



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2015

MEMORANDUM

MARKS: 70

This memorandum consists of 24 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. This marking memorandum is a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the memorandum discussion.
3. Candidates' responses should be assessed as objectively as possible.

1.1.6 Open-ended.

Accept a relevant response which shows understanding of racial prejudice and the role of the mockingbird in the novel. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only. For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the novel.

(4)

1.2 1.2.1 A/Atticus' s sister.✓ (1)

1.2.2 (a) She wants Atticus to dismiss/fire/get rid of Calpurnia.✓ (1)

(b) He tells her that he will not let Calpurnia go.✓
He tells her that he will only let her go if she wants to go.✓

NOTE: Accept any ONE of the above. Do not accept a direct quote. (1)

(c) Calpurnia took the place of their mother.✓
She is loyal to the family.✓
They regard her as a member of the household.✓
She is the housekeeper.✓
She disciplines the children.✓

NOTE: Accept any THREE of the above. (3)

1.2.3 She feels that Calpurnia negatively influences the children.✓
She blames Calpurnia for Scout's tomboyish mannerisms.✓
She believes Calpurnia has too much power in the Finch household.✓
She does not feel that a black woman should have such a high standing in the family.✓

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

1.2.4 She is a snob.✓
She is a racist.✓
She meddles in others' affairs.✓
She is condescending.✓
She is set in her ways just like the people of Maycomb County.✓
She is prejudiced.✓

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

1.2.5 relieved/relief ✓ (1)

1.2.6 Aunt Alexandra is racist towards Calpurnia. ✓
She wants Atticus to let her (Calpurnia) go because of the colour of her skin. ✓
Aunt Alexandra believes that as a black woman ✓ Calpurnia cannot be in charge of a white household. ✓

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

1.2.7 Open-ended.

Accept a relevant response which shows knowledge of the character of Atticus in the novel. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only. For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the novel.

(4)
[35]

QUESTION 2: LORD OF THE FLIES

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 2.1 and 2.2.**

- 2.1 2.1.1 (a) D/reasonable and caring ✓
(b) A/fear and insecurity ✓
(c) B/dangerous and arrogant ✓ (3)

- 2.1.2 A/wants to get to know the boys. ✓ (1)

- 2.1.3 Jack sets himself apart from the other boys. ✓
He does not take instructions. ✓
He is more confident than the others. ✓
He wants to be dominant and in charge. ✓
He sees himself as a grown-up. ✓

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

- 2.1.4 (a) All the boys laughed out loudly. ✓ (1)

(b) Literal: He was not in the circle of boys. ✓(1)

Figurative: He was different to the other boys. ✓(1) (2)

- 2.1.5 'an inner intensity of avoidance and secrecy.' ✓ (1)

- 2.1.6 It is used to call an assembly. ✓
It gives a boy the right to speak. ✓
It links to authority. ✓
It is a link to civilisation. ✓

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

	RALPH	JACK
2.1.7	Ralph cares about the boys by calling them together. ✓ He cares for/defends Piggy. ✓ He is interested in others' names. ✓	Jack is rude and arrogant. ✓ He is disrespectful. ✓ He shows no interest in anyone else. ✓

NOTE: Accept any ONE of the above combinations: 1 mark for Jack, 1 mark for Ralph. Credit answers containing accurate examples from the novel. (2)

2.1.8 Open-ended.

Accept a relevant response which shows knowledge of the character of Piggy and the circumstances surrounding his death in the novel.

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 candidates' interpretation must be grounded in the text of the novel. (3)

2.2 2.2.1 He is self-conscious.✓

He is frightened.✓

He is ashamed of his physical appearance.✓

He is ashamed of being naked and dirty.✓

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

2.2.2 The boys arrive and see the officer.✓

The officer represents order.✓

He is a link to civilisation.✓

He has a gun.✓

He is an adult.✓

NOTE: Accept any THREE of the above. (3)

2.2.3 sarcastic/enquiring/curious✓ (1)

2.2.4 (a) Jack wants to kill Ralph.✓To get to Ralph, he (Jack) sets the island on fire.✓ (2)

(b) simile✓ (1)

(c) The movement of the flame from one tree to another✓looks like an acrobat swinging from one tree to another.✓ (2)

2.2.5 The loss of innocence.✓

Ralph realises the enormity of their deeds.✓

He realises they are savages, as they hunt him down.✓

They have killed two boys.✓

Ralph cries for the loss of innocence.✓

Survival of the fittest.✓

The consequences of weak discipline.✓

NOTE: ONE mark for identification of theme and TWO marks for an explanation of the theme. (3)

2.2.6 Open-ended.

Accept a relevant response which shows knowledge of the characters (Ralph and Jack) in the novel. The discussion must support the initial response but answers containing combinations must be credited.

For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the novel.

(4)
[35]

QUESTION 3: A GRAIN OF WHEAT

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

- 3.1 3.1.1 (a) C/had an affair with Mr Van Dyke ✓
(b) A/Gikonyo' s wife ✓
(c) B/is a homeguard ✓ (3)

- 3.1.2 (a) Margery's husband sends a note with Karanja to her. ✓ She invites him in for coffee. ✓ (2)

- (b) It is unheard of for white people to have coffee with blacks. ✓
He wants to ask if the rumours about white rule in Kenya coming to an end are true. ✓
It is his first time inside her house. ✓
He is not used to socialising with the British. ✓
He feels intimidated. ✓

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

- 3.1.3 Margery's question ✓ reminds him of Mumbi's rejection. ✓
Mumbi's rejection ✓ still hurts like an unhealed wound. ✓

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

- 3.1.4 She is condescending. ✓
She is rude. ✓
She is ignorant of his culture. ✓
She is patronising. ✓
She is racist. ✓

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

- 3.1.5 Literal: He hated coffee without sugar, so it was difficult for him to swallow the bitter coffee. ✓ (1)

Figurative: He is still affected/hurt by Mumbi's rejection. ✓ (1) (2)

	MARGERY	MUMBI
3.1.6	She is snobbish. ✓ She is cruel. ✓ She is a racist. ✓ She is an outsider. ✓ She is uncaring. ✓	She is caring. ✓ She is regarded as the 'mother of Kenya'. ✓ She is gentle and/kind. ✓ She is understanding. ✓

NOTE: Accept any ONE of the above combinations: 1 mark for Margery, 1 mark for Mumbi. Credit answers containing accurate examples from the novel. (2)

3.1.7 Open-ended.

Accept a relevant response which shows knowledge of the character of Karanja in the novel. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only. 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 candidates' interpretation must be grounded in the text of the novel.

(3)

3.2 3.2.1 (a) A/Tom Robson ✓

(1)

(b) The homeguards are searching for Kihika. ✓
Mugo's hut is the most unlikely place that they will search. ✓
Kihika wants Mugo to start an underground movement. ✓

NOTE: Accept any TWO of the above.

(2)

3.2.2 (a) He is nervous. ✓
He is sweating. ✓
He is panicking. ✓
He is confused. ✓
He is unsure of what to do next. ✓
He does not know what to do. ✓

NOTE: Accept any TWO of the above.

(2)

(b) He is afraid of being arrested (imprisoned). ✓
He is afraid of being associated with Kihika. ✓
He does not want to be involved in the struggle. ✓

NOTE: Accept any TWO of the above.

(2)

(c) 'but the future was blank' ✓

(1)

3.2.3 He is brave. ✓
He is not afraid to challenge the British government. ✓
He is part of the struggle. ✓
He is willing to make sacrifices. ✓

NOTE: Accept any TWO of the above.

(2)

3.2.4 Betrayal/Struggle for independence✓

Mugo is selfish,✓he puts his own interest first and so betrays the quest for independence.✓

Mugo is not willing to make sacrifices,✓unlike Kihika who gave up his life for the struggle.✓

Mugo betrays Kihika for money.✓

NOTE: ONE mark for identification of theme and TWO marks for explanation of the theme.

(3)

3.2.5 Open-ended.

Accept a relevant response which shows an understanding of the importance of sacrifices made in the struggle for independence as well as knowledge of the events in the novel. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only. For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the novel.

(4)
[35]**TOTAL SECTION A: 35**

4.1.7 Open-ended.

Accept a relevant response which shows knowledge and understanding of Romeo's actions/reasons for buying the poison. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only. 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 candidates' interpretation must be grounded in the text of the novel.

(3)

4.2 4.2.1 (a) shock/surprise/concern/fear✓

NOTE: Accept any ONE of the above.

(1)

(b) She finds it strange that her mother is up this early.✓
She does not expect her mother to be up so early.✓
Romeo has just left her room and may have been discovered.✓

NOTE: Accept any TWO of the above.

(2)

(c) She is not her usual self.✓
Her behaviour is different.✓
This is not how she usually acts.✓

NOTE: Accept any ONE of the above.

(1)

4.2.2 She is mourning Tybalt's/her cousin's death.✓
She is afraid she might not see Romeo again.✓
She fears that her mother may speak about a marriage to Paris again.✓

NOTE: Accept any TWO of the above.

(2)

4.2.3 (a) He was brutally murdered.✓
He was killed.✓
He died a violent/bloody death.✓
Romeo stabbed him.✓

NOTE: Accept any ONE of the above.

(1)

(b) anger/angry/hatred/hateful/vengeful✓

NOTE: Accept any ONE of the above.

(1)

- 4.2.4 He prefers death to banishment.✓
He would rather die than live without Juliet.✓

NOTE: Accept any ONE of the above.

(1)

	JULIET	LADY CAPULET
4.2.5	Juliet is forgiving/forgives Romeo.✓ She prays to God to pardon Romeo.✓	Lady Capulet is vengeful and vows to avenge his death.✓ She wants Romeo to be killed as he is a murderer.✓

NOTE: Accept any TWO of the above combinations: 2 marks for Juliet, 2 marks for Lady Capulet. Credit answers containing accurate examples from the drama. The comparison must be clear.

(4)

- 4.2.6 C/Mantua✓

(1)

- 4.2.7 Open-ended.

Accept a relevant response which shows knowledge and understanding of Juliet's character and actions in this play. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only. For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the play.

(4)

[35]

OR

QUESTION 5: NOTHING BUT THE TRUTH

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 5.1 and 5.2.**

5.1 5.1.1 (a) D/sarcastically.✓ (1)

(b) Siphon is angry since she arrived with the ashes instead of Themba's body.✓Mandisa cannot understand his reaction✓ because cremation is an acceptable practice in the western world/London.✓ (3)

5.1.2 (a) shocked/shock/anger/angry/disbelief/disbelieving✓ (1)

(b) He didn't expect ashes.✓
He expected a body.✓

NOTE: Accept any ONE of the above. (1)

(c) He is a traditionalist/he respects his culture.✓
He needs to explain the ashes.✓
They were expecting a funeral which cannot take place now.✓

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

5.1.3 Her name is easier to pronounce in England/it made Mandisa and her family fit it in.✓
She has become westernised.✓

NOTE: Accept any ONE of the above. (1)

	MANDISA	THANDO
5.1.4	Mandisa is westernised.✓ Mandisa speaks her mind.✓ Mandisa is a modernist.✓	Thando is a traditionalist. ✓ Thando is obedient and always consults her father. ✓

NOTE: Accept any TWO of the above combinations: 2 marks for Mandisa, 2 marks for Thando. Credit answers containing accurate examples from the drama. The comparison must be clear. (4)

5.1.5 She is happy.✓
She is proud.✓
She finally has a family.✓
She is happy to hear that Mandisa sees them (Thando and Siphon) as her family.✓

NOTE: Accept any ONE of the above. (1)

5.1.6 Open-ended.

Accept a relevant response which shows knowledge and understanding of Themba's attitude to his African cultural identity in the play. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

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 candidates' interpretation must be grounded in the text of the play. (3)

AND

- 5.2 5.2.1 (a) librarian✓
(b) interpreter✓
(c) fashion✓ (3)
- 5.2.2 He did not want to upset Thando.✓He was afraid to lose her✓ (as she might be Themba's daughter). (2)
- 5.2.3 Themba took Siphos wife/son.✓
Themba took away Siphos opportunity to further his studies.✓
Siphos was robbed of the love of his parents. ✓
Themba took away the opportunity for Siphos to bury their father in a dignified manner.✓
- NOTE:** Accept any THREE of the above. (3)
- 5.2.4 She should look upset.✓
She should look sad.✓
She should have tears in her eyes.✓
She should look at Siphos. ✓
She should touch Siphos.✓
- NOTE:** Accept any ONE of the above. (1)
- 5.2.5 Thando wants to know everything.✓Mandisa feels that it is painful for Siphos to talk about the affair. ✓ (2)

- 5.2.6 Betrayal✓
Mandisa sees another side of her father.✓Themba's betrayal is finally revealed.✓

OR

Truth✓
Sipho finally tells the truth✓and is set free✓(from his pain).
The truth about Thando✓possibly being Themba's daughter.✓

NOTE: ONE mark for identification of theme and TWO marks for explanation of the theme.

(3)

- 5.2.7 Open-ended.

Accept a relevant response which shows understanding of the characters of both Themba and Sipho in the play. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.
For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the play.

(4)

[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

NOTE: Candidates are required to answer **BOTH** questions set **on the two short stories they have studied.**

QUESTION 6

Candidates are required to answer BOTH questions, i.e. QUESTIONS 6.1 and 6.2.

6.1 'THE SECRET LIFE OF WALTER MITTY' – James Thurber

- 6.1.1 (a) fantasy✓
(b) characters✓ (2)

- 6.1.2 Commander of a hydroplane✓
Doctor/surgeon✓
An accused assassin.
A man facing a firing squad✓
A fighter pilot✓

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

- 6.1.3 (a) A/panic-stricken.✓ (1)

(b) He is distracted.✓
He is imagining he is somewhere else.✓
He assumes the role of someone else.✓
He takes on a new or different persona.✓
He is not paying attention to his wife.✓

NOTE: Accept any ONE of the above. (1)

- 6.1.4 She notices that there is a pattern in his behaviour./This has happened before.✓
She thinks that he might be ill.✓
He is not himself.✓

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

- 6.1.5 She cares for him.✓
She is protective of him.✓
She brings him back to reality from his fantasy world.✓
She is concerned about his health.✓
She is domineering.✓
She is unreasonable.✓

NOTE: Accept any THREE of the above. (3)

6.1.6

REALITY	SECRET LIFE
He is dominated by his wife.✓ She belittles him.✓ He is treated like a child.✓ She disrespects him.✓ Even strangers disrespect him.✓	It provides him with adventure.✓ He escapes from his reality.✓ In his secret world he is in control.✓ He is a hero. ✓

NOTE: Accept any TWO of the above combinations: 2 marks for Reality, 2 marks for Secret Life. Credit answers containing accurate examples from the short story. The comparison must be clear.

(4)

6.1.7 Open-ended.

Accept a relevant response which shows knowledge of the character of Walter Mitty in the short story. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

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 candidates' interpretation must be grounded in the text of the short story.

(3)

AND6.2 **'THE SOFT VOICE OF THE SERPENT' by Nadine Gordimer**

- 6.2.1 He stayed indoors all day because he was not ready to face the world.✓
He was still weak and preferred to stay indoors.✓
Reading took his mind off his condition.✓
Reading helped him to focus on something other than his disability.✓

NOTE: Accept any TWO of the above

(2)

- 6.2.2 The man is sitting in his wheelchair.✓
The man is relaxing, taking in his surroundings.✓
The woman is sewing.✓

NOTE: Accept ONE point for the man and ONE point for the woman.

(2)

- 6.2.3 They do not communicate ✓very well because the man cannot come to terms with his disability.
The man is depressed. ✓
The woman is trying to be supportive rather than controlling. ✓
They are relaxed and understanding each other so well that talking is not necessary. ✓

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

- 6.2.4 'At eleven o'clock she would get up' ✓

NOTE: Do not penalise if quotation marks are omitted. (1)

- 6.2.5 He is beginning to accept his condition. ✓
It is now easier for him to see her walk while he is still in a wheelchair. ✓

NOTE: Accept any ONE of the above. (1)

- 6.2.6 Although they are both injured, the locust does fly, ✓ whereas the man remains immobile. ✓
The locust losing a leg does not affect its ability to fly/the locust has wings ✓ whereas the man's condition remains permanent. ✓

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

- 6.2.7 The locust tricks ✓the man into a false sense of hope and temporary happiness ✓when he sees the locust flying off despite the locust having only one leg. ✓

OR

Just as the serpent tricked Eve in the Garden of Eden, ✓ so too does the locust tempt the man with a false sense of hope and temporary happiness ✓ as it flies off leaving the man alone in his misery. ✓

(3)

6.2.8 Open-ended.

Accept a relevant response which shows knowledge of and insight into the psychological and physical handicap the man suffers in the short story. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the short story.

(4)
[35]

TOTAL SECTION C: 35

SECTION D: POETRY**NOTE:** Candidates are required to answer ALL the questions.**7.1 Let me not to the marriage of true minds – William Shakespeare**

- 7.1.1 (a) union✓
(b) resist✓ (2)

- 7.1.2 He suggests that marriage involves free-thinking/open-minded people✓who willingly agree to enter into a marriage/union.✓
He sees love as an intellectual✓as well as a physical force.✓

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

- 7.1.3 According to the speaker people can be unfaithful/have an affair.✓
People can experience financial difficulty.✓
People's physical appearance change.✓
People become older.✓
People become ill.✓

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

- 7.1.4 (a) C/indestructible.✓ (1)
(b) Nothing can destroy true love.✓
It is not influenced by anything no matter what the problem or challenge.✓

NOTE: Accept any ONE of the above. (1)

- (c) adamant/unyielding/inflexible/immovable/resolute/confident✓

NOTE: Accept any ONE of the above. (1)

- 7.1.5 Like a star guides a ship at night,✓so too does true love guide a relationship in/through troubled times.✓ (2)

- 7.1.6 'Love' s not Time' s fool!' but bears it out' ✓

NOTE: Do not penalise if quotation marks are omitted. (1)

- 7.1.7 The speaker is saying if anyone can prove him wrong about love,✓ then he has never written a poem and nobody has ever fallen in love.✓ (2)

7.1.8 Open-ended.

Accept a relevant response which shows an understanding of idealism and realism AND the poem. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for AGREE or DISAGREE only. For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the poem.

(4)

AND**7.2 'An elementary school classroom in a slum' – Stephen Spender**

- 7.2 7.2.1 (a) They are deformed.✓
They look sickly/pale.✓
They look malnourished/thin/neglected.✓
They appear unkempt.✓
They come from a disadvantaged background/poor.✓

NOTE: Accept any THREE of the above.

(3)

- (b) 'other than this'/'his eyes live'/'in a dream' ✓

(1)

- 7.2.2 (a) Literal: The colour and faded paint of the wall.✓

Figurative: It refers to the dull and depressing atmosphere/circumstances.✓

NOTE: Award 1 mark for explanation of literal and 1 mark for the explanation of figurative.

(2)

- (b) The 'donations' are a source of hope✓that there is a better life for them beyond their own circumstances.✓

(2)

- 7.2.3 Their future seems hopeless.✓

(1)

- 7.2.4 (a) simile✓

(1)

- (b) Living in poverty,✓seems to be these children's destiny.✓
These children are unable✓to escape (the cycle of) poverty.✓

NOTE: Accept any ONE of the above combinations.

(2)

- 7.2.5 He wishes for them to be in a better environment.✓
He wishes for them to read books.✓
He wishes for them to experience the ocean.✓
He wants them to enjoy the freedom of wide, open spaces.✓
He wants them to have a clean environment.✓

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

- 7.2.6 Open-ended.

Accept a relevant response which shows an understanding of the poem. The discussion must support the initial response but answers containing combinations must be credited.

Do NOT award a mark for YES or NO only.

For full marks, the response must be well-substantiated. A candidate can score 1–3 marks for a response which is not well-substantiated. The candidates' interpretation must be grounded in the text of the poem.

(3)
[35]

TOTAL SECTION D: 35
GRAND TOTAL: 70