



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2021

ENGLISH HOME LANGUAGE: PAPER I

Time: 3 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 12 pages and an Insert of 7 pages (i–vii).
 2. Please check that your question paper is complete.
 3. Detach the Insert from the centre of the question paper.
 4. Answers must be written in the Answer Book.
 5. Answer all questions in your own words unless instructed to do otherwise.
 6. Read the questions carefully.
 7. Please number your answers exactly as the questions are numbered.
 8. Do not write in the margin.
 9. Manage your time carefully and consider the mark allocation when formulating your answers.
 10. It is in your own interest to write legibly and to present your work neatly.
-

QUESTION 1 COMPREHENSION

Refer to **TEXT 1** on pages (i) and (ii) of the Insert, *When too much news is bad news: is the way we consume news detrimental to our health?*, and answer the questions below.

1.1 Refer to paragraph 1.

Explain the reasons the author gives for people being drawn to the news. (2)

1.2 Refer to paragraph 5.

Explore the differences between "passive receivers" and "active consumers" and explain which you think is more desirable in the 21st Century. (3)

1.3 Refer to paragraph 8.

Examine how the author's use of statistics enhances or undermines the author's argument. Refer to specific examples from paragraph 8 to support your answer. (3)

1.4 Refer to paragraph 10.

Explain whether "PTSD" is an example of an initialism. (1)

1.5 Refer to paragraph 13.

Suggest how the author's use of the anecdote juxtaposes readers and writers. Refer to specific examples from paragraph 13 to support your answer. (3)

1.6 Refer to paragraphs 12–14.

Consider whether "negativity bias" and "doomscrolling" are synonymous. (2)

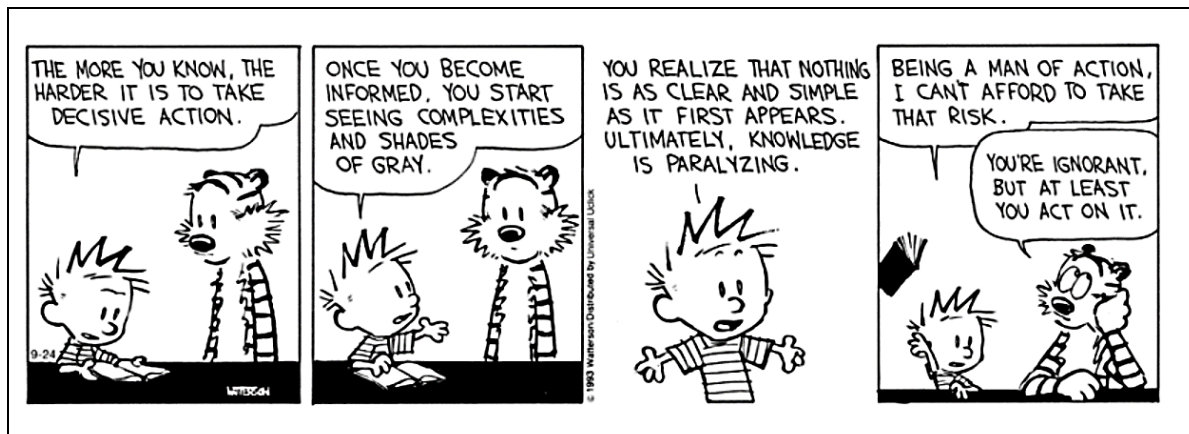
1.7 Refer to paragraphs 16–17.

Show how the author's tone and diction underpin his intentions. Refer to specific examples from paragraphs 16–17 to support your answer. (4)

1.8 Consider paragraph 18.

Critically discuss what the author means by "no news is good news" in the context of paragraph 18 and consider the extent to which you agree with his view in the light of **TEXT 1**. (3)

1.9 Refer to the article and the cartoon below:



[Source: <<https://blog.capitalogix.com/.a/6a00e5502e47b2883301b7c9130566970b-popup>>]

To what extent might the author agree with the cartoon above? Refer to specific examples from **TEXT 1** and the cartoon to support your answer.

(4)
[25]

QUESTION 2 SUMMARY

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

Wayde van Niekerk (South African Olympic Champion) is the guest speaker at your school prizegiving.

Write the **vote-of-thanks speech** that you will give at the end of the prizegiving using the extract from Wayde van Niekerk's speech (**TEXT 2**), the information about the social media campaign #Lane8 (**TEXT 3**) and details about some of his setbacks (**TEXT 4**).

- Your summary must be in the form of **one** paragraph, using **no more than 90 words**.
- Provide an **accurate** word count at the end of the summary.
- Your language use must be precise and in an appropriate register.
- Use your own words. "Cutting and pasting" of information is not acceptable.

[10]

QUESTION 3 SEEN POETRY

Refer to the poems "The wind begun to rock the grass" by Emily Dickinson and "nobody loses all the time" by ee cummings and answer the questions that follow each poem.

The wind begun to rock the grass

By Emily Dickinson

The wind begun to rock the grass
With threatening tunes and low —
He flung a menace at the earth —
A menace at the sky.

The leaves unhooked themselves from trees — 5
And started all abroad;
The dust did scoop itself like hands
And threw away the road.

The wagons quickened on the streets,
The thunder hurried slow — 10
The lightning showed a yellow beak
And then a livid claw.

The birds put up the bars to nests —
The cattle fled to barns —
There came one drop of giant rain
And then as if the hands

That held the dams had parted hold
The waters wrecked the sky,
But overlooked my father's house —
Just quartering a tree —

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

3.1 Emily Dickinson's poem went through an editing process.

Consider the original and final versions of lines 1–2:

Original version:

The Wind begun to knead the Grass —
As Women do a Dough —

[Source: <<https://www.poemhunter.com/poem/the-wind-begun-to-knead-the-grass/>>]

Final version:

The wind begun to rock the grass
With threatening tunes and low —

Consider how each version positions the storm differently and explain which version you believe is most effective. Refer to specific imagery and diction from the lines from both versions to support your response. (4)

3.2 Refer to lines 5–8: "The leaves unhooked ... away the road."

Identify one figure of speech in these lines and discuss, with reference to specific examples, how it assists the reader to understand what the poet is saying. (3)

3.3 Refer to lines 9–14: "The wagons quickened ... fled to barns —"

Suggest how the repetition of "The" contributes to the meaning of these lines. Refer to specific details from these lines to support your answer. (3)

AND

3.4

nobody loses all the time

By ee cummings

nobody loses all the time

i had an uncle named
Sol who was a born failure and
nearly everybody said he should have gone
into vaudeville perhaps because my Uncle Sol could
sing McCann He Was A Diver on Xmas Eve like Hell Itself which
may or may not account for the fact that my Uncle

Sol indulged in that possibly most inexcusable
of all to use a highfalootin phrase
luxuries that is or to
wit farming and be
it needlessly
added

my Uncle Sol's farm
failed because the chickens
ate the vegetables so
my Uncle Sol had a
chicken farm till the
skunks ate the chickens when

my Uncle Sol
had a skunk farm but
the skunks caught cold and
died and so
my Uncle Sol imitated the
skunks in a subtle manner

or by drowning himself in the watertank
but somebody who'd given my Uncle Sol a Victor
Victrola and records while he lived presented to
him upon the auspicious occasion of his decease a
scrumptious not to mention splendiferous funeral with
tall boys in black gloves and flowers and everything and

i remember we all cried like the Missouri
when my Uncle Sol's coffin lurched because
somebody pressed a button
(and down went
my Uncle
Sol

and started a worm farm)

Extract:

Dickinson and cummings are the linguistic gymnasts of their respective eras.
They excelled in unconventional usage of punctuation and experimentation with
verse.

[Adapted from: Meeting Apart and the Togethercolored Instant: Typography and
Communion in Dickinson and cummings]

Examine critically how the mood in each poem is conveyed through the
"unconventional usage of punctuation and experimentation with verse". Refer
to the extract above and to specific examples of sentence construction and
rhythm from both "The Wind begun to rock the grass" and "nobody loses all
the time".

(5)
[15]

QUESTION 4 UNSEEN POETRY

Refer to the poems "Golden Retrievals" by Mark Doty and "No longer mourn for me when I am dead" by William Shakespeare and answer the questions that follow each poem.

Golden Retrievals**by Mark Doty**

Fetch? Balls and sticks capture my attention
seconds at a time. Catch? I don't think so.
Bunny, tumbling leaf, a squirrel who's – oh
joy – actually scared. Sniff the wind, then

I'm off again: muck, pond, ditch, residue
of any thrillingly dead thing. And you?
Either you're sunk in the past, half our walk,
thinking of what you never can bring back,

5

or else you're off in some fog concerning
– tomorrow, is that what you call it? My work:
to unsnare time's warp (and woof!), retrieving,
my haze-headed friend, you. This shining bark,

10

a Zen master's bronzy gong, calls you here,
entirely, now: bow-wow, bow-wow, bow-wow.

[Source: <<https://www.poetryfoundation.org/poems/47252/golden-retrievals>>]

Glossary:

Line 13: a Zen master is someone who teaches meditation and practices, usually implying long-time study.

4.1 Refer to lines 1–6: "Fetch? ... dead thing."

Explore how the poet reveals that the speaker of the poem, a dog, is easily distracted. Refer to specific techniques from lines 1–6 to support your answer.

(3)

4.2 Refer to lines 7–10: "Either you're sunk ... you call it?"

Discuss how the poet's use of "Either" (line 7) and "or" (line 9) convey the speaker's attitude towards the "you" mentioned in these lines. Refer to specific diction to support your answer.

(3)

4.3 Refer to lines 10–12: "My work: ... friend, you."

Taking into consideration the meaning of lines 10–12, explain why the poet has chosen to use parenthesis in line 11.

(3)

4.4 Refer to lines 12–14: "This shining bark, ... bow-wow."

By referring to the metaphor in line 13, consider the effectiveness of the onomatopoeia in line 14.

(2)

AND

4.5 Refer to "Golden Retrievals" and "No longer mourn for me when I am dead" and then answer the question that follows.

No longer mourn for me when I am dead

By William Shakespeare

No longer mourn for me when I am dead	
Than you shall hear the surly sullen bell	
Give warning to the world that I am fled	
From this vile world, with vilest worms to dwell;	
Nay, if you read this line, remember not	5
The hand that writ it; for I love you so,	
That I in your sweet thoughts would be forgot	
If thinking on me then should make you woe.	
O! if, I say, you look upon this verse	
When I perhaps compounded am with clay,	10
Do not so much as my poor name rehearse,	
But let your love even with my life decay;	
Lest the wise world should look into your moan,	
And mock you with me after I am gone.	

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

Both "Golden Retrievals" and "No longer mourn for me when I am dead" are sonnets.

Critically compare how the use of the sonnet form is effective in furthering the argument in each poem. Refer to specific structural elements and the poets' intentions in both poems to support your answer.

(4)
[15]

QUESTION 5 CRITICAL AND VISUAL LITERACY

TEXT 5, **TEXT 6**, and **TEXT 7** on pages (iv–vi) of the Insert are advertisements that are part of a social change campaign for Amnesty International.

5.1 Refer to **TEXT 5**.

Suggest how the advertiser's use of "TOGETHER" is heightened by the visual. Refer to specific visual and verbal details to support your answer. (2)

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

<p style="text-align: center;">FIGHT TOGETHER.</p> <hr style="width: 10%; margin: auto;"/> <p style="text-align: center;">WIN TOGETHER.</p>

Explain why the advertiser's choice of sentence structure is effective in conveying the message. (3)

5.3 Refer to **TEXT 6**.

Discuss fully how the "call to action" of the advertisement is reinforced by the layout. (3)

5.4 Consider the following sentences:

<p>A. COME FEEL THE THRILL OF VICTORY.</p> <p>B. COME FEEL THE DANGER OF BATTLE.</p>
--

Comment on how the use of Sentence B would have shifted the readers' understanding of Amnesty International's intentions. Refer to both Sentence A and Sentence B and the advertiser's intentions in your answer. (3)

5.5 Consider the following sentences:

<p>A. COME FEEL THE THRILL OF VICTORY.</p> <p>B. COME FEEL THE THRILL OF VICTORY?</p>

Suggest whether the use of a question would have been more effective in inviting people to join Amnesty International's cause. Refer to both Sentence A and Sentence B in your response. (2)

5.6 Refer to the following from **TEXT 6**:




THE MORE WE FIGHT, THE MORE WE WIN.

5.6.1 What is the intended effect in the choice of the pronoun? (1)

5.6.2 Consider whether the sentence is an example of irony. (2)

5.7 Refer to **TEXT 7** and the **infographic** below from Amnesty International's website entitled "How to get involved".

How to get involved

<p>Have a minute?</p>  <p>Small actions with a big difference. Take action online and defend people's human rights.</p> <p style="background-color: yellow; text-align: center; padding: 2px;">ACT NOW</p>	<p>Have an hour?</p>  <p>Learn skills and meet new people – volunteer today and support our work across the world.</p> <p style="background-color: yellow; text-align: center; padding: 2px;">VOLUNTEER</p>	<p>Have a bit longer?</p>  <p>Have your say in our work and help us be there for people at risk – become a member today.</p> <p style="background-color: yellow; text-align: center; padding: 2px;">HOW DO I JOIN?</p>
--	---	--

[Source: <<https://www.amnesty.org/en/get-involved/>>]

Assess which level of involvement **TEXT 7** is encouraging people to consider. Refer to specific details from **TEXT 7** and the **infographic** to support your answer. (4)

5.8 Consider the Amnesty International logo from **TEXT 7** and the extract below about its origin:



[Source: <<https://www.logodesignlove.com/amnesty-international-logo-design>>]

Extract:

The logo is inspired by a Chinese proverb:
"Better to light a candle than curse the darkness."

[Source: <<https://www.logodesignlove.com/amnesty-international-logo-design>>]

Critically discuss the extent to which you believe the Amnesty International logo is effective in representing the sentiments of the Chinese proverb. Refer to specific details from the logo and the extract in your answer. (3)

[23]

QUESTION 6 LANGUAGE

TEXT 8 on page (vii) of the Insert is an advertisement promoting nature conservation.

6.1 Consider the following:

- | | |
|----|--------------------------------------|
| A. | This may look just like moss to you. |
| B. | This may look like just moss to you. |

Show how the placement of "just" in each sentence changes the meaning of each sentence.

(2)

6.2 Consider the following sentence from **TEXT 8**:

It's amazing as it takes its time, up to ten years in fact, to grow.

6.2.1 Explain the grammatical difference between "It's" and "its".

(2)

6.2.2 Explain the function of the pair of commas in context.

(2)

6.3 Examine the following in **TEXT 8**:

- | | |
|----|----------|
| A. | antidote |
| B. | antedate |

Comment on how the words "antidote" and "antedate" highlight the importance of moss in conservation. Refer to the meanings of the prefixes "anti-" and "ante-" and the root words "-dote" and "date" as part of your answer.

(4)

6.4 Refer to the following from **TEXT 8**:

Conservation starts small.

Explain whether the sentence is an example of a pun.

(2)

[12]

Total: 100 marks