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GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P2

FEBRUARY/MARCH 2016

MEMORANDUM

MARKS: 70

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.✓ (4)
- 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. (1)
- (b) Anger/Despondency/Disappointment✓

 NOTE: Accept any ONE of the above. (1)
- (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. (2)
- 1.1.3 (a) C/sympathetic✓ (1)
- (b) Understanding/concerned/caring/supportive✓

 NOTE: Accept any ONE of the above. (1)
- 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. (3)

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.

(3)

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. ✓

(4)

- 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)

[35]

OR

QUESTION 2: LORD OF THE FLIES

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

- 2.1 2.1.1 (a) C/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.✓ (4)
- 2.1.2 (a) Metaphor✓ (1)
- (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)
- 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)
- 2.1.4 C/terrified✓ (1)
- 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. (3)

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.

(4)

- 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.

(1)

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

(2)

- 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.

(3)

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

NOTE: Accept any ONE of the above.

(1)

- 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. ✓

(4)

- 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)

- 2.2.6 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)

- 2.2.7 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.

(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) C/central character in the novel ✓
(b) A/a cruel district officer ✓
(c) D/rejected by Mumbi ✓
(d) B/married to Mumbi ✓ (4)
- 3.1.2 Uhuru celebrations/Independence celebrations. ✓ (1)
- 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. (1)

(b) He was hanged (in the marketplace).✓ (1)

3.1.4 (a) Hatred/contempt/disgust✓ (1)

- (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. (2)

- 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. (2)

(b) He betrayed Kihika.✓ (1)

(c) 'sudden decision'✓

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

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)

3.2 3.2.1 C/confesses to taking the oath.✓ (1)

3.2.2 (a) Mumbi✓ and Karanja's✓ child. (2)

- (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.✓

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

- 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. (4)

- 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. (4)

[35]

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)

- 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. (2)

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

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

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

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

- 4.2.3 (a) He wants the friar to marry him and Juliet. ✓ (1)

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

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

- 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. ✓ (2)

- 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. (2)

- 4.2.6 Shock/disbelief/irritation✓ (1)

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]

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) 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. (3)

- 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. ✓ (2)
- 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. (1)
- 5.2.3 Smile shyly/hold hands across the chest/look happy ✓
- NOTE:** Accept any ONE of the above. (1)
- 5.2.4 C/straightforward ✓ (1)
- 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. (2)
- 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. (3)

- 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✓ (4)

6.1.2 'She nodded twice.'

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

6.1.3 C/guilt (1)

6.1.4 (a) Metaphor✓ (1)

6.1.4 (b) China's guilt/feelings/thoughts ✓
are confused/mixed up/ not organised.✓/He does not know
what to do. ✓ (2)

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. (2)

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. (3)

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.

(3)

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.

(2)

- 6.2.2 (a) Terrified/afraid/nervous. ✓

NOTE: Accept any ONE of the above.

(1)

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

(1)

- (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. ✓

(2)

- 6.2.3 'appetising'/'succulent' ✓

NOTE: Do not penalise if quotation marks are omitted.

(1)

- 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.

(1)

- (b) He is shocked/disgusted ✓ (by the way in which the woman eats), but remains polite/courteous./ He tries to hide his feelings. ✓

(2)

- 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. ✓ (1)

- (b) Literal: It refers to an actual storm/strong wind. ✓
Figurative: It refers to troubles in a relationship. ✓ (2)

- (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. ✓ (2)

- 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. (3)

- 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. (4)

7.2 Auto wreck – Karl Shapiro

- 7.2.1 (a) accidents✓
(b) convenient✓
(c) suffering✓ (3)

- 7.2.2 (a) The ambulance is compared to a bird/plane.✓ (1)

- (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. (2)

- (c) C/the injured✓ (1)

- 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. (2)

- 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. (2)

- (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. (1)

- 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.

(2)

- 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.

(3)

TOTAL SECTION D: 35
GRAND TOTAL: 70