

POSSIBLE ANSWERS FOR:

FOR POETRY – SG PAPER A

Question 1: SOUTH AFRICAN COMPONENT

The Will by Sipho Sepamla

- 1.1 He wishes it to be known how he wants his simple possessions shared once he is dead. (1)
- 1.3 Black people were not entitled to own land; they merely had a permit to live on it. Once the permit holder died, the land had to be handed back to the State. He could therefore not leave his house to his children. (3)
- 1.3 His elder son would normally inherit the house; instead he gets only the pieces added on by his father – the gate and the burglar proofing. He also gets the only means of transport available – the bicycle and the bracelets to hold up his trouser legs. It is a parody of what the elder son would normally inherit. (3)
- 1.4 He does not really believe that either will be able to grow in the homeland. "Might" expresses this doubt. (1)
- 1.5 "Light" is synonymous with the guidance offered by the Bible. The children will need this wisdom to lead them. (2)
- 1.6 In the same way as only God would know how to divide a black and white cat in two and keep the cat alive – so only God would know how to solve the situation that exists between black and white people in South Africa – without destroying both in the process. (or similar) (3)
(13)

Question 2: *On his Blindness*

- 2.1 He compares his ability to see, his eyesight - which is failing, to light. It is effective since light enables one to see everything around one. In the dark – absence of light – one cannot see. (or similar) (3)
- 2.2 He feels that he has not yet lived even half of his expected life – "ere half my days." (1)
- 2.3 He is puzzled, confused, hurt, unable to understand how he is to use that talent God has given him – to write poetry - when he cannot see to write. He cries out to God for an answer, not out of rebellion, but out of distressed love. (3)
- 2.4 He gives Patience the qualities of a person, so that it can give him an answer to his question. It makes the concept more plausible. (2)

- 2.5 He comes to understand – because he is prepared to listen to God's answer – that obedience and acceptance are more highly valued by God than any task man may fulfil, no matter how good the latter's intentions may be. (or similar) (4)

(13)

Question 3: *Anthem for Doomed Youth*

- 3.1 It highlights the slaughter of the young soldiers, rather than their glorious death in brave battles; their unnecessary and wanton killing; the anonymity of it all. (3)
- 3.2 Any three correct comparisons:
eg bells tolling: angry gunfire;
prayers for the dead: rapid rifle fire;
choir singing: screaming sound of shells whistling through the air
candles: faint, dying light in the boys' eyes;
pall over the coffin: white faces of those who remember them;
flowers: gentle thoughts of those who are left mourning them. (3)
- 3.3 The poem implies Owen's feelings about the horror of war; its wastefulness; the loss of all these young men with their lives hardly begun; the pain and hopeless loneliness felt by those who must now mourn them instead of sharing their lives. How war deprives people of dignity and human comfort; of the things they would normally be accorded. (or similar) (4)
- 3.4 Instead of flowers on their graves, these young men will live only in the memories of those who love them and who miss them. Every evening, when the curtains/blinds are closed against the night, the fading daylight is the reminder that they will never be coming home. (3)
(13)

Question 4: *Sonnet 116*

- 4.1 When two people are really suited to each other; when they share interests and have a similar way of thinking, as well as being in love with each other – when such people decide to be together always, nothing should be able to destroy their union. (2)
- 4.2 Love provides the lovers with a fixed point of reference, no matter how bad the storm they are battling through, as a known mark would enable storm-tossed sailors to find their way.
Love is like a star, enabling sailors who are lost, to find their way home, valuing the star even though they do not really understand its nature. (2+2)

- 4.3 Love is impervious to the passage of time. Although mere beauty may fade with time, true love will not, because it is not dependent on physical beauty. Love will not change as time passes, but will hold true until the very end of time itself. (or similar) (4)
- 4.4 He believes so strongly that what he is saying is correct, that he ends this sonnet with a challenge: if anyone can prove him wrong, then he believes that no one has really known true love and he – the writer – has in fact, never written; neither of which is correct (3)
- (13)

Macbeth**QUESTION 5**

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- 5.1 The bird of death. (2)
- 5.2 She plans to have him murdered. (2)
- 5.3 Excited anticipation or any acceptable observation. Must quote in support. (3)
- 5.4 She wants all her womanly qualities (softness/compassion etc) to be taken away and replaced by cruel hardness so that she can put her deadly plans into action without feeling any remorse. (4)
- 5.5 Lady Macbeth doesn't want the forces of good in the world ("heaven") to be able to see her evil acts and intentions. This whole soliloquy revolves around Lady Macbeth's invocation of the forces of evil and darkness to assist her in her cruel deeds. (4)
- 5.6 "Come, thick night, . . ."
 "And pall . . ."
 "dunkest smoke of hell"
 There are many possibilities. Candidates need to understand the concept of image and should convince you that they are aware of the important images in the play. (2+2)
- 5.7 Mark globally. Mark up work which is perceptive and convincing. (4)
- 5.8 She greets him very much as the witches did in Act 1 Scene 2: She is overjoyed and excited, flatters him etc. (2)
- [25]**

QUESTION 6
MACBETH ESSAY

NOTE. It is not prescriptive to use the suggestions following the question. This is merely meant to focus the candidate's thoughts.

Use the following as a guide to your marking of this essay. Allow for personal response to and interpretation of the question.

In answering, candidates will have to relate the witches' initial prophecies. They will then have to explain how this effected the Thane's behaviour: the murder of Duncan and Banquo. They might mention the respect and trust Duncan showed Macbeth – and Macbeth's initial reticence to kill Duncan. Mention could also be made of Lady Macbeth and her role in prompting Macbeth in the pursuit of evil.

By the second meeting, Macbeth is already far-gone. He has committed several murders. Soon this will include Macduff's family. The second meeting with the witches serves to bolster his confidence: he now believes he is invincible. However, Macbeth does not escape the consequences of his evil actions. By the end of the play, the unreliability of the witches' words is revealed. They spoke in riddles that convinced Macbeth he is infallible, prompting him to believe in his evil invincibility.

At the end of the play, the man remains unrepentant. The fact that he chooses to die rather than be taken prisoner might be considered mitigating circumstances, but largely we believe Macbeth dies as he lived: devoted to evil. Some candidates might take a different stand. Accept opinions based on the text.

TOTAL: 25

Julius Caesar SG: QUESTION 7

- 7.1 He sees himself as infallible; not subject to ordinary human weakness; as impossible to shift as a great mountain, once he has decided upon a course of action which he believes is correct. (3)
- 7.2 If anyone could have made Caesar change his mind, Brutus would have been the one, so much does Caesar care for him. If he is petitioning in vain, then it is pointless for anyone less favoured even to ask. (3)
- 7.3 The people love Brutus; trust him; see him as a man who loves honour and Rome more than he loves his own life. If he believes Caesar is dangerous to Rome and Romans, then they are likely to believe him and agree that the assassination was right. (3)
- 7.4 It is the ultimate betrayal by the man he considered to be his friend; whom he trusted completely. If Brutus wants to kill him, then he will die. He simply gives up and falls to the ground. (2)
- 7.5 Brutus agrees to kill Caesar because he has been made to believe that Caesar's supposed ambition will lead to the reign of tyranny and the end of the democracy in Rome; he has no personal motivation. Cassius is merely deeply envious of a man he sees as being no greater than he, Cassius is. (3)
- 7.6 Octavius comes to Rome when Caesar is assassinated since he holds rights of succession in the province. He and Antony are part of the Triumverate that rules Rome. (2)
- 7.7 He speaks of Brutus. (1)
- 7.8 It is generally acknowledged, by friend and foe alike that Brutus was the "noblest Roman of them all" and that what he did, he did for what he believed was the good of Rome and her people. He was noble, honourable and honest, if deeply misguided. Thus he will be accorded all the honours of a great soldier's burial and will be honoured by all, even by Antony and Octavius. (3)
- 7.9 The conspirators had assassinated Julius Caesar, Antony's friend, and he had vowed to avenge his death. He set about making this happen, even at Caesar's funeral. (2)
- 7.10 Both men die at their own instigation; they choose run upon their own swords, rather than suffer the dishonour of being taken captive – a terrible fate for a Roman soldier. Cassius dies, mistakenly believing that they have already lost the battle. Brutus knows that all is lost. (3)

QUESTION 8
JULIUS CAESAR: ESSAY

NOTE. It is not prescriptive to use the suggestions following the question. This is merely meant to focus the candidate's thoughts.

Use the following as a guide to your marking of this essay. Allow for personal response to and interpretation of the question.

- **Cassius** is a malcontent and the most envious of Caesar; he believes he would have made a better leader because he considers himself to be physically stronger than Caesar. He is clever and manipulative and is the chief conspirator. Caesar instinctively feels him to be a threat, but his ego does not allow him to take better precautions against him. Cassius believes he and Brutus will rule Rome, to the applause of a grateful population, once Caesar has been removed. His relationship with Brutus is a troubled one. In the end, he loses both the battle and his own life – he dies rather than be captured by Mark Antony.
- **Brutus** is the only conspirator who becomes involved in the conspiracy, for Rome, and not from personal motives. He is stoic, restrained and thoughtful – a true democrat, who loves Rome above all else. He allows himself to be influenced by Cassius and tragically kills his friend. He misjudges Mark Antony's desire for revenge and has to flee Rome. After the final battle, he takes his own life, rather than face dishonour. All concerned praise his nobility in the end.
- **Mark Antony** is not a conspirator but his life is changed forever by the event. Caesar's friend; admirable in that he decides to avenge Caesar's murder, in spite of the odds against him and the personal danger he faces.
He is a favourite of Caesar, who enjoys his physical prowess and his love for the arts. He fails initially to perceive that Cassius could be dangerous. He is clever and a good orator. In a prophetic way, he speaks about the way Rome will be forever changed by what has been done. He is also relentless and merciless in his pursuit of justice; he wants the murderers punished.
We may like him less later when political power also becomes a personal issue, and his ruthless side is revealed, but he too recognises Brutus' nobility and gives him credit for this in the end.
Mark Antony and his armies win the final battle, and Caesar is avenged. [Or similar]

TOTAL: 25

NOVEL – *A TALE OF TWO CITIES*
QUESTION 9

- 9.1 They are cowed etc. (2)
- 9.2.1 Gaspard. The father of the child run over by the Marquis' coach. (2)
- 9.2.2 Gaspard stabs the Marquis to death in revenge for the death of the child.(2)
- 9.3.1 Contempt. "What man, pig". Obviously despises him. (3)
- 9.3.2 He is servile. "I had the honour of being passed by you". This changes when he becomes a bloodthirsty revolutionary intent on the destruction of the aristocracy. (4)
- 9.4 The man is afraid. He knows the power of the aristocracy, therefore he makes an excuse. (3)
- 9.5 A frightening image / ghost-like – indicative of death. (3)
- 9.5 Mender of Roads – symbolic of downtrodden peasant class that will rise up and rebel in the Revolution.
Marquis – personification of all the evils perpetrated by the French upper class as a whole over the peasants. (3+3)
- [25]

STANDARD GRADE

QUESTION 11

MAKU: contextual

- 11.1 Margaret Cadmore. (2)
- 11.2 When the child's mother, a Masarwa, died in childbirth, Mrs Cadmore stepped in. She adopted the girl, giving her the name Margaret Cadmore. (3)
- 11.3 Mrs Cadmore decided to return to England, leaving Margaret on her own. (2)
- 11.4 Moleka. (1)
- 11.5 There are several reasons, amongst others: they are both teachers; they are independent women; they both have a good sense of humour ... (2x2=4)
- 11.6 The principal plots with the children so that they disrupt Margaret's class, calling her a Bushman. She appears to lose discipline. This will allow him to dismiss Margaret. (2)
- 11.7 Accept any incident that shows racial prejudice. Mark according to suitability of the example. (3)
- 11.8 Dikeledi and Moleka. (2)
- 11.9 Margaret is also in love with Moleka, and she believed he loved her too. Now she realises she must go with Maru because Moleka is married to Dikeledi. (2)
- 11.10 Maru plans to start a new community of people, free of the racial prejudice he has experienced in Dilepe. In particular, he wishes to make the Masarwa feel they are not inferior. (2)
- 11.11 Allow for varied opinions. There is an indication that the marriage is a success, although it has taken some adaptation on the part of Margaret. However, if the candidate does not agree, mark according to the reason given. (3)

TOTAL: 20

QUESTION 12
MARU: ESSAY

NOTE. It is not prescriptive to use the suggestions following the question. This is merely meant to focus the candidate's thoughts.

Use the following as a guide to your marking of this essay. Allow for personal response to and interpretation of the question.

A good way to start this essay would be to define racial prejudice. In Margaret's case this is on account of the fact that she is a Masarwa and therefore different to the Batswana she encounters. She is considered by them to belong to a people who should only be slaves.

Candidates should quote specific examples of prejudice in the text. These extend from her early days at school to her teaching career. It is important that mention be made of how she overcomes such attacks. Characteristically, she ignores these onslaughts, withdrawing rather than counter-attacking. However, there are times when she is unable to control her emotions. Perhaps it is by example that Margaret is most effective in making her point that she is the equal of those who attack her on the basis of race.

The novel does suggest that Margaret is successful. She is accepted, respected and loved by those who see beyond her race. In addition, at the end of the novel, by marrying Maru, she makes the point that the Masarwa are a worthwhile people.

TOTAL: 25

QUESTION 13 : JULY'S PEOPLE

13.1.1 In the past, Maureen had contemplated the possibility of the family visiting July. (2)

13.1.2 A visit would have been temporary, under ideal condition, accompanied by all the luxuries of privileged urban existence.

OR

Now the family appears to be permanently at July's home. They are beholden to him. Their living conditions are harsh. (3)

13.1.3 It would have been fun as it would have been "different" / "an experience" a "novelty". (or similar - 2)

13.2 patronising.

They would have been regarded as worthy of respect / would have brought presents / would have praised July / would have portrayed themselves in a benevolent light to their friends.

(any suitable justification)
(1 + 2 = 3)

13.3.1 Maureen stole from a pharmacy after the emergency broke out. (2)

13.3.2 Maureen and Bam / White people in general are not averse to stealing, under certain circumstances. 7

OR

They have criticised July for probably having stolen for them.

OR

The incident shows that every man "has his price".

OR

any other explanation highlighting the irony of the comment. (3)

13.4 Their clothes are ironed - Maureen is scared to use a flat-iron. (2)

13.5.1 Three weeks. (1)

13.5.2 Eager / excited
To them it is an outing, a new experience after the three weeks of
confinement. (1 + 2 = 3)

13.6.1 He is certain that the Chief will insist that they move away from July's
home. (2)

13.6.2 He no longer knows who "Maureen" is. (She is not the woman he has
known for all the years they have been together.) (2)

N.B. Not to protect her (from reality).

[25]

QUESTION 14
JULY'S PEOPLE: ESSAY

NOTE. It is not prescriptive to use the suggestions following the question. This is merely meant to focus the candidate's thoughts.

Use the following as a guide to your marking of this essay. Allow for personal response to and interpretation of the question.

This question asks for discussion of character.

In Johannesburg, July assumed the role of loyal and trustworthy servant. He knew his place, although he obviously cared for the family – enough to help them escape. He is working for money and is aware of his position. Although the Smales family is kind to him, he remains a paid servant.

Once they arrive in back in the rural area July is once again a man in his own right. He now has a wife and family. He is part of the tribe from which he comes. He falls under the tribal laws, represented by the chief. This creates new tensions for July. He now balances many roles, trying not to offend anyone too much. At the same time he remains a servant. However, as the novel continues, July begins to establish his own identity. He moves closer to Maureen. He begins to take authority (e.g. removing the vehicle). He is more assertive. Candidates should see some development and change in the character.

The novel tells of the roles that people in the old apartheid regime were forced to play. It is a novel about freedom, choice and responsibility. July does not find it easy to 'cross over' – and the novel looks at how, with more or less success, he is able to do this. This is the essence of the answer. However, expect to find the above ideas more simply expressed. Mark according to an understanding of the roles July plays and the changes he is forced to confront.

TOTAL: 25

QUESTION 15 : 1984

- 15.1 She is clearly irritated and this suggests that she does not agree with the Party policy.

(Discretion) (2)

- 15.2.1 No (1)

- 15.2.2 Julia sees the relationship as enjoyable, a way to overcome the grimness of her life. Winston sees the relationship as a way of expressing his defiance of party control. (2 + 2 = 4)

- 15.3 The Party worked hard (and successfully) to eradicate all memories of the past (which had been more pleasant than the present.) (3)

- 15.4 She has obtained it illegally. She has done everything she can to ingratiate herself with Party members and has been rewarded for this.

(Or similar) (3)

- 15.5.1 (Presumably) the Ministry of Love. (1)

- 15.5.2 Winston and Julia have had an intimate / sexual relationship. (2)

- 15.5.3 Mr Charrington (1)

- 15.6.1 He **does** betray Julia. (1)

- 15.6.2 When confronted by rats - his greatest fear - he shouts 'Do it to Julia'.

(or similar) (2)

- 15.7.1 He hopes that O'Brien will send him a razor-blade, so that he can kill himself. (2)

- 15.7.2 Winston has always viewed O'Brien as a kindred spirit / someone who is doubtful about party ideals. O'Brien is, however, a fanatical

/ highly intelligent Party supporter who has wanted to trap Winston.
or similar) (3)
[25]

QUESTION 16
1984: ESSAY

NOTE. It is not prescriptive to use the suggestions following the question. This is merely meant to focus the candidate's thoughts.

Use the following as a guide to your marking of this essay. Allow for personal response to and interpretation of the question.

Candidate should deal with particular aspects of the 1984 world, controlled by Big Brother. Allow reasonable leeway but do look for **specific references**.

Reference should be made to the intensely restrictive nature of life for ordinary people; the re-writing of history; the Thought Police and their torture rooms; Party propaganda; the active discouragement of any form of excellence or relationships unsanctioned by the Party; the encouragement of betrayal of parents by children, etc. They should explain who/what Big Brother actually is.

TOTAL: 25