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TOTAL
MARKS

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INTERNATIONAL SECONDARY CERTIFICATE EXAMINATION
NOVEMBER 2023

ENGLISH PRIMARY LANGUAGE: PAPER I

EXAMINATION NUMBER

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Time: 3 hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 27 pages and an Insert of 7 pages (i–vii). Please check that your question paper is complete.
2. Answer on the question paper. Please make sure that you write your examination number in the blocks above.
3. Utilise your reading time carefully, ensuring that the selections made showcase your ability to share your response to the texts.
4. **A word count is ONLY required for QUESTION 6.**
5. You are encouraged to give your own judgements. Attempt to create space in which your **own voice** can be evident. The examiners will judge your answers on your understanding of, and insight into given texts, and will also assess the competence with which your answers are expressed.
6. Take care to follow instructions in each question with meticulous care.
7. It is in your own interest to write legibly and to present your work neatly.
8. TWO blank pages (pages 26–27) are included at the end of the paper. If you run out of space for a question, use these pages. Clearly indicate the number of your answer should you use this extra space.

FOR MARKER'S USE ONLY

Question	1	2	3	4	5	6	Total
Marks	25	15	15	25	10	10	100
Marked							
Moderated							

QUESTION 1 COMPREHENSION

Refer to **TEXT 1** on pages (i) and (ii) of the Insert, *The power of swearing: how words influence your mind, body, and relationships* by Richard Stephens, and then answer the questions below.

1.1 Refer to the title.

Suggest how the title positions the reader to view swearing. Refer to specific diction to support your answer.

(3)

1.2 Refer to paragraph 1.

1.2.1 Explain, in your own words, why swearing was 'long dismissed as a topic of serious research'.

(2)

1.2.2 Discuss why the writer has used dashes in this paragraph. Refer to the function of the dashes in your response.

(2)

1.3 Refer to paragraph 3.

Consider what is suggested by the idea that the catharsis of swearing is more effective in a first language when compared to any other language, and comment to what extent you agree with the writer.

(3)

1.4 Refer to paragraphs 4–6.

List the types of responses that occur when people swear.

(2)

1.5 Refer to paragraph 8.

Comment on how the writer's use of 'despite' positions the writer's argument.

(3)

1.6 Refer to paragraph 10.

Explain the function of the inverted commas.

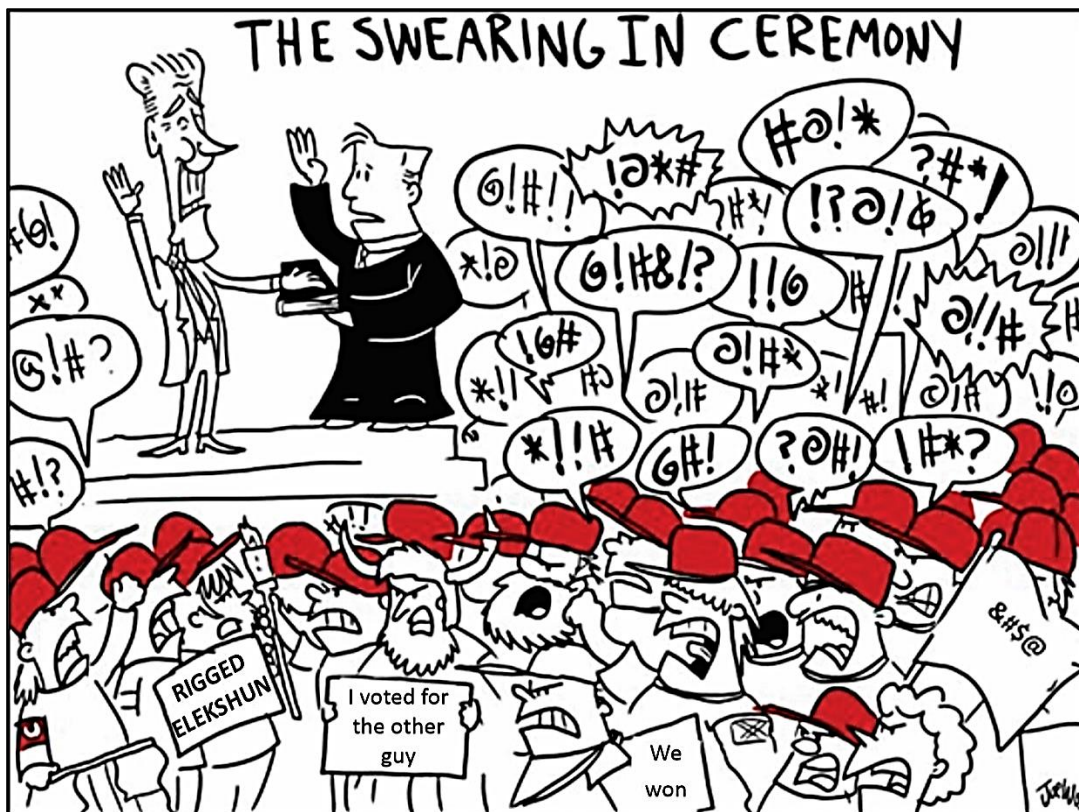
(1)

1.7 Refer to paragraph 12.

Consider the effectiveness of the figure of speech used and comment to what extent you agree with the writer's view.

(4)

1.8 Refer to **TEXT 1** and the cartoon below and then answer the question that follows.



[Adapted from: <<https://cartoonmovement.com/cartoon/swearing-ceremony-0>>]

Critically evaluate to what extent the cartoonist makes use of humour to convey his point, and whether the writer of **TEXT 1** might agree with the intentions of the cartoonist. Refer to specific visual and verbal details from the cartoon and specific examples from **TEXT 1** to support your answer.

[illegible]

[illegible]

(5)
[25]

QUESTION 2 SEEN POETRY

Refer to the poem 'The Tenant' by Na Ngulube, 'Touch' by Hugh Lewin, and the extract about the use of poetry for emotional release, and then answer the questions that follow.

The Tenant – Na Ngulube

There is no room for you
in my heart. The only tenant
who ever lived there left
some luggage behind.

I didn't evict her. She
simply left without a word.

I keep hoping she will come
back and collect the luggage
or at least arrange for disposal
clean out the place, throw out
old memories. 10

I could possibly live with
the marks on the walls. Some
are completely indelible
some I even like. 15

But you see I am afraid that
if it all goes, what will I do
with all that empty space.

[Source: Anthology, Clusters, Gerald de Villiers]

2.1 Refer to lines 1–4: 'There is no ... some luggage behind'.

Suggest how the diction used emphasises the speaker's tone.

(2)

2.2 Refer to lines 5–6: 'I didn't evict ... without a word'.

Explain in your own words the manner in which 'she' departed. Refer to specific imagery to support your response.

(2)

2.3 Refer to lines 7–10: 'I keep hoping ... place, throw out'.

Suggest how the speaker's use of 'or' reveals a shift in attitude.

(3)

2.4 Refer to the word 'indelible' in line 14.

Explore why the poet has used 'indelible' instead of 'stubborn' and argue which word is more effective. Refer to your understanding of both words in your response.

(2)

2.5 Refer to lines 16–18: 'But you see ... that empty space'

Explain whether the speaker's use of 'But' suggests an element of regret.

(2)

AND

Touch – Hugh Lewin

When I get out
 I'm going to ask someone
 to touch me
 very gently please
 and slowly, 5
 touch me
 I want
 to learn again
 how life feels.

I've not been touched 10
 for seven years
 for seven years
 I've been untouched
 out of touch
 and I've learnt 15
 to know now
 the meaning of
 untouchable.

Untouched – not quite
 I can count the things 20
 that have touched me

One: fists
 At the beginning
 fierce mad fists
 beating beating 25
 till I remember
 screaming
 Don't touch me
 please don't touch me.
 Two: paws 30

The first four years of paws every day patting paws, searching – arms up, shoes off legs apart – prodding paws, systematic heavy, indifferent probing away all privacy.	35
I don't want fists and paws I want to want to be touched again and to touch, I want to feel alive again I want to say when I get out Here I am please touch me.	40 50

[Source: Anthology, Clusters, Gerald de Villiers]

Extract: Poetry for emotional release

Poetry Therapy is effective because it provides an emotional release, and processing emotions is important for greater self-awareness and new insights. The writing of poetry often emerges from strong emotions and can provide a release and help make sense of experiences. Poetry Therapy is a specialised form of therapy, but poetry can be incorporated into therapy to facilitate healing. Sharing a poem with a friend or therapist can also foster new insights. However, emotional release through poetry should not be mistaken for solving the problem itself.

[Adapted from: <<https://www.goodtherapy.org/blog/can-poem-be-healing-writing-poetry-through-pain-0131185>>]

- 2.6 Evaluate to what extent both poems, 'The Tenant' and 'Touch' could be described as Poetry Therapy poems. Refer to the extract, the mood and intention of each poem to support your response.

(4)
[15]

QUESTION 3 UNSEEN POETRY

Refer to the poems 'A Poem for Her!' by Siyabonga Nxumalo, 'I Have my Father's Voice' by Chris van Wyk and the Infographic entitled: 'Skills that children especially learn from fathers are' and answer the questions that follow.

A Poem for Her! – Siyabonga Nxumalo

I can smell the
Nice scent, of a
Freshly cut grass.

White birds are flying
High up in the sky ... 5
Doing their usual play,
following each other
Like penguins.

That broad smile on	
Your face ...	10
That joy in	
Your eyes ...	
That love in	
Your melodic voice ...	

Baby, you're all I'm living for ...	15
--	----

The warmth of those tiny hands ...
 The warmth of those tiny lips ...
 The warmth of that melodic voice ...
 That warm smile my love ... 20

Even though trails are
Always around the corner ... but,
papa will always be here for you.

When heavy storms and
Strong winds abduct you ... 25
I'll be your pillar of strength.

I promise not to live
Your life for you, but
Just to support and guide you.

[Source: <<https://www.poemhunter.com/poem/a-poem-for-her-2/>>]

3.1 Refer to lines 4–8: 'White birds are ... like penguins.'

Identify the figure of speech and comment to what extent you believe it is effective in revealing the poet's intention.

(3)

3.2 Refer to lines 17–20: 'The warmth of ... smile my love ...'

Discuss whether the poet's repetition of 'The warmth ...' and the use of ellipsis adds to the reader's understanding of the poem.

(3)

3.3 Refer to lines 21–26: 'Even though trails ... pillar of strength'.

Consider how the speaker's diction suggests a shift in tone.

(3)

3.4 Refer to lines 27–29: 'I promise not ... and guide you'.

Explore whether these lines are an example of apostrophe and how this adds to our understanding of the father's promise to his child.

(2)

AND

I Have my Father's Voice – Chris van Wyk

When I walk into a room
 where my father has just been
 I fill the same spaces he did
 from the elbows of the table
 to the head thrown back 5
 and when we laugh we aim the guffaw
 at the same space in the air.
 Before anybody has told me this I know
 because I see myself through
 my father's eyes. 10

When I was a pigeon-toed boy
 my father used his voice
 to send me to bed
 to run and buy the newspaper
 to scribble my way through matric. 15

He also used his voice for harsher things:
 to bluster when we made a noise
 when the kitchen wasn't cleaned after supper
 when I was out too late.

Late for work, on many mornings, 20
 one sock in hand, its twin
 an angry glint in his eye he flings
 Dirty clothes out of the washing box:
 vests, jeans, pants and shirts shouting
 anagrams of fee fo fi fum until he is up 25
 to his knees in a stinking heap of laundry.

I have my father's voice too
 and his fuming temper
 and I shout as he does.

But I spew the words out 30
in pairs of alliteration
and an air of assonance.

Everything a poet needs
my father has bequeathed me
except the words. 35

[Source: Anthology, Clusters, Gerald de Villiers]

SKILLS THAT CHILDREN ESPECIALLY LEARN FROM FATHERS ARE



[Source: <<https://www.dtnext.in/lifestyletopnews/2017/01/25/science-of-parenting-fathers-play-an-important-role-in-child-development>>]

- 3.5 Critically evaluate to what extent the fathers in both 'A Poem for Her!' and 'I Have my Father's Voice' have the same understanding of the role of fathers. Refer to the infographic and specific diction from both poems to support your response.

(4)
[15]

QUESTION 4 CRITICAL LITERACY

Refer to **TEXT 2**, **TEXT 3**, **TEXT 4**, and **TEXT 5** on pages (iii–v) of the Insert and then answer the questions that follow below.

TEXT 2 is the cover page for a research paper entitled 'EDUPRENEURS'.

- 4.1 Consider the title of the research paper: 'EDUPRENEURS' and the definition of portmanteau word below.



Decide whether 'EDUPRENEURS' is an example of a portmanteau word. Refer to your understanding of a portmanteau word and the title of the research paper to support your response.

(2)

- 4.2 Refer to the following: 'Networking ... Southern Africa'.

Explain whether this is a grammatically correct sentence.

(2)

4.3 Consider the visual and verbal details from TEXT 2.

Explore how the visual and verbal details position the reader to view the importance of the research paper. Refer to specific details from **TEXT 2** to support your answer.

(4)

Refer to TEXT 3

TEXT 3 is an advertisement for a conference hosted by UNICEF (United Nations International Children's Emergency Fund). UNICEF is now commonly known as the United Nations Children's Fund.

4.4 Consider the following: 'High Level Side Event'.

Explain whether 'High Level' should be hyphenated.

(2)

4.5 Consider the following from **TEXT 3**: 'African Union (AU)' and UNICEF.

Identify whether AU and UNICEF are examples of initialisms or acronyms. Refer to each separately.

(2)

4.6 Refer to the following: 'Transforming Education in Africa'.

Suggest why the advertiser has chosen to use two different colours in this heading.

(2)

4.7 Refer to: #Africa Youth Led and #TransformingEducation.

Explore how the use of the hashtag (#) shapes the readers' understanding of what the conference is trying to achieve.

(1)

Refer to the visuals in **TEXT 2** and **TEXT 3**

4.8 Discuss how the visuals used in both **TEXT 2** and **TEXT 3** affect our understanding of the target audience in each advertisement.

(2)

Refer to **TEXT 4**

TEXT 4 is an advertisement for REGENT BUSINESS SCHOOL.

4.9 Consider the words: 'DISRUPT. RETHINK. INNOVATE'.

Explore what the advertiser's use of the verb form for each word suggests about the school and the students who attend it.

(2)

4.10 Refer to the logo of the tree.

Comment whether the tree might be an effective metaphor for the school.

(2)

Refer to **TEXT 5**

TEXT 5 is an advertisement for prospective teachers for the REX AND MARGARET FORTUNE SCHOOL OF EDUCATION.

- 4.11 Evaluate how the advertiser's intention is highlighted by the visual and verbal details of the advertisement. Refer to specific visual and verbal details to support your response.

(4)
[25]

QUESTION 5 EDITING SKILLS

Refer to **TEXT 6** on page (vi) of the Insert and answer the questions that follow.

5.1 Refer to **FRAME 1**: 'I'M IN SAD SHAPE ...'.

Explain the function of the apostrophe in 'I'm'.

(1)

5.2 Refer to **FRAME 4**: 'WHAT CAN YOU ... PASSING YOU BY?'.

Suggest another suitable phrase for 'passing you by'.

(1)

5.3 Refer to **FRAME 6**: 'SEE THE HORIZON ... IS FOR EVERYBODY?'.

Explain why the cartoonist has chosen to use rhetorical questions at this stage of the cartoon.

(2)

5.4 Refer to **FRAME 7**: 'HAVE YOU EVER SEEN ANY OTHER WORLDS?'.

Rewrite the question above in reported speech. Begin your sentence with ...

She ...

(3)

5.5 Refer to **FRAME 9**: 'THERE ARE NO ... TO LIVE IN ...'.

Rewrite the sentence to avoid it ending on a preposition.

(1)

5.6 Refer to **FRAME 11**: 'WELL, LIVE IN IT, THEN!'.

Consider the tone of the young girl and explain how the cartoonist conveys this.

(2)
[10]

QUESTION 6 SUMMARY

Refer to **TEXT 7** on page (vii) of the Insert.

You have been asked by the parents of your friend, Gideon, to give a **farewell speech** as he leaves for university. You have collected comments from Gideon's friends and family (TEXT 7).

Write the **introduction** to your **speech** using **TEXT 7** as your **only** source in which you summarise how Gideon is viewed by his friends and family.

- Your summary must be in the form of **one** paragraph, using **no more than 100 words**.
- Provide an **accurate word count** at the end of the summary.
- Your language must be precise and in an appropriate register.
- Use your own words. 'Cutting and pasting' of information is not acceptable.

[10]

Total: 100 marks

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PLEASE TURN OVER

ADDITIONAL SPACE (ALL QUESTIONS)

IF YOU USE THE ADDITIONAL SPACE BELOW, PLEASE INDICATE THE QUESTION NUMBER CLEARLY.

[illegible]

[illegible]