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# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P2**

**2017**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 24 pages.**

**INSTRUCTIONS AND INFORMATION**

1. Candidates are required to answer questions from TWO sections.
2. These marking guidelines have been finalised at the marking guidelines 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) B/shares his father's name✓  
                          (b) A/The Finch family housekeeper✓  
                          (c) D/Also known as Scout✓  
                          (d) E/Scout's Grade One teacher✓ (4)
- 1.1.2      Jem invites Walter Cunningham to dinner after Scout beats him up at school.✓  
                  Jem knows that Walter does not have lunch.✓
- NOTE:** Accept any ONE of the above. (1)
- 1.1.3      It emphasizes/shows how much syrup✓ he pours on his meal.✓ (2)
- 1.1.4      (a) The quarter/money (to buy lunch).✓ (1)
- (b) She is kind/generous/considerate/compassionate/empathetic.✓  
                  She does not have the knowledge of this community/the background of this community as she is from out of town/she does not understand/know that the Cunninghams are proud/would not accept anything for free.✓ (2)
- 1.1.5      She is their housekeeper. ✓  
                  She takes over the role of the mother./She does not hesitate to reprimand them as a real mother would.✓  
                  She corrects their behaviour in order to build their character.✓  
                  She teaches them manners./She teaches them to respect others.✓
- NOTE:** Accept any THREE of the above. (3)
- 1.1.6      Scout feels superior to Walter./She looks down on him.✓ (1)

## 1.1.7 Open-ended.

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

- \*They are respectful.
- \*They are hardworking.
- \*They are proud.
- \*They pay their debts with the produce they grow on the farm.
- \*They do not live on charity.

**OR**

- \*They compromise their children's education.
- \*Walter Cunningham has to work on the farm and this affects his schoolwork.
- \*Walter Cunningham repeats Grade 1.

**NOTE:** For full marks, the response must be well substantiated. Also accept an answer that is a combination of both points of view.  
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 | (a) Mayella (Ewell)✓ and Bob (Ewell).✓   | (2) |
|     |       | (b) Dishonest/ Deceitful/Robust/Disrespectful.✓  | (1) |
|     | 1.2.2 | He is the sheriff (of Maycomb County).✓  | (1) |
|     | 1.2.3 | 'their testimony would not be doubted'✓  | (1) |
|     | 1.2.4 | C/simile✓  | (1) |
|     | 1.2.5 | Atticus believes that only some Negro men are untrustworthy./<br>Atticus does not generalise about all Negro men being untrustworthy.✓ |     |
|     |       | NOTE: A full/part relevant quotation is also acceptable.   | (1) |
|     | 1.2.6 | Tom Robinson tries to escape/scale the fence✓and is shot (seventeen times)/killed.✓  | (2) |

- 1.2.7 He is passionate about getting justice for Tom Robinson.✓  
He believes in the equality of all people.✓  
He has faith in the law/courts.✓  
He is objective.✓

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

- 1.2.8 Equality/A plea for justice/A plea for fairness ✓  
\*Atticus believes that all people are equal and must be treated fairly./Atticus believes in the equality of all races.  
\*He, therefore, makes a plea to the jury to give Tom a fair trial.✓✓

**OR**

Racism/Prejudice/Racial discrimination/Stereotyping✓  
\*Atticus Finch reminds the jury that they cannot generalise or make assumptions about all Negroes.  
\*Tom Robinson cannot be found guilty just because he is black.✓✓

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

- 1.2.9 Open-ended.

Accept a relevant response which shows an understanding of the events regarding the case, among others:

Tom Robinson is unable to use his left hand.  
According to Heck Tate, the nature of Mayella's injuries indicate that she has been hit mainly on the right-hand side of her face/she has been assaulted by someone who is left-handed.  
Therefore, Tom Robinson is not the perpetrator.

**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]**

**OR**

**QUESTION 2: LORD OF THE FLIES**

**Candidates are required to answer BOTH questions, i.e. QUESTIONS 2.1 and 2.2.**

- 2.1.1 Ralph says that they have to find out if it is an island.✓  
They want to find out if there are other people on the island.✓ (2)
- 2.1.2 This action shows Jack's violent nature✓ which later becomes visible when he becomes savage.✓
- NOTE:** Other examples of Jack's physical abuse should be credited. (2)
- 2.1.3 Ralph understands that Piggy is not suited to the job, however, he is polite in his approach.✓  
Jack is rude and inconsiderate.✓ (2)
- 2.1.4 C/will slow them down.✓ (1)
- 2.1.5 The conch is a symbol of authority.✓  
The conch gives the one who has it a chance to speak at assemblies.✓  
The conch is used to maintain order at assemblies.✓  
The conch calls the group together for an assembly.✓
- NOTE:** Accept any THREE of the above. (3)
- 2.1.6 Open ended.
- Accept a relevant response which shows an understanding of Piggy's character, among others:
- \*I feel sorry for Piggy.
  - \*He tries to fit in with the rest of the boys but is teased/rejected by them.
  - \*He has no self-confidence.
  - \*His physical appearance counts against him.

**OR**

- \*I do not feel sorry for Piggy.
- \*He should know that he cannot do all the activities.
- \*Even though he is teased for being fat, he should concentrate on his other positive characteristics or abilities.
- \*He should not be too sensitive but focus on building his self-confidence instead.

**NOTE:** For full marks, the response must be well substantiated. Also accept an answer that is a combination of both points of view.  
A candidate can score 1 or 2 marks for a response which is not well substantiated.  
Accept a combination answer.  
The candidate's interpretation must be grounded in the text of the novel. (3)

- 2.1.7 'then we could talk over his head'✓ (1)
- 2.1.8 (a) Ralph has told the boys about Piggy's nickname.✓ (1)
- (b) Piggy feels embarrassed/humiliated.✓  
Piggy loses his faith/trust in Ralph.✓ (2)

**AND**

- 2.2.1 (a) C/becomes a dictator✓  
(b) A/a democratic leader✓  
(c) B/an intellectual✓  
(d) E/quiet and adventurous✓ (4)
- 2.2.2 Jack and his tribe are hunting him down,✓they want to kill him.✓ (2)
- 2.2.3 (a) Simile✓ (1)
- (b) Ralph has become like an animal.✓He must flee for his life  
and rely on primitive instinct.✓ (2)
- 2.2.4 (a) Samneric are siblings/twins/two people. ✓ (1)
- (b) He hopes that they might help him.✓ (1)
- 2.2.5 It refers to the stick/spear.✓ (1)
- 2.2.6 Savagery/Loss of innocence/Chaos✓  
\*The boys arrive on the island innocent but, under the rule of Jack,  
they become like primitives/savages.  
\*They lose their innocence when they start to kill.  
\*They are hunting a human/Ralph. ✓✓

**OR**

The loss of order/civilization✓

- \*The boys are without adult supervision on the island.  
\*The boys try to maintain order when they use the conch.  
\*Some basic rules are laid down to resemble civilization.  
\*Jack takes control and chaos erupts when the boys start to ignore  
rules or the use of the conch. ✓✓

**OR**

Survival✓

- \*Ralph is fighting for his life.  
\*Ralph is being hunted like an animal.  
\*All his actions in this extract are an attempt at trying to stay  
alive.✓✓

**NOTE:** The identification must fit the explanation.  
ONE mark for identification.  
TWO marks 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 the setting, among others:

It influences the boys' behaviour.

\*The boys are on a remote island far away from civilization.

\*In the absence of rules, the boys' innate savage behaviour surfaces.

\*The boys turn to primitive behaviour where the strongest survive.

**OR**

It does not influence the boys' behaviour.

\*There is nothing evil on the island.

\*The island does not influence their behaviour because man has the capacity for both evil and good.

\*It does not matter where the boys are; it is their inherent capacity for evil that influences their behaviour.

**NOTE:** For full marks, the response must be well substantiated.

Also accept an answer that is a combination of both points of view regarding the influence of setting.

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]

**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/events marking independence of Kenya✓  
                          (b) E/opposition against British colonial rule✓  
                          (c) A/rules enforced to restrict movement✓  
                          (d) B/political prisoners were kept here✓ (4)
- 3.1.2      Mugo does not share a healthy relationship with her./Mugo fears his aunt.✓  
                          She is cruel/abusive towards him.✓ (2)
- 3.1.3      To invite Mugo to speak at the Independence Day (Uhuru) celebrations.✓ (1)
- 3.1.4      It is a democratically elected government./The government is now controlled by the Movement.✓  
                          They have the freedom to choose their own chiefs./Chiefs are elected by the people.✓
- NOTE: Award only ONE mark for the quotation of a full sentence.  
                          Award TWO marks for two separate quotations. (2)
- 3.1.5      Mugo is anxious/afraid/feels guilty/nervous.✓  
                          Mugo is responsible for Kihika's death, since he is the one who betrayed Kihika.✓
- NOTE: Candidates must mention Mugo's state of mind AND offer an explanation. (2)
- 3.1.6      'abyss of incomprehension'✓ (1)
- 3.1.7      Betrayal✓  
                          \*Mugo has betrayed Kihika by informing Thompson of Kihika's whereabouts.✓✓

**OR**

- Guilt✓  
                          \*Mugo is feeling extremely guilty because everybody regards him as a hero.  
                          \*He is the only one who knows the truth.✓✓

**OR**

- Perceived truth✓  
                          \*Mugo is viewed/perceived as a hero of the struggle as he provides shelter for Kihika, yet he is the one who has betrayed Kihika.✓✓

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

## 3.1.8 Open-ended.

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

He deserves admiration.

- \* Mugo endures hardship at an early age and has learnt to survive.
- \* His quiet, reserved nature earns the trust of many people, he is their confidante.
- \* He confesses the truth at the Independence celebrations.

**OR**

He does not deserve admiration.

- \* Mugo is selfish as he betrays Kihika.
- \* It takes him a long time to confess his betrayal.
- \* He does not play an active role in the struggle.

**NOTE:** For full marks, the response must be well substantiated.  
Accept a combination answer.  
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**

3.2 3.2.1 A/detention✓ (1)

3.2.2 (a) Wangari/Gikonyo's mother/Mumbi's mother-in-law✓ (1)

(b) She is sympathetic towards Mumbi.✓  
She understands the circumstances surrounding Mumbi's submission to Karanja.✓ (2)

3.2.3 Gikonyo's silence is compared to a silent animal. ✓ This silence adds to the tension in the room as a reaction is expected from Gikonyo.✓ (2)

3.2.4 Gikonyo and Karanja have always been rivals✓ battling/fighting for Mumbi's affection/love. ✓

**OR**

A true friend would not commit adultery✓with his friend's wife.✓ (2)

3.2.5 Gikonyo is in a state of shock/disbelief.✓ It reflects his anger/disappointment that Mumbi has a child from Karanja.✓He has sacrificed so much to be with Mumbi.✓ (3)

- 3.2.6 Karanja is selfish. ✓  
Karanja highly ambitious. ✓  
Karanja is proud. ✓  
Karanja is spiteful. ✓  
Karanja is opportunistic. ✓

**NOTE:** Accept any THREE of the above.  
Other examples of Karanja's character should be credited.

(3)

- 3.2.7 Open-ended.

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

Sympathy for Mumbi:

\*Even though she has been unfaithful once during a vulnerable moment, she still stays with her mother-in-law during Gikonyo's detention.

\*Although Gikonyo ignores her after discovering she has Karanja's child, she continues to care for him – she goes to him on the field when he is injured/she visits him in hospital.

\*Despite her own challenges, she helps other women and is regarded as the mother of the nation.

**OR**

Sympathy for Gikonyo:

\*He suffers much while he is in exile.

\*He takes the oath to secure his freedom to be with Mumbi only to discover that she has betrayed him.

\*He endures the unfaithfulness of his wife and forgives her in the end.

**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.  
Accept a combination answer.  
Accept a response that focuses on not having sympathy for Mumbi or Gikonyo.  
The candidate's interpretation must be grounded in the text of the novel.

(3)

**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) B/Romeo's rival for Juliet's love✓  
                               (b) D/Romeo's trusted servant✓  
                               (c) E/Romeo's cousin and friend✓  
                               (d) A/Romeo's father✓ (4)
- 4.1.2      The marriage between Romeo and Juliet would not have been approved (by their feuding families).✓ (1)
- 4.1.3      Tybalt wants to fight Romeo.✓(Romeo refuses.) Mercutio fights and is fatally wounded (when Romeo tries to stop the fight.)✓  
                               Romeo avenges Mercutio's death by killing Tybalt.✓ (3)
- 4.1.4      (a) Juliet must cry./She must wipe away her tears./She must have a sad facial expression./She could cry out the words.✓  
                               **NOTE:** Accept any ONE of the above actions. (1)  
                               (b) Juliet refers to her tears as foolish because she should not be sad and weep since Romeo is still alive. ✓ She should take comfort in the fact that Tybalt dies and not Romeo.✓ (2)
- 4.1.5      (a) C/Mantua.✓ (1)  
                               (b) Benvolio relates the events to the prince.✓The prince decides because Tybalt killed Mercutio, he would not put Romeo to death (but rather banish him/give him a lighter sentence).✓/ Tybalt would have been put to death by law. ✓ (2)

## 4.1.6 Open-ended.

Accept a relevant response which shows an understanding of the relationship between Juliet and the nurse, among others:

She is justified

- \*Juliet perceives the nurse as a mother figure instead of a servant./ There is a very close maternal bond with the nurse (because Juliet has been breastfed by her).
- \*Juliet always confides in the nurse because she trusts her.
- \*The nurse has always kept Juliet's secrets.

**OR**

She is not justified

- \*Juliet should have put her trust in her own mother instead of a servant.
- \*In this extract, when Tybalt is killed by Romeo, the nurse shows more allegiance to Tybalt than Romeo.
- \*Confiding in the nurse about Romeo may be risky because she may have a divided loyalty.

**NOTE:**

For full marks, the response must be well substantiated.  
Accept a combination answer.  
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)

**AND**

- 4.2.1 Paris is deeply in love with Juliet and is, therefore, prepared to do anything for her✓ (including sacrificing his life). He is unable to perceive that Juliet is not in love with him.✓ He is not cowardly and is prepared to defend her honour.✓

(3)

- 4.2.2 Friar Laurence is weak/cowardly/fearful/not prepared to face the consequences of his actions.✓

(1)

- 4.2.3 'A cup closed in my true love's hand?'✓  
'Poison, I see, hath been his timeless end.'✓  
'Haply some poison yet doth hang on them,'✓

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

(1)

- 4.2.4 Friar Lawrence sends Friar John to Mantua to give Romeo a letter explaining that Juliet is in a deep slumber. ✓ However, Friar John is quarantined because of the plague and does not deliver the letter to Romeo.✓

(2)

- 4.2.5 Romeo is impulsive.✓/led by emotion.✓  
Romeo is reckless.✓  
Romeo is blinded by love.✓  
Romeo's love is extreme.✓  
Romeo is immature.✓

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

- 4.2.6 She is happy to die✓ because, in death, she will be reunited with Romeo.✓

**OR**

The dagger represents the possibility of death✓ for Juliet to be reunited with Romeo. ✓ (2)

- 4.2.7 Fate is shown in the following ways:

The following are examples from the play, among others:

\*Romeo and Juliet do not have control over the events that take place.

\*At the beginning of the play, the fate of Romeo and Juliet is established when William Shakespeare states that they (the 'star-crossed lovers') will die.

\*From the moment that Mercutio is killed, a series of events are put into motion, leading to the eventual death of the couple, e.g. Romeo kills Tybalt and is then banished; Friar Laurence's plan to inform Romeo of Juliet's fake death does not materialise.

\*It is the fate of Romeo and Juliet to die so that the people of Verona could be reunited.✓✓✓

**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 play. (3)

## 4.2.8 Open-ended.

Accept a relevant response which shows an understanding of the following aspects of the Friar's role in the deaths of Romeo and Juliet, among others:

Friar Laurence is to blame:

\*Friar Laurence gives Juliet the sleeping potion that leads Romeo to believe that Juliet is dead, resulting in Romeo taking his own life.

\*Juliet takes her life when she sees Romeo 'dead'.

\*Friar Laurence sets in motion these tragic events.

**OR**

Friar Laurence is not to blame:

\*The Friar has good intentions as he thinks the marriage between the families will end the feud.

\*The Friar attempts to inform Romeo of the truth but fate intervenes, resulting in their deaths.

**NOTE:** For full marks, the response must be well substantiated.

Accept a combination answer.

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]

**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) C/Thando's father lives there.✓  
                          (b) A/Mandisa's mother's original home.✓  
                          (c) E/Mandisa's father moved there.✓  
                          (d) B/Thando's mother moved there.✓ (4)
- 5.1.2      Luvuyo/Sipho's son/Mandisa's brother/cousin/Mandisa and  
                          Thando's brother/Thando's brother/Themba's nephew.✓ (1)
- 5.1.3      Sipho is negative/unfavourable towards the TRC./He believes the  
                          TRC allows perpetrators to get away.✓  
                          Thando is positive/supportive of the TRC./She believes the TRC  
                          can bring about justice and reconciliation.✓
- NOTE:**      The answer must reflect different views. (2)
- 5.1.4      B/shock.✓ (1)
- 5.1.5      Luvuyo becomes a political activist/wanted to be a hero✓ like his  
                          Uncle Themba.✓ (2)
- 5.1.6      (a) This is a stage direction/tells/gives direction to the actors.✓ (1)  
                          (b) They feel awkward/uncomfortable✓ about discussing a  
                          sensitive topic.✓ (2)
- 5.1.7      Themba becomes ill.✓  
                          Themba has had an affair with Sipho's wife; he is embarrassed to  
                          face Sipho.✓  
                          Themba has settled in London and does not want to cause  
                          upheaval for his family. ✓  
                          Themba has to consider his job.✓
- NOTE:**      Accept any TWO of the above. (2)

## 5.1.8 Open-ended.

Accept a relevant response which shows an understanding of the circumstances surrounding Luvuyo's death, among others:

Yes

\*Themba knows that Luvuyo worships him.

\*Luvuyo is influenced by Themba.

\*Themba should have warned Luvuyo about the dangers of becoming an activist.

**OR**

No

\*Heroes cannot be blamed for the decisions and actions of their followers.

\*Luvuyo has a mind of his own.

\*Themba is not in the country when Luvuyo becomes an activist.

**NOTE:** Do NOT award a mark for YES/NO.  
For full marks, the response must be well substantiated.  
Accept a combination answer.  
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**

5.2.1 (a) The job of Chief Librarian.✓ (1)

(b) Sipho is considered too old.✓  
Someone who has been in exile is given preference over Sipho.✓ (2)

5.2.2 Sipho is submissive to whatever happens to him.✓  
He is a caring father.✓  
He is self-sacrificing.✓  
He is not persevering.✓  
He is indifferent.✓  
He is not aggressive enough.✓

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

5.2.3 Thando sympathises with her father✓ while Mandisa probes him to take action.✓ (2)

5.2.4 'I've never heard this story before'.✓ (1)

- 5.2.5 Thando cares about her father. ✓  
 Thando empathises with her father. ✓  
 Sipho is protective towards Thando. ✓  
 Sipho does not share information with Thando. ✓  
 They love one another. ✓✓  
 They have a close relationship. ✓✓ (2)

- 5.2.6 Injustice is shown in the following ways:

The following are examples from the play, among others:

- \*Sipho was deprived of the opportunity to become the Chief Librarian.
- \*He was not given the opportunity to complete his articles at Spilkin and Spilkin.
- \*Sipho's father did not give him the opportunity to go to university.
- \*Sipho was treated differently by his parents, Themba was favoured by his parents, for example, Sipho was scolded for not giving the wire-bus to Themba.
- \*Perpetrators of apartheid crimes only needed to confess to be given amnesty.

**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 play. (3)

- 5.2.7 Open-ended.

Accept a relevant response which shows an understanding of how the play relates to the title, among others:

The truth has to be revealed during the TRC hearings. Similarly, Sipho must reveal the truth to Thando. It is only the revelation of truth that will result in the process of healing for the nation and Sipho.

**NOTE:** For full marks, the response must be well substantiated and make reference to both the TRC and Sipho. 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]

**TOTAL SECTION B: 35**



## 6.1.7 Open-ended.

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

Yes

\*Physical strength equals being a man.

\*Rob's father wants him to become a man therefore the strenuous training – to build muscle.

\*Participation in sport is what makes you a man.

**OR**

No

\*Physical strength is not equal to being a man.

\*Mr Willison's behaviour and actions do not indicate what it is to be a man.

\*Manhood/Manliness does not mean one drives one's child to dishonest practices.

**NOTE:** Do NOT award a mark for YES/NO.  
For full marks, the response must be well substantiated.  
Accept a combination answer.  
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: 'THE SISTERS'**

- 6.2.1 (a) C/bonds the land.✓  
(b) A/rejects Sukey's proposal.✓  
(c) D/narrator of story.✓  
(d) E/sold for water.✓ (4)
- 6.2.2 He parades her in town✓and informs everyone that she has been sold to him.✓ (2)
- 6.2.3 (a) Zeekoegatt✓ (1)  
(b) Bitterwater✓ (1)
- 6.2.4 He decides to close the furrow only after lives have been lost.✓✓/  
Only after a tragedy has occurred, does Burgert de Jager decide to close the furrow.✓ ✓ (2)
- 6.2.5 She is angry/heartbroken/despondent✓ that her father did not take heed of her earlier warning. ✓/She feels that it is too late✓ as both her mother and sister are dead.✓ (2)

## 6.2.6 Greed/Ambition/Selfishness/Materialism✓

\*Burgert de Jager wants the water furrow at all costs.

\*He refuses to listen to Sukey.

\*He sells his daughter for material reasons.

\*His ambitions cause the death of his wife and daughter.

\*He is prepared to go into debt to achieve his ambitions.✓✓

**NOTE:** The identification must fit the explanation.  
ONE mark for identification.  
TWO marks for the explanation.  
Accept any ONE of the above themes with a relevant,  
text-based explanation.

(3)

## 6.2.7 Open-ended.

Accept a relevant response which shows an understanding of  
Sukey's response to Jan Redlinghuis's death, among others:

\*The cause of Jan Redlinghuis's death is of no importance/  
significance to the narrator.

\*The narrator might not know what the cause of death is.

\*The narrator blames Jan Redelinghuis for Marta's 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 short  
story.

(3)

**[35]****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 7.1.1 (a) octave✓ (1)

(b) sestet✓ (1)

7.1.2 He has lost his eyesight.✓✓

**OR**

He is blind.✓✓ (2)

7.1.3 Alliteration✓ (1)

7.1.4 The speaker is afraid that he will be punished ✓for not being able to use his talent✓. (2)

7.1.5 (a) The speaker is angry/upset/frustrated/revolts.✓ (1)

(b) Accept a relevant response which shows an understanding of the change in tone, among others:

God in the form of Patience answers him, God does not need his talent/work.

If he believes in God, he will still serve Him.

The speaker accepts his fate and will continue to serve God better.

Irrespective of what his fate is, his faith will still remain.✓✓✓

**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. (3)

7.1.6 The kindness of God

\*God has given each of us a talent. However, it is not the talent or the work that you do that earns you God's mercy and kindness.

\*It is more important to have faith in God.

\*God will not judge you on the work you have done, but on the faith you have in Him.✓✓✓

**NOTE:** The explanation must fit the theme.

THREE MARKS for the explanation.

The answer must have a relevant, text-based explanation. (3)

## 7.1.7 Open-ended.

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

Agree

\*One should not question the authority of God.

\*If one has faith, God has a plan for everyone.

\*You will be rewarded for enduring.

**OR**

Disagree

\*Why should one accept one's circumstances?

\*We should not just accept the hand/our lot in life that is dealt to us.

\*Human beings have the power to change their destiny.

**NOTE:** Do NOT award a mark for AGREE/DISAGREE.  
For full marks, the response must be well substantiated.  
Accept a combination answer.  
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. (3)

**AND**

**QUESTION 7.2: 'Cheetah' – Charles Eglington**

- 7.2.1 (a) B/smiling✓  
(b) A/lying✓  
(c) E/feeding✓  
(d) C/sprinting✓ (4)

- 7.2.2 D/lazy✓ (1)

- 7.2.3 'twilight'✓ (1)

- 7.2.4 The cheetah is creeping secretly towards them.✓/It is becoming dark.✓ The cheetah is hidden by the grass.✓/The herd is concentrating on grazing. ✓/They do not smell the cheetah yet. ✓

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

- 7.2.5 (a) Oxymoron/Paradox.✓ (1)

- (b) Play cannot be fatal./Playing should be innocent.✓ Fatal means someone/something will be killed.✓ (2)



7.2.6 It is the colour of the sky at sunset✓ and the red blood of the buck✓ that has been killed. (2)

7.2.7 The mood in stanza 1 is initially playful and peaceful,✓ but suddenly changes to one of danger and fear (as a buck will be killed).✓ (2)

7.2.8 Open-ended.

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

Agree

\*There are so many buck in the herd and they do not know which one the cheetah has singled out to kill.

\*A game of chance is played where one buck will be caught and the others have a chance to get away.

**OR**

Disagree

\*The cheetah has already singled out which buck he would like to kill.

\*To the buck it is not a game as one of them will be killed.

**NOTE:** Do NOT award a mark for Agree/Disagree.  
For full marks, the response must be well substantiated.  
Accept a combination answer.  
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.

(3)  
**[35]**

**TOTAL SECTION D: 35**  
**GRAND TOTAL: 70**