



GRADE 10 EXEMPLAR EXAMINATION  
2006

ENGLISH HOME LANGUAGE: READING

**MEMORANDUM**

Time: 2 hours

100 marks

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The marking memorandum is a working document prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the marking memorandum is consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking memorandum. It is acknowledged that there may be different views about some matters of emphasis or detail of a marking memorandum. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of a marking memorandum.

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**QUESTION 1**

- 1.1 Answer must indicate a knowledge that a satirical text makes fun of an ideology/institution/group, in order to expose its shortcomings. In this case the author might be seen to be making fun of the way workers protest, and of the trivial issues over which such protestations take place (for example, the suggestion to Toyi-Toyi over the price of imported CDs). He implies that such demonstrations are done to attract the TV camera, more than over genuine grievances.

Some candidates might suggest that, through the aerobics metaphor, he is in fact also satirizing those pseudo-liberals who are in fact ignorant of other cultures, seeing helping the struggle as a charity work, when their real lives consist of gym and TV and dancing. This could be seen to be suggested in the title. (4)

- 1.2 He suggests that policeman are thugs and bully's, where interrogating a suspect means beating them until they confess. The 45 degree angle of the knee suggests that the policeman is smashing the suspect's body or face with it. (3)

## 1.3

1.3.1 "extreme", while suggesting that the action is questionable, does not carry the negative connotations that 'outrageous' does. Likewise, "uncalled-for" does suggest unfairness, but not to the extent that "indefensible" does. the reader is encouraged not to have even an iota of sympathy. (3)

1.3.2 The price of CDs is not normally something that would result in a person's taking such extreme action. Toyi-Toyi-ing is thus made to appear to be a petty course of action to take. Had he used a more 'serious' issue, readers would be more inclined to be sympathetic towards such forms of protest. (3)

## 1.4

1.4.1 The ellipses (any example) are used to indicate a pause. (2)

1.4.2 In Toyi-Toyi the hyphen is used to create a compound word, whereas in "r-e-l-a-x" it is used in a more figurative way to indicate that the speaker is speaking more slowly. (2)

1.4.3 The speaker is shouting a command. (1)

1.4.4 Something like "Long Live", as in "Long Live the King". (2)

- 1.5 Well-motivated answer to be given credit. Some may say yes, because being able to laugh at yourself as a society is healthy, and this book promotes that, as well as a better understanding of other cultures (albeit a stereotypical one). Others may say no because it is too early on in the healing process to make fun of other cultural groups, and that such a text would only serve to create further division. (5)

**QUESTION 2**

- 2.1 See grid at end. To be marked holistically, with a penalty of -1 for each instruction not followed. In the event of the summary being too lengthy, a penalty of -1 should be incurred for up to 5 – 10 words more than the limit, and -2 for anything more than that. (10)

**QUESTION 3**

- 3.1 By using *young*, it is implied that the readers have less experience and expertise in this particular field than the writer does. It makes the writer into the expert and thus lends credibility to the argument. The writer has placed himself in a position of superiority. (4)
- 3.2 Give credit to any decently substantiated answer that addresses a reason for a shift in the audience being directly addressed. For example, it could suggest that his readership ranges from the most naïve to the 'king of the gods', implying that even those in positions of power must bow to the validity of his argument. (3)
- 3.3 Give credit to any answer that shows what the author's words may **imply** about women, with textual referencing. For example, one might conclude that the writer believes women to be superficial and fickle in their feelings (they show interest only while men are "young and handsome", but "snub" older men). (4)
- 3.4 Credit to be given for any well-substantiated argument. Top answers must show an understanding of what the writer's argument is, and must provide a personal, well-substantiated response to it. (4)

**QUESTION 4**

- 4.1 They are criminal – the figure labeled "Tobacco Companies" is suggestive of the leader of an organised crime syndicate, suggested by his dark glasses, trench-coat and hat, and by the manner in which the cigarette refers to him as "boss". His smile would suggest a lack of compassion, as would his words. The tobacco companies are portrayed as killers, hiding in alleyways. (4)
- 4.2 They seem to be innocent, unaware of the danger lurking around the corner. The suggestion seems to be that the tobacco companies are entirely to blame for children becoming smokers. (2)
- 4.3 Give credit for any word that indicates some sort of deviousness or even malice. The cigarette man is about to ambush the unsuspecting children, with the intention of harming them, which is suggested by the angle of the eyebrows, the devious smile and the beak-like nose. (3)
- 4.4 Give credit to any well-argued, substantiated opinion. A good answer would most likely question the validity of the cartoonist's claim that the tobacco companies are *solely* and maliciously responsible for smoking-related illnesses, and for children becoming smokers. (3)
- 4.5 The answer must indicate an understanding of Bulwer-Lytton's argument as well as Zapiro's, and must be able to frame a response in that light. It should probably argue that smoking is not a social evil that needs to be expunged. (3)

**QUESTION 5**

- 5.1 Through analysis of appropriate textual references, a good answer should explore various facets of the hawk's personality, for example its brutality, its arrogance and haughtiness, its uncompromising nature. (6)
- 5.2
- 5.2.1 Discussions around the following points, with appropriate textual examples, should be credited:
- differences in register,
  - differences in structure,
  - differences in word choice for particular purposes'
  - differences in sentence construction'
  - differences in tone and/or mood.
- A good answer need not address all of these points, but should discuss more than just one of them. (4)
- 5.3 An ideal answer should engage the merits and shortcomings of both, and a stand should be taken and defended. A candidate might argue that while **Text 6** is scientifically more accurate, there are facets to be bird – its power, 'aliveness', its effect on a spectator – that cannot be categorised. Others may argue that personifying a bird is crediting it with attitudes and values of which it is incapable. (4)
- 5.4
- 5.4.1 Any 3 differences: It often sits on telephone poles, it hovers in the wind; it nests on cliff ledges; it lays one egg; it feeds on mice, birds and insects. (3)
- 5.4.2 **Text 6** presents the information as a numerical measurement, in centimeters, while **Text 7** presents its pictorially, in relation to a guinea-fowl – a bird likely to be easily identified by most. (2)
- 5.4.3 **Text 6** has been produced in a 'serious' field-guide, for birders (most likely adults), attempting to identify a particular bird. Thus the diagnostic features are presented in a very clinical way. **Text 7** has been produced as an educational tool, aimed primarily at children, and so the information will be better internalised if presented visually, in comparison with a well-known bird. (4)
- 5.4.4 The layout for each differs. **Text 6** presents the information as a set of points pertaining to different subheadings, while **Text 7** uses a more child-friendly paragraph. **Text 7** uses a photograph, which is likely to appeal more to a young reader than a drawing (**Text 6**). **Text 7** provides neither the scientific name, nor the Afrikaans name, as they would be of little interest to the majority of its readership.
- The answer should identify and explain at least two other features. (4)
- 5.5 It is not necessary that candidates rewrite the passage in poetic form (although credit should be given for this), but rather in poetic language. Use should be made of effective diction and imagery, and some attempt should be made to personify the bird and see things from its perspective. Mark holistically. (5)