

TEXT 1**Time for African leaders to look beyond American democracy**

By Amos Adegbite

- 1 Our continent has always been one of rich cultures and diverse traditions. There are, however, consequences of colonialism and globalisation. One of these is that we have been forced to adopt foreign political models that do not align with our unique values and biases.
- 2 The effects of these actions have been devastating.
- 3 This is particularly true in the case of the democratic system borrowed from the West, which has caused significant harm to the social fabric of many African countries. Therefore, it is time for the African family of nations to rethink their approach to democracy and take ownership of their political systems. In doing this, Africa can create a democracy that is uniquely tailored to the needs of its people. We can create a better future for all.
- 4 The time has come for our leaders to reflect on this and to produce a representative government not shaped on American democracy. There is an urgency as another ‘Summit for Democracy’ is being organised by America where many African leaders have been invited to be lectured to by President Joe Biden on democracy.
- 5 Many grassroots politicians are convinced that many African countries will continue to be in crisis if they do not develop a government that will take into consideration the culture and values cherished by their people. To them (and many of us), America is not in a position to teach Africans how to govern their countries.
- 6 Indeed, America's hypocrisy (when it comes to democracy) is its own history of institutionalised racism and discrimination. For centuries, the US was a slave-holding nation, where African Americans were bought and sold as property, denied basic human rights, and subjected to brutal violence. The US only began to fully recognise the civil rights of African Americans in the 1960s, after decades of hard-fought battles and social movements.
- 7 This dark history makes it difficult for the US to claim any sort of moral superiority when it comes to democracy.
- 8 Furthermore, the US's own democratic institutions have come under attack in recent years, calling into question its ability to serve as a role model for other countries. In 2021, militant supporters of former President Donald Trump, who refused to accept the results of a democratic election, stormed the US Capitol. This attack, on the very heart of US democracy, was a shocking reminder of the fragile state of democratic institutions. This becomes more obvious when danger is posed by those who would undermine and destroy democracy.

- 9 The US's track-record in international affairs also calls into question its authority to lecture African countries about democracy. The US has a long history of supporting authoritarian regimes and overthrowing democratically elected leaders in other countries, often to protect its own interests. For example, in 1973, the US supported the overthrowing of the democratically elected government, in Chile, and installed a brutal dictator who ruled for 17 years. Similarly, the US has been accused of propping up dictators in Africa and other parts of the world, while ignoring or even undermining democratic movements and their leaders.
- 10 Moreover, the US's current political climate is highly divided and often hostile. The political narrative in the US has become increasingly toxic, with each side demonising the other and engaging in vicious personal attacks. The media landscape is also highly divided, with many news outlets and social media platforms spreading misinformation and conspiracy theories. All of these factors contribute to a political environment that is not favourable to democracy. Surely?
- 11 It is difficult for the US to claim any sort of moral authority when it comes to lecturing other countries about democratic values.
- 12 American democracy also has some issues with money and identity politics, and some African countries that copied the American system have similar problems. You must be a moneybag to contest and win major elections and you must be associated with godfathers or cabal¹. The effect of this is the corruption that follows when a candidate wins and assumes office.
- 13 The other unpleasant aspect, which is causing tension and violence is the multi-party system borrowed from the West. This system causes tension before, during and after an election. It also affects the social fabric of those countries copying the American form of democracy because it creates a class system: those who are wealthy, while the majority live in poverty. The negative impact of forcing Western democratic models on Africa's political and social structures cannot be ignored.
- 14 Though there is no perfect democracy anywhere in the world, my belief is that it is urgent that African countries consider their own needs and create a democracy that best serves her people. Our leaders must prioritise the needs of our people. Our leaders must work towards building a democracy that reflects the needs of our people. Our leaders must work towards building a democracy that reflects our unique experiences and values.

Glossary:

¹cabal (paragraph 12): a secret political group or faction.

[Adapted from: <<https://www.washingtonpost.com/world/2023/01/27/africa-democracy-safety-decline-coup/>>]

TEXT 2

ChatGPT is a powerful language generation model that can be used in a variety of educational settings. Being well suited to natural language processing tasks, ChatGPT is trained on a large data set of text, and it uses this to generate coherent responses.

One of the advantages of ChatGPT is its ability to understand context. ChatGPT can be used in the classroom as a writing assistant. Teachers can use the model to provide students with feedback on their writing by providing a prompt in the form of a writing assignment, and then having the students input their text into the model. The model can then analyse the text and provide suggestions for revisions.

Another way that ChatGPT can be used in the classroom is as a tool for facilitating group discussions and debates. The model can then analyse the responses to these prompts and provide suggestions for follow-up questions and comments, helping to keep the discussion on track and focused on the key issues. The model can be used to generate prompts for conversation practice, and even provide accurate grammar feedback. Additionally, it can also be used as a tool for translation practice by providing the model a text in one language and having it translated to another language, and the student can then evaluate the quality of the translation.

Finally, it is worth noting that while ChatGPT is a powerful tool, it is not a replacement for human teachers. Teachers should always use their own judgment when using the model in the classroom, and it is always important to provide appropriate guidance and support for students.

Additionally, depending on the use and the complexity of the prompts, it is important to keep in mind that GPT's responses are generated by a machine, it is not always perfect and thus should be used as a support rather than the main source of information. Teachers can provide students with new and engaging ways to interact with the material and advance their understanding.

[Adapted from: <<https://www.timeshighereducation.com/campus/i-bring-new-and-engaging-ways-students-learn-classroom>>]

TEXT 3

[Source: <<https://www.theinsaneapp.com/2023/01/student-built-an-app-to-help-teachers-find-chatgpt-cheats.html>>]

Mirror

Sylvia Plath

I am silver and exact. I have no preconceptions.
 Whatever I see I swallow immediately
 Just as it is, unmisted by love or dislike.
 I am not cruel, only truthful —
 The eye of a little god, four-cornered. 5
 Most of the time I meditate on the opposite wall.
 It is pink, with speckles. I have looked at it so long
 I think it is a part of my heart. But it flickers.
 Faces and darkness separate us over and over.

Now I am a lake. A woman bends over me, 10
 Searching my reaches for what she really is.
 Then she turns to those liars, the candles or the moon.
 I see her back, and reflect it faithfully.
 She rewards me with tears and an agitation of hands.
 I am important to her. She comes and goes. 15
 Each morning it is her face that replaces the darkness.
 In me she has drowned a young girl, and in me an old woman
 Rises toward her day after day, like a terrible fish.

[Source: Anthology *Clusters*, G.E. de Villiers]

Go, lovely Rose

Edmund Waller

Go, lovely Rose,
 Tell her that wastes her time and me,
 That now she knows,
 When I resemble her to thee,
 How sweet and fair she seems to be. 5

Tell her that's young,
 And shuns to have her graces spied,
 That hadst thou sprung
 In deserts where no men abide,
 Thou must have uncommended died. 10

Small is the worth
 Of beauty from the light retired:
 Bid her come forth,
 Suffer her self to be desired,
 And not blush so to be admired. 15

Then die, that she
 The common fate of all things rare
 May read in thee,
 How small a part of time they share,
 That are so wondrous sweet and faire. 20

[Source: Anthology *Clusters*, G.E. de Villiers]

The rain children

Phillippa Yaa de Villiers

They permeate, the poor, their eyes and knees
 as thin as rain, these children staring,
 as democracy parades through the streets.

Glue substitutes for blankets and teats,
 the streetmother grey concrete skirt uncaring:
 they permeate, the poor, their eyes and knees

5

and hands reproach, demand, confront, entreat:
 tight walleated, my conscience, and unsparing
 as democracy parades through the streets.

Rain fills my well-fed stomach. All my feats
 are washed away with soul's comparing:
 they permeate, the poor, their eyes and knees

10

as cold as sorrow. Presidents decree
 but rain soaks paper promises, tearing,
 as democracy parades through the streets.

15

Like driving drops or drizzle, paring
 warmth from skin, dissolving, wearing:
 they permeate, the poor, their eyes and knees,
 as democracy parades through the streets

[Source: <<https://www.lyrikline.org/en/poems/rain-children-5935>>]

Cockroaches

Mauri Yambo

Turn on the light
and helter-skelter
they scuttle
to their dark shelters.

Cut them off 5
from their hideouts
block

their many approaches
and see cockroaches 10
in hopeless flurry
and helpless worry.

But
who ordained
the crash-fall
of sandals 15
on these
shy creatures?

Or
is it their love
of darkness 20
holds them suspect?

[Source: Anthology *Clusters*, G.E. de Villiers]

TEXT 4



New 2023 Equinox with Automatic Emergency Braking System.




MADE FOR THOSE WHO JUST CAN'T STOP THEMSELVES.

applesportchevy.com

[Source: <<https://www.adsoftheworld.com/campaigns/made-for-those-who-just-can-t-stop-themselves>>]

TEXT 5



IF MEN WERE WOMEN, WE'D INSURE THEM.

BUT THEY'RE NOT. So they don't get to pay substantially lower car insurance premiums.

1st for women
INSURANCE BROKERS (PTY) LTD
cover with care

[Source: <<https://www.adsoftheworld.com/campaigns/mouse-c002dbea-809f-4020-b114-5e2844308ed8>>]

TEXT 6

Guys + paper + wood + charcoal + paraffin + petrol + matches + ... hmm ... acetone? Yes, acetone =



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[Source: <<https://www.adforum.com/creative-work/ad/player/34478028/explosion/1st-for-women-insurance>>]

TEXT 7

calvin and Hobbes
by WATSON

FRAME 1
WHENEVER I NEED TO DO SOME SERIOUS THINKING, I GO FOR A WALK IN THE WOODS.

FRAME 2
THERE ARE ALWAYS A MILLION DISTRACTIONS OUT HERE.

FRAME 3
I DON'T BELIEVE IN ETHICS ANY MORE.

FRAME 4
AS FAR AS I'M CONCERNED, THE ENDS JUSTIFY THE MEANS.

FRAME 5
GET WHAT YOU CAN WHILE THE GETTING'S GOOD - THAT'S WHAT I SAY, MIGHT MAKES RIGHT. THE WINNERS WRITE THE HISTORY BOOKS!

FRAME 6
IT'S A DOG-EAT-DOG WORLD, SO I'LL DO WHATEVER I HAVE TO, AND LET OTHERS ARGUE ABOUT WHETHER IT'S "RIGHT" OR NOT.

FRAME 7
HEY!
SHAKE!

FRAME 8
WHY'D YOU DO THAT?!

FRAME 9
AHH...
I DIDN'T MEAN FOR EVERYONE, YOU DOLT! JUST ME!

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[Source: <<https://www.gocomics.com/calvinandhobbes/1989/04/09#:~:text=Calvin%3A%20Whenever%20I%20need%20to,the%20ends%20justify%20the%20means.>>]]