



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2015

MEMORANDUM

MARKS: 70

This memorandum consists of 24 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. Candidates' responses should be assessed as objectively as possible.
3. This memorandum has been finalised at a memorandum 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.

MARKING GUIDELINES

1. A candidate may not answer more than ONE question on the same genre.
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.
3. If answers are incorrectly numbered, mark according to the memo.
4. If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
5. If the candidate does not use inverted commas when asked to quote, do not penalise.
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.

SECTION A: NOVEL**QUESTION 1: TO KILL A MOCKINGBIRD**

Candidates are required to answer BOTH questions, i.e. QUESTIONS 1.1 and 1.2.

- 1.1 1.1.1 (a) C/the jailhouse ✓ (1)
- (b) The children came to look for Atticus. ✓/It is unusual for Atticus to use his car/leave the house at night. ✓/He took the extension cord with him. ✓/They feel that Atticus's life is in danger/threatened because some men came to see him the previous night /because of the Tom Robinson case. ✓/Jem is worried about Atticus. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.1.2 (a) They have come to kill Tom ✓ (a black man) accused of raping ✓ Mayella (a white woman). (2)
- (b) To protect Tom. ✓/He is Tom's lawyer. ✓
- NOTE:** Accept any ONE of the above. (1)
- 1.1.3 (a) Atticus is angry/afraid/panics./Atticus is afraid that Scout might be harmed. ✓ (1)
- (b) 'his face killed my joy'/'A flash of plain fear'. ✓ (1)
- 1.1.4 (a) heroic/brave/innocent/kind/friendly ✓ (1)
- (b) cowardly/cowards/vindictive/unfriendly ✓ (1)
- 1.1.5 Racial prejudice ✓
The men are here to kill Tom because he is a black man. ✓ They act on hearsay as they have no evidence. ✓/They want to take justice into their own hands even without evidence. ✓

OR

Bravery /Courage ✓

Atticus is very brave to try and protect Tom against a group of men. ✓ Scout stands up to the group of grown men. ✓

OR

Good versus evil

Atticus is at the jail to protect Tom Robinson while the mob is there to take the law into their own hands

NOTE: 1 mark for identification of theme and 2 marks for the explanation. Accept any ONE of the above themes and a relevant, text-based explanation. (3)

- 1.1.6 Open-ended.
Accept a response that shows knowledge and understanding of,
among others:
*Atticus's actions at this point in the novel;
*the circumstances in which Atticus is acting;
*his courage to defend Tom;
*his willingness to protect Tom at the jailhouse, placing his own life in danger.

OR

- *Atticus's irresponsibility because he is putting his life in danger;
*the fact that his children might be orphaned.

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 text of the novel. (3)

- 1.2 1.2.1 (a) B/well educated, middle class ✓
(b) C/ill-mannered, filthy ✓
(c) A/black family living in Maycomb ✓
(d) E/secretive, anti-social ✓ (4 x 1) (4)
- 1.2.2 He wants to get back at/hates Atticus ✓ for embarrassing/exposing him in court/defending Tom Robinson. ✓ (2)
- 1.2.3 He is heartless/cruel. ✓
He is vindictive. ✓
He attacks innocent children./He is a coward. ✓ (3)
- 1.2.4 (a) Simile ✓ (1)
(b) The strength of Bob Ewell's arms ✓ is compared to steel. ✓ (2)
- 1.2.5 (a) Boo/Arthur (Radley) ✓ (1)
(b) He is kind/caring. ✓
He leaves gifts for the children in the knot- hole. ✓
He covers Scout with a blanket during the fire at Miss Maudie's house. ✓
He mends and returns Jem's pants. ✓
He is brave. ✓
He risks his own life to save the children. ✓
People think he is a monster. ✓

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

1.2.6 Open-ended

Accept a response which shows knowledge and understanding of,
among others:

- *the perception people have of Boo;
- *how Boo will be affected should he be tried for Bob's murder;
- *Bob Ewell as a violent/dishonest man who deserves his fate.
- *Heck Tate's duty to protect the innocent people of Maycomb.

OR

- *Tate's duty to arrest Boo Radley;
- *his moral obligation to act within the law.

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 1,2 or 3 marks for a response which is not well substantiated.
The candidate's interpretation must be grounded in the text of the novel.

(4)
[35]

OR

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) Ralph's ✓ (1)
- (b) To be rescued/ ✓ a signal fire/so that a passing ship can see them/ that there are humans on the island ✓
- NOTE:** Accept any ONE of the above. (1)
- 2.1.2 (a) The fire had only flames and no smoke. ✓
He feels that the boys will not be able to maintain such a huge fire. ✓
The fire burnt out very quickly. ✓
- NOTE:** Accept any TWO of the above. (2)
- (b) The fire burns out of control/They set a large part of the island on fire. ✓
The boy with the birthmark/one of the little ones disappears and is assumed dead/dies in the fire. ✓ (2)
- 2.1.3 D/disrespectfully ✓ (1)
- 2.1.4 Jack is rude and disrespectful. ✓/He is a bully. ✓/He tries to break the rules made by Ralph. ✓
Piggy is clever/wise. ✓/He tries to live by the rules made. ✓/
He believes in democracy i.e. the conch gives you the right to speak. ✓/He is not confident/unsure of himself. ✓
- NOTE:** Accept any TWO of the above for each character. (4)
- 2.1.5 'Piggy wilted.'/Piggy opened his mouth to speak, caught Jack's eye and shut it again.' ✓
- NOTE:** Accept any ONE of the above. (1)
- 2.1.6 Ralph takes control of the situation ✓ and defuses the argument between Jack and Piggy. ✓/He states that the rule of the conch counts everywhere on the island. ✓/He suggests a system for keeping the fire going. ✓
- NOTE:** Accept any TWO of the above. (2)

2.1.7 Open-ended response.

Accept a response that shows knowledge and understanding of, **among others:**

*Simon being different to the other boys;

*his special place on the island similar to 'paradise';

*the fact that he discovers the truth about the 'beast'.

OR

*the possibility that he is merely shy/an introvert and does not want to associate with the others;

*the fact that the Lord of the Flies chooses to speak to him, may indicate that he is not all good;

*how he is mistaken for the beast and is killed.

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 1,2 or 3 marks for a response which is not well substantiated.

The candidate's interpretation must be grounded in the text of the novel. (4)

- 2.2 2.2.1 (a) C/the boy who kills Piggy✓
 (b) E/suffers from epilepsy✓
 (c) D/leader of the choir✓
 (d) A/the central character of the novel✓ (4 x 1) (4)

- 2.2.2 There are no adults/the absence of adults/the boys are left to fend for themselves. ✓/The boys are not disciplined. ✓/Ralph is not a good leader. ✓/The boys are too intent on having fun. ✓/The evil in the boys triumphs. ✓

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

- 2.2.3 He is fat/overweight. ✓/He suffers from asthma. ✓/He cannot do what the other boys can do, like swimming. ✓/He is lazy. ✓/He uses his illness as an excuse. ✓/He always seems to have the right answer. ✓/He fails to express himself clearly. ✓

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

- 2.2.4 (a) personification✓ (1)
 (b) The forest was silent and the sudden appearance and noise✓ of the hunters sounded like something was bursting/was similar to the sound of something bursting/ a crowd making a noise.✓ (2)

2.2.5 Savagery/Barbarism/The end of civilisation/Loss of innocence✓

The hunters (Jack and the choir boys) are no longer wearing clothing./They are painted (face and body).✓Their behaviour is animalistic/barbaric./They forcefully steal fire from Ralph and the other boys. ✓

NOTE: 1 mark for identification of theme and 2 marks for the explanation. Accept any ONE of the above themes and a relevant, text-based explanation.

(3)

2.2.6 Open-ended response.

Accept a response which matches the choice of the character and shows knowledge and understanding of, **among others:**

*their leadership styles;

*their different priorities and interests;

*their different social skills;

*their relationships with the other boys/how they relate to the other boys.

NOTE: Do NOT award a mark for Jack or Ralph.

Credit responses where a combination is given.

For full marks, the response must be well substantiated. A candidate can score 1, 2 or 3 marks for a response which is not well substantiated.

The candidate's interpretation must be grounded in the text of the novel.

(4)

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OR

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 Kihika had killed District Officer Tom Robson. ✓

AND

He and his men had stormed Mahee and set the prisoners free./They had set the prison on fire./They had burned down the garrison. ✓ (2)

3.1.2 (a) Mugo. ✓ (1)

(b) He wants the reward/the money. ✓
He is jealous of Kihika. ✓
He feels that Kihika should not have involved him in the struggle against his wishes. ✓

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

3.1.3 He is brave, daring, courageous. ✓
He is unafraid to speak out. ✓
He is a good orator/speaker. ✓
He is a revolutionary. He believes that people should be prepared to die for their freedom. ✓
He is violent. ✓

NOTE: Accept any FOUR of the above. (4)

3.1.4 (a) They want information from him. ✓ (1)

(b) D/barbaric. ✓ (1)

3.1.5 (a) To teach the people of Thabai a lesson. ✓/To instil fear in the people ✓/ To prevent further uprising ✓/To serve as a warning. ✓

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

(b) No. The people become more rebellious, ✓ determined to fight for their independence. ✓
The movement becomes stronger ✓ and Kihika becomes the people's hero. ✓

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

3.1.6 Open-ended.

Accept a response which shows knowledge and understanding of,
among others:

- *the people's suffering and endurance in the fight;
- *reasons for the fight for freedom;
- *exploitation by the British government.

OR

- *how many lives were destroyed in the war;
- *relationships that suffered because of the conflict;
- *how the country as a whole suffered.

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 1,2 or 3 marks for a response which is not well substantiated.

The candidate's interpretation must be grounded in the text of the novel. (4)

- 3.2 3.2.1 (a) E/married to Margery✓
(b) D/tries to find the person who betrays Kihika✓
(c) A/has an affair with Margery✓
(d) B/Dr Lynd's former houseboy✓ (4 x 1) (4)
- 3.2.2 He is afraid./He fears for his life.✓
He realises Mumbi does not love him.✓/Mumbi chooses Gikonyo.✓
There is nothing left for him. ✓
He loses power now that the Kenyans are in power.✓
- NOTE:** Accept any TWO of the above. (2)
- 3.2.3 (a) When he sees Mumbi, he becomes very excited and his heart beats very fast.✓/Remembering how she looked at Gikonyo is painful for him. ✓
- NOTE:** Accept any ONE of the above. (1)
- (b) 'his heart beat suddenly rose.' (1)
- 3.2.4 Karanja has always been in love with Mumbi, but she is married to and loves Gikonyo/does not love Karanja. ✓ (1)
- 3.2.5 Uhuru/independence✓ (1)

- 3.2.6 Relationships✓
Karanja finally accepts that Mumbi does not love him.✓She chooses to be with Gikonyo instead of him.✓He is in great pain because of this./ He suffers greatly. ✓

OR

Loneliness/Loss of power✓
Karanja ends up a very lonely man. ✓He once had power and his own people feared him, now he is afraid of his own people.✓

NOTE: 1 mark for identification of theme and 2 marks for the explanation. Accept any ONE of the above themes and a relevant, text-based explanation.

(3)

- 3.2.7 Open-ended.

Accept a response which shows knowledge and understanding of, **among others:**

- *how Mumbi and Gikonyo's circumstances shape them;
- *their separation;
- *their suffering.

OR

- *the choices Mumbi and Gikonyo make;
- *their weaknesses/ their ability to forgive and move forward.

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 1,2 or 3 marks for a response which is not well substantiated.
The candidate's interpretation must be grounded in the text of the novel.

(4)
[35]

TOTAL SECTION A: 35

SECTION B: DRAMA**QUESTION 4: *ROMEO AND JULIET***

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

- 4.1 4.1.1 (a) servant✓
(b) illiterate✓
(c) Rosaline✓
(d) Juliet✓ (4)
- 4.1.2 (a) annoyed/irritated/upset✓/soothing/ calm✓

NOTE: Accept any ONE of the above. (1)
- (b) He does not want Tybalt to cause an uproar. ✓
Lord Capulet wants no violence and bloodshed✓.
He is concerned about his public image✓. /He does not want his reputation tarnished. ✓
He wants to make a good impression, especially on Paris. ✓

NOTE: Accept any TWO of the above. (2)
- 4.1.3 (a) anger/frustration/hatred✓ (1)
- (b) Scowl✓
Look angry✓
Breathe heavily✓
Seethe/fume✓
Gnash his teeth✓
Point at Romeo✓
Throw his hands in the air✓.

NOTE: Accept any TWO of the above. (2)
- 4.1.4 (a) Lord Capulet is sensible.✓/He is mature and heeds the warning of the Prince.✓ /He will not tolerate violent behaviour✓.

NOTE: Accept any TWO of the above. (2)
- (b) Tybalt is aggressive.✓/He is confrontational.✓ /He is easily angered.✓/He is passionate.✓/He is a violent person.✓he is rebellious. ✓

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

4.1.5 Open-ended.

Accept a response which shows knowledge and understanding of,
among others:

- *Tybalt's violent behaviour and the reasons for it;
- *the consequences/impact of Tybalt's actions;
- *Prince Escalus forbade any fighting.

OR

- *the fact that Tybalt was merely being loyal to his family;
- *the fact that Romeo was in his enemy's house;
- *the challenge being issued according to legal procedure.

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 1,2 or 3 marks for a response which is not well substantiated.

The candidate's interpretation must be grounded in the text of the drama. (4)

- 4.2 4.2.1 He is banished✓ to Mantua (as part of his punishment for killing Tybalt). (1)
- 4.2.2 It leads to both Romeo's and Juliet's deaths. ✓ (1)
- 4.2.3 (a) There was a plague in Verona.✓
Everyone in the town was under quarantine.✓
Friar John could not get out of town✓because he was suspected of having been in a house where someone was infected.✓
- NOTE:** Accept any TWO of the above. (2)
- (b) That Juliet has taken a potion which will make her appear dead./That she will wake up within 42 hours.✓That Romeo is to meet her at the tomb /take her to Mantua. ✓ (2)
- 4.2.4 C/oxymoron. ✓ (1)
- 4.2.5 worried✓/fearful✓/heavy-hearted✓/desperate✓/anxious✓/afraid. ✓ (1)

4.2.6 He is irrational/ impulsive./He does not think about the consequences of his actions. ✓ This leads to both Romeo and Juliet dying. ✓

OR

He is dishonest/secretive. ✓ Had he told his parents about his plans/love for Juliet the tragedy might have been prevented. ✓

OR

He acts aggressively. ✓ He kills Tybalt. ✓

(2)

4.2.7 Fate ✓
Romeo does not receive the letter. ✓ He arrives at the tomb believing Juliet is dead and kills himself ✓.
She wakes up and sees Romeo dead and kills herself. ✓

OR

Truth vs lies ✓

Romeo does not know the truth ✓ about Juliet's faked death. ✓ He arrives at the tomb, thinks she is dead ✓ and kills himself. ✓

OR

Life vs death ✓

Juliet is actually alive but nobody knows this except Friar Laurence. ✓ When Romeo arrives at the tomb and thinks she is dead, he kills himself. ✓ She in turn awakes and sees that Romeo is dead and in turn kills herself. ✓

NOTE: 1 mark for identification of theme and 3 marks for the explanation. Accept any ONE of the above themes and a relevant, text-based explanation.

(4)

4.2.8 Open-ended.

Accept a response that shows knowledge and understanding of, **among others:**

- *Friar Laurence's belief in the power of love;
- *his desire for peace between the two families;
- *the risk he takes to unite Romeo and Juliet.

OR

- *he is dishonest by deceiving Paris;
- *his cruelty for allowing the Capulets to think Juliet is dead.

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 text of the drama.

(3)
[35]

5.1.8 Open-ended.

Accept a response that shows knowledge and understanding of, **among others:**

*how, growing up, Themba was favoured;

*the way their parents dealt with the rivalry between Sipho and Themba;

*how Sipho had to take responsibility for Themba's actions.

OR

*the culturally accepted practice of older children taking responsibility for their younger siblings;

*the fact that poverty often led to the older children helping to support the younger ones.

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 text of the drama. (3)

- 5.2 5.2.1 (a) Fashion designer. ✓ (1)
- (b) She is a teacher ✓ and works as an interpreter ✓ at the TRC. (2)
- (c) Sipho is an assistant Chief Librarian. ✓ / Sipho works in a library. ✓ (1)
- 5.2.2 She should sound/look excited/happy/passionate ✓ / She should smile/use inviting gestures (hands). ✓
- NOTE:** Accept any ONE of the above. (1)
- 5.2.3 Mandisa is independent. ✓ / She is persuasive. ✓ / She is confident. ✓ / She is arrogant/outspoken. ✓

AND

Thando is conservative. ✓ / She is respectful/obedient. ✓ / She is not easily influenced. ✓ / She is decisive. ✓

NOTE: Accept any TWO of the above for each character. (4)

5.2.4 Respect for culture✓/Cultural values./Tradition versus modernity✓

Mandisa is unaware✓of African cultural practices and traditions. Thando is respectful✓and enlightens Mandisa on the importance of tradition and adhering to it especially after someone has passed away.✓Thando does not wish to go out when they are mourning and convinces Mandisa to stay at home.✓Mandisa agrees to respect the tradition as upheld by Thando. ✓

NOTE: 1 mark for identification of theme and 3 marks for the explanation. Accept any ONE of the above themes and a relevant, text-based explanation.

(4)

5.2.5 Open-ended.

Accept a response that shows knowledge and understanding of,
among others:

*Sipho's loyalty;

*his good work history/ethic;

*Mrs Potgieter's opinion of/respect for Sipho;

*Sipho's expectations.

OR

*Sipho's age might have been a valid reason for not appointing him;

*the political climate at the time that favoured exiles.

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 1,2 or 3 marks for a response which is not well substantiated.

The candidate's interpretation must be grounded in the text of the drama.

(4)
[35]

TOTAL SECTION B: 35

SECTION C: SHORT STORIES**QUESTION 6**

Candidates are required to answer **BOTH QUESTIONS 6.1 and 6.2.**

MANHOOD

- 6.1 6.1.1 (a) cycling ✓
 (b) punching ✓
 (c) appetite ✓
 (d) thirteen ✓ (4)
- 6.1.2 Rob does not make the rugby team and believes that he has upset/disappointed his father. ✓ He chooses to lie to win favour with his father. ✓ The punching ball his father buys him, gives him the idea to lie about the boxing team. ✓ He knows there is no boxing team. ✓
- NOTE:** Accept any TWO of the above. (2)
- 6.1.3 He wants his son to succeed (where he has failed). ✓ He tries to live his dream through his son. ✓ He is manipulative/controlling. ✓ He is a good motivator/supportive. ✓
- NOTE:** Accept any TWO of the above. (2)
- 6.1.4 Mrs Willison is too caring and gentle towards Rob/She nurtures Rob. ✓ / She is over-protective and maternal. ✓ / She is (overly) concerned about his well-being. ✓ / She wants Rob to live his (Rob's) own dream. ✓ / She is melodramatic in her treatment of Rob. ✓
Mr Willison pushes his son to achieve physical success. ✓ / He is demanding. ✓ / He is insensitive. ✓ / He is authoritative. ✓ / He wants to live his dream through Rob. ✓
- NOTE:** Accept any TWO of the above for each character. The comparison must be clear for full marks. (4)
- 6.1.5 B/horror. ✓ (1)
- 6.1.6 Literal:
She would rather die than let Rob box. ✓
- Figurative:
She is adamant that Rob should not box and challenges Mr Willison. ✓ (2)

6.1.7 Open-ended.

Accept a response which shows knowledge and understanding of, **among others:**

- * how Rob is pressurised by his father to excel physically;
- * that he is not particularly good at sport;
- * how he tries to satisfy his father;
- * his reasons for telling the lie.

OR

- * that he does not appreciate the efforts of his father;
- * how he is pampered by his mother;
- * how he manipulates his mother.

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 text of the short story. (3)

THE SISTERS

6.2 6.2.1 Burgert de Jager lost his money (in the water-cases). ✓ He bonded his farm to Jan Redlinghuis (to get money to pay for the water-cases). ✓
(He could not pay) Jan Redlinghuis, (who) demanded Marta in return. ✓ (3)

6.2.2 She has lost her faith in God ✓ because He did not help Marta when she prayed. ✓

OR

She is angry with her father for selling Marta to Jan. ✓ (2)

6.2.3 (a) Disgust/Anger/Bitterness/Shock/Horror/Disbelief. ✓

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

(b) Metaphor. ✓ (1)

(c) Sukey compares her mother and sister's blood ✓ to the water which is gained at the expense of their lives. ✓
The water is symbolic ✓ of the deaths of her mother and Marta. ✓

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

- 6.2.4 Bitterness. ✓
Sukey is angry and bitter towards her father ✓. She is angry because her father sells her sister for water rights ✓. She is angry/disgusted that her father is proud that his farm is thriving at the cost of Marta ✓. She no longer believes in God ✓.

OR

Pain and suffering/Sorrow. /Powerlessness of women ✓
Marta and Sukey have been separated./They were inseparable. ✓
Marta is not allowed to come to her father's house ✓. Marta is paraded like a trophy day after day ✓. Marta dies of a broken heart ✓. Sukey is desperately sad and lonely. ✓

OR

The results of greed. ✓
Sukey has lost all respect for her father because of his actions ✓.
Jan Redlinghuis goes mad because he has paraded Marta. ✓ He kills himself. ✓ Burgert de Jager loses his wife and daughter ✓.

NOTE: 1 mark for identification of theme and 3 marks for the explanation. Accept any ONE of the above themes and a relevant, text-based explanation.

(4)

- 6.2.5 Open-ended.
Accept a response which shows knowledge and understanding of, **among others:**
- * how the men are responsible for the suffering of the women;
 - * how poverty and greed lead to Burgert's actions/selfishness of both Jan and Burgert;
 - * the innocence/naivety of Marta.

OR

- *how the women allow the men to use them;
- *the women's unwillingness/inability to stand up for their rights;
- *the mother's death which should have been a warning/lesson to the girls.

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 1,2 or 3 marks for a response which is not well substantiated.
The candidate's interpretation must be grounded in the text of the short story.

(4)

TOTAL SECTION C: 35

SECTION D: POETRY**NOTE: Candidates are required to answer ALL poems.****7.1 Cheetah – Charles Eglinton**

- 7.1.1 (a) playful/clumsy ✓
(b) hunts ✓
(c) speed ✓ (3)

- 7.1.2 (a) Alliteration. ✓ (1)

(b) He is lying lazily/walking/moving about in a lazy/ innocent way. ✓/He is relaxing in the shade. ✓/He is waiting for the sun to set. ✓

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

- 7.1.3 'Do not suspect' ✓

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

- 7.1.4 It is not a game, ✓ because one of the buck will become the cheetah's prey, one of the herd will die. ✓

OR

'Fatal' means 'deadly' ✓ but a game is usually associated with fun and not death. ✓

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

- 7.1.5 The cheetah's movement is as quick ✓ as the speed of light/ barely noticeable/graceful. ✓ (2)

- 7.1.6 The blood of the dying buck./Death ✓

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

- 7.1.7 Survival of the fittest. ✓
As a predator he has been built to kill in the cycle of life ✓. He must hunt to survive ✓.

OR

The cycle of life. ✓
Some animals must die ✓ to prevent over-population ✓.

OR

Appearance versus reality. ✓
The appearance of the cheetah is harmless but in fact it is a deadly predator. ✓✓

NOTE: 1 mark for identification of theme and 2 marks for the explanation. Accept any ONE of the above themes and a relevant, text-based explanation. (3)

- 7.1.8 Open-ended.
Accept a response which shows knowledge and understanding of, **among others:**
- * the content of the poem.
 - * the description of the cheetah as innocent and lazy;
 - * the cheetah as a deadly predator;
 - * the description of the herd;
 - * the description of the surroundings.

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 text of the poem. (3)

7.2 A prayer for all my countrymen – Guy Butler

- 7.2.1 D/people ✓ (1)
- 7.2.2 (a) Many people lost their lives/the suffering was immense. ✓ (1)
- (b) The pain and suffering people endured ✓/subjected to during the times of suffering/apartheid era. ✓ (2)
- 7.2.3 (a) Pleading./respectful ✓ (1)
- (b) His fear is that people will lose faith in God ✓ because of their suffering. ✓/ God is the only one who can help the people. ✓ (2)

7.2.4 (a) Metaphor.✓ (1)

(b) The difficult times that people endured/political hardships/Apartheid, ✓are compared to something rotting✓. (2)

(c) People remain positive.✓
Some people learn to bear their suffering without complaining.✓
Some people remain sincere/they care for each other.✓
Some people remain rational/some people do not become irrational.✓

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

7.2.5 Open-ended.
Accept a response which shows knowledge and understanding of,
among others:

- * how the title relates to the content;
- * it is written as a prayer for the people who endured suffering during apartheid;
- * it is a prayer to God for help to guide the people not to lose faith.

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 1,2 or 3 marks for a response which is not well substantiated.
The candidate's interpretation must be grounded in the text of the poem. (4)

TOTAL SECTION D: 35
GRAND TOTAL: 70