

HILLCREST HIGH SCHOOL



JUNE 2015

ENGLISH HOME LANGUAGE

Grade 12

PAPER 1

Time: 2 hours

Marks: 70

N.B. This question paper consists of 12 pages

INSTRUCTIONS AND INFORMATION FOR CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. The question paper consists of **THREE** sections.
SECTION A: COMPREHENSION **30 marks**
SECTION B: SUMMARY **10 marks**
SECTION C: LANGUAGE IN CONTEXT **30 marks**
2. You are required to answer **ALL** questions.
3. Draw a 2cm wide margin on the right-hand side of each page of your answer booklet.
4. Start each question on a new page and rule off on completion of **EACH** section.
5. Number each response as it is numbered on the question paper.
6. Write neatly and legibly.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:
SECTION A: Comprehension (30 marks)
SECTION B: Summary (10 marks)
SECTION C: Language in context (30 marks)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a **NEW** page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling, punctuation and sentence construction.
9. Use the following time frames as a guideline:
SECTION A: 50 minutes
SECTION B: 25 minutes
SECTION C: 45 minutes
10. Write neatly and legibly.

SECTION A: COMPREHENSION
QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Carefully read the passage below and answer the questions.

TEXT A

Defining moments in Books

THE GREATEST BOOKS, WRITERS, CHARACTERS, PASSAGES AND EVENTS THAT SHOOK THE LITERARY WORLD.

- 1 **Aldous Huxley** (1894 – 1963) was a British author. *Brave New World* was written in 1932 and was selected for *Defining Moments in Books* as it ushered in a new generation of science fiction dystopian writing
[dystopia: *n.* Imaginary place where everything is as bad as possible; *antonym.* Utopia].
- 2 *An extract from Aldous Huxley's 'Brave New World'.* 5
"But I don't want comfort. I want God. I want poetry. I want real danger. I want freedom. I want goodness. I want sin."
"In fact," said Mustapha Mond, "you're claiming the right to be unhappy."
"All right then," said the Savage defiantly, " I'm claiming the right to be unhappy." ... 10
- 3 "Once," he went on, "I did something that none of the others did: I stood against a rock in the middle of the day, in summer, with my arms out, like Jesus on the cross."
"What on earth for?"
"I wanted to know what it was like being crucified. Hanging there in the sun ..." 15
- 4 "But why?"
"Why? Well ..." He hesitated. "I was unhappy; that was another reason."
"It seems a funny way of curing your unhappiness," said Bernard. But on second thoughts, he decided that there was, after all, some sense in it. ...
"I fainted after a time," said the young man. "Fell down on my face. Do you see the mark where I cut myself?" He lifted the thick yellow hair from his forehead. 20
The scar showed, pale and puckered, on his right temple.
- 5 Bernard looked, and then quickly, with a little shudder, averted his eyes. His conditioning had made him not so much pitiful as profoundly squeamish. The mere suggestion of illness or wounds was to him not only horrifying, but even repulsive and rather disgusting. Like dirt, or deformity, or old age. 25
- 6 *Brave New World* is Aldous Huxley's critical response to the notion that science can produce world stability and individual happiness. He shows what society could be like if scientists take over the world and if they control every natural human impulse and emotion. 30
- 7 Lives begin in the London Hatchery and end in the Park Lane Hospital for the Dying. The inhabitants are conditioned before birth and are kept conditioned for life. In the London Hatchery foetuses are chemically changed and artificially graded to produce the intelligence required for their chosen role in society – from Alpha Plus at the top to Gammas and Epsilons at the bottom. Further control is achieved by 'hypnopaedia', when the inhabitants are children, and by the drug, Soma, throughout their adult life. 35

The novel critiques mass production and consumerism and emerging ideas about behaviorism and psychoanalysis – all of which were becoming increasingly topical at the time of writing. *Brave New World* measures time from the year of our Ford and the religious sign is that of a T, a clear satire of Henry Ford and the mass production of his Model T car in the United States.

40

Mustapha Mond, one of the controllers of the World State, believes that art has to be sacrificed for the sake of stability and happiness, but John Savage from the Reservation outside the State, claims the right of people to be unhappy.

Huxley's pessimistic novel still has currency today and is one of the most widely read dystopias of the modern era. (Contributed by Pat Wheeler.)

45

QUESTIONS

- 1.1 Name the author of this contribution to *Defining Moments in Books*. 1
- 1.2 Define 'Utopia' 2
- 1.3 Why would the Savage wish for 'the right to be unhappy'? (Line 9) Refer to the extract quoted in the passage to support your response. 3
- 1.4 'In the London Hatchery, foetuses are chemically changed and artificially graded'. (Line 31)
- 1.4.1 What is a 'hatchery'? 1
- 1.4.2 How are lives 'graded' in the London Hatchery? (Line 33) 1
- 1.4.3 Do you believe that 'grading of lives' is a possible solution to mankind's problems? Support your answer with a reasonable argument, for or against 'grading'. 3
- 1.5 Alpha and Epsilon are Latin words for the English alphabet. Give the English version of Alpha and Epsilon. (Line 34) 2
- 1.6 In view of the 'religious sign 'T', (line 39) do you believe that Christianity is freely practised in *Brave New World*? Support your answer with a reasonable argument. 2
- 1.7 Who is Henry Ford? (Line 39) 1
- 1.8.1 Refer to line 36. What is mass production? 1
- 1.8.2 How are the characters in *Brave New World* similar to a mass production line? 1

- 1.9 Mond believes that ‘art has to be sacrificed.’ (Line 41)
- 1.9.1 Why would Mond want art (of all things) to be sacrificed? 2
- 1.9.2 If you were one of the ‘controllers of the World State’, explain what you would want to sacrifice. 2

TEXT B



[Source:allweartfiles.wordpress.com]

- 1.10.1 Refer to Text B.
Analyse the impact of the heading “The ‘Earth’ without ‘Art’ is just ‘Eh’”. 2
- 1.10.2 How does the visual support the heading? 2
- 1.11 Refer to Texts A and B.
To what extent is Aldous Huxley’s futuristic vision of the world similar to the photograph in Text B? Refer in detail to both the passage and the photograph. 4

TOTAL SECTION A [30]

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

- Summarise the advice given to students in the article in one fluent paragraph.
- Your summary should include seven points and not exceed 90 words.
- You are NOT required to include a title for your summary.
- Indicate the final word count accurately at the end of your summary.

TEXT C

When making life choices ...

Balance ambition with realistic expectations.

Workplace Reporter

We have grown used to hearing the overused affirmation that nothing is impossible, that you can be anything you want to be – and many believe it to be true.

But a blind belief in possibility without back-up in reality can be a potentially dangerous position to hold, education expert Felicity Coughlan warns.

“Things become particularly hard when the belief that ‘all is possible’ is challenged by real-world results.”

Coughlan says Matrics will soon receive the marks from their preliminary exams, which will see variations of the following:

Many will have to face up to the fact that the goals they had set themselves are, at least for the immediate future, out of reach.

Others will have the equally hard task of realising that, while their goals are within reach, these goals are not in fact what the individual really wants for his or her life.

Yet others will fret over the reality of still not having an answer to the question of “What do I want to do when I grow up?”, as their results did not provide the clarity they had hoped for.

Only a few fortunate ones will receive the affirmation they need to know they are on track.

“There is often conflict, particularly internal turmoil, for adolescents at this time of the year, as they try to mould their lives towards their dreams.

“The key to successful navigation in this space is balance – parents and teachers need to be on the look-out for all forms of extremism and offer realistic counter-choices rather than chastising what may appear to be an obsession.

“Above all, make sure that there are always alternatives – encourage the young person to think of two or three things they really want, and how to mould them all into one ambitious path.”

This means applying to more than one institution and for more than one area of study, so that final choices are made by the student and not the institutions.

“It could also entail considering options other than university study, and considering careers other than the ‘professions’.”

“Balancing ambition with realistic expectations is not about thinking smaller and planning for compromise, it is about thinking expansively and creating multiple routes to your dreams,” Coughlan says.

[Source: *English for Success*, Nortje and Strydom: Oxford University Press, 2013]

TOTAL SECTION B

[10]

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

Study the following advertisements (Texts D, E and F) and then answer the questions set:
TEXT D



[Source: www.coloribus.com]

- | | | |
|---------|---|---|
| 3.1.1 | What product is being marketed in the above advertisement? | 1 |
| 3.1.2.1 | What is the advertiser manipulating the reader into feeling? | 1 |
| 3.1.2.2 | Discuss the effectiveness of the layout, diction and visual in the above advertisement. | 3 |

TEXT E

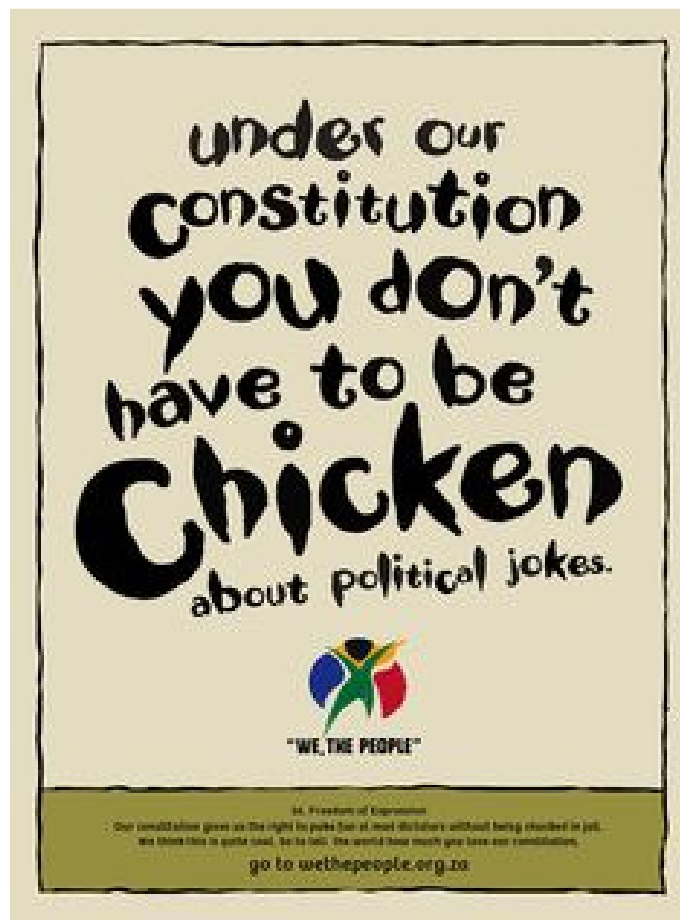


[Source: www.dontparty.co.za]

3.2 Identify the tone and register of the text in the above advertisement. Substantiate your answer.

3

TEXT F



[Source:www.pinterest.com]

3.3 Carefully explain the use of word-play in the above advertisement.

2

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF MEDIA

OPINION AND ANALYSIS

TEXT G

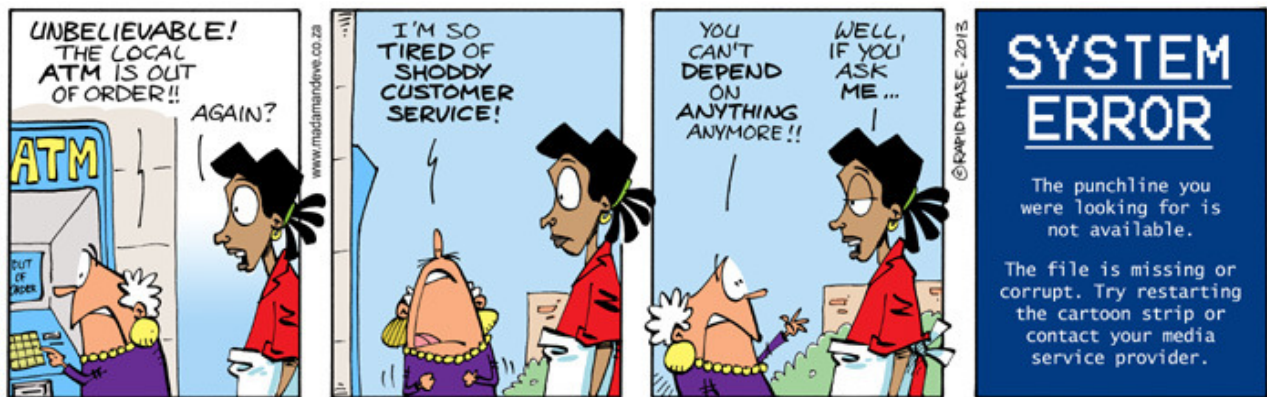


[Source:www.zapiro.com]

- 4.1.1 Explain what Zuma is saying in your own words. 2
- 4.1.2 Discuss in detail how the visual succeeds in creating satire. 3

OPINION AND ANALYSIS

TEXT H:



[Source:www.weeklystorybook.com]

- 4.2.1 How is the old lady feeling? 1
 - 4.2.2 Explain how the visuals and the text portray her emotion. Refer to the first three frames in your answer. 2
 - 4.2.3 Discuss how the final frame (4th frame) creates humour. 2
- [10]

QUESTION 5: USING LANGUAGE CORRECTLY

TEXT I

J M COETZEE'S *DISGRACE*

(Adapted from a contribution by Jason Cowley in *Defining Moments in Books*)

- | | | |
|---|---|----|
| 1 | J M Coetzee is a writer of deep intelligence. He has perfected a kind of prison literature: his lonely characters are often afflicted by a nameless menace, guilty of no crime except that of being alive. | |
| 2 | David Lurie, the protagonist of <i>Disgrace</i> , is a disaffected middle-aged academic who believes the high European cultural tradition – Romantic poetry, opera, philosophy, and Greek tragedy – has no place in Africa. He begins a disastrous affair with one of his students; the affair is discovered by the authorities and, when he refuses to apologise, Lurie is sacked. This is his disgrace. | 5 |
| 3 | He travels to the Eastern Cape to stay with his daughter, Lucy, on her isolated farmstead. One afternoon, Lurie is attacked and his daughter raped. Lucy becomes pregnant, but she refuses to have an abortion, because she believes humiliation is the fate she most deserves as a once privileged white woman in Africa. | 10 |
| 4 | In despair, Lurie withdraws further and ends up working with sick and dying animals. Not even his books can save him. | |
| 5 | <i>Disgrace</i> , which won the Booker Prize, was received with dismay and anger in South Africa; the reclusive, strict J M Coetzee was accused by leading members of the ANC of disloyalty. | 15 |
| 6 | In 2002, he resigned as a professor of literature at Cape Town University and emigrated to Australia, where he is an honorary fellow at Adelaide University. | |
| 7 | In 2003, he won the Nobel Prize in Literature. | 20 |

QUESTIONS

- 5.1.1 Why is *Disgrace* written in italics? 1
- 5.1.2 Give two other ways *Disgrace* could be written. 2

REFER TO PARAGRAPH 2

- 5.2.1 What is the function of the commas in line 4? 1
- 5.2.2 What other punctuation mark could have been used? 1
- 5.3.1 Name the punctuation mark used in 'middle-aged'. 1
- 5.3.2 What is the function of this punctuation mark? 1

5.4 Provide a euphemism for 'sacked'. (Line 8) 1

REFER TO PARAGRAPH 5

'...the reclusive, strict J M Coetzee was accused by leading members of the ANC of disloyalty'

5.5 Change this clause from the passive into the active voice. 2

[10]

TOTAL FOR SECTION C: 30

Total for Paper: 70 marks