liar and a cheat who has no principles. He has no morality and finds it quite easy to deceive people. (4)

**[30]**

**QUESTION 3**  
**TO KILL A MAN'S PRIDE (Essay)**

***The Suit***

Candidates *may* argue that her infidelity was inexcusable: he treated her like a princess and spoiled her terribly. In the light of his behaviour it does seem inconceivable that she would have an affair; and he is thus justified in his anger and bitterness.

However, we are also encouraged to look at her possible motivations: *Philemon* was the one who saw his marriage as perfect – and to admit that it might not have been would be tantamount to admitting that he himself was not perfect. There must have been some communication breakdown to make her do something like this. Candidates ought to explore this issue.

Candidates also need to explore the *nature* of the punishment. It comes across as bizarre (albeit fitting to the crime) and exacting where Tilly begins to feel that there will be no end. Philemon seems absolutely unrelenting and even becomes violent and threatening: “I’ll kill you!”

They need to look especially at the party where she was forced to endure the ultimate humiliation – this time in public. She felt as though the humiliation was a “hot poker down her throat” – suggestive of the sheer torture of this exacting form of punishment. She even comes to view the suit as her “albatross” – a clear sign of guilt – for all to see!

We are asked to pity Tilly in the end – as suggested by the highly emotive and emotional description of her death. Good candidates will be able to see this and appreciate the nuances of empathy in style.

[30]

**QUESTION 4**  
**TO KILL A MAN'S PRIDE (Contextual)**

- 4.1 It is the conclusion – after Michael has already begun to resent the children's presence, and even started mutilating them in his dreams. (2)
- 4.2 They are deprived of their identity – just as society has ignored them and the hundreds like them. The point is that society seems to have no culpability or care for those of another race. (3)
- 4.3 He'd find himself striking out at the children; committing lewd acts on the girl and beating at the boy's head with a pipe. The dreams were full of horrific acts that ultimately led to their complete destruction. (3)
- 4.4 Although Michael initially pitied the children, the pity grew to hate as they played on his conscience. He must have intrinsically known that what he was doing was wrong – it is this that would have brought forth feelings of guilt, which ultimately turned to hatred and bitterness. Michael in turn, did not treat the children with any dignity – they had even more reason to hate him for the humiliation they faced at his hands (and even ill-feelings related to his wealth as opposed to their poverty.) (4)
- 4.5 Previously Michael had always known that "to touch was forbidden". He had even scoffed at the idea of actually playing with them. In order for any reconciliation to take place, Michael would have to overcome this distaste and disgust. (3)
- 4.6 He had to accept them on an equal level. Ultimately he had to give them back their dignity – something he had fastidiously taken from them at every opportunity (e.g. pulling the plate back; making them do tricks for their food etc.) (3)
- 4.7 He has a dream where he actually invites the children into his room and even touches them. This is like a cleansing of the spirit as he comes to a point of realisation. It is during this dream that he understands his immoral behaviour and even that of society as a whole. During the dream he makes "amends" and is able to absolve himself of all his horrific behaviour. (4)
- 4.8 It isn't completed because it IS in fact only a dream. When he does finally recover from his illness the children are nowhere to be found. He does look for them – presumably to make amends, but never finds them again. (3)
- 4.9 Candidates need to consider the role of society in creating situations like this in the Apartheid era. They might even look at attitudes of the adults – like Dora – in considering the racial prejudice that was prevalent in this era. Lessons would probably cover issues like: treating people with respect and dignity. (5)

[30]

**QUESTION 5**  
**STRICTLY BALLROOM (Essay)**

Colour is skilfully used to represent character and character attributes. For example, Liz Holt is associated with yellow, Shirley Hastings with pink, Ken Railings with white, Fran with red etc.

Candidates should discuss the characters, concentrating on their colours:

- Liz : Yellow is a colour associated with cowardice. Liz is a coward in that she refuses to go beyond the boundaries of the conventional. She is not brave enough to take on the Dance Federation. The colour is also associated with disease. Liz is "diseased" in that her ideas about what is acceptable and what is not, are not healthy or realistic. She is melodramatic and attention - grabbing, just as yellow is a bold and bright colour.
- Shirley : Pink is the glitzy, gaudy colour associated with her. It is a dramatic colour, but not half as true as red!
- Ken : White is normally associated with purity and innocence. Ken is anything but pure and innocent. His appearance belies the reality that he is nothing more than a drunkard who is prepared to cheat so that he can win.
- Fran : She is dressed in vibrant red at the end. It is a strong, dramatic, bold colour. It reflects Fran's personality in that she is not afraid to express her views and dance the way she wants to etc.

[Candidates may obviously discuss any other relevant characters as well.]

[30]

**QUESTION 6**  
**STRICTLY BALLROOM (Contextual)**

- 6.1 It occurs at the end of the film in the finale when Scott finally dances the Paso Doble with Fran. (3)
- 6.2 Close up; eye level (4)
- 6.3.1 Literally, the matador's jacket; figuratively, Fran's father and his ambitions. (2)
- 6.3.2 Fran's father, Rico (2)
- 6.4.1 Barry Fife (2)
- 6.4.2 Barry Fife is trying to disqualify them. They are defiant and try to stare him down while they decide what next step they should take. (4)
- 6.4.3 Scott's father begins a slow clap. (2)
- 6.5 It is a challenging dance where the man is the matador and the woman represents his red cape. It is a character dance, which pictures the movements of a bullfighter. It is an exciting new dance for Scott but a part of Fran's heritage and culture. The dance therefore represents a wider thematic importance of acceptance of cultures etc. (5)
- 6.6 Scott has learnt to accept other people, not to judge too quickly, without justification. He has lost some of his arrogance and learnt to compromise. He through Fran, has learnt not to live his life in fear and has therefore grown as a person. (3)
- Fran has overcome her initial shyness and gaucheness by persevering in dancing with Scott. Together they find love and fulfilment. (3)

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