



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2017

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 serves as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
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.

1.1.7 Open-ended.

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

*Both are discriminated against because of people's perceptions;

*Tom is accused of raping Mayella when in fact he only tries to help her;

*Boo is regarded as bad when in actual fact he is harmless and yearns for love;

*a mockingbird is harmless/only brings joy just like Tom and Boo who are only revealing goodness.

NOTE: 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.

For full marks, BOTH Tom and Boo must be mentioned. (4)

- 1.2 1.2.1 He is Atticus's brother/Jem and Scout's uncle. ✓ (1)
- 1.2.2 (a) Earlier in the day she misbehaves by fighting with/hitting Francis/her cousin. ✓
Francis/her cousin calls her father a nigger-lover/accuses Atticus of ruining the family's reputation/letting his children run wild. ✓ (2)
- (b) Atticus must not know that Francis calls him names/that she has hit Francis for calling him names/insulting him. ✓
Earlier Atticus has asked her not to let anything she hears about him make her mad. ✓
- OR**
- She breaks her promise to her father/Atticus ✓
not to use her fists. ✓ (2)
- 1.2.3 (a) Mayella/The oldest Ewell girl. ✓ (1)
- (b) C/rape ✓ (1)
- 1.2.4 The jury is all white, Tom is black. ✓
Even if they know he is innocent they could not prove him innocent because they could never take a black man's word above a white girl's. ✓
The story takes place in the era of rife racial prejudice in America. ✓ (3)

- 1.2.5 Atticus is scrupulously fair/just/believes in justice. ✓
Atticus is respected by the judge. ✓
He is dutiful to do the best a lawyer can. ✓
He acts as the conscience of Maycomb. ✓
He stands firmly in his beliefs. ✓
He is not racially prejudiced. ✓
Although he knows he is going to lose the case he still tries to prove the truth. ✓

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

- 1.2.6 Sympathy/Understanding/Compassion/Empathy ✓ (1)

- 1.2.7 Open-ended.

Accept a response which shows knowledge and understanding of among others, the following aspects Atticus teaches them:

- *Never to be judgemental;
- *tolerance;
- *respect for all people;
- *fairness towards all;
- *to see the good in other people;
- *to understand what real courage is;
- *that it is a sin to kill mockingbirds, meaning it is a sin to harm those who are harmless.

NOTE: 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.

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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/he retreats alone into the jungle ✓
 (b) A/he takes pleasure in bullying the little ones ✓
 (c) E/he stands on his head when he is excited ✓
 (d) B/he has good and logical ideas ✓ (4)
- 2.1.2 He defends Piggy ✓ by saying that he offers help by providing his glasses to light the fire. ✓
OR
 He includes Piggy as part of the group, ✓ as opposed to Jack who tries to isolate him. ✓ (2)
- 2.1.3 (a) A big shell. ✓ (1)
 (b) Democracy/Discipline/Authority/Order ✓
 The boys make a rule that the one holding the conch, has the right to speak.
 This allows everybody to air his opinion, even the littluns.
 It represents law and order by forcing the others to keep quiet and listen to the speaker holding the conch. ✓✓
- NOTE:** 1 mark for identification + 2 marks for discussion.
 Accept any ONE of the above themes and a relevant, text-based explanation. (3)
- 2.1.4 (a) To be rescued. ✓ (1)
 (b) The boy with the mulberry birthmark most probably dies. ✓ (1)
- 2.1.5 In the beginning Jack is rude/disrespectful/challenging authority/ breaking rules/aggressive/asserting fear/influential/powerful ✓ but then he becomes submissive/calm/accepts Ralph's authority. ✓ (2)
- 2.1.6 Open-ended.
 Accept a response which shows knowledge and understanding of, the following aspects **among others**:
 *Jack is the first one to take off his clothes and paint his face;
 *he likes to hunt and kill pigs;
 *he breaks the rules associated with civilization;
 *he shows viciousness by tying up boys and punishing them;
 *he tells his group to call him chief;
 *he demands unquestioning obedience.
- NOTE:** 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)

- 2.2.1 B/Simon had an epileptic seizure. ✓ (1)
- 2.2.2 Piggy ✓ and Ralph ✓ (2)
- 2.2.3 The violence/chaos of the thunderstorm ✓ is reflected in the frenzy/chaos of the boys' actions/killing of Simon./It adds to their frenzy. ✓
- OR**
- The sound of the thunder prevents them from recognising/hearing ✓ Simon telling them the truth about the supposed beast. ✓ (2)
- 2.2.4 (a) The littluns have fears/nightmares/are afraid of the dark. ✓ (1)
- (b) There is no real beast/It is only the body of a dead parachutist. ✓ (1)
- (c) They put a pig's head on a stick. ✓ (1)
- 2.2.5 An animal attacking its prey. ✓
- AND**
- The boys are described as animals with teeth and claws ✓ because they attack Simon viciously. ✓
- OR**
- The manner in which Simon is killed/the cruelty of Simon's death ✓ is similar to the cruelty in which an animal kills its prey. ✓
- NOTE:** 1 mark for identification + 2 marks for the explanation. (3)
- 2.2.6 Gentle/kind/caring ✓
Wise/insightful ✓
Brave ✓
Sensitive ✓
- NOTE:** Accept any TWO of the above. (2)
- 2.2.7 They continue killing/they kill Piggy and try to hunt down Ralph. ✓ (1)

2.2.8 Open-ended.

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

- *The boys are on the island without adult supervision;
- *the battle between good and evil is forever present (represented by Ralph and Jack);
- *power corrupts/the abuse of power;
- *in the beginning the rules of society are still within them but later good, Catholic choir boys turn evil and they become killers/cruel;
- *they start to disobey their own rules;
- *initially they find killing a pig unbearable;
- *later they enjoy hunting and even killing two boys.

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.

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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 (a) C/wants to find Kihika's betrayer✓
 (b) D/a former houseboy of Dr Lynd✓
 (c) E/smuggled guns to the forest fighters✓
 (d) B/one of the village elders✓ (4)

- 3.1.2 (a) Kihika✓ (1)
 (b) Karanja✓ (1)
 (c) He works for the British/received the position of Chief from the British./He always seems to be nervous./He was leader of the home guards/cruel to his people during British rule. ✓

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

- 3.1.3 He is feeling guilty ✓because he betrayed Kihika. ✓
 He isolates himself✓because of his guilt. ✓
 He is deceiving everybody/he is regarded as a hero✓when in actual fact he is the traitor. ✓
 He is nervous✓ because he is scared they will discover/expose him. ✓

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

- 3.1.4 He is determined.✓
 He is loyal to the cause.✓
 He can control his anger very well.✓
 He believes in justice.✓

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

- 3.1.5 (a) In detention you are made to suffer for political beliefs. You do not know the length of the time you will stay. ✓
 In prison you know the crime you are guilty of and the length of your stay. ✓ (2)
 (b) A/sympathy✓ (1)

3.1.6 Open-ended.

Accept a response which shows knowledge and understanding of the following aspects of Mugo's character, **among others**:

- *He betrayed Kihika;
- *it takes him a long time to own up his crime;
- *he allows people to perceive him as a hero;
- *he betrayed Kihika for his own selfish reasons.

NOTE: 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)

- 3.2 3.2.1 When Karanja, Gikonyo and Mumbi were younger the two men competed for Mumbi's attention/heart. ✓
On a particular day they raced for the train station. ✓
Karanja led the race ✓ while Gikonyo and Mumbi remained behind and made love in the forest. ✓
Mumbi stopped running and called Karanja to join her. ✓
Gikonyo figuratively won the race, since he won Mumbi's heart. ✓
Karanja reached the station first ✓ but was humiliated as he knew Mumbi and Gikonyo were together. ✓

NOTE: The candidate can refer to the literal and figurative meanings of running. (3)

- 3.2.2 To celebrate Uhuru/It is part of the Uhuru celebrations. ✓ (1)

- 3.2.3 They want to arrest Karanja/they think Karanja is the one who betrayed Kihika. ✓

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

- 3.2.4 Gikonyo and Karanja both trip and fall./Gikonyo trips and falls causing Karanja to fall. Neither of them completes the race. ✓
Gikonyo breaks his arm (and ends up in hospital). ✓ (2)

- 3.2.5 He thinks the note is a sign that Mumbi is interested in him/ an invitation to pursue a relationship with her because he loves her/It gives him hope ✓ when in actual fact Mumbi warns him to stay away from the celebrations (because she knows he is in danger). ✓ (2)

- 3.2.6 Mumbi has been unfaithful ✓ and has a child with Karanja. ✓

OR

Gikonyo broke the oath to be released from detention ✓ to be with Mumbi only to find that she was unfaithful to him. ✓ (2)

3.2.7 Freedom /Independence. ✓

People are happy/celebrating/free from British oppression. There is a sense of peace and joy. ✓✓

OR

Jealousy/Rivalry/Revenge/Justice✓

Rivalry between Karanja and Gikonyo is evident.

Karanja hopes that he can win Mumbi's heart and the race.

General R and Lt. Koina hope to trap Karanja and find him guilty of betrayal. ✓✓

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

(3)

3.2.8 Open-ended.

Accept a response which shows knowledge and understanding of the following aspects of Karanja's character, **among others**:

*He takes advantage of Mumbi;

*he tries to have a relationship with her despite the fact that she is a married woman;

*he betrays his own people by working for the British government;

*he tries to curry favour with Mumbi even if she rejects him.

NOTE: 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.

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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) D/a herbalist ✓
 (b) C/Juliet's cousin ✓
 (c) A/Romeo's cousin ✓
 (d) B/related to Prince Escalus ✓ (4)
- 4.1.2 He wants (Romeo) to leave the ball./Tybalt has recognised them at the ball./He is trying to avoid a confrontation. ✓
NOTE: Accept any ONE of the above. (1)
- 4.1.3 He wants Romeo to see/meet other girls at the ball. ✓/He wants Romeo to forget about Rosaline. ✓
NOTE: Accept any ONE of the above. (1)
- 4.1.4 Juliet is very clever/sly ✓ because she wants to make her enquiry about Romeo seem casual. ✓
OR
 She is secretive/deceptive ✓ because she does not want to reveal that she is in love with Romeo. ✓
NOTE: Accept any ONE of the combinations above. (2)
- 4.1.5 It becomes true because on the day she is to marry Paris, she dies. ✓✓
OR
 She is joined in marriage to Romeo in death. They lie together in death. ✓✓
OR
 She dies soon after marrying Romeo. ✓✓
NOTE: For full marks, both 'marriage' and 'death' have to be mentioned. (2)
- 4.1.6 Love and Hatred. ✓
 There is an ongoing feud between the Capulets and the Montagues. Juliet is a Capulet and Romeo a Montague. Juliet is saying that the only person she truly loves is the only person she should hate. Romeo is the son of her family's enemy. ✓✓✓
NOTE: 1 mark for identification + 3 marks for discussion. Accept the above theme and a relevant, text-based explanation. (4)

4.1.7 Open-ended.

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

- *Tybalt recognises Romeo at the ball and challenges him to a duel;
- *at the duel Tybalt kills Mercutio;
- *in revenge, Romeo kills Tybalt;
- *Prince Escalus banishes Romeo to Mantua;
- *the star-crossed lovers are thus separated ;
- *Friar Laurence tries to bring them back together with dire consequences;
- *the plan fails;
- *Romeo and Juliet both die;
- *it was Fate that Romeo and Juliet meet and fall in love;
- *Romeo sees and instantly falls in love with Juliet;
- *Romeo stops pining for Rosaline;
- *his mood changes from sad to happy;
- *Romeo is in love and gets married in secret;
- *Romeo is happy for a short while;
- *Romeo tries to end the feud by not fighting Tybalt.

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 and BOTH good and bad consequences must be mentioned. The candidate's interpretation must be grounded in the text of the drama. (4)

4.2.1 D/sorrow✓ (1)

4.2.2 Panic-stricken/anxious/heartbroken/desperate/sorrowful✓ because Juliet, her only daughter/child, has died. ✓ (2)

4.2.3 He is heartbroken/sad/shocked. ✓
He was truly in love with her✓ and he was looking forward to marrying her. ✓ (3)

4.2.4 (a) Simile (1)

(b) Her death (at such a young age)is as unexpected ✓
as snow falling during the wrong season (of the year). ✓

OR

Her death is as final✓as frost killing a beautiful flower. ✓

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

4.2.5 Juliet appears to be dead ✓but in reality she is just in a deep sleep ✓as a result of the potion given to her. ✓ (3)

4.2.6 They dominate/threaten her ✓ as they try to force her into a marriage. ✓

OR

Her parents are distant ✓ therefore Juliet confides in the Nurse instead. ✓

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

4.2.7 Open-ended

Accept a response which shows knowledge and understanding of the following tragic aspects, **among others**:

- * It is Fate that made them fall in love;
- * they have no control over the ancient feud between their families;
- * they are very young;
- * everything works against them;
- * Tybalt's fiery reaction to Romeo at the ball starts a trail of tragic events;
- * the friar's good intentions backfire when there is a plague and the letter cannot be delivered to Romeo;
- * the result is the death of these two young newly-weds.

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)
[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/experienced librarian✓
(b) A/full-time educator✓
(c) D/the undertaker✓
(d) B/conducts the funeral✓ (4)
- 5.1.2 New Brighton ✓ (1)
- 5.1.3 B/Angry✓ (1)
- 5.1.4 Sipho to hang his head/drop his eyelids/close his eyes/drop his shoulders/frown ✓
Because he does not want to talk about his brother/Themba (because he hurt him in the past). ✓ (2)
- 5.1.5 Themba was fond of women✓ and he was also part of the fight for freedom in South Africa. ✓ (2)
- 5.1.6 Bitterness. ✓
- Sipho is angry at Themba because he was always favoured by their parents.
Sipho could not go to university.
Sipho blamed Themba for Luvuyo's death.
Themba had an affair with Sipho's wife.
Themba never asked for forgiveness. ✓✓✓
- NOTE:** 1 mark for identification + 3 marks for discussion. Accept the above theme and a relevant, text-based explanation. (4)
- 5.1.7 Open-ended
- Accept a response which shows knowledge and understanding of Sipho's character in the following situations, **among others**:
- * Sipho's confusion at the airport when there is no body;
 - * his anger as there is no body in the coffin to bury;
 - * his shock about the ashes;
 - * his anxiety when unable to explain the situation to his uncles and the reverend;
 - * his strictness concerning the mourning period;
 - * his outrage about the fact that Themba's wife does not accompany him;
 - his anger that nobody consulted him regarding the cremation.
- 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)

- 5.2.1 (a) The night vigil. ✓
The short sermon for the arrival of the body. ✓ (2)
- (b) Themba wanted to be buried next to his father and mother/closer to his ancestors. ✓ (1)
- 5.2.2 Mandisa is a fashion designer (and wants to see them in connection with that). ✓ (1)
- 5.2.3 Siphso went drinking at Sky's shebeen. ✓
Siphso is disappointed for not getting the job as Chief Librarian. ✓ (2)
- 5.2.4 (a) Mrs Potgieter is his former Chief Librarian/worked together. ✓ (1)
- (b) Mandisa is not used to Afrikaans surnames. ✓ (1)
- 5.2.5 **Themba seen through Siphso's eyes:**
Themba is a troublemaker because he has an affair with Siphso's wife and he influences Luvuyo.
He is spoilt and spiteful (taking Siphso's wire bus and blazer, going to university while Siphso cannot).
He is a womaniser and charmed/flirted with many women.
- Themba seen through Mandisa's eyes:**
Her father was a hero because he was part of the Struggle.
He was a patriot because he always reminded her about the situation in South Africa.
He was loyal to her mother.
- NOTE:** The comparison must be clear for full marks. (4)
- 5.2.6 Siphso comes home drunk ✓ in contrast to him not being a drinker normally. ✓
- OR**
- He threatens to burn down the library ✓ in contrast to him being a book-lover. ✓
- NOTE:** Accept any ONE of the above combinations. (2)

5.2.7 Open-ended

Accept a response which shows knowledge and understanding of the following aspects of plot and theme, **among others**:

- *Sipho's inability to reveal the whole truth about past events which caused him heartache;
- *his bitterness/anger;
- *his revelation of the truth about: the affair between Sindiswa and Themba;
- *Themba's influence on Luvuyo;
- *Thando's questionable paternity;
- *the apology from Mandisa on behalf of her father;
- *how Sipho is set free from his bitterness and anger;
- *Sipho forgives his brother and looks forward to a new career after retirement;
- *after spilling the truth, he finds peace and can move on.

NOTE: For full marks both the plot and theme must be mentioned. 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 DUBE TRAIN'**

6.1.1 On the train/in a third class carriage. ✓ (1)

6.1.2 The big man/the hulk of a man/the man who sat opposite the writer/the man who was involved in the fight with the tsotsi. ✓

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

6.1.3 (a) The journey is slow/tiresome/arduous. ✓ (1)

(b) They are tired/disinterested/not excited. ✓ (1)

6.1.4 (a) Personification. ✓ (1)

(b) The train is speeding/travelling fast/it is an express train ✓ and they are unable to see the people's faces. ✓

OR

The speed at which the train travels ✓ does not allow them to see the people's faces. ✓

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

6.1.5 'her manner was all adult' ✓

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

6.1.6 The speaker could predict the behaviour of the tsotsi ✓ as he saw/ experienced it before. ✓ (2)

6.1.7 As the train leaves the station/starts to move, he runs backwards ✓ and easily/casually catches the open door/ jumps into the train. ✓ (2)

6.1.8 She is brave/unafraid ✓ as she risks the violence of the tsotsi. ✓

She is outspoken/confrontational ✓ as she calls the men 'Poltroons'/ uses strong language. ✓

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

6.1.9 Open-ended.

Accept a response which shows knowledge and understanding of the following aspects of an unsympathetic attitude, **among others**:

*Because of the tsotsi's unacceptable behaviour on the train, the other passengers seem to be unsympathetic when he is flung from the train;

* violence is part of their lives, therefore they do not react to the situation;

*violence is a normal part of their lives, therefore they are immune to it;

*they fear for their own lives therefore they do not become involved in the incident on the train;

* in spite of his behaviour, the tsotsi does not deserve to die in such a manner;

* the big man should have been stopped from throwing him off the train.

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 short story.

(4)

QUESTION 6.2: 'THE SECRET LIFE OF WALTER MITTY'

6.2.1 (a) B/onomatopoeia✓ (1)

(b) Onomatopoeia makes the reader almost hear the sound of the machine-gun/so that the reader can imagine the sound of the guns.

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

6.2.2 **In his fantasy** life Walter Mitty is brave/courageous/heroic/unique/unafraid✓as he saves them all from the hurricane/storm/saves a life in the theatre/is an expert in his field in court/conquers every enemy on the battlefield✓

OR

Walter Mitty is respected/people follow his orders ✓as he becomes a famous doctor doing the impossible/fixing a machine/takes command of life-threatening missions ✓

in contrast to his real life where his wife/strangers treat him like a child/disrespects him/dominates✓him when she tells him to put on gloves/how to drive/what to wear/getting the overshoes/go see the doctor, follow her orders/wait for her ✓

OR

he feels inadequate/hen-pecked ✓as he is always reminded what to do such as carrying out mundane tasks on her orders/be patient with her.✓

NOTE: Accept any TWO of the above combinations. The comparison must be clear for full marks.

(4)

6.2.3 (a) Annoyance/Irritation (1)

(b) She is dismissive of his question ✓ as she does not believe it to be true. ✓

OR

What he says to her is not important to her ✓ as she knows him best. ✓

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

6.2.4 While waiting for her he imagines/fantasises ✓

AND

that he will face a firing squad. ✓
he is about to die when facing a firing squad. ✓
he will be executed by firing squad. ✓

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

6.2.5 Bravery/heroism/courage/fantasy/escapism. ✓

Walter bravely faces a firing squad.
He is a hero who cannot be conquered.
In his fantasy world, he is undefeated. ✓✓

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

6.2.6 Open-ended.

Accept a response which shows knowledge and understanding of the following aspects of Mrs Mitty's character and actions, **among others**:

- *Mrs Mitty dominates their relationship;
- *she treats Mr Mitty like a child;
- *she tells him what and when to do things;
- *she is dismissive of him;
- *she ignores everything that he says;
- *she has an overbearing nature;
- *she makes decisions for him.

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)

TOTAL SECTION C: 35

SECTION D: POETRY

NOTE: Candidates are required to answer ALL the questions.

QUESTION 7.1: 'On his blindness' – John Milton

- 7.1.1 (a) Petrarchan/Italian✓ (1)
- (b) The first eight lines are called the octave. ✓
In the octave the speaker questions God for blinding him✓/the speaker has difficulty accepting his blindness.✓
The last six lines are called the sestet.✓
In the sestet the speaker accepts his blindness.✓ (4)
- 7.1.2 Literal: Daylight✓
Figurative: Time/ability to see✓ (2)
- 7.1.3 His ability to write poetry✓ (1)
- 7.1.4 'chide'✓
- NOTE:** Do not penalise if quotation marks are omitted. (1)
- 7.1.5 The speaker asks whether God expects him to use his talent✓even if he is blind. ✓/Does God still require him to work/write✓even though he is blind? ✓
- NOTE:** Accept any ONE of the above. (2)
- 7.1.6 Caution/Respect✓ (1)
- 7.1.7 Those who are able to carry their burdens best/do not complain✓are the ones who worship God best. ✓ (2)
- 7.1.8 Open-ended.
- Accept a response which shows knowledge and understanding of the following aspects of the speaker's frustration and acceptance of his burden, **among others**:
- * He has a talent but is unable to use it;
 - * the unfairness of his burden;
 - * in frustration he questions God about his inability to use his talent;
 - * then he accepts his blindness/burden;
 - * he realises that he does not need a special gift to serve God;
 - * everybody can serve God, no matter how difficult;
 - * service to God should be without questioning.
- 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)

QUESTION 7.2: 'Cheetah' – Charles Eglington

- 7.2 7.2.1 In the veld/bushveld/wild.✓ (1)
- 7.2.2 A/quatrains✓ (1)
- 7.2.3 To indicate that this is the time of day✓
at which a cheetah hunts its prey.✓

OR

Darkness ✓ will soon assist the cheetah in hunting.✓

NOTE: Accept any ONE of the above (2)

- 7.2.4 (a) Simile✓ (1)
- (b) He is highlighting the readiness/preparedness/utter motionlessness before the charge of the cheetah✓ which is just like a hunter ready to release the arrow from the bow. ✓ (2)
- 7.2.5 (a) The herd is panic-stricken/anxious/frightened /agitated/alert/ aware of the cheetah. ✓ (1)
- (b) They have smelt the cheetah./They are aware of the presence of the cheetah. ✓

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

- 7.2.6 In stanza 2 the cheetah's movements are slow/relaxed✓but in stanza 7 it becomes very fast/determined✓as it approaches its prey and then suddenly pounces. (2)

- 7.2.7 The cheetah has the intelligence and skills to outmanoeuvre its prey.
The cheetah has to kill to survive even if it seems violent.
The cheetah hunts down the herd which focuses on one of the animals for its kill.
The way the cheetah plans his kill(marks its prey, time of day, speed), shows how clever he is;
Some bucks are able to escape due to their own skill to outmanoeuvre the cheetah.
The buck is not built to outrun the cheetah.

NOTE: Accept a relevant, text-based explanation which supports the idea of survival of the fittest. Do NOT accept quotes. (3)

7.2.8 Open-ended.

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

- *The cheetah is portrayed as deceptively innocent;
- * it seems as if it is playful and clumsy like a puppy;
- * it is portrayed as harmless as a kitten;
- * it seems to be lazy and relaxed;
- * yet, ultimately it is as deadly/dangerous as the leopard as it makes a kill.

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)

TOTAL SECTION D: 35
GRAND TOTAL: 70