This memorandum consists of 22 pages.
INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer questions from TWO sections.

2. Candidates' responses should be assessed as objectively as possible.
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) D/defends the accused in court.
(b) E/investigates the case.
(c) A/stands accused of a crime.
(d) B/gives false evidence.

1.1.2 (a) They are referring to the verdict of the Tom Robinson case./The fact that Tom has been found guilty.

NOTE: Accept any ONE of the above.

(b) Anger/Despondency/Disappointment

NOTE: Accept any ONE of the above.

(c) Tom Robinson has been found guilty of raping Mayella Ewell despite the fact that there is no evidence to link him to the crime./Both Mayella and Bob Ewell were unreliable (lying) on the witness stand./His disabled left arm makes it impossible for Tom to have attacked Mayella.

NOTE: Accept any TWO of the above.

1.1.3 (a) C/sympathetic

(b) Understanding/concerned/caring/supportive

NOTE: Accept any ONE of the above.

1.1.4 It should be a sin to punish Tom who is innocent, just like it would be a sin to kill a mockingbird. Tom has not caused anyone harm, yet the evil of people destroy Tom.

NOTE: Accept any THREE of the above.

(4)
1.1.5 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
- Atticus’s courage despite conditions in Maycomb;
- the fact that he is not easily influenced;
- his good relationships with people in Maycomb even if they treat his children badly;
- the fact that he is an excellent father;
- his non-racist beliefs.

OR

- his unrealistic belief in the goodness of his fellow-men;
- the possibility that he may allow his children too much freedom;
- the fact that his actions endanger his children.

**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.

1.2 1.2.1

(a) Bob Ewell attacked Jem (and Scout) ✓ / broke Jem’s arm ✓ (2)

(b) Jem has received medication and is fast asleep/ unconscious/unable to respond. ✓

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

1.2.2

(a) Arthur (Boo) Radley. ✓ (1)

(b) He is protective (about Jem and Scout). ✓/He is brave to defend Jem and Scout. ✓/He cares about Jem and Scout. ✓

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

1.2.3

He promises to get Atticus back (even if it takes the rest of his life.) ✓
He attacks Jem and Scout. ✓
He tries to break into Judge Taylor’s house. ✓
He follows Helen Robinson (Tom’s wife), threatening/harassing her. ✓

**NOTE:** Accept any TWO of the above. (2)
1.2.4 **NOTE:** For full marks the COMPARISON must be CLEAR (2 marks for Aunt Alexandra and 2 marks for Atticus). Credit answers containing accurate examples from the novel.

Aunt Alexandra expects Scout to behave in a certain manner (dress like a girl). ✓/She reminds Scout of the Finches’ place in Maycomb County. ✓/ She wants to prevent Scout from being influenced by Calpurnia. ✓/She is strict and harsh. ✓

Atticus allows Scout to call him by his first name. ✓/He teaches her to be fair, not a racist. ✓/He allows his children to learn from other races. ✓/He is gentle and caring with Scout. ✓

1.2.5 Good vs evil / Social prejudice ✓

Heck Tate feels that Boo will be treated in the same way as Tom. ✓ People in Maycomb County have preconceived ideas about Boo Radley. ✓ People are prejudiced towards Boo Radley. ✓

**OR**

Courage/ protecting the weak ✓

Heck Tate is courageous when he decides not to prosecute Boo Radley. ✓ He wants to protect Boo, who is weak, against the racist/prejudiced people of Maycomb. ✓

**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)

1.2.6 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
* Bob Ewell's violent nature;
* his treatment of Mayella;
* his neglect of his children.

**OR**

* the cruel way Bob Ewell dies;
* his children who are now orphans;
* justice is not served when people take the law into their own hands.

**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)
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/the elected group leader.✓
(b) E/a quiet but thoughtful boy.✓
(c) B/finds the conch in the lagoon.✓
(d) A/determined to hunt a pig.✓

2.1   2.1.2   (a) Metaphor✓

(b) The thickness of the forest ✓is compared to a closed curtain.✓
OR
The creepers in the forest are dense and thick ✓forming a curtain in which the piglet was caught ✓.

NOTE: Accept any ONE of the above combinations.

2.1.3 He is uncertain/hesitant/nervous.✓
The link to civilised behaviour is still evident about Jack (because he cannot kill the pig).✓ He has not killed before. ✓

NOTE: Accept any TWO of the above

2.1.4 C/terrified✓

2.1.5 The end of civilisation/innocence✓

This action shows how the boys will lose ties with civilised behaviour by attempting to kill the pig.✓
It is a sign of how the boys lose their innocence by eventually killing the pig.✓

OR
The rivalry between Jack and Ralph.✓
Ralph provokes/challenges/dares/questions Jack about killing the pig.✓ Jack is angry at Ralph and gives an excuse for not killing the pig.✓ Jack does not want Ralph to see that he is embarrassed. ✓

OR
Good vs evil ✓
Jack wants to kill the pig therefore the evil is evident. ✓ The goodness in him is stopping him from killing the pig at this point in the novel. ✓

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.
2.1.6 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
* Ralph’s character and his leadership style;
* his caring nature;
* the importance of rescue and shelter;
* his belief in democracy.

OR

* his weaknesses;
* his relationship with Piggy and other boys.

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.

2.2 2.2.1 He sets out to build a fire./He reminds the other boys to keep the fire going. ✓

NOTE: Accept any ONE of the above.

2.2.2 The group of boys become a gang. ✓ They are getting ready to attack (with spears). ✓

2.2.3 (a) It is a symbol of order/discipline. ✓
   It is used to call an assembly. ✓
   It allows the boys the chance to speak (if they have it in their hands). ✓
   It is a symbol of democracy. ✓
   It is the link to civilisation. ✓

   NOTE: Accept any THREE of the above.

(b) The end of civilisation/discipline/democracy. /The beginning of chaos/disorder. ✓

   NOTE: Accept any ONE of the above.

2.2.4 NOTE: For full marks the COMPARISON must be CLEAR (2 marks for Piggy and 2 marks for Roger). Credit answers containing accurate examples from the novel.

Piggy is rational. ✓/He is insightful. ✓/He is intelligent. ✓/He is a thinker. ✓/He is outspoken. ✓

Roger is sadistic/cruel/evil. ✓/He is dangerous. ✓/He is secretive. ✓
2.2.5 Roger rolls a huge rock down the cliff onto Piggy. ✓ Piggy is flung into the air and falls to his death. ✓

OR

Roger kills Piggy. ✓ (One mark only)  

2.2.6 He promises them fun and games (adventure). ✓
He gives them food (meat) to eat. ✓
He promises them protection from the beast. ✓
He intimidates them. ✓

NOTE: Accept any TWO of the above.  

2.2.7 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
* Piggy's character;
* his physical shortcomings;
* his lack of self-confidence;
* his social background;
* his mental ability;
* his loyalty to Ralph;
* his death.

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.

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/central character in the novel ✓
(b) A/a cruel district officer ✓
(c) D/rejected by Mumbi ✓
(d) B/married to Mumbi ✓  

3.1.2 Uhuru celebrations/Independence celebrations ✓  

3.1.3 (a) He was the one who instigated the idea of a revolution (he called public meetings where he incited people to rise up). /He challenged the authority of the British. He killed Tom Robson. /He was seen as a martyr. ✓

NOTE: Accept any ONE of the above.
(b) He was hanged (in the marketplace).

3.1.4 (a) Hatred/contempt/disgust

(b) He betrayed his people by joining the Homeguards.
   He is regarded as a traitor.
   He arrested his own people.
   He beat/imprisoned them.
   He was cruel towards them.
   He curried favour with the whites.

   **NOTE:** Accept any TWO of the above.

3.1.5 (a) He is tormented.
   He is unnerved.
   He is suffering./He is in pain.
   He is feeling guilty.
   He is uncertain of himself.
   He behaves like a coward.

   **NOTE:** Accept any TWO of the above.

(b) He betrayed Kihika.

(c) 'sudden decision'

**NOTE:** Do not penalise if quotation marks are omitted.

3.1.6 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
* the importance of unveiling the truth to General R;
* his patriotism;
* his perseverance.

OR

* his hatred of Karanja;
* his need for revenge.

**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.

3.2  3.2.1 C/confesses to taking the oath.

3.2.2 (a) Mumbi and Karanja's child.
(b) Mumbi betrayed him with his friend/Karanja. He was hurt and upset by her betrayal. (2)

3.2.3

(a) She recalls his shock at seeing her with a child. (1)

(b) She looked after his mother and built them a house. (2)

(c) She is loyal. She is caring. She has the courage to withstand suffering/hardship. She loves her husband and his mother. (2)

NOTE: Accept any TWO of the above.

3.2.4

Marriage / Relationships.

Gikonyo and Mumbi's marriage is being tested. She moves back home to her mother after he slaps her and calls her a whore but she still loves and cares for him.

OR

Truth and perceived truth.

Mugo is perceived to be a hero. People want him to speak at the Uhuru celebrations but in fact he is the guilty one. He betrays Kihika and is not really a hero.

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.

3.2.5

Open-ended.

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

* Gikonyo and Mumbi's relationship;
* the love they share;
* the hardship they endure;
* the figurative meaning of 'A Grain of Wheat' and its relation to Mumbi and Gikonyo.

NOTE: 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.

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) tragedy✓
(b) Italy✓
(c) protagonists✓
(d) death✓  (4)

4.1.2 She is an adviser to both of them✓
She is trustworthy/can be trusted/is their confidante✓
Lady Capulet knows that Juliet will listen to the Nurse✓
She knows Juliet better✓

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

4.1.3 'valiant'✓

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

4.1.4 B/wise✓  (1)

4.1.5 Girls were expected to be married at a young age✓ and bear children ✓ at a young age.  (2)

4.1.6 (a) Metaphor✓  (1)

(b) They are suggesting that he is perfect✓. The wax implies the model or perfect form used to make a statue or figurine. ✓

OR

He is an ideal person/ideal choice for Juliet✓ because he is perfect just like a statue made of wax. ✓

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

4.1.7 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
*the importance of marriage to Lady Capulet;
*the reasons why the Capulets want Juliet to marry Paris;
*the social practices at the time.

OR
*the fact that Lady Capulet never allows Juliet her own opinion on the matter;
*the lack of an open, honest relationship between mother and daughter.

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 play.

4.2 4.2.1 He has met Juliet✓ and has fallen in love with her✓. Rosaline has only brought him unhappiness ✓ and he does not want to think of her✓.

NOTE: Accept any ONE of the above combinations.

4.2.2 (a) Smiling mischievously/eyes wide/winking/thinking deeply/grinning/looking happy /excited✓.

NOTE: Accept any ONE of the above.

(b) Romeo was at the Capulet ball/Romeo attended the Capulet ball (although their families are enemies).✓

NOTE: Accept any ONE of the above.

4.2.3 (a) He wants the friar to marry him and Juliet. ✓

(b) He is impulsive✓/He is immature✓/He is irresponsible✓ (to want to marry a Capulet).

NOTE: Accept any TWO of the above.

4.2.4 Friar Laurence implies that young men only fall in love with the physical appearance (looks) of the person.✓/ They are fickle/Their love is not real. ✓

4.2.5 She deceives her parents by pretending to be willing to marry Paris. ✓ She marries Romeo in secret. ✓ She takes the potion to deceive her parents. ✓

NOTE: Accept any TWO of the above.

4.2.6 Shock/disbelief/irritation✓
4.2.7 Fate✓

Their love for each other proves to be disastrous and both lose their lives tragically as the message sent to Romeo does not arrive in time. ✓ Romeo, upon seeing Juliet's lifeless body, assumes she is dead and kills himself, whereupon Juliet, having awoken, sees a dead Romeo and kills herself. ✓ Friar Laurence's involvement in their secret marriage ends disastrously for both families. ✓

OR

Love✓

Romeo and Juliet whose families are sworn enemies, overcome this feud by falling in love with each other and marry in secret. ✓ They are willing to overcome the feud by their mutual love for each other. ✓

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)

4.2.8 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
* The friar's reasons for wanting to end the feud;
* his role in ending the feud between the two families;
* his willingness to assist Romeo and Juliet.

OR

*his neglect of his moral duty to be truthful;
*his irresponsibility in not involving the parents;
*his inability to realise that a marriage may worsen the feud.

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 play.

(3)

[35]
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) interpreter✓
(b) cousin✓
(c) fashion✓
(d) London✓ (4)

5.1.2 (a) Anger/frustration/hurt/resentment✓ (1)

(b) Themba’s affair with Sipho’s wife✓
Sipho’s son (Luvuyo’s) death✓
Themba’s true role in the struggle✓
His father’s funeral✓
Forgiveness for what Themba did✓
Why Themba never returned from exile✓

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

5.1.3 They are close to each other✓
They care about each other✓
They are considerate of each other✓

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

5.1.4 **NOTE:** The COMPARISON must be CLEAR (2 marks for Sipho and 2 marks for Themba). Credit answers containing accurate examples from the play.

Sipho is responsible✓/ He is caring✓/ He is mature✓/ He is considerate✓/ He respects his parents’ wishes/decisions✓

Themba is irresponsible✓/ He is a ladies’ man✓/ He is careless✓/ He is manipulative✓ (4)

5.1.5 Sibling rivalry✓

Sipho is blamed for his brother’s behaviour✓
Themba is spoilt by his parents✓ whereas Sipho is harshly reprimanded✓
Themba acts irresponsibly✓ whereas Sipho has to be the responsible one✓

**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/ example. (3)
5.1.6 Open-ended.

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

*where she was born and lives;
*the westernised surname and manners;
*her ignorance and disregard of cultural practices.

OR

*Mandisa's heritage;
*her willingness to be guided by Thando regarding their customs.

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 play.

5.2 5.2.1 Thando is referring to the horrors that people confess to at the Truth and Reconciliation Commission hearings/the difficulty of listening to people confessing at the hearings. ✓ People were expected to tell the whole truth (as in the title) at the TRC. ✓

5.2.2 She is brave. ✓
She is able to endure. ✓
She is strong/ will cope with the horror. ✓

NOTE: Accept any ONE of the above.

5.2.3 Smile shyly/hold hands across the chest/look happy ✓

NOTE: Accept any ONE of the above.

5.2.4 C/straightforward ✓

5.2.5 She feels that if you commit a crime ✓ you should be punished. ✓ OR
She feels that perpetrators of apartheid crimes ✓ should be punished/not be forgiven. ✓

NOTE: Accept any ONE of the above combinations.

5.2.6 They share a close relationship. ✓/ Her parents allow her freedom to date whom she wants to. ✓/ They communicate well. ✓/ They are very protective of her. ✓/ She is very obedient and listens to their advice. ✓

NOTE: Accept any THREE of the above.
5.2.7  They are becoming close.✓
   They confide in each other/share secrets.✓
   Thando is hospitable.✓
   They have a sisterly relationship.✓
   They are truly interested in each other's lives. ✓

**NOTE:** Accept any THREE of the above.  

(3)

5.2.8  Open-ended.

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

*how he would have been able to clear up the mysteries;*
*how the character's appearance might influence the audience;*
*how he would defend his actions/receive forgiveness.*

OR

*how his relationship with Mandisa might have been affected;*
*how Thando might have been disillusioned/angry;*
*a meeting between the two brothers might not have ended well.

**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 play.  

(4)

[35]

**TOTAL SECTION B:** 35
SECTION C: SHORT STORIES

QUESTION 6

NOTE: Candidates are required to answer ALL questions set on BOTH short stories.

6.1 ‘THE COFFEE-CART GIRL’

6.1.1 (a) factory ✓
(b) coffee-cart ✓
(c) Naidoo ✓
(d) knife ✓

6.1.2 'She nodded twice.'

NOTE: Do not penalise if quotation marks are omitted.

6.1.3 C/guilt

6.1.4 (a) Metaphor ✓

6.1.4 (b) China's guilt/feelings/thoughts ✓
are confused/mixed up/ not organised. ✓/He does not know what to do. ✓

6.1.5 China is lonely. ✓/ He seems lost. ✓/ He regrets his behaviour. ✓/ He longs to see Pinkie. ✓

NOTE: Accept any TWO of the above.

6.1.6 Racism ✓

Pinkie is forced to leave her job ✓ because of the decisions made by the racist authorities. ✓/The street vendors are removed. ✓

OR

Relationships/violence ✓

Pinkie and China's relationship has ended ✓ because of China's jealousy and violent behaviour. ✓

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.
6.1.7 Open-ended.

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

* how the coffee-cart is central to China and Pinkie's relationship;
* the circumstances when they meet;
* the relationship that develops;
* the jealousy;
* their parting.

**NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the short story.

6.2 'THE LUNCHEON'

6.2.1 He is living in a very small apartment/flat. ✓ / His apartment overlooks a cemetery/ is not in a good suburb. ✓
He is earning very little money. ✓ / He never went to an expensive restaurant. ✓ / He can scarcely afford to take a guest to luncheon. ✓ / He has no money left after the meal. ✓

**NOTE:** Accept any TWO of the above.

6.2.2 (a) Terrified/afraid/nervous. ✓

**NOTE:** Accept any ONE of the above.

(b) He will not be able to pay the bill. ✓

(c) He would pretend that his purse had been stolen/pick-pocketed/taken from his pocket. ✓
He would leave his watch at the restaurant and say that he would return later to pay the bill. ✓

6.2.3 'appetising'/'succulent'

**NOTE:** Do not penalise if quotation marks are omitted.

6.2.4 (a) The woman stuffs the asparagus down her throat/takes huge bites/eats rudely. ✓
The woman eats the asparagus very quickly. ✓

**NOTE:** Accept any ONE of the above.

(b) He is shocked/disgusted ✓ (by the way in which the woman eats), but remains polite/courteous. / He tries to hide his feelings. ✓
6.2.5 She says she only eats one thing✓ but she orders more than one thing/many things✓ for lunch. (2)

6.2.6 **NOTE:** For full marks the COMPARISON must be CLEAR. (1 mark for the writer and 1 mark for the woman). Credit answers containing accurate examples from the short story.

The writer is kind, ✓ the woman is greedy.✓
The writer is polite, ✓ the woman is self-centred.✓
The writer is gullible, ✓ the woman is manipulative.✓ (2)

6.2.7 Open-ended.
Accept a response which shows knowledge and understanding of, **among others:**
* the man's reasons for going to lunch with the woman;
* his over-generosity;
* his inability to give the woman a budget or tell her the truth.

**NOTE:** 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 short story. (4)

**TOTAL SECTION C:** 35
SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions on BOTH poems.

QUESTION 7

7.1  Let me not to the marriage of true minds – William Shakespeare

7.1.1 Shakespearean/English/Elizabethan sonnet. ✓ It has 3 quatrains of 4 lines each ✓ and the last 2 lines are called a rhyming couplet. ✓ The rhyme scheme is: abab; cdcd; efef; gg. ✓

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

7.1.2 'marriage of true minds' ✓

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

7.1.3 (a) Certain/ confident ✓

(b) Literal: It refers to an actual storm/strong wind. ✓
   Figurative: It refers to troubles in a relationship. ✓

(c) True love is compared to a guiding star ✓ that guides a ship at night. ✓
   True love acts like a compass/beacon ✓ in a difficult relationship. ✓

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

7.1.4 A sickle is sharp/cuts with precision ✓ so also does time cause everybody to age/change physically/nobody can escape its effects. ✓

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

7.1.5 True love lasts forever. ✓ It is not influenced/affected by troubles, or the passing of time. ✓ It remains steadfast ✓ even when times are tough/challenging.

7.1.6 Open-ended.

Accept a response which shows knowledge and understanding of, among others:
* the speaker's understanding of true love as portrayed in the poem;
* the speaker's conviction that love and literature are both unchangeable;
* his belief that he will not be proven wrong.

OR
*the unrealistic view the speaker has of true love.

**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 poem.  

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7.2  **Auto wreck – Karl Shapiro**

7.2.1  (a) **accidents✓**  
(b) **convenient✓**  
(c) **suffering✓**

7.2.2  (a) The ambulance is compared to a bird/plane.✓

(b) The red light of the ambulance compared to the blood pulsing from an artery ✓ is appropriate because there will be a lot of blood ✓ at the accident scene.

(c) C/the injured✓

7.2.3  They sweep glass and other debris from the scene.✓  
They make notes.✓  
They clean the blood of the accident victims (from the road).✓  
They hang up lanterns.✓

**NOTE:** Accept any TWO of the above.

7.2.4  (a) They are shocked and dumbfounded.✓  
They try to appear calm and smile cautiously.✓  
They realise that such misery is caused by human error/recklessness.✓  
They are horrified. ✓  
They seem unable to tear themselves away from the scene. ✓  
They talk about the accident scene. ✓  
They warn each other to be careful. ✓

**NOTE:** Accept any TWO of the above.

(b) 'tight as tourniquets✓'  
'speak through sickly smiles✓'  
'stubborn saw'

**NOTE:** Accept any ONE of the above.  
Do not penalise if quotation marks are omitted.
7.2.5 Death in an accident unnatural/unplanned/unforeseen/sudden/can be prevented because it is caused by man's negligence, ✓

AND

unlike the other ways of dying where people are sick, commit suicide, stillbirth, die in war (it cannot be prevented)/There is logic or reason to it. ✓

NOTE: Award 1 mark for dying in car accidents as in the poem and 1 mark for the other ways of dying.

7.2.6 Open-ended

Accept a response which shows knowledge and understanding of, among others:
* death is unpredictable;
* there are many possible ways of dying;
* some ways of dying can be explained and others cannot.

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.

TOTAL SECTION D: 35
GRAND TOTAL: 70