



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

NOVEMBER 2014

MEMORANDUM

MARKS: 70

This memorandum consists of 21 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.
2. This memorandum has been finalized 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.

- 1.1.4 Boo is blamed for everything bad in this town, ✓ yet he is a kind gentle person just like a Mockingbird. ✓
 Boo cares for the children and protects them, ✓ even though they initially treat him disrespectfully e.g. he kills Bob Ewell. ✓
 It is a sin to punish Boo ✓ when he is innocent and means no harm just like it is a sin to kill a Mockingbird. ✓
- NOTE:** Credit answers which show a link between Boo and the Mockingbird. (4)
 Accept any TWO of the above combinations
- 1.1.5 Open-ended.
- Accept a relevant response which shows knowledge of the children's behaviour and understanding of prejudice 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 candidate's interpretation must be grounded in the text of the novel. (3)
- AND**
- 1.2 1.2.1 (a) She does not have friends ✓ so she does not understand Atticus./She does not socialise. It is a strange concept to her. ✓ (2)
- (b) Atticus will prove that it was Mayella's loneliness ✓ that motivated her to attempt to seduce Tom Robinson. ✓ (2)
- 1.2.2 She is afraid/ terrified ✓ of him.
 He is abusive/beats her up when he is drunk/possibly abuses her sexually. ✓ He treats her like a slave. ✓
- NOTE:** Accept any TWO of the above. (2)
- 1.2.3 She changes her mind / becomes afraid ✓ and lies. ✓ (2)
- 1.2.4 She admits that her father beats ✓ her when he is drunk and yet at the end of the extract she says that her father 'never touched a hair on her head.' ✓ (2)
- 1.2.5 Racial prejudice/Racism. ✓
 Although Tom is proven/clearly innocent ✓ he is convicted (of a crime he did not commit) because of the colour of his skin / by the white jury. ✓ (3)

1.2.6 Open-ended.

Accept a relevant response which shows knowledge and understanding of Mayella's background/circumstances/feelings/ an understanding of racial prejudice and its consequences 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 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) D / hunter ✓
(b) C / chosen as leader ✓
(c) A / thinker ✓ (3)
- 2.1.2 (a) He wants them to climb the mountain. ✓ (1)
(b) They mock Simon because he is different from them./He felt hurt/ embarrassed. ✓ (1)
- 2.1.3 D / confident. ✓ (1)
- 2.1.4 All the boys are scared of the beast ✓ and building a fire would keep their minds off the beast on the mountain.
The fire holds the possibility of a rescue. ✓
The fire also gives them warmth and a sense of security. ✓
They are scared to go up the mountain. ✓
It is easier to keep the fire going if it is closer. ✓
NOTE: Accept any TWO of the above. (2)
- 2.1.5 Jack becomes angry and storms off. /Jack challenges Ralph. / Jack accuses Ralph of being weak in not wanting to protect the boys./Jack wants the boys to turn against Ralph and join him as their leader. ✓ (1)
- 2.1.6 It calls the boys to order/authority. ✓
Anyone who has the conch in his hand has the opportunity to speak. ✓
The breaking of the conch is the end of order and civilisation. ✓
It symbolises discipline. ✓
It is a symbol of democracy. ✓
NOTE: Accept any THREE of the above. (3)
- 2.1.7 Open-ended.
Accept a relevant response which shows knowledge and understanding of Piggy's character and his role in the novel as well as the demands a leader in these circumstances may have to deal with. 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 candidate's interpretation must be grounded in the text of the novel. (4)

AND

- 2.2 2.2.1 (a) shocked/disbelieving/confused/ashamed/upset/sad/guilty✓ (1)
- (b) The night before Ralph had participated in the feast singing and chanting around the pig.✓
Ralph had participated in Simon's killing.✓
Ralph realises he is now just as barbaric as Jack's tribe. ✓ (3)
- 2.2.2 (a) 'solemnly' ✓ (1)
- (b) Literal:
They were dirty/It refers to their physical appearance.✓
- Figurative:
They are ashamed of their behaviour./Simon's death / the part they played in Simon's killing makes them feel guilty/dirty. ✓ (2)
- 2.2.3 Only the two of them are left. ✓
There is no need to call an assembly. ✓
A meeting would be of no use to them. ✓
None of the others would attend. ✓

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

	Jack	Ralph
2.2.4	Jack seeks power. ✓ He instills fear. ✓ He is savage and cruel. ✓ He is ruthless. ✓ He is a dictator and is autocratic/beats and teases the boys. ✓	Ralph believes in democracy /he is democratic. ✓ He calls meetings and assemblies. ✓ He is respectful and caring. ✓ He likes order. ✓

NOTE: Accept any TWO of the above combinations (2 marks for Jack; 2 marks for Ralph). Credit answers containing accurate examples from the novel. (4)

- 2.2.5 regretful/sad/guilty/frightened✓ (1)
- 2.2.6 The loss of innocence/The evil within man. ✓
Ralph realises that they are involved in the killing of Simon. ✓
They are no longer innocent British boys./They are no different to the rest of the boys. ✓ (3)
- 2.2.7 Open-ended.

Accept a relevant response which shows knowledge and understanding of Simon's role 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 candidate's interpretation must be grounded in the text of the novel.

(3)
[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) D / in favour of a united community ✓
(b) A / political movement in Kenya ✓
(c) B / Mugo's village ✓ (3)

- 3.1.2 He keeps to himself. ✓
He behaves strangely. ✓
Everybody speaks about his heroic deeds whilst in detention. ✓
Everybody sees him as a hero. ✓

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

- 3.1.3 Mugo is afraid of being exposed as Kihika's traitor. ✓
He has a guilty conscience. ✓
He knows it is only a matter of time before General R finds out he is the traitor. ✓

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

- 3.1.4 'But the sight of the stools on which the delegates sat dispelled such illusions'. (1)

- 3.1.5 Mugo has been asked to speak at the Uhuru celebrations. ✓ (1)

	Kihika	Mugo
3.1.6	He was brave. ✓ He was unafraid to challenge the white British government/fiercely loyal to the Movement. ✓ He was a powerful speaker. ✓ He was dynamic. ✓ He was selfless. ✓	Mugo is a weakling. ✓ He betrays Kihika. ✓ He is a coward. ✓ He is not willing to make sacrifices. ✓ He thinks only of himself./He is selfish. ✓ He is a recluse. ✓

NOTE: The comparison must be clear. (2 marks for Kihika, 2 marks for Mugo.) Credit answers containing accurate examples from the novel. (4)

- 3.1.7 Truth and perception/ Appearance versus Reality ✓
Everybody perceives Mugo to be a hero ✓ and someone to be trusted, someone who can induce hope. However, he turns out to be the one who betrayed Kihika. ✓ (3)

- 3.1.8 Open-ended.
Accept a relevant response which shows an understanding of repentance/confession/forgiveness, or betrayal and punishment in the novel and of Mugo's actions.

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

AND

- 3.2 3.2.1 B / Uhuru ✓ (1)

- 3.2.2 He is wondering if Kenya will be ruled by Africans. ✓ He is also concerned if the ordinary man will be affected by this. ✓ (2)

- 3.2.3 They compete to win Mumbi's heart. ✓ (1)

- 3.2.4 The thought of not being with Mumbi drove him mad. ✓ He missed her so much that he betrayed ✓ the oath in exchange for his freedom. ✓ (3)

- 3.2.5 They are married ✓ but estranged/ separated. ✓ Gikonyo is angry ✓ / he has not forgiven Mumbi ✓ because she betrayed him with Karanja/ she had an affair with Karanja./She had a child with Karanja. ✓ (4)

- 3.2.6 She represents the mother of the nation, ✓ a symbol of hope. ✓ There is an indication that she will reconcile with Gikonyo and so she becomes the symbol of fertility to rebuild the nation. ✓ To show how a woman can cause two men to become rivals. ✓ To prove that behind every strong man is a strong woman. ✓ To show that women can cope without men. ✓ (3)

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

- 3.2.7 Open-ended.
Accept a relevant response which shows an understanding of how the title is linked to sacrifices made in order to gain freedom.
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 candidate's interpretation must be grounded in the text of the novel (4)

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TOTAL SECTION A: 35

- 4.1.6 Feuding/rivalry/hatred ✓
The families have been arch enemies for a long time, even the servants are part of the feud. ✓ It is this feud that takes the lives of the two young people who have fallen in love. / Ironically, through the deaths of these two young people, the feud is ended. ✓

OR

Love and hate ✓
The love between Romeo and Juliet ✓ ends the hate between their families but only after their deaths. ✓ (3)

- 4.1.7 Open-ended.

Accept a relevant response which shows an understanding of Romeo's character. 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 candidate's interpretation must be grounded in the text of the drama. (3)

- 4.2.1 The Friar feels responsible. ✓
He feels upset. ✓
He thought by helping them he could end the feud. ✓
He did not expect this tragedy/he did not expect Romeo and Juliet to die. ✓
The Friar is afraid of his consequences of his actions. ✓

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

- 4.2.2 'What misadventure is so early up, That calls our person from our morning rest?' ✓ (1)

- 4.2.3 B / concerned. ✓ (1)

- 4.2.4 (a) The sight of the dead people ✓ (Romeo, Juliet and Paris) is like a bell that reminds her of her own mortality. ✓ / It is like a warning that she will eventually die. ✓ (2)

(b) despair/fear/sadness/shock ✓ (1)

- 4.2.5 (a) He murdered Tybalt. ✓ (1)

(b) His mother died of a broken heart. ✓ (1)

- 4.2.6 He sold the poison to Romeo. ✓ (1)

- 4.2.7 They were reckless in their actions. ✓
They were irresponsible, they should not have hidden their relationship. ✓
They should have been honest. ✓

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

- 4.2.8 He is annoyed/angry ✓ therefore he is insensitive to their loss/the death of Romeo and Juliet and Count Paris. ✓ (2)

- 4.2.9 Open-ended.

Accept a relevant response which shows an understanding of the feud/rivalry between the Montagues and the Capulets and the relationships the Montagues and Capulets had with their children. 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 candidate's interpretation must be grounded in the text of the drama.

(4)
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OR

- 5.1.7 Love and betrayal. ✓
Sipho felt deeply betrayed by Themba for leaving the country ✓ and sleeping with his wife. ✓

OR

Sibling rivalry/Jealousy ✓
Sipho felt unloved by his parents ✓ he was jealous of Themba's popularity. ✓ (3)

- 5.1.8 Open-ended.

Accept a relevant response which shows an understanding of the relationship between Themba and Sipho or the cultural values/beliefs evident 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 candidate's interpretation must be grounded in the text of the drama. (3)

AND

- 5.2 5.2.1 She accompanied Thando to the TRC hearings ✓ and cannot understand why people are freed for political crimes committed/not punished. ✓ (2)
- 5.2.2 At the Nuremberg-style trials people were punished ✓ for war crimes/crimes against humanity. The main goal of the TRC is to bring about reconciliation/not punishment. /give people the opportunity to tell the truth ✓ (2)
- 5.2.3 In order for Sipho to be reconciled with his past/his family, he needs to tell the truth. ✓ Mandisa and Thando become the 'commission' by interrogating Sipho ✓ to tell the truth and so help set him free from his pain. ✓ (3)
- 5.2.4 (a) Thando is understanding/compassionate ✓ whereas Mandisa is ignorant/ill-informed/vengeful. ✓ (2)

Mandisa	Thando
(b) Mandisa grew up in London. ✓ She is ignorant of the reality of the struggle. ✓ She does not understand the purpose of the TRC. ✓	Thando grew up in South Africa. ✓ She works at the TRC daily. ✓ She was part of the struggle. ✓

NOTE: 1 mark for Mandisa, 1 mark for Thando. Credit answers containing accurate examples from the drama. (2)

5.2.5 B / peace. ✓ (1)

5.2.6 Not everybody is in favour of the TRC/rulings of the TRC. ✓ Some people want perpetrators punished/sent to jail. ✓ (2)

5.2.7 Open-ended

Accept a relevant response which shows an understanding of Mandisa's role 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 candidate's interpretation must be grounded in the text of the drama.

(4)
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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**6.1 THE DUBE TRAIN**

- 6.1.1 (a) third ✓
(b) Dube ✓ (2)
- 6.1.2 (a) The *tsotsi* swore/insulted/was disrespectful to the (old) lady/woman. ✓ (1)
- (b) Figuratively ✓The big man uses these words to indicate/show that the old woman must be respected (just like you should respect your mother)/In many cultures older women are regarded as mother figures and should be respected. ✓ (2)
- (c) The old lady tries to defend the girl. ✓
The old lady tries to get the other men/people to defend the girl. ✓
The old lady challenges the *tsotsi*. ✓
She is not afraid of the *tsotsi*. ✓
- NOTE:** Accept any TWO of the above. (2)
- (d) He could not believe/was shocked that somebody was challenging him/He was unafraid of the big man. ✓ (1)
- 6.1.3 (a) C / everyone became quiet. ✓ (1)
- (b) The people/commuters became afraid ✓because they did not know what would happen/knew that there would be a fight/ ✓between the two men (the *tsotsi* and the big man). (2)
- 6.1.4 (The big man was not afraid of the *tsotsi*), he threw him out of the window./He reacted violently/He attacked the *tsotsi*./ He becomes angry. ✓ (1)

- 6.1.5 Violence ✓
The altercation / fight between the *tsotsi* and the big man. ✓ The *tsotsi* stabs the big man and the big man throws the *tsotsi* off the train ✓/ Violence has become a way of life for these people therefore no one comes to the defence of the girl/ no one is moved to action. ✓

OR

Respect/Disrespect ✓
The big man demands respect for the old lady. ✓ The disrespect of the *tsotsi* towards the old woman upsets the big man and causes him to react (violently). ✓ (3)

- 6.1.6 Open-ended.
Accept a relevant response which shows an understanding of the role of the big man 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 candidate's interpretation must be grounded in the text of the short story. (3)

AND

6.2 **THE COFFEE-CART GIRL**

- 6.2.1 Pinkie (Zodwa) is wearing a ring given to her by Naidoo. ✓
He accuses her of being in love with Naidoo/unfaithful. ✓
He is very jealous. ✓

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

- 6.2.2 They meet during the strike ✓/when China (Ruben) saves Pinkie / Pinkie's coffee-cart from being destroyed/from destruction. ✓ (2)

- 6.2.3 'menacing' ✓ (1)

- 6.2.4 Pinkie's (Zodwa) fear of China ✓ (Ruben) is compared to the fear of a mouse about to be caught by a cat. ✓/Pinkie's breathing ✓ is compared to the breathing of a scared mouse. ✓/China is threatening to Pinkie ✓ like a cat which is threatening a mouse. ✓ (2)

6.2.5 The coffee-cart symbolises the beginning,✓ the development✓ and the end✓ of the relationship.

OR

The relationship starts✓ when China (Ruben) helps Pinkie (Zodwa) with her coffee-cart, the coffee-cart is where their relationship deepens✓, and it ends with the coffee-cart when she is no longer there. ✓ /

OR

The relationship was as unstable✓ as the flimsy coffee-cart✓ and it ended up destroyed, just like the coffee-cart. ✓

NOTE: Accept any TWO points in each option.

(2)

	Pinkie (Zodwa)	China (Ruben)
6.2.6	She is kind./She is soft-hearted.✓ She is naive.✓ She acts bravely when he attacks her/stands up to him. ✓	He is very jealous.✓ He is violent.✓ He is intimidating./He bullies Pinkie/acts cowardly✓

NOTE: 2 marks for Pinkie, 2 marks for China. Credit answers containing accurate examples from the short story.

(4)

6.2.7 Open-ended.

Accept a relevant response which shows an understanding of China's character and either the violent period in South African history or that circumstances should not shape behaviour. 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 candidate's interpretation must be grounded in the text of the short story.

(4)
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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) octave✓
(b) sestet✓ (2)
- 7.1.2 (a) personification/apostrophe ✓
NOTE: Accept any ONE of the above. (1)
- (b) Death does not discriminate.✓
It conquers everyone.✓
Nobody can escape.✓
Death eventually ends everyone's life.✓
Death is powerful. ✓
Some people are scared of death. ✓
NOTE: Accept any TWO of the above. (2)
- 7.1.3 B / pitied ✓ (1)
- 7.1.4 He compares the effects/appearance of death to rest and sleep.✓Sleep gives pleasure, so death must be more pleasurable./Death should not be feared. ✓ (2)
- 7.1.5 poisonous substances ✓
illness /disease✓
magical potions ✓
countries fighting with each other✓
accidents ✓
suicide ✓
execution ✓
drugs ✓
murder✓
NOTE: Accept any TWO of the above. (2)
- 7.1.6 sarcastic/mocking/condescending/contemptuous/teasing/disdainful/
defiant/arrogant✓
NOTE: Accept any ONE of the above. (1)

7.1.7 Death should not think it has power ✓ and be proud ✓ because the speaker believes that we will live eternally. Death shall die forever. ✓

OR

Death should not be feared. ✓ Death is just the end of this life ✓ but the beginning of a better life. ✓ (3)

7.1.8 Open-ended.

Accept a relevant response which shows an understanding of the poem as a whole. 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 candidate's interpretation must be grounded in the text of the poem. (3)

AND

7.2 7.2.1 The ambulance is driving very fast. ✓ The siren is blaring (loudly). ✓ The red light is visible (in the dark of night). ✓ (3)

7.2.2 Even though the ambulance is small, ✓ it is equipped to treat people just like a hospital ✓ / It has staff ✓ to treat patients immediately. ✓ (2)

NOTE: Accept any TWO of the above.

7.2.3 The onlookers are shocked/confused/dazed ✓ whereas the policemen are in control/clinical/organized/calm. / They are used to this kind of scene. ✓
NOTE: For full marks the candidate must refer to both the onlookers and the policemen (2)

7.2.4 It refers to the cars / vehicles ✓ involved in the accident. (1)

7.2.5 (a) alliteration ✓ (1)
(b) To emphasise/show how difficult ✓ it was for the onlookers to breathe/speak. ✓
To slow down ✓ the tempo ✓ of the poem.

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

- 7.2.6 The scene is chaotic./They are being careful not to cause another accident. ✓
They are shocked/stunned by the scene. ✓
They are shocked by the severity of the accident. ✓
The flow of traffic has been interrupted. ✓
They are curious. ✓
- NOTE:** Accept any ONE of the above. (1)
- 7.2.7 (a) They are worried about who will die in this accident./They are worried about who is responsible for the accident./They are concerned about accidents causing death./They might be the next victim in a similar accident. ✓ (1)
- (b) Angry/cynical/fatalistic/grim/reflective ✓ (1)
- 7.2.8 Open-ended.
- Accept a relevant response which shows an understanding of the link between the title and the content of the poem.
- 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. (4)

SECTION D: 35
GRAND TOTAL: 70