



NATIONAL SENIOR CERTIFICATE EXAMINATION  
EXEMPLAR 2008

**ENGLISH HOME LANGUAGE: PAPER I**

Time: 3 hours

Marks: 100

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This paper consists of 14 pages and source material of 6 pages (i – vi). Please check that your paper is complete.
  2. Read the questions carefully.
  3. Number your answers exactly as the questions are numbered.
  4. Do not write in the margin.
  5. It is in your own interest to write legibly and to present your work neatly.
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**QUESTION 1**

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

**1.1** The writer indicates that she is longing for ‘a good old-fashioned riot in the streets’ (lines 6-7). In her opinion, what current issue should we be rioting about? (2)

**1.2**

**1.2.1** Define a euphemism. (2)

**1.2.2** Explain how the term “load shedding” (line 32) functions as a euphemism. (3)

**1.2.3** Consider the following quotation taken from another source:

“This language of institutional disrespect for the individual, the consumer, the little man, is everywhere apparent in South Africa today.” - **Luke Alfred, A bad case of euphemism creep, *Sunday Times*, January 27 2008**

Using the logic of the above comment, explain how the use of euphemism shows ‘institutional disrespect for the individual’. (4)

**1.3** Correct the concord error in this sentence.

“The new generation of rioters are up for a far more noble cause: giving Power back to the People, literally.” (lines 59-61) (1)

**1.4** Ultimately what course of action does the writer suggest and how optimistically does she view it? Quote from the text to support your answer. (3)

**1.5** It could be suggested that the writer alienates her white audience. What evidence could you provide from the text to back up this assertion? (3)

**1.6** Do you think that there is a place for mass action? Under what circumstances, if at all, do you think it is acceptable? Explain your reasoning. (4)

**22 marks**

**QUESTION 2**

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

In a coherent paragraph, write a summary that you could give to someone who wants to know how to determine if a person is lying by reading that person's body language.

Observe the following guidelines to avoid penalties:

- You must limit yourself to **one paragraph**.
- You must write in **full sentences**.
- You may write no more than **100 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: POETRY**

You need to answer **two** questions in this section. One must be on a seen poem (**EITHER 3.1 OR 3.2 OR 3.3**) **AND** the other must be on an unseen poem (**EITHER 3.4 OR 3.5**).

**EITHER**

**3.1** Read the poem *To His Coy Mistress* by Andrew Marvell and answer the questions that follow.

***To his Coy Mistress* - Andrew Marvell**

Had we but world enough, and time, This coyness, lady, were no crime. We would sit down and think which way To walk, and pass our long love's day; Thou by the Indian Ganges' side	5
Shouldst rubies find; I by the tide Of Humber would complain. I would Love you ten years before the Flood; And you should, if you please, refuse Till the conversion of the Jews.	10
My vegetable love should grow Vaster than empires, and more slow. An hundred years should go to praise Thine eyes, and on thy forehead gaze; Two hundred to adore each breast,	15
But thirty thousand to the rest; An age at least to every part, And the last age should show your heart. For, lady, you deserve this state, Nor would I love at lower rate.	20
But at my back I always hear Time's winged chariot hurrying near; And yonder all before us lie Deserts of vast eternity. Thy beauty shall no more be found,	25
Nor, in thy marble vault, shall sound My echoing song; then worms shall try That long preserv'd virginity, And your quaint honour turn to dust, And into ashes all my lust.	30
The grave's a fine and private place, But none I think do there embrace.	
Now therefore, while the youthful hue Sits on thy skin like morning dew, And while thy willing soul transpires	35
At every pore with instant fires, Now let us sport us while we may; And now, like am'rous birds of prey, Rather at once our time devour, Than languish in his slow-chapp'd power.	40
Let us roll all our strength, and all Our sweetness, up into one ball; And tear our pleasures with rough strife Thorough the iron gates of life. Thus, though we cannot make our sun	45
Stand still, yet we will make him run.	

PLEASE TURN OVER

**3.1.1** Consider the image in line 11. If the poet had chosen to say “my budding love” instead of “my vegetable love”, how would this have affected the **mood** of the poem? Explain your reasoning. (3)

**3.1.2** Marvell refers to his mistress’s “quaint honour” (line 29). Explain what this choice of words reveals about what he thinks of her decision to remain chaste. (2)

**3.1.3** A technique of fallacious (false) logic is the false syllogism:

premise 1:	A = B	For example:	Love can cause one to cry.
premise 2:	B = C		An onion can cause one to cry.
conclusion:	therefore A = C		Therefore love is an onion.

Put the poem’s argument into the form of a false syllogism. (3)

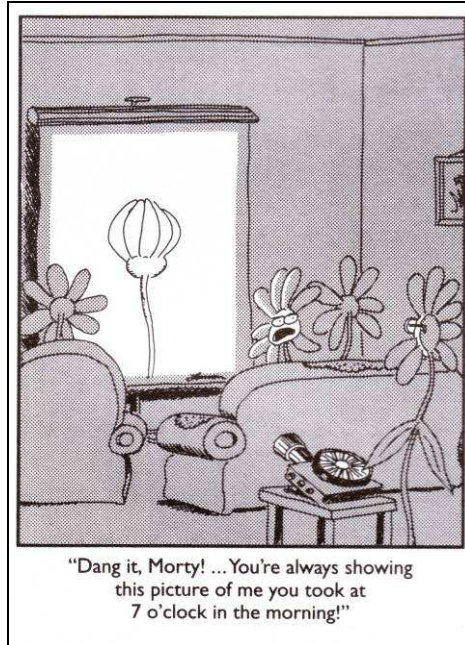
**3.1.4** Consider that the following is the skill that an examination question is required to assess:

The learner must demonstrate the ability to analyse how lines, stanza forms, rhyme, rhythm **or** punctuation affect meaning.

Assume that you are the examiner. What question would you ask on this poem in order to assess whether or not learners writing your examination possessed this skill? Provide a suitable answer to your question. (3)

3.1.5 Explain which of the following cartoons you think better represents the poet's attitudes to women. You must discuss the merits and/or demerits of each, linking your analysis to key aspects of the poem. (4)

A



B



15 marks

## OR

3.2 Read the poem *Black Dog* by Marie Philip and answer the questions that follow.

<b>Black Dog</b> – Marie Philip	
One has been everybody else's property for weeks – they know about weddings. Every detail – 'tea for the traffic cop' – has been meticulously planned, and the family now is rising through the organization to the occasion: the date and almost the time.	5
A deluge of Autumn rain gives my father the opportunity of reminding no one that he refused to have a garden reception and multiple anxieties are locked away in his tower of strength. I too have been charming all day. Veiled now, and dispensing white serenity, I wave off ahead of me my mother and my festooned retinue and accept my father's arm past puddles to the hired and chauffeured car.	10  15  20
Sharp barks. A muddy Scotch terrier hurtles himself on this dressed-up neighbour and I screech: 'Buggeroff you-bloody-little-black-dog.' Remorse! Image sullied, I turn to my father, and face a rare enjoyment, feel a tightened arm. From a clean moment of contact we proceed with ceremony for him formally to give me away.	25  30

- 3.2.1 How might the impact of the first two lines have been different had the poet chosen to say "I have been..." rather than "One has been"? (2)
- 3.2.2 Ironically, the 'sullied' image (line 25) seems to have produced a 'clean moment of contact' (line 27). What are the connotations of the word 'clean' in this context? (3)

**3.2.3** Consider the firsts two lines:

“one has been  
everybody else’s property”

and the last two lines of the poem:

“for him formally  
to give me away”

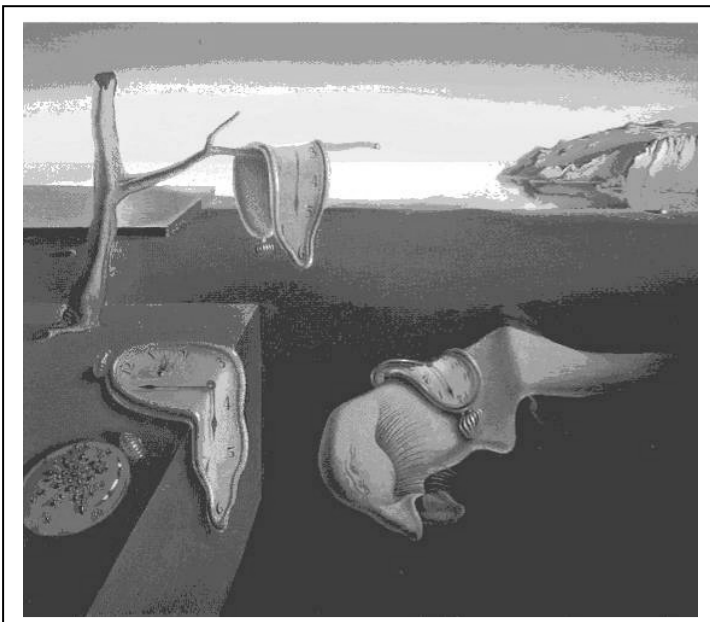
By carefully analysing the **diction** of these lines, explain what these words suggest about society’s attitudes towards women. (3)

**3.2.4** Consider that the following is the skill that an examination question is required to assess:

The learner must demonstrate the ability to analyse how lines, stanza forms, rhyme, rhythm **or** punctuation affect meaning.

Assume that you are the examiner. What question would you ask on this poem in order to assess whether or not learners writing your examination possessed this skill? Provide a suitable answer to your question. (3)

**3.2.5** Explain which of the following pictures you think better represents the **mood** of the speaker in the poem. You must discuss the merits and/or demerits of each, linking your analysis to key aspects of the poem. (4)



**A**



**B**

**15 marks**



OR

3.3 Read the poem *Not waving but drowning* by Stevie Smith and answer the questions that follow.

**Not waving but drowning – Stevie Smith**

Nobody heard him, the dead man  
But still he lay moaning:  
I was much further out than you thought  
And not waving but drowning.

Poor chap, he always loved larking  
And now he's dead  
It must have been too cold for him his heart gave way,  
They said

Oh, no no no, it was too cold always  
(Still the dead one lay moaning)  
I was much too far out all my life  
And not waving but drowning.

5

10

3.3.1 Why do you think the poet chose the word “larking” (line 5) instead of ‘joking’ or ‘playing’? (2)

3.3.2 Stevie Smith published her poetry in the first half of the twentieth century. If you had not know that, how could the poem’s **form** and **style** have alerted you to the fact that it is contemporary (modern)? You may refer to other poems you have studied to support your reasoning. (3)

3.3.3 Consider the following statement:

“No man is an island, entire of itself; every man is a piece of the continent, a part of the main.”

- John Donne

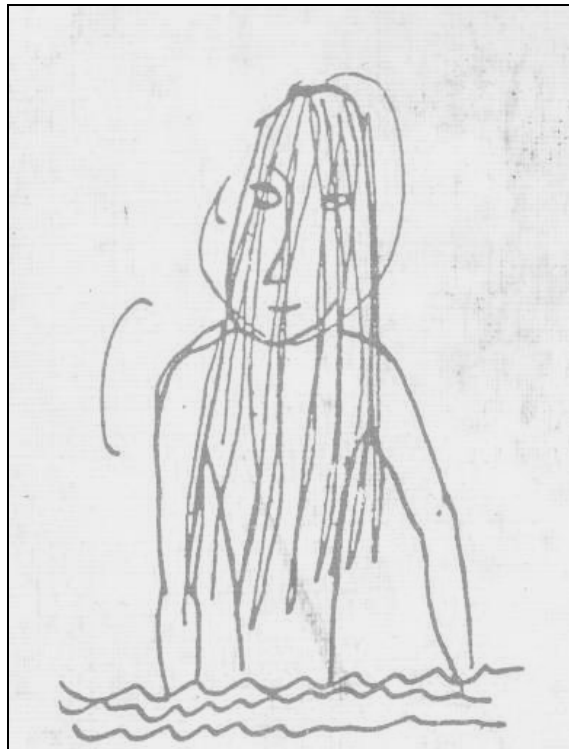
Given the **tone** of the second stanza, explain to what extent you think the poet would agree with this statement. (4)

**3.3.4** Consider that the following is the skill that an examination question is to assess:

The learner must demonstrate the ability to analyse how lines, stanza forms, rhyme, rhythm **or** punctuation affect meaning.

Assume that you are the examiner. What question would you ask on this poem in order to assess whether or not learners writing your examination possessed this skill? Provide a suitable answer to your question. (3)

**3.3.5** Stevie Smith published the sketch below with this poem. In your opinion, does it reinforce the poem's message in any meaningful way? Explain. (3)



**15 marks**

**AND****EITHER 3.4 OR 3.5**

**3.4** Read the poem *Neutral Tones* by Thomas Hardy and answer the questions that follow.

<b>Neutral Tones – Thomas Hardy</b>	
WE stood by the pond that winter day And the sun was white, as though chidden of God, And a few leaves lay on the starving sod; -They had fallen from an ash, and were gray.	
Your eyes on me were as eyes that rove Over tedious riddles of years ago; And some words played between us to and fro On which lost the more by our love.	5
The smile on your mouth was the deadest thing Alive enough to have strength to die; And a grin of bitterness swept thereby Like an ominous bird a-wing....	10
Since then, keen lessons that love deceives, And wrings with wrong, have shaped to me Your face, and the God-curst sun, and a tree, And a pond edged with grayish leaves.	15

**Glossary**

<i>sod</i> (1 3)	-	a clump of grass and soil
<i>ash</i> (1 4)	-	a type of tree
<i>rove</i> (1 5)	-	wandered

- 3.4.1** What do you think is meant by the word “chidden”? Explain how the context in which the word is used helps to illuminate its meaning. (2)
- 3.4.2** Explain in what way the **structure** and **rhythm** of the poem contribute to the **mood**. (3)
- 3.4.3** In line 9 the poet describes her smile as “the deadest thing”. How effective is this unconventional use of the superlative degree? (3)
- 3.4.4** Do you think that the poet is as “neutral” as the title suggests? Explain your reasoning. (3)

- 3.4.5** Imagine that you write an ‘Agony Aunt’ column, and Thomas Hardy has written to you for advice. Based on your understanding of this poem, how would you respond? You need to voice your opinion on the issue at hand, as well as indicate your understanding of Thomas Hardy’s opinion, as it is implied in the poem. (4)

<b>15 marks</b>
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**OR**

- 3.5** Read the poem *Walking Away* by C. Day Lewis and answer the questions that follow.

**WALKING AWAY** – C. Day Lewis

*For Sean*

It is eighteen years ago, almost to the day --  
 A sunny day with the leaves just turning,  
 The touch-lines new-ruled -- since I watched you play  
 Your first game of football, then, like a satellite  
 Wrenched from its orbit, go drifting away 5

Behind a scatter of boys. I can see  
 You walking away from me towards the school  
 With the pathos of a half-fledged thing set free  
 Into a wilderness, the gait of one  
 Who finds no path where the path should be. 10

That hesitant figure, eddying away  
 Like a winged seed loosened from its parent stem,  
 Has something I never quite grasp to convey  
 About nature's give-and-take -- the small, the scorching  
 Ordeals which fire one's irresolute clay. 15

I have had worse partings, but none that so  
 Gnaws at my mind still. Perhaps it is roughly  
 Saying what God alone could perfectly show --  
 How selfhood begins with a walking away,  
 And love is proved in the letting go. 20

- 3.5.1** What do you think is meant by the word “pathos”? Explain how the context in which the word has been used helps to illuminate its meaning. (2)

**3.5.2** How might the **enjambment** of lines 5 and 6 reinforce the message of those lines?

[**Enjambment** in poetry is when one line ends without a pause and continues into the next line for its meaning. This is also called a run-on line.]

(3)

**3.5.3** Explain the image:

“...the scorching Ordeals which fire one's irresolute clay.” (lines 14-15) (3)

**3.5.4** Making close reference to the poem to help you substantiate your answer, explain how you think the poet would respond to the following assertion:

“Nothing in the universe exists as an isolated or independent entity.”  
- Margaret Wheatley (3)

**3.5.5** You have been asked to write an article for a local teen magazine to help its readers understand the phenomenon of “**empty-nest syndrome**”, based on the poem *Walking Away*. Write a brief paragraph outlining what you would say.

You must not simply summarise the poem. Rather, explain to what extent you think the feelings expressed in the poem are common to all parents, and give your opinion on the matter.

[**empty-nest syndrome**: the extreme feeling of loss that a parent experiences when a child leaves home.] (4)

**15 marks**

**QUESTION 4**

Refer to **Text 3** on **page (iii)** of the insert.

**4.1** Two opposing perspectives have been presented in the advertisement.

**4.1.1** What is the issue being disputed? (1)

**4.1.2** Evaluate each of the perspectives presented in terms of its reliance on fact and/or opinion, commenting on which perspective you find more persuasive. (4)

**4.2** The advertisement claims that Shell provides “real energy solutions for the real world.”

To what extent does the “world” depicted in the advertisement represent “the real world”? With particular focus on the visual features, discuss what the designers have chosen to include (and exclude) from the advertisement. (4)

Refer to **Text 4** on **page (iv)** of the insert.

**4.3** This advert is clearly aimed at exclusively at men and perpetuates outdated stereotypes of ‘macho’ maleness.

What aspects of the advertisement could the speaker of the above comment refer to in supporting his opinion? (4)

**4.4** How does the font design – where the words appear to have been carved or burnt into a wooden fence – affect the **tone** of the message? (3)

**4.5** This advertisement appeared in the South African print media shortly after the introduction of government legislation leading to the restrictions on smoking. In what way does this fact assist you to better understand its overall design and message? (4)

Refer to **Text 5** on **page (v)** of the insert.

**4.6** The migrant child who produced the artwork featured here had access to a copy of the advertisement in the previous question (i.e. **Text 4**). She made use of the words by cutting them out and pasting them onto her artwork.

Carefully analyse how the meaning which these words had in the context of the cigarette advertisement has now shifted to adapt to the new context in which they are being used. [Note that the body of the article has been purposely blocked out because you are not being asked to read the article itself.] (6)

<b>26 marks</b>
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**QUESTION 5**

Read the cartoons, **Text 6** and **Text 7**, on **page (vi)** of the insert and answer the following questions.

Look at **Text 6**.

- 5.1** Provide one word for the term “putting it off” (as it is used in frame 2). (1)
- 5.2** In the second frame, has “practice” been spelled correctly? Explain. (2)
- 5.3** Rewrite the statement that has been attributed to Susie (reported by the young boy Calvin in frame 2) in direct speech. (2)

Look at **Text 7**

- 5.4** What is the function of the colon in frame 1? (1)
- 5.5** The speech bubble in frame 3 contains three commas. Explain the difference in function between the first comma and the next two commas. (2)
- 5.6**
- 5.6.1** Explain the pun on the word “drips” in frame 4. (2)
- 5.6.2** Bearing this in mind, explain the comment Calvin is making about schooling in frames 2 to 4. (2)

**12 marks**

**TOTAL: 100 marks**