

**GAUTENG DEPARTMENT OF EDUCATION
SENIOR CERTIFICATE EXAMINATION**

**ENGLISH PRIMARY LANGUAGE SG
(Third Paper: Creative Writing,
Transactional Writing and Literature)**

Possible Answers March 2006

**SECTION A
CREATIVE WRITING**

Criteria	Excellent	Above Expectations	Meeting Expectations	Below Expectations	Expectations Barely Met
Content quality of ideas, originality, handling of topic, freshness of approach	6	5	4	2-3	1-0
Writing vocabulary, imagery, idiom	6	5	4	2-3	1-0
Structure planning, coherence, paragraphing	6	5	4	2-3	1-0
Language spelling, punctuation, syntax, fluency	6	5	4	2-3	1-0
Register style, tone, atmosphere, audience awareness/ purpose	6	5	4	2-3	1-0

[30]

TOTAL FOR SECTION A: [30]

SECTION B
TRANSACTIONAL WRITING

Assessment should be based upon TWO pieces (a letter OR one other longer piece from Question 1, AND a shorter piece from Question 2). Use the marking scheme below.

Criteria	Excellent	Above Expectations	Meeting Expectations	Expectations Barely Met
Content adherence to topic, handling of topic	3	2	1	0
Writing appropriateness of vocabulary, clarity	3	2	1	0
Structure format, length, paragraphing	3	2	1	0
Language spelling, punctuation, syntax, fluency	3	2	1	0
Register style, tone, audience awareness/ purpose	3	2	1	0

Letters and longer transactional writing: **[15]**

TOTAL FOR SECTION B: [30]

**SECTION C
LITERATURE**

**QUESTION 1
FOCUS – THE ROAD (Essay)**

Personality of the narrator: He seems to be a very unpleasant and unhappy person. He focuses on the negative things and does not try to identify any positive qualities which may have a positive effect on his attitude. He complains about everything. He says that although the seasons are changing and people will soon be harvesting, the approaching harvest presents nothing new or interesting to him. He has a defeatist attitude. He complains about the monotony but, at the same time knows that nothing new will be interesting. His life is an unending series of monotonous events. Examples of his negative attitude: The rain intoxicates the maize and makes it listless; he has to make the same journey every day; the people seem to be the same ones who board the bus daily and so on. He seems to blame his present job but tells us that he has little pleasure in thinking about his past before he became a conductor. Nothing seems to please him.

His Jobs; His first job is as an assistant in the laboratory of a tea research station. His job was to sit all day and record the readings of a machine which measured the brownness of made tea.

He gets tired of this job very quickly despite being assured of the importance of his job. He says he was bored by the monotony of this task but also mentions that he never got to understand the significance of the readings, let alone how the machine arrived at them. If he was willing to take charge of the situation he could have provided himself with some excitement in finding out how these machines worked and what the significance of the measurements was, rather than feeling sorry for himself and resigning from what seems to be quite a comfortable job.

When he gets the job of bus conductor he thinks it is going to be very exciting. He tells his friends that being a conductor is an interesting job, there is variety there, different people, and different places every day. However, he soon becomes impatient with the passengers who ask for his help. He gets tired of the long journeys to and from the same places. He does not get to travel to different places or to experience the 'variety' he has yearned for. The brownness of tea is soon replaced by the 'brownness of men'. He grows tired of seeing the passengers on the bus and finds fault with them all.

The only thing that seems to excite the narrator is when he sees the man in the brown coat and mistakes him for his father. It seems that he is only happy when he thinks back to the past. He experiences extraordinary pleasure when he thinks that his family is still intact. This is probably the clue to the unhappiness of the narrator. He remembers his past fondly but finds the reality of his life disappointing.

There is a link between the personality of the narrator and his unhappiness in his jobs. It is because of his attitude that he is so unhappy. There are always things one can do to improve a situation rather than indulging in self pity. As discussed, there are a number of things he has not mastered at the tea making factory but he does not turn his mind to these. He rather gives up, mistakenly thinking that he will find the job of conductor extremely interesting. Once he has this job, he starts feeling bored again. The bus driver clearly loves his job. The narrator says that only death would come between the driver and his job. This shows that the driver does not merely complain. He makes the most of his job and enjoys it even if it is hard.

[20]

OR

QUESTION 2
FOCUS – VIRGIN PEAK (Contextual)

- 2.1 Describes how high up these rocks are and how dangerous and easy to fall, it is. Looking over the edge can easily result in the climber becoming dizzy and falling. Instead of the climber being described as 'dizzy', this quality is transferred to the description of the rock edge. (2)
- 2.2 2.2.1 He has immense physical strength. He has been climbing a very steep mountain which is very challenging and only now is he exhausted. Other climbers would have been exhausted or given up a long time ago. He only feels exhausted once he has summited. (2)
- 2.2.2 Fulfilled. Satisfied – or other.
Happy (1 mark) (2)
- 2.3 He thinks he is the first person to reach the summit. However, the stone blade he finds is an indication that someone has been there before him. (2)
- 2.4 2.4.1 They trust each other with their lives. They enjoy the same hobby but Bryant is more intense and more eager to conquer this peak. Reid realises this and unselfishly helps his friend to reach his goal. They do not argue but are well tuned to each other and share a good understanding. Bryant wants to share the victory with his friend. (3)
- 2.4.2 The rope is too short to reach him. Bryant stood on Reid's shoulders, now Reid has nobody on whose shoulders he can stand. (2)
- 2.5 The ship would be sailing the following day. (1)
- 2.6 He wanted to remember this scene in detail, exactly the way he saw it. He did not want to forget anything / wanted to record it in his mind like a photograph taken with a camera. (2)
- 2.7 The reader must understand that it is not easy to climb a mountain, go through the difficulties with the climbers; experience climbing the mountain they way they do. The experience seems very realistic. (2)

- 2.8 Disappointed for Bryant. He has not summited a 'virgin' mountain. All his effort was for nothing. It is still a remarkable achievement. He has still succeeded in reaching his goal. We admire him.

(2)
[20]

OR

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

The Visits

Teacher: Stereotype of white guilt. Introduced as highly intellectual but bored with job / frustrated with pupils' lack of interest and creativity. His relationship with the Visitor is characterised by underlying feelings of guilt (the "haves" vs the "have-nots").

He appears to be aware of the hardships that some go through, but appears unwilling to be made a part of that hardship. Although he believes it's his social duty to feed the "visitor", he is simultaneously made to feel guilty by his own relative affluence.

Candidates need to explore these guilt feelings and how they are manifested in the story.

Student: Stereotype of the youth – uncaring, loud, wild and raucous. Note how irritated the teacher becomes with his "popularity" – especially since this reminds him of his own isolation and loneliness. The Student has only one solution to the problem - and that is by physically throwing the woman out. He lacks compassion and even understanding - often teasing the Teacher about his "girlfriend".

Candidates must explore the student's attitude to the situation and his "quick-fix" solution.

Visitor: Stereotype of black beggars – characterised by her "you owe me" attitude and even insolence (in the eyes of the teacher). She appears to abuse the Teacher's kindness by manipulating him with tears - and then laughing at his poor attempts at controlling the situation.

Candidates need to explore how she manipulates the teacher and controls his behaviour.

[20]

OR

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

- 4.1. His poultry boy – Petrus' brother had come to their farm illegally and died of pneumonia. This placed him in an awkward position of having to declare an illegal on his property and send the body for autopsy. Following this process, the authorities buried the body without informing anyone – now Petrus wants it back for traditional burial.

(3)

- 4.2 Although they are described as “shocked”, one imagines it’s over their own ability to make a mistake and not over the terrible mix-up. They try to placate the narrator with platitudes like, “We are trying...” but ultimately you get the impression that they are not trying very hard. Their nonchalant attitude is further conveyed by the implication that they might like to say: “There! Lift up the sheets; look for him - your poultry boy's brother. There are so many black faces - surely one will do?” (4)
- 4.3 4.3.1 Narrator and Petrus: the narrator feels he has a good relationship with his workers, but he really doesn’t want to be bothered with their problems. He sees the effort he has to put in as “dirty work”. (2)
- 4.3.2 Narrator and Leric: He is not very flattering in his attitude towards her. He resents her unkempt appearance – even though he is aware of the hard work she puts into running the farm. He finds her enthusiasm irritating and is often short with her. (3)
- 4.4. They “looked exactly alike” = possibly in attitude / facial expression. Candidates may refer to a look of *expectancy* – waiting for him to sort out the problem / the look might be seen as *accusatory* – blaming him for not sorting out the problem. (3)
- 4.5. Here he appears frustrated at the waste of “office time”; earlier on he often expressed resentment at being drawn into the whole affair. He even saw it as “unfortunate” that there was a possibility that the body *could* be exhumed. (3)
- 4.6. Open answer. Look for intelligent reasoning for example: No, I don’t believe him – it’s only about *his* principles that have been offended. (2)
- OR**
- Yes, I do believe him – he went to a great deal of effort to get the problem resolved.

[20]

OR

QUESTION 5
STRICTLY BALLROOM (Essay)

Any scenes may be chosen to show Barry Fife as the liar he is. For example, in the opening scene after Barry has announced that Ken and Pam have won the competition, the camera zooms into Barry’s face. He is pictured as smirking and directly challenging Scott. He is shown in bright light, which is an ironic view of his honest decision.

In his office, Barry is presented behind a desk with the map of the world on the wall. His power and control is emphasised but the lighting is a blue filter to show his dishonesty. Again the camera zooms in to his false smile and teeth – he is almost able to swallow the entire world with his deceitfulness etc.

[Students should use at least TWO good examples and explain Barry’s deceitfulness through filmic terminology.]

[20]

OR

QUESTION 6
STRICTLY BALLROOM (Contextual)

- 6.1 The shoe itself with all its glitz and style reflects glamour (2). The close-up on the leg with its elegant and well-defined calf muscle is also glamorous (2). (4)
- 6.2 Students must discuss any other TWO ways that ballroom dancing is glamorous e.g. through make-up, costuming, lighting etc. 2+2= (4)
- 6.3 Yes, he has aspired to be a ballroom champion from a young age; he desperately wants to win as he has seen the fame and fortune that comes with being a champion etc. It gives him a forum to be the centre of attention, to perform 'new steps' etc. (5)
- 6.4 She is wearing socks with sandals. She looks frumpy and unglamorous; she could even be a little 'pigeon-toed'. (3)
- 6.5 Any sequence may be used e.g. the opening sequence where she is dressed in all her finery but then screams "Come on #100" in a vulgar and coarse manner etc. (4)

[20]

TOTAL FOR SECTION C: [20]

TOTAL 80