



2009 English

Intermediate 2 – Close Reading

Finalised Marking Instructions

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English – Intermediate 2

Close Reading

Marking Key

1. Explain fully any way in which the writer makes the opening paragraph dramatic. 2 A
- The bluntness/brevity/content (1) of the opening sentence (1);
“hundreds of others” is emphasised (1) by use of parenthesis (1);
the use of the colon (1) isolates or enforces the pause before “Soweto” (1);
the positioning of “Soweto” (1) gives a climactic effect (1)*
- Any one: quotation/reference (1), comment (1)*
2. The writer tells us that Soweto “has come to symbolise uprising against oppression” (line 3). 2 U
- Write down one expression from the next paragraph (lines 4 – 7) which continues the idea of uprising, **and** one which continues the idea of oppression.
- Uprising: “took to the streets”/“march”/“(in) protest”*
- Oppression: “(under the) apartheid regime” (or “apartheid” or “regime” alone) or “opened fire”*
3. Explain **in your own words**
- (a) what the marchers were objecting to, according to lines 8 – 10; 2 U
- A Government rule/law/decree/statute/order (gloss of “edict”) (1)
forcing teaching in Afrikaans/making it obligatory/enforced/required
(gloss of “compulsory”) (1)*
- (b) why this issue was so important to them, according to lines 11 – 15. 1 U
- it was a threat to their self-esteem or identity (gloss of “unpeople”)*
- OR it was a threat to their (intellectual) independence
(gloss of “thinking for themselves”)*
- OR it was the last straw (gloss of “the last of a line of insults”)*
4. Look at lines 16 – 25.
- (a) Explain **in your own words** why Dickens’s books were not “banned under apartheid” (line 16). 1 U
- They were abiding/memorable/lasting/ageless
OR they were masterpieces (gloss of “classics”)
OR the regime did not understand their content (gloss of “didn’t know what was in these books”)*
- (b) **In your own words** explain why Dickens’s book *Oliver Twist* would have “captivated” the Soweto children. 2 U
- They identified with Oliver and/or the events portrayed in the book/
Their lives were like/the same as Oliver’s (1)*
- Because they too were subjugated/exploited (gloss of “oppression” or “slave labour”)*
- OR they too were underfed (gloss of “hungry” or “thin rations”)*
- OR the inference can be made that they too were in poor health (gloss of “frail”)*
- OR they too were brave (gloss of “courageous”)*
- OR they too were mocked (by oppressors) (gloss of “cruel taunts”)*
- Any one (1)*

5. Explain the purpose of the exclamation mark in line 23. **1 A**
To complement or convey the idea of surprise or ridicule.
6. “But there were not enough books to go round.” (line 29)
- (a) Explain how this sentence provides a link between paragraphs at this point. **2 A**
*“books” refers back to Dickens in previous paragraph (1);
 “not enough” anticipates the idea of paucity/scarcity developed in the rest of the paragraph (1)*
Less precise answer, eg one without selective quotation from the link sentence = 1
Appropriate comment on the function of “But” = 1
- (b) Explain fully how the paragraph between lines 33 and 37 illustrates the idea that there were not enough books to go round. **2 A**
*The exact figures/“1500 pupils and three copies”/“waiting months for their turn” (1)
 shows the contrast between demand and supply (1)*
Reference/quotation (1) + explanation (1)
7. Explain why the writer’s use of “reward” in line 41 is ironic. **2 A**
*A reward is normally pleasant (1)
 But what happened to them was unpleasant (1)*
 OR
*what happened to them was unpleasant (1)
 and so the term is incongruous/peculiar/strange/odd/poignant/sarcastic/sardonic (1)*
8. Explain why the writer’s use of examples from the writing of Dickens in lines 43 to 46 is effective in advancing her argument at this point. **3 E**
*The references to the unfairness/brutality/unattractiveness (addressing the idea of ugliness) (1)
 And (brave) resistance (addressing the idea of being “nothing daunted”) (1);
 (clearly) show (why the Africans felt) Dickens was on their side (1)*
Generalised answer about similarity of Oliver’s experiences and experience of Africans = 1
9. Look at lines 49 – 52.
 Explain **in your own words** why Hugh Masekela thought Dickens was so important. **2 U**
*He showed that pain/distress/misery/anguish (gloss of “suffering”) (1)
 Was the same throughout the world/in all places/the world over
 (gloss of “everywhere”) (1)*

10. Explain **in your own words** how the grandmothers referred to in line 54 instilled a love of books in their grandchildren. 2 U
- They taught them by word of mouth (gloss of “orally”) (1)*
And then drove/pushed/encouraged (gloss of “urged”) them to read (1)
11. Explain how any aspect of the **structure** of the paragraph in line 59 contributes to its effectiveness. 2 A
- The long and short sentences (1) contrast (1)*
OR the dash (1) produces a (dramatic) delay (1)
OR the brevity of the second sentence (1) produces impact (1)
OR the introduction of the second sentence with “And” (1) produces impact (1)
12. Look at the placard text “Beware of Afrikaans, the most dangerous drug for our future”. (lines 60 – 61)
- Explain why this expression is an effective image or metaphor. 2 A/E
- Just as drugs are harmful (in the long term) So Afrikaans has a (long-reaching) deleterious effect on the lives of the Sowetans*
13. Look at the last paragraph of the passage (lines 60 – 64). Explain fully why this provides an effective conclusion to the passage. 2 A/E
- Answers must identify one aspect or feature of the final paragraph (1) and link it to a relevant aspect or feature elsewhere in the passage (1)*
eg
There is recapitulation of previously-mentioned ideas (1) such as that of Dickens being long dead (1)
There is relation back to the introductory 3 paragraphs (1) in the reference to Afrikaans (1)
There is relation back to the introductory 2 paragraphs (1) in the reference to the date (1)
There is a reprising of an idea in the opening (1) in the reference to the death of Hector Pieterse (1)
There is recapitulation of the idea of optimism (1) in the uplifting tone (1)

[U = 12; A = 11; A/E = 4; E = 3]

Total 30 Marks

[END OF MARKING INSTRUCTIONS]