1. a) Mandela and other children run through the grass, playing happily. The scene is very light and the colours are exaggerated. The scenery shows the rolling hills and huts of the Eastern Cape.
   b) He is free to run without any hindrances. There is lots of space and no fences, in contrast to the walls and prisons of later in the film. He is happy amongst friends.

2. a) Accept any two correct answers, such as: there is colour and light in the scene where he takes Winnie Madikizela for a walk in the countryside. There is a lack of light in the scenes inside the courtroom and inside the prison on Robben Island.
   b) Light is often used to symbolise happiness. The happy times in Mandela's life, such as his childhood and times when he was in love, are filmed in glowing light and colour.

3. a) The repetition of “Does somebody want me?” links and contrasts how he is wanted as a criminal, and later is wanted by the crowds who admire and respect him. This highlights the change that has happened politically during the years covered in the film.
   b) The repetition of “This is how it starts” link two pivotal political moments: the start of the resistance to apartheid, and the end of apartheid/beginning of democracy. Again this draws attention to the change that occurs during the film.

4. a) In the first scene Mandela is the older stronger person. He supports Winnie. In the second scene, he has aged while he is in prison. More significantly, Winnie has developed and is now in a position to support him, both physically and symbolically.
   b) They separate and then divorce. The 27 years apart have been too much of a strain on their marriage.

5. a) C - irony
   b) A - understatement
   c) B - visual humour

6. a) A young male child
   b) Adult men were called boys (and adult women were called girls), implying that they were not regarded as adults nor as equal to white adults.
   c) A woman passing him on the street in Johannesburg calls him “boy”. A prison warder calls all the prisoners “boy”.
   d) ‘Sir’ is a term of respect. This shows that the people who come into contact with Mandela come to respect him.

7. In the prison scene (A), Mandela has heard that his son has died. He slides
down the wall. He is very depressed and cannot stand up. His expression shows extreme grief. This was one of the lowest moments in his prison experience. In the second scene (B), he is walking out of prison as a free man. His body language is upright, proud. He is smiling happily. His arms, his smile, his posture, all point upwards in contrast to the downwards, crushed action of the previous scene.

8. He remembers being in the river in his childhood. He is trying to remember happier times when he was free.  

(English Language CAPS Skills: Listening and Speaking)

9. Most learners will answer that the film does achieve this. It shows Mandela’s weaknesses, such as his flirting when he was young, the breakdown of his first marriage. It also shows his strengths, and explains why he was so admired and loved around the world.

Total: 40 marks

10. a) and b) Accommodate any points of view in these discussions. The focus should be on learners presenting their opinions with strong supporting arguments, rather than simply stating unsubstantiated opinions.  

(English Language CAPS Skills: Writing and Presenting)

11. The film review should follow the prescribed format. Caution learners not to repeat the plot, but instead to use references to the plot to back up their assessment of the film. You can use this for formal assessment of short transactional pieces.

(30)
Memoranda - Mandela: Long Walk to Freedom
Grades 10 - 12
Worksheet 2: History
(History CAPS Content: Grade 11, Topic 4 and 5)

1. Some variation of the following: Formal policy of racial segregation that denied equal rights and opportunities to all South Africans. (2)
2. National Party (1)
3. 1948 (1)
4. a) Nelson Mandela (1)
   b) Sharpeville Massacre (1)
   c) 1960 (1)
   d) The pass system (1)
   e) Umkhonto we Sizwe/MK (1)
   f) Spear of the Nation (1)
   g) No (1)
   h) Bombing of a power station, bombing of municipal offices. (2)

(History CAPS Content: Grade 11 Topic 5)
5. a) Lilliesleaf Farm (1)
   b) Rivonia Trials (1)
   c) 1963 (1)
   d) Walter Sisulu and Ahmed Kathrada. (2)
   e) Robben Island (1)
6. a) The death of Hector Pieterson (1)
   b) Soweto Uprisings (1)
   c) 1976 (1)
   d) Students did not want to be taught in Afrikaans (1)
   e) Yes (1)
   f) With violence: they opened fire on the students. (1)

(History CAPS Content: Grade 12 Topic 4)
7. The United Democratic Front was an alliance of organisations fighting for democracy in South Africa. (3)
8. Answers will vary. Accept any reasonable response. Likely answers may include: anti-apartheid protests, concerts, boycotts of South African goods and sanctions etc. (3)

(History CAPS Content: Grade 12 Topic 5)
9. No, they all voted against it because they thought it was a trick. (2)
10. The Convention for a Democratic South Africa was the negotiation process that led to democracy in South Africa. (2)
11. The purpose of this question is for learners to reflect on equal opportunities (and equality in general) in democratic South Africa. Answers will vary. Learners should include some (or all) of the following:
   - Learners’ own opinion on equal opportunities regardless of race or gender in the new South Africa. Exceptional learners may use contrasting examples from the Apartheid era.
   - Learners’ own opinion on equality and basic human rights, regardless of colour, in the new South Africa. Exceptional learners may use contrasting examples from the Apartheid era.
   - Learners may reflect on changing race relations from Apartheid to present-
day South Africa.
− Learners may comment on the rainbow nation (and their understanding of the concept).
− Learners should provide some response to the question of whether Nelson Mandela achieved his goal (as articulated in the quote provided). Accept any reasonable response that demonstrates some reflection from the learner.

(10)

Total: 45 marks