



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**EXEMPLAR 2014**

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 12 pages.**

## INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:  

SECTION A: Comprehension	(30 marks)
SECTION B: Summary	(10 marks)
SECTION C: Language in context	(30 marks)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frames as a guideline:  

SECTION A: 50 minutes
SECTION B: 25 minutes
SECTION C: 45 minutes
10. Write neatly and legibly.

**SECTION A: COMPREHENSION**

**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

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

**TEXT A**

**SCHOOLS ARE TECHNOPHOBIC AND FAIL OUR CHILDREN**

**Few industries have been left unscathed by the digital revolution.**

- 1 But there is one glaring exception waiting to be disrupted by technology for the benefit of its long-suffering consumers, and that is education. It has changed very little since the 19th century – or indeed since the days when Socrates, a philosopher, imparted knowledge to his students in ancient Greece.
- 2 Teachers still stand in front of pupils and read out from their own lesson plans; kids still turn up to classrooms, sit behind desks and listen, taking notes; assessments remain based on reports filed by teachers; exams are at set times. There is no systematic use of the Internet, software or gaming technology to aid learning; no proper data analysis to monitor pupils' progress and to understand better how to convey understanding; no automation; no productivity gains, and no real progress. 5 10
- 3 This is a scandal. Antiquated educational practices are holding back millions of young people and the economy as a whole; a lack of competition and the fact that the sector is dominated by producer interests and a desperately conservative public sector are to blame. 15
- 4 Sure, schools now buy laptops for pupils and teachers use whiteboards or even electronic displays rather than blackboards. Some even communicate with parents by e-mail. But compared with just about any other industry you can think of, innovation has been almost utterly non-existent in education. In an age of driverless cars, 3D printing and medical breakthroughs, teaching remains largely unmediated<sup>1</sup> by technology, strikingly unscientific, a cottage industry<sup>2</sup> in an increasingly sophisticated world. This is true even of most private schools. 20
- 5 Schools are the worst technophobes, but universities have also failed to keep up, still mostly requiring students to study full time on location and pay increasingly unaffordable fees for the privilege of listening to often mediocre lectures. Many universities remain fixated on research. That is inappropriate for most youngsters, for whom going to university is an increasingly utilitarian<sup>3</sup> quest to prepare them for employment. The result is mass failure: schools that don't deliver and universities that are increasingly uneconomic and irrelevant – providing an education that suits neither students nor their employers. This mismatch is a key reason for our shockingly high levels of youth unemployment. Real wages for graduates are declining. Higher education is a bubble that is about to burst. 25 30

- 6 A major survey showed that graduates rightly feel unprepared for the world of work; there is no proper transition from campus to office. Half of all graduates say they would pick a different subject or university if they had to do it all over again. 35
- 7 One important solution to the crisis that is engulfing education is for classrooms to become more like contemporary workplaces. The future will see schools and parents able to monitor the real-time progress of pupils via the Internet, with learning tailored much more closely to individual needs. Children will often do their basic learning online by listening to world-class tutorials, including in the evenings at home; they will then do what used to be their homework in the classroom, with teachers helping them with their online exercises, practical science projects and essay writing, reversing the traditional model. Higher education will increasingly be conducted remotely, with superstar communicators delivering lectures to millions around the world and poor teachers losing their jobs. This will raise standards, slash the cost of higher education, reduce unemployment and boost the economy. 40 45
- 8 One of the pioneers of this transformation is the Khan Academy, a US organisation backed by Bill Gates that provides free online courses. Its content is as gripping as it is easy to produce, providing children and adults alike with short, snappy lectures and many brilliant online exercises. With the right guidance by adults, its online tutorials help children learn basics as well as more advanced concepts much more quickly than anything that could be achieved using traditional pen and paper techniques. 50 55
- 9 The biggest change of all is the ability of schools to monitor progress remarkably precisely. Tutors are able to identify under- and overperformers and to target resources accordingly.
- 10 Many universities are also entering online education, suggesting a shift of focus towards exams and delivering seals of approval, rather than on buildings and halls of residence, with the partial exception of the practical sciences. 60
- 11 The economics of modern learning will begin to resemble those of other content-based industries that are being turned upside down by digitisation, including the media and music industries. The best bricks and mortar universities will continue to do well. There will be nowhere for underperformers to hide. It sounds radical, but it is merely what the rest of us have been going through over the past few years. For the sake of our children and the economy, it's time to bring on the revolution. 65

[Adapted from <http://www.telegraph.co.uk>]

Glossary:

- <sup>1</sup>unmediated: not explained  
<sup>2</sup>cottage industry: home-based business  
<sup>3</sup>utilitarian: concerned only with practical use

**AND**

**TEXT B**



[Source: [www.educationalexperimentalist.com](http://www.educationalexperimentalist.com)]

**QUESTIONS: TEXT A**

1.1 Write down the letter of the correct answer.

The writer regards the 'exception' (line 1) as ...

- A subtle.
- B frequent.
- C blatant.
- D probable. (1)

1.2 Why does the author make reference to 'ancient Greece' (line 4)? (2)

1.3 Account for the writer's use of hyperbole in paragraphs 2 and 3. (2)

1.4 Comment on the writer's tone in paragraph 4. (2)

1.5 Suggest why schools are labelled 'the worst technophobes' in line 23. (2)

1.6 What does the metaphor, 'Higher education is a bubble that is about to burst' (lines 32–33), imply about the state of higher education? (2)

1.7 Why do you think the writer proposes that classrooms 'become more like contemporary workplaces' (lines 39)? (2)

- 1.8 Do you agree with the writer's view that online learning is better than 'traditional pen and paper' learning (line 56)? Justify your answer. (3)
- 1.9 Critically discuss the writer's reason for stating: 'The best brick and mortar universities will continue to do well' (lines 65–66). (3)

**QUESTIONS: TEXT B**

- 1.10 Give a reason for the boy's facial expression. (2)
- 1.11 Why has emphasis been placed on the word 'what', in 'AND JUST WHAT DO YOU THINK YOU ARE DOING'?' (2)
- 1.12 Comment on the part played by the layout of the cartoon in conveying the overall message of the cartoonist. (3)

**QUESTIONS: TEXTS A AND B**

- 1.13 In your view, to what extent does TEXT B support or contradict the description in Text A of the current place of technology in education? In your response, refer to the title of TEXT A. (4)

**TOTAL SECTION A: 30**

## SECTION B: SUMMARY

### QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Carefully read TEXT C below. It explores the way people experience time.

**NOTE:** You are required to do the following:

1. Summarise in your own words **what the writer has to say about people's experience of time.**
2. Your summary should include SEVEN points and **not** exceed **90 words.**
3. Your summary must be in paragraph form.
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

#### SLOW DOWN TIME

Time is extremely precious. Yet it can often feel as though it is rushing away from us, that there's never quite enough of it. Some of us are intolerant of the idea of 'losing' time. Part of this is to do with our personality (whether we are impatient or competitive), part is to do with our beliefs (in Western cultures, for example, people believe that they are free to shape their own destiny, and so it is up to them to work hard to achieve any goals).

Those people who hate the idea of lost time ensure they fill every last minute of it – a life filled is a life fulfilled, they believe. When they are busy all the time, they are happy, and when they try to relax they get agitated and bored. People like this consider boredom to be something unpleasant that is to be avoided at all costs.

Too much stimulation is not always a good thing. Aside from the stress, which can negatively affect one's health, it suddenly hits some people that they have had no time for themselves, and are disillusioned with life. Such people can become very unhappy.

But the idea that boredom is a waste of time is a misconception. Because filling our time with nothing, allowing ourselves to daydream, can be very constructive – it allows our feelings and thoughts to mature and our creativity to thrive.

That said, it's not just about allowing us to experience more 'empty' time. Our wellbeing can be improved by slowing down how we experience time, and different people can do this in different ways. Yoga and meditation are two of the best remedies – even if you can't manage a class every week, a few seconds at your desk to stop and breathe will relieve the pressure that comes when it feels as if you are running out of time.

There are those who spend their weekends gardening; the way they experience time while engaging in this activity is very different from the way they experience time during the busy working week. But you must find what works for you. The best advice is to take up a hobby.

[Source: Adapted from *Psychologies*, April 2012]

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE IN CONTEXT**

**QUESTION 3: ANALYSING ADVERTISING**

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

**TEXT D**



The text in small font reads as follows:

**At South African Airways,**  
we've always been young at heart – we are a modern, forward-thinking airline that moves with the times. No matter how far we go, we never forget where we come from. That's probably why we've once again been voted the **COOLEST AIRLINE** in the *Sunday Times* Generation Next Awards – an annual youth brand preference and consumer behaviour survey.  
Thank you South Africa! It's an honour to be so close to your hearts and we will continue to make you proud.  
**SAA BRINGING THE WORLD TO AFRICA  
TAKING AFRICA TO THE WORLD**

[Source: [www.flysaa.com](http://www.flysaa.com)]



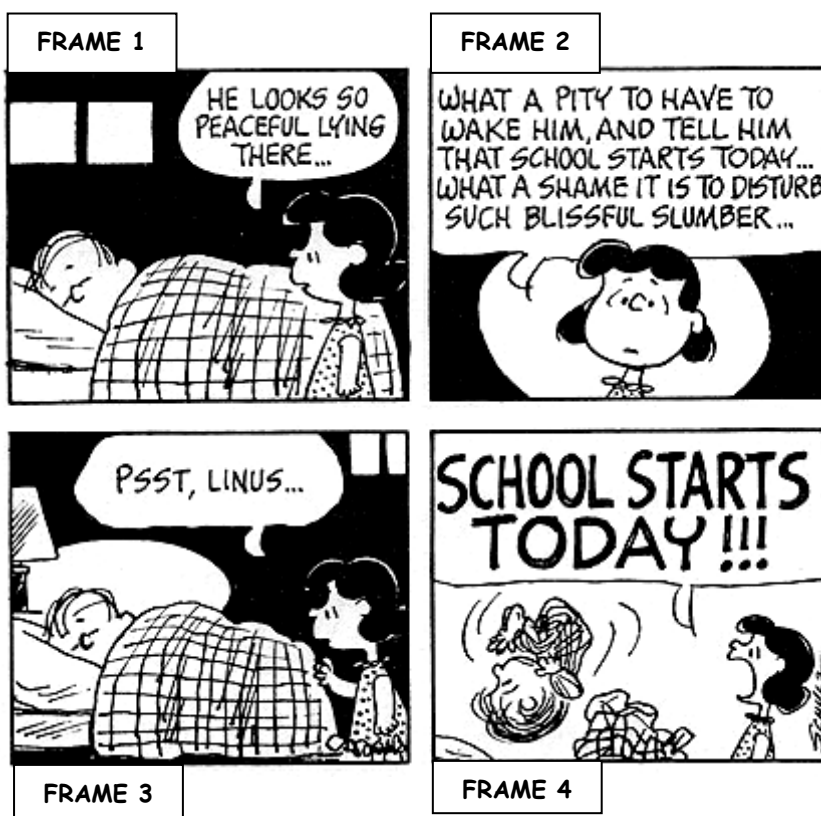
**QUESTIONS: TEXT D**

- 3.1 What message is conveyed by the statement, 'FOREVER YOUNG THE YOUTH HAS SPOKEN'? (2)
- 3.2 Account for the flight attendant's facial expression. (2)
- 3.3 Referring to the advertisement as a whole, discuss the effectiveness of the claim in the textbox, 'we are a modern, forward-thinking airline that moves with the times'. Motivate your answer by making close reference to the visual images. (3)
- 3.4 Comment critically on the use of colloquial language in the advertisement. (3)
- [10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

Study TEXTS E and F, and answer the set questions.

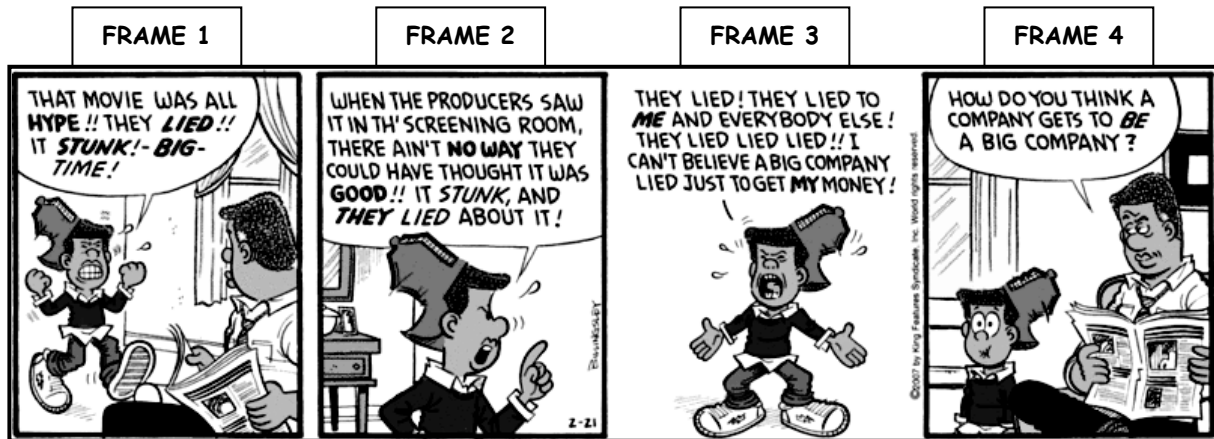
**TEXT E: CARTOON**



[Source: [www.readingreview.com](http://www.readingreview.com)]

- 4.1 Why do the speech bubbles in Frames 1 to 3 end with ellipses? (2)
- 4.2 Discuss the contrast between frames 2 and 4, focusing on the action, font and diction. (3)

TEXT F: CARTOON



[Source: [www.weeklystorybook.com](http://www.weeklystorybook.com)]

- 4.3 In Frame 1, how does the speaker's body language reinforce what he says? (3)
- 4.4 Critically evaluate the stereotyped view expressed by the speaker in Frame 4. (2)
- [10]

**QUESTION 5: USING LANGUAGE CORRECTLY**

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

**TEXT G**

**Poisonous dosage of *nyaope***

- |   |   |          |
|---|---|----------|
| 1 | A new scourge is insidiously destroying the fabric of our society and threatening the future of our nation. The name of this new scourge is <i>nyaope</i> . This drug is a concocted mixture made from a lethal and deadly combination of substances that could include rat poison.   |          |
| 2 | It is difficult to imagine anyone using poison for any purpose other than to kill pests that are a health risk. <i>Nyaope</i> users do not harbour such inhibitions. They steal from their loved ones to feed their habit.  | 5        |
| 3 | Addiction to this poisonous mixture means complete loss of control of one's life. As the number of children addicted to <i>nyaope</i> continues to escalate at an alarming rate, rehabilitation centres are running out of space. This is a very depressing situation as one would expect our youth to be vying for admission to universities and not rehabilitation centres.   | 10       |
| 4 | South Africans need to fight this destructive societal evil. The starting point should be home. Parents need to realise that no one is immune to drug abuse and that drug abuse can strike in a 'good family'. Parents need to be aware of the telltale signs and speak openly with their children about the dangers of illegal substances. Some telltale signs include irregular school attendance, poor physical appearance, selling sweets at school and associating with other users. | 15       |
| 5 | Schools cannot be a place of learning if they also function as a centre of drug distribution. Hence, schools should become beehives of meaningful activity to obviate the need for learners to seek thrills in anti-social habits that do them harm. Learners must be kept busy with extramural activities, high performance should be encouraged, achievement should be recognised.  | 20<br>25 |
| 6 | In this way, hopefully, the scourge of <i>nyaope</i> and other drugs can be defeated and the bright prospects of our future as a nation restored.   |          |

[Source: Adapted from *The Teacher*, July 2013]

**QUESTIONS: TEXT G**

- 5.1 'This drug is a concocted mixture made from a lethal and deadly combination of substances that could include rat poison' (lines 3–4).  
Rewrite the above sentence, removing the tautologies. (2)
- 5.2 Account for the use of italics in the passage. (1)
- 5.3 Correct the grammatical error in line 5. (1)
- 5.4 Give the adverbial form of the word 'habit' (line 7). (1)
- 5.5 Judging from the context in paragraph 3, would you infer that the word 'vying' (line 11) has a positive or a negative connotation? Motivate your response. (1)
- 5.6 Explain the purpose of the inverted commas in paragraph 4. (1)
- 5.7 'Schools cannot be a place of learning if they also function as a centre of drug distribution' (lines 20–21).  
Rewrite the above sentence so that it is grammatically correct. (1)
- 5.8 Rewrite the last sentence of paragraph 5 so that it is grammatically correct. (1)
- 5.9 Replace 'hopefully' (line 26) with a clause. (1)
- [10]**
- TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**