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NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2020
FORMERLY MAY/JUNE

ENGLISH HOME LANGUAGE: PAPER I

Time: 3 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 12 pages and an Insert of 8 pages (i–viii). Please check that your question paper is complete. Detach the Insert from the centre of the question paper.
 2. Read the questions carefully.
 3. Answer all the questions.
 4. Number your answers exactly as the questions are numbered.
 5. Do not write in the margin.
 6. Answers must be written in the Answer Book.
 7. It is in your own interest to write legibly and to present your work neatly.
-

QUESTION 1 COMPREHENSION

Refer to **TEXT 1** on pages (i) and (ii) of the Insert, "Immigration Controls – Valuing money more than people" and answer the questions below.

1.1 Refer to paragraph 1.

The author states that "As we toured the city, we would keep butting into this grotesque installation blocking our way."

Discuss how the author's use of diction and tone in this sentence reveals his attitude to the wall. (3)

1.2 Refer to paragraph 2.

Explain why the author believes that "... this entire logic went into reverse." Refer to specific examples from paragraph 2 to support your response. (3)

1.3 Refer to paragraph 3.

Show how the author's view of "nation states" is underpinned by his "personal history". (3)

1.4 Refer to paragraph 4.

How does the author's use of "wryly" shape the reader's response towards the author's grandmother? (2)

1.5 Refer to paragraph 6.

The author suggests that borders "are both arbitrary and definite".

Explain in your own words what the author means by this. (2)

1.6 Refer to paragraph 9.

Discuss whether the phrase "at the flick of a switch", as it is used in the passage, can best be understood literally or figuratively. (2)

1.7 Refer to paragraph 11.

"It is rarely, stated but generally acknowledged and accepted, that the global poor should not be allowed to travel."

1.7.1 Is this a fact or an opinion? (1)

1.7.2 Motivate your answer in 1.7.1. (2)

1.8 Refer to paragraph 12.

Why do you think the writer chooses to end the text with, "Immigrants are not the problem. Borders are."?

(2)

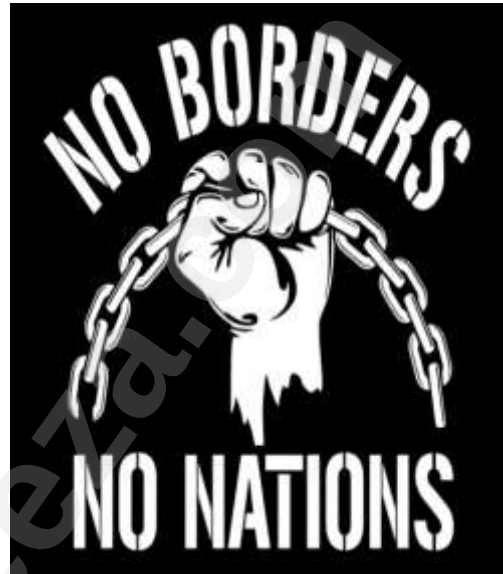
1.9 Refer to paragraph 12 and the images below.

IMAGE A



[Source: <http://3.bp.blogspot.com/-uRD0qvr-au4/U1_PHyUr4kI/AAAAAAAAABEs/CtCWgl1687s/s1600/FreedomToMoveStayReturn.jpg>]

IMAGE B



[Source: <<https://www.no-gods-no-masters.com/tshirt-no-borders-no-nations-D01004136414P0210/>>]

Evaluate to what extent either **IMAGE A** or **IMAGE B** best encapsulates the author's argument in paragraph 12. Refer to both images and paragraph 12 in your response.

(5)

[25]

QUESTION 2 SUMMARY

Refer to **TEXT 2**, **TEXT 3** and **TEXT 4** on page (iii) of the Insert.

A friend of yours has complained that she is not doing as well as she would like to at school because she does not like getting up early. After reading the texts, you have decided to email her telling her what you have discovered.

- Your summary must be in the form of **one** paragraph, **using no more than 90 words**.
- Your language use must be accurate and in an appropriate register.
- Provide an accurate word count at the end of your summary.
- Use your own words. "Cutting and pasting" of information is not acceptable.

[10]

QUESTION 3 SEEN POETRY

Refer to the poems "How to Be Old" by May Swenson and "If thou must love me" by Elizabeth Barrett Browning and answer the questions that follow each poem.

How to Be Old

by May Swenson (1919–1989)

It is easy to be young. (Everyone is,
at first.) It is not easy
to be old. It takes time.
Youth is given; age is achieved.
One must work a magic to mix with time
in order to become old.

5

Youth is given. One must put it away
like a doll in a closet,
take it out and play with it only
on holidays. One must have many dresses
and dress the doll impeccably
(but not to show the doll, to keep it hidden).

10

It is necessary to adore the doll,
to remember it in the dark on the ordinary
days, and every day congratulate
one's aging face in the mirror.

15

In time one will be very old.
In time, one's life will be accomplished.
And in time, in time, the doll –
like new, though ancient – will be found.

20

[Source: Anthology Clusters, Gerald de Villiers]

3.1 Refer to the title.

Explore the significance of the title "How to Be Old" with reference to the theme and content of the poem.

(2)

3.2 Consider lines 1–2: "(Everyone is,/at first.)"

Explain the effect created by the parenthesis in lines 1–2.

(2)

3.3 Refer to line 4: "Youth is given; age is achieved."

What does the choice of "given" and "achieved" suggest about the reader's response to youth and age?

(3)

3.4 Refer to lines 7–12: "Youth is given ... keep it hidden)."

Discuss how the simile assists the reader to understand what the poet wants to say.

(3)

- 3.5 Read "'If thou must love me'" and the extract from Elite Daily and then answer the question which follows.

'If thou must love me'	
by Elizabeth Barret Browning (1806–1861)	
If thou must love me, let it be for naught Except for love's sake only. Do not say 'I love her for her smile ... her look ... her way Of speaking gently, ... for a trick of thought That falls in well with mine, and certes brought A sense of pleasant ease on such a day' –	5
For these things in themselves, Belovéd, may Be changed, or change for thee, – and love, so wrought, May be unwrought so. Neither love me for Thine own dear pity's wiping my cheeks dry, – A creature might forget to weep, who bore Thy comfort long, and lose thy love thereby! But love me for love's sake, that evermore Thou mayst love on, through love's eternity.	10 15

[Source: Anthology Clusters, Gerald de Villiers]

AND

What Really Matters in Relationships?	
"The heart wants what the heart wants" is an accurate cliché. But society makes us feel that if we haven't figured out ourselves by our mid-20s, we have a problem. Maturity and reasons for love are things that develop after life experiences; you don't just magically become mature and understand love on your 25th birthday. Society holds a negative stigma regarding age differences and reasons for falling in love, which causes people to obsess over them. People always say, "Act your age." We are expected to leave our childish behaviours at our high school graduations and be mature "adults" while understanding love.	

[Adapted from <<https://www.elitedaily.com/dating/age-doesnt-matter-maturity-comes-love/874484>>]

Evaluate critically to what extent the extract could be used to gain a greater understanding of the speakers' intentions in both poems ("How to Be Old" and "'If thou must love me'"). Refer to the extract and both poems in your response.

(5)
[15]

4.3 Refer to lines 17–20: "someone's got to ... clean the toilets".

How does the use of enjambment in lines 17–20 enhance the meaning of these lines?

(3)

4.4 Refer to lines 24–26: "but today ... think of mama".

Explain how the poet's use of "but today" (line 24) creates a shift in the tone of the poem.

(3)

4.5 Read the extract from "Da Same, Da Same" by Sipho Sepamla (1932–2007) and then answer the question which follows.

for sure now dis heart go-go da same
dats for meaning to say
one man no diflent to anader
so now
you see a big terrible terrible stand here 5
how one man make anader man feel
da pain he doesn't feel hisself
for sure now dats da whole point

[Source: Anthology Clusters, Gerald de Villiers]

With reference to "workday" and "Da Same, Da Same", critically discuss how the poets' intentions could be considered similar. Refer to specific quotations to support your answer.

(4)

[15]

QUESTION 5 VISUAL LITERACY

Refer to **TEXT 5**, **TEXT 6**, **TEXT 7** and **TEXT 8** on pages (iv–vii) of the Insert as indicated in each question. Examine all the texts before attempting to answer the questions.

Refer to **TEXT 5**, **TEXT 6**, **TEXT 7** and **TEXT 8**.

TEXT 5 and **TEXT 6** are part of a marketing campaign for Greenpeace. **TEXT 7** is for a marketing campaign called "Plastic Bag Free World" which promotes "bags for life" which are reusable alternatives to single-use plastic bags.

5.1 Consider the following from **TEXT 5**:

ONCE IT'S THROWN AWAY
IT TURNS INTO A WEAPON.
STOP THE WAR!

Discuss how the sentence structure positions the reader in relation to the use of plastic.

(4)

5.2 Refer to **TEXT 6**.

Explain why the use of a pun is effective in conveying the marketing campaign's central message. Refer to the visual and verbal details in your response.

(3)

5.3 Refer to **TEXT 7**.

How does the visual reinforce the statement, "CHOOSE A BAG FOR LIFE, NOT A BAG FOR DEATH"?

(2)

5.4 Refer to **TEXT 6** and **TEXT 7** and the definition of "shockvertising" below.

"Shockvertising" as a form of advertising is often controversial, disturbing, explicit and insensitive, and may entail bold and provocative messages that challenge the public into action. This form of advertising may not only offend but can also frighten as well, using scare tactics and elements of fear.

[Adapted from <https://en.wikipedia.org/wiki/Shock_advertising>]

By considering both **TEXT 6** and **TEXT 7**, discuss which text best represents an example of "shockvertising". Refer to both texts and the definition in your response.

(4)

5.5 Refer to **TEXT 7** and the cartoon below.



[Source: <<http://www.davegranlund.com/cartoons/>>]

Discuss to what extent the cartoon underpins and undermines the intention of **TEXT 7**.

(3)

5.6 Refer to **TEXT 8**.

TEXT 8 is part of an advertising campaign encouraging people to donate unwanted shoes.

5.6.1 Discuss how the layout strengthens the aim of the campaign. Refer to verbal and visual details to support your answer.

(4)

5.6.2 The body of **TEXT 8** reads:

"Believe us,
there are a lot of people in need of shoes."

Explain whether or not this sentence is grammatically correct.

(2)

[22]

QUESTION 6 LANGUAGE

Refer to **TEXT 9** on page (viii) of the Insert.

In the cartoon *Calvin and Hobbes* (created by Bill Watterson) Calvin is the young boy and Hobbes is his stuffed toy tiger. In the cartoon, Hobbes is depicted as he appears in Calvin's imagination – a real companion. The cartoon consists of twelve frames.

6.1 Refer to the following speech bubble from frame 1:



Explain the function of the:

6.1.1 brackets and

(1)

6.1.2 hyphens.

(1)

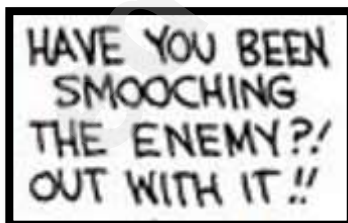
6.2 Refer to the following speech bubbles from frames 6–7:



Write down one example of American spelling and rewrite it correctly.

(1)

6.3 Refer to the following speech bubble from frame 8:



Rewrite Calvin's words in indirect speech. Start with ...

Calvin asked ...

(2)

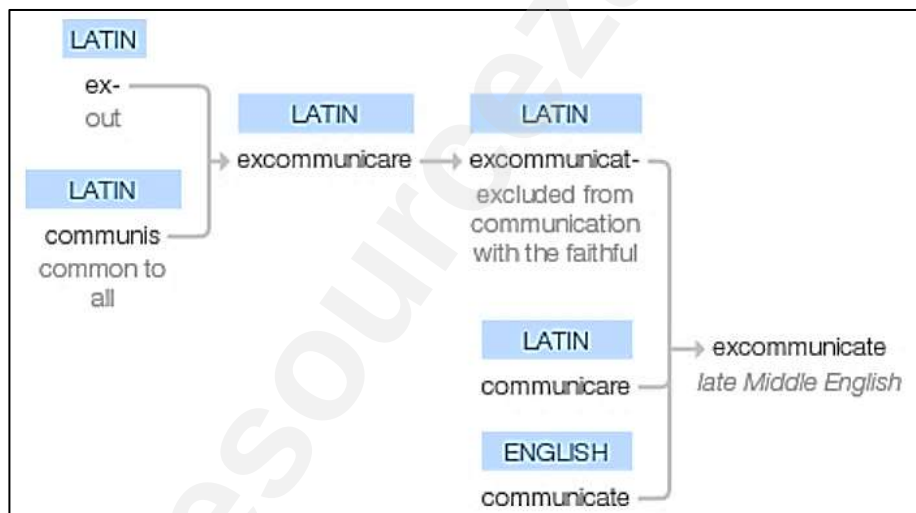
6.4 Refer to the following speech bubbles from frame 10:



6.4.1 Discuss how the sentence structure of Calvin's words ("... OH YEAH ... SORT OF ...") conveys his tone and meaning. (3)

6.4.2 Consider the word "excommunicated" (frame 10) and the extract below:

Etymology of excommunicate:



[Sourced from <[https://www.dictionary.com/ browse/excommunicate](https://www.dictionary.com/browse/excommunicate)>]

Consider whether the choice of "excommunicated" (frame 10) is appropriate for the context of a child's cartoon. Refer to the cartoon and the origin of the word in your response. (3)

6.5 Refer to **TEXT 9** and the quotation below by Bill Watterson.



[Adapted from <<https://quotefancy.com/quote/>>]

Explain whether Calvin would agree with this quotation. Refer to the cartoon and the quotation in your response. (2)

[13]