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**GRADE 12 TRIALS EXAMINATION
ENGLISH HOME LANGUAGE: PAPER I
AUGUST 2024**

**MEMORANDUM
(TO BE USED AS AN ADJUNCT TO THE GENERIC DESCRIPTORS)**

QUESTION 1 COMPREHENSION

Refer to **TEXT 1** on pages (i) and (ii) of the Insert, *Of Bees and Billionaires*, by Rebecca Solnit, and answer the questions below.

1.1 Refer to paragraph 1.

1.1.1 Consider the writer's intention in making use of the second-person pronoun 'you' in the opening sentence of the article. (2)

The writer is attempting to engage the audience and their attention on a serious and topical issue that will affect them whether they realise it or not. The second person pronoun addresses the reader directly, securing their attention and incorporating them into a global issue and allowing them to recognise their position (if any) on the subject.

1.1.2 Suggest why the writer refers to examples of types of workers from 'Bangladesh' and 'Brazil' in the context of paragraph 1 as a whole. (2)

Brazil and Bangladesh are both countries with high populations and a considerably sized impoverished working class, evidenced by the jobs chosen (farmer and street vendor) that have a very minimal environmental impact despite the high populations of the countries, as opposed to tech entrepreneurs or oil oligarchs.

1.2 Refer to paragraph 2.

Discuss how the diction and tone used in paragraph 2 seeks to influence the views of the reader. Explain at least TWO examples in your response. (4)

The writer's tone is one critical of billionaires and how domineering/controlling they are and how their influence goes well beyond that of a normal singular individual and bears some kind of sinister intent, if not in the very least selfish and arrogant. In terms of diction, phrases such as 'Billionaires loom large over our politics and environment' create a sense of interference and how decisions are made with money in mind, not longevity. The billionaires are implied to have far too much 'shocking scale of their wealth' and seeming to the detriment of their fellow man, and also to their own sense of importance and perspective, 'climate emissions and their manipulations of politics and public life means they are not at all like the rest of humanity.' The final sentence of the paragraph expresses these ideas of excess, consumerism and short-term thinking, 'They are behemoths, and they mostly use their outsized power in ugly ways – both in how much they consume and how much they influence the world's climate response.'

1.3 Refer to paragraph 3.

1.3.1 How effective is the writer's comparison using 'bees' and 'whales'? Fully support your response with details from paragraph 3. (3)

The writer's use of the analogy of bees and whales is highly effective. One of the key focuses of the article is the environmental impact that billionaires have in the world. Bees and whales both fall into ecologies that are under threat. In terms of impact, it is easy to understand how the average person in the world is a bee, nearly infinitely numerous but insignificant on an individual level. Using whales to represent billionaires is appropriate as their scale and presence is far more than that of a single bee, or even a hive for that matter. The one concession the writer makes in the limitation of this analogy is that, in nature, whales and bees have no interaction, let alone one of harm, in nature.

- 1.3.2 Consider the persuasive impact of the final sentence of paragraph 3: 'Except whales aren't a menace to bees.' on the reader. (2)

The writer is stating that in nature, despite the differences in magnitude and presence, bees and whales have no negative interrelationship. They have none at all, in fact. The point is, billionaires and the average person do not have as much of a benign or harmless coexistence. This will give the reader the sense of perspective (and dread) that is the reality of present socio-economic dynamics.

- 1.4 Refer to paragraph 4.

What do the implications of the word 'spawned' suggest about the creation of billionaires? (2)

The word 'spawned' in reference to the creation of billionaires has natural connotations in reptiles/amphibians. However, the connotations go even further with the significant negative association with progeny being referred to as 'spawn'. It normally is used in the context of large quantities, but also with sinister associations such as 'Hell spawn'.

- 1.5 Refer to paragraph 5.

Explain how the idea of grossly excessive wealth is conveyed in this paragraph. (3)

The writer makes use of several examples to showcase the image and idea of excessive wealth. 'Gates's (worth \$104 billion) how much could one man eat and excrete to occupy a home with six kitchens and 24 bathrooms.' 'He runs the world's largest private foundation, and the influence it has exerted on health and life, particularly in Africa'. 'A hallmark of tech billionaires is their boundless confidence in their own competence in whatever field they'd like to influence. Money talks – or, rather, shouts.' These bits of evidence depict a grossly excessive idea of wealth.

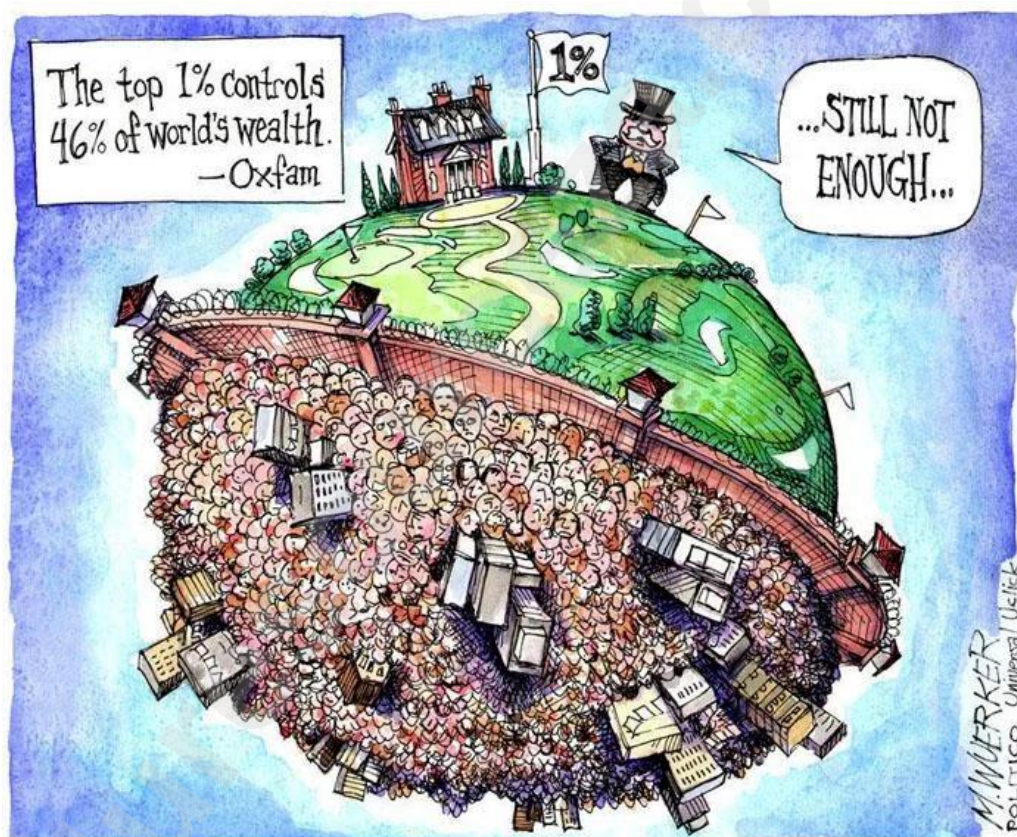
- 1.6 Consider the final sentence of paragraph 7: 'On a thriving planet, human beings should be human scale, but the super-rich are on another scale altogether, giants trampling underfoot both nature and our efforts to protect it.'

To what degree is this concluding remark regarding 'scale' effective in connecting the writer's arguments throughout the article?

(3)

The writer makes a valid point regarding the scale and the disparity between the rich and the poor. His comparison of billionaires to whales and impoverished people to bees provides an apt visualisation for the audience. The impact of the super-rich is beyond comprehension the damage done and influence wielded speaks to an imbalance in the notion of scale.

- 1.7 Consider **TEXT 1** and **Cartoon A** below and answer the question that follows.



Critically evaluate how effective **Cartoon A** is in conveying the enormous divide between rich and poor? Motivate your response with reference to both **TEXT 1** and the cartoon.

(4)

To be assessed according to the generic descriptor rubric and candidates must refer to the article and the cartoon.

[25]

QUESTION 2 SUMMARY

Refer to **TEXT 2** and **TEXT 3** on pages (iii) and (iv) of the Insert.

A well-known theatre in your area is on the verge of closing down due to lack of support. A committee has been formed which has representatives from various age groups. The aim of the committee is to fight for the theatre's survival.

Using the article (**TEXT 2**) and infographic (**TEXT 3**) as your primary sources, write a **speech** which you will deliver to the local government, in which you speak on behalf of the **school-going age group** in **support** of keeping the theatre open.

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

[10]

Use the IEB summary rubric as per Finals 2023.

VERY GOOD	8.5-10
GOOD	7-8
AVERAGE	5.5-6.5
BELOW AVERAGE	4-5
VERY WEAK	1-3

QUESTION 3 SEEN POETRY

Refer to the poems 'Ozymandias of Egypt' by Percy Bysshe Shelley and 'To me, fair friend' by William Shakespeare on page (v) of the Insert and answer the questions below.

- 3.1 Refer to line 1: 'I met a traveller from an antique land'.

How does the word 'antique' prepare the reader for the tale that is about to unfold? (2)

Candidates need to discuss the connotations of 'antique' as per the context of the poem. 'Antique' suggests something from the distant past which suggests that a story from the distant past is about to unfold. This adds an element of mystery and anticipation.

- 3.2 Refer to lines 2-3: 'Who said:...in the desert.'

How does the enjambment enhance these lines? (2)

The enjambment links to the vastness of the deserts. If something is vast, is it expansive and seemingly never-ending. This connects perfectly to the purpose of enjambment as a poetic technique [candidates need to show an understanding of enjambment and then make a logical link to the given lines]

- 3.3 Refer to lines 4-8: 'whose frown...heart that fed'.

Discuss how the poet's use of diction and sound devices influences our view of Ozymandias. (3)

As this is a 3-mark question, it is essential that candidates refer to at least 2 examples of diction and one example of a sound device. They then need to explain what their view of Ozymandias is. There is a lot to work with in these lines eg: 'frown', 'wrinkled lip', 'sneer', 'mocked' (diction examples) and 'cold command' (alliteration). Ozymandias is presented as cruel, uncompassionate and dictatorial.

- 3.4 Refer to lines 12-14: 'Nothing beside remains...stretch far away'.

Account for the shift in tone in the final 3 lines of the poem. (3)

Candidates need to explicitly identify the change in tone. After the uncompromising tone of the previous lines, the final 3 lines are quite deflating. Clearly the legacy of Ozymandias has amounted to nothing, hence the defeatist tone that appears at the end of the poem [candidates need to identify tone and link to meaning].

- 3.5 Refer to both 'Ozymandias of Egypt' and 'To me, fair friend', and then answer the question that follows.

Both poems make use of sonnet form in order to convey their message. In your opinion, which poem makes use of sonnet form more impactfully? Consider the meaning and structure of both poems in your response. (5)

Because this is a question on structure, specifically sonnet form, candidates need to demonstrate an understanding of the purpose of sonnet form with respect to meaning.

For example, 'Ozymandias' is in Petrarchan sonnet form which means that it is subdivided into 8 lines (octet) and 6 lines (sestet). In the octet, we hear the story of Ozymandias's statue – now broken – and the evidence that remains of his personality eg: 'sneer of cold command'. The sestet ends with the impactful revelation that Ozymandias's legacy amounted to nothing. The sonnet therefore cleverly builds up the power and influence of Ozymandias, only to sweep the rug from under us at the end when we are told that 'Nothing beside remains'.

'To me, fair friend' is an example of an Elizabethan/Shakespearean sonnet. The sonnet is divided into three quatrains followed by a rhyming couplet. During each quatrain, we chart the development of the speaker's friend's ageing process. The poet moves us through various seasons eg: spring and summer which reinforce the ageing process. In the third quatrain, the speaker's sense of doubt is made apparent eg: 'mine eye may be deceived'. The rhyming couplet then ends with the poet's central message – that no-one will ever compare to the beauty of his loved one.

Candidates must then choose which one of the above makes use of sonnet form more impactfully (with regard to meaning). It is entirely their choice and there are valid arguments to support either poem.

[15]

QUESTION 4 UNSEEN POETRY

Refer to the poems 'You and I' by Lebogang Mashile and 'For Oom Piet' by Finuala Dowling on pages (vi) and (vii) of the Insert and answer the questions below.

4.1 Examine line 7: 'We strip the fat from the lean.'

The original expression is 'to trim the fat from the lean' (meaning to remove what is unnecessary).

Discuss the impact of using the word 'strip' instead of 'trim'. (2)

The word 'strip' is more forceful and intentional than 'trim'. This suggests that the speaker and his/her lover engage with life in an intense and passionate way.

4.2 Refer to lines 13-15: 'But when we...of our backs.'

How does the imagery in these lines enhance the mood at this point in the poem? (3)

The imagery, created through words such as 'heat', 'rise', 'song' and 'flight' create a mood of passionate intensity. The image of rising heat suggests passion while 'a song in flight' shows that their love allows them to soar beyond the realms of reality.

[Candidates need to describe the mood of these lines by using two examples of imagery as their proof. The imagery examples need to be explained in order to demonstrate the candidate's understanding].

4.3 Refer to lines 21-28: 'And by the...you and I'

How does the contrast in lines 21-28 characterise 'you and I' in relation to 'the rest'? (3)

'You and I' are different from the rest. The word 'But' prepares us for the difference. We read that 'you and I/Push the boundary of reason' which demonstrates that they don't live conventional lives like everyone else. We also read that '(n)othing can be stopped like you and I' which indicates that, compared to others, they march to their own beat and are the masters of their own destiny. Essentially, 'you and I' are more rebellious and less mainstream than the rest of society.

4.4 Comment on the significance of repeating the opening stanza in the final stanza. (3)

In order to gain full marks for a reception question, candidates need to examine WHAT is being examined and then consider WHY these words are being repeated. The fact that the final stanza is a repetition of the first stanza also indicates that these words encapsulate the speaker's

life philosophy – and that he/she has no intention of changing it. ‘We are the keepers of dreams’ shows that they live beyond the realms of reality and the fact that they repeat that they ‘mould them into light beams/And weave them into life’s seams’ shows that they work this philosophy into every aspect of their lives.

- 4.5 Refer to both ‘You and I’ and ‘For Oom Piet’ and the quotation below, and then answer the question that follows.

“We are not all weak in the same spots, and so we supplement and complete one another, each one making up in himself for the lack in another.” – Thomas Merton

The speakers in ‘You and I’ and ‘For Oom Piet’ each find strength through their interaction with another person. Which poem do you find deals with this more effectively? Discuss both poems before making your decision.

(4)

This is a choice question, so candidates need to choose between ‘You and I’ and ‘For Oom Piet’ (after having done an analysis of both poems). The quote refers to people supplementing and completing each other, so candidates need to find examples of this across both poems. Because this is a 4-mark question at least TWO relevant examples per poem need to be analysed before candidates come to their decision.

[15]

QUESTION 5 CRITICAL AND VISUAL LITERACY

Refer to **TEXT 4**, **TEXT 5**, **TEXT 6** and **TEXT 7** on pages (viii) and (ix) of the Insert as indicated in each question. Examine all texts before attempting to answer the questions.

Refer to **TEXT 4**.

- 5.1 How do certain visual clues in the advertisement immediately set the theme of gambling?

(2)

The visuals depict two playing cards alongside each other, one being the Ace of Spades and the other the Ace of Hearts. The colour contrasts of ‘win’ and ‘lose’ on the cards sets the theme of gambling, however the stance is against it.

- 5.2 In **TEXT 4** the advertiser has used the 'Ace of Spades' and the 'Ace of Hearts' alongside one another.

Discuss the effectiveness of the choice of these cards in relation to the verbal information in the advertisement. (3)

The Ace of Spades card has statistics that refer to gamblers missing work in order to gamble. A spade is a common implement of the working man, so these two correlate. The Ace of Hearts depicts a heart broken in two with statistics on divorce, showing the direct relationship between gambling and disrupted marital relations.

Refer to **TEXT 5**.

- 5.3 Explain how the images on the poker chips and betting options on the slot machine are used to position the audience. (3)

The audience is positioned to view gambling as dangerous and not worth the inherent risk. The chips and gambling icons represent 'family', 'house' and 'car'. These are the things at stake to be lost due to the addictive nature of gambling. The idea of the loss of any of the issues at stake represents a significant disruption in the life of the gambler and how we could end up 'tapped out' like TEXT 5.

Refer to **TEXT 4** and **TEXT 5**.

- 5.4 Both of these advertisements make use of juxtaposed images (placed alongside one another).

Which TEXT is more emotionally persuasive in influencing its audience against gambling? You must make reference to details from BOTH **TEXT 4** and **TEXT 5** in your response. (4)

To be assessed according to the generic descriptor. Candidates are to refer to evidence and comparative analysis from both TEXT 4 and TEXT 5. Focus must be on the successful use of the juxtaposition to create an anxiety/suspense regarding the future of a gambler.

Refer to **TEXT 6**.

- 5.5 Briefly discuss the effectiveness of the colour contrast in the advertisement. (2)

The colour contrast is striking with the children on the left surrounded by light colours, natural lighting and are dressed in yellow, a colour of innocence and friendship. The contrast to the black background in the center and left of the image. Red and white type stand out against the dark and ominous background.

- 5.6 Discuss whether the simplicity of the layout strengthens or undermines the seriousness of the advertiser's message. Motivate your response with specific reference to both visual and verbal details in the advertisement. (3)

The simplicity of the advertisement enhances its effectiveness. The mise en scene has the children in the left third and black background for the rest. Reading from left to right the audience is engaged with the contrasting colours and a brief journey through the eyes of the child. The message of the dangers of gambling and how it impacts more than just the gambler is successfully achieved.

Refer to **TEXT 7**.

- 5.7 Explain how the message of this advertisement could potentially have a global appeal. (3)

Betting on sport has become prevalent in many countries and the athlete in the image is somewhat neutral. The stadium isn't specifically purposed with nets or poles so there is a generic quality to them. The egg-shaped ball under the athlete's arm also can be universally applied to American Football, rugby, Aussie Rules etc.

Refer to **TEXT 6** and **TEXT 7**.

- 5.8 Refer to the rhetorical technique below and answer the question that follows.

*"Think of the children" (also "What about the children?") is a cliché that evolved into a rhetorical tactic. In the literal sense, it refers to children's rights (as in discussions of child labor/exploitation). In persuasion, it is a **plea for pity** that is used as an **appeal to emotion**."*

Critically discuss whether **TEXT 6** or **TEXT 7** is more successfully manipulative in using this rhetorical tactic. Your answer must refer to both texts. (5)

To be assessed according to the generic descriptor. Candidates must refer to both TEXTs and ensure that the argumentation focuses on the appeal to emotion and which TEXT presents the child as the greater victim.

[25]

QUESTION 6 LANGUAGE

Refer to **TEXT 8** on page 10 of the Insert and answer the questions below.

- 6.1 Remove the redundancy from line 1: 'Leading scientists and . . . with community members'. (1)

United OR together

- 6.2 Provide the verb form of 'strategic' (line 4). (1)

Strategise

- 6.3 Briefly explain why 'CAPRISA' (line 8) is an example of an acronym. (2)

Each letter represents a word in the organisation's name and the acronym is pronounced as a single word.

- 6.4 Provide the function of the apostrophe in line 9. (1)

Possession/ownership

- 6.5 Correct the preposition error in paragraph 2. (1)

Of – with

- 6.6 Correct the error of concord in paragraph 3. (1)

Has – have

- 6.7 Identify and explain the function of the punctuation mark in 'well-being' in paragraph 5. (2)

Hyphen, compound word.

- 6.8 Refer to the sentence below from paragraph 5.

'Investing in research and development, all citizens (rich and poor) experience significant benefits' (lines 19 – 20).

Rewrite the above sentence so that it is grammatically correct. (1)

Any alteration to make grammatical sense. Easiest is inserting 'By' at the start of sentence.

[10]

Total: 100 marks

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