



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2013

ENGLISH HOME LANGUAGE: PAPER I

Time: 3 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 10 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. Number your answers exactly as the questions are numbered.
 4. Do not write in the margin.
 5. Answers must be written in the Answer Book.
 6. It is in your own interest to write legibly and to present your work neatly.
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QUESTION 1 COMPREHENSION

Refer to **TEXT 1** on page (i) of the Insert, 'Pearls before Breakfast', and answer the questions below.

- 1.1 Why did the performer start by throwing money into his violin case? (1)
- 1.2 How do the time of day and the setting influence people's responses to Joshua Bell? (2)
- 1.3 'Cupidity' (paragraph 2) refers to a strong desire or greed for money. Explain how you could infer its meaning from the context of the sentence. (2)
- 1.4 By analysing Joshua Bell's choice of clothing, (paragraph 1) discuss how he positions his audience. (Consider the possible significance of each item of clothing.) (3)
- 1.5 1.5.1 What is the effect created by the large number of questions in paragraph 2? (2)
- 1.5.2 How does the use of questions relate to the image of 'moral mathematics'? (2)
- 1.6 Comment on the choice of the word 'fiddler' rather than 'violinist' to describe Joshua Bell in paragraph 3. Explain whose perspective is conveyed through the use of this word. (3)
- 1.7 Explain why this is described as 'an experiment in *context, perception* and *priorities*' (paragraph 3). (3)
- 1.8 Taking into account John Lane's analysis, do you think society or the individual is more responsible for the lack of response to Joshua Bell in the metro? Justify your answer with reference to the text. (3)
- 1.9 The experiment rests on the assumption that 'some of the most elegant music ever written' should be recognised and appreciated by the majority of commuters. Critically analyse this view of classical music with reference to the extracts provided below: (4)

Extract 1

"Our study shows that musical harmony can be learnt and it is a matter of training the brain to hear the sounds," McLachlan said. "So if you thought that the music of some exotic culture (or jazz) sounded like the wailing of cats, it's simply because you haven't learnt to listen by their rules."

Extract 2

The use of classical music in public places is increasingly common: in shopping malls, parking lots, and other places where crowds and loitering can be problems. In 2005, after classical music was introduced into London's Underground, there was a significant decrease in robberies, assaults and vandalism. Similar results have been noted from Finland to New Zealand. As a classical music lover, I'd like to believe that my favourite music has some kind of magical effect on people – that it soothes the savage breast in some unique way. But I know better. The hard, cold truth is that classical music in public places is often deliberately intended to make certain kinds of people feel unwelcome. The choice of music conveys a clear message: 'Move along quickly and peacefully, people; this is not your cultural space.'

[<http://www.3quarksdaily.com/3quarksdaily/2010/10/whats-wrong-with-classical-music.html>]

QUESTION 2 SUMMARY

Refer to **TEXT 2** on page (iii) of the Insert.

Your summary will take the form of a notice printed inside the cover of a menu in an elite South African restaurant. As the manager of the restaurant, you have decided to ban guests from photographing the food. **Using no more than 90 words**, write a notice in which you inform patrons of this ban and the reasons behind it.

- The notice must be in the form of one coherent paragraph.
- You must use full sentences.
- Your language use must be accurate and in an appropriate register.
- Provide an appropriate title which is included 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]

On His Blindness by John Milton (1608 – 1674)

When I consider how my light is spent
Ere half my days in this dark world and wide,
And that one talent which is death to hide
Lodged with me useless, though my soul more bent
To serve therewith my Maker, and present 5
My true account, lest he returning chide;
'Doth God exact day-labour, light denied?'
I fondly ask. But Patience, to prevent
That murmur, soon replies, 'God doth not need
Either man's work or his own gifts: who best 10
Bear his mild yoke, they serve him best. His state
Is kingly: thousands at his bidding speed,
And post o'er land and ocean without rest;
They also serve who only stand and wait.'

[Anthology: *Clusters*, Gerald de Villiers]

- 3.5 Discuss how the speaker in the poem *On His Blindness* (lines 1 – 8) ('When I consider ... I fondly ask') can be characterised as the 'little charleychaplin man' of Ferlinghetti's poem (line 29).

(3)
[15]

QUESTION 4 UNSEEN POETRY

Refer to the poems *Snowbanks North of the House* by Robert Bly and *The Tyger* by William Blake

Snowbanks North of the House by Robert Bly (1926 –)

Those great sweeps of snow that stop suddenly six feet from the house ...	
Thoughts that go so far.	
The boy gets out of high school and reads no more books;	5
the son stops calling home.	
The mother puts down her rolling pin and makes no more bread.	
And the wife looks at her husband one night at a party, and loves him no more.	10
The energy leaves the wine, and the minister falls leaving the church.	
It will not come closer	
the one inside moves back, and the hands touch nothing, and are safe.	15
 The father grieves for his son, and will not leave the room where the coffin stands.	
He turns away from his wife, and she sleeps alone.	
 And the sea lifts and falls all night, the moon goes on through the unattached heavens alone.	20
 The toe of the shoe pivots in the dust ...	
And the man in the black coat turns, and goes back down the hill.	
No one knows why he came, or why he turned away, and did not climb the hill.	25

[Bly, Robert. *The Man in the Black Coat Turns*.]

- 4.1 Identify the punctuation mark in lines 2 and 22 and suggest how it contributes to the meaning in the poem. (2)
- 4.2 Identify the mood in lines 4 to 12 ('The boy ... leaving the church') and explain how it is conveyed through the use of imagery and repetition. (3)
- 4.3 What theme is captured in the image 'the moon goes on/through the unattached heavens alone' (lines 19 to 20)? Quote from elsewhere in the poem to support your answer. (2)
- 4.4 The psychologist Carl Jung said 'Knowing your own darkness is the best method for dealing with the darkneses of other people'. Discuss how the theme of self-awareness (knowing your own darkness) is depicted in this poem by Robert Bly. Quote from the poem to illustrate your answer. (2)

THE TYGER (from Songs Of Experience) by William Blake (1757 – 1828)

Tyger! Tyger! burning bright
 In the forests of the night,
 What immortal hand or eye
 Could frame thy fearful symmetry?

In what distant deeps or skies
 Burnt the fire of thine eyes?
 On what wings dare he aspire?
 What the hand dare sieze the fire?

5

And what shoulder, and what art,
 Could twist the sinews of thy heart?
 And when thy heart began to beat,
 What dread hand? and what dread feet?

10

What the hammer? what the chain?
 In what furnace was thy brain?
 What the anvil? what dread grasp
 Dare its deadly terrors clasp?

15

When the stars threw down their spears,
 And water'd heaven with their tears,
 Did he smile his work to see?
 Did He who made the Lamb make thee?

20

Tyger! Tyger! burning bright
 In the forests of the night,
 What immortal hand or eye,
 Dare frame thy fearful symmetry?

4.5 Refer to the poem *The Tyger*. Discuss what the 'fearful symmetry' of the tiger (lines 4 and 24) suggests about the creator's intention and the presence of evil in creation. (3)

4.6 Both poems (*Snowbanks North of the House* and *The Tyger*) present the **mysterious and unexplained**. In which poem do you think the darkness of the unknown is more threatening? Support your answer with reference to both poems. (3)

[15]

QUESTION 5

Refer to **TEXTS 3, 4, 5** and **6** on pages (iv, v, vi, vii) of the Insert. Examine all the texts before attempting to answer the questions.

Refer to the anti-fur posters, **TEXTS 3, 4, 5**.

- 5.1 The question in Texts 3 and 4 both use the word 'who's'. Which text uses 'who's' incorrectly? Rewrite the question, correcting the spelling. (1)
- 5.2 By referring to specific visual and verbal details, discuss how the anti-fur posters construct the image of people who wear fur. (4)

Refer to **TEXT 6**, an advertisement for fur clothing created for the Fur Council of Canada.

- 5.3 The advertisement begins with the statement, 'Most people choose fur for warmth and beauty'. Explain how 'most people' could be considered ambiguous as the subject of the verb 'choose' in this sentence. Rewrite the subject in order to clarify the meaning. (2)
- 5.4 A trapper lives in a remote rural area and supports himself/herself by catching wild animals for food, for fur and for sale.

Refer to the two versions of the sentence below:

- A 'Because they depend on nature for their livelihoods, trappers have a direct interest in protecting our forests and rivers.'
- B 'Trappers have a direct interest in protecting our forests and rivers, because they depend on nature for their livelihoods.'

- 5.4.1 Provide a **grammatical** explanation/description of the difference between SENTENCE A and SENTENCE B. (1)
- 5.4.2 How does SENTENCE A, which appears in the advertisement, assist in constructing a positive view of trappers? (2)
- 5.5 To what does the expression 'use of wildlife' refer? Explain how this phrase could be described as a euphemism. (2)
- 5.6 Discuss the irony of the heading 'environmental activist'. Refer to visual and verbal elements to illustrate your answer. (3)
- 5.7 Refer to the claim in the final paragraph '... is supported by the international conservation authorities'. How would the perceived credibility of the claim shift if the authorities had been mentioned by name? (3)

5.8 Read the following extract and answer the question that follows:

Legalise the trade in rhino horn

Support the sustainable use of wildlife. Rhino conservation efforts will only succeed if rhinos have a tangible economic value for humans. Rhino horn is a renewable resource. The horn grows throughout the rhino's life and can be obtained without killing the animal. Regular dehorning would result in the reduced availability of horn to poachers. Surplus black and white male rhinos in South Africa and Namibia would, in the main, no longer need to be culled or sold for sport hunting, as they are now, because they would remain valuable for their horn production. Studies show that there are few, if any, welfare issues to consider when dehorning rhinos for non-fatal consumptive use.

[Adapted from information provided by <www.savetherhino.org>]

To what extent is this argument comparable to the 'fur is green' campaign in Text 6? Consider the relative impact on trappers, poachers, consumers and the environment. Whose interests are served?

(5)
[23]

QUESTION 6

6.1 Texts 6 and 7 are examples of 'greenwashing'.

Whitewashing refers to *glossing over or covering up vices, crimes or scandals*. It is especially used in the context of corporations, governments or other organisations.

Write a dictionary entry for the word 'greenwash'. Use the correct format. Your dictionary entry must include:

The part of speech

The definition

The origin of the word

(3)

6.2 Provide a synonym for 'typeface' in Text 7.

(1)

6.3 Refer to **TEXT 7**. The character refers to 'the wording' of the brochure. Provide TWO examples of the most common 'green' diction used in advertising and suggest why it is effective.

(2)

6.4 There are TWO errors in each of the sentences below. Rewrite the sentences, correcting the errors you find.

6.4.1 When paging through your magazine, the images were so cliché.

(2)

6.4.2 Your always talking about being unique, so practice what you preach.

(2)

6.5 Select ONE of the errors that you corrected in Question 6.4 and provide a detailed grammatical explanation of the error and its correction.

(2)

[12]

Total: 100 marks