

**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 10 pages and an Insert of 6 pages (i–vi).
  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 the 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.
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**QUESTION 1      COMPREHENSION**

Refer to **TEXT 1** on pages (i) and (ii) of the Insert, *Where Gender-Neutral Pronouns Come From*, and answer the questions below.

1.1 Consider the title and the article as a whole.

Explain the extent to which the title reflects the complexity of the article's content. (2)

1.2 Refer to paragraphs 1 and 2.

1.2.1 How does the writer's inclusion of the parenthesis in paragraph 1 present a contrast between the speaker and her audience? (2)

1.2.2 Explain how the writer uses an anecdotal style to position himself to the reader. (2)

1.3 Refer to paragraphs 1 to 4.

Discuss how the purpose of gender-neutral pronouns has evolved. (3)

1.4 Refer to 'the binary of "man" and "woman"' in paragraph 4.

1.4.1 What part of speech is 'binary' in this context? (1)

1.4.2 Provide a definition for 'binary' ensuring that you make reference to its prefix. (2)

1.5 Refer to paragraph 5.

Discuss how the author's tone in 'Meanwhile ...' and his use of diction reflect his attitude towards those who oppose gender-neutral pronouns. (4)

1.6 By a close reference to paragraphs 5 and 6, evaluate the validity of the argument that 'gender fluidity is also a fad'. (2)

1.7 Explain the author's intention in referring to Shakespeare and Austen in paragraph 6. (2)

1.8 Refer to paragraphs 8–11 and the title of Mary Orovan's pamphlet: *Humanising English*.

To what extent do you agree with the necessity to 'humanise' and legitimise gender-neutral pronouns? You must explore the word 'humanise' in the context of **TEXT 1**, and make specific reference to examples from **paragraphs 8–11** to substantiate your view. (5)

**[25]**

**QUESTION 2      SUMMARY**

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

Your school will be hosting a round of discussions under the banner, 'Space Exploration – A Dangerous Distraction?' and you have been invited to deliver the opening address.

Using the information in **TEXT 2A** and **TEXT 2B**, write a **speech** which **introduces** the **complexities** around **modern space exploration**.

- 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]**



**AND*****The Cry of South Africa*****by Olive Schreiner**

Give back my dead!  
 They who by kop and fountain  
 First saw the light upon my rocky breast!  
 Give back my dead,  
 The sons who played upon me 5  
 When childhood's dew still rested on their heads.  
 Give back my dead  
 Whom thou hast riven from me  
 By arms of men loud called from earth's farthest bound  
 To wet my bosom with my children's blood! 10  
 Give back my dead,  
 The dead who grew up on me!

*Wagenaar's Kraal,  
 Three Sisters.  
 May 9, 1900.*

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

- 3.4 With specific reference to the choice of sentence type, show how the use of the refrain reinforces the speaker's tone. (3)
- 3.5 Refer to both 'Dulce et Decorum Est', 'The Cry of South Africa' and the extract below, and then answer the question that follows.

Fatherland is the nation of one's fathers or forefathers. It can be viewed as a nationalist concept, insofar as it relates to nations. Groups that refer to their native country as a fatherland associate it primarily with paternal concepts. [The word 'patriotism' is derived from the Greek word for father: 'pater'.]

Motherland is a term that may refer to a mother country ... a synonym for fatherland, though perhaps carrying different psychological associations. It especially has the connotations of one's country of birth and growing up, with the country being respectfully viewed as a benign mother nurturing her citizens as her children.

[Adapted from: <<https://timesofindia.indiatimes.com/why-do-some-countries-call-their-homeland-fatherland-while-others-call-it-motherland/articleshow/1746578.cms>>]

Critically discuss the speaker's response to the connotations of a 'fatherland' in 'Dulce et Decorum Est' and the speaker's response to the connotations of a 'motherland' in 'The Cry of South Africa'.

In your response, make reference to the above extract and the diction in each poem.

(4)  
**[15]**

**QUESTION 4      UNSEEN POETRY**

Refer to the poem 'All things beautiful were made from chaos' by Azimah Azmi and the extract below it, and the poem 'Assassination' by Don L Lee (Haki Madhubuti), and answer the questions set.

***All things beautiful were made from chaos.***

**by Azimah Azmi**

How diamonds embedded in fine jewellery, are stained by the blood of  
malnourished labourers often forgotten by the first world democracy –  
Boasting mountainous elaborate skyscrapers, marked by the sweat and  
tears of underpaid construction workers struggling with debts and taxes.  
How a baby boy or girl is born, not without a mother's pain – much  
greater than having major muscles torn. How an old married couple  
withers away side by side, masking decades of struggles and sacrifice.

5

All things beautiful were made from chaos.

[Source: <<https://hellopoetry.com/words/labourers/>>]

**AND**

Poetry is a type of literature based on the interplay of words and rhythm. It often employs rhyme and meter. In poetry, words are strung together to form sounds, images, and ideas that might be too complex or abstract to describe directly.

[Poems] have a rhythmic quality and seek to create beauty through their words.

[Source: <<https://literaryterms.net/poetry/>>]

- 4.1 With reference to both the above extract and the poem, judge whether 'All things beautiful were made from chaos', may be classified as a poem. (3)
- 4.2 Refer to lines 6–7 of stanza 1:
- '... How an old married couple  
withers away side by side, masking decades of struggles and sacrifice.'
- 4.2.1 Identify and describe the effect of the sound device. (2)
- 4.2.2 According to the logic of the poem, which part of lines 6–7, quoted above, is 'beautiful'? Explain your answer. (3)

**AND**

**Assassination****by Don L Lee**

|  |    |
|--|----|
| it was wild.                               |    |
| the  |    |
| bullet hit high.                           |    |
| (the throat-neck)                          |    |
| & from everywhere,                         | 5  |
| the motel, from under bushes and cars,     |    |
| from around corners and across streets,    |    |
| out of the garbage cans and from rat holes |    |
| in the earth                               |    |
| they came running.                         | 10 |
| with                                       |    |
| guns                                       |    |
| drawn                                      |    |
| they came running                          |    |
| toward the King—                           | 15 |
| all of them                                |    |
| fast and sure—                             |    |
| as if                                      |    |
| the King                                   |    |
| was going to fire back.                    | 20 |
| they came running,                         |    |
| fast and sure,                             |    |
| in the                                     |    |
| wrong                                      |    |
| direction.                                 | 25 |

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

- 4.3 Discuss how the use of line structure and punctuation in 'Assassination' contribute to the poem's mood. (3)
- 4.4 Refer to both 'All things beautiful were made from chaos' and 'Assassination'. Evaluate which poem has more successfully employed irony to depict class inequality. (4)
- [15]

**QUESTION 5 VISUAL AND CRITICAL LITERACY**

Refer to **TEXT 3**, **TEXT 4A**, and **TEXT 4B** on pages iv–v of the Insert as indicated in each question. Examine all the texts before attempting to answer the questions.

Refer to **TEXT 3**.

5.1 Consider the WWF logo below.



5.1.1 Identify the subject in, 'Stop wildlife crime' and give a reason for your answer. (2)

5.1.2 Identify and correct the grammatical error. Provide a reason for your answer. (2)

5.1.3 Comment on the impact of the font and use of colour in reinforcing the advertiser's message. (3)

5.2 Consider the following sentence:

Tens of thousands of elephants are killed every year by poachers.

5.2.1 Rewrite this sentence in the active voice. (1)

5.2.2 Explore whether the active voice would have a greater impact than the passive voice on the campaign's target audience. (2)

5.3 Consider the extract below.

Advertisements generally have two kinds of appeal – rational appeal and emotional appeal. Using rational appeal in advertising means giving your target audience a logical reason to buy from you. Using emotional appeal in advertising involves creating an emotional connection between your brand and your target audience.

[Source: <<https://www.psychmechanics.com/emotional-appeal-in-advertising//>>]

Evaluate the possible success of the advertising campaign (**TEXT 3**). Your answer must make detailed reference to the extract, as well as to both the visual and verbal details of **TEXT 3**. (4)



Refer to **TEXT 4A**.

5.4 Provide a reason for the appearance and placement of the squiggly black line. (2)

5.5 Consider the following sentences:

Ryan from California started recycling eight years ago, when he was only three years old. Today, the sixth grader runs his own recycling business.

Discuss how the visual details in **TEXT 4A** reinforce the advertiser's tone in the above sentences. (3)

Refer to **TEXT 4B**.

5.6 Consider the following:

DISABILITY  
DOES NOT  
MEAN  
INABILITY  
Tegan, 9  
SuperHear-o

5.6.1 Identify and comment on the effectiveness of the pun in making Tegan likeable to the target audience. (3)

5.6.2 To what extent do the visual and verbal details in **TEXT 4B** contribute to the idea that 'Disability does not mean inability'?

Justify your response by a close reference to the text. (3)  
**[25]**

**QUESTION 6      LANGUAGE**

Refer to **TEXT 5** on page vi of the Insert, '8 Facts About Emoji Around the World for World Emoji Day', and answer the questions below.

6.1 Consider the following sentence:

Emoji were invented in Japan in 1999.

6.1.1 Explain whether 'emoji' is a neologism. (1)

6.1.2 Explain whether this sentence contains a concord error. (2)

6.2 Refer to paragraph 2.

Why Japan?

Explain whether this is a rhetorical question. (1)

6.3 Refer to the following from paragraph 4.

His job is to 'translate' emoji used in marketing, making sure they convey the right meanings and that the target audience won't misinterpret them or find them offensive.

6.3.1 Suggest a reason for placing the word 'translate' in inverted commas in this context. (1)

6.3.2 Account for the use of the apostrophe in 'won't'. (1)

6.4 Refer to paragraph 5.

That's more difficult than it sounds, because ...

What is the function of the ellipsis in this context? (1)

6.5 Consider the following sentences adapted from paragraph 6.

A:   Emoji are not a universal language – in fact, they can be difficult to translate.

B:   Emoji are not a universal language. In fact, they can be difficult to translate.

Explain the difference in emphasis between the two sentences. (2)

6.6 Refer to paragraph 10.

The innocent 'thumbs up' we've all come to know and love takes on a completely different (and much less favourable) meaning in the Middle East.

Correct the malapropism. (1)

**[10]**

**Total: 100 marks**