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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

FEBRUARY/MARCH 2015

MARKS: 70

TIME: 2 hours

This question paper consists of 13 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

   SECTION A: Comprehension (30)
   SECTION B: Summary (10)
   SECTION C: Language Structures and Conventions (30)

2. Answer ALL the questions.

3. Start EACH section on a NEW page.

4. Rule off after each section.

5. Number the answers correctly according to the numbering system used in this question paper.

6. Leave a line after EACH answer.

7. Pay special attention to spelling and sentence construction.

8. Suggested time allocation:

   SECTION A: 50 minutes
   SECTION B: 30 minutes
   SECTION C: 40 minutes

9. Write neatly and legibly.

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SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXTS A AND B below and answer the set questions.

TEXT A

SELFIES – HOW THE WORLD FELL IN LOVE WITH ITSELF

It started off with a split lip, but now celebrities lead the charge in self-promotion.

1 Celebrities and religious leaders have whipped out their phones and snapped themselves. Even politicians do it, but above all, selfie artists.

2 If you do not know what a 'selfie' is, you are now officially out of the loop according to Oxford Dictionaries, publisher of the venerable record of the language of Shakespeare and George Orwell. 'Selfie', it has decided, is the word of 2013.

3 A selfie is a self-portrait taken on a camera – invariably a smartphone – before the taker uploads it to a social network, such as Facebook, Instagram or Twitter for their friends or 'followers' to see and 'like'. As Fiona McPherson, senior editor at the *Oxford English Dictionary*, says: 'It's not just taking a picture of yourself; the publishing of it makes it a "selfie". So, "self-portrait" does not quite cut it as a term.'

4 It is an act as modern as it is narcissistic[1], perfectly capturing the self-regard of our age. It is also, some think, a worrying trend that could leave young girls, in particular, with low self-esteem.

5 The history of selfies is linked to the rise of technology and the cult of the celebrity. The first recorded use of the word 'selfie' was in 2002 when an unnamed Australian student posted a picture of his split lip after a drunken party. The gap between first utterance and first recording is becoming shorter, thanks in part to social networks. The youth of today write far more words per week than their grandparents ever did. They may not be as eloquent, but the gush of texts, tweets and blog postings greatly helps dictionary compilers, who can scan the digital landscape for new words.

6 This explosion in popularity is partly down to the smartphone. Two years ago, 27% of adults had smartphones capable of uploading pictures to the Internet. The figure has doubled and is climbing fast. But it was the development of phones with rear- and front-facing cameras that made selfies possible. Before, you had to perform a yoga stretch with your arm to take a photograph that actually had you in the frame.

7 Technology companies are fully aware of the rise of celebrity culture, with Polaroid hiring Lady Gaga (one of the world's biggest selfie takers) as its 'creative director'. The nature of celebrity has changed rapidly. Pop singers and actors are as influential as ever, but the emergence of stars created by reality television has become equally important.

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8 But it is not just trashy TV stars who do it. Hillary Clinton can hardly stop snapping herself, and the Singapore prime minister spent most of the Commonwealth meeting taking selfies with other leaders.

9 We should not be surprised, therefore, that the thousands of celebrity selfies have bred millions of ordinary selfies, not least from teenage girls desperate to win the approval of their peers.

10 Emily Lovegrove, a psychologist who specialises in incidents related to bullying, says: 'Kids are hardwired to copy adults. And when they see – in their eyes – successful adults, they want to ape their behaviour.' Girls in particular, she says, seem prone to copy celebrities when it comes to selfies 'because they understand that looks are more important, however much adults tell them they are not. It is now accepted that fame rests not just on talent, but on the ability to self-promote.' A few 'likes' on their picture can be used to poke fun, or worse. As Lovegrove says: 'An awful lot of girls do not realise that they are being manipulated and it makes it even more likely they will strive to attain impossible perfection.'

11 Professor Andy Phippe at Plymouth University, who researches teenagers and their lives on social networks, says courtship rituals ('though they would never call it that') often start with a boy asking a girl to send a selfie. 'There are hundreds of thousands of selfies taken every day that do no harm. It's when the taking of selfies breaks from the sphere of trust that I would be concerned.'

12 The need for teens to seek affirmation is as old as adolescence itself. Still, while parents may wring their hands, the urge to self-promote has been with us since Georgian families hired Gainsborough to paint their portraits. It is just much cheaper now.

13 As Dr Lisa Orban, a psychologist, says: 'Experimenting with self-identity is a key part of adolescent development. And today's technology allows a strong element of control. It is easy to dismiss selfies as narcissistic, but this safe and controlled self-exploration is particularly important for younger users.'

14 Perhaps we should be worried not about teenage girls, but about grown-ups – including world leaders – who love nothing more than a selfie.

[Adapted from *Sunday Times*, 24 November 2013]

Glossary:

[1] narcissistic: vain; self-important; obsessed with oneself; self-absorbed

AND

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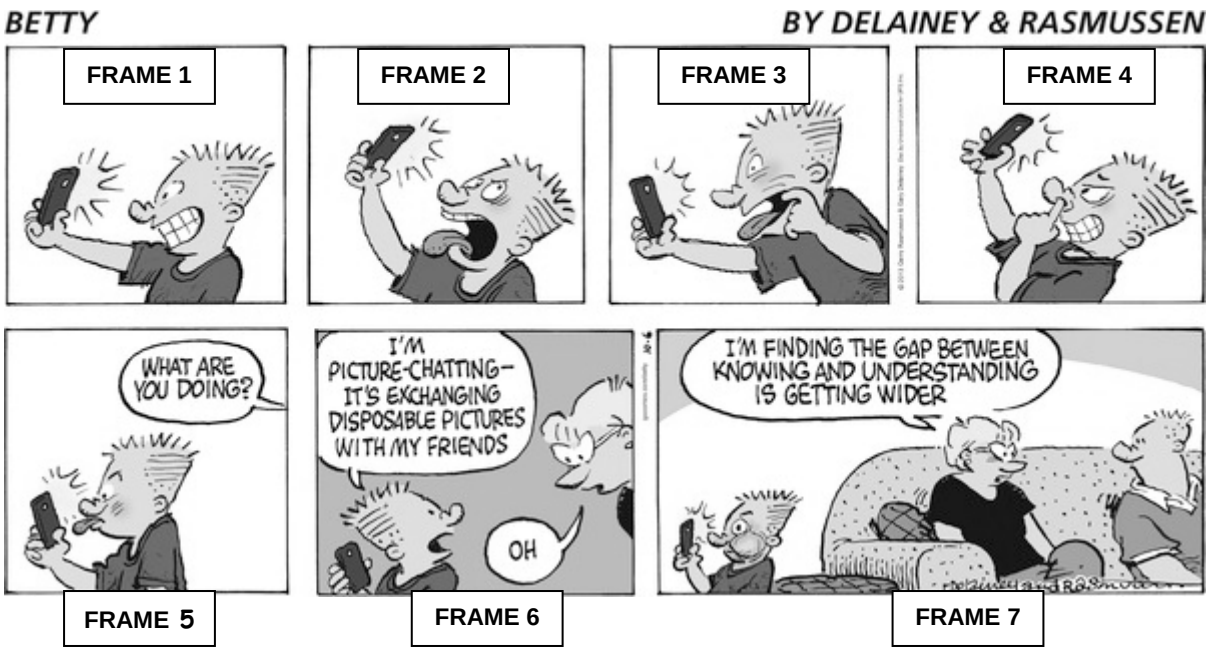
TEXT B



[Source: http://www.gocomics.com/betty/2013/10/06]

QUESTIONS: TEXT A

1.1 Why does the writer refer to specific categories of people in the opening paragraph? (2)

1.2 What is the implication of 'If you do not know what a "'selfie" is, you are now officially out of the loop' (line 3)? (2)

1.3 Refer to paragraph 5.

Explain how the youth assist in creating new words. (2)

1.4 Discuss the effectiveness of the change of tone in paragraph 6. (3)

1.5 Suggest what the phrase, 'trashy TV stars' in paragraph 8 reveals about the writer's attitude. (3)

1.6 Comment on the stereotype of girls presented in paragraphs 9 and 10. (3)

1.7 Refer to paragraphs 11–13.

Discuss the value of selfies as expressed in these paragraphs. (3)

1.8 In your view, is the writer's claim in paragraph 14 justified? Substantiate your response by referring to the text as a whole. (3)

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QUESTIONS: TEXT B

1.9 Choose the most appropriate response from the list below.

The tone of the boy's reply in frame 6 is ...

A blunt.
B matter-of-fact.
C disrespectful.
D cynical. (1)

1.10 Focusing on his response in frame 6, discuss the boy's understanding of selfies. (2)

1.11 Comment on how the final frame underlines the central theme of the cartoon. Refer to both verbal and non-verbal clues. (3)

QUESTION: TEXTS A AND B

1.12 In TEXT A, paragraph 4, the writer states that taking a selfie 'is an act as modern as it is narcissistic, perfectly capturing the self-regard of our age'.

Does TEXT B support this notion? Justify your response. (3)

TOTAL SECTION A: 30

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Carefully read TEXT C below. It is an article on the role that parents can play in preparing their children for the 21st century.

NOTE: You are required to do the following:

1. Use the information below to write a summary of **how children should be prepared for the 21st century.**
2. You must write a fluent **paragraph**, using your own words.
3. Your summary should include SEVEN points and NOT exceed **90 words**.
4. You are NOT required to include a title for the summary.
5. Indicate your **word count** at the end of your summary.

TEXT C

21ST CENTURY LIFE: WILL CHILDREN BE READY?

Today's children are expected to have multiple careers and roughly a dozen jobs before they reach the age of 30. *Forbes* magazine lists some of the jobs that may exist in 15 years' time: for example, gene screener, robot mechanic and quarantine enforcer. What can parents do to prepare children for their 21st century lives?

Parents should help their children to think of learning as a life-long process and not mere acquisition and memorisation of knowledge. Because the Internet allows such easy and rapid dissemination, children will always need to be proficient in the filtering, interpretation and evaluation of information. Parents should encourage their children to embrace opportunities for learning and self-improvement at home, at school, and in the community. Children should be allowed to build analytical, creative, social, emotional, and practical thinking skills.

The importance of effective communication cannot be over-emphasised. Like past generations, today's future adults will need to effectively express their thoughts and questions, but they will need to be effective in more modes of communication and with a larger variety of audiences. The world will continue to shrink and our children's ability to bridge cultural differences will serve them well. Therefore, it is important for children to think globally and learn about other languages and cultures.

Children need to understand that if they work hard, they can learn and improve in any area. It is desirable that they believe that they can utilise resources and with sincere effort learn and do what they care about. These attitudes are indeed 21st century and reflect what scientists understand about how our brains literally change as we learn and grow.

It is advisable that parents themselves become learners. Examples set by parents teach volumes. They could point out, for example, how to enter new situations, set goals, and draw on resources that help create and sustain positive change and learning. Were parents to focus on these principles, 21st century children could grow up to be confident, well-rounded individuals, empowered to learn and change as they need and desire, and ready to embrace or adapt to the inevitable waves of change the 21st century will bring.

[Adapted from http://www.thinkparenting.com]

TOTAL SECTION B: 10

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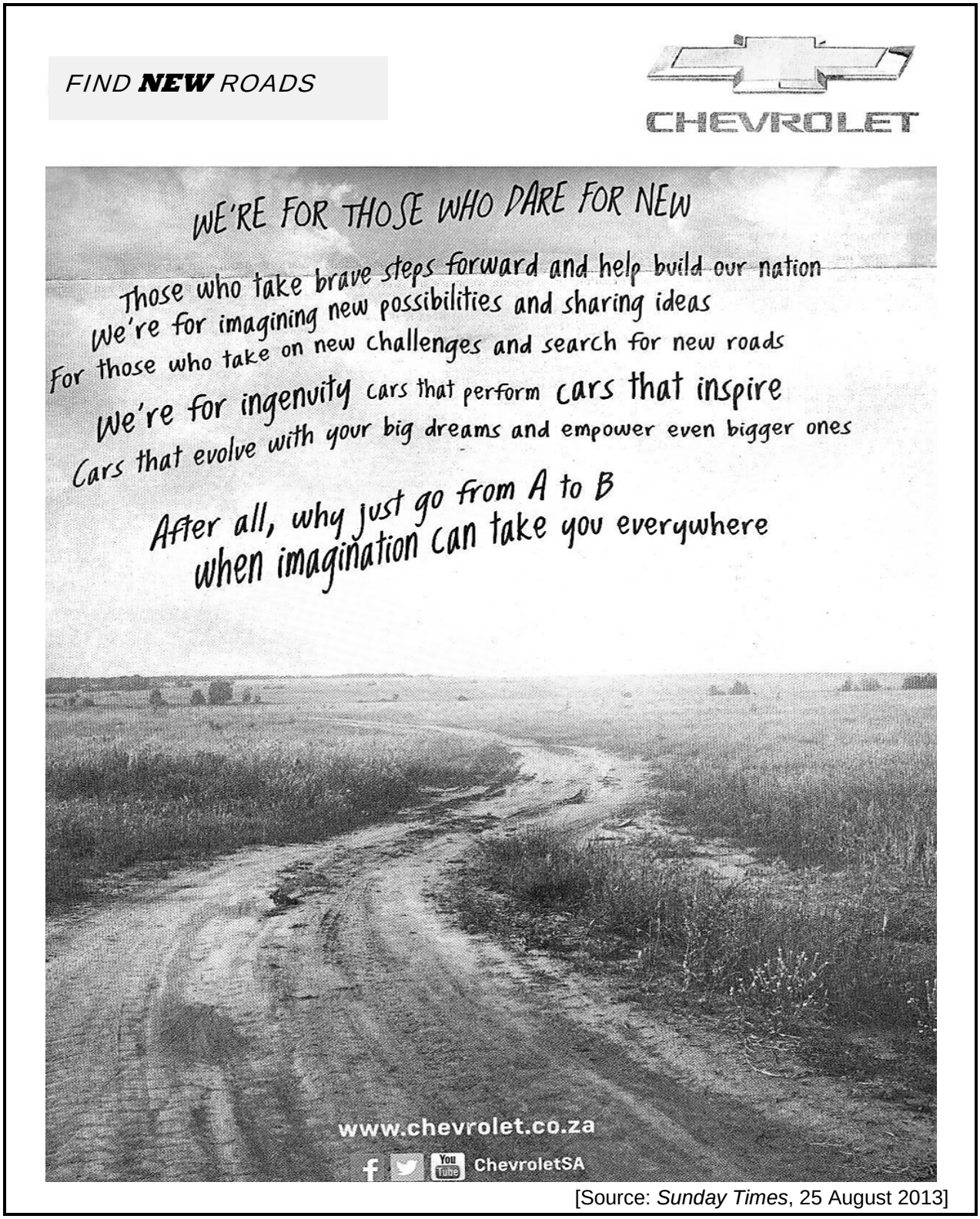
SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D



[Source: *Sunday Times*, 25 August 2013]

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3.1 How is the introductory line, 'We're for those who dare for new', intended to promote the product? (2)

3.2 Explain how the font used in 'We're for those … take you everywhere' reinforces the slogan, 'FIND NEW ROADS'. (2)

3.3 Comment on the effectiveness of the visual image. (3)

3.4 'After all, why just go from A to B
when imagination can take you everywhere'

Critically discuss the impact of these lines in the context of the advertisement as a whole. (3)
[10]

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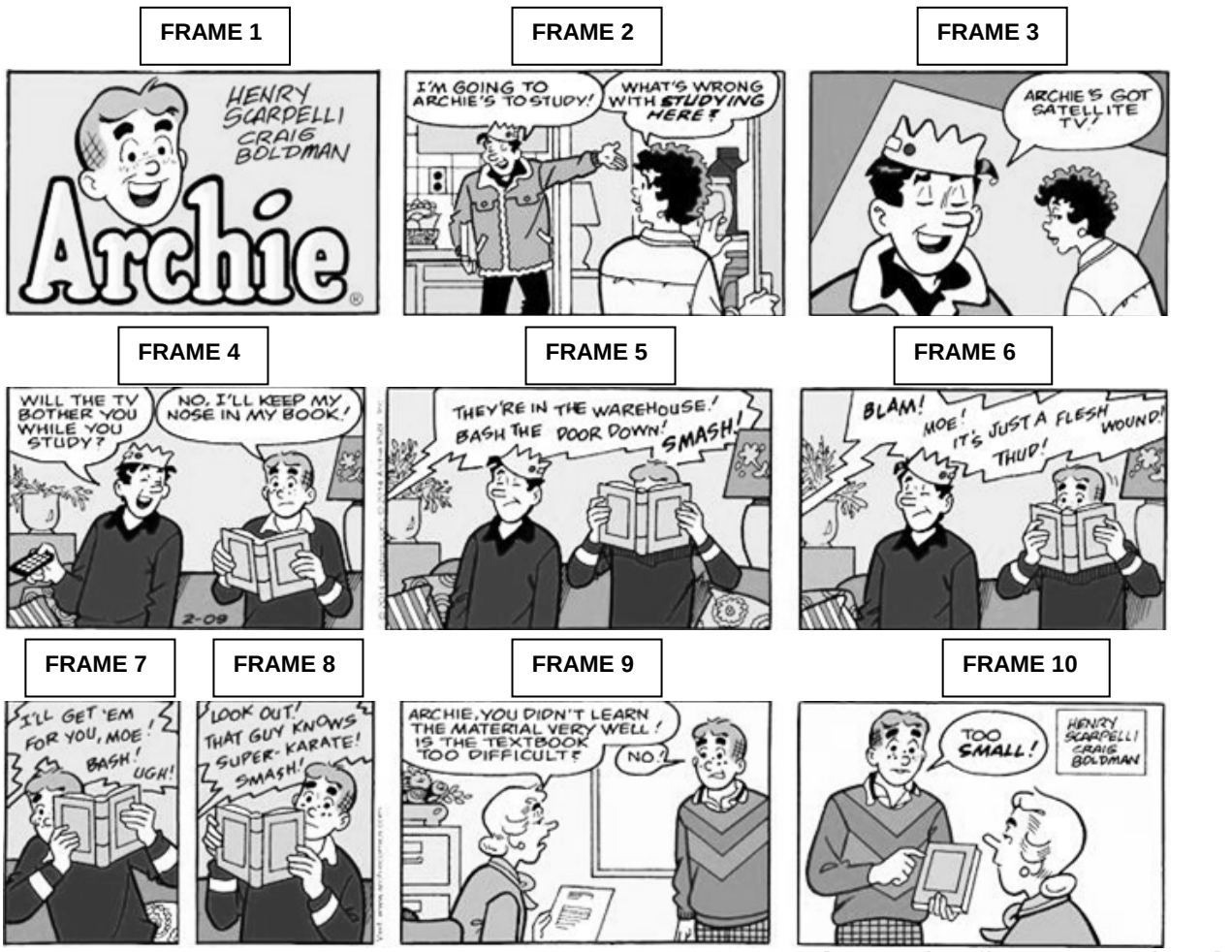
QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS E AND F and answer the set questions.

TEXT E: CARTOON



[Source: http://www.azcentral.com]

4.1 Study frames 2 and 3 closely.

What do these frames reveal about Jughead's (the boy's) attitude towards studying? (2)

4.2 Comment on the techniques the cartoonist uses in frames 5–8 to convey the central message of the cartoon. (3)

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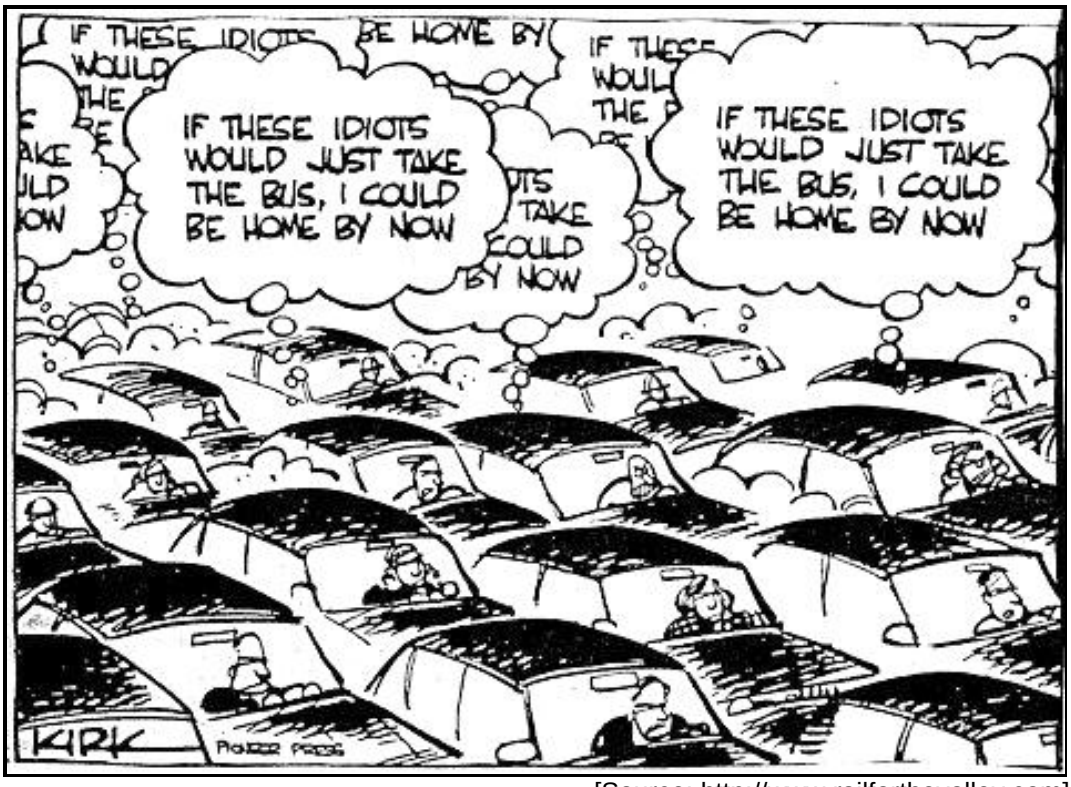
TEXT F: CARTOON



[Source: http://www.railforthevalley.com]

4.3 Discuss the irony in this cartoon. (2)

4.4 Comment critically on the effectiveness of the layout of the cartoon. (3)
[10]

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QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT G, which contains some deliberate errors, and answer the set questions.

TEXT G

IS REALITY TV ROTTING YOUR BRAIN?

1 The term 'reality TV' is an oxymoron. If what we saw in these shows were authentic, they wouldn't be aired. It's extreme life with the monotony cut out. Understanding that the footage is staged and edited, yet we're all affected by the influence of TV. If we weren't, there would be no censorship or advertising rules.

2 Reality TV tends to favour good-looking, slender women, many of who have had cosmetic surgery. A study of girls who watched shows such as *Idols* found such shows had an impact on self-image. Some believed you have to lie to get what you want, or that being mean earns more respect than having a pleasant disposition; traits often found in shows like *The Apprentice* or talent competitions. Rather than us comparing ourselves to our peers, we compare ourselves consciously to 'real' characters in such shows.

3 A popular case for reality TV is its alleged role in raising awareness of important issues. But the idea we couldn't discuss such issues until reality TV was invented doesn't wash. It's often argued it's popular because people are interested in others lives. Reality TV is like toffee popcorn. It's not good for us. We love it. It tastes great.

[Adapted from *Psychologies Magazine*, September 2013]

5.1 Understanding that the footage is staged and edited, yet we're all affected by the influence of TV (lines 3–4).

Rewrite the above sentence so that it is grammatically correct. (1)

5.2 Answer the following questions:

5.2.1 Write the following in the passive voice:

Reality TV tends to favour good-looking, slender women (line 6). (1)

5.2.2 What effect would be created by using the passive voice? (1)

5.3 Provide the correct form of the pronoun in:

Reality TV tends to favour good-looking, slender women, many of who have had cosmetic surgery (lines 6–7). (1)

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5.4 Give an adjectival form of 'comparing' (line 11). (1)

5.5 Rather than us comparing ourselves to our peers, we compare ourselves consciously to 'real' characters in such shows (lines 11–13).

Correct the grammatical error in the underlined fragment. (1)

5.6 Add a suitable prefix to 'consciously' (line 12) so that the sentence still makes sense. (1)

5.7 But the idea we couldn't discuss such issues until reality TV was invented doesn't wash (lines 15–16).

Rewrite the underlined colloquial expression in formal register. (1)

5.8 It's often argued it's popular because people are interested in others lives (lines 16–17).

Correct the punctuation error in this sentence. (1)

5.9 Combine the following simple sentences to form a complex sentence, without using the conjunctions 'and' or 'but'.

Reality TV is not good for us. We love it. It tastes great. (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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