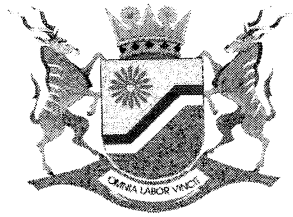


MPUMALANGA DEPARTMENT OF EDUCATION



GRADE 12

PREPARATORY EXAMINATION

ENGLISH HOME LANGUAGE

PAPER 1

SEPTEMBER 2009

TIME: 2 hours

MARKS: 70

– TASK 14.1 –

This question paper consists of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections, namely SECTION A, SECTION B and SECTION C.
 - SECTION A: Comprehension (30 marks)
 - SECTION B: Summary (10 marks)
 - SECTION C: Language in context (30 marks)
2. Answer ALL the questions.
3. Start each section on a NEW page.
4. Leave a line after EACH answer.
5. Write neatly and legibly.
6. Follow the instructions carefully.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Pay special attention to spelling and sentence construction.

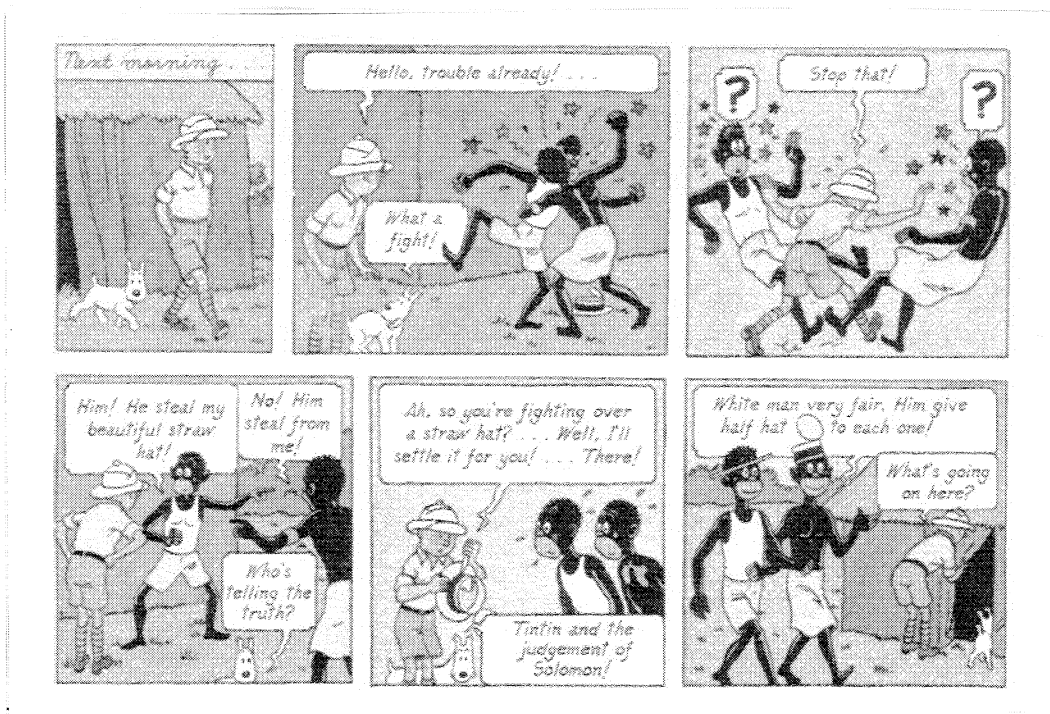
SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read Text 1 on page 4 and answer the questions below.

Read Text 1 on page 4 and answer the questions below.

- 1.1 Consider the writer's use of the word 'watchdog' in the headline.
- 1.1.1 To what does the word 'watchdog' refer? (1)
- 1.1.2 What does this choice of word suggest about this body's role in society? (2)
- 1.2 Re-read lines 5 - 7 of the passage, and consider the extract from the book reprinted below.



- 1.2.1 In two sentences, describe what is happening in this extract. (2)
- 1.2.2 Explain why this extract from *Tintin in the Congo* might have offended the spokeswoman for the Commission. Provide reasons for your argument. (3)
- 1.3 Refer to line 8, "How and why do Borders think it's OK to peddle such material?".
- 1.3.1 What is the writer's tone in this line and how is this tone created? (4)
- 1.3.2 Quote another phrase from lines 9 - 11 that supports the specific tone. (2)
- 1.4 Why would the Tintin book offend David Enright particularly? (2)

Tintin book is crude, racist and must be banned, says watchdog

► Adventure contains 'hideous racial prejudice'

► Borders moves book from children's sections

Jack Malvern

A cartoon adventure featuring Tintin, the heroic Belgian journalist, should not be sold in Britain, the Commission for Racial Equality said yesterday.

The racism watchdog said that it was unacceptable for any shop to sell or display *Tintin in die Congo*, a comic book written in 1930 that features crude racial stereotypes.

5 A spokeswoman said that the book, which includes a scene featuring Tintin being made chief of an African village because he is a 'good white man' was highly offensive. 'This book contains imagery and words of hideous racial prejudice, where the 'savage natives' look like monkeys and talk like imbeciles,' she said.

'How and why do Borders think it's OK to peddle such material?'

10 The commission said that neither high street nor specialist shops should stock it. 'The only place that it might be acceptable for this to be displayed would be in a museum, with a big sign saying 'old-fashioned, racist claptrap'.'

Egmont, which publishes the book, said that every edition delivered to shops had a band of paper around the outside making clear the content is offensive. A warning notes that it features 'bourgeois, paternalistic stereotypes of the period – an interpretation some readers may find offensive'.

15 Hergé, who drew the story in the late 1920s, later admitted that the books were offensive, and apologised. 'Concerning Congo, as well as *Tintin in the Land of the Soviets*, the fact is that while I was growing up, I was being fed the prejudices of the bourgeois society that surrounded me,' he said. 'It's true that Soviets and Congo were youthful sins. I'm not rejecting them. However, if I were to do it again, they would be different.'

20 The current edition, the first in colour to be published in Britain, was released in 2005. It has been published in black and white in Britain for more than ten years. The commission was alerted to the book by David Enright, a solicitor who found it in the children's section of Borders. 'I was aghast to see page after page of representations of black African people as baboons or monkeys, bowing before a white teenager and speaking like retarded children,' he wrote.

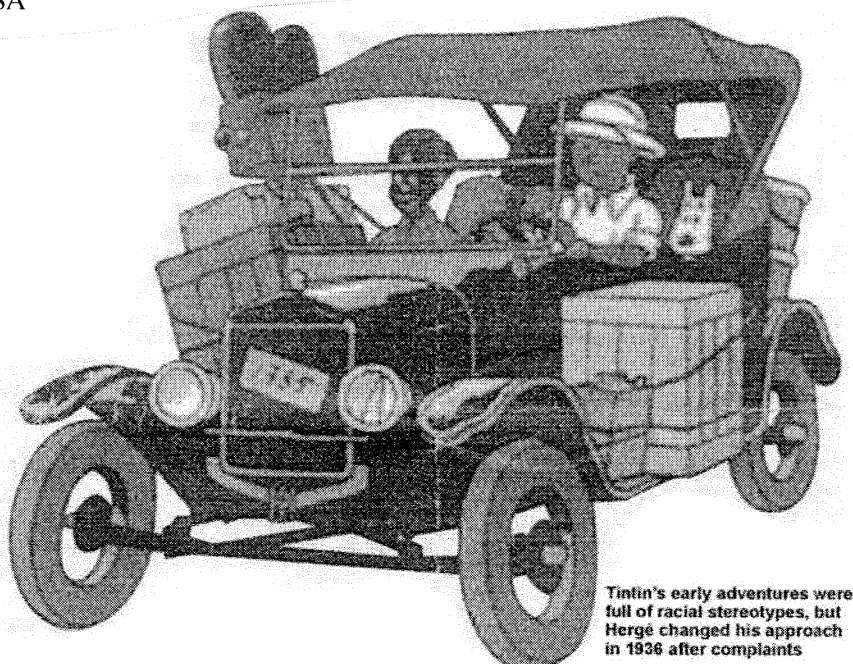
25 'The book shows Tintin's dog, Snowy, being crowned king ... You are promoting the racist view that black people are disposed to violence and must be led, guided and commanded by white people and even dogs.' Mr Enright is white and is married to a black woman.

30 Borders said it was moving the book to its adult sections, but declined to withdraw it. 'Naturally, some of the thousands of books and music selections we carry could be considered controversial or objectionable depending on individual political views, tastes and interests,' a spokesman said. 'Borders stands by its commitment to let customers make the choice.'

[The times, Thursday July 12 2007]

Glossary:

Borders: a bookshop chain based in the USA



Tintin's early adventures were full of racial stereotypes, but Hergé changed his approach in 1936 after complaints

1.5 Consider the following two views:

Source A

The commission said that neither high street nor specialist shops should stock it. "The only place that it might be acceptable for this to be displayed would be in a museum, with a big sign saying 'old-fashioned, racist claptrap'."

(Lines from **Text 1**)

Source B

'Just because something is unpalatable doesn't mean it has to be erased ... Books stand as testament to the errors and horrors of history. They are vitally important.'

[from *Let Tintin the Racist Speak*, by India Knight, published in *The Sunday Times*, 15 July 2007]

Consider **Source A**

- 1.5.1 How would a book such as *Tintin in the Congo* be interpreted differently if it were in a museum rather than in a bookshop? Explain carefully. (4)

Consider **Source B**

- 1.5.2 To what extent do you think the title of the article from which the source was taken (*Let Tintin the Racist Speak*) encapsulates the argument outlined in **Source B**? (3)

Consider **Source A** and **Source B**

- 1.5.3 Would Hergé, the creator of Tintin, be more likely to agree with the argument in **Source A** or the argument in **Source B**? Quote from **Text 1** to support your answer. (3)
- 1.6 Your local bookstore has decided to stock *Tintin in the Congo*. Explain whether you would support or oppose this decision, clearly outlining your argument. (4)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

Refer to **Text 2** below.

In a coherent paragraph, summarise the text.

- Your points must be written in **full sentences**.
- You may write no more than **100 words**.
- You must provide an **accurate word count** at the end of the summary.

Affairs of the Lips: Why We Kiss By Chip Walter

Researchers are revealing hidden complexities behind the simple act of kissing, which relays powerful messages to your brain, body and partner.

When passion takes a grip, a kiss locks two humans together in an exchange of scents, tastes, textures, secrets and emotions. We kiss furtively, lasciviously, gently, shyly, hungrily and exuberantly. We kiss in broad daylight and in the dead of night. We give ceremonial kisses, affectionate kisses, Hollywood air kisses, kisses of death and, at least in fairytales, pecks that revive princesses.

Lips may have evolved first for food and later applied themselves to speech, but in kissing they satisfy different kinds of hungers. In the body, a kiss triggers a cascade of neural messages and chemicals that transmit tactile sensations, sexual excitement, feelings of closeness, motivation and even euphoria.

Not all the messages are internal. After all, kissing is a communal affair. The fusion of two bodies dispatches communiqués to your partner as powerful as the data you stream to yourself. Kisses can convey important information about the status and future of a relationship. So much, in fact, that, according to recent research, if a first kiss goes bad, it can stop an otherwise promising relationship dead in its tracks.

To the extent that kissing is linked to love, the act may similarly boost brain chemicals associated with pleasure, euphoria and a motivation to connect with a certain someone. In 2005 anthropologist Helen Fisher of Rutgers University and her colleagues reported scanning the brains of 17 individuals as they gazed at pictures of people with whom they were deeply in love. The researchers found an unusual flurry of activity in two brain regions that govern pleasure, motivation and reward: the right ventral tegmental area and the right caudate nucleus. Addictive drugs such as cocaine similarly stimulate these reward centres through the release of the neurotransmitter dopamine. Love, it seems, is a kind of drug for us humans.

Despite all these observations, a kiss continues to resist complete scientific dissection. Close scrutiny of couples has illuminated new complexities woven throughout this simplest and most

natural of acts – and the quest to unmask the secrets of passion and love is not likely to end soon. But romance gives up its mysteries grudgingly. And in some ways, we like it like that.

[From an article published in *Scientific American*, February 2008]

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

Study **Text 3** on **page 11** and answer the questions below.

- 3.1 In what way might the predominant font type help convey a certain image for the product? (2)
- 3.2 Consider the third picture in the sequence. Explain why you think the creator of the advertisement has chosen to call this scenario 'the dagger'. (3)
- 3.3 Provide a synonym for 'conundrum'. (1)
- 3.4 Consider the name of the product, and the root words from which it has been formed.
- 3.4.1 From which two words or word forms has this name been derived? (2)
- 3.4.2 To what extent does the name of this product – together with the various 'break-up' scenarios – suggest a particular attitude to woman? (4)

Study **Text 4** on **page 12** and answer the questions below.

- 3.5 Why are the labels in the first two frames – 'play' and 'work' – switched around in the next two frames? (3)

[15]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study Text 5 on page 13 and answer the questions below.

4.1

4.1.1 Rewrite 'Me offer reward for help find' so that it is grammatically correct. (2)

4.1.2 Explain how the different registers used in the cartoon reinforce its satirical intent. (2)

4.2 Consider the following definition of the word 'rapturous':

rap·ture (rāp'chər) n.

1. The state of being transported by a lofty emotion; ecstasy.
2. An expression of ecstatic feeling. Often used in the plural.
3. The transporting of a person from one place to another, especially to heaven.

tr.v. rap·tured, rap·tur·ing, rap·tures

To enrapture.

[Obsolete French, abduction, carrying off, from rapt, carried away, from

Old French rat, from Latin raptus; see **rapt**.]

In what way has the **origin** of the word shaped the meaning of 'rapturous' as used in Text 5?

(2)

[6]

QUESTION 5: USING LANGUAGE CORRECTLY

Read the extract below and answer the questions that follow:

Resolution of Respect

1. I pledge from these day forward to do my best to combat prejudice and to stop those who because of hate, ignorance or lack of respect hurt someone or violate their civil rights.
2. I will try at all times to be aware of my own prejudices and seek to gain the understanding of those who I percieve as being different to myself.
3. I will speak out against all forms of prejudice and discrimination.
4. I will think about specific ways my community members can promote respect for people and the environment.
5. Believing one person can make a difference and that no person can be an 'innocent bystander'.
6. I recognise that respecting individual dignity, achieving equality and respecting the community and environment is the responsibilities of all people.
7. By signing this pledge I commit me to creating a community that is a Community of Respect.

Signature

Date

Based on Pledge from No Place for Hate. Program of the ADL

QUESTIONS:

- 5.1 **Sentence 1:** Correct the incorrect word and provide a reason for your correction. (2)
- 5.2 **Sentence 2:**
 - 5.2.1 Correct the spelling error. (1)
 - 5.2.2 The relative pronoun has been used in the incorrect case. Correct it and explain why it was incorrect. (2)

- 5.3 **Sentence 5** is not grammatically complete. Rewrite it so that it is a grammatically complete sentence. (2)
- 5.4 **Sentence 6:** Correct the incorrect verb. Underline your correction. (1)
- 5.5 **Sentence 7:** Correct the incorrect pronoun. Underline your correction. (1)
- [9]**

TOTAL SECTION C: 30

GRAND TOTAL: 70

Chiclets
presents...

5 Ways To Get Dumped.



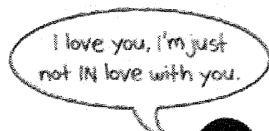
THE LIE



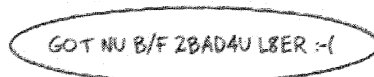
THE TRUTH



THE DAGGER



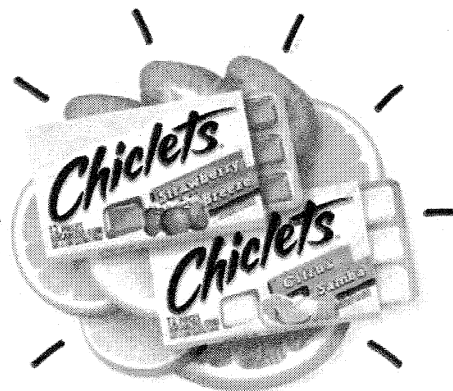
THE CONUNDRUM



THE TEXT MESSAGE

Check out the
latest Chiclets® →

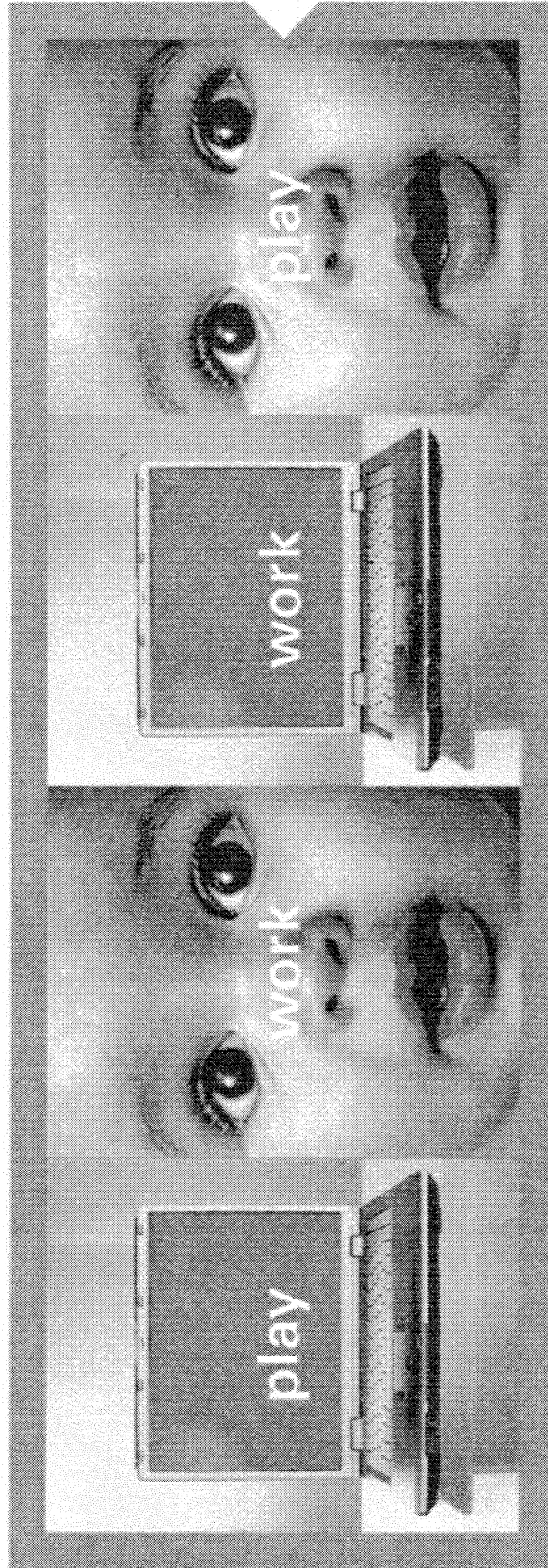
- Long lasting flavor.
- Great fruit taste.



The Original Square Gum.

chiclets.com
©2004 Cadbury Adams USA LLC

Text 4



Ask a hundred people what they do for fun
and you get a hundred different answers.

Ask a hundred million customers all over the world
and you can guess what happens.

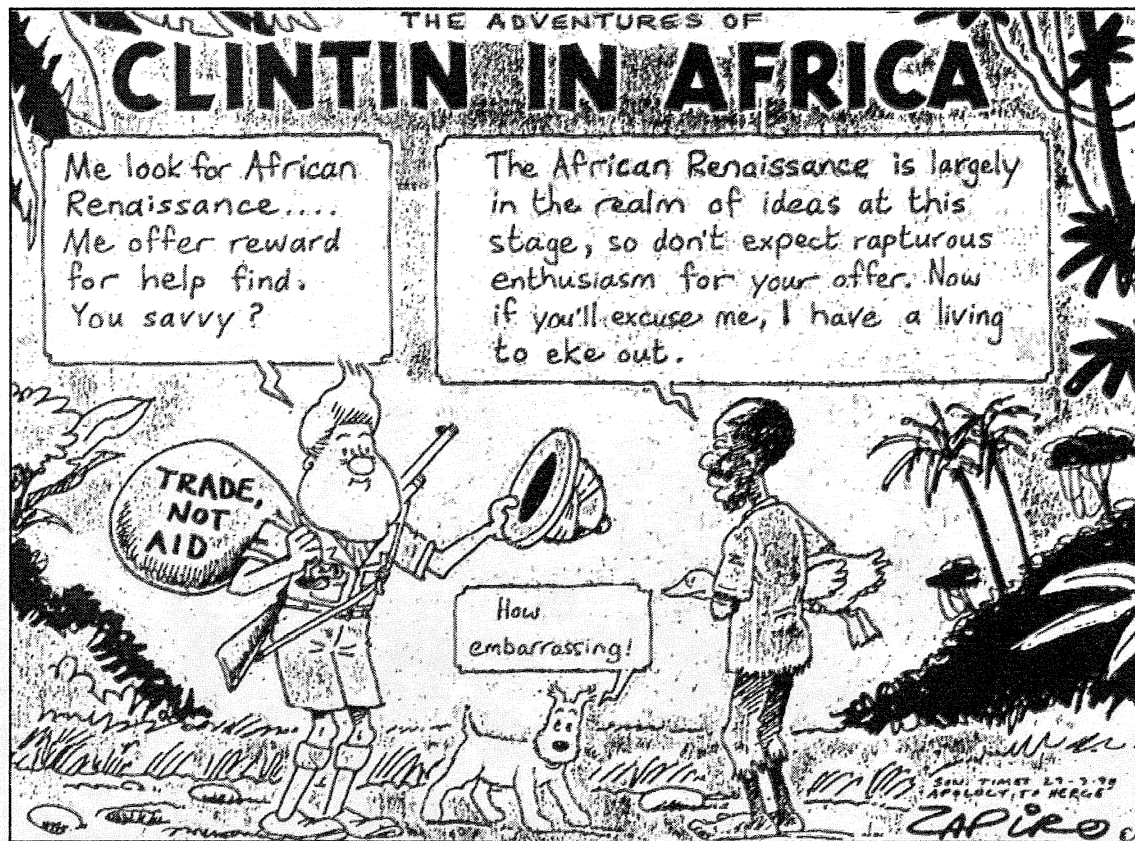
At HSBC, we're involved in this conversation on a
daily basis. What people want from life, what they
want to do and how they like to fill their free time.

It would be easy to see this diversity as a
problem, but we prefer to see only potential.

What if we all thought the same?
Now that really would be boring.

HSBC 
The world's local bank.

Text 5



[The Sunday Times, 29 March 1998]