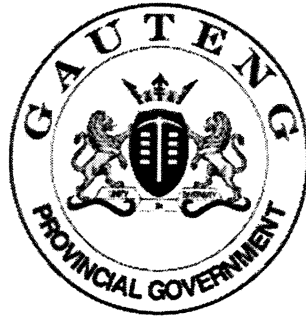


**SENIOR CERTIFICATE EXAMINATION
SENIORSERTIFIKAAT-EKSAMEN**



**OCTOBER / NOVEMBER
OKTOBER / NOVEMBER**

2004

**ENGLISH
PRIMARY LANGUAGE**

**(Third Paper:
Creative Writing and
Literature)**

SG

104-2/3

ENGLISH FIRST LANG SG: Paper 3

**9 pages
9 bladsye**



104 2 3

SG

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**GAUTENG DEPARTMENT OF EDUCATION
SENIOR CERTIFICATE EXAMINATION**

**ENGLISH PRIMARY LANGUAGE SG
(Third Paper: Creative Writing and Literature)**

TIME: 2 hours

MARKS: 80

INSTRUCTIONS:

- Answer FOUR questions as follows:
 - Section A: ONE essay only
 - Section B: TWO transactional pieces: ONE long and ONE short piece
 - Section C: ONE question only
- In Section A careful planning, editing and proof-reading will be of benefit to you as you will be marked on the content of your essay as well as its presentation (i.e. structure, style, grammar, punctuation and spelling).

SECTION C: LITERATURE

- Consult the Table of Contents below and mark the question number relating to the setwork which you have studied in 2004.
- Answer ONE question only: Either a contextual or an essay.
- Use the mark allocation as a guide to the expected length of your answers.
- The length of an essay should be between 250 and 300 words.

TABLE OF CONTENTS			
Question 1	<i>Focus</i>	–	Essay
Question 2	<i>Focus</i>	–	Contextual
Question 3	<i>To Kill a Man's Pride</i>	–	Essay
Question 4	<i>To Kill a Man's Pride</i>	–	Contextual
Question 5	<i>Strictly Ballroom</i>	–	Essay
Question 6	<i>Strictly Ballroom</i>	–	Contextual

SECTION A
CREATIVE WRITING

Write a prose essay of between 350 and 400 words on ONE of the following topics. Please indicate the number of the topic and supply a title if one is not already given.

1. My Favourite Things
2. A Time to Remember
3. *The challenge facing teenagers today*
4. Write a short story that has the following opening:

It was Autumn. The leaves had begun to drop off the trees. The car sped on its way.

5. This is what I would like to remember about my childhood years / years spent at school.
6. *For me, sport is a way of life. It creates the opportunity for recreation as well as exercise. It gives me the opportunity to forget the daily struggle.*
7. Every day we face so much incoming information that we hardly know what to believe any longer.
8. *Rules and regulations are important. Without these, there can be no responsibility – and then things fall apart.*
9. Do people really care about animals any more? We hear so much about animals being abandoned, simply left to die or else butchered in heartless ways. Is there a solution?
- 10.



TOTAL FOR SECTION A: [30]

P.T.O

SECTION B**TRANSACTIONAL WRITING
(Longer Pieces)**

Select ONE of the topics below and write 180 to 200 words as a response. Some of the topics require the format of a letter, while others do not. Pay particular attention to the format, audience and tone in your response.

11. You attended a concert on Youth Day and were disturbed by the extensive abuse of alcohol and reckless behaviour. Write a **letter to the editor** of a national newspaper in which you express your feelings on the event and offer practical suggestions on how Youth Day can be celebrated more meaningfully.
12. Assume that you are a famous sporting hero, an accomplished singer or musician, or a prominent community leader. Write a **diary entry** after either a busy day or a day of significant achievement.
13. A close friendship is strained at the moment and this is troubling you because you value this friendship. Write a **letter** to this friend in which you attempt to restore your friendship by dealing honestly and sincerely with the problem and expressing how much you value this friendship.
14. Write an **article** for a community newspaper or school newsletter that deals with stress and depression amongst young adults. Your article must have a heading and should cover issues such as identifying stress, managing stress, and how to avoid stress. (15)

**TRANSACTIONAL WRITING
(Shorter Pieces)**

Respond to ONE of the topics below in 80 to 100 words. Pay attention to format, audience and register in your response.

15. A sporting or cultural season has ended and you have been asked to present a gift to the coach in charge of the activity. You must also give a short speech of thanks to that person. Write the **plan** of your speech of thanks.
16. You are going away for a few days and will need to leave a set of clear instructions for your housesitter regarding arrangements for the following: locking up, the security system, pet and garden care. Write a list of approximately eight instructions for your housesitter to follow.
17. You are required, as part of a job application, to provide the name and contact details of a person of standing who knows you well enough to write a reference on your character. Send an **e-mail** to this person in which you give details about the job and ask him/her if he/she will write a testimonial for you. (15)

TOTAL FOR SECTION B: [30]

SECTION C
LITERATURE

Answer ONE question from this section.

QUESTION 1
FOCUS
ESSAY

Would you say that the teacher in *The Visits* by Richard Rive is a kind, decent person who shows compassion for others, or would you describe him as one who is incapable of asserting himself? Carefully consider the teacher's behaviour and feelings in the story and write a well-constructed essay in which you assess why the teacher is either a "Caring Knight" or a "Spineless Coward".

[20]

OR

QUESTION 2
FOCUS
CONTEXTUAL

Read the following extract from *Plymouth* by Mervyn Woodrow and answer the questions that follow.

'Get in. I'll take you for a spin. Lovely engine hey? And look at the mileage. Nothing for a Plymouth.'	
Kerneels did not know where or how to look for the mileage. He smiled briefly at Snowy and nodded. As they set off down Voortrekker Road he seemed to be looking at the town, the shops, the people, anywhere but at Snowy's manipulation of the controls. Yes, it was the same as the Railway truck. Left foot on the left pedal then shift the stick. It didn't matter that it had a brown knob on it. It worked the same.	5
'Power,' said Snowy. 'Look at this.' They were already out of town, heading westward along the road to Mara.	10
'Watch that needle rise.' Kerneels had no idea what this meant until Snowy pointed at the speedometer.	
'And you can see my foot is hardly touching the accelerator.'	
Fortunately for Kerneels, Snowy glanced down at his right foot.	
'Ah, ha,' thought Kerneels, 'easier than mules anyday. Needle. Accelerator. They worked together when you put your feet on that furthest long pedal.'	15
Snowy slowed down and did a neat U turn. The car stopped but the engine kept running.	
'Would you like to try her? Come on.'	
Kerneels felt a quick moment of panic. He had not anticipated this possibility.	20
'No, no. That's all right. You take us back to the garage.'	
'Right-O,' said Snowy. He did not quite know what to make of the old fellow. But if his money was good ...	
Kerneels watched every movement that Snowy made. He had to memorise every detail, the method, the exact sequence. He knew that this was his last lesson.	25

- 2.1 Explain why Snowy wants to take Kerneels for a spin. (2)
- 2.2 2.2.1 What features of the car does Snowy mention? Why does he mention these features? (2)
 2.2.2 What is the reason for Kerneels selecting **this** car? (2)
- 2.3 2.3.1 What, do you think, is the reason for Kerneels comparing this vehicle to a railway truck? (2)
 2.3.2 Explain in which way the railway truck is really the main reason for Kerneels wanting to buy a car? (2)
- 2.4 “easier than mules anyway”
- 2.4.1 Why does Kerneels compare this car to **mules**? (2)
 2.4.2 Do you think the conclusion he draws here is a realistic one? Why do you say this? (2)
- 2.5 What is the function of the **needle**? (1)
- 2.6 It is apparent that Kerneels does not know how to drive.
- 2.6.1 What characteristics of Kerneels are apparent in this extract? (2)
 2.6.2 Explain what happens when Kerneels takes the car home. (3)
- [20]

OR

QUESTION 3
TO KILL A MAN’S PRIDE
ESSAY

In the story, *To Kill a Man’s Pride*, Mtutu states that there are “many ways to destroy” a man’s pride. Write an essay in which you discuss how these ways are made clear to us in the story. You may focus your discussion on any TWO of the following situations:

- life in a Soweto hostel
- the terrible working conditions
- the process of registering for a work permit

[20]

OR

QUESTION 4
TO KILL A MAN'S PRIDE
CONTEXTUAL

Read the extract from *Ha'Penny* by Alan Paton, then answer the questions that follow.

His whole brave assurance died within him and he stood there exposed, not as a liar, but as a homeless child who had surrounded himself with mother, brothers, and sisters, who did not exist. I had shattered the very foundations of his pride and his sense of human significance.	
He fell sick at once, and the doctor said it was tuberculosis. I wrote at once to Mrs Maarman, telling her the whole story, of how this small boy had observed her, and had decided that she was the person he desired for his mother. But she wrote back saying that she could take no responsibility for him. For one thing, Ha'Penny was a Mosuto, and she was a coloured woman; for another, she had never had a child in trouble, and how could she take such a boy?	5
Tuberculosis is a strange thing; sometimes it manifests itself suddenly in the most unlikely host, and swiftly sweeps to the end. Ha'Penny withdrew himself from the world, from all Principals and mothers, and the doctor said there was little hope. In desperation I sent money for Mrs Maarman to come.	10
She was a decent, homely woman, and seeing that the situation was serious, she, without fuss or embarrassment, adopted Ha'Penny for her own. The whole Reformatory accepted her as his mother. She sat the whole day with him, and talked to him of Richard and Dickie, Anna and Mina, and how they were all waiting for him to come home. She poured out her affection on him, and had no fear of his sickness, nor did she allow it to prevent her from satisfying his hunger to be owned. She talked to him of what they would do when he came back, and how he would go to the school, and what they would buy for Guy Fawkes night.	15
He in turn gave his whole attention to her, and when I visited him he was grateful, but I had passed out of his world. I felt judged in that I had sensed only the existence and not the measure of his desire. I wished I had done something sooner, more wise, more prodigal.	20
	25

- 4.1 Read lines 1– 4, then answer the following questions:
- 4.1.1 Discuss the circumstances that led to Ha'Penny's placement in the reformatory. (3)
- 4.1.2 What would you describe as the **foundation** of Ha'Penny's pride? (2)
- 4.1.3 Explain what had happened to shatter those foundations. (3)
- 4.2 What qualities had Ha'Penny observed in Mrs Maarman that made him select her as his **mother**? (3)
- 4.3 What did you feel and think when Mrs Maarman first refused to accept responsibility for Ha'Penny? Give reasons to support your answer. (3)
- 4.4 Why do you think the alliteration in **swiftly sweeps** (line 12) is so effective in describing the devastation of tuberculosis? (2)
- 4.5 What **lessons** do you think are learnt from this story? Briefly discuss any TWO ideas. (4)

[20]

P.T.O

OR

QUESTION 5
STRICTLY BALLROOM
ESSAY

The *Paso Doble* is a very expressive dance, and like all the other dances in the film, conveys accurately some of the themes and emotions of the film.

Discuss the use of the *Paso Doble* and some of the other dances to convey themes and emotions. Remember you are writing about a film. Refer to what we see and hear to support your response.

[20]

OR

QUESTION 6
CONTEXTUAL

Examine the still taken from the opening sequence and answer the questions that follow.



- 6.1 Explain, briefly, what is happening in the opening sequence from which this still is taken. (3)
- 6.2 Although this still is black-and-white, the original film sequence seems to be shot in this way too.
- 6.2.1 Can you suggest a possible reason for this, bearing in mind the director's aim to use film technique to reinforce theme? (2)
- 6.2.2 What theme is portrayed here? (2)

- 6.3 This shot is excellently framed. Comment on the framing as it is further used to reinforce theme. (4)
- 6.4 Describe the music used as this sequence is shot. What is its effect? (4)
- 6.5 Describe the characters' (Scott, Liz, Wayne, Vanessa, Ken and Pam) costuming as shown in this sequence. How does the costuming extend each character's portrayal? (5)

TOTAL FOR SECTION C: [20]

TOTAL: 80

END