



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2025

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 21 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at a marking guideline 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.
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 wrong 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 reason/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.

- 1.1.6 John/His brother has abandoned the church.✓
John lives with a mistress.✓
Gertrude/His sister has turned to prostitution.✓
Gertrude sells illegal liquor.✓

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

- 1.1.7 Open-ended.

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

Yes.

- Mrs Kumalo supports her husband in a quiet, patient manner.
- She offers comfort and encouragement when Stephen is anxious about his journey to Johannesburg.
- She supports Absalom's wife (the young girl) by taking care of her during her pregnancy.

OR

No.

- Mrs Kumalo does not accompany her husband when he embarks on the journey to Johannesburg in search of his 'sick' sister.
- She chooses to remain in Ndotsheni when Absalom is arrested, tried and found guilty of Arthur Jarvis's murder.
- She does not visit Absalom despite him being on death row.

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 This takes place after a child delivers (four) letters✓ at the Kumalo home.✓ (2)
- 1.2.2 The murder/killing (of Arthur Jarvis).✓ (1)
- 1.2.3 Absalom is accepting✓ when he tries to reassure his parents that he is coping/made peace with his fate.✓ (2)
- 1.2.4 A priest will pray for/minister to Absalom✓to prepare him spiritually and emotionally for his eventual hanging.✓ (2)

1.2.5 The judge instructs for further investigations✓into Matthew and Johannes' previous criminal activities.✓ (2)

1.2.6 A/an iron bar.✓ (1)

1.2.7 Bishop✓ (1)

1.2.8 The discussion of the theme of hardship may include the following viewpoints, **among others**:

- James Jarvis and his wife experience hardship through the loss of their son, Arthur.
- The Ndotsheni villagers suffer hardship as they have to endure droughts and poor farming conditions.
- Stephen Kumalo's hardship is highlighted as he searches for his missing family members.

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)

1.2.9 Open-ended.

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

Yes.

- Stephen turns to scripture and prayer when he faces Gertrude's struggles and Absalom's disappearance.
- He is open to Father Vincent's counsel to 'pray and rest' and this strengthens his faith in God.
- His encounters with Msimangu restore his faith in mankind.

OR

No.

- Stephen experiences doubt when Absalom's crime is discovered.
- He is overwhelmed by the big city's corruption and moral decay.
- He even directs his anger at God when it seems that his faith no longer provides comfort.

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]

No.

- Mr Utterson secretly follows Mr Hyde to establish the link between Dr Jekyll and Mr Hyde.
- He breaks down Dr Jekyll's laboratory door.
- Despite Dr Jekyll's instruction not to pursue the matter, he persists in questioning him (Dr Jekyll) about his will.

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

- 2.2 2.2.1 Mr Utterson is concerned that Mr Hyde wants to kill Dr Jekyll, but unbeknown to him, Dr Jekyll is actually Mr Hyde. ✓✓ (2)
- NOTE:** Both parts must be included to earn the marks. (2)
- 2.2.2 Dr Jekyll is remorseful ✓ as he feels terrible about Mr Hyde murdering Sir Danvers Carew. ✓ (2)
- 2.2.3 (a) The letter has no return address. ✓
It has no envelope. ✓
The handwriting of the letter addressed to Dr Jekyll is his (Dr Jekyll's) own handwriting. ✓ (2)
- NOTE:** Accept any TWO of the above. (2)
- (b) Dr Jekyll writes the letter to deceive the police ✓ because Mr Hyde is a suspect in the Carew murder case. ✓ / He (Jekyll) wants to protect his reputation ✓ by distancing himself from Mr Hyde. ✓ (2)
- 2.2.4 Mr Utterson is rational/logical/analytical ✓ as he does not make unfounded assumptions. ✓ (2)
- 2.2.5 (a) Sir Danvers Carew ✓ (1)
- (b) B/Mr Utterson ✓ (1)

2.2.6 The discussion of the theme of trust may include the following viewpoints, **among others**:

- Dr Jekyll is comfortable to share confidential information regarding his will with Mr Utterson.
- Dr Jekyll entrusts Poole to get the powders from Messrs Maw when he needs to transform from Hyde to Jekyll.
- Poole has confidence in Mr Utterson when he seeks his help regarding the 'stranger' in his master's laboratory.

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)

2.2.7 Open-ended.

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

Yes.

- Mr Hyde murders Sir Danvers Carew with excessive violence, beating him to death with a cane.
- He strikes a woman in her face without any reason.
- Dr Jekyll admits that he is tormented by the fear of being trapped as Hyde, rather than the fear of punishment.

OR

No.

- Mr Hyde is a mere creation of Dr Jekyll to explore the darker aspects of his own personality.
- His actions are the result of Dr Jekyll's failure to control his dark side.
- After Mr Hyde kills Sir Carew, Dr Jekyll's guilt compels him to stop drinking the potion.

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]

TOTAL SECTION A: 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) D/seeks the help of King Edward the Confessor✓
(b) C/is predicted to become the king of Scotland✓
(c) A/tries to save the lives of Macduff's family✓
(d) B/is Thane of Glamis when the play opens✓ (4)
- 3.1.2 Macbeth is anxious/nervous✓as he agonises about his footsteps being heard.✓ (2)
- 3.1.3 (a) Macbeth should go and kill Duncan./The guards have been intoxicated (with alcohol) and the scene is set.✓ (1)
- (b) This takes place when Macbeth has a vision of a dagger/before he goes to kill Duncan✓in the courtyard of his castle.✓ (2)
- 3.1.4 (a) Metaphor/Personification✓ (1)
- (b) In the same way that the owl is a symbol of/forebodes death,✓Macbeth too becomes a symbol of death because he is going to execute the killing of Duncan.✓
- OR**
- Just as a bellman is responsible for the final death knell of a condemned prisoner,✓ so too does the owl's shriek forebode Duncan's murder. ✓ (2)
- 3.1.5 C/guards.✓ (1)
- 3.1.6 She fears that they may be caught out in their attempt to kill Duncan✓and not by the actual deed.✓ (2)

3.1.7 Open-ended.

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

Yes.

- Macduff acts against Macbeth who is the perpetrator.
- He is the one not 'born of woman' so it is fitting that he seeks Macbeth out for a fight.
- Macduff needs to kill the tyrannical Macbeth to ensure that Scotland is healed.

OR

No.

- There would have been no conflict between Macbeth and Macduff if Macbeth had not believed the witches' prophecies.
- If Macbeth did not murder Macduff's family, there would not be a need for the ensuing revenge which ultimately leads to Macbeth's death.
- Conflict could have been averted and Macbeth would not have been suspicious if Macduff had attended Macbeth's banquet.

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)

AND

3.2 3.2.1 Cawdor ✓ (1)

3.2.2 Macbeth pleads with the Doctor to heal Scotland, yet he (Macbeth) is the cause of the suffering/illness. ✓✓

OR

Macbeth pleads with the Doctor to restore Lady Macbeth's health, yet there is no medicine to cure her current mental state. ✓✓

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

3.2.3 The Doctor is principled/righteous/virtuous/ethical ✓ when he claims that not even money will persuade him to return to the 'sick' castle of Macbeth/Scotland. ✓ (2)

- 3.2.4 (a) Confidence/assurance✓ (1)
- (b) He is convinced that Scotland will be returned to its former glory.✓ (1)
- 3.2.5 Malcolm instructs each soldier to cut a branch✓and hold it in front of himself.✓ (2)
- 3.2.6 Siward should move his hands (outstretched) from left to right.✓
He should simulate a circle.✓
He should move his hands (with palms downward) up and down. ✓
He should shift his eyes from the people to the castle.✓
- NOTE:** Accept any TWO of the above or any other relevant actions. (2)
- 3.2.7 The discussion of the theme of honour may include the following viewpoints, **among others:**
- Macbeth and Banquo are both praised for their valour in battle.
 - Macbeth fights heroically for King Duncan/Scotland.
 - Macbeth's honour becomes corrupted as his ambition grows.
- 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 play. (3)
- 3.2.8 Open-ended.
- Accept a relevant response which shows an understanding of the following aspects, **among others:**
- Yes.
- Duncan is decisive when he becomes aware of Cawdor's treason.
 - He recognises Macbeth's bravery and rewards him accordingly.
 - He praises Banquo for the role he plays in the war against Norway.

OR

No.

- Duncan trusts Macbeth too easily, but he (Macbeth) ultimately murders him.
- His inability to judge character makes him vulnerable to exploitation as can be seen with Lady Macbeth.
- His failure to be cautious about his safety renders him susceptible to harm.

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)
[35]

QUESTION 4: MY CHILDREN! MY AFRICA!

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

- 4.1 4.1.1 (a) E/works at the railway✓
(b) C/is a teacher's protégé✓
(c) A/is a victorious debater✓
(d) B/writes on the wall✓ (4)

- 4.1.2 This takes place when Mr M goes to ask Isabel to form a team with Thami (for the literature quiz)✓at Camdeboo High School.✓ (2)

- 4.1.3 (a) Mr M should raise his eyebrows.✓
He should cover his mouth with one hand.✓
He should place both hands on his head.✓
NOTE: Accept any TWO of the above or any other relevant actions. (2)

- (b) Mr M is honest/truthful✓as he acknowledges his favouritism towards Thami.✓ (2)

- 4.1.4 (a) Metaphor/Synecdoche✓ (1)
(b) Just as a vessel is filled when liquid is added to/poured into it,✓ similarly Mr M wants to highlight the fact that he can impart knowledge to his learners.✓

OR

Mr M uses 'eager and gifted head' to represent the whole learner (Thami),✓emphasising his (Thami's) strong intellectual potential and the teacher's hope of imparting knowledge✓ (to a mind capable of exceptional growth). (2)

- 4.1.5 Thami is focused on education, yet later he drops out of school to join the Struggle.✓✓
NOTE: Both parts must be included to earn the marks. (2)

4.1.6 Open-ended.

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

Yes.

- The apartheid system implements an inferior Bantu Education system.
- The Black students revolt against the oppressive education that is forced upon them.
- The protesting students kill Mr M because he is seen as a police informer.

OR

No.

- Mr M chooses not to join the comrades.
- He is aware of the consequences of providing the names to the police.
- He refuses to stop ringing the bell even though the situation is volatile.

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)

AND

- 4.2.1 (a) A/assumed names. ✓ (1)
- (b) Isabel is preparing for a literature quiz. ✓ (1)
- 4.2.2 (a) Thami is conflicted/concerned✓as he does not know how to break the news to Isabel without hurting her.✓ (2)
- (b) Thami tells Isabel that he is withdrawing from the literature quiz✓and he cannot see her anymore as he is joining the Struggle/boycott.✓ (2)
- 4.2.3 Isabel says her time with Thami was life-changing✓as she has gained a deeper understanding of the realities of apartheid.✓ (2)
- 4.2.4 (a) Sarcasm/frustration/impatience✓ (1)

- (b) Isabel wants Thami to admit that he is being pressured by the Comrades./Isabel is angry that Thami allows the Comrades to interfere with their friendship.✓ (1)

4.2.5 journalist✓ (1)

4.2.6 The discussion of the theme of communication may include the following viewpoints, **among others:**

- Mr M's communication with Miss Brockway initiates the debating contest between the two schools.
- Thami and Isabel engage in conversation to become acquainted with each other.
- Isabel converses with Thami in an attempt to understand the political tension that has broken out.

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 play. (3)

4.2.7 Open-ended.

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

Yes.

- Thami excels academically and is passionate about social issues (the debate), showing potential to take a lead in future change.
- He joins the boycott showing his commitment to fighting for a better future.
- Despite his intellectual ability, he gives up his own aspirations for the greater good of his people.

OR

No.

- Thami abandons his education and rejects Mr M's guidance, limiting his ability to create lasting change.
- He supports the boycott, causing destruction and Mr M's death.
- He flees the country with no clear plan, leaving his future and the hope he represents uncertain.

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)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 5**

NOTE: Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 5.1 AND 5.2**

'TRIUMPH IN THE FACE OF ADVERSITY' – KEDIBONE SEKU

- 5.1 5.1.1 (a) B/is an abusive and drunken man✓
 (b) A/owns a fish and chips shop✓
 (c) E/is upset about not receiving bread✓
 (d) C/appears to be a concerned teacher✓ (4)

5.1.2 This takes place when Thulisile goes begging for bread/looking for a job✓ at Mme Sadike's house.✓ (2)

5.1.3 Thulisile is embarrassed that Mr Nkwane would share her personal life with everyone.✓
 She is concerned (fears) that people might pity her.✓ (2)

5.1.4 Mme Sadike is sympathetic/caring/reassuring✓ as she comforts Thulisile when she cries and confides in her.✓ (2)

5.1.5 Thulisile doubts her ability to overcome her struggles, yet she later progresses to become successful (e.g. she becomes a television presenter/finds a job/buys a house).✓✓

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

5.1.6 A social worker will provide counselling/emotional support✓ and the police will protect Thulisile and her siblings against their father's violent behaviour.✓ (2)

5.1.7 Open-ended.

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

Yes.

- Thembekile honours her marital vows and stays with her husband despite his abusive nature.
- She remains respectful towards her mother-in-law who is cruel towards her.
- She stops visiting her parents because she does not want them to witness the evidence of the abuse that she endures.

OR

No.

- Thembekile gives up on her dream of becoming an actress to please her domineering husband.
- She tolerates the abuse from her husband thereby allowing her children to grow up in an abusive home.
- She declines the opportunity to move in with Thulisile and escape the life of ill-treatment and suffering.

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)

AND**'EVELINE' – JAMES JOYCE**

5.2 5.2.1 A/father's verbal abuse.✓ (1)

5.2.2 Eveline is conflicted/anxious/confused/apprehensive/distressed✓ as she calls upon Divine intervention for guidance on whether she should remain with her family or leave with Frank.✓ (2)

5.2.3 (a) Personification/Alliteration✓ (1)

(b) Just as the sound of the whistle resembles a person who is mourning,✓ similarly Eveline's sadness about leaving the familiar behind, is emphasised.✓

OR

The sound made by the whistle emphasises the sadness✓that Eveline feels about leaving the familiar behind.✓ (2)

5.2.4 (a) Persuasion/command/desperation✓ (1)

(b) Frank realises that Eveline is hesitant and he coerces/orders/pleads with her to follow him onto the boat.✓ (1)

5.2.5 Frank calls her Poppens/Evvy.✓ (1)

5.2.6 Eveline holds on/remembers the promise she made to her mother✓ to keep the family together for as long as she can.✓ (2)

5.2.7 Gavan✓ (1)

5.2.8 The discussion of the theme of freedom should include the following viewpoints, **among others**:

- Frank offers Eveline freedom to escape to Argentina (Buenos Ayres) which is enticing as she will gain respect through marrying him.
- Eveline will be freed from the disputes she has with her father regarding the finances and his threatening behaviour.
- She sacrifices her freedom when the opportunity arises as she decides not to leave with Frank.

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)

5.2.9 Open-ended.

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

Yes.

- Frank provides a contrast to Eveline's dull life by telling her stories about faraway places and people.
- He exposes her to music and culture (he takes her to see the play, 'The Bohemian Girl').
- He wants to marry Eveline and take her to Buenos Ayres possibly to remove her from the drudgery of life in Dublin.

OR

No.

- Frank does not stand up to Eveline's father when he forbids him to see Eveline.
- He is not bold enough to persuade her to leave with him.
- He fails to prove his love fully/completely as can be seen by Eveline's doubt ('He would give her life, perhaps love, too').

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)

TOTAL SECTION C: 35

SECTION D: POETRY**QUESTION 6**

NOTE: Candidates are required to answer BOTH questions, i.e. QUESTIONS 6.1 AND 6.2

'INVERRNAID' – GERARD MANLEY HOPKINS

- 6.1 6.1.1 (a) stanza✓
(b) quatrains✓
(c) rhyme✓
(d) aabb ccdd eeff gghh✓ (4)
- 6.1.2 The water is a (dark) brown colour/possibly contains dirt/mud.✓ (1)
- 6.1.3 Place: This takes place on the hillside/the slopes ('braes')/next to the stream/in Inverrnaid.✓
- Time: Early in the morning ('dew')/in autumn/when the speaker describes the beautiful trees and plants.✓
- NOTE**: Accept any ONE reference to time and ONE to place. (2)
- 6.1.4 Alliteration/Assonance✓ (1)
- 6.1.5 He is passionate/caring✓(about nature conservation) and pleads with mankind to protect nature.✓ (2)
- 6.1.6 Weeds are usually unwanted/seen as a nuisance, yet now the speaker sees them as part of nature's wild beauty which is worth preserving.✓✓
- NOTE**: Both parts must be included to earn the marks. (2)
- 6.1.7 The discussion of the theme of the wildness of nature may include the following viewpoints, **among others**:
- The word 'rollrock' (line 2) gives the image of an untamed horse galloping over the rocks.
 - 'féll' in 'féll-frówning' (line 7) which means terrible/fierce/threatening describes the hills.
 - 'Wiry' (line 11) implies the strength of the ferns but also danger as they can entangle you and hurt you.
- 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)

6.1.8 Open-ended.

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

Yes.

- In line 9 the slopes and the hills are described as 'Degged (sprinkled) with dew' and therefore creates an atmosphere of serenity.
- 'treads' (line 10) shows the slow and careful movement of the river which contributes to the tranquillity.
- The ash tree is beautified with the vibrant berries that look like beads ('beadbonny').

OR

No.

- 'twindles' (line 6) alludes to a whirlpool which indicates the violent movement of the water, disturbing the peace.
- The very dark, 'pitchblack' (line 7) water contributes to an ominous atmosphere.
- The personification of 'Despair' (line 8) creates the image of a person being pulled into the black water.

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 6.2.1 D/winter✓ (1)

6.2.2 (a) Metaphor/Personification✓ (1)

(b) Just as the branches of the trees become bare and weak as the seasons change,✓ so too does the speaker's body become fragile as he ages.✓

OR

In the same way that there are no people singing in the empty cathedrals,✓ there are no birds present to sing as they have migrated.✓ (2)

6.2.3 Rest describes sleep.✓
It refers to death.✓ (2)

- 6.2.4 The speaker refers to his remaining life/vitality/passion,✓ which is slowly fading as he ages.✓ (2)
- 6.2.5 The coals/logs burn out in the flames✓while the speaker's life/youth is expended by time and aging.✓ (2)
- 6.2.6 The person is appreciative/understanding✓as he realises that he should love the speaker more because he (the speaker) is growing old.✓ (2)
- 6.2.7 (a) Urgency/appeal/resignation✓ (1)
- (b) The speaker requests that they intensify their love as their time together is limited.✓ (1)
- 6.2.8 Open-ended.

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

Yes.

- The speaker's aging, which is reflected by the few and withering leaves (line 2), evokes pity.
- His time is running out as his life is compared to a fading sunset.
- He is helpless as aging/death is inevitable and youth 'must expire' (line 11).

OR

No.

- He encourages a deeper understanding of life's transience ('twilight' and 'sunset - lines 5 and 6).
- The speaker recognises aging and death as a natural part of life (line 7).
- The speaker sees the process of growing old and facing death as a reason for deeper connection (lines 13-14).

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)

TOTAL SECTION D: 35
GRAND TOTAL: 70