1. Hector Pieterson was 12 when he died. Today a museum bearing his name commemorates his death—and hundreds of others—which occurred some 30 years ago at a place whose name has come to symbolise uprising against oppression: Soweto.

Explain fully any way in which the writer makes the opening paragraph dramatic. **2 A**

The bluntness/brevity/content (1) of the opening sentence (1);

“hundreds of others” is emphasised (1) by use of parenthesis (1);

the use of the colon (1) isolates or enforces the pause before “Soweto” (1);

the positioning of “Soweto” (1) gives a climactic effect (1)

Any one: quotation/reference (1), comment (1)

2. That is what the youth of Soweto wanted—a future in their own words. And they got it.

Explain how any aspect of the **structure** of the paragraph in line 59 contributes to its effectiveness.

The long and short sentences (1) contrast (1)

OR the dash (1) produces a (dramatic) delay (1)

OR the brevity of the second sentence (1) produces impact (1)

OR the introduction of the second sentence with “And” (1) produces impact (1)

3. But as that new way of living arrives—as we retreat from the wild places, and the fences of national parks go up; as we cease the exploitation of animals, and the cow, the camel, the sheep, the chicken and the pig become items in modern exhibition farms, where schoolchildren see how mankind used to live; as our direct contact with our fellow creatures is restricted to zoos, pets and fish tanks; and as every area of natural beauty is set about with preservation orders and rules to keep human interference to a minimum—will we not be separating ourselves from our planet in order, as we suppose, to look after it better? Will we not be loving nature, but leaving it?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (a) Look at lines 60 – 67.  Identify any feature of **sentence structure** the writer uses effectively in this paragraph. | | | | |
|  | |  | | **1 A** |
| Use of parenthesis  OR use of semi-colon  OR repeated use of (clauses starting with) “as” listing  OR use of (negative) question(s)  Any one (1) | | | | |
| (b) Show how your chosen feature helps to clarify or support the writer’s argument. | |  | | **2 A** |
| Feature Effect  Use of parenthesis Helps identify/isolate/specify (1) what the “new way of living” is (1)  Semi-colon construction OR use of “as” OR listing  Gives idea of multiplicity and/or variety of ways (1) we are moving away from wilderness  Use of (negative) question(s) Creates doubt in reader’s mind (1)  And/or questions wisdom of what we are doing (1)  And/or implies agreement with sense of argument (1) | | | | |
|  | |  | |
| 4.  It was nothing special, nothing exceptional, and it was very good indeed. Note this: one of the greatest pleasures of birdwatching is the quiet enjoyment of the absolutely ordinary.  And then it happened. Bam!  Gone.  From the tail of my eye, I saw what I took to be a kestrel. I turned my head to watch it  as it climbed, and I waited for it to go into its hover, according to time-honoured kestrel custom. But it did nothing of the kind. It turned itself into an anchor. Or a  thunderbolt.  No kestrel this: it crashed into the crowd of martins, and almost as swiftly vanished. I  think it got one, but I can’t swear to it, it was all so fast. | | | |
| Identify two techniques used in lines 10 and 11 which help convey the idea of speed described in the next two paragraphs (lines 12 – 17). | | | |
| Very short sentences; single word/very short paragraphs; colloquialism; monosyllable(s); exclamation mark; (idea of) minor sentence; onomatopoeia.  Any two. | | | |

Extra

“reasonable numbers” (following the colon) expands/explains (1)

the idea of their being “not rare” (1).

|  |
| --- |
| Give the idea of irony/acknowledgement of looseness of meaning/indication that they are not insignificant. |