

ENGLISH HOME LANGUAGE: PAPER I

Time: 3 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 9 pages and an Insert of 12 pages (i–xii).
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 in the question paper.
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) to (ii) of the Insert, '*Racism is behind the ridiculous theories about Africa's ancient architecture*' by Julien Benoit and answer the questions below.

1.1 Consider the following information about the writer posted beneath the title:

Julien Benoit (postdoc in Vertebrate Palaeontology, University of the Witwatersrand).

With specific reference to register and the information contained in parenthesis, explain how the writer of this article has positioned himself to the reader.

(2)

1.2 Refer to paragraph 2.

Identify the compound adjectives and show how they establish the writer's attitude to Africa's historical record.

(2)

1.3 Read the extract below and answer the question that follows.

In the 20th century, 'Third World' was used as a label for countries not associated with either the capitalist 'First World' or the communist 'Second World'.

Because many countries in the Third World were impoverished, the term came to be used to refer to countries where poverty is rife and where democracy does not flourish. But in the 21st century, many scholars believe that this 1-2-3 classification is now out of date. 'Developing countries' sounds like it might be a better choice. Countries in this category often need to develop better health care systems, better schools, better ways to bring water and electricity to people.

[Adapted from: <www.npr.org>]

With detailed reference to the connotations of both 'Third World' and 'developing countries' from the above extract, evaluate whether either label is appropriate in describing Africa in the context of paragraphs 2–3.

(4)

1.4 Refer to paragraphs 3–5.

Determine whether the writer's questions in paragraph 4 are rhetorical and discuss how he has used these questions to establish his intentions in writing this article.

(3)

1.5 The writer refers to 'pseudo-scientists' (paragraph 6) and 'pseudo-archaeologists' (paragraph 7). From your understanding of the article, provide a definition of the prefix 'pseudo'.

(1)

1.6 Refer to paragraphs 7 and 8.

Discuss how effectively the writer has used juxtaposition and repetition to further his argument that the beliefs of 'some people' are based on racism. (3)

1.7 Explain how the metaphor in paragraph 9 expresses the writer's condemnation of colonialism. (2)

1.8 Refer to paragraph 11 and the scientists' Facebook page in paragraph 6.

Comment on the effectiveness of social media's ability to educate people about science. (3)

1.9 With specific reference to paragraphs 12–14 and the extract from 'Ozymandias of Egypt' by Percy Bysshe Shelley below, judge the extent of poets', artists', and scientists' collective responsibility to society.

Half sunk a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command,
 Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
 The hand that mock'd them, and the heart that fed;
And on the pedestal, these words appear:
 'My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!'
Nothing beside remains. Round the decay
 Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

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

(5)
[25]

QUESTION 2 SUMMARY

Refer to **TEXT 2A**, **TEXT 2B** and **TEXT 2C** on pages (iii) to (iv) of the Insert.

A new marketing initiative at your school has asked you to present an argument in favour of a school ambassadorship programme. Your summary of the relevant information from **TEXT 2A**, **TEXT 2B**, and **TEXT 2C** will be used to introduce this initiative to your school's principal in the form of a short speech.

- 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 your summary.
- Your language use must be accurate and in an appropriate register.
- Use your own words. 'Cutting and pasting' of information is not acceptable.

[10]

QUESTION 3 **SEEN POETRY**

3.1 Refer to **TEXT 3A**, the poem 'Moving through the silent crowd' by Stephen Spender on page (v) of the Insert, and answer the questions that follow.

3.1.1 Refer to stanza 1: 'Moving through the ... of falling light.'

Explain how the mood of the poem is introduced by the use of images and sound device. (3)

3.1.2 Refer to lines 9–10: 'Now, they've no ... take much pay'.

How does the simile contribute to the reader's understanding of the speaker's sympathy with the unemployed men? (2)

3.2 Refer to **TEXT 3B**, the poem 'nobody loses all the time' by ee cummings on page (vi) of the Insert, and answer the questions that follow.

3.2.1 Read the extract below and answer the question that follows.

The Sad Clown Paradox ... explains the association between people who are exceptionally funny, often entertainers by trade, with mental health conditions such as anxiety and depression.

[Source: <<https://www.iflscience.com/sad-clown-paradox-why-you-should-check-in-on-your-funny-friends-66845>>]

With specific reference to diction and the manipulation of rhythm, critically evaluate whether both the speaker and Uncle Sol adhere to the definition of the Sad Clown Paradox. (4)

3.2.2 Refer to lines 35–38: '(and down went ... a worm farm)'.

Explain how the poem's typography visually mimics its meaning. (2)

3.3 Refer to the poems 'Moving through the silent crowd' by Stephen Spender (**TEXT 3A**) and 'nobody loses all the time' by ee cummings (**TEXT 3B**), on pages (v) and (vi) of the Insert, and answer the question that follows.

Critically discuss which poem presents a more effective social commentary. In your answer you must refer to both poems and indicate fully the extent of the speakers' emotional attachment to the subject matter of each poem. (4)

[15]

QUESTION 4 UNSEEN POETRY

Refer to **TEXT 4A**, the excerpt from 'Red Songs' by Tawanda Mulalu on page (vii) of the Insert, and answer the questions that follow.

4.1 Read the dictionary definition of 'Armamentarium' (line 1) below.

1. The medicines, equipment and techniques available to a medical practitioner.
2. The collection of weapons and military equipment in a country's possession.
3. A collection of resources available for a certain purpose.

[Source: Oxford English Dictionary Online <<https://www.oed.com/view/Entry/1647>>]

4.1.1 Refer to line 2: 'It's a word with old parents.'

Explain how the respect that the speaker feels toward the word 'armamentarium' is expressed.

(2)

4.1.2 Refer to lines 6–9: 'My hands help ... I feel blue.'

Discuss how the speaker's hands form part of his own armamentarium.

(2)

4.2 Refer to the subtitle: '(for children)' and stanza 1: 'I heard a ... and it sang.'

With reference to style and theme, comment on the extent to which this poem is suitable for children.

(4)

4.3 Compare stanza 1 and stanza 2.

Discuss how the two stanzas mirror each other in structure and content to show the connection between the speaker's sense of self and his heritage.

(3)

4.4 Refer to the poems 'Red Songs' by Tawanda Mulalu (**TEXT 4A**) and 'For Oom Piet' by Finuala Dowling (**TEXT 4B**) on pages (vii) and (viii) of the Insert, and answer the question that follows.

With detailed reference to 'Red Songs' and 'For Oom Piet', critically discuss each poem's effectiveness in addressing the powerful connection between words and human relationships.

(4)

[15]

QUESTION 5 CRITICAL AND VISUAL LITERACY

Refer to **TEXTS 5A, 5B** and **5C** on pages (ix–xi) of the Insert as indicated in each question. Examine all the texts before attempting to answer the questions.

Refer to **TEXT 5A**.

5.1 How do the verbal details enhance the visual metaphor? (3)

5.2 Consider the following:

It's easy to convince children that killing is a game.

Help stop the exploitation of child soldiers, text 'GUNS25 £2' to 70070.

5.2.1 How are children portrayed to the target audience? Quote to support your answer. (2)

5.2.2 Identify and explain the grammatical error. (2)

Refer to **TEXT 5B**.

5.3 Read the following:

She wants to be a dancer, not a child soldier.

With specific reference to the use of colour and layout, evaluate how the visual details reinforce the message contained in the slogan of the campaign. (3)

5.4 Refer to the following sentences:

A: Stop child recruitment.

B: Recruiting children is against Sri Lankan and International law.

5.4.1 Explain the grammatical difference between 'recruitment' and 'recruiting'. (2)

5.4.2 Judge the difference in impact between Sentence A and Sentence B in the context of the campaign's intention to stop child recruitment. (3)

5.5 Refer to the logos from **TEXT 5A** and **TEXT 5B**.

and



Critically evaluate which campaign has used contrast to create a more powerful appeal to its target audience. You must make explicit reference to the visual and verbal details of both logos. (4)

Refer to **TEXT 5C**.

5.6 Study the following sentence:

Kids especially boys are naturally drawn to this type of play.

Insert the correct punctuation and explain your choice. (2)

5.7 Examine the following sentences.

It symbolises power, leadership, authority, strength, & control.

Kids especially boys are naturally drawn to this type of play.

It's more hands-off than other types of aggressive play.

With specific reference to the visual details of **TEXT 5C**, critically examine the validity of the 'benefits to playing with toy guns' as mentioned in the above sentences. (4)

[25]

QUESTION 6 LANGUAGE

Refer to **TEXT 6** on page (xii) of the Insert.

6.1 Refer to the following from paragraph 1.

Behavioural psychology offers a few antidotes to the cheating crises that affect us.

6.1.1 How does the connotation of 'antidotes' shape the reader's understanding of cheating? (2)

6.1.2 Why is 'crises' the correct spelling in this context? (1)

6.2 Refer to the following from paragraph 1.

Keep yourself fed and well rested – we're likelier to lapse when hungry or tired.

Explain the function of the dash in the context of this sentence. (2)

6.3 Consider the following:

Reflect on how your actions look through other's eyes.

Reflect on how your actions look through others' eyes.

Identify the correct use of the apostrophe and explain your choice. (1)

6.4 Refer to the following from paragraph 2.

A drawing of eyes mounted over a collection box at a corporate coffee bar helped to enforce the honour system.

Identify the subject of the verb 'helped'. (1)

6.5 Refer to the following from paragraph 3.

One likes to see yourself in a positive light.

Explain why this sentence contains an error of concord. (2)

6.6 Refer to the following from paragraph 4.

The novelist Wallace Stegner summed it up in his novel *All the Little Live Things*:

Explain the use of italics. (1)
[10]

Total: 100 marks