



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

LEBOWAKGOMO DISTRICT

GRADE 12

PRE-TRIAL

ENGLISH FIRST ADDITIONAL LANGUAGE

MEMORANDUM

AUGUST 2017

MARKS: 70

SECTION A : NOVEL

- *CRY, THE BELOVED COUNTRY* by Alan Paton
- *STRANGE CASE OF DR. JEKYLL AND MR. HYDE* by Robert Louis Stevenson

QUESTION 1: Cry, the beloved Country [MARKS: 35]

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|-------|--|--------|
| 1.1.1 | <p>(a) D ✓</p> <p>(b) A ✓</p> <p>(c) B ✓</p> <p>(d) E ✓</p> <p>Note: If learners did not write only letters (as per instructions) they should be penalized. Instructions are very important and should be followed.</p> | 4 |
| 1.1.2 | The place was so beautiful that words, even the words of a song could not describe its beauty. ✓ (Any related answer) | 1 |
| 1.1.3 | <p>(a) Personification ✓</p> <p>(b) It enhances the mind's picture of how the road looked as it ascended ✓</p> | 1 1 |
| 1.1.4 | Forlorn. ✓ | 1 |
| 1.1.5 | It is not true because one can only see the valley if there is no mist. ✓ | 1 |
| 1.1.6 | Stand unshod upon it. ✓ | 1 |
| 1.1.7 | <p>The cramped living conditions of Blacks versus the spacious houses where Whites lived. ✓✓</p> <p>Blacks were servants and White masters. ✓✓</p> <p>Black people worked in the mines to bring out the gold but remained poor whereas the Whites got rich from the same gold. ✓✓</p> <p>Reverend Kumalo and John Kumalo were brothers but John was driven by the love of money and power whereas Kumalo leads a simple life. ✓✓</p> | |

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| | <p>Jarvis and Kumalo come from the same area, their children are both in Johannesburg but one is a criminal and the other is a community builder. ✓✓</p> <p>Up at High Place Jarvis had plenty of milk but down in Ndotsheni children were dying because they lacked milk. ✓✓</p> <p>Harrison and his son had different views concerning the natives ✓✓</p> <p>(Any two of the above. Any related answer)</p> | 4 |
| 1.1.8 | <p>The theme of sickness of the land. ✓</p> <p>The land is described as red and bare ✓; one has to wear shoes in the place because the stones cut under the feet ✓. Furthermore, the vegetation has been destroyed because fire and too many cattle. ✓</p> | 3 |
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| 1.2.1 | <p>(a) On the day he stayed at home with a slight cold. ✓</p> <p>On the day he was shot dead. ✓</p> <p>(b) He was shot dead by an intruder before he finished. ✓</p> <p>(c) The day after the funeral. ✓</p> <p>The day the man in hospital recovered his consciousness. ✓</p> <p>(d) In the study. ✓</p> <p>At the Harrison residence. ✓</p> | 1 1 1 1 |
| 1.2.2 | C✓ | 1 |
| 1.2.3 | <p>(a) White people ✓</p> <p>(b) Black people ✓</p> <p>(c) Black people should hew wood and draw water for white people.</p> <p>Whites think they have permission to keep black men from advancement. ✓</p> <p>Education is withheld from black children because they don't have the</p> | 1 1 2 |

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| | <p>intelligence to profit by it. ✓</p> <p>Gifts of black people deliberately not developed. ✓</p> <p>Black people deliberately barred from becoming remarkable. ✓</p> <p>(Any two)</p> | |
| 1.2.4 | <ul style="list-style-type: none"> • Arthur is a person who is not swayed by the opinions of the majority of his own people. ✓ • He is ready to stand for his beliefs even if they are not popular. ✓ • He is an analyst. He analyses the behaviour and thinking patterns of fellow whites and exposes their bigotry. ✓ • He is a political activist who fights for social justice. ✓ <p>(Any two)</p> | 2 |
| 1.2.5 | <p>Yes. (No mark for this)</p> <ul style="list-style-type: none"> • Black and white children go to the same schools. ✓ • Blacks stay alongside whites in places which were formally designated for white. ✓ • Blacks can own companies. ✓ • Blacks can marry whites legally. ✓ <p>(Any related response)</p> <p>No. (No mark for this)</p> <ul style="list-style-type: none"> • The majority of black people still receive inferior education. ✓ • Shacks like those in Shantytown are still the order of the day in many informal settlements. ✓ • Blacks are still hewers of wood and drawers of water. ✓ • Blacks do not own the economy of the country. ✓ <p>(Any related response)</p> | 4 |

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| 1.2.6 | <p>Yes. (No mark for this)</p> <ul style="list-style-type: none"> • God is blamed for things He did not come up with. ✓ • Christianity should embrace true brotherhood where all are equal. ✓ • There is a lot of inconsistencies in this brand of “Christianity”. ✓ • This brand of Christianity keeps shifting ground again and again. ✓ <p style="text-align: center;"><i>(Any related response)</i></p> <p>No. (No mark for this)</p> <ul style="list-style-type: none"> • Even in the Bible people were not equal. ✓ • In Christianity one finds the poor and the rich. ✓ • Even staunch Christians have people working for them and pay them little money ✓ • Some Christians pastors are involved in illegal activities. ✓ <p style="text-align: center;"><i>(Any related response)</i></p> | 3 |
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QUESTION 2: Strange case of Dr. Jekyll and Mr. Hyde [MARKS: 35]

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|-------|--|--------------------|
| 2.1.1 | <p>(a). C ✓</p> <p>(b). E ✓</p> <p>(c). D ✓</p> <p>(d). A ✓</p> | (4) |
| 2.1.2 | <p>The inclusion of Edward Hyde. ✓ He is concerned that Hyde might harm Jekyll. ✓</p> | (2) |
| 2.1.3 | <p>(a). Concerned/ considerateness/ comforting ✓</p> <p>(b). He wants Utterson to remain calm ✓</p> <p>He knows Utterson is worried and wants to assure him that he understands (takes) his concern seriously. ✓</p> | (1) (2) |
| 2.1.4 | <p>A. (honest) ✓</p> | (1) |
| 2.1.5 | <p>He trusts him enough to reveal all the secrets to him. ✓</p> | (1) |
| 2.1.6 | <p>loathing/ unenthusiastic ✓</p> | (1) |

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| 2.1.7 | Hyde is repulsive, ugly, monstrous, etc. ✓ | (1) |
| 2.1.8 | He subscribes to Cain's heresy of allowing an individual to follow his/her ways and only intervenes when asked to/ He believes in the non-interference and non-self-imposing principle. ✓✓ | (2) |
| 2.1.9 | - He kills Danvers Carew. ✓ - He tramples on a young girl. ✓ - He smacks a woman who gives him match sticks. ✓ [Ant TWO] | (2) |
| 2.1.10 | honour/ gentleman/honesty/ trustworthiness/ dependability/ reliability, etc ✓ | (1) |
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| 2.2.1 | (a). The transformation is a very difficult and painful task that requires a lot of energy and endurance. It is also frightening to watch. ✓✓ (b). The Jekyll-to-Hyde/ Changing from being Dr Jekyll to being Mr Hyde. ✓ | (2) (1) |
| 2.2.2 | "my soul sickened at it" ✓ | (1) |
| 2.2.3 | (a). pedant/ pedantic/ hide-bound. ✓ (b). A pedant refuses to see change even where it is inevitable/ As a doctor, Lanyon should be open to new inventions (or experimentation). ✓✓ | (1) (2) |
| 2.2.4 | (a). Personification [accept metaphor with good explanation in (b)] ✓ (b). He is like a man abandoned by his wife, sleep/ Sleep, like a lover, has divorced him and he is lonely and vulnerable. ✓✓ | (1) (2) |
| 2.2.5 | Shock/ stress/ depression. ✓ | (1) |
| 2.2.6 | "turpitude" ✓ OR "penitence" ✓ | (1) |
| 2.2.7 | It is Lanyon's own writing read out by Utterson/ Lanyon is the writer/ it is a letter by Lanyon. ✓✓ | (2) |
| 2.2.8 | Silence kills: Lanyon watches Hyde performing his act of transfiguration but keeps silent instead of telling it out and thus dies from depression. ✓✓✓ Responsively versus irresponsible use of science. While experimentation is part of the dynamic nature of science, Jekyll acts irresponsible by inventing the evil Hyde while Lanyon is prepared to die than misuse the knowledge bequeathed to him. ✓✓✓ The importance of honour. Despite the repulsion he has towards Jekyll's | |

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| experimentations, Lanyon does not tell anybody about it and instructs Utterson to keep the letters shut until he has died, thus keeping the promise he made to Jekyll. ✓✓✓ | (3) |
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TOTAL SECTION C: 35

SECTION B: DRAMA

QUESTION 3: MY CHILDREN! MY AFRICA

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|-------|---|-----|
| 3.1.1 | (a). B ✓ (b). E ✓ (c). A ✓ (d). D ✓ | (4) |
| 3.1.2 | Zolile/ Zolile High School. ✓ | (1) |
| 3.1.3 | Thami exhibits patriarchal tendencies in his debate and his friends will taunt him for losing a debate to a woman. ✓✓ Thami is a top learner at the school and his loss of the contest will mean that his knowledge cannot be compared with the best in matric. . ✓✓ | (2) |
| 3.1.4 | Literature contest/ Literature quiz/ a chance to team up with Isabel. ✓ | (1) |
| 3.1.5 | Mr M is a strict disciplinarian who gives his learners no chance to talk back but imposes his will on them while Miss Brockway is democratic, liberal and allows her learners to speak their minds out. ✓✓ | (2) |
| 3.1.6 | A. (appreciation) ✓ | (1) |
| 3.1.7 | He would have shouted them out, ✓ hence the use of exclamation marks. ✓ | (2) |
| 3.1.8 | It is supposed to be the best classroom in the school but is in fact the worst compared to what Isabel's school (Camdeboo) is like/ It is a dilapidated classroom, unfit for matric learners. ✓✓ | (2) |
| 3.1.9 | The language of combat ironically reflects what happens in the community. Both Mr M and Isabel use it metaphorically to refer to an ordinary fight (boxing) but it becomes apparent that there is war between Zolile and Camdeboo on one hand and the competitors' schools on the other hand. In as | |

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| | much as Thami and Isabel should fight together to conquer the other schools so should black and whites fight together to defeat racial inequality. ✓✓✓ | (3) |
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| 3.2.1 | There is violence in the community/ the situation is volatile. ✓ | (1) |
| 3.2.2 | Yes. He says it to tease Thami; that if he does not take the bell seriously, he should as well not worry to stop Mr M from ringing it. ✓✓ OR No. It is an affront to the striking people in the community, hence it infuriates the striking people to kill him. ✓✓ | (2) |
| 3.2.3 | (a). The striking members of the community. ✓ (b). They are guilty of inciting violence/ they are removing learners from school into the streets / They make children abandon their lessons. ✓ | (1) (1) |
| 3.2.4 | Thami has joined the call for freedom first and education later/ He hopes that after the struggle, the doors of learning will be open for all/ He has not lost interest in education but has joined the struggle to ensure that everyone has the freedom to get educated under conducive environment. ✓ | (1) |
| 3.2.5 | Learners have joined the march. Mr M is worried that without education the children will remain underlings. ✓✓ | (2) |
| 3.2.6 | (a). Equality in education ✓ A bursary for Thami ✓ Racial integration ✓ [Any two] (b). His is done through peaceful means/ Peace and violence ✓ | (2) (1) |
| 3.2.7 | To advise him to join the struggle (marches). ✓ | (1) |
| 3.2.8 | Thami: He could have convinced his the comrades to respect Mr M's view in the name of freedom. ✓✓ Isabel: She praises him for sticking to what he believes in. She could have advised him to look father himself well. ✓✓ Mr M himself: Pure impudence. You do not compete or reason out with a mob. ✓✓ [Any well substantiated response] | (2) |

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| 3.2.9 | <p>The power of ideas: Mr M dies for what he believes in because he thinks life is worthless without direction. ✓✓✓</p> <p>Violence: There is too much violence in the community and people do not reason together anymore. In the end Mr M is murdered by the mob. ✓✓✓</p> <p>Mob mindset: It is difficult to reason with a mob. The results are fatal. ✓✓✓</p> <p>The unfairness of racial discrimination: Mr M believes that the removal of children from school into the streets is unfair and creates a generation that is without direction or future. ✓✓✓</p> | (3) |
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QUESTION 4: MACBETH

| | | |
|--------|---|-----|
| 4.1.1 | (a) D ✓ | (1) |
| | (b) E ✓ | (1) |
| | (c) F ✓ | (1) |
| | (d) B ✓ | (1) |
| 4.1.2. | (a) Duncan's bodyguards ✓ | (1) |
| | (b) Wine mixed with a drug (or drugs) ✓ | (1) |
| | (c) She knew that Macbeth was about to kill/assassinate Duncan ✓, so she wanted to ensure that the plan did not fail. ✓ | (2) |
| 4.1.3. | It meant that Macbeth was now killing/murdering King Duncan. ✓ | (1) |
| 4.1.4. | She wanted the guard to be asleep so that Duncan could be unguarded. ✓ | (1) |
| 4.1.5. | Lady Macbeth is the only one on stage at that time. ✓ OR Macbeth's voice can only be heard off stage so he is not addressing her. ✓ | (1) |
| 4.1.6. | Macbeth was supposed to use their daggers to kill Duncan. ✓ So that these guards could become the suspects for murdering the King. ✓ | (2) |
| 4.1.7. | (a) D. ✓ | (1) |
| | (b) He was confirming to Lady Macbeth that he had killed Duncan according to their plan. ✓ | (1) |

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| 4.1.8. | (a) | His hands had Duncan's blood on them. ✓ | (1) |
| | (b) | She wanted him to focus on the reason why Duncan had to be killed, ✓ rather than to feel sorry or guilty about what he had done. ✓ | (2) |
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4.2 EXTRACT H

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|--------|-----|---|-------------|
| 4.2.1. | | One of the Thaners (noblemen) of Scotland ✓ | (1) |
| 4.2.2 | | It is because he respected him as he was their king. ✓ | (1) |
| 4.2.3. | | They were witches/ ✓ They had powers that ordinary human beings did not have. ✓ | (1) |
| 4.2.4. | | They are the ones who predicted he was going to be a king but this throne would not be handed to his offspring. ✓ He wanted to know more about what was going to happen in the future. ✓ | (2) |
| 4.2.5 | (a) | He is angry with them✓/ He mistrusts them✓/ He despises them✓ (any one) | (1) |
| | (b) | They confirmed again that none of his descendants would be kings after him. ✓ | (1) |
| 4.2.6. | | Macduff turned down an invitation to attend a banquet at Macbeth's palace. ✓ The three Weird Sisters warned him that Macduff posed danger to him. ✓ | (1) (1) |
| 4.2.7. | | That whatever plan he now makes will be implemented without any waste of time./ ✓ That he will no longer waste time or hesitate in carrying out his decisions. ✓ | (2) |
| 4.2.8. | (a) | He is now ruthless ✓and determined in his thinking./ ✓ He is now cruel/bloodthirsty✓ and resolute. ✓ | (2) |
| | (b) | Lennox trusted the Macbeth, and was not aware of his evil plans, ✓✓ | (2) |
| 4.2.9. | | YES. ✓ They are the ones who planted the seed in Macbeth's mind to aspire to become a king. ✓ YES. ✓If they did not tell Macbeth that he was going to become a king he would not have killed Duncan. ✓ | |
| | | NO. ✓They may have suggested that he was going to become a King but they did not tell him how it was going to happen, so Macbeth and his wife are to blame for causing a crisis in Scotland. ✓ | (2) |
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TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 5:

'DOLL'S HOUSE

| | | | |
|--------|--|-------------|--------------|
| 5.1.1. | (1) | microcosm ✓ | M |
| | (11) | rich ✓ | (1) |
| | (111) | lamp ✓ | (1) |
| | (IV) | kindness ✓ | (1) |
| | (V) | hope ✓ | (1) |
| 5.1.2. | Discrimination ✓ / Social Class ✓ / Prejudice ✓ (Any one of the three) | | (1) |
| 5.1.3. | Shoed ✓ / chickens ✓ | | (1) |
| 5.1.4. | Pun ✓ on the word called and cold ✓ | | (2) |
| 5.1.5. | Because she invited the Kelveys girls ✓ into the courtyard to see the doll's house against the family's will. ✓ | | (2) |
| 5.1.6. | Because, like the lamp which represents goodness, ✓ the young girl, Kezia, has a good heart, ✓ hence does not discriminate against the Kelveys. ✓ | | (3) |
| 5.1.7. | The lamp ✓ | | (1) |
| 5.1.8. | OPEN ENDED Yes ✓ = people of low class may sometimes be a handful, and they may disturb the rich from enjoying their riches. ✓ / No ✓ = The poor or the have nots have not chosen to have nothing. They are the victims of circumstances They also deserve to enjoy life just like the rich. ✓ | | (2) |
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AND

'THE FUR COAT'

5.2. EXTRACT J

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|--------|--|--------------|
| 5.2.1. | A coat made from animal fur. ✓ | (1) |
| 5.2.2. | It was a status symbol. ✓ A symbol of social mobility from low class to high class in their setting (UK or Northern Ireland) ✓ (N.B. If learner wrote Britain/ England/ Great Britain it is a wrong setting) | (2) |
| 5.2.3. | Not <u>willing</u> to give or <u>share</u> ✓ things, <u>especially money</u> / stingy ✓ | (1) |
| 5.2.4. | (a) The Irish ✓ | (1) |
| | (b) They are all uncivilized/ unsophisticated/ backward. ✓ | (2) |
| | (c) The writer uses the spelling that matches Irish pronunciation/ accent ✓ | (1) |
| 5.2.5. | Depressing/ gloomy/ sad/ dark ✓ | (1) |
| | Paddy is furious (angry) and Molly is sobbing (crying). ✓ | (1) |
| 5.2.6. | She is saying out of anger, ✓ because wearing a mackintosh will not satisfy Paddy if Molly is not satisfied with it. ✓ | (1) |
| 5.2.7. | (a) B ✓ | (1) |
| | (b) This is the only time that the story (the interaction between the characters) has/have reached a crisis point. ✓ | (1) |
| 5.2.8. | He is self-conscious/ ✓ He can be very angry if provoked/ ✓ He does not shout back at his wife (screaming match)/ ✓ He is not violent (any two of the above – credit any other relevant response) | (2) |
| 5.2.9. | Molly. She has been through a lot of hardships in life when Paddy had been in and out of prison, therefore Paddy was supposed to pamper/indulge her with whatever she wanted without arguments or questions. ✓✓ Paddy. He genuinely wanted to buy Molly a fur coat, but she kept on raising concerns, which suggested that she was undecided whether she wanted a fur coat or not. ✓✓ (credit any other relevant response) | (2) |
| | TOTAL | /18 / |

TOTAL SECTION C: 35

SECTION D: POETRY

QUESTION 6

| | | |
|---------|---|-------------|
| 6.1.1. | The Poet and his Partner ✓ | (1) |
| 6.1.2. | (a). In this stanza the poet takes the tone of a victim, it is like he is the one suffering the abuse, whereas in Stanza 1 it was like they are both responsible ✓ (b). Acidic ✓ | (2) (1) |
| 6.1.3. | Words that are without love or passion ✓ [Consider any correct answer] | (1) |
| 6.1.4. | (a). Metaphor ✓ (b). Her tongue is compared to a snake ✓ that spits poison ✓ | (1) (2) |
| 6.1.5. | The Poet is different because he is emotional and is thus able to refer to his partner as “love”. ✓ | (1) |
| 6.1.6. | A lamb is gentle ✓, not aggressive ✓ [Consider any correct answer] | (2) |
| 6.1.7. | (a). Alliteration ✓ (b). It adds to the feeling of warmness, kindness, romantic, etc./ emotional attachment/ mutual love ✓✓ [Any TWO] | (1) (2) |
| 6.1.8. | The problems or challenges of life ✓ | (1) |
| 6.1.9. | Use gentler tones ✓ Use of romantic/ soothing words. ✓ [Any ONE response] | (1) |
| 6.1.10. | Hurtful, spiteful, unkind ✓ | (1) |
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AND

6.2.

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| 6.2.1. | (a) | dilapidated/old/ decaying school buildings ✓ | (1) |
| | (b) | Teachers in the past were patient when dealing with young, adolescent and often naughty learners. ✓ Their patience is compared to that of artists when moulding their artworks. ✓ | (2) |
| | (c) | Nobody was taking care of the school yard/ There was lack of human care for the school. ✓ The wild plants/weeds are growing all over the school yard ✓ | (2) |
| 6.2.2. | | The roofs, doors and windows have been destroyed/ or have vanished. ✓ He was wondering where they disappeared to. ✓ | (2) |
| 6.2.3. | | It emphasizes the changes that have taken place ✓ and that nothing is the way it used to be in the past ✓ | (2) |
| 6.2.4. | | The grounds seem to wear the wattle tree as a scarf ✓ (used by humans to protect themselves against the cold weather) that conceals/ protects/ hides them ✓ | (2) |
| 6.2.5. | | Personification. ✓ The cemetery is 'mute' and it 'embraced' the church suggesting affection, protection and belonging ✓ | (2) |
| 6.2.6. | | The italics are used to draw attention to the only activities left for the whites now. ✓ | (1) |
| 6.2.7. | (a) | He is sad/confused/ disheartened/ hopeless/ dejected ✓ | (1) |
| | (b) | He says his soul is 'paralysed' and wonders if the 'dumb lonely walls still recognize him' ✓ | (1) |
| | (c) | The graveyard is the place of death, it does not change. ✓ The state of this graveyard suggests that a lot has gone wrong in the community. Normally a graveyard would be well looked after and in this one it only whites, who are outsiders who look after their departed. ✓ | (2) |
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TOTAL SECTION D: 35

GRAND TOTAL: 70