NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2021

ENGLISH HOME LANGUAGE: PAPER I

Time: 3 hours 100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 14 pages and an Insert of 7 pages (i–vii). Please check that your question paper is complete. Detach the Insert from the centre of the question paper.
2. Answer all the questions.
3. Read the questions carefully.
4. Number your answers exactly as the questions are numbered.
5. Do not write in the margin.
6. Answers must be written in the Answer Book provided.
7. 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 pages i and ii of the Insert, *Twitter: a public battlefield*, and answer the questions below.

1.1 Refer to the title.

Discuss how effective the writer's word choice is in creating a catchy title. (2)

1.2 Refer to the following sentence from paragraph 2:

"Twitter does not make people horrible; it just takes the effort out of being awful to others."

What are the main factors suggested by the writer that support this view? (2)

1.3 Explain why the "feedback loop of outrage" (paragraph 2) is effective in conveying the writer's intention. (2)

1.4 Refer to paragraph 3.

Show how the diction and tone used in paragraph 3 reveal the writer's attitude to Twitter. Refer to specific examples from paragraph 3 to support your answer. (4)

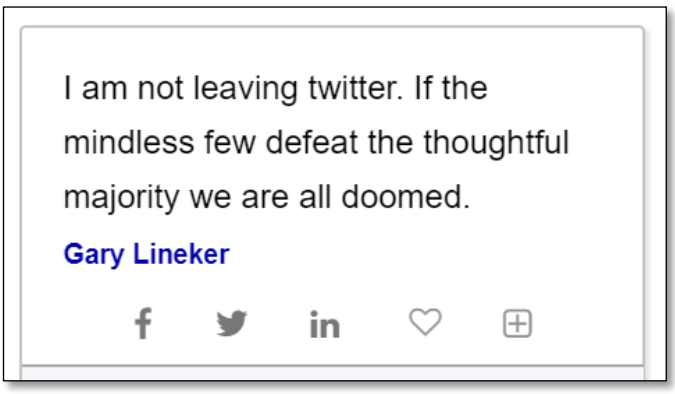
1.5 Refer to the following sentence from paragraph 4:

"Woke Twitter are the digital equivalents of the morality police, trawling the streets for the slightest hint of privilege or – phobia."

1.5.1 Explain who or what is being criticised in this sentence. Refer to both the sentence and paragraph 4 in your response. (3)

1.5.2 Consider whether the writer has made a concord error in the sentence. (2)

1.6 Refer to paragraph 7 and the Tweet below:



[Source: <https://www.brainyquote.com/quotes/gary_lineker_422231?src=t_twitter>]

How would the writer (Sarah Britten) respond to Gary Lineker's Tweet? Refer to the Tweet and paragraph 7 in your response. (4)

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1.7 Refer to paragraph 8 and paragraph 9.

Account for the shift in style between paragraph 8 and paragraph 9. Refer to register, sentence structure and intention in your response. (4)

1.8 Refer to paragraph 11.

Why do you think the writer has chosen to end the text with a single-line paragraph? (2)

[25]

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QUESTION 2 SUMMARY

Refer to **TEXT 2**, **TEXT 3** and **TEXT 4** on page iii of the Insert.

You have been tasked by the Head of Life Orientation at your school to write a **paragraph for a newsletter** explaining **the benefits of job shadowing** to Grade 12s.

Write the summary using information from **TEXT 2**, **TEXT 3** and **TEXT 4**.

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

[10]

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QUESTION 3 SEEN POETRY

Refer to the poems "Ulysses" by Alfred Lord Tennyson and "I have my father's voice" by Chris van Wyk and answer the questions that follow each poem.

Ulysses by Alfred Lord Tennyson

It little profits that an idle king,
By this still hearth, among these barren crags,
Match'd with an aged wife, I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed, and know not me.
I cannot rest from travel: I will drink
Life to the lees: All times I have enjoy'd
Greatly, have suffer'd greatly, both with those
That loved me, and alone; on shore, and when
Thro' scudding drifts the rainy Hyades
Vext the dim sea: I am become a name;
For always roaming with a hungry heart
Much have I seen and known; cities of men
And manners, climates, councils, governments,
Myself not least, but honour'd of them all;
And drunk delight of battle with my peers,
Far on the ringing plains of windy Troy.
I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravell'd world, whose margin fades
For ever and for ever when I move.
How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use!
As tho' to breathe were life. Life piled on life
Were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were
For some three suns to store and hoard myself,
And this grey spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle —
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

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There lies the port; the vessel puffs her sail:
There gloom the dark broad seas. My mariners,
Souls that have toil'd, and wrought, and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—you and I are old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep
Moans round with many voices. Come, my friends,
'Tis not too late to seek a newer world.
Push off, and sitting well in order smite
The sounding furrows; for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.
Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven; 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.

[Anthology: *Clusters*, Gerald de Villiers]

3.1 Refer to lines 1–5: "It little profits … know not me."

Explain how the imagery conveys the speaker's relationship with his people. (3)

3.2 Refer to lines 19–21: "Yet all experience … when I move."

Identify the figure of speech in these lines and comment on its effectiveness in revealing the speaker's attitude towards experience. (3)

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3.3 Read the newspaper article below about Eleanor Cunningham who went skydiving to celebrate her 100th birthday, and then answer the question that follows.

100-year-old woman skydives for birthday



Not only has Eleanor Cunningham made it to her 100th birthday, which alone is a huge milestone, but she is also active and healthy.

According to her, age really is just a number. "Don't hold anything back in life. Go after your dreams and truly live each day like it is your last. As you get older, your perspectives on life change, and it is important to never lose your enthusiasm or the child inside of you," she told reporters.

People always say to live life to the fullest and don't take things for granted, but this is a living example of that statement.

[Adapted from <https://westerncourier.com/6423/opinions/100-year-old-woman-sky-dives-for-birthday/>]

Discuss the extent to which Eleanor Cunningham (featured in the above article) and the speaker in "Ulysses" share similar views on life. In your response, refer to the article, lines 3–8 and lines 44–71 of the poem. (4)

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3.4

I Have my Father's Voice by Chris van Wyk

When I walk into a room
where my father has just been
I fill the same spaces he did
from the elbows on the table
to the head thrown back
and when we laugh we aim the guffaw
at the same space in the air.
Before anybody has told me this I know
because I see myself through
my father's eyes.

When I was a pigeon-toed boy
my father used his voice
to send me to bed
to run and buy the newspaper
to scribble my way through matric.

He also used his voice for harsher things:
to bluster when we made a noise
when the kitchen wasn't cleaned after supper
when I was out too late.

Late for work, on many mornings,
one sock in hand, its twin
an angry glint in his eye he flings
dirty clothes out of the washing box:
vests, jeans, pants and shirts shouting
anagrams of fee fo fi fum until he is up
to his knees in a stinking heap of laundry.

I have my father's voice too
and his fuming temper
and I shout as he does.

But I spew the words out
in pairs of alliteration
and an air of assonance.

Everything a poet needs
my father has bequeathed me
except the words.

[Anthology: *Clusters*, Gerald de Villiers]

Evaluate critically how the diction in "Ulysses" and "I Have my Father's Voice" helps the reader understand the father-son relationship in each poem. Refer to specific quotations from both poems to support your answer. (5)

[15]

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QUESTION 4 UNSEEN POETRY

Refer to the poems "Ex" by Malika Ndlovu and "The Tenant" by Na Ngulube and answer the questions that follow each poem.

Ex by Malika Ndlovu (1971–)

I re-enter that room
Marked by you
Relishing at least
A mental reunion
With you

I swim in your eyes
I romanticize
I fantasize
I realise
I am clinging
To you

Digging up your bones
Bringing back my tears
Raising dusty questions
To flood the space
I have opened up
For you
Inside my head

Alone

The truth remains
With you

Alone

This resurrection is over
I return to living
Letting you rest

[Source: <https://edoc.ub.uni-muenchen.de/10368/1/Vogt_Isabelle.pdf>]

4.1 Refer to lines 1–5: "I re-enter that … With you".

Show how the speaker reinforces the idea in these lines that this is a recurring daydream. Refer to specific quotations from lines 1–5 to support your response. (2)

4.2 Refer to lines 6–11: "I swim in … To you".

Discuss how the speaker's use of pronouns and choice of tense in lines 6–11 is effective in conveying the speaker's intention. (3)

4.3 Refer to lines 12–18: "Digging up your … Inside my head".

Suggest how the imagery in lines 12–18 positions the speaker in a particular way. (3)

4.4 Refer to lines 19–22: "Alone … Alone".

How would the meaning have been different if the poet had chosen to use 'Lonely' instead of 'Alone' in lines 19 and 22? (3)

4.5 Refer to the unseen poem "Ex" by Malika Ndlovu on page 9, "The Tenant" by Na Ngulube and the quotation by Jonathan Harnisch below.

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.

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.

I could possibly live with
the marks on the walls. Some
are completely indelible
some I even like.

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

[Anthology: *Clusters*, Gerald de Villiers]

"Sadly enough, the most painful goodbyes are the ones that are left unsaid and never explained." Jonathan Harnisch

[Source: <goalcast.com/2018/04/27/breakup-quotes-to-help-you-heal/>]

Evaluate to what extent Jonathan Harnisch's quotation summarises the vulnerability experienced by the speakers in "Ex" and "The Tenant". Refer to both poems and the quotation to support your answer. (4)

[15]

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QUESTION 5 VISUAL LITERACY

Refer to **TEXT 5**, **TEXT 6**, **TEXT 7** and **TEXT 8** on pages iv–vi of the Insert as indicated in each question. Examine all texts before attempting to answer the questions.

Refer to **TEXT 5**, **TEXT 6** and **TEXT 7**.

TEXT 5 and **TEXT 6** are part of a marketing campaign for the Central Bank of Africa (CBA).

TEXT 7 is a cartoon drawn in response to the high cost of schooling.

5.1 Consider **TEXT 5** and **TEXT 6.**

With close reference to the visual and verbal details of both texts, discuss how the bank positions its customers in society. (4)

5.2 Consider the following from **TEXT 5**:

> **be more.**
> **Join the bank that understands the value of hard work. The bank that appreciates your character through success and failure.**
> **So when you're ready for success, open a CBA Youth Account.**

5.2.1 Explore how the sentence structure adds to the tone and enhances the message. (3)

5.2.2 Suggest what the advertiser's attitude might be towards failure given the inclusion of the sentence "The bank that appreciates your character through success and failure." (2)

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

Consider whether the values depicted in **TEXT 7** are the same as the values depicted in **TEXT 6**. Refer to specific visual and verbal details from both **TEXT 6** and **TEXT 7** to support your answer. (4)

5.4 Consider the following from **TEXT 7**:

> **RISING COST OF "BACK TO SCHOOL" HITS PARENTS HARD**

Explain the function of the inverted commas. (1)

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5.5 Refer to **TEXT 8**.

TEXT 8 is an advertisement for Swiss Life, an insurance company.

5.5.1 Consider the following:

> ***My career is the most important thing are my children.***

Show how the meaning of the sentence is central to understanding the company's intention. (3)

5.5.2 Refer to the following:

> ***For all life's twists and turns: Flexible financial plans.***

Explain the function of the colon. (1)

5.5.3 Examine whose interests are best served in this advertisement. (2)
[20]

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QUESTION 6 LANGUAGE

Refer to **TEXT 9** on page vii of the Insert and answer the questions below.

TEXT 9 was created as part of the 20th anniversary of South Africa's democracy.

6.1 How does the use of the magnifying glass reinforce the statement, "Knowing your rights forms part of your identity."? (2)

6.2 Consider the following:

> **Knowing your rights forms part of your identity.**

Explain whether or not this sentence is grammatically correct. (2)

6.3 Refer to the following sentence:

> **All South Africans, irrespective of race, gender, creed or sexual orientation, are guaranteed human rights and protection before the law.**

Identify the different functions of the commas in this sentence. (2)

6.4 Consider the following sentence:

> **In our 20th year of freedom, South Africa celebrates its diversity.**

6.4.1 Identify the main clause of the sentence. (1)

6.4.2 Consider the advertiser's intention in using "of freedom" instead of "since democracy". (2)

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6.5 Refer to the cartoon below about Human Rights Day (21 March) and then answer the questions that follow:



[Source: <http://www.702.co.za/articles/249082/cartoon-humanrightsday>]

6.5.1 Explain why the above cartoon about Human Rights Day can be considered an example of satire. Refer to your understanding of satire and the cartoon in your response. (3)

6.5.2 Rewrite the speech bubble into reported speech.

Start with *The boy asked …* (3)
[15]

Total: 100 marks

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