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ST BENEDICT'S

SUBJECT	English Prelim	PAPER	1
GRADE	12	DATE	September 2020
EXAMINER NAME	English Department	MARKS	100
		MODERATOR	Mrs Oosthuysen, Mrs Leeburn, Mr Brouard
CLASS		DURATION	3 hours

LOW ORDER 47% **HIGHER ORDER** 53%

INSTRUCTIONS

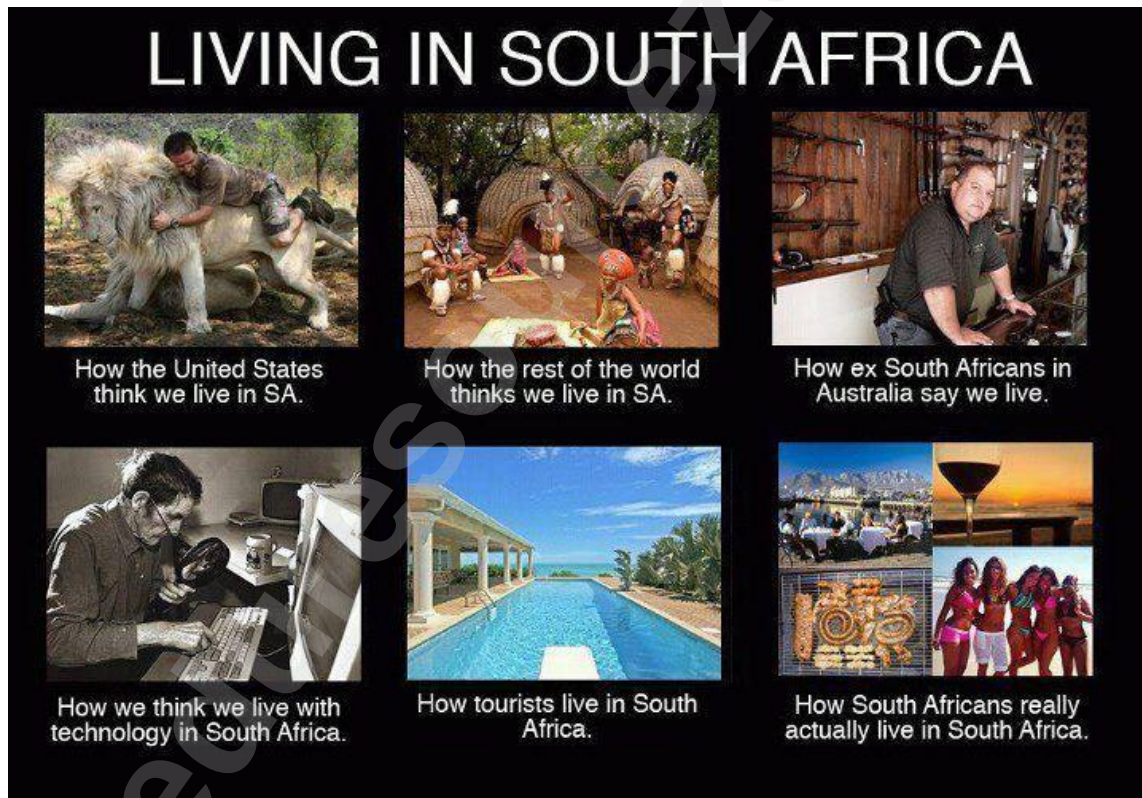
1. This question paper consists of 9 pages and an insert of 5 pages.
2. Please check that your question paper is complete.
3. Detach the Insert from the question paper.
4. Answer all the questions.
5. Read the questions carefully.
6. Number your answers exactly as the questions are numbered.
7. Do not 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
Actual Marks							

QUESTION 1 COMPREHENSION**25 MARKS**

Read **TEXT 1**, *Honour Madiba as a doer of great deeds* in the insert and answer the questions below.

- 1.1 Explain the effectiveness of the title and the sub-title in the context of the message of the first three paragraphs. (3)
- 1.2 How does the inclusion of the poem by Zindzi Mandela enhance the mood of the opening paragraphs of this text? (3)
- 1.3 Reflect on Adichie's words in paragraph 5, "[Stereotypes] make one story become the only story." How can this concept be applied to beliefs about Mandela? (2)
- 1.4 Explain, using your own words, the danger associated with making "a political figure into an untouchable icon" as suggested by Anthony Butler. (2)
- 1.5 By examining diction and tone, assess whether Ahmed Kathrada's words in paragraph 8 suggest praise or criticism of Mandela's handling of negotiations in the early '90s. (3)
- 1.6 Examine the meme below and then answer the question.



- 1.6.1 Discuss to what extent this meme would fit with the writer's view of South Africa expressed in paragraphs 9-11. Refer closely to both the meme and the paragraphs in your answer. (4)
- 1.7 How does the writer position the reader to view Madiba in paragraphs 13 and 14? Examine the use of diction and register in your answer. (4)
- 1.8 Considering the intended audience of this article, evaluate whether you believe the concluding quote by Nkrumah is an effective way to conclude this article. (4)

QUESTION 2 SUMMARY**10 MARKS**

Refer to **TEXT 2** in the insert and answer the question below.

Write a summary of the article, *Museum or Mosque? Turkey debates iconic Hagia Sophia's status* that would be used in a report to UNESCO.

In the summary you must argue whether you believe such heritage sites, like the Hagia Sophia, should be kept as public museums or if leaders should be allowed to use these sites for their own national, cultural or religious purposes.

- 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

QUESTION 3 SEEN POETRY**15 MARKS**

Refer to the poems 'The Tenant' by Ngulube and 'Love's Farewell' by Drayton and answer the questions that follow each poem.

The Tenant**By Na Ngulube**

There is no room for you
In my heart. The only tenant
Who ever lived there left
Some luggage behind.

I didn't even evict her. She
Simply left without a word.

5

I keep hoping she will come
Back and collect the luggage
Or at least arrange for disposal
Clean out the place, throw out
Old memories.

10

I could possibly live with
The marks on the walls. Some
Are completely indelible
Some I even like.

15

But you see I am afraid that
If it all goes, what will I do
With all that empty space

- 3.1 Comment on how the extended metaphor in lines 1 and 2 informs the overall theme of the poem. (2)
- 3.2 Refer to lines 5 and 6. Comment on how these lines influence the overall mood and tone of the poem. (2)
- 3.3 **"at least arrange for disposal / clean out the place..." (lines 9-11)**
- 3.3.1 Explain how the sense of loss and hopelessness is created in these lines. (3)

- 3.4 Explain how the rhythm of the poem is created. Your answer must consider structural elements. (2)

Love's Farewell

By Michael Drayton

SINCE there's no help, come let us kiss and part,—

Nay I have done, you get no more of me;

And I am glad, yea, glad with all my heart,

That thus so cleanly I myself can free;

Shake hands for ever, cancel all our vows,

5

And when we meet at any time again,

Be it not seen in either of our brows

That we one jot of former love retain.

Now at the last gasp of love's latest breath,

When his pulse failing, passion speechless lies,

10

When faith is kneeling by his bed of death,

And innocence is closing up his eyes,

—Now if thou would'st, when all have given him over,

From death to life thou might'st him yet recover!

- 3.5 Discuss how the structure of "Love's Farewell" creates and enforces the message of the poet. (2)
- 3.6 The nature of love and separation are markedly different between "The Tenant" and "Love's Farewell". Argue to what extent you agree with the different perspectives of a 'break-up' presented in each poem. Quote from EACH poem to support your answer. (4)

QUESTION 4 UNSEEN POETRY**15 MARKS**

Refer to the poems “Poetry is dangerous” by Ruth Everson and “Ulysses” by Alfred, Lord Tennyson and answer the questions that follow each poem.

Poetry is Dangerous**By Ruth Everson**

Poetry is dangerous,
 Poetry is a hot rush of passion;
 Foot flat to the page Words flashing past on
 Either side Driving through full stops Down
 Every one way line Tempting death or derision 5
 ... 'till the th-ink tank runs dry.

Poetry is dangerous,
 Poetry flickers fork-tongued after midnight,
 Coiling through inky convulsions,
 Spitting phrases at the moon-eyed night. 10
 Poetry lies languorously, constricting words.
 Swallowing the cold-blooded poet,
 It sheds a stanza and slithers on.

Poetry is dangerous,
 Poetry will attack you when you least expect it. 15
 Poetry is rebellion rolling you and the world,
 Poetry will write your tears in ink,
 Poetry will hang your soul on barbed wire lines –

The rhythm will beat in your bubbling blood,
 Driving you to dance to the serpent's song, 20
 You-are-I-am-We-are
 Its implacable voice.

Glossary

1. *Derision*: mockery, something that mocks or insults.
2. *Convulsions*: muscular spasms; a sudden, violent, irregular movement of the body.
3. *Languorously*: to do something without energy or enthusiasm.
4. *Constricting*: to make narrow; to squeeze or compress.
5. *Slithers*: to slip and slide; to move as a snake would move.
6. *Implacable*: something that cannot be stopped; that which is relentless.

- 4.1 Briefly state what you understand to be the theme of the poem, "Poetry is Dangerous"? (1)
- 4.2 Refer to the last line of stanza 1.
 - 4.2.1 Identify and explain the figure of speech found in this line. (2)
 - 4.2.2 What is the poet implying about poetry as an art form in this line and how does this enforce the extended metaphor found in Stanza 1? Quote to support your answer. (2)
- 4.3 Analyse the impact of the imagery found in Stanza 2 has on the overall tone and mood of the poem. Quote to support your answer. (3)
- 4.4 Refer to the final Stanza of the poem (Stanza 4).
 - 4.4.1 To what extent do you agree with the message contained in the final stanza that the voice of poetry is 'implacable'? Justify your answer using your personal experience of poetry throughout your school career. (3)

Ulysses (extract)

By Alfred, Lord Tennyson

...that which we are, we are;

One equal temper of heroic hearts,

Made weak by time and fate, but strong in will

To strive, to seek, to find, and not to yield.

- 4.5 Critically analyse the use and manipulation of language conventions and diction by the poets of "Poetry is Dangerous" and "Ulysses" as a means of enhancing their respective messages in each poem. Quote from BOTH poems to support your answer. (4)

QUESTION 5 VISUAL LITERACY

25 MARKS

Refer to **TEXTS 3a/b – 4a/b/c** and then answer the questions below.

Refer to **TEXTS 3a and 3b**.

- 5.1 By examining the visual and verbal details of **TEXTS 3a and 3b**, explain how members of the public are positioned to view the Coronavirus. (4)
- 5.2 To what extent do these two texts use hyperbole to achieve their purpose? (3)

Refer to **TEXTS 4a, 4b and 4c**.

- 5.3 Identify and correct the grammatical error in **TEXT 4a**. (1)
- 5.4 Explain the visual irony of **TEXT 4a**. (2)
- 5.5 Explain the satirical message of **TEXT 4b**. Refer to visual and verbal details to substantiate your answer. (3)
- 5.6 Define the neologism used in **TEXT 4b**, “Sheeple”. Explain how the use of this word this creates humour. (2)

Refer to **TEXT 4c**.

- 5.7 Discuss the effectiveness of the use of caricature to achieve humour in **TEXT 4c**. (2)
- 5.8 To what extent could this cartoon be considered a form of ‘othering’ and therefore be offensive? (3)
- 5.9 **TEXTS 3a/b and TEXTS 4a/b/c** refer to Coronavirus and the threat it poses to our way of life. Evaluate the implied message conveyed in these texts regarding humanity’s ability to deal with this crisis.

Your answer must refer to **intention** and **diction** in **2** of the texts, **one from each group** of texts (i.e. your answer must refer to either Text 3a or 3b, and one from Text 4a, 4b or 4c). (5)

Refer to **TEXT 5** below and answer the questions that follow.

TEXT 5

- Playing football, shooting pool, and drinking at the tavern – this is how many young men in South Africa spend their free time. Despite facing many health challenges, young men tend to not go to clinics, contemplate their long-term health, or consider the harmful gender norms that sometimes leave them sick, unhappy and struggling to form healthy connections with the people who matter most to them.
- Adolescent boys and young men need effective interventions to improve their health, transform gender norms, end sexual and gender-based violence, and prevent HIV, but they are difficult to reach.
- Harmful gender norms drive poor health-seeking behaviors and outcomes for adolescent boys and young men, violence against women and girls, and men's power over women in relationships. Adolescents with inequitable gender beliefs are more likely to have early sex, unsafe sex, STIs, and their relationships are more likely to involve intimate partner violence. Men who adhere to dominant masculine norms have worse mental health and general wellbeing and are more likely to avoid health care clinics.

[Source: <https://www.saferspaces.org.za/blog>]

- 6.1 Identify the grammatical error at the start of paragraph 1. (1)
- 6.2 Identify the split infinitive error in paragraph 1. (1)
- 6.3 Explain whether paragraph 2 is an example of a compound or complex sentence. Your explanation must use sound grammatical reasoning. (2)
- 6.4 Identify and correct the spelling error in paragraph 3. (1)
- 6.5 *“Men who adhere to dominant masculine norms have worse mental health and general well-being.”*
- 6.5.1 Rewrite the sentence above in the passive form. (1)
- 6.5.2 Which sentence (active or passive form) is more effective in the context of the last paragraph? Explain your reasoning. (2)
- 6.6 How does the use of pronouns position the reader to view young men in modern society? (2)