



**ENGLISH HOME LANGUAGE: PAPER I**

Time: 3 hours

100 marks

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**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

1. This question paper consists of 8 pages and an Insert of 5 pages (i – v). 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.
  7. Please hand in this question paper.
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**QUESTION 1            COMPREHENSION**

Refer to **TEXT 1** on page (i) of the Insert, 'How people cash in on stupid Internet memes', and answer the questions below.

- 1.1 Name three different groups of people who attend the ROFL conference and identify a different purpose for each group's attendance. (3)
- 1.2
- 1.2.1 Explain what is meant by 'web jargon' (paragraph 2). (1)
- 1.2.2 The writer states that 'web jargon' is supplanting Standard English. Explain why this is not a fact and discuss how his opinion has been formed. (3)
- 1.3 What is implied by the comment: 'if 'thinking' isn't too strong a word,' (paragraph 3)? Explain who or what is criticised here. (2)
- 1.4 In paragraphs 1 (line 4) and 4 (line 1) the writer refers to 'viral' videos. Taking into account the connotations of the word 'virus', judge to what extent this image is effective in describing the impact of digital content on society. (4)
- 1.5 By analysing his diction and tone in paragraph 4, describe the writer's attitude to the video stars. (4)
- 1.6 In paragraph 5 the writer identifies conflict between 'us' and 'them'. Who are 'they' and what does the use of the stereotype convey about mainstream society? (3)
- 1.7 Why do you think the writer chooses to end the text with Charlie's answer, 'People are just nuts. They are.'? (2)
- 1.8 Provide your own well-reasoned answer to the writer's question in the last paragraph: 'what does it mean that a grown man can earn a six-figure annual income making piano-playing-cat videos in America in the middle of the worst recession in decades?' Consider what this fact says about people and society. (3)
- [25]**

**QUESTION 2          SUMMARY**

Refer to **TEXTS 2A, 2B** and **2C** on page (ii) of the Insert. Summarise the information from these texts in the form of a short speech to persuade school principals to act against bullying. The topic of your speech is 'Why children bully and how to prevent it.'

- Use no more than 90 words.
- Your use of language must be accurate, your register formal.
- Write only one paragraph.
- Avoid 'cutting and pasting' of information.
- Provide an accurate word count at the end of your summary.

[10]

**QUESTION 3          SEEN POETRY**

Read the poems *Mirror* by Sylvia Plath and *Sonnet 12* by William Shakespeare and answer the questions that follow each poem.

**Mirror** – Sylvia Plath (1932 – 1963)

I am silver and exact. I have no preconceptions. Whatever I see I swallow immediately Just as it is, unmisted by love or dislike. I am not cruel, only truthful – The eye of a little god, four-cornered.	5
Most of the time I meditate on the opposite wall. It is pink, with speckles. I have looked at it so long I think it is a part of my heart. But it flickers. Faces and darkness separate us over and over.	
Now I am a lake. A woman bends over me, Searching my reaches for what she really is. Then she turns to those liars, the candles or the moon. I see her back, and reflect it faithfully. She rewards me with tears and an agitation of hands.	10
I am important to her. She comes and goes. Each morning it is her face that replaces the darkness. In me she has drowned a young girl, and in me an old woman Rises toward her day after day, like a terrible fish.	15

[Anthology: *Clusters*, Gerald de Villiers]

- 3.1 How does the choice to use the present tense add to the meaning of the poem in conveying the role of the mirror? (2)
- 3.2 What is conveyed about the relationship between the mirror and the woman through the division of the poem into two stanzas? (3)

**Sonnet 12 – William Shakespeare (1564 – 1616)**

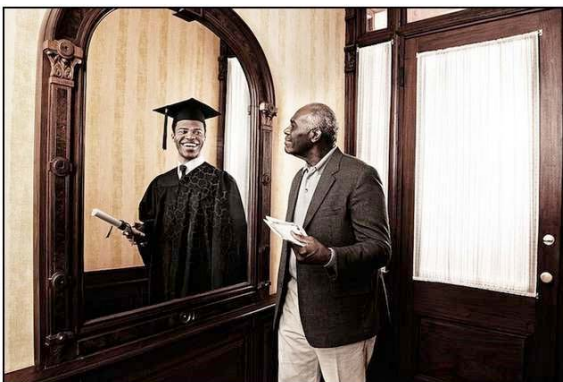
When I do count the clock that tells the time  
 And see the brave day sunk in hideous night,  
 When I behold the violet past prime  
 And sable curls all silver'd o'er with white,  
 When lofty trees I see barren of leaves, 5  
 Which erst from heat did canopy the herd,  
 And summer's green all girded up in sheaves  
 Borne on the bier with white and bristly beard –  
 Then of thy beauty do I question make 10  
 That thou among the wastes of time must go,  
 Since sweets and beauties do themselves forsake  
 And die as fast as they see others grow,  
 And nothing 'gainst Time's scythe can make defence  
 Save breed, to brave him when he takes thee hence.

[Anthology: *Clusters*, Gerald de Villiers]

- 3.3 How do sound and rhythm help to construct the meaning in line 1? (2)
- 3.4 Discuss how the imagery in lines 7 and 8 ('And summer's green ... bristly beard –') contributes to the mood of the poem. (4)
- 3.5 Consider the following images:



[<<http://www.photographymojo.com>>]



[<<http://www.photographymojo.com>>]

Discuss whether you think the speakers in the poems *Mirror* and *When I do count the clock that tells the time* would respond to these images with hope or with regret. Justify your answer with reference to the poems.

(4)  
**[15]**

**QUESTION 4 UNSEEN POETRY**

Refer to the poem *The Waking* by Theodore Roethke.

**The Waking** – Theodore Roethke (1908 – 1963)

I wake to sleep, and take my waking slow.  
I feel my fate in what I cannot fear.  
I learn by going where I have to go.

We think by feeling. What is there to know?  
I hear my being dance from ear to ear. 5  
I wake to sleep, and take my waking slow.

Of those so close beside me, which are you?  
God bless the Ground! I shall walk softly there,  
And learn by going where I have to go.

Light takes the Tree; but who can tell us how? 10  
The lowly worm climbs up a winding stair;  
I wake to sleep, and take my waking slow.

Great Nature has another thing to do  
To you and me; so take the lovely air,  
And, lovely, learn by going where to go. 15

This shaking keeps me steady. I should know.  
What falls away is always. And is near.  
I wake to sleep, and take my waking slow.  
I learn by going where I have to go.

- 4.1 In this poem, 'sleep' is a condition that is presented as an awakening – a transition into a new state of being. What evidence is there in the poem that suggests that the poet uses 'sleep' as a metaphor for his understanding of death as a new level of existence? Quote one example and explain your answer. (3)
- 4.2
- 4.2.1 The poet makes frequent use of paradox to convey this experience. Explain the paradox in line 4. (2)
- 4.2.2 Critic, Rosemary Sullivan comments that Roethke is able to '[c]elebrate the capacity to rest in mystery without feeling the need to reach after certainty.' In the light of this comment, discuss why paradox is an appropriate technique to convey the meaning of the poem. (2)

- 4.3 The poem is written in the form of a villanelle\* (see definition provided). In what way does the form of the poem '*The Waking*' create movement to imitate a dance? How does this structure assist in achieving harmony of form and meaning?

\*villanelle: a poem of 19 lines divided into 5 triplets and a quartet.  
 Lines 1, 6, 12 and 18 are identical.  
 Lines 3, 9, 15 and 19 are also repeated.

(3)

Refer to the poem *On His Blindness* by John Milton.

**On His Blindness** – 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 10  
 Either man's work or his own gifts. Who best  
 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.'

- 4.4 Evaluate to what extent the first stanza from Roethke's poem ('I wake to sleep, and take my waking slow / I feel my fate in what I cannot fear / I learn by going where I have to go') could be applied to Milton's experience as expressed in the poem above. Refer to Milton's poem to illustrate your answer.

(5)

**[15]**

**QUESTION 5**

Refer to **TEXTS 3 and 4** on pages (iii and iv) of the Insert. Examine both texts before attempting to answer the questions.

- 5.1 The *Newsweek* advertisement makes use of visual metaphor to portray the role of the news media. What does the choice of objects in the advertisement (Text 3) suggest about the role of the news media? (3)
- 5.2 The slogan in the bar at the bottom of the advertisement states, *Read the world. Read Newsweek*. How do the visual and verbal elements of the advertisement combine to present Newsweek as superior to other news media? (3)
- 5.3 The objects in the advertisement are useless without the human eye and yet the advertisers have not included people in the advertisement. How would the inclusion of people affect the meaning of the advertisement and whose interests are served by the choice to exclude them? (4)
- 5.4 Refer to Text 4, which is an advertisement for the Newspaper Association of America. Contrast the ways in which Text 3 and Text 4 position potential readers. Refer to visual and verbal elements and consider what assumptions about the news media and its readers are inherent in each text. (6)
- [16]**

**QUESTION 6**

Refer to **TEXT 5** on page (v) of the Insert. In the cartoon *Calvin and Hobbes*, Calvin is the young boy and Hobbes is his stuffed toy tiger. In the cartoon, Hobbes is depicted as he appears in Calvin's imagination – a real companion.

6.1 Use quotation marks to punctuate the following sentence from frame 5:

Get what you can while the getting's good – that's what I say. (2)

6.2 What is conveyed by the use of the inverted commas around 'right' in frame 6? (2)

6.3 In frame 6 Calvin states that 'It's a dog-eat-dog world'. Explain the function of the hyphens in this sentence. (1)

6.4 Join the sentences in Hobbes's speech bubble in frame 8, using the appropriate conjunctions. (1)

6.5 Refer to frame 8: 'Why'd you do that?'

6.5.1 What is the function of the apostrophe in this sentence? (1)

6.5.2 Rewrite the full sentence without using an apostrophe. (1)

6.6 Use 'the end justifies the means' in a sentence of your own, which clearly illustrates the meaning of the idiom. (2)

6.7 How does the sentence structure in frame 8 convey Hobbes's tone and meaning? (3)

6.8 Correct the errors in the following sentence. Rewrite the whole sentence.

One should always watch your manners, the ends does not justify the means. (3)

6.9 Compare Calvin's thought processes with Hobbes's and explain why Hobbes's role in this cartoon is ironic. (3)

**[19]**

**Total: 100 marks**