



GRADE 11 EXAMINATION  
NOVEMBER 2007

**ENGLISH HOME LANGUAGE: PAPER II**

Time: 3 hours

100 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

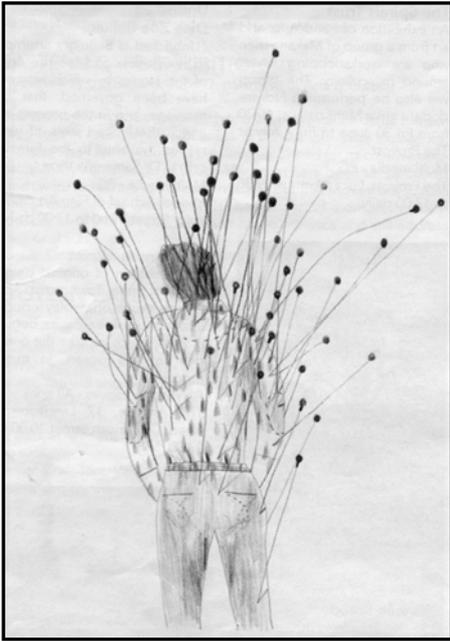
1. This paper consists of 6 pages.
  2. Questions must be answered in ALL THREE SECTIONS.
  3. Begin each section on a new page. Do not copy down headings for your answers. Copy down only the question numbers, making sure they are accurate. You may answer the questions in whatever order you wish, but number answers exactly as the questions are numbered.
  4. 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.
  5. Be guided by the number of marks allocated to each question. Aim at concise answers that give relevant information.
  6. It is in your own interest to write legibly, and present your work neatly.
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**SECTION A          Shakespeare – Othello**

**Answer ONE of the following questions. The length of each of your responses should be approximately one page of about 4 – 5 paragraphs.**

**Your knowledge of ACT 1 of Othello and your ability to substantiate your stance will be assessed.**

1. Which ONE of the following two visuals most powerfully conveys what is being communicated in Act I of **Othello**? Substantiate your position carefully by referring closely to details in both Act 1 and the chosen visual.



**30 marks**

**OR**

2. Consider this advertisement for the Education Faculty at the University of KwaZulu Natal. Argue the extent to which it is appropriate to describe Iago's actions and purposes in Act 1 as being educational, i.e. shaping the minds of others.

**\*Amadeus Mozart & Albert Luthuli. Renowned educators. Shaping the minds of thousands.**

**\*Change your view on teaching.**

If you too have an affinity for shaping the minds of future leaders and an interest in postgraduate studies, the University of KwaZulu-Natal's Faculty of Education offers its Bachelor of Education Honours, Postgraduate Diploma in Higher Education, Master of Education and Doctor of Philosophy degrees at two dedicated campuses of Edgewood and Pietermaritzburg.

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What do they have in common?\*

**30 marks**

**Total of Section A: 30 marks**

**SECTION B          Short Stories and Essays**

**Write a literary essay on ONE of the following topics. Your essay should be approximately 600 words in length. Close and relevant reference to the texts in question is essential.**

3. Refer to the Kate Chopin and Olive Schreiner stories. Interpret how the reader of each story is subtly manipulated by the use of an ironic twist or conclusion. Evaluate which story is more successful in manipulating the reader. (30)

**OR**

4. "*In our interconnected world, we must learn to feel enlarged, not threatened, by difference*" Jonathan Sacks **The Dignity of Difference**.

In their essays, Virginia Woolfe and James Baldwin identify and challenge a range of values and attitudes about the notion of difference. Use their texts as a guide to write an essay about the power and possibilities inherent in the concept of difference. (30)

**OR**

5. In the 21<sup>st</sup> century, we are constantly called on to be sensitive to human rights and social and ethical issues. Using TWO of the prescribed texts as a point of departure, evaluate how these texts from another era aid our understanding of the world in which we live. (30)

**Total of Section B: 30 marks**

**SECTION C Transactional**

**Answer TWO of the following questions. The body of your response should be approximately 300 words in length. Remember to pay attention to register and purpose.**

- 6. Refer to the Kate Chopin story. Write an obituary for the young mother from the point of view of a women's rights activist. (20)
- 7. Create an advertisement that discourages people from supporting the reinstatement of the death penalty in South Africa. Your advertisement should take up the size of an A4 page. It should include visual and verbal features that advertisements conventionally exploit. It should also bear in mind the following statistics: (20)

**What South Africans say about the death penalty?**

		Gender		Race				Age			
Demographics	Total	M	F	Black	White	Coloured	Indian	18-24	25-34	35-49	50+
Sample size	3000	1415	1585	2277	266	260	96	695	889	806	610
Yes to the referendum	76.5%	72%	80%	72%	94%	90%	90%	70%	75%	79%	83%
No to the referendum	22.5%	27%	19%	27%	5%	10%	8%	30%	24%	20%	15.5%
Don't know/not sure	1%	1%	1%	1%	1%	0%	2%	0%	1%	1%	1.5%

- 8. Imagine that you saw the advertisement that was created in Question 7. Assume that you are Francis Bacon and that you saw the advertisement created in Question 7. In the form of a letter to the Press, respond - in the style and character of Bacon's attached 17<sup>th</sup> century text – to the advertisement. (20)

OF REVENGE by Francis Bacon

Revenge is a kind of wild justice; which the more man's nature runs to, the more ought law to weed it out. For as for the first wrong, it doth but offend the law; but the revenge of that wrong, putteth the law out of office.

Certainly, in taking revenge, a man is but even with his enemy; but in passing it over, he is superior; for it is a prince's part to pardon. And Solomon, I am sure, saith, It is the glory of a man, to pass by an offence. That which is past is gone, and irrevocable; and wise men have enough to do, with things present and to come; therefore they do but trifle with themselves, that labour in past matters. There is no man doth a wrong, for the wrong's sake; but thereby to purchase himself profit, or pleasure, or honour, or the like. Therefore why should I be angry with a man, for loving himself better than me? And if any man should do wrong, merely out of ill-nature, why, yet it is but like the thorn or briar, which prick and scratch, because they can do no other. The most tolerable sort of revenge, is for those wrongs which there is no law to remedy; but then let a man take heed, the revenge be such as there is no law to punish; else a man's enemy is still before hand, and it is two for one. Some, when they take revenge, are desirous, the party should know, whence it cometh. This is the more generous. For the delight seemeth to be, not so much in doing the hurt, as in making the party repent. But base and crafty cowards, are like the arrow that flieth in the dark. Cosmus, duke of Florence, had a desperate saying against perfidious or neglecting friends, as if those wrongs were unpardonable; You shall read (saith he) that we are commanded to forgive our enemies; but you never read, that we are commanded to forgive our friends. But yet the spirit of Job was in a better tune: Shall we (saith he) take good at God's hands, and not be content to take evil also? And so of friends in a proportion. This is certain, that a man that studieth revenge, keeps his own wounds green, which otherwise would heal, and do well. Public revenges are for the most part fortunate; as that for the death of Caesar; for the death of Pertinax; for the death of Henry the Third of France; and many more. But in private revenges, it is not so. Nay rather, vindictive persons live the life of witches; who, as they are mischievous, so end they infortunate.

**Total of Section C: 40 marks**

**Total: 100 marks**