

# **SENIOR CERTIFICATE EXAMINATION**

**STANMORE SECONDARY SCHOOL**

**SEPTEMBER EXAMINATION - 2020**

**ENGLISH HOME LANGUAGE PAPER 1**

**TIME: 2 HOURS**

**MARKS: 70**

**This question paper consists of 11 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. You are advised to allocate your time wisely. Use the following time frames as a guideline:  
SECTION A: 50 minutes  
SECTION B: 25 minutes  
SECTION C: 45 minutes
3. Answer ALL the questions.
4. Follow the instructions carefully.
5. Start EACH section on a NEW page and rule off on completion of EACH section.
6. Skip a line after each answer.
7. Number the questions correctly, according to the numbering system used in this question paper.
8. Pay special attention to spelling and grammar.
9. Write neatly and legibly.

**SECTION A: COMPREHENSION**

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

**Read TEXT A, and then answer the following questions.**

**TEXT A: COMPREHENSION**

This week I returned to my primary school for the first time since I left it, centuries ago, and it did my head in. Events and people, most of them long forgotten, seemed to leap at me from every corner. As I waited outside the principal's office the sight of the varnished door sent my stomach into the same knot it had formed long ago when, having been cheeky to my teacher, I waited to hear whether I would be caned or given detention. **1**

That dizzy rush of *déjà vu* was accentuated because I was there as a semi-parent enrolling a child for next year. I have become an additional pair of hands in a conglomerate parent structure working to raise a boy who appeared on the pavement outside my house in the arms of his dying mother. **2**

When she died my long-serving domestic worker made it clear that she would not allow this child to vanish into the chilly labyrinth of government child care. So he stayed and now suddenly he has to go to school. Hence my return journey to those vaguely remembered places of my youth. **3**

There was the quadrangle in which our headmaster would allow boys who fought during school time to "have it out with the gloves" in a public gladiatorial bout after school hours where staff and students cheered the combatants on. **4**

There was the meagre library where the obese librarian lectured us on not defacing the books while she ate a peanut butter sandwich and left a trail of smudged oily fingerprints all over Enid Blyton's *The Mountain of Adventure*. **5**

The school hall brought back memories of morning assembly where the previous night's episodes of *Consider your Verdict* and *Behind the Creaking Door* were eagerly dissected and where the interminable detention was held. **6**

The hall produced humiliating memories of school concerts, which were the scenes of the most aggressive ego-competitions I have ever seen. I remember one concert where the girls were all dressed as fairies of different hues and we boys were encased in long green satin tubes with elaborate headgear which was supposed to make us look like tulips, into which the fairies would place their babies to sleep. **7**

What was our teacher thinking? Ten pre-pubescent boys dressed up as tulips and ten giggly girls in tight multi-coloured tutus that showed off their legs was a recipe for disaster. At one rehearsal the white fairy went missing and when the fey, frazzled young man who was concocting this pageant asked, "Where's the white fairy?" the red fairy said "The white fairy says she's got a runny tummy but she's behind the bike sheds with the pink tulip" to which I, ever unable to keep my mouth shut said "They're making a new bulb."  
**8**

The fairies shrieked, the tulips fell over and after giving me a smack and yet another detention, the teacher sashayed off to prevent the imminent pollination. As you can see it was an all encompassing educational programme.  
**9**

That school also taught me that there is such a thing as a good lie. One teacher recognised my voracious appetite for books and every Friday she required me to miss the last period so that I could "carry her books" to the travelling library. She was a sturdy old thing quite capable of carrying her own books. She just wanted to make sure that I got my books for the week.  
**10**

So it was a strange thing as I enrolled this little Xhosa-speaking boy in my old school, doing something which, had I even suggested it back then would have got me a year's detention – without trial – but there we were, starting a new cycle in an old place, which it is what makes this creaky, freaky old country of ours so wonderful.  
**11**

Barry Ronge, 'More Spit and More Polish', 2007



### Paragraph 1

- 1.1 What feeling does the writer experience upon his return to his primary school? (1)
- 1.2 Quote a six word phrase to substantiate your answer. (1)
- 1.3. Why do you think he feels this way? (2)

### Paragraph 2

2. Explain what is meant by 'conglomerate parent structure'. (2)

**Paragraph 3**

3. What comment is the writer making about 'government child care', when he describes it as a 'chilly labyrinth'? (2)

**Paragraph 4**

4. What is the quadrangle commonly known as? (1)

**Paragraph 5**

5. Paragraph 5 is an example of:
- a. ambiguity
  - b. sarcasm
  - c. irony
  - d. hyperbole (1)
6. What comment is being made about adults, from a child's perspective? (2)

**Paragraph 8**

7. What tone is being used **by the writer** in 'the fey, frazzled young man who was concocting this pageant'? Explain. (3)
8. Why do you think the teacher gave the narrator 'another detention' for his comment: "They're making a new bulb."? (2)

**Paragraph 9**

9. Why does the writer make the statement: "As you can see it was an all encompassing educational programme"? (3)

**Paragraph 10**

10. In the context, how would you define a 'good lie'? (2)

**Paragraph 11**

10. When the writer uses 'detention' in the final paragraph, how does it compare to his use throughout the rest of the passage? (2)
11. What comment is the writer making about South Africa in the final paragraph? (3)

**The entire passage**

12. Do you think that the writer enjoyed his primary school days? Give a reason for your answer. (3)

**/30/**

## **SECTION B: SUMMARY**

### **QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

Carefully read TEXT C below, which explores the impact of technology on education.

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

1. Summarise why the writer believes that **technology will not serve as a substitute for a teacher**.
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**

#### **WHY TECHNOLOGY WON'T BE ABLE TO REPLACE TEACHERS**

With South Africa's needing 25 000 new educators annually, it is tempting to try to imagine that technology might be able to plug this gap. According to Masennya Dikotla, CEO of the Molteno Institute of Language and Literacy, this would be not only impossible but also an assumption that would be disastrous for education.

Dikotla claims that technology is a tool that can enable more effective teaching and learning, but in order for it to be used to greatest effect, a competent teacher's role is invaluable. Just as the advent of books many centuries ago was no competition for teachers, technology should be viewed as an enhancer, and never a replacement.

Well-trained teachers are still needed to adapt their lessons to learners' needs and provide more comprehensive feedback to students – a factor that is essential to learning. Dikotla points out that, when we use the products of technology as the only teaching tools, we stop figuring out why a child does not understand. Moreover, it requires a person to appreciate another person's unique characteristics and, therefore, how the learning process might need to be adjusted in order for a child to grasp a particular concept. Dikotla says that a computer program might be excellent at analysing test scores, but it can't take into account the human aspect. 'The Internet can go down and systems can fail; but in my experience it is only a teacher who can properly mark a written essay and talk to the student afterwards about the result.'

It is also important to note that humans actively seek human contact. Children enjoy positive engagement with an adult: the ability to make eye contact and receive the warm encouragement of someone – this is the kind of input that makes all the difference when it comes to motivating a child. In addition, it takes human teachers to impart soft skills such as respect, communication, socialisation, interactive abilities and conflict resolution.

'Computers cannot be passionate,' concludes Dikotla. 'They are merely a tool, and as teachers we show children how to use them to make their lives easier, but we cannot expect them to be the primary teachers themselves.'

[Source: Adapted from *Education Southern Africa*, Volume 7 No. 6, June 2013]

**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS**

**QUESTION 3: ANALYSING ADVERTISING**

Study the advertisement (**TEXT: GET A LIFE**) below and answer the set questions.

**Get a life!**

**Your career isn't going to take off by itself!**

Why settle for some grey, dead-end job when you could make it all happen in one of the fastest-growing, most exciting industries around, and enjoy endless job opportunities anywhere in the world.

Start opening doors to your future now.  
**Call 0861 44 330** or visit [www.hotelschool.co.za](http://www.hotelschool.co.za) and kick your life up a gear.

Registered as a Private Higher Education Institution with the Department of Higher Education and Training for the qualifications as per registration no. 2000/HE07/005. Provisionally registered as a Private FET College with the Department of Higher Education and Training for the qualifications as per registration no. 2009/FE07/077  
Expiry date: 31/12/2015)

THE INTERNATIONAL  
**HOTEL SCHOOL**  
\*\*\*\*\*

Questions on TEXT : GET A LIFE!

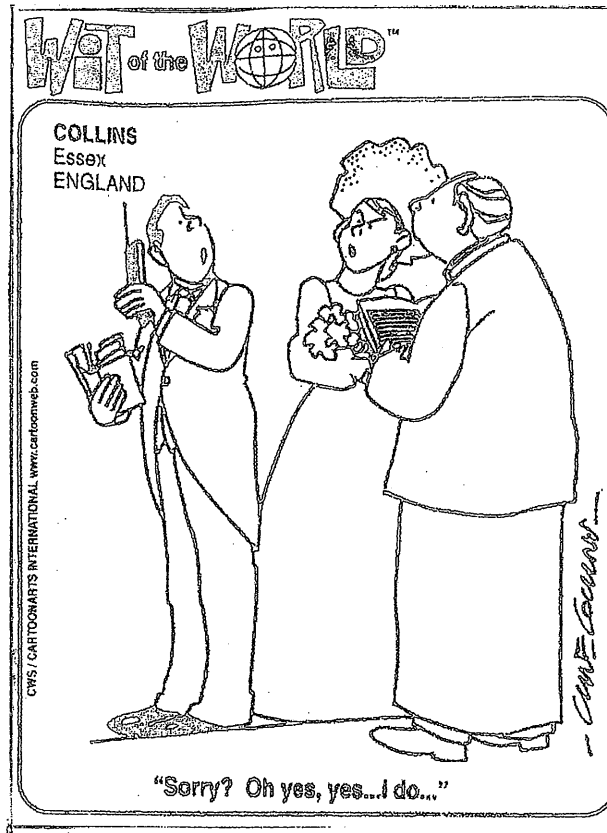
- 3.1 Which human desire is being appealed to in this advertisement? (1)
- 3.2 How does the figure's body language contribute to the main message of the advertisement? (3)
- 3.3 What is suggested by the sentence 'Your career isn't going to take off by itself'? (2)
- 3.4 Look at the written text 'Why settle for ... in the world.' How does the advertiser use contrast to strengthen the message? (2)
- 3.5 How do the final sentences 'Start opening doors ... gear' contribute to the success of the advertisement? (2)
- (10)**



Section D: Question 4 - Understanding other aspects of the media

Study TEXTS A and B and answer the set questions.

TEXT A: CARTOON



QUESTIONS: TEXT A

- 4.1 Discuss what the cartoonist is satirising. (2)
- 4.2 How do the body language and facial expressions of the characters contribute to the humour of the cartoon? (3)

TEXT B: CARTOON



QUESTIONS:

- 4.3 Examine frames 1 and 2: Show how the woman's body language reveals her mood. (2)
  - 4.4 Discuss the use of words and illustrations in frame 3 to convey humour. (3)
- (10)

**QUESTION 5: USING LANGUAGE CORRECTLY**

**Read the text below which contains some deliberate errors and answer the set questions.**

**FOR TEENAGERS, 'HELLO' MEANS 'HOW ABOUT A HUG?'**

- 1 Hugging appears to be a grass-roots phenomenon and not an imitation of a character or custom on TV or in movies. There is so much hugging at schools that learners have classified the different hugs as follows: There is the basic friend hug, probably the most popular, and the bear hug, of course. But now there is also the bear claw, when a boy embraces a girl awkwardly with his elbows poking out. There is the hug that starts with a high-five, then moves into a fist bump, followed by a slap on the back and an embrace. There are romantic hugs, too, but that is not what these teenagers are talking about. The hug has become the favourite social greeting when teenagers meet or part these days. Perhaps it shouldn't be offensive to you or I. 5
- 2 Parents grew up in a generation more likely to use the handshake, the low-five or the high-five. Therefore they are often baffled and confused by the close physical contact. Parents say teenagers seem to have very few rules governing bodily touch. Witnessing this interaction might make them feel like tourists in a country where they do not know the customs and cannot speak the language. 15
- 3 For teenagers, though, hugging is hip – it's a hot new trend. Nevertheless, it's a somewhat controversial one. Some schools have banned hugging while others have imposed prescriptive rules. A small minority of learners have also objected to the peer pressure associated with hugging, fearing that they might be seen as weird if they avoided physical contact. 20
- 4 Who knew the text-message and Facebook generation was capable of expressing so much physical affection? Because they spend so much time interacting with techno-toys, good, old-fashioned physical contact with their friends is most desirable. 25

[Adapted from [www.nytimes.com](http://www.nytimes.com)]

**QUESTIONS:**

- 5.1 Give the standard plural of '**phenomenon**' (line 1). (1)
- 5.2 Provide the adjectival form of '**custom**' in line 2. (1)
- 5.3 Identify and correct the pronoun error in paragraph 1. (1)

5.4 Rewrite the second sentence of paragraph 2 (**'Therefore they are ...close physical contact**), removing the redundancy. (1)

5.5. Parents say teenagers seem to have few rules governing bodily touch.

Punctuate the above sentence so that two different meaning are conveyed. (2)

5,6 Correct the concord error in paragraph 3 (1)

5.7 **'Some schools have banned hugging while others have imposed prescriptive rules'**  
(lines 19 – 20)

Rewrite the above sentence in the passive voice . (2)

5.8 **'Because they spend so much time interacting with techno-toys, good, old-fashioned physical contact with their friends is most desirable'** (lines 25 – 27)

Write down the main clause of the above sentence. (1)

[10]



**SUGGESTED ANSWERS**

**SECTION A: COMPREHENSION**

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

Read TEXT A, then answer the following questions.

*Paragraph 1*

1.1 What feeling does the writer experience upon his return to his primary school? (1)

*Anxiety / fear / trepidation*

1.2 Quote a six word phrase to substantiate your answer. (1)

*'...and it did my head in ...' / '...my stomach into the same knot ...'*

1.3. Why do you think he feels this way? (2)

*Open-ended: He remembers the negative feelings associated with sitting in front of the office OR any suitable answer.*

*Paragraph 2*

2. Explain what is meant by 'conglomerate parent structure'. (2)

*Part of a group of parents / wide-ranging group of parents*

*Paragraph 3*

3. What comment is the writer making about 'government child care', when he describes it as a 'chilly labyrinth'? (2)

*It is uncaring / cold / unfeeling and complex.*

*Paragraph 4*

4. What is the quadrangle commonly known as? (1)

*Playground / quad*

*Paragraph 5*

5. Paragraph 5 is an example of:

- a. ambiguity
- b. sarcasm
- c. irony
- d. hyperbole (1)

*c. Irony*

6. What comment is being made about adults, from a child's perspective? (2)

Adults have one set of rules for themselves and another for the children.

Paragraph 8

7. What tone is being used **by the writer** in 'the fey, frazzled young man who was concocting this pageant'? Explain. (3)

*Derision / mocking: The use of the word 'concocting' shows that the writer thought that the teacher didn't know what he was doing / he was making up the play as it was progressing.*

8. Why do you think the teacher gave the narrator 'another detention' for his comment: "They're making a new bulb."? (2)

*Open-ended: The teacher felt that the narrator was being disrespectful / The teacher didn't know how to respond to the comment.*

Paragraph 9

9. Why does the writer make the statement: "As you can see it was an all encompassing educational programme."? (3)

*They were not only being taught their roles – their education included learning about reproduction and pollination./ Holistic learning experience, covering all aspects of life.*

Paragraph 10

10. In the context, how would you define a 'good lie'? (2)

*Both the narrator and the teacher were benefiting from the lie. The teacher was having her books carried and the narrator was receiving books in return.*

Paragraph 11

10. When the writer uses 'detention' in the final paragraph, how does it compare to his use throughout the rest of the passage? (2)

*In this instance, 'detention' means incarceration/ being arrested / imprisonment, rather than being kept after school.*

11. What comment is the writer making about South Africa in the final paragraph? (3)

*S.A. today is much better than it was in the past. In the past, this particular school would not have allowed a Xhosa-speaking boy to attend.*

The entire passage

12. Do you think that the writer enjoyed his primary school days? Give a reason for your answer. (3)

*Open-ended: Yes, he remembers the fun he had while at school.*

*No, he remembers how often he was given detention.*

**TOTAL: 30**

**SECTION B: SUMMARY****QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

Use the following main points that the candidate should include in the summary as a **guideline**.

Any 7 valid points are to be credited in paragraph or point form.

**NB: Sentences and/or sentence fragments must be coherent.**

	QUOTATIONS		OWN WORDS / POINTS
1	technology should be viewed as an enhancer, and never a replacement	1	Technology improves/enables good teaching, but cannot substitute the teacher.
2	teachers are still needed to adapt their lessons to learners' needs	2	Teachers are able to tailor their lessons to meet their learners' needs.
3	it requires a person to appreciate another person's unique characteristics	3	Teachers appreciate and accept learners' diversity.
4	...provide more comprehensive feedback to students.../...talk to the student afterwards	4	Teachers are better able to provide constructive feedback.
5	only a teacher ... can properly mark a written essay	5	Only a teacher can assess an essay and provide feedback./Computers cannot assess creativity.
6	humans actively seek human contact	6	We need human interaction.
7	Children enjoy positive engagement with an adult...encouragement of someone./...the kind of input that makes all the difference when it comes to motivating a child.	7	Computers cannot provide motivation as a human can.
8	teachers ... impart soft skills such as respect communication, socialisation, interactive abilities and conflict resolution	8	Teachers inculcate values, attitudes and inter-personal skills in learners.
9	teachers ... show children how to use [computers] to make their lives easier	9	Teachers show learners how technology can facilitate their lives.
10	Computers cannot be passionate.	10	A human being adds an affective element.

**PARAGRAPH-FORM**

**NOTE:** What follows is merely an example. It is not prescriptive and must be used very carefully.

Competent teachers use technology effectively to ensure good teaching. They accept and appreciate the diversity of their learners and adapt their lessons accordingly. Moreover, they are able to provide feedback after assessing a piece of work. Because teaching involves human interaction, values and attitudes are inculcated by teachers. Technology merely facilitates learners' lives.

(53 words)

QUESTION 3: TEXT: GET A LIFE

- 3.1 To get ahead in life, have a successful, exciting career (1)
- 3.2 He is being propelled forward, he looks straight ahead, has a look of exhilaration on his face, arms are stretched backward, underlining his movement forward, body bent forward, looks comfortable in the proper gear for moving forward.

This emphasises the idea that a qualification from the International Hotel School will propel him/her into an exciting career. Help him/her to get ahead in life (3)

- 3.3 It is suggested that the individual will have to do something – in this case enrol in a course at the Hotel School. (2)
- 3.4 He says that a future without the qualification is 'grey' and 'dead-end' –unsuccessful and boring, while the qualification will guarantee an 'exciting', 'fast-growing' career with 'endless opportunities'. The learner may quote/lift the contrasting ideas or simply explain. An understanding of contrast is important. (2)
- 3.5 It combines a final motivation with contact details, providing a sense of urgency, making it easy for the target reader to take immediate action. (2)



**SECTION 4 – UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

**TEXT A**

4.1] The influence of social media – that even at the most important times in their lives (wedding), people are distracted by social media (phones).

4.2] **The Pastor** – pastor looks strangely at the groom, surprised that he is more concerned with his phone than the wedding ceremony.

**The Wife** – ‘furrowed eyebrows and open mouthed’ – angry expression. Suggests her annoyance.

**The Husband** – ‘confused look, mouth open.’ His words, “oh yes, yes i do”, suggests he is distracted. The conversation on the phone is more important.

**TEXT B**

4.3] **Frame 1** – her eyes are narrowed, mouth open. She has an expression of annoyance and anger as she looks at the expenses on the statement which she thinks has been created by her husband.

**Frame 2** – Her posture is upright, rigid, pointing a finger at the statement suggests her anger, irritation and outrage, as if she is ready to do battle

4.4] Her expression changes from one of outrage to surprise (huge eyes) and then embarrassment, when she realises that she is the reason for these expenses. She then tries to distract her husband by telling him that it is too lovely a day to talk about finances. In this way deviating from the truth that these expenses are in fact hers instead of his.

**QUESTION 5**

5.1] Indicates contraction/omission of letter. Indicates possession.

5.2] oneself – herself

5.3] Provides additional information.

5.4] Dates

5.5] Domineering

5.6] It is the title of her album

5.7] Controversies – Controversies

5.8] Katie said that doing press line, red carpet in the cold and interviews made her ill. She also remarked that people didn't know that she was literally dying inside.

Question 5

- 5.1 phenomena
- 5.2 Customary / customised
- 5.3 you ~~and~~ me
- 5.4 They are often baffled / confused
- 5.5 Parents say, "Teenagers ..... bodily touch."  
"Parents" say teenagers, "Seen ..... touch."
- 5.6 A small minority of learners has also objected.
- 5.7 Hugging has been banned by some schools,  
while prescriptive rules have been imposed  
by others.
- 5.8 Good, old fashioned physical contact with  
their friends is most desirable.