**DIRECTORATE: FET CURRICULUM MANAGEMENT**

**SELF-STUDY WORKSHEET ANSWER SHEET**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBJECT** | English HL | **GRADE** | 10 | **DATE** | May 2020 |
| **TOPIC** |  | **TERM 1**  **REVISION** | (Please tick) | **TERM 2**  **CONTENT** | Please tick)  √ |
| **MEMORANDUM** | **1.1 Unseen Poem** | | | | |
| * 1. *In a literal sense the gash could refer to wounds√ that are visible on the woman’s body. This implies physical abuse. √ The figurative gash could be a reference to emotional scars of suffering and pain√ that the woman may have endured in her life.*   2. *Something ‘spilled’ implies an accident, an action that is unwanted. √ The woman approaching the speaker is viewed as an imposition√, an unwanted action.*   3. *In stanza 2 and stanza 3, the speaker states that the woman is crying out for comfort and nourishment. In stanza 4 the use of ‘crawled’, ‘trembling’ and ‘afraid’ indicate a fragile person who has no security and confidence√. This is emphasised by the use of the verb ‘clasped’ which shows the woman’s desperation√.*   4. *This metaphor compares the speaker’s legs to a lifeboat√. A lifeboat provides an escape from danger, perilous and difficult conditions√. The woman on the street was looking for such an escape and believed that the speaker was going to provide that. She was looking for help by clasping the speaker’s legs√.*   **[TOTAL: 10]** | | | | |
|  | |  | | --- | | **2.1 Reapers in a Mieliefield** | | * + 1. *The enjambment creates an unbroken image√ of the action of the women who toss the mielies into their bags and then move on in a fluid motion. It shows the mechanical√ nature of the work.*     2. *‘Furrowed’ is the adjective used to describe the workers’ faces√. It creates the impression of deeply wrinkled and lines faces√ signifying a life of hardship or toil√. This is what the workers are forced to endure.*     3. *Learners may look at any of the metaphors or similes √that highlight the dry and dusty conditions in the field√. The figure of speech must be identified √and quoted before the explanation.*     4. *The alliteration, the repetition of them sound in ‘malty maheu’ serves to emphasise the tasty or very satisfying √nature of the refreshment. The drink is welcome √after a hard day’s toil.*   **[TOTAL: 10]** | | | | | |
|  | |  | | --- | | **2.2 THE RIGHT WORD** | | *2.2.1 The words create a sense of fear, alarm, a mood of trepidation √ (any synonym will do) that danger is imminent √.*  *2.2.2 ‘too steady’ would imply experience with the use of weapons√; whilst too hard implies emotions deadened or eyes devoid of feeling and compassion√*  *2.2.3 The speaker treats the boy with respect (humane) – inviting him in to eat) √ and gets respect in return (takes off his shoes) √ This mutual respect builds a better relationship between the boy and the speaker√.*  *2.2.4 The poet highlights the point that words have connotations – suggestions and implications √ – person will behave as they are labelled√; seeing other aspects, in particular the humanity, of a person can lead to better relations√* | | | | | |
|  | |  | | --- | | **2.3 SOCCER, KAROO STYLE** | | *2.3.1 The setting is a small Karoo town; it has a rural feel√; the field turned into soccer pitch emphasises this√*  *2.3.2 The dog appears lazy and sleepy - “somnambulant; with a deep sigh, slouched towards the penalty spot”; creates an image of a slow, lethargic creature√√*  *2.3.3 The figure of speech is a metaphor √. The ball bursting in air is compared to a flower in full bloom√; these crafts a vivid picture of the ball unravelling which one would image signals the end of the game√*  *2.3.4 The style is in keeping with the mood of poem; it is relaxed; it also mirrors the nature of the town and the people√; Relaxed, carefree, not anxious about having no proper soccer field√; lack of rigid structure in both poem and the lifestyle of the town√*  **[TOTAL: 10]** | | | | | |
|  | |  |  |  | | --- | --- | --- | | ***MEMO: THE MARK*** | | | | 3.1 | *Handler Xavier sold figurines that appeared to dance to music on their own√; used string that could not be seen - to deceive his customers√* | (2) | | 3.2 | *She is from the Savage class indicated by brown eyes and distinct hair √but her skin is the colour of Posh skin√.* | (2) | | 3.3 | *These are terms used to denote certain class of people √within the community – therefore treated as proper nouns√.* | (2) | | 3.4 | *It is very restricted√; people are watched and behavior is regulated by strict rules; no freedom√ (two significant points)* | (2) | | 3.5 | *Ettie likes to portray herself as tough and uncaring√; Giving her real name shows a more vulnerable√, softer sensitive side – one seeking love√.* | (3) | | 3.6 | *Enthusiasm; excitement √ (any one)* | (1) | | 3.7 | *This world was burnt down in an apocalyptic fire√; natural resources were destroyed particularly trees√; the pollution of the current society prevents and re-birth√.* | (3) | | 3.8 | *The people in the room were part of an underground resistance movement √against the ruling class – were planning a mission. √* | (2) | | 3.9 | *The bird called the teller was actually referring to Ettie who was hiding√; Because the people in the room could not see her, they assumed the bird meant Kitty. √* | (2) | | 3.10 | *Thus far Kitty is portrayed as frivolous and superficial √ – only focused on appearance; here we see her serious√, part of resistance movement and prepared to risk her life in a dangerous mission√.* | (3) | | 3.11 | *The others may be feeling a little guilty that Kitty is going to risk her life √and that they have not volunteered and shown courage√. (accept any other reasonable explanation)* | (2) | | 3.12 | *The presence of a bird that can foretell the future. √* | (1) | |  |  | **[25]** | | | | | |
|  | |  | | --- | | **MEMO: *ROMEO AND JULIET*** | | EXTRACT ONE |  |  |  |  | | --- | --- | --- | | 4.1 | *Romeo and Juliet spent the night together as a married couple √* | (1) | | 4.2 | *She is appealing to fate (fortune) to return Romeo to her√; calling fortune indecisive which gives it a human characteristic √* | (2) | | 4.3 | *4.3.1 The news that Juliet will marry Paris on Thursday√*  4.3.2 T*hey believe she is overcome with grief over Tybalt’s death; want to draw her out of her depression√√*  4.3.*3 She rejects the proposal √and seeks Friar Lawrence’s help√* | (1)  (2)  (2) | | 4.4 | *She is distraught that Romeo has had to leave for Mantua to serve out the terms of his banishment√* | (1) | | 4.5 | e.g*. “no man like he doth grieve my heart” √ (one mark for quote)- This is interpreted by her mother: that Romeo has caused her grief by killing Tybalt; Juliet actually means that she mourns his banishment, She yearns for him and is heartbroken that he is not with her√√* | (3) | | 4.6 | *The audience knows that Juliet does weep for Romeo but not for the same reason as Lady Capulet believes (elaborate) √√* | (2) |  |  | | --- | | EXTRACT TWO |  |  |  |  | | --- | --- | --- | | 4.7 | *He must deliver a letter to Romeo’s father√; he must not intervene no matter what he hears from the tomb√* | (2) | | 4.8 | 4.8.1 *He states that he wishes to retrieve a ring from Juliet’s finger√; to kiss her lips one last time√*  4.8.2 *He intends taking his own life ‘to be with Juliet’√; cannot bear to live without her√* | (2)  (2) | | 4.9 | *Learners must describe Father John and quarantine situation√√* | (2) | | 4.10 | *Digestion/food metaphor √; that the tomb is a revolting stomach – greedy for food √ – swallowed up his Juliet and will be fed with his body; ‘maw, morsel, crammed with food’ √ – ingestion diction sustains metaphor* | (3) | |  |  | [25] | | | | | |