



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2019

ENGLISH HOME LANGUAGE: PAPER I

Time: 3 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

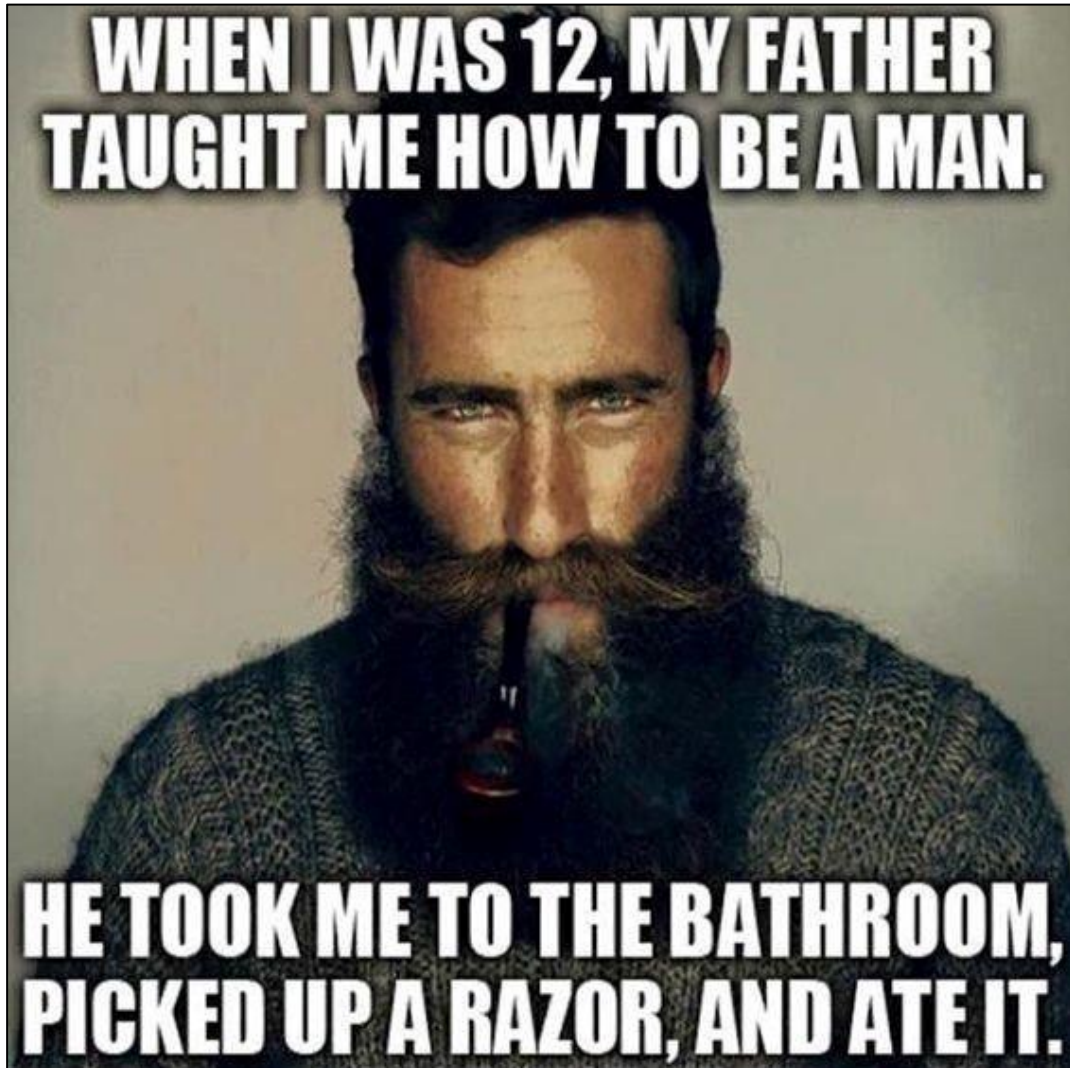
1. This question paper consists of 10 pages and an Insert of 6 pages (i–vi). Please check that your question paper is complete. Detach the Insert from the centre of the question paper.
 2. Answer all the questions.
 3. Read the questions carefully.
 4. Number your answers exactly as the questions are numbered.
 5. Do not write in the margin.
 6. Answers must be written in the Answer Book.
 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, *Toxic masculinity is terrible shorthand for a real problem plaguing men*, and answer the questions below.

- 1.1 Explain what is implied in the title when it states that the term "toxic masculinity" is "shorthand". (2)
- 1.2 With reference to the sub-heading and paragraph 1, explain why the term "toxic masculinity" could be considered controversial. (2)
- 1.3 Refer to paragraph 2.
- 1.3.1 Consider whether or not the term "toxic masculinity" was intended, in its original usage, to empower or disempower men. (3)
- 1.3.2 Explore how the verb "dictates" demonstrates the mindset held by many men, in the context of paragraph 2. (3)
- 1.4 Refer to paragraphs 5 and 6.
- 1.4.1 Explain what the original intention of the APA report was according to the writer. (2)
- 1.4.2 Discuss why the writer feels the need to include this distinction in this article. (2)
- 1.5 Refer to paragraph 7.
- The writer makes use of the words "struggling" and "battle" in paragraph 7.
- Argue how the meaning of the two words would shift if they were written in inverted commas. (3)
- 1.6 Paragraphs 7 and 12 begin with "As a psychotherapist" and "And in my decades as a therapist" respectively.
- Does the writer position herself convincingly within the context of this article as a whole? Explain your answer by substantiating from the text. (4)

1.7 Study the image below and answer the question that follows.



[Source: <<http://jetpicva.pw/Pin-de-Luccas-em-Meme-t-Humor-Funny-e-Memes.html>>]

With reference to the visual and textual elements in the meme and the content of the article, critically discuss how you think the writer would respond to the message being conveyed.

(4)
[25]

QUESTION 2 SUMMARY

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

You have been asked to present an argument in favour of Caster Semenya, and other female athletes with naturally high levels of testosterone, not needing to take testosterone-lowering medication to participate in world-class events. Your summary will be used to open a debate on the topic at an inter-university debating competition.

- 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 the summary.
- Use your own words. "Cutting and pasting" of information is not acceptable.

[10]

QUESTION 3 SEEN POETRY

Refer to the poems "My Secret" by Christina Rossetti and "Rain After Drought" by Mary Morison Webster and answer the questions that follow each poem.

My Secret**By Christina Rossetti**

I tell my secret? No indeed, not I:
 Perhaps some day, who knows?
 But not today; it froze, and blows and snows,
 And you're too curious: fie!
 You want to hear it? well: 5
 Only my secret's mine, and I won't tell.

Or, after all, perhaps there's none:
 Suppose there is no secret after all,
 But only just my fun. 10
 Today's a nipping day, a biting day;
 In which one wants a shawl,
 A veil, a cloak, and other wraps:
 I cannot ope to everyone who taps,
 And let the draughts come whistling thro' my hall;
 Come bounding and surrounding me, 15
 Come buffeting, astounding me,
 Nipping and clipping thro' my wraps and all.
 I wear my mask for warmth: who ever shows
 His nose to Russian snows
 To be pecked at by every wind that blows? 20
 You would not peck? I thank you for good will,
 Believe, but leave that truth untested still.

Spring's an expansive time: yet I don't trust
 March with its peck of dust,
 Nor April with its rainbow-crowned brief showers 25
 Nor even May, whose flowers
 One frost may wither thro' the sunless hours.

Perhaps some languid summer day,
 When drowsy birds sing less and less,
 And golden fruit is ripening to excess, 30
 If there's not too much sun nor too much cloud,
 And the warm wind is neither still nor loud,
 Perhaps my secret I may say,
 Or you may guess.

[Source: Anthology *Clusters*, Gerald de Villiers]

- 3.1 Explain how the use of the figure of speech in lines 13 and 14 contributes to the tone. (2)
- 3.2 The seasons play an integral part in providing the imagery for this poem. Judge whether the use of the seasons enhances or detracts from the sense of progression in this poem. (3)
- 3.3 Comment on the use of the pronouns "I" and "my" and how these shape the reader's understanding of the "secret". (2)
- 3.4 This poem was originally entitled "Nonsense" in the manuscript version. How would the use of the original title change the reader's experience of the poem? You must make close reference to the poem in your answer. (4)

<p>Rain After Drought By Mary Morison Webster</p> <p>While talk circled about the room, circled heedlessly, from each to each, A word there, and laughter, chairs moving, and then words again, Above the casual interchange and interflow of speech, I hear the rain.</p> <p>I heard the rain beginning slowly to fall, 5 Quiet, heavy drops, one after the other, upon my thirsty tree, And someone turned to the window and spoke: "It's raining after all!" They went on talking, but for me, for me,</p> <p>The rain was like a secret; I did mark 10 Its measured progress, talked, observed, but heard the rain, Laughed too, but all my senses roved the dark, Beyond the room and the voices, beyond the dividing pane.</p> <p>To those others, it was only raining; it was my secret; sad and brave Travelled my thought two ways, and on separate errands, while it did fall; I heard it patter quietly on the unquiet grass of a new grave; 15 I listened while, with patient assault, it fell on the roof of him I love, who never loved me at all.</p>	
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[Source: Anthology *Clusters*, Gerald de Villiers]

- 3.5 Both "My Secret" and "Rain After Drought" rely on their structure to drive intention. (4)
- By discussing the structure of both poems, critically evaluate which of the two poems conveys the poet's intention more powerfully. [15]

QUESTION 4 UNSEEN POETRY

Refer to the poems "Stars" by Christian Barter and "When I Heard the Learn'd Astronomer" by Walt Whitman and answer the questions that follow each poem.

Stars**By Christian Barter**

Down the driveway, standing on the Russell Farm Road,
nothing but stars over my neighbour's field
and over my neighbour's house which crouches
under them with its lit windows,
cosy and distant as a research station. 5

Between the bare branches left hanging
like threads on cut shirt sleeves, stars tingle,
whole galaxies for the leaves that now fill ditches.
And down the road towards the impoundment lot
stars fill the river that cuts the trees' black banks. 10

I stand in my work coat, dizzy with nicotine,
straining my head back like a boy drinking rain
to see more of them, star behind star,
rich milk of stars, ripe fruit of stars,
cast jewels, lit snowflakes, cityscapes of stars 15
through every window the night has thrown open,
through every perforation in the woods,
and step on the cigarette I've dropped in the road,
nothing but stars, stars falling away forever
beneath the veneer of dark that supports my feet. 20

[Source: < <https://www.poets.org/poetsorg/poem/stars-0> >]

4.1 Refer to stanza 1.

Describe the context in which the speaker finds himself and suggest how it contributes to meaning. (3)

4.2 The poet makes extensive use of alliteration in stanza 1. Show how this enhances the reader's awareness of the speaker's mood. (2)

4.3 Refer to stanza 2.

Consider how the poet demonstrates the connection between the speaker and the stars. (3)

4.4 Examine the poet's use of punctuation in stanza 2.

Explain how the poet's use of punctuation enhances both the rhythm and meaning of the poem. (3)

When I Heard the Learn'd Astronomer**By Walt Whitman**

When I heard the learn'd astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide,
and measure them,
When I sitting heard the astronomer where he lectured with much 5
applause in the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars. 10

[Source: Anthology *Clusters*, Gerald de Villiers]

4.5 The speakers in both poems find meaning by looking up at the stars.

With reference to the tone and diction used in both poems, discuss the symbolic nature of the act of gazing at the stars.

(4)
[15]

QUESTION 5 VISUAL AND CRITICAL LITERACY

Refer to **TEXTS 3, 4 and 5** on pages (iv), (v) and (vi) of the Insert as indicated in each question. Examine all the texts before attempting to answer the questions.

5.1 Refer to TEXT 3.

5.1.1 How has the intention of the Facebook post been conveyed? Your answer must consider the medium of social media. (3)

5.1.2 Explain how Pro-Vaxxers are portrayed by the statement: "Most Pro-Vaxxers have never even looked at a Vaccine Package Insert!". (2)

5.1.3 How does the advertiser stand to gain or lose credibility through this advertisement? Discuss with reference to the information presented in the advertisement. (3)

5.1.4 Explain the effect that the inclusion of the words "biased" and "limited" have on the sentence: "It shows **biased limited** studies excluding comparisons to the unvaccinated." (3)

5.2 Refer to TEXT 4.

5.2.1 In what way does the message conveyed in **TEXT 4** contrast with that of **TEXT 3**? (2)

5.2.2 Identify the tone of **TEXT 4** and explain how it has been created. (4)

5.3 Refer to TEXT 3 AND TEXT 4.

Pay careful attention to the layout and style of each text and judge which text fulfils its purpose more successfully. (5)

5.4 Examine TEXT 5.

Name the stylistic device used in **TEXT 5** and explain how it contributes to the effectiveness of the message conveyed. (3)

[25]

QUESTION 6 LANGUAGE

Refer to **TEXT 6** on page (vi) of the Insert and answer the questions below.

- 6.1 Explain how repetition has been used effectively in the first three sentences of the paragraph. (2)
- 6.2 Demonstrate the use of the noun form of the word "monotonous" (line 2) in a complete sentence. (1)
- 6.3 Identify and correct the punctuation error in line 3 of the text. (1)
- 6.4 Discuss whether or not the use of coordinating conjunctions contributes to or detracts from the formality of this text. (2)
- 6.5 Examine the writer's use of sentence structure throughout the paragraph and discuss how this drives meaning and intention. (2)
- 6.6 Comment on the use and effect of the ellipsis in "Now listen ...". (2)
- [10]**

Total: 100 marks