NATIONAL SENIOR CERTIFICATE EXAMINATION
MAY 2024

ENGLISH HOME LANGUAGE: PAPER II

Time: 3 hours 100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 8 pages. Please check that your question paper is complete.

2. Utilise your reading time carefully, ensuring that the selections made showcase your ability to share your response to the texts.

3. Questions must be answered in **BOTH SECTIONS**. In **SECTION A**, Question 1 is **compulsory** and then answer **ONE** question on the selected novel. In **SECTION B**, Question 6 is **compulsory**, and then answer **either** Question 7 **or** Question 8.

4. **Begin each QUESTION on a new page.** Do not copy down headings for your answers. Copy down **only** the question numbers, making sure that they are accurate.

5. You may answer the questions in whatever order you wish, but number your answers exactly as the questions are numbered.

6. **No word count is required for ANY QUESTION.**

7. You are encouraged to give your own judgements. Attempt to create space in which your **own voice** can be evident. The examiners will judge your answers on your understanding of, and insight into given texts, and will also assess the competence with which your answers are expressed.

8. Follow instructions in each question with meticulous care.

9. Answers must be written in the Answer Book supplied.

10. It is in your own interest to write legibly and to present your work neatly.

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SECTION A LITERATURE

QUESTION 1

SHAKESPEARE: *THE TEMPEST*

THIS QUESTION IS COMPULSORY

Study the quotation below and then write a literary essay in response to the topic that follows.

'Prospero is cast in the role of a tyrant who maintains power by arbitrarily denying his subjects liberties rather than a protector whom subjects lovingly serve.'

– Melissa E. Sanchez

[Source: Seduction and Service in '*The Tempest*', Vol. 105, No. 1 (Winter, 2008), pp. 50–82 <https://www.jstor.org/stable/20464307>]

TOPIC

Critically discuss the extent to which Prospero is a **tyrant** who maintains **power** over his subjects by denying them **liberties**, rather than being their **protector**.

You must refer to at least **TWO** characters in your argument.

Please note:

- Your response must be in the form of a well-structured literary essay.
- The length of your response must be **approximately 600 words**.
- Your knowledge of Shakespeare's text, *The Tempest*, and your ability to structure and substantiate your stance in order to develop a **tightly constructed argument** will be assessed.
- **Close** and **relevant** reference to the play is **essential**.
- Do **NOT** provide a word count at the end of your essay.

[30]

AND

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NOVELS

THE HANDMAID'S TALE OR *THE THEORY OF FLIGHT*

Answer **ONE** question on your selected novel.

Answer **EITHER**

Question 2 (*The Handmaid's Tale*)

OR

Question 3 (*The Handmaid's Tale*)

OR

Question 4 (*The Theory of Flight*)

OR

Question 5 (*The Theory of Flight*)

Please note:

- Your response must be in the form of a well-structured literary essay.
- Your essay should be **approximately 600 words** in length.
- Your ability to select detail from the novel, in order to develop a **succinct argument**, which is clearly focused and perceptive, **will be assessed**.
- **Close** and **relevant** reference to the text in the question is **essential**.
- Do **NOT** provide a word count at the end of your essay.

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QUESTION 2

THE HANDMAID'S TALE: MARGARET ATWOOD

Read the following:

'The human spirit is free. This idea moves an individual to free action and movement. The individual makes moral choices that assert his/her freedom. However, freedom is at the mercy of power groups fighting for societal control.'

– P. K. Mohanty

[Source: <https://www.jstor.org/stable/23348507>]

TOPIC

Critically discuss whether Atwood, in *The Handmaid's Tale,* presents inhabitants of Gilead who have **freedom of action** and the **freedom** to make their own **moral choices** or, whether they are merely at the mercy of **power groups** fighting for control.

You must refer to a minimum of **TWO** characters in your response.

[30]

OR

QUESTION 3

THE HANDMAID'S TALE: MARGARET ATWOOD

Read the following:

'As the characters in the novel experience oppression and rebellion, they develop as individuals, are far from perfect, have complicated pasts, and represent people who come to terms with complicated identities.'

– H. Herrera

[Source: <https://doi.org/10.1515/zaa-2019-0016>]

TOPIC

Critically discuss how the characters in Atwood's novel, *The Handmaid's Tale*, are **not perfect** but through the experience of **oppression and rebellion**, develop their **complicated identities**.

You must refer to at least **TWO** characters in your response.

[30]

OR

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QUESTION 4

THE THEORY OF FLIGHT: SIPHIWE GLORIA NDLOVU

Read the following:

'The human spirit is free. This idea moves an individual to free action and movement. The individual makes moral choices that assert his/her freedom. However, freedom is at the mercy of power groups fighting for societal control.'

– P. K. Mohanty

[Source: <https://www.jstor.org/stable/23348507>]

TOPIC

Critically discuss whether Ndlovu, in *The Theory of Flight,* presents characters who have **freedom of action** and the **freedom** to make their own **moral choices** or, whether they are merely at the mercy of **power groups** fighting for control.

You must refer to a minimum of **TWO** characters in your response.

[30]

OR

QUESTION 5

THE THEORY OF FLIGHT: SIPHIWE GLORIA NDLOVU

Read the following:

'Genie is 'intact' because she is not corruptible. Those who carried out the massacre could break her body but not her integrity. The certainty of knowing that human beings are capable of overcoming – that is what flying is for Genie.'

– F. Lamprecht

[Source:<https://www.full-stop.net/2020/11/18/reviews/franziska-lamprecht>]

TOPIC

Judge whether Genie, in Ndlovu's *The Theory of Flight*, is capable of **overcoming** extreme circumstances **because** she is **not corruptible** thereby allowing her to **fly**.

You must refer to Genie and at least **ONE** other character in your response.

[30]

60 marks

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SECTION B TRANSACTIONAL WRITING: SHORT PIECES

Please note:

- Answer **TWO** of the following questions.
- You must answer **Question 6 (compulsory)** and then answer **either Question 7 or Question 8**.
- The body of your response should be **approximately 250 to 300 words** in length.
- Remember to pay attention to the **register** and **purpose** of your text.
- It is essential that the **appropriate format** is used.

QUESTION 6

THIS QUESTION IS COMPULSORY

Read the text below and then answer the question that follows.

The End of Empathy

In primary school, a laminated copy of the Golden Rule was tacked to every teacher's bulletin board: 'Do unto others as you would have them do unto you.' It's the sum total of what I remember about childhood decency. It guilted me every time I did something mean like refusing to share my toys or excluding someone on the playground.

These days, young people go online to be mean. Adults obviously do, too. Our screens give us carte blanche to be meaner to each other than we'd ever be IRL. For example, if I were to look a grieving mother in the face and call her dead son a 'junkie', I'd likely see her receive the information and be affected by it in some way. Maybe she'd flinch or squirm or blink rapidly or fall to pieces. This is called a social cue. In real life, they dictate our next move. They make us either want to keep going or know when it's time to stop. They can be verbal or nonverbal, positive or negative. They come packaged in facial expression, body language, and tone of voice.

Online, we don't have access to social cues. There's no one on the receiving end of our jabs and tirades and vitriol. All we see are words on a screen in a text box. **Empathy is null and void.**

Sometimes, I write things down that I think and feel and post them on the internet. Maybe you like to cook food or kick a ball around a field. I like to do this. And, when I do — when I share my personal experience of being a human being in the world, which is just generally hard — someone inevitably attacks me for doing it 'wrong.'

– Stephanie Wittels Wachs

[Source: <https://medium.com/human-parts/the-end-of-empathy>]

Write a **speech** to be delivered at your school's Wellness Day expressing your sincere views about the belief that **'empathy is null and void'** in society. You may criticise or support this belief.

[20]

AND

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BOTH QUESTION 7 AND QUESTION 8 ARE BASED ON THE EXTRACT BELOW.

Read the following text and then answer one of the questions that follow on page 8.

HERITAGE DAY: What makes us … us?

There is so much 'stuff' going on at the moment in this the country of our birth, which we call home, where we have our roots, where we have our heritage – to the point where we question the very essence and meaning of 'Heritage Day'; is it just another public holiday?; a somewhat superficial 'Braai Day'?; a time to lament what could have been?; or a real time to celebrate?

I took time out to reflect …

What makes us ... us? In the context of our heritage, our complex history, our '94 transition, our heritage, I thought about it … and jotted the following:

We sing rhythmically, no matter the occasion.
We humour collectively, no matter the circumstance.
We befriend sincerely, no matter the who.
We braai generously, no matter the when.
We engage diversity, no matter the what.
We grieve united, no matter the cause.
We resent corruption, no matter the perpetrator.
We loathe crime, no matter the miscreant.
We find faith together, no matter the religion.
We strive to love, no matter the differences.
We oppose racism, no matter the skin colour.

We support our national sports men and women, no matter their discipline, race or gender.

Happy Heritage Day!

– Steuart Pennington

[Source: <https://www.sagoodnews.co.za>]

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Answer **EITHER** Question 7 **OR** Question 8.

QUESTION 7

In response to your school's recent celebrations around Heritage Day (23 September), write a **blog** for your school's website discussing whether you believe South Africans are **truly proud of their heritage**.

[20]

OR

QUESTION 8

As a young South African who has recently matriculated, write an **email** to Steuart Pennington (steuart@sagoodnews.co.za) at LeadSA, either agreeing or disagreeing with his views on what it means to be **proud of a South African heritage**.

[20]

40 marks

Total: 100 marks

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