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St Alban's College English Department



**Matric Preliminary Examination
English Home Language: Paper 1**

Time: 3 Hours
Examiner: Bruce Collins

100 marks
Moderators: JH, GM, TM, RCA, CA

PLEASE READ ALL THE FOLLOWING INSTRUCTIONS CAREFULLY:

1. This question paper consists of **12 pages** and an Addendum of **12 pages**. Please check that your question paper is complete.
2. Answer all the questions.
3. Read the questions carefully.
4. Number your answers exactly as the questions are numbered.
5. Draw a right hand marker's margin and do not write in this margin.
6. Answers must be written in the lined answer book.
7. It is in your own interest to write legibly and present your work neatly.

QUESTION 1 COMPREHENSION

Refer to **TEXT 1** in the Addendum, "*The Army's Message to Returning World War I Troops? Behave Yourselves.*" and answer the questions below:

- 1.1 The writer of this article poses a question in the title of this piece and immediately provides an answer to this question. Explain the impact the use of this technique has on the reader. (2)
- 1.2 What is the writer implying by saying that the returning soldiers had to "to pick up where they had left off" (paragraph 1)? (2)
- 1.3 Refer to paragraph 1 and analyze the following sentence:
- "For one officer, the return meant facing a perfunctory public welcome and superficial support."**
- 1.3.1 By referring to the context of the paragraph as a whole, explain the meaning of the word perfunctory. (2)
- 1.3.2 Explain – by referring to textual evidence from paragraph 1 – how you came to your definition above. (2)
- 1.3.3 What sound device has the writer employed in this sentence to impress on the reader the importance of the point he is trying to make? Quote an example of this device in your answer. (2)
- 1.4 In paragraph 2, the writer laments that there "was little consideration" for the returning soldiers and their needs. The writer uses this piece to highlight the poor treatment of these war veterans.
- With reference to the article as a whole, explain how the writer tries to use **TEXT 1** to create an empathetic response in the reader. You must make specific reference to the **diction** and **style** used by the writer. (4)
- 1.5 Refer to paragraph 7.
- Account for the writer's choice to start this paragraph with the short 3-word sentence, "Hayden wasn't alone." (2)

1.6 Refer to paragraph 8.

By referring to the text as a whole, explain how the writer believes the shift in public opinion toward returning soldiers changed after 1929. (2)

1.7 Can Hayden's question, "Was it really ungrateful?" be seen as rhetorical? Explain your answer in the light of **TEXT 1** as a whole. (3)

1.8 In paragraph 5, the writer asserts that "some of the posters seem to have been designed to shame returning veterans."

Critically evaluate this view with reference to **IMAGE 1A** and **IMAGE 1B** in the Addendum, and **TEXT 1**. (4)

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QUESTION 2 SUMMARY

Refer to **TEXT 2A** and **TEXT 2B** in the Addendum

The use of propaganda has, historically, arguably had a negative impact on society, leading people to believe untruths and act thereon in questionable ways. Politicians in election campaigns might very well employ similar tactics. You have been tasked with investigating modern politicians' use of propaganda and the possible results thereof.

Write a summary, using information from **TEXTS 2A and 2B**, to present your findings to the Independent Electoral Commission of South Africa. The summary will take the form of a formal report to the Board of the IEC.

- 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.
- Do not include the title provided in your word count.
- Provide an accurate word count at the end of the summary.
- Use your own words. "Cutting and pasting" of information is not acceptable.

[10]**QUESTION 3 SEEN POETRY**

Refer to the poems "The Pauper" by Richard Nturu and "Stealing" by Carol Ann Duffy and answer the questions that follow each poem.

The Pauper by Richard Nturu

1. *Pauper, pauper, craning your eyes
in all directions, in no direction!
What brutal force, malignant element
dared to forge your piteous fate?
Was it worth the effort, the time?* 5
2. *You limply lean on a leafless tree,
nursing the jiggers that shrivel your bottom,
like a baby newly born to an old woman.
What crime, what treason did you commit,
that you are thus condemned?* 10
3. *And when you trudge on your horny pads,
gullied like the soles of modern shoes,
pads that even jiggers cannot conquer.
Does He admire your sense of endurance
or turn his head away from your impudent presence?* 15
4. *You sit alone on hairless goatskins,
your ribs and bones reflecting the light
that beautiful cars reflect on you,
squashing lice between your nails
and cleaning your nails with dry saliva.* 20

5. *And when He looks at the grimy coating
caking off your emaciated skin,
at the rust that uproots all your teeth,
like a pick on a stony piece of land.
Does He pat his paunch at the wonderful sight?* 25

6. *Pauper, pauper crouching in beautiful verandas
of beautiful cities and beautiful people.
Tourists and I will take your snapshots.
And your MP with a shining head and triple chin
will mourn your fate in a supplementary question at
question time.* 30

- 3.1 In the first stanza, the poet uses two rhetorical questions.
Explain in detail – with specific reference to the poet's diction –
what the speaker's inference is in these questions. (3)
- 3.2 Consider the images employed by Ntiru in the SECOND stanza to
describe the pauper's poverty.
By referring in detail to ONE of the images, explain how the poet
effectively conveys the desperation of the pauper. (3)
- 3.3 Explain Ntiru's use of the capitalised pronoun in line 14. (1)
- 3.4 Ntiru employs social commentary in this poem by referring to the
lack of humanity displayed in society.
Demonstrate the truth of this statement by providing TWO
examples - one from the fourth and one from the sixth stanza - to
substantiate your answer. (4)

Stealing by Carol Ann Duffy

*The most unusual thing I ever stole? A snowman.
Midnight. He looked magnificent; a tall, white mute
beneath the winter moon. I wanted him, a mate
with a mind as cold as the slice of ice
within my own brain. I started with the head.*

5

*Better off dead than giving in, not taking
what you want. He weighed a ton; his torso,
frozen stiff, hugged to my chest, a fierce chill
piercing my gut. Part of the thrill was knowing
that children would cry in the morning. Life's tough.*

10

*Sometimes I steal things I don't need. I joy-ride cars
to nowhere, break into houses just to have a look.
I'm a mucky ghost, leave a mess, maybe pinch a camera.
I watch my gloved hand twisting the doorknob.
A stranger's bedroom. Mirrors. I sigh like this - Aah.*

15

*It took some time. Reassembled in the yard,
he didn't look the same. I took a run
and booted him. Again. Again. My breath ripped out
in rags. It seems daft now. Then I was standing
alone among lumps of snow, sick of the world.*

20

*Boredom. Mostly I'm so bored I could eat myself.
One time, I stole a guitar and thought I might
learn to play. I nicked a bust of Shakespeare once,
flogged it, but the snowman was the strangest.
You don't understand a word I'm saying, do you?*

25

- 3.5 A. Rasheed Yesufu asserts that Richard Nturu—in “The Pauper”—expresses “the futility of human life.” In Stealing, Carol Ann Duffy seems, too, to dwell on the meaningless of life.

Critically compare the manner in which the poets have presented life's futility in each poem. (4)

[15]

QUESTION 4 UNSEEN POETRY

Refer to the two Dylan Thomas poems below, "Do Not Go Gentle Into That Good Night" and the extract from "Poem in October", and answer the questions that follow each poem.

Do Not Go Gentle Into That Good Night by Dylan Thomas

*Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.* 3

*Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.* 6

*Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.* 9

*Wild men who caught and sang the sun in flight,
And learn, too late, they grieve it on its way,
Do not go gentle into that good night.* 12

*Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.* 15

*And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.*

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- 4.1 To whom does the poet address this poem? Quote from the text to support your answer. (2)
- 4.2 The poet has taken poetic license and has made what seems to be a grammatical error in the title of this poem. This error is repeated in stanzas 1, 2, 4 and 6.
- 4.2.1 Correct the error by rewriting the title. (1)
- 4.2.2 Account for the poet's seeming grammatical error. Why do you think he chose to write this line like this? (2)
- 4.3 In order to urge the person he's addressing to fight against death, Dylan Thomas refers to four kinds of men who "rage against the dying of the light".
- Choose one of these men and discuss – through a close examination of the text – what reasons they might have to fight against the inevitability of death. (2)
- 4.4 Explain the extended metaphor Dylan Thomas employs in this poem to discuss the span of life. (2)
- 4.5 Account for the poet's repetition of the poem's two refrains, "Do not go gentle into that good night" and "Rage, rage against the dying of the light". (2)

Extract from Poem in October by Dylan Thomas

*And the twice told fields of infancy
That his tears burned my cheeks and his heart moved in mine.
These were the woods the river and sea
Where a boy
In the listening
Summertime of the dead whispered the truth of his joy
To the trees and the stones and the fish in the tide.
And the mystery
Sang alive
Still in the water and singing birds.*

*And there could I marvel my birthday
Away but the weather turned around. And the true
Joy of the long dead child sang burning
In the sun.
It was my thirtieth
Year to heaven stood there then in the summer noon
Though the town below lay leaved with October blood.
O may my heart's truth
Still be sung
On this high hill in a year's turning.*

4.6 The image on the next page represents the progress of life.

With reference to the picture, and both "Do Not Go Gentle Into That Good Night" and the extract from "Poem in October", argue whether the poet's reflection on his own life's journey (in "Poem in October") is similar to his plea to the person he is addressing in "Do Not Go Gentle Into That Good Night".

(4)



[15]

QUESTION 5 VISUAL LITERACY

Refer to **TEXTS 3, 4 and 5** in the Addendum as indicated in each question.
Examine all the texts before attempting to answer the questions.

5.1 Refer to TEXT 3

- 5.1.1 Explain, with close reference to the text, whose interests are served by this advertisement? (2)
- 5.1.2 With reference to specific visual details and the clever use of diction in the main copy of the text, explain how the advertisers use offense to drive home their message. (3)
- 5.1.3 How does the advertiser's use of the hashtag, #FTHEPAYGAP further highlight the offensive nature of gender inequality? (2)
- 5.1.4 While the gender pay gap is – as the advert highlights – insulting to women, explain how this advertisement uses tone to purposely offend men. (3)

5.2 Refer to **TEXT 4**

5.2.1 Explain how the cartoonist has used a combination of word play and clever visuals to highlight the gender pay gap. (3)

5.2.2 What other visual details in this cartoon highlight the message of **TEXT 3** that the gender pay gap is insulting to women? (2)

5.3 Both **TEXT 3** and **TEXT 4** address the same societal ill.

To which text would the intended audience respond more positively? You must make specific reference to the diction used and the purpose of both texts. (3)

5.4 Refer to **TEXTS 3, 4** and **5**

Read the following:

"Gender bias is undermining our social fabric and devalues all of us. It is not just a human rights issue; it is a tremendous waste of the world's human potential. By denying women equal rights, we deny half the population a chance to live life at its fullest. Political, economic and social equality for women will benefit all the world's citizens. Together we can eradicate prejudice and work for equal rights and respect for all."

With reference to the quotation above, judge whether the advertisement (**TEXT 3**) or cartoon (**TEXT 4**) best represents the idea portrayed in **TEXT 5**. Your response should take into account the messages, and emotion expressed in **TEXTS 3** and **4** and how these support or negate the message expressed in **TEXT 5**. (5)

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QUESTION 6 LANGUAGE

Refer to **TEXT 6A**, **TEXT 6B** and **TEXT 6C** in the Addendum and answer the questions below.

6.1 Refer to **TEXT 6A**.

6.1.1 Correct **ONE** of the grammatical errors in paragraph 3. (1)

6.1.2 Rewrite the following in reported speech:

"I'm not considering myself a first responder." (2)

6.2 Refer to **TEXT 6B**.

Consider the sentence:

Fake news is not our friend.

6.2.1 Discuss the advertisers choice of the word "friend" in this context. Why is it particularly effective in this instance? (2)

6.2.2 Discuss how the impact of the caption would change if the advertisers had used the pronoun "your" instead of "our". (2)

6.2.3 Name and explain the use of TWO of the punctuation marks (not the full stop or inverted commas) in the following sentence:

"We're committed to reducing its spread; so we're working with more fact-checkers globally". (2)

6.3 Refer to **TEXT 6C**.

With close reference to the visual and verbal clues in the cartoon, explain how the cartoonist has reinforced Trump's public persona. (3)

[12]

Total: 100 Marks