



GRADE 11 EXAMINATION  
NOVEMBER 2007

**ENGLISH HOME LANGUAGE: PAPER I  
READING PAPER**

Time: 3 hours

100 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This paper consists of 9 pages.
  2. Begin each section on a new page. Do not copy down headings for your answers. Copy down only the question numbers, making sure they are accurate. You may answer the questions in whatever order you wish, but number answers exactly as the questions are numbered.
  3. Do not hesitate to give your own judgements. Attempt to create space in which your own voice can be evident. The examiners will judge your answers on your understanding of and insight into given texts and will also assess the competence with which your answers are expressed.
  4. Be guided by the number of marks allocated to each question. Aim at concise answers that give relevant information.
  5. It is in your own interest to write legibly, and present your work neatly.
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**QUESTION 1**

Refer to **Text 1** on **page (i)** of the insert.

1.1 How do you think Miyeni would answer the question he poses in the title: "Why do they forget where they came from?" Explain your reasoning, making close reference to the text. (4)

1.2 My friend: "Come on, Eric, you know what I mean" (lines 14 – 15).  
What word would you use to describe the **tone** of this statement? (2)

1.3 Miyeni refers to the colonisation of Africa by Europeans as a 'rape' that 'went from being overtly brutal to being so subtle that even those doing it today believe they are not doing it' (lines 52 – 54).

1.3.1 In your own words, list the 'brutal' ways in which Africa was raped before the rape changed to being subtle. (3)

1.3.2 What evidence might Miyeni have for believing this 'rape' to be more 'subtle' today? (3)

1.4 In lines 55 – 61 Miyeni compares Africa to an old mother lion.

1.4.1 What similarities does he see between them to justify this comparison? (2)

1.4.2 What animal metaphor might have been used by a writer who perceived Africa in a different way? Explain your reasoning. (2)

1.5 Consider the following definition of *ubuntu*:

**Ubuntu:** a Zulu word, literally meaning "humanness". Ubuntu is a social and spiritual philosophy serving as a framework for African society. Its essential meaning can be conveyed using the Zulu maxim "umuntu ngumuntu ngabantu" – meaning, in essence, "a person is a person through other persons". The practice of ubuntu is fundamentally inclusive, involving respect and concern for one's family and one's neighbours. It also implies respect for one's ancestors, in a deeper spiritual sense.

How does this definition help you to understand what Miyeni means by the term 'collective psyche' (line 81)? (3)

1.6 In the last paragraph, Miyeni suggests that 'reconciliation, not retribution, not revenge, is a better way forward, no matter how mean your enemy was to you'.

Consider both this statement and the particular words Miyeni has chosen. Do you think the **attitudes** suggested by this statement – both **implicit** and **explicit** – would be useful for improving race relations in South Africa today? Explain your reasoning. (4)

<b>23 marks</b>
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**QUESTION 2**

Refer to **Text 2** on **page (ii)** of the insert.

Your principal has asked you to get a haircut. You really do not want to go. You have recently read Bill Bryson's account of his trip to the barbershop and decide that you will try using it to persuade your principal not to make you go.

In the form of a paragraph of no more than **80 words**, summarise **in your own words** those parts of the passage you think will be relevant in helping you to convince your principal that you have good reasons why not to go to the barbershop. You **must** adhere to the guidelines that follow. Any deviations will be penalised.

- You must use your own words.
- You must use **full sentences**.
- You may write no more than **80 words**.
- You must provide an **accurate word count** at the end of the summary.
- The **tone and register** should be appropriate for the task.

(10)

<b>10 marks</b>
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**QUESTION 3**

Read the following poem and answer the questions that follow.

## Failures with Metaphor

Michael Cawood Green

*... truths are illusions of which one has forgotten that this is what they are; metaphors which have become worn out and have lost their sensual power.* – Friedrich Nietzsche, *Ecce Homo: How One Becomes What One Is*.

### TAKE 1: 1972

My mind is like a midnight subway;  
Your memory is the tramp  
Sleeping in the corner.

### TAKE 2: 1979

My mind is a subway  
At midnight;  
The memory of you  
Sleeps in the corner

### TAKE 3: 1993

Mind a subway at midnight;  
Memory sleeps in the corner.

- 3.1 The poet prefaces each stanza with the word "TAKE", a number and a date. In what ways does this reference to the film-making process help shape the poem's meaning? (3)
- 3.2 Explain in what way the poet's description of his mind as a "midnight subway" might affect the **mood** of the poem. (2)
- 3.3 The poet quotes from Nietzsche<sup>1</sup> at the beginning of the poem. By exploring the way the poem treats "memory", discuss how truths are "metaphors which have become worn out and have lost their sensual power". (4)

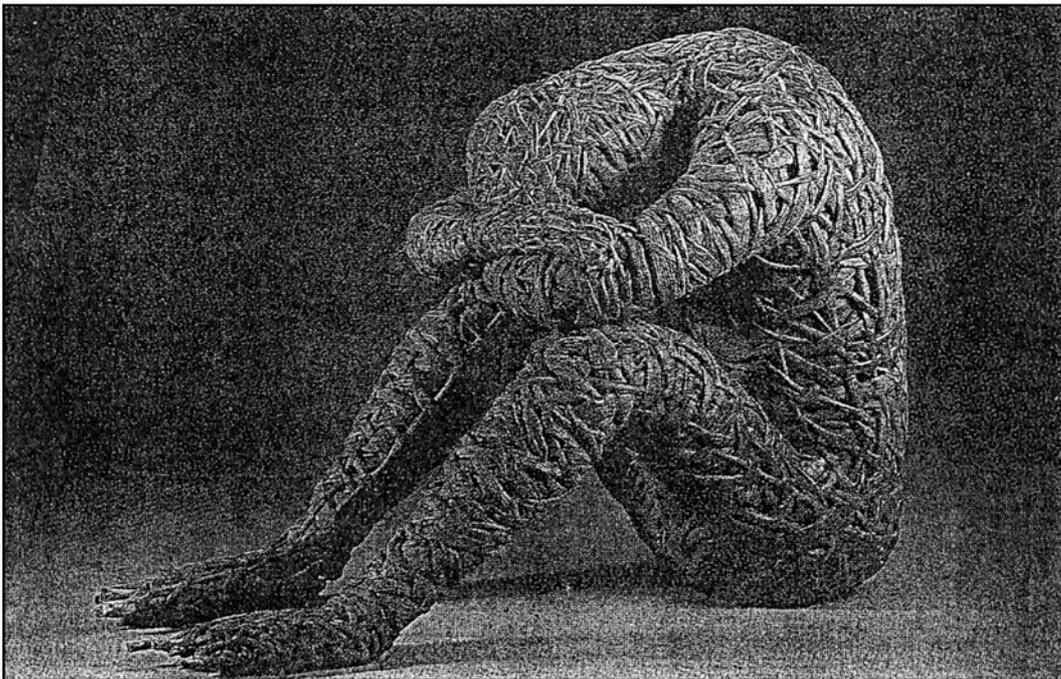
<sup>1</sup> Friedrich **Nietzsche** was a German philosopher of the late 19<sup>th</sup> century who challenged the foundations of traditional morality and Christianity.

3.4 Which of the following images, **A** or **B**, do you think accurately depicts the message of the poem? Explain your reasoning.

**A**



**B**



(4)

Now consider the following poem:

### In Those Years

*In those years, people will say, we lost track  
of the meaning of we, of you  
we found ourselves  
reduced to I  
and the whole thing became  
silly, ironic, terrible:  
we were trying to live a personal life  
and, yes, that was the only life  
we could bear witness to*

*But the great dark birds of history screamed and plunged into our  
personal weather  
They were headed somewhere else but their beaks and pinions drove  
along the shore, through rags of fog  
where we stood, saying I*

**Adrienne Rich**

- 3.5 What do you think the poet means when she says:  
"we lost track/of the meaning of we, of you"? (2)
- 3.6 The poem has no set structure or rhyme scheme. Discuss whether or not you think that this is useful in helping to convey the poem's message. (3)
- 3.7 In what ways are Adrienne Rich's ideas about history similar to Michael Cawood Green's, and in what ways are they different? Refer to both poems to help you justify your argument. (4)
- 3.8 How do you think Eric Miyeni (the author of **Text 1**) would respond to this poem? (3)

**25 marks**

**QUESTION 4**

Refer to **Text 3** on **page (iii)** of the insert. The visuals form part of a 2006 international advertising campaign for the new Sony Play Station 2. The new gaming device was to be white in colour, as opposed to the black of the original PlayStation. Sony withdrew the advertisements after a huge public outcry.

4.1 Consider the following comments on the advertisement:

"Saying it's racist is invalid because it's not stereotyping any characteristic of a particular race."  
"This ad campaign is unnecessarily and inexplicably suggestive of racial strife."

Do you think that this advertising campaign is racist? Explain your reasoning, making reference to the above comments. (4)

4.2 An Internet commentator on this advertisement stated that "race is the new sex".

4.2.1 Bearing in mind the way the advertising industry works, what do you think he meant by this? (2)

4.2.2 To what extent do you think that this advertising campaign is evidence of the truth of this statement? Referring to both visuals, explain your reasoning. (4)

4.2.3 Do you think that these advertisements challenge or reinforce stereotypical perceptions of women? Make reference to particular visual details to help you justify your response. (3)

**13 marks**

**QUESTION 5**

Refer to **Text 4** on **page (iv)**, which is an article out of the *New York Times*, May 2007.

- 5.1 Consider the picture that accompanies this article.
- 5.1.1 Discuss how the composition of the shot, e.g. type of shot, camera angle, subject matter, foregrounding and backgrounding, might affect a reader's perceptions of the Middle East. (4)
- 5.1.2 How might the diction (word choice) in the caption reinforce those perceptions? (3)
- 5.2 The article starts with a description of computer and other shops being attacked.
- 5.2.1 Why do you think it starts this way (given that newspaper articles traditionally put the 'most important' information first)? (3)
- 5.2.2 The opening sentence makes use of the active voice. Explain why you think the writer might have chosen to the active voice rather than the passive voice. (3)
- 5.3 Not all of the article has been included. How do you think it ended? What sort of issues do you think it went on to discuss? How do you know? (3)

<b>16 marks</b>
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**QUESTION 6**

Refer to **Text 5** on **page (v)** of the insert. The text contains selected extracts from an online dictionary of bureaucratic language  
<<http://home.earthlink.net/~skilton/dictionary.html>>.

- 6.1 Explain the difference between the use of inverted commas in "*I don't make the rules, I just enforce them*". (see **Adminutia**) and 'spin' (see **clafir**). (2)
- 6.2 What is **ironic** about the definition for the word '**inverbiate**'? (2)
- 6.3 Rewrite the word '**spolid**' in the form of a noun. (1)
- 6.4 Explain what the origins of the word '**lingnastics**' might be. (2)
- 6.5 Rewrite the following paragraph, correcting the errors. Explain why you have made the corrections you have. (6)

I went to complain. Neither the manager nor his assistant were very helpful. The manager made several simplitive<sup>1</sup> statements. His assistant, however, was the most nabrous<sup>2</sup> of the two. He suggested that I was primitive and that I was loosing my mind.

(6)

<b>13 marks</b>
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**Total: 100 marks**


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<sup>1</sup> **simplitive**;  
n., an utterance which only the speaker thinks is profound.

<sup>2</sup> **nabrous**;  
adj., wilfully insulting by exploitation of cultural ignorance.  
(*Arabic. n'abr: the left-handed greeting*)