



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2008

ENGLISH HOME LANGUAGE: PAPER II

Time: 3 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This paper consists of 8 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 your 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 they 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 interests to write legibly and to present your work neatly.
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SECTION A**SHAKESPEARE: OTHELLO**

Write a mini-essay in response to ONE of the following questions. The length of your response should be approximately 350 to 400 words in length. Remember that your response must be preceded by a **one-page plan** of what you intend to do in your essay. The plan must provide a summary of content and give an indication of how you will structure your essay.

Your knowledge of **Othello** and your ability to plan, structure, and substantiate your stance will be assessed.

1. *In Iago, **Othello** gives us one of the most deliciously evil villains we've ever seen. He is able to reel someone in with just a few words. He spins a psychological web around the other characters that is dazzling. (Wendy Wall)*

Consider the above quotation and argue to what extent it reveals the source of the fascination that Iago appears to hold for readers and audiences.

[30]**OR**

2. After having read the included review's criticisms of the film, **Bratz**, judge to what extent the concerns of **Othello** do **not** 'shrive brainz'.

MOVIE REVIEW**Kiddie culture that shrivels brainz***Bratz*

Director: Sean McNamara

Cast: Nathalia Ramos, Janel Parrish, Logan Browning, and Skyler Shaye

TY BURR

IF YOU ever wanted a movie to put in the time capsule so future generations can puzzle over the bankruptcy of our current kiddie culture, *Bratz* is it. A live-action film based on a line of dolls, it's pure marketing chum for tweeners: a proudly shallow, purposefully bland ode to girly-girl narcissism. I could actually feel my brain stem shrivel as I watched it.

The Bratz dolls have caused some concern over the past few years because, well, ... because they look like hookers. Critics worry that these hyper-sexualised figurines, with their attendant bling obsession, will send the wrong message to girls. My own daughters just think the dolls are creepy and can't understand why their feet come off rather than their shoes. In a face-off with the American Girls line, the Bratz would go down hard.

The movie, cheaply shot and raggedly edited, is set in a plastic neverland suburbia. It casts four relative newcomers: Nathalia Ramos as Hispanic Yasmin, Janel Parrish as Asian-American Jade, Logan Browning as African-American Sasha, and Skyler Shaye as Cloe, the designated pallid white girl. They're best-friends-forever who compare clothing notes via computer before every school day. The dialogue runs along the lines of 'Shorties and leopard kicks!' and 'Work the IQ girl, but don't lose your passion for fashion!'

Now they're in high school and the social dynamic threatens to split the gang up. *Bratz* has done one decent, obvious idea in its tiny head - Cliques R Bad - and while our heroines are at first drawn to separate groups, they eventually join together to teach the jocks, the nerds, the Goths, and the loners to get along.

Against our girls stands Meredith Baxter Dimly (Chelsea Staub), diva queen of Carry Nation High and an egomaniac of titanic proportions. She has to be extra loathsome so we'll be able to root for the Bratz without holding our noses. Some vague dreamboats stand on the sidelines - loved Ian Nelson as Dylan, the deaf DJ - and a few interminable musical numbers are thrown in at the end, making Disney's *High School Musical* look like Puccini in comparison.

One of the most depressing things about *Bratz* is Oscar winner, Jon Voight, as the uptight school principal. That's right, the former Joe Buck is now Mr Weatherbee.

Rent your children *Midnight Cowboy* instead - it can't do more damage to their psyches than this soulless mall-rat of a movie.

– © (2007) *New York Times*

Glossary: **Midnight Cowboy:** Oscar-winning 1969 film, directed by John Schlesinger. Jon Voight played Joe Buck, the naïve, rustic hero, who is corrupted and disillusioned by his experiences of life in New York.

[30]

OR

3. Prove or disprove that this visual could be a valid cover for an edition of **Othello**.



[30]

30 marks

SECTION B**SATURDAY or THINGS FALL APART**

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

4. 'Art that is not great-souled, that lacks *generosity*, that fails to celebrate life, lacks love.' (J.M. Coetzee)

Is *Saturday* 'great-souled' or does it 'lack generosity' and 'fail to celebrate life'? Discuss.

[30]

OR

5. The African concept of Ubuntu suggests that:

- **you** are because **I** exist;
- our lives are intertwined;
- we must look out for each other;
- our communal responsibilities are weightier than our individual desires.

Argue whether *Saturday* connects, in any way, with the above ideas about Ubuntu.

[30]

OR

6. 'The writer cannot expect to be excused from the task of re-education and regeneration.' (Chinua Achebe)

Argue to what extent you think *Things Fall Apart* succeeds as an instrument of 'regeneration' and 're-education'.

Glossary: **Re-education:** training to develop new behaviours (as attitudes or habits) to replace others that are considered undesirable.

Regeneration: renewal or revival.

[30]

OR

7. '... "Does the white man understand our custom about land?"
"How can he when he does not even speak our tongue? But he says that our customs are bad; and our brothers who have taken up his religion also say that our customs are bad. How do you think we can fight when our own brothers have turned against us? The white man is very clever. He came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife in the things that held us together and we have fallen apart." ...' (*Things Fall Apart*)

The given extract suggests that colonialism is responsible for things falling apart. To what extent could one argue that, in his novel, Achebe is laying the blame for things falling apart on a wider group of people and issues? Discuss.

[30]

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 the **register** and **purpose** of your text.

8.

**1993:**

- Control over the nature of tobacco advertising and sponsorships.
- Compulsory to display information on packaging about the dangers of smoking.

1997:

- Smoking allowed only in restaurants, pubs, and shebeens in areas equivalent to a quarter of their total floor-space.
- All tobacco advertising banned.

2007:

- Smoking is banned in private places used for commercial childcare, tutoring, or schooling, and in any car transporting a child younger than 12.
- Smoking banned in any indoor, enclosed, or partially enclosed area which is open to the public and includes a workplace, club, and public conveyance.

Write an editorial for a local newspaper in which you **honestly** express your views on the anti-smoking legislation listed above.

[20]

9. Read the following texts:

A

'I am sick and tired of everyone's obsession with race. Isn't this supposed to be the new South Africa? I thought we were into non-racialism.' – (Greg Summers, Rivonia: a recent letter to the press.)

B

"Would I have turned out to be nothing if Mama had not married Daddy? Would I not be the same Ofilwe I am now if Mama had never made it out of the dreaded location? What if Mama had chosen love, where would I be now? What would I be now? Nothing?"

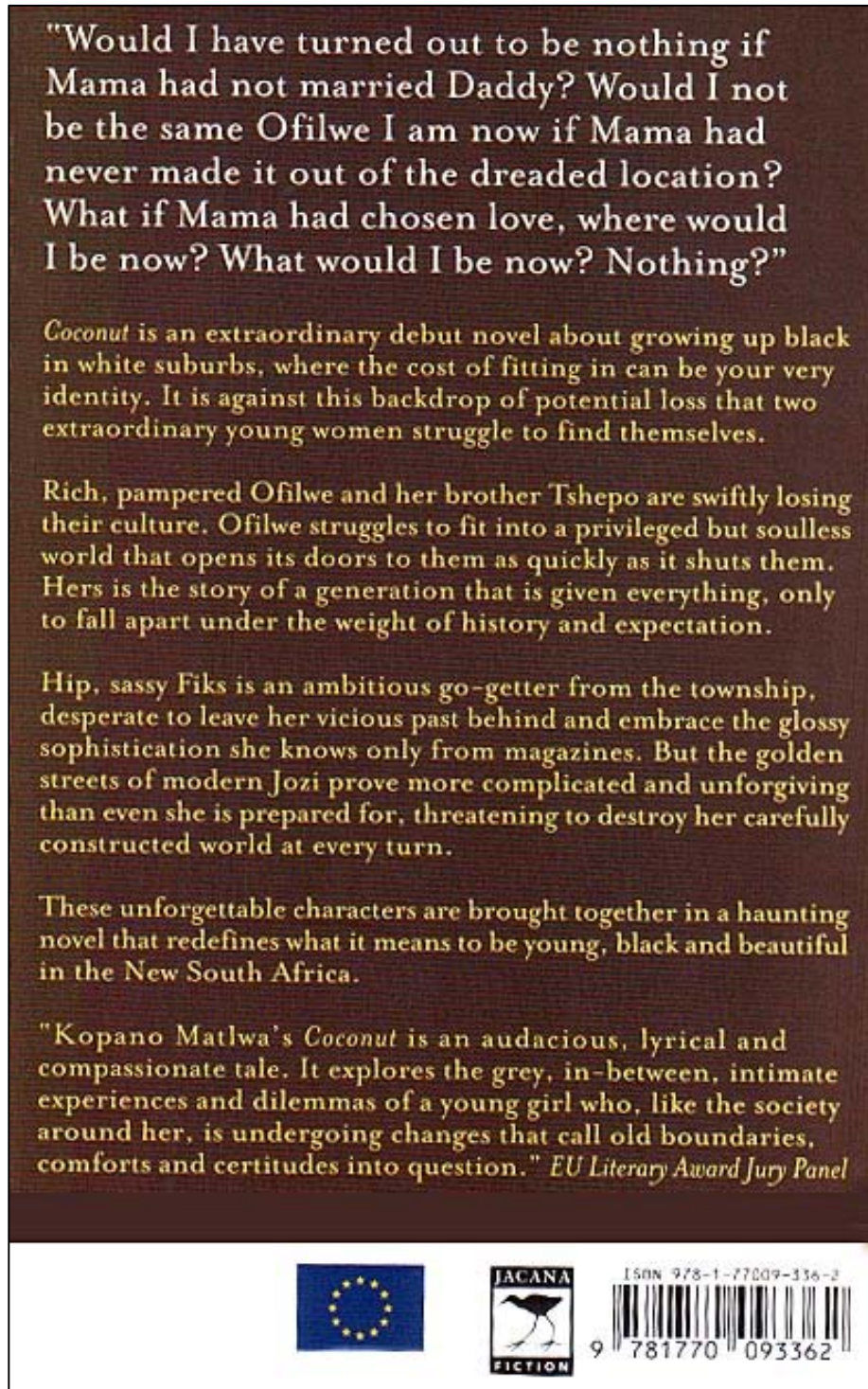
Coconut is an extraordinary debut novel about growing up black in white suburbs, where the cost of fitting in can be your very identity. It is against this backdrop of potential loss that two extraordinary young women struggle to find themselves.

Rich, pampered Ofilwe and her brother Tshepo are swiftly losing their culture. Ofilwe struggles to fit into a privileged but soulless world that opens its doors to them as quickly as it shuts them. Hers is the story of a generation that is given everything, only to fall apart under the weight of history and expectation.

Hip, sassy Fiks is an ambitious go-getter from the township, desperate to leave her vicious past behind and embrace the glossy sophistication she knows only from magazines. But the golden streets of modern Jozi prove more complicated and unforgiving than even she is prepared for, threatening to destroy her carefully constructed world at every turn.

These unforgettable characters are brought together in a haunting novel that redefines what it means to be young, black and beautiful in the New South Africa.

"Kopano Matlwa's *Coconut* is an audacious, lyrical and compassionate tale. It explores the grey, in-between, intimate experiences and dilemmas of a young girl who, like the society around her, is undergoing changes that call old boundaries, comforts and certitudes into question." *EU Literary Award Jury Panel*



From *Coconut* by Kopano Matlwa.

Write a letter to the press in which you, as a teenager and as a Southern African, respond to the above texts. Imagine that you saw them printed on the same page in a recent newspaper.

[20]

10. Imagine that you were employed by a leading advertising agency. Your task is to convince the Chief Executive Officer (CEO) of Shell South Africa to use the visual below as part of its new advertising campaign.



Write the dialogue between yourself and the CEO.

[20]

11. What follows is a simplified summary of what the philosopher, Niccolò Machiavelli (1469 – 1527), believed about human nature and about how human beings should behave:

- *All human beings are ultimately selfish and evil.*
- *The end justifies the means.*
- *It is OK to use people, as long as you achieve your goals.*
- *If you are sweet and kind, you deserve to be destroyed.*

Now, adopting the nature of Machiavelli, write an obituary for Iago.

[20]

12. You have been responsible for generating the statistics that are captured on the table below. Write a newspaper article for *The Sunday Times* in which you capture some of the challenges that emerge from these statistics. Include a headline in your response.

Table 7: Number of learners, educators and schools in the ordinary school sector, by province, region and district, in 2004.

Region	District	Learner Environment					Educators			Schools				
		Pre-Gr. R	Gr. R	Primary (Gr. 1-7)	Secondary (Gr. 8-12)	LSEN	Unspecified	Female Total	Total	Female	Total	Public	Independent	Total
Eastern Cape														
n.a.	Bizana	11	3 853	77 046	22 438	0	0	53 822	103 348	1 876	2 594	211	0	211
n.a.	Butterworth	164	4 672	76 267	33 072	1	0	57 787	114 176	2 656	3 787	394	4	398
n.a.	Cofimvaba	432	3 389	56 046	21 311	15	0	41 038	81 193	1 772	2 213	290	2	292
n.a.	Craddock	50	1 321	16 300	9 112	4	0	13 311	26 847	611	895	102	0	102
n.a.	East London	611	3 783	82 358	56 103	233	18	72 195	143 106	3 080	4 399	318	14	332
n.a.	Engcobo	146	2 601	54 838	17 518	0	0	38 238	75 103	1 505	2 084	228	0	228
n.a.	Fort Beaufort	70	1 769	29 407	17 171	2	1	23 829	48 420	1 248	1 893	276	0	276
n.a.	Graaff-Reinet	7	1 212	16 595	8 278	16	0	12 880	26 108	558	893	107	0	107
n.a.	Grahamstown	124	804	18 552	12 392	55	12	16 042	31 939	821	1 179	117	8	125
n.a.	Idutywa	219	5 035	80 223	23 792	0	0	57 912	109 269	2 201	2 848	353	2	355
n.a.	King William's Town	104	3 063	71 367	46 298	39	0	59 364	120 871	3 019	4 395	474	2	476
n.a.	Lady Frere	288	2 177	31 364	14 173	0	0	23 847	48 002	1 058	1 596	179	0	179
n.a.	Libode	306	5 427	127 340	87 803	21	0	87 899	170 897	3 303	4 474	418	1	419
n.a.	Lusikisiki	487	6 681	112 076	33 844	0	0	80 213	153 088	2 858	3 804	351	0	351
n.a.	Maluti	154	2 239	47 048	18 691	0	0	34 359	68 132	1 607	2 051	211	0	211
n.a.	Mt Fletcher	143	1 693	37 182	14 276	0	0	26 734	53 294	1 221	1 719	197	0	197
n.a.	Mt Frere	564	2 455	55 490	21 451	0	0	40 562	79 960	1 803	2 502	249	2	251
n.a.	Port Elizabeth	756	5 349	106 759	68 682	522	284	91 774	182 352	4 057	5 763	268	26	294
n.a.	Queenstown	128	2 155	38 155	23 370	85	0	31 396	63 893	1 432	2 023	194	3	197
n.a.	Qumbu	254	3 552	56 371	20 049	0	0	40 559	80 226	1 788	2 452	258	2	260
n.a.	Sterkspruit	151	2 658	42 131	20 902	34	3	33 429	65 879	1 372	2 133	222	4	226
n.a.	Uitenhage	202	3 129	51 457	28 091	168	11	41 482	83 058	1 755	2 597	177	6	183
n.a.	Umtata	610	4 694	104 271	43 308	11	70	79 405	152 964	2 968	4 161	337	12	349
n.a.	Umtata	126	1 850	48 790	16 936	8	0	34 434	67 710	1 375	1 909	169	1	170
n.a.	Umtata	39	10	424	0	0	0	229	473	0	0	0	5	5
Total	Unspecified	6 146	75 571	1 437 917	629 061	1 214	399	1 092 740	2 150 308	45 954	64 364	6 100	94	6 194

[20]

40 marks

Total: 100 marks