



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2016

MEMORANDUM

MARKS: 70

This memorandum consists of 23 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. 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.
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 next.
- 4.3 If answers are incorrectly numbered, mark according to the memo.
- 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.

SECTION A: NOVEL

NOTE: Candidates are required to answer **ONE** question **on the novel they have studied.**

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/housekeeper✓
(b) E/sheriff✓
(c) D/narrator✓
(d) B/teacher✓ (4)
- 1.1.2 They accuse him of being evil. ✓
He harms others. ✓
He only goes out at night. ✓
He is a phantom/monster/haint. ✓
He eats squirrels and cats. ✓
He kills chickens and pets. ✓
He peeps into people's houses at night. ✓
He can kill flowers by breathing on them. ✓
He puts poisoned pecans in the school yard. ✓
- NOTE:** Accept any ONE of the above. (1)
- 1.1.3 (a) Sarcastic/humorous/funny ✓ (1)
- (b) She knows Stephanie exaggerates ✓ as Boo has not been seen outside/she knows Boo as a kind/gentle person who would not cause anyone harm/Stephanie Crawford is known to be malicious/a gossip/ to put Stephanie in her place. ✓ (2)
- 1.1.4 (a) B/sympathetic towards✓ (1)
- (b) He brings them gifts which he leaves in a hole/hollow of a tree. ✓
He mends Jem's pants which he loses the night he goes to the Radley house. ✓
He protects the children from certain death at the hands of Bob Ewell. ✓
He carries Jem home after the attack. ✓
He puts a blanket around Scout when they are watching the fire at Miss Maudie's house. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.1.5 They are inquisitive/curious./They want to see if what the people are saying about Boo is true/if he is really a monster. ✓
- NOTE:** Accept any ONE of the above. (1)

1.1.6 Honest/unpretentious/consistent/genuine/sincere ✓

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

1.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of Atticus's character, among others:

* Atticus is a good father;

* he has good values;

* he defends Tom Robinson irrespective of the knowledge that he is not going to win the case/going to be ostracised by the community;

* he is not judgemental;

* he acknowledges the good in all people;

* he addresses the wrong in Maycomb.

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 text of the novel. (3)

AND

1.2 1.2.1 Tom Robinson. ✓
For allegedly raping Mayella/ Bob Ewell's daughter. ✓ (2)

1.2.2 '...he thought Atticus an easy match' ✓ (1)

1.2.3 He appears to be very proud/arrogant/pompous just like a rooster/not afraid of Atticus. ✓ Roosters make a lot of noise and that is exactly what Bob does. ✓

OR

Mr Ewell's face becomes red as a rooster's feathers ✓ whenever he is the centre of attention. ✓ (2)

1.2.4 Mayella is hit on the right side of her face. ✓
Tom's left hand is useless, therefore it could not have been him ✓
Bob Ewell is left-handed; therefore Atticus proves that it is he who is guilty. ✓ (3)

- 1.2.5 Bob Ewell is dishonest ✓ because he lies in court. ✓
 He is a coward ✓ by attacking Atticus's children/threatening Tom's wife. ✓
 He is abusive/aggressive/ intimidating ✓ because he does not care about his children's well-being /beats his children/Mayella is afraid of him. ✓
 Bob is disrespectful ✓ because he spits in Atticus's face. ✓
 Bob is vengeful ✓ as he goes after everybody who is involved in the trial. ✓

NOTE: Accept any TWO of the above combinations. (4)

- 1.2.6 Racial prejudice. ✓

Although Atticus proves Tom to be innocent, he is still found guilty because of the racial prejudice in Maycomb. /
 Mayella is white, the jury is white, Tom is black, therefore he does not stand a chance. ✓✓

OR

Courage ✓

Atticus defends Tom even though he knows that he has no chance of winning the case. ✓✓

NOTE: ONE mark for identification and TWO for the explanation. Accept the above theme and a relevant, text-based explanation. (3)

- 1.2.7 Open-ended.

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

- *Both Tom and Boo are innocent beings who only try to help others;
- *because of people's prejudice, they label Boo and Tom;
- *mockingbirds, like Tom and Boo, are innocent birds who do not harm, therefore should not be killed.

NOTE: For full marks, the response must be well-substantiated and Tom, Boo and the mockingbird symbol must be included in the response. A candidate can score 1 or 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) C/symbol of order and democracy ✓
(b) E/mistaken for the beast ✓
(c) A/represents the possibility of rescue ✓
(d) B/where Jack and his hunters stay ✓ (4)
- 2.1.2 (a) He is the leader of the choir (of boys). ✓ (1)
(b) They are fearful of Jack. ✓
They listen to Jack/ never question Jack's orders. ✓
They are controlled by Jack. ✓ (3)
- 2.1.3 The conch makes a loud sound which is heard throughout the island/Jack is in the choir and thinks he recognises the sound of a trumpet/hopes the navy has arrived, so he expects a trumpet as that is used in the navy. ✓
NOTE: Accept any ONE of the above. (1)
- 2.1.4 He is calm/relaxed ✓ because he answers Jack's question in a calm manner/he does not react to Jack's outburst/when Jack becomes confrontational. ✓
Ralph is kind ✓ because he invites Jack to join them. ✓
He is confident ✓ because he takes leadership of the meeting. ✓
NOTE: Accept any TWO of the above combinations. (4)
- 2.1.5 They become barbaric/evil/like savages/like animals. ✓
They steal from Ralph and his group. ✓
They harm those who cannot fight back. ✓
They participate in the killing of Simon. ✓
They become hunters intent on killing. ✓
NOTE: Accept any TWO of the above. (2)
- 2.1.6 Open-ended.
Accept a relevant response which shows an understanding of the following aspects of the difference between Ralph and Jack, among others:
* Ralph is caring/considerate, treating the little ones with kindness;
* he creates order, reminding them of the importance of rescue;
* he is democratic, allowing them to discuss/express their views;
* he is rational, he knows what is important/what to do;
* Jack is cruel, ruling by fear;
* he is not concerned about rescue, he prefers having fun;
* he does not take responsibility for the fire;
* he does not care about the little ones.
NOTE: For full marks, BOTH characters must be mentioned. 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)

AND

- 2.2 2.2.1 (a) The killing of Simon. ✓ (1)
- (b) Both are in shock/disbelief/guilt-ridden/consoling each other/distancing themselves from what happened.
- NOTE:** Accept any TWO of the above. (2)
- 2.2.2 'loathing' and 'excitement' (2)
- 2.2.3 'He asked for it./ 'Coming in the dark/'It was an accident.' ✓ (1)
- 2.2.4 D/savage ✓ (1)
- 2.2.5 They could use the glasses to assist with the fire. ✓
They could use the glasses to punish or get back at Piggy knowing he has bad eyesight/could not see without them. ✓
They attach no value to the conch and what it stands for/are not interested in order and discipline. ✓ (3)
- 2.2.6 Savagery/Barbarism ✓
The manner in which Simon is killed shows how savage/barbaric they have become/their participation in Simon's killing is barbaric/savage. ✓✓
- OR**
- Guilt ✓
In the conversation between Ralph and Piggy they realise the enormity of what they have done. Yet, they do not want to admit it but rather try to justify it by making it off as an accident. ✓✓
- OR**
- Evil is inherent in all mankind. ✓
The innocent choir boys have turned into savages. Jack was the leader of the choir boys but has now become the leader of the barbaric savages.
Even 'good' boys like Ralph and Piggy join in the killing of Simon unknowingly. ✓✓
- NOTE:** ONE mark for identification and TWO for the explanation. Accept any ONE of the themes above and a relevant, text-based explanation. (3)

2.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of Ralph's fear, among others:

- *Ralph realises the innate evil in all of them;
- *he realises how barbaric they/the boys have become;
- *he realises exactly how much of their previous life/civilisation they have lost;
- *he realises the enormity of their actions in killing Simon;
- *he is right to be frightened because later Jack's group kills Piggy;
- *Jack's group also hunts him down in order to kill him;
- *had the ship not arrived they would have killed him.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 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 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/wants to find Kihika's traitor ✓
 (b) A/betrays Kihika ✓
 (c) E/betrays the Oath to be with a woman ✓
 (d) B/works for the British government ✓ (4)

- 3.1.2 'But people were used to broken appointments and broken promises.' ✓

OR

'Sometimes they would keep on coming, day after day, without seeing their representative.' ✓

OR

'It is like trying to meet God,' one woman complained.

NOTE: Accept any ONE of the above.

(1)

- 3.1.3 Many people are unemployed/poor. ✓
 There are no high or secondary schools in areas. ✓
 People experience problems with property matters. ✓

NOTE: Accept any TWO of the above.

(2)

- 3.1.4 His attitude is belittling/patronising ✓ shown in the way he greets the people. ✓
 He is disrespectful ✓ because he is often late/sees no need to apologise for his lateness. ✓
 He is arrogant/a show-off ✓ because he is dressed in a suit. ✓
 He is unreliable/ not trustworthy ✓ as he shows very little/no interest in the plight of the people/he breaks promises. ✓

NOTE: Accept any TWO of the above combinations.

(4)

- 3.1.5 He is evasive/does not give direct answers/he tries to postpone giving a direct answer /promises to visit Gikonyo. ✓
 He lies to Gikonyo/he attributes guilt to the Whites and Indians. ✓
 He has already bought the land Gikonyo wants/he is planning to trick Gikonyo. ✓ (3)

3.1.6 Open-ended.

Accept a relevant response which shows an understanding of the following aspects in the novel as a whole, among others:

- *Power corrupts people;
- *the only people who benefit from the years of struggle and sacrifice are the politicians and their families;
- *the people who made all the sacrifices continue to suffer – people of Thabai are still poor, no schools;
- *these people are forgotten on the politicians' greedy road to power.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 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)

AND

- 3.2 3.2.1 In participating in a race/ during the Uhuru celebrations Gikonyo trips and falls. ✓
Gikonyo breaks his arm. ✓ (2)
- 3.2.2 (a) To warn him not to go to the Uhuru celebrations. ✓ (1)
(b) C/to have a relationship with her. ✓ (1)
- 3.2.3 When Gikonyo was in detention ✓ Mumbi conceived a child with Karanja. ✓ (2)
- 3.2.4 Rejection/disappointment/sorrow/hurt ✓ (1)
- 3.2.5 (a) Personification ✓ (1)
(b) Mumbi tells Karanja that there can never be a relationship between them. ✓ It is the end of seeing Mumbi when she disappears in the mist. ✓ So too does it signify the end of any hope he might have to have a relationship with her. ✓ (3)
- 3.2.6 Bravery/Courage ✓
Mugo eventually confesses to his crime/betraying Kihika in the presence of the entire village.
He is seen as courageous as nobody suspected him - he probably could have got away with it. ✓✓

OR

Rejection/Hopelessness ✓
Mumbi rejects Karanja.
He accepts that he has lost Mumbi forever. ✓✓

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

3.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of Mumbi's character, among others:

- * Mumbi suffers much;
- * she continues to support Gikonyo even when he treats her badly;
- * she tries to persuade Mugo to speak at the Uhuru celebrations;
- * although she is aware of the true traitor, she does not expose Mugo;
- * she was chosen to represent the women of the village;
- * she did not want bloodshed.

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 text of 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 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) C/friends of Romeo✓
 (b) E/first meeting between the star-crossed lovers✓
 (c) A/Romeo and Juliet confess their love✓
 (d) B/recognises Romeo at the feast✓ (4)
- 4.1.2 It is a stage direction/indicating to the character of Romeo how to say these words/to whom to direct these words/to speak these words loudly.✓
- NOTE:** Accept any ONE of the above. (1)
- 4.1.3 Their families ✓(she is a Capulet, he a Montague) are entangled in (very long and old) a feud. ✓ (2)
- 4.1.4 (a) Fearful/anxious/concerned✓ (1)
- (b) She knows that all people who are connected to the families, act violently✓whenever they meet/come across one another.✓
- OR**
- She knows her cousins, (especially Tybalt) will use violence✓(to protect her honour) if they find Romeo in the Capulet garden. ✓ (2)
- 4.1.5 Loving Juliet makes Romeo brave to do anything to be with her.✓ (1)
- 4.1.6 Love vs. Hate/love✓
- Romeo and Juliet fall instantly in love without knowing beforehand that they are enemies because the Capulets and Montagues hate each other. ✓✓
- NOTE:** ONE mark for identification and TWO marks for explanation. Accept a relevant, text-based explanation. (3)

4.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of Juliet's love, among others:

- * Earlier on the day of the ball, Juliet agrees to look at Paris but is not ready for marriage. With Romeo she is immediately ready;
- * she falls in love with Romeo and argues with herself regarding his name;
- * she is aware of the dangers of their relationship but is willing to face them;
- * she is practical, straightforward and outspoken regarding their future plans.

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 text of the drama. (3)

- 4.2 4.2.1 He does not blame anyone, he merely tells exactly what has happened./ He blames himself/fate.✓ (1)
- 4.2.2 (a) He trusts it could bring an end to the ancient feud between the two families.✓ (1)
- (b) C/the work of fate.✓ (1)
- 4.2.3 (a) In his pursuit for Romeo, Tybalt kills Mercutio. ✓
Romeo avenges Mercutio's death and kills Tybalt.✓ (2)
- (b) Capulet and his wife think Juliet is mourning her cousin's/Tybalt's death✓ whereas she is actually crying for Romeo/her newly-wed husband✓ who is banished to Mantua.✓ (3)
- 4.2.4 She proves to be loyal/committed enough✓ to join Romeo in death.✓
She shows strength/courage/determination/braveness/daring✓ as she is prepared to face death/ in following the Friar's dangerous plan with the potion.✓
She is manipulative/impetuous✓ by forcing Friar Laurence to help her by threatening suicide.✓
- NOTE:** Accept any ONE of the above combinations. (2)
- 4.2.5 Self-control ✓ as he takes the news calmly.✓
Determination ✓ as he is determined to join Juliet in death.✓
Braveness ✓ as he goes to Verona even if he is banished.✓
Practicality ✓ as he makes practical plans to go to Verona.✓
Impulsive ✓ as he immediately decides to buy poison.✓
- NOTE:** Accept any ONE of the above combinations. (2)

- 4.2.6 When the friar realises that Romeo has not received the letter✓
(informing him about Juliet's condition,) he goes to the vault to
fetch Juliet and hide her until Romeo arrives. ✓
He agrees to marry them✓ and keeps their secret.✓
He hides Romeo after Tybalt's death ✓and helps him to get away
safely.✓
He helps Juliet to get out of her arranged marriage ✓with Paris. ✓

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

- 4.2.7 Open-ended.

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

- * Nobody knows the reason for the feud;
- * it has been continuing for so long that even the servants are fighting;
- * family members such as Mercutio and Tybalt are killed;
- * Romeo is banished;
- * both Romeo and Juliet die;
- * only when it is too late, the parents want to make peace;
- * it is only after the loss of many lives, that they realise the tragic consequences of their fight.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 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]

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) E/hard-working, traditionalist, book-lover ✓
 (b) D/respectful, intelligent, forgiving ✓
 (c) A/fashionable, outspoken, unforgiving ✓
 (d) B/insensitive, self-centred, well-spoken ✓ (4)
- 5.1.2 (a) Themba takes Sipho's belongings/his wire bus/his blazer. ✓
 Themba takes all their father's attention/love/is their father's favourite. ✓
 Themba gets what he cries for even though he has a lot of toys. ✓
- NOTE:** Accept any ONE of the above. (1)
- (b) Themba has an affair with Sipho's wife/Sindiswa. ✓ (1)
- 5.1.3 Mandisa has not been taught how to show the traditional respect towards elders/disrespectful. ✓
 Mandisa does not adhere to the traditional custom of remaining indoors during the mourning period. ✓
 Because of her westernised upbringing, Mandisa has been allowed to challenge authority/be more independent. ✓
- NOTE:** Accept any TWO of the above. (2)
- 5.1.4 (a) C/authoritative ✓ (1)
- (b) He is the head of the house /they must listen to his story now. ✓ (1)
- (c) Betrayal/Infidelity/Truth ✓
- Sipho dearly loved his wife and cared for Themba. Yet, they betrayed him by having a secret affair for three years. Thando may be Themba's child. Having discovered the truth, Sipho is unforgiving. Themba and Sindiswa broke his heart. ✓✓
- NOTE:** ONE mark for identification and TWO marks for explanation. Accept any ONE of the above themes with a relevant, text-based explanation. (3)
- 5.1.5 It is a stage direction/it shows what the character should do on stage. ✓ (1)

5.1.6 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of Mandisa's behaviour, among others:

- * As the younger person Mandisa should respect her elders, according to tradition;
- * she is a guest in his house;
- * she challenges him without knowing the full truth;
- * she should realise she is dealing with another way of thinking/different cultural values;
- * she should have honoured what her father told her about South African beliefs and customs.

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 text of the drama. (3)

AND

5.2 5.2.1 Having revealed the truth/having faced past events, ✓ Siphso feels happier/calmer/satisfied/at peace ✓ and therefore he gives them permission to go out. (2)

5.2.2 He wants to be buried in his homeland/South Africa. ✓
He requests to be buried close to his ancestors/father and mother. ✓
Themba honours and respects the cultural tradition. ✓
He requests to be buried. ✓

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

5.2.3 (a) Mandisa tells Siphso that her father, Themba/his brother loved him. ✓
Then Mandisa apologises on behalf of her father. ✓ (2)

(b) Forgiveness/Acceptance ✓ (1)

5.2.4 He wants to write a letter for funding to the president/President Mbeki to request money. ✓

AND

He wants to build the first (African) public library in New Brighton/his township ✓ / be the Chief Librarian of the first (African) public library in New Brighton. ✓ (2)

5.2.5 Siphso changes from being bitter/resentful/cynical/hateful/angry/sad/hurt to being free of emotional baggage/ peaceful/happy/ambitious/ content.

NOTE: Accept any FOUR of the above. The change must be clear. (4)

5.2.6 Open-ended.

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

- * Emotional baggage being shed, Sipho can face the past objectively and honestly;
- * he can now admit his own mistakes;
- * he can reach out to people (e.g. the photo he gives to Mandisa);
- * he can now express love openly;
- * he is happily looking forward to a new job;
- * he forgives the people who do not appoint him and moves on with his life;
- * on a political level, some families received closure after the truth was revealed;
- * the fact that the truth is revealed in the TRC hearings creates a healing for the country.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 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

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

QUESTION 6**QUESTION 6.1: 'THE LUNCHEON'**

6.1 6.1.1 (a) At a play/theatre. ✓ (1)

(b) He feels satisfied/vindicated ✓
because she has gained weight ✓ and he does not recognise her immediately/after she has claimed on a previous meeting that she does not eat much. ✓

NOTE: ONE for the feeling and TWO for the explanation. (3)

6.1.2 (a) A/remembers very well. ✓ (1)

(b) He takes her to a restaurant where she orders and eats the most expensive meals/food on the menu/he has to pay for expensive food she orders at the restaurant./It was an unpleasant experience for him. ✓ (1)

6.1.3 (a) She probably thinks/assumes that he earns a lot of money as a published writer and can afford the meals at Foyot's. ✓
Foyot's is an expensive / exclusive restaurant. ✓
Only the rich/important dine at Foyot's. ✓
She is a glutton and knows the food at Foyot's is delicious. ✓

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

(b) He is flattered by her attention. ✓
He is too young to refuse a woman. ✓
He does not want to upset her since she might change her view/opinion of him. ✓
He is embarrassed by the fact that he cannot afford meals at this restaurant. ✓
He does not have the confidence/experience to decline the request. ✓
He is easily persuaded/manipulated by her. ✓
He thought he would be able to afford it. ✓

(2)

NOTE: Accept any TWO of the above.

6.1.4 The writer was shocked/taken aback/disappointed ✓
because:
she was older than he imagined her to be/
she was not a very attractive woman/
she had too many teeth. ✓

NOTE: ONE for the reaction and ONE for the writer's description. (2)

6.1.5 Salmon/ caviar /champagne / asparagus/ ice cream/
mutton chop/coffee/water ✓ (1)

6.1.6 She claims she eats very little, ✓ yet she orders many items on the
menu/she has gained so much weight/twenty stone. ✓

OR

She claims to be his admirer ✓ but turns out to use him just to get a
free meal. ✓

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

6.1.7 Open-ended.

Accept a relevant response which shows an understanding of the
following aspects of the woman's character, among others:

- * She initiates contact with the writer;
- * she requests lunch and chooses the restaurant;
- * she uses flattery;
- * she focuses on herself;
- * she orders the most expensive items on the menu but says she
eats very little.

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 text of the short story. (3)

AND

QUESTION 6.2: 'RELATIVES'

6.2 6.2.1 (a) He goes to the Cape to do research/to get information ✓ so he
can write about his family. ✓

OR

To write a book ✓ about his family. ✓ / a family saga. ✓ ✓ (2)

(b) The detail of the story is too elaborate/far-fetched to be the
truth. ✓

When he arrives in Cape Town, Georgie's wife slaps him in
the face and he does not react in a violent manner. ✓

He recognised the fact that Georgie was in fact only warning
him not to steal his luggage. ✓

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

- 6.2.2 (a) To attend their brother's funeral (in Johannesburg)./ To avenge their brother's death. ✓ (1)
- (b) Fear ✓ (1)
- (c) The boys were discussing avenging their brother's death./They were threatening violence./They were from a reformatory./ He considered them dangerous. ✓ (1)

6.2.3 He is more at ease ✓ because he knows they mean him no harm/were only watching him because they recognised him. ✓
The boys become friendlier/more conversational ✓ and they invite him to sit/eat with them. ✓

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

- 6.2.4 (a) Personification/Metaphor/Hyperbole ✓ (1)
- (b) Gangsterism/Violence/Revenge/Death ✓
The boys are gangsters who take revenge for their brother's death at the hands of gangsters. In the end they are killed by other gangsters. ✓✓✓

OR

Futility of violence ✓
Innocent people are killed in the cross-fire between gangs.
The senselessness of the violence between gangs/revenge killings. The tragedy of so many lives lost. ✓✓✓

NOTE: ONE mark for identification and THREE marks for explanation. Accept any ONE of the above themes with a relevant, text-based explanation. (4)

6.2.5 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of the narrator's feelings, among others:

- * He probably feels very sad because they were very young;
- * they were younger than twenty one, their best years are lost;
- * it was not their fault, they were probably influenced by their circumstances;
- * they did not have proper role models as their older brother was also a gangster;
- * he is grateful that he had better opportunities than his relatives;
- * he is probably well-educated therefore he is not caught up in the same circumstances than his relatives.

NOTE: For full marks, the response must be well-substantiated and must include two different feelings. A candidate can score 1 or 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)

[35]

TOTAL SECTION C: 35

SECTION D: POETRY**NOTE:** Candidates are required to answer ALL the questions.**QUESTION 7.1: 'Death be not proud' – John Donne**

- 7.1 7.1.1 (a) Italian/Petrarchan/English/Shakespearian/Elizabethan sonnet✓ (1)
- (b) The first 8 lines are known as the octave✓ and the last 6 lines are known as the sestet. ✓/The rhyme scheme of this particular poem is abba abba cddc ee. ✓
- OR**
- The sonnet consists of three quatrains of four lines✓ each and the last two line couplet.✓
- OR**
- Three main ideas are conveyed in the first 12 lines✓, followed by a dramatic turn of thought/volta in the last two (rhyming) lines. ✓ (2)
- 7.1.2 Personification/apostrophe✓
- AND**
- Death is something which is feared./It exercises power over people./People do not want to die./Death is something people (generally) want to avoid.✓
- NOTE:** Accept any ONE of the above. (2)
- 7.1.3 Figuratively✓
- AND**
- He feels sorry for death./He is mocking death./Death is not as powerful as it thinks it is.✓
- NOTE:** Accept any ONE of the above. (2)
- 7.1.4 B/pleasurable.✓ (1)
- 7.1.5 To show that death is a servant ✓to the circumstances which cause death. ✓
- OR**
- Death has to wait for other/superior powers (destiny/accidents/ rulers/murderers/wars/poison/sicknesses) ✓ to provide him with victims. ✓ (2)
- 7.1.6 sarcastic/mocking/triumphant/victorious✓ (1)

7.1.7 Powerlessness of death/Hope✓

Death has no power over us. There is the hope of eternal/everlasting life. Death is only temporary ('one short sleep past') and will be overcome/conquered. ✓✓

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

7.1.8 Open-ended.

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

- * Death has no power;
- * people inherit eternal life;
- * death's power ends when everybody has died.

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 text of the poem. (3)

AND

QUESTION 7.2: 'A prayer for all my countrymen' – Guy Butler

7.2 7.2.1 (a) Apartheid/oppression/injustice✓ (1)

(b) It was a time of hatred /killing /oppression / persecution /discrimination/racism

NOTE:

Accept any TWO of the above. (2)

(c) People had no hope/it felt as if this time would never end/the 'complexities' or problems were too many/big. ✓ (1)

7.2.2 He does not want people to lose their faith✓despite what they are experiencing in the country at this given time. ✓

OR

He feels that the 'terrors and hates' are so huge✓that without God there is no way out/no way faith will survive. ✓ (2)

7.2.3 Metaphor✓

AND

He compares the events to something rotting/bad/✓ suggesting that evil/bad reigns supreme during this era.✓ (3)

- 7.2.4 Alliteration.✓
- AND**
- People were treated badly/tortured (literal) ✓
being robbed of their dignity/self-respect (figurative).✓
- OR**
- The explosive b-sound ✓conveys the violence used at the time/slows the tempo to add to the sombre mood.✓ (3)
- 7.2.5 (a) 'grin and endure'/'heart stayed warm'/'head grew clear'/'some stayed pure'✓ (1)
- (b) People knew that this time of suffering/injustice would end one day./They knew the struggle against injustice would come to an end./Justice would eventually triumph./People were not consumed by hatred./They did not complain.✓
- NOTE:** Accept any ONE of the above. (1)
- 7.2.6 Open-ended.
- Accept a relevant response which shows an understanding of the following aspects of the need for his prayer, among others:
- * The situation was very bad during this time;
 - * there were lots of injustices during this time, therefore he needs divine intervention;
 - * he prays to God for intervention to keep people faithful;
 - * he believes God will make it come to an end.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 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)
- [35]**

SECTION D: 35
GRAND TOTAL: 70