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ST BENEDICT'S

SUBJECT	English Paper 1 Prelim	DATE	July, 2019
GRADE	12	MARKS	100
EXAMINER	English Dept	MODERATOR	English Dept
NAME		DURATION	3 hours
CLASS			

LOW ORDER

60%

HIGH ORDER

40%

INSTRUCTIONS

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

Question	1	2	3	4	5	6	Total
Possible Marks	25	10	15	15	25	10	100
Marks Achieved							

TEACHER'S SIGNATURE: _____

MODERATOR'S SIGNATURE: _____

Read **TEXT 1** in the insert and answer the questions below.

- 1.1 Explain the use of the word 'blackout' in the context of paragraph 1. (2)

A blackout of information, no internet access. Not referring to electricity.

- 1.2 How does the diction in paragraphs 1 and 2 position the reader to view the authorities responsible for the 'blackout'? (3)

Diction: "violently roll", "meagre gains", "oust", "deliberate cutting", "harsh punishments" suggests that the authorities have been too heavy-handed in their cutting off the internet. The blackout is therefore a bad thing for the country and the protest.

- 1.3 Experts say that shutting down the internet during upheaval could backfire (paragraph 3). To what could the experts be referring? (2)

Backfire could be referring to more violent protests, other forms of rebellion. While shutting the internet down would seek to quell the uprising, this could spark more anger and make the protestors fight back harder and more violently.

- 1.4.1 How has the shutting down of the internet in Sudan affected the protest organizers' efforts? Quote to support your answer. (3)

They cannot arrange their protests or "broadcast developments". They cannot relay news to the world and communication has become expensive as they have to rely on other forms to send messages which don't reach so many people. "Internet blackouts have made life difficult for political opposition movements."

- 1.4.2 To what extent does this blackout suggest that the effect of technology in our modern world is negative? (3)

Technology is negative because we have become overly dependent upon it and therefore struggle to coordinate anything without it. However, it is also a positive thing because technology has allowed for protests worldwide and for repressive regimes to be overthrown. Technology has encouraged mass media coverage and made more people aware of problems that need to be addressed.

- 1.5 The term 'Arab Spring' is a neologism that was coined in 2011. How does the use of this term affect the reader's understanding of the protests that followed in that year in the Middle East? (3)

The term indicates a renewal of protests, a spring, a revival in fighting against repressive regimes. Spring could also refer to the verb – springing, jumping, uprising, protest action that is strong, violent and creates an impact.

- 1.6 Explain the irony of shutting down the internet in countries today. Your answer should refer to examples mentioned in paragraphs 18-21. (4)

It is ironic that in a world of greater knowledge that is more accessible and people have greater access to knowledge and information, some governments are choosing to shut this down preferring to maintain no spread of information. The shutdown is also going to affect the economy and business dealings which is the very reason why there have been protests in the first place. "The economic side effects might have the paradoxical impact of fueling protests..."

- 1.7 The following extract was taken from an article entitled: "How electronics are destroying our children" by Priscilla Cash. This extract was part of a sub-section giving advice to parents about their children's technological usage.

3. Seriously consider putting some kind of block on your home Internet service, keeping Internet capabilities off of your child's mobile devices (or having some blocking software installed) and allowing only supervised Internet exposure in the home.

Considering the overall message and tone of **TEXT 1** and this **extract**, argue whether Priscilla Cash would agree with the writer of **TEXT 1** regarding an internet 'blackout'? (5)

Priscilla Cash would probably agree with having an internet blackout at home for a few hours at least to prevent young children from being swallowed by technology and the effects of over using the internet. Her advice to parents is to 'block internet service' and 'only allow supervised internet exposure in the home'. Her tone is one of warning of the dangers of internet usage.

Text 1 mentions internet blackouts at being a bad thing for a country as it blocks the flow of information and prevents protestors from organising their protests. The tone of text 1 is mostly one of frustration, anger at the governments' attempts to prevent adults from their freedom of movement and speech.

Although Priscilla Cash supports a block of the internet at home, she is addressing parents regarding the usage of minors of the internet unlike Text 1 that refers to adults being prevented from using the internet.

Refer to **TEXT 2A** and **TEXT 2B** in the insert.

The turnout of young people in the recent elections was low. You have been tasked to address your peers on the importance of becoming involved in elections and the importance of voting.

Write a summary using information from **TEXT 2A** and **TEXT 2B** to be presented in a formal speech at a Youth Summit on the importance of youth involvement in the election process.

- 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.

Refer to the poem, *Song of the Wandering Aengus* by Yeats, and the first stanza of *Kubla Kahn* by Coleridge and answer the questions that follow.

The Song of Wandering Aengus (W. B. Yeats)

I went out to the hazel wood,
Because a fire was in my head,
And cut and peeled a hazel wand,
And hooked a berry to a thread;
And when white moths were on the wing, 5
And moth-like stars were flickering out,
I dropped the berry in a stream
And caught a little silver trout.

When I had laid it on the floor
I went to blow the fire a-flame, 10
But something rustled on the floor,
And someone called me by my name:
It had become a glimmering girl
With apple blossom in her hair
Who called me by my name and ran 15
And faded through the brightening air.

Though I am old with wandering
Through hollow lands and hilly lands,
I will find out where she has gone,
And kiss her lips and take her hands; 20
And walk among long dappled grass,
And pluck till time and times are done,
The silver apples of the moon,
The golden apples of the sun.

- 3.1 The poem, *Song of the Wandering Aengus*, relies heavily on allusion to convey its message. Discuss the classical allusion that is used in this poem and comment on its effectiveness in conveying the message of the poem. (3)

The allusion that is used is of the Celtic god Aengus – the god of youth, love and poetic inspiration. The legend of Aengus tells of how he finds a young girl who is enchanted to become a swan except for ONE day of the year. He finds her and falls in love and they spend the day together, after which she flies away. This is effective as it links thematically to Yeats' own search for the love of his life and speaks to the longing for love/ yearning desire in all people.

- 3.2 Comment on the link between the images of light used in the poem and how these enforce the poet's ideas on the nature of love. (3)

Light, by its very nature, is ephemeral, inconsistent and it shimmers and changes. This describes the girl and she represents love. How love can appear suddenly and then leave, change and in some cases, disappear. The imagery of light show it as being almost fluid and fleeting, but still present in another place. Like love. He searches for this moment, this 'glimmering girl' as he would search for love.

- 3.3 Explain the shift in content and tone found in stanza 3. (2)

Prior to stanza 3, the content describes the legend of Aengus and the girl he found. The poem details how he wanders through the wood and the girl appears to him. The tone is whimsical, almost filled with wonderment. Stanza 3 brings us back to reality. The tone is one of yearning, almost mournful as the poem now details the poet's search (wandering) for his love and his hope for what would happen when he finds her. There is almost a bittersweet tone to it.

- 3.4 How does the structure of the poem enhance the mood? (3)

The structure of the poem is rigid, yet lyrical. There is a definite rhyme and rhythm and this lightens the mood. It creates an almost 'song-like' quality to the poem and Yeats' was fascinated by the old ways, so a song about a god finding a girl who he loves has to be lyrical – like an actual song. This gives the poem a cadence – a fluid-like sense as the lines flow seamlessly into each other. The mood is one of light-hearted yearning, desire and hope.

Kubla Kahn (Samuel Taylor Coleridge)

In Xanadu did Kubla Khan

A stately pleasure-dome decree:

Where Alph, the sacred river, ran

Through caverns measureless to man

Down to a sunless sea.

5

So twice five miles of fertile ground

With walls and towers were girdled round:

And here were gardens bright with sinuous rills,

Where blossomed many an incense-bearing tree,

And here were forests ancient as the hills,

10

Enfolding sunny spots of greenery.

- 3.5 Explain how Yeats and Coleridge use the power of imagination to create fictitious worlds in their poems. Your answer needs to refer to their use of imagery and atmosphere.

(4)

Yeats' used the myth of Aengus and likens HIS predicament to this. He creates 'hazel woods' and 'glimmering girls' and fishing rods made out of 'hazel wands' – the word 'wand' being indicative of something that is magical and ethereal and almost surreal. The image of the 'little silver trout' becoming a 'glimmering girl' shows that love arrives when it is least expected, or from the least expected place. Yeats' deepens this image when, in stanza 3, he refers to how he will find this girl and they will be together in a form of paradise, 'long dappled grass' and enjoy their love for each other in satiating their desires by eating 'the silver apples of the moon, the golden apples of the sun'.

Coleridge creates a world from a dream – the poem itself is subtitled 'a vision in a dream' which sets the scene for a fantastical world. The world is a dream-like landscape made of 'sinuous rills' and 'many an incense-bearing tree'. The landscape is old and sacred as denoted by the inclusion of Alph, the sacred river. The earth itself is seen as a divine object, a place where the Divine exists and man cannot fathom this – 'caverns measureless to man'. In both poems, the atmosphere is mystical and filled with wonderment and deep appreciation for nature. The atmosphere shows a world untouched by man, unspoiled and a virtual paradise where light and love are interspersed with nature.

Refer to the poem, *She Walks in Beauty* by Byron and the extract from *If thou must love me*, by Browning and answer the questions that follow.

She Walks in Beauty (Lord Byron)

She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes;
Thus mellowed to that tender light
Which heaven to gaudy day denies.

5

One shade the more, one ray the less,
Had half impaired the nameless grace
Which waves in every raven tress,
Or softly lightens o'er her face;
Where thoughts serenely sweet express,
How pure, how dear their dwelling-place.

10

And on that cheek, and o'er that brow,
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow,
But tell of days in goodness spent,
A mind at peace with all below,
A heart whose love is innocent!

15

Glossary of terms

- Climes – refers to the weather (climates).
- Aspect – an archaic (old) term for face.
- Gaudy – bright or showy, typically so as to be tasteless
- Raven tress – long dark hair, black like a raven (bird)
- Serenely – extremely calm and relaxed
- Eloquently – very well-spoken / incredibly expressive

- 4.1 Identify the figure of speech in lines 1 and 2 and examine its effectiveness in terms of the message of the poem as a whole. (3)

The figure of speech is a simile and the poet is comparing the BEAUTY of the woman to the BEAUTY of a clear night with many stars. Her beauty is almost vast and unfathomable like the night sky – endless and awesome. This comparison is effective as to him, her beauty has no compare. She is not simply pretty – she WALKS IN beauty as if all she does, is and can be is beautiful. Not some simple, superficial beauty but a true unexplainable beauty – like the universe.

- 4.2 What impact does the description of the speaker's lover have on the overall tone of the poem? (3)

He describes her as having a 'nameless grace' and that 'the best of dark and bright meet in her aspect and her eyes' – she is beyond description and has all the joy and sadness of the world in her eyes and on her face. Her vulnerability and strength make her beautiful. This description is so much more than her looks – he describes HER as a complex, unfathomable being and as a result, the tone is one of awe and wonder at her beauty. This tells us that he is truly humbled and taken aback by the complex beauty of this woman.

- 4.3 If this poem had been written by a woman about a man BUT was not altered in any way (other than the relevant pronouns), do you think the poem would still be as effective in describing the nature of love as it is evidenced in the world today? Use your OWN EXPERIENCE of male-orientated stereotypes and knowledge of love to support your answer. (4)

I think this answer depends on the boys perspectives. While marking this, I would look for whether or not they think the poem would still be as effective and WHY. In proving this, they would need to tell me HOW by using the male-orientated stereotypes and their own perceptions and knowledge of love. I would look for a well-written, clear and precise answer that shows the STUDENT'S voice and is expressed well.

If thou must love me (Browning)

If thou must love me, let it be for nought
Except for love's sake only. Do not say
I love her for her smile ... her look ... her way
Of speaking gently...

- 4.4 Through critical discussion of *Song of the Wandering Aengus*, *She Walks in Beauty* and the above extract from *If thou must love me*, evaluate the similarities and differences of each poet's perspective on the process of finding love. (5)

In *The Song of Wandering Aengus*, love is ephemeral, fleeting and difficult to find. The poet mentions that people could spend a lifetime looking for that special person, 'though I am old with wandering' and it could only be in the afterlife where love is found and time is spent with each other. Love, to Yeats' is magical and unattainable force. However, Byron has found love, and love is found in the beauty and strength of this woman. He describes her as almost god-like "A mind at peace with all below, A heart whose love is innocent! To Byron, her beauty is beyond explanation and understanding and beyond the superficial. Both of these poems show love as some divine force that is something that is difficult to find, to attain, to identify. Both poets see love as a mystical force.

Browning sees love as something a bit more grounded in reality. She realised that looks fade, personalities change and people change. She realises that love given for superficial reasons such as 'her smile, her look, her way of speaking gently...' will all change. This means that these are reasons normally given. These are grounded in a very real, very human ideal of love. Browning is far more realistic in her understanding and representation of love than Byron and Yeats'.

Refer to **TEXTS 3,4,5,6, 7 and 8** and then answer the questions below.

Consider **Text 3**.

- 5.1 Identify the pun in **Text 3**. (2)

Can – referring to the vape and Can – used as a verb.

Consider to **Texts 3 and 4**.

- 5.2 Discuss with reference to visual and verbal details how the two advertisers present differing attitudes to vaping. (4)

Text 3 – the vape is in the man's back pocket. The advertiser is not convinced that vaping is a good idea. The words, "CAN" in bold emphasise the advertiser's insistence that harm can be done by vaping. The attitude is pessimistic considering all the diseases that can affect people because of vaping – "mouth cancer", "gum disease".

Text 4 – this advert has an optimistic view of vaping and presents an idyllic life in which people can sit in a field and "enjoy a twisp life" which indicates that life is calm. The sky is filled with hot air balloons which are romantic and the couple looks like they are in love. This is the ideal life to be leading and twisp will ensure that you live this life.

Text 3 presents the dangers of vaping while text 4 presents vaping as a good pastime.

Consider **Texts 4 and 5**.

- 5.3 How do the visual elements of **Text 5** reinforce a similar message to **Text 4** regarding smoking and vaping? (3)

Text 5 presents an adventurous lifestyle of fun and excitement. The men and women are enjoying their summer holidays at sea and on a boat. The TWA refers to an airline which they could have used to reach their destination. They are seen to be wealthy and carefree and by smoking Peter Stuyvesant cigarettes, they will certainly live this adventurous life. The same message has been portrayed in Text 4 by emphasising an idyllic and serene lifestyle. The couple in Text 4 is also living their dream and their adventure.

- 5.4 Identify the grammatical error in the copy of **Text 5**. (2)

"And summer fun." Starting with a co-ordinating conjunction is an error. Any other phrases that are truncated sentences.

Consider **Text 6**.

- 5.5 How does the diction enhance the intention and emotional impact of the advert? (3)

Diction: "heart as an ashtray", "cardiovascular deaths". These words enhance the advertiser's intention of raising awareness for the dangers of smoking. The emotional impact is to shock the reader especially with the use of the visual that is so graphic of the heart being stumped by the cigarette butts.

- 5.6 Explain the function of the ellipsis in Text 6. (2)

The ellipsis indicates that there is more damage that can be incurred by smoking which has not been mentioned in this advert. This leaves the reader thinking of other forms of harm that could be brought about by smoking.

Consider **Text 7** and **Text 3**.

- 5.7 In what way would the advertiser of **Text 7** agree with the advertiser of **Text 3**? (3)

Text 7 shows a man screaming, holding a gun made of cigarettes in his hand. He is implying that by smoking he is committing suicide. His facial expression shows pain and anger. This would be supported by Text 3 which refers to all the diseases that can be brought about by vaping so in essence by vaping you are committing suicide too.

- 5.8 Whose interests are served in the campaigns presented in **Texts 6, 7** and **8**? Quote to support your answer. (3)

These texts are all anti-smoking adverts and seek to serve the interests of the general public rather than the cigarette manufacturers. They seek to raise awareness for the dangers of smoking. Therefore, they position themselves to be concerned about the general public – “Smoking is bad”, “Would you use your heart as an ashtray?” The interests of insurance companies could also be served as they gain from policies being taken out.

- 5.9 Discuss the effectiveness of the difference in font, layout and colour in **Texts 6** and **8**. (3)

The font in text 6 is in black to match the blackness of the tar produced by smoking. The graphic image of the heart covered in butts is gruesome. The use of black, grey and white creates a stark image. The smoke creates a picture of a skull which is ominous.

In text 8 a bold font is used to express that smoking is bad. The ashtray however is empty to emphasise that smoking has been stopped. The colours of white, grey and green/blue are also stark but look clean.

QUESTION 6 TEXTUAL EDITING

10 MARKS

Refer to **TEXT 8** and answer the questions below.

- 6.1 “Smoking is bad!”

How would the meaning of this sentence be affected if it ended with a full-stop rather than an exclamation mark? (2)

If the sentence had a full-stop, it would be an ordinary statement. However, with the exclamation mark, the sentence becomes a command that expresses a warning.

- 6.2 “If you can’t quit, at least, get the right health insurance.”

Explain the effectiveness of starting this sentence with the subordinate clause. (2)

Conjunction “if” starts the subordinate clause which foregrounds the idea of not being able to quit over getting the right health insurance. It foregrounds a person’s weakness and therefore they need to get health insurance.

- 6.3 Identify the register used in Text 8 and explain how the register adds to the intention of the advert. (2)

The register is informal. The intention of the adverts is to shock the audience and relay a strong message in simple terms. The advert also needs to appeal to a wide audience.

- 6.4 What is the function of the hyphen in “tailor-made”? (1)

Hyphen combines two words to form a compound adjective.

- 6.5 Sentence A: Compare and choose tailor-made health insurance at Etinsure.com.
Sentence B: Tailor-made health insurance can be chosen and compared by you at Etinsure.com.

- 6.5.1 Provide a grammatical reason for the difference between the sentences above. (1)

Sentence A – active voice, Sentence B – passive voice

- 6.5.2 Which sentence is more effective in addressing the needs of the consumer?
Explain your answer. (2)

Sentence A foregrounds the choice that consumers have to make choices and compare prices to create an insurance that is tailor-made to their needs. Sentence B foregrounds the Health insurance rather than consumer choice.

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Sudan's military has shut down the Internet to crush a popular revolt. Here's how it could backfire.

By **Claire Parker** June 21, 2019

1. Sudan has been without the Internet for three weeks, and activists say the blackout has given the ruling military council cover to violently roll back meager gains by protesters who helped oust the country's longtime autocratic leader.
2. The deliberate cutting off of the Internet is the latest in a global trend of authoritarian governments shutting down access to the Internet to quell unrest — a move that can bring to bear significant political and economic consequences. It also follows a well-worn script of the Arab Spring uprisings nearly a decade ago, in which Internet blocks were used to carry out harsh punishments on demonstrators but did little to stop the cries for reform.
3. Experts say shutting down Internet access during upheaval can backfire, fueling wider discontent.
4. Sudanese authorities shut down the nation's Internet on June 3 amid a violent military crackdown that protest organizers say killed more than 100 people. NetBlocks, an organization that tracks Internet freedom around the world, described the blackout as a "near-total restriction on the flow of information in and out of Sudan for a significant portion of the population."

Twitter Ads info and privacy

5. Protesters in Sudan have taken to the streets en masse in recent weeks to demand the end of military rule. Food prices and fuel shortages first sparked unrest in December and partly provoked a military coup in April that removed President Omar Hassan al-Bashir from power. Since Bashir's ouster, a military council has ruled the country and refused to pave the way to a civilian-led government.
6. This month isn't the first time the Sudanese government has cut off Internet access. The government also restricted it at various points during the four months leading up to Bashir's removal.
7. But the current blackout marks an escalation of digital repression in the East African country. It has frustrated activists' ability to coordinate protests and broadcast developments within and outside Sudan.
8. "The absence of social media is affecting our work very much," one protester told BBC. She added that the blackout has limited activists to organizing via phone call or text message — more costly means of communication that reach fewer people. A Sudanese newspaper reported this week that the blackout will continue for three more months.
9. Internet blackouts have made life difficult for political opposition movements around the world since the Internet took off. A 2011 study found more than 600 instances across 99 countries of governments cutting off Internet access between 1995 and 2011.
10. Sometimes countries pull the plug for reasons unrelated to political upheaval; several have shut down the Internet to prevent cheating on national exams, for instance.

11. But researchers say the Arab Spring turned Internet blackouts into a go-to technique for authoritarian or quasi-authoritarian regimes hoping to prevent protests from escalating. Social media played a key role in mobilizing large crowds during the 2011 uprisings and in spreading revolutionary fervor across borders.
 12. To counteract the power of these digital tools, the regime of Hosni Mubarak in Egypt shut down all international connections to the Internet and blocked access to social networks — with little success in stopping a popular revolution that quickly led to his ouster. Libya also imposed blackouts, and Syrian authorities cut off Internet access in June 2011 to thwart protesters.
 13. After the Arab Spring, “governments now understand the important role that digital technology plays in political protests, and they’re cracking down and making it difficult for protesters,” said Darrell West, founding director of the Brookings Institution’s Center for Technology Innovation.
 14. Government-initiated Internet shutdowns are spreading, he added, and the Sudanese case represents a particularly severe application of this wider phenomenon.
 15. “Sudan seems to be an egregious case of shutting down the Internet,” West said. “It just shows how this is becoming more of a problem. And when one country sees somebody else doing it, it encourages others to do the same thing.”
 16. Several other African countries have also blocked the Internet to muffle dissent. The government of Congo shut down the Internet entirely for 20 days in the wake of a presidential election marred by widespread fraud. Earlier this month, the Liberian government blocked social media platforms amid anti-corruption protests.
 17. The pattern extends beyond Africa and the Middle East. A state-run Internet provider in Venezuela limited access to streaming services while opposition leader Juan Guaidó held a news conference, according to NetBlocks. China, notorious for its online censorship, recently restricted access to information about protests in Hong Kong.
 18. Apart from crippling protest movements, Internet shutdowns can also deal severe blows to economies that increasingly rely on digital tools and services. West conducted a study from 2015 to 2016 that found that 81 shutdowns in 19 countries together cost at least \$2.4 billion in GDP globally.
- Twitter Ads info and privacy
19. In Sudan, the ongoing Internet blockage is already dealing an economic blow. Many companies and service providers depend on the Internet to conduct business, and the lack of Internet can be paralyzing. A Sudanese newspaper estimated this week that it would cost the country upward of \$1 billion or nearly 1 percent of Sudan’s GDP.
 20. While the Internet blackout has made life difficult for protesters since early June, West said the economic side effects might have the paradoxical impact of fueling protests, especially since economic grievances sparked the uprising in the first place.
 21. “When countries close down the Internet, they’re closing down a growing part of the economy,” he said. “It definitely creates a problem for small businesses, so that could definitely fuel political discontent.”

https://www.washingtonpost.com/world/2019/06/21/sudans-military-has-shut-down-internet-crush-popular-revolt-heres-how-it-could-backfire/?utm_term=.834d2733b82c

TEXT 2A

Non-voting youth are not simply apathetic**Gugu Resha 07 May 2019**

It is just hours before the 2019 national elections in South Africa and the hashtag #IWantToVoteBut is trending nationally on Twitter. Just 25 years ago South Africa had its first democratic elections after the fall of the apartheid government. It was a historical moment as millions of South Africans, who were previously excluded from voting by the former government's racist policies, were exercising their right to vote for the first time.

And yet today, years later, many young South Africans find themselves unwilling to celebrate and exercise this inalienable right for various reasons. The youth demographic has had a notoriously low voter registration and lower voter turnout than any other demographic in recent years.

The common go-to is that young people are apathetic and, although this may be true on some counts, there's as much complexity in youth voters' views as in any other demographic. No group is a monolith and should not be treated as such — and this should apply to young people, too.

The youth are interested in more than one issue — we are interested in political parties' plans for making higher education more accessible, how they plan to improve service delivery, their strategy for land reform and how they're going to bring down the cost of living because we're paying taxes too.

Young people are also not immune to the general decline in positive perceptions about politics and the effectiveness of democratic electoral processes in delivering services and other political goods. This despondence is only entrenched further by the tokenistic engagement of young people during election periods rather than truly including us in other decision-making platforms.

One can't ignore the glaring absence of civic education in school curricula. It's no wonder many South Africans are unaware of other ways to hold the government accountable outside of elections. Our schools do not teach the youth about how laws can be challenged, how the legislatures are comprised, how ward councillors and committees are formed or how they can challenge Bills et cetera. Politicians see votes as the only worthwhile form of participation when it is clear that it takes much more to keep a democracy alive and kicking.

Of course, there is the issue of not relating to the political ideologies or leadership of the competing parties. But in order to move past this hurdle, we need to do better by young people. We need to treat young people like the intelligent, capable and important demographic that we are. Parties and government need to engage young people and welcome them in spaces — not as tokens or a challenge to overcome, but as an opportunity to strengthen our democracy and to tap into innovative approaches and new thinking.

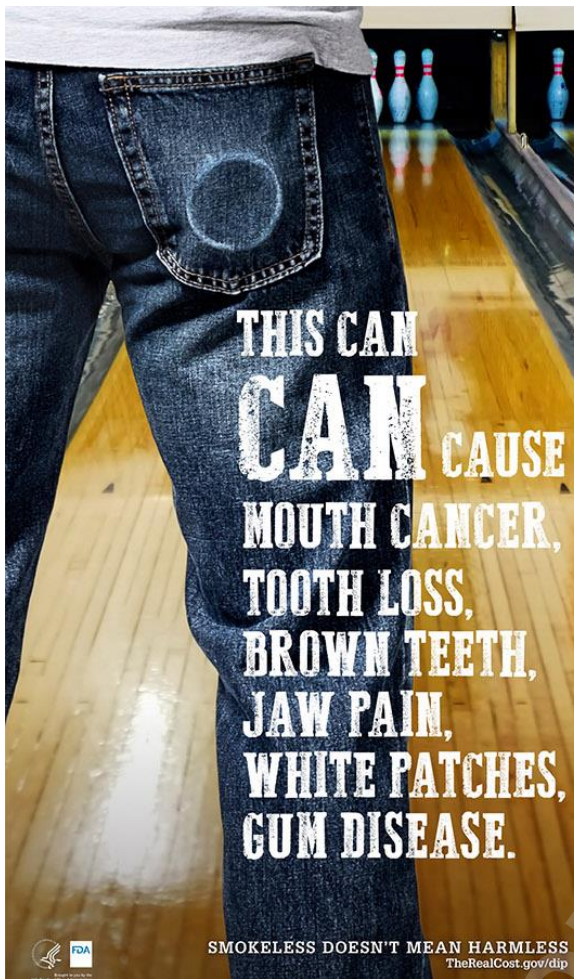
Gugu Resha has a BA honours degree in philosophy from Stellenbosch University and works as a youth programmes and capacity building intern for the South African Institute of International Affairs

Mail & Guardian: <https://mg.co.za/article/2019-05-07-00-non-voting-youth-are-not-simply-apatetic>

TEXT 2B



TEXT 3



TEXT 4





TEXT 6

WOULD YOU USE YOUR HEART AS AN ASHTRAY?

**IF YOU'RE A SMOKER,
YOU ALREADY DO...**

**SMOKING CAUSES OVER 30,000
CARDIOVASCULAR DEATHS EACH
YEAR IN THE UK ALONE.**

NHS Find ways to stop smoking at
www.nhs.uk/gosmokefree

TEXT 7

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TEXT 8



SMOKING IS BAD!

IF YOU CAN'T QUIT, AT LEAST,
GET THE RIGHT HEALTH INSURANCE.
COMPARE AND CHOOSE TAILOR-MADE
HEALTH INSURANCE AT ETINSURE.COM

Buy in just 2 minutes <
Save up to Rs. 16,350 tax under section 80D <
Get policy instantly on Email <
Real-time chat & call assistance <

CALL US AT **8010 44 88 44**



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★★★★★ Rated 4.6 on Google

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Question/Level	1/2	3	4	5	6/7
1.1	2				
1.2		3			
1.3	2				
1.4.1	3				
1.4.2			3		
1.5		3			
1.6	2		2		
1.7		2	1	2	
2	2	2	2	2	2
3.1		3			
3.2		3			
3.3	2				
3.4		3			
3.5			4		
4.1		3			
4.2			3		
4.3				4	
4.4	1		2	2	
5.1	2				
5.2	2		2		
5.3		1	2		
5.4	2				
5.5		4			
5.6	2				
5.7				3	
5.8	1		3		
5.9		3			
6.1	2				
6.2		2			
6.3		2			
6.4	1				
6.5	1				
6.6		2			
Total lower order:	60%				
Total higher order:	40%				