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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 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. 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. Suggested time allocation:

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

10. 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 questions set.

TEXT A

MEDIA – THE GAME-CHANGER IN EVERY HOUSEHOLD

1 We've all seen the toys and the clothes and the movies ... and the adverts for those toys and clothes and movies. Pink versus blue; passive versus aggressive; sedentary versus active; pretty versus smart. Girls versus boys.

2 It's so insanely formulaic[1] and a lot of adults are laughing all the way to the bank at the expense of our children's self-definition. The strategy is simple: convince children of both genders that they are very different from each other. They need different products with different colours and different labels, and they will naturally want only what they've been told is 'for' them and what has been spoon-fed to them since birth. Parents will then dole out double the money buying separate products for their sons and daughters, ensuring that the retailers and marketers double their profits and cash in on the stereotyped messaging. And why wouldn't they? It's brilliant. It's lucrative. It's also a breathtaking act of psychological vandalism against our children. The media shape perception and perception becomes reality.

3 How has the influence of the media grown? How has parenting become harder?

4 Time-travel with me for a moment. Let's go back to an era when media played a minimal role in people's lives. How about the year 1900? The telephone had been invented but was not yet commonplace in the average home. Television would not arrive for decades. No Internet, smartphones, computer games, blogging or social media existed anywhere but in the creative imaginations of inventors, scientists and authors. What kind of media *did* exist?

5 The telegraph and snail mail were still huge. The printing press had been around for almost 500 years, so there were books, newspapers and magazines. Photography was coming along nicely. Radio was brand new and not yet widely available. Motion pictures were still years away. If you think about the different ways of receiving or transmitting information that could be found in the typical middle-class home in 1900, there were books, magazines and newspapers for receiving information about the world and letter-writing for sending it. Good old-fashioned person-to-person gossip travelled in both directions and was the only form of communication available that could ever be described as viral.

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6 Fast-forward 100 years to the year 2000 and beyond. What communication technologies can currently be found in the average home? Does anyone think this is not the single biggest game-changer in the lives of adults and especially today's children, who are spending all of their formative years in a digital world, saturated by every manner of screen and dead-tree advertisement our capitalistic society can shove in front of their faces? The media are the greatest source of information, and perhaps the greatest untamed beast, the world has ever known.

7 You bet the media matter in any conversation we have about today's childhood. It is the third parent in the room. It is sadly sometimes the only parent in the room. That is why it is so important to be an informed parent who is paying attention and not passively accepting corporate definitions of boyhood and girlhood. By being informed parents, we can lessen the power of that unwanted third parent. I recently came across a striking quotation by Neil Postman on the *Pigtail Pals-Ballcap Buddies* Facebook page: 'If parents wish to preserve childhood for their own children, they must conceive of parenting as an act of rebellion against culture.'

8 Rebellion has never been more urgent.

9 I often hear older people saying things like 'every generation of parents has its own challenges', in response to the assertion that it has never been harder to raise children. In some ways that is true. But in the 'olden days' parents had more positive influence on their children without having to try as hard, simply because without the media, the outside world could not intrude into their home lives the way it does now.

10 Are the media going away? No. Should it? Absolutely not. Media literacy is therefore very important, because the media are pervasive in our culture and affect *everyone*. No one, except a cave-dweller, remains above its reach.

11 Today's parents have to pull off parenting by exercising some degree of control over how much pop culture gets to their children, while also giving them, as they get older, the increased freedom they need to develop media literacy and critical thinking skills. It's a tough balancing act. And it's unfair that this burden lands squarely on the shoulders of well-intentioned parents who are outgunned by conscience-free corporations.

12 So let's hear it for our youngest generation of parents, who make a go of it in the Internet Age – self-high-fives!

[Adapted from www.huffingtonpost.com]

GLOSSARY:
[1] formulaic: rigid

AND

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TEXT B

[Source: www.lego.com]

The text in small font reads as follows:

What it is
is beautiful.

Have you ever seen anything like it? Not just what she's made, but how proud it's made her. It's a look you'll see whenever children build something all by themselves. No matter what they've created.

Younger children build for fun.

LEGO® Universal Building Sets for children ages 3 to 7 have colourful bricks, wheels, and friendly LEGO people for lots and lots of fun.

Older children build for realism.

LEGO Universal Building Sets for children 7–12 have more detailed pieces, like gears, rotors, and treaded tires for more realistic building. One set even has a motor.

LEGO Universal Building Sets will help your children discover something very, very special: themselves.

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QUESTIONS: TEXT A

1.1 Account for the repetition of 'and' in the opening sentence of the passage (lines 1–2). (2)

1.2 Refer to paragraph 2.

Explain the results of the formulaic gender stereotyping used by business. (2)

1.3 Suggest why the writer uses the phrase, 'breathtaking act of psychological vandalism against our children' (line 13). (2)

1.4 Discuss the effectiveness of paragraph 3 in the context of the passage. (3)

1.5 Why does the writer invite the reader to 'time-travel' (line 17) with him/her? (2)

1.6 Refer to paragraph 6.

Comment on the effectiveness of the diction used in discussing the media. (3)

1.7 Does the statement, 'Rebellion has never been more urgent' (paragraph 8) support the views presented in paragraph 7? Justify your response. (3)

1.8 Choose the correct response from the options provided below. Write down only the letter of your choice.

Refer to paragraph 10 ('Are the media ... above its reach'). The writer's tone is ...

A aggressive.
B assertive.
C hostile.
D offensive. (1)

1.9 Is paragraph 12 an effective conclusion to the text? Substantiate your view. (3)

QUESTIONS: TEXT B

1.10 Discuss how the 'building sets' are intended to promote a child's development. (2)

1.11 Critically comment on the manner in which the girl in the advertisement is presented. (3)

QUESTION: TEXTS A AND B

1.12 Does the message of TEXT B support the writer's view as expressed in paragraph 2 of TEXT A? Justify your response. (4)

TOTAL SECTION A: 30

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C addresses the positive outcomes of peer pressure. Summarise in your own words **the benefits of being exposed to peer pressure**.

NOTE:
1. Your summary should include SEVEN points and NOT exceed **90 words**.
2. You must write a fluent paragraph.
3. You are NOT required to include a title for the summary.
4. Indicate your word count at the end of your summary.

TEXT C

PEER PRESSURE – AN ALTERNATIVE VIEW

Ten years ago, Joe Allen began studying a diverse group of seventh grade learners. One of his main concerns was how children deal with peer pressure and how deeply they feel the need to conform to the crowd.

According to every popular theory of adolescence, peer pressure is peril; being able to resist it should be considered a sign of character strength. Yet when Allen followed up on these children for the next ten years, he found that children exposed to more peer pressure early on were turning out better than their counterparts. Notably, they had higher-quality relationships with friends, parents and romantic partners. Their need to fit in, in the early teens, later manifested itself as a willingness to accommodate others – a necessary component of reciprocal relationships.

The self-conscious child who spent seventh grade convinced that everyone was watching her, learned to be attuned to subtle changes in others' moods. That heightened sensitivity later led to empathy and social adeptness. Meanwhile, those children who did not experience much peer pressure to smoke or drink did not turn out to be the independent-minded stars we would imagine. The child who could say no to his peers turned out to be less engaged socially. If he were too detached to care what his peers thought, he probably was not motivated by what society expected of him, either.

Allen found that vulnerability to peers' influence can be as much of an asset as a liability. Many pressures felt by teens pull them in the right direction – to perform well at school and sport and act maturely. Susceptibility to peer pressure is not the only danger. Merely resisting peer pressure could sever relationships, while negotiating with one's peers teaches true negotiation skills. Children who are able to stand up to friends, maintaining their autonomy while doing so in an amicable way, preserve their friendships. In simple terms, if two peers can agree to disagree, that is an excellent sign. Teens who have always backed down to avoid conflict later exhibit many negative outcomes, including depression and anxiety.

The skills a child needs to handle peer pressure come from the home. When parents and children focus on the reasons why they disagree, rather than resorting to personal attacks, a meeting of minds is possible. Children who learn a positive conflict style from interactions with their parents are positioned to use skilful negotiation tactics when dealing with peer pressure.

[Adapted from www.thedailybeast.com]

TOTAL SECTION B: 10

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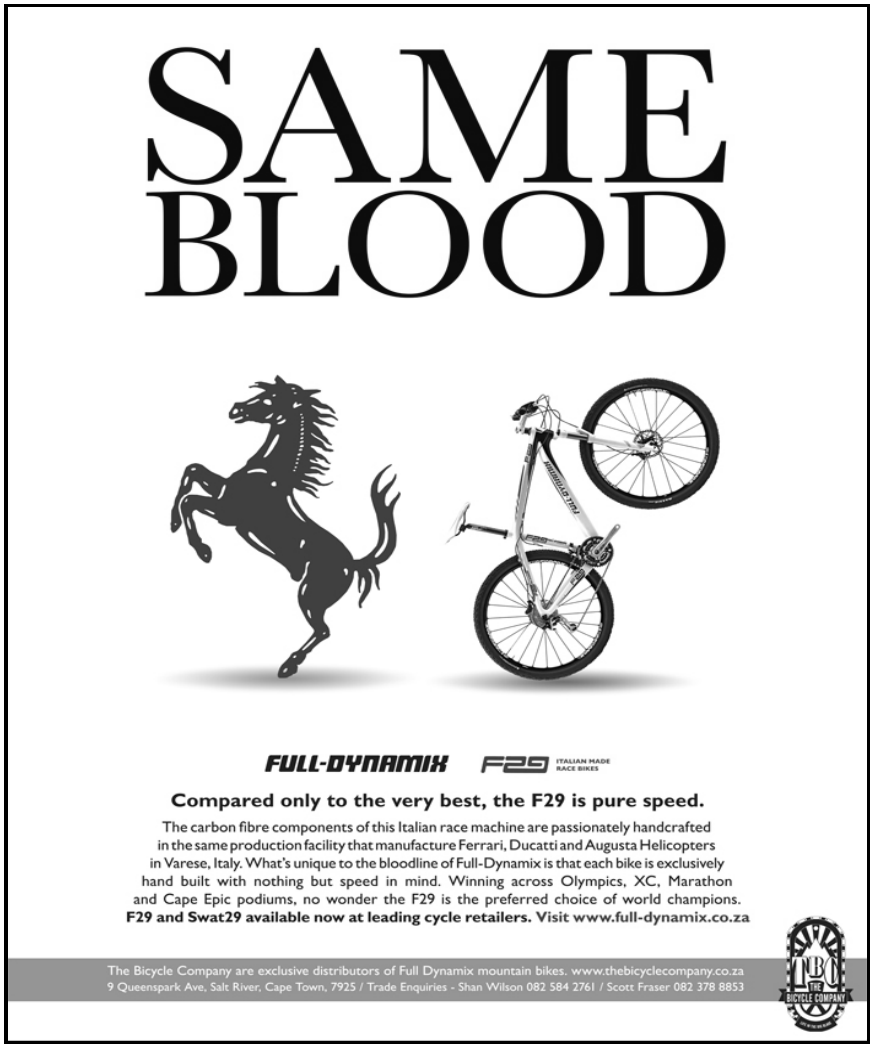
SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



[Source: www.thebicyclecompany.co.za]

The text in small font reads as follows:

FULL-DYNAMIX F29 ITALIAN MADE RACE BIKES

Compared only to the very best, the F29 is pure speed.

The carbon fibre components of this Italian race machine are passionately handcrafted in the same production facility that manufactures Ferrari, Ducatti and Augusta Helicopters in Varese, Italy. What's unique to the bloodline of Full-Dynamix is that each bike is exclusively hand built with nothing but speed in mind. Winning across Olympics, XC, Marathon and Cape Epic podiums, no wonder the F29 is the preferred choice of world champions.

F29 and Swat29 available now at leading cycle retailers. Visit www.full-dynamix.co.za

The Bicycle Company are exclusive distributors of Full Dynamix mountain bikes, **www.thebicyclecompany.co.za**
9 Queenspark Ave, Salt River, Cape Town, 7925/Trade Enquiries – Shan Wilson 082 584 2761/
Scott Fraser 082 378 8853

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QUESTIONS: TEXT D

3.1 Account for the use of 'very best' in 'Compared only to the very best, the F29 is pure speed'. (2)

3.2 Discuss the persuasive appeal of 'Same Blood'. (2)

3.3 Critically discuss the effectiveness of the words, 'handcrafted'/'hand built' and 'unique'/'exclusively'. (3)

3.4 In your view, do the visuals support the advertiser's message? Justify your response. (3)
[10]

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QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

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

TEXT E: CARTOON

CURTIS by Ray Billingsley

[Source: www.shenow.org]

QUESTIONS: TEXT E

4.1 Explain how the setting contributes to the message of the cartoon. (2)

4.2 Discuss what the cartoonist conveys about Curtis's attitude in frame 2. Focus on both his body language and his speech. (3)

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TEXT F: CARTOON

CURTIS by Ray Billingsley

[Source: www.comicskingdom.com]

QUESTION: TEXT F

4.3 Refer to frames 1 to 3.

Explain why Curtis does not respond to the girl. (2)

QUESTION: TEXTS E and F

4.4 Refer to both TEXT E and TEXT F.

Comment on the use of stereotyping in both cartoons. (3)

[10]

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QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G

POSSESSIONS DON'T MAKE YOU RICH

1 A colleague of mine recently quoted a young girl as saying, 'I would rather cry in a BMW than smile on a bicycle.'

2 That's one of the saddest comments about life you're likely to hear. I am not for a moment saying it is not a big deal for people to strive for a better life (and heaven knows, we have millions of deprived people in this country) but why is it that we believe material things will bring us happiness? Has contentment ever been guaranteed by mansions and expensive cars?

3 Possessions, like the song goes, have a way of weighing one down. The older one gets, the more one acquires, the more one grows layers of insensitivity. 'A mountain of things' (as another song calls it) helps recreate something approaching happiness, but it never quite does.

4 Thinking about it, the times when you had little were often when you were happiest.

5 It was after a long, slow bicycle ride through a quiet spring afternoon with a pretty, clever young woman, that we decided we fitted together. We had very little when we were young and now, 31 years later, we still don't have much in the way of cars and mansions.

6 We've got two talented children, a fat cat and two dogs in the yard and the memories. And one of the best of this is of a bicycle, not a BMW.

[Source: *The Star*, Wednesday 21 May 2014]

QUESTIONS: TEXT G

5.1 Rewrite the colloquial expression 'big deal' (line 4) in formal English. (1)

5.2 Choose the correct response from the options provided below. Write down only the letter of your choice.

The pair of brackets in lines 5 and 6 could be replaced by a pair of ...

A inverted commas.
B hyphens.
C semi-colons.
D dashes. (1)

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5.3 Rewrite the following question in the active voice:

'Has contentment ever been guaranteed by mansions and expensive cars?' (lines 7–8). (1)

5.4 Provide the noun form of 'acquires' (line 10). (1)

5.5 Rewrite the following sentences so that they are grammatically correct:

5.5.1 'Possessions, like the song goes, have a way of weighing one down' (line 9). (1)

5.5.2 'Thinking about it, the times when you had little were often when you were happiest' (lines 13–14). (1)

5.6 How would the meaning of the phrase 'a pretty, clever young woman' (line 16) change if the comma were omitted? (1)

5.7 'We had very little when we were young and now, 31 years later, we still don't have much in the way of cars and mansions' (lines 16–18).

Write down the adverbial clause in the above sentence. (1)

5.8 Correct a colloquial redundancy in paragraph 6. (1)

5.9 A word has been incorrectly used in the last sentence: 'And one of ... not a BMW.'

Correct the error. (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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