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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2021

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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 in context (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 TEXT A and TEXT B below and answer the questions set.

TEXT A

TEENS STRUGGLE TO COMBAT CONFORMITY

1 In the *Twilight Zone* episode 'Eye of the Beholder' by Rod Serling, a woman goes through surgery after surgery in order to try to achieve the beauty by which she is surrounded. Each surgery ends up as a failure, and with each she grows more and more hopeless that she is unlike everyone else around her. At the end of the episode, it is revealed that a beautiful woman is really trying to conform to the faces of everyone else, or the societal norm, highlighting the way society's concept of 'beauty' can sometimes be truly absurd, subjective and alienating.

2 This episode is a perfect example of conformity: shaping actions and beliefs to align with the opinions and behaviours of others.

3 Unfortunately, fiction has become reality. Currently, teenagers conform to anything and everything to avoid standing out in the fear of being judged or exiled by their peers. They do so, even if they do not agree with the beliefs of the clique to which they choose to belong.

4 Of course, there is healthy conformity. Listening when your mother tells you to wash the dishes is considered healthy and normal. However, the unhealthy kind, in which teens blindly follow the ideas and actions of a group of people, without realising what kind of negative effects it has on them and society today, is growing to be increasingly common.

5 There are some major causes for the increase in conformity in the past few years. Seeing skinny models with perfect bodies in magazines and on social media makes teens believe the only way they will feel good about themselves is to look like those models. If they don't, they pretend – 'fake it until you make it'. However, most pictures in magazines and on social media are photoshopped in such a way that an unrealistic expectation is created.

6 Also, teenagers are still exploring themselves. They want to establish their identity without being the same as their parents. They often conclude that acting like a certain group of people will allow them to establish their identity and have stability and acceptance in their lives. When they find that sense of family within their clique, they do not realise that they have been conforming.

7 Some of the effects of this level of conformity are that teens tend to mature at a younger age in the hope of fitting in. The use of make-up among teenagers has shot up by 90 percent just in the last decade. Moreover, diversity has been lost. Groups like goths[1] have ceased to exist, because they try to fit in with what they think is considered 'cool', and have blended in with everyone else. Even misfits tend to dress and act like one another in order to fit in amongst themselves.

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8 Teens tend to change their personality when they come into contact with new people, shifting from being shallow and petty to caring in a matter of minutes. This stress of always needing to fit in causes teens to be afraid of the possibility of not being able to fit in, even at lunch or at a school dance.

9 In the Ash Experiment, part of a study done on conformity and human behaviour, a teen sat with many actors and was given a set of lines. He was asked to determine which of the two lines was equally sized. Every time he gave the correct answer, the actors would give the wrong answer. After only two or three questions, the teen started giving the same incorrect answer as the rest of the actors, because he was not confident enough to trust what he saw with his own eyes.

10 However, it's not entirely the fault of teenagers that they feel the need to conform. In today's world, there are numerous outside influences that put too much pressure on them, such as commercials and social media. However, conformity can be lessened. If all teenagers received a sense of empathy and understanding from their families, they might not feel such a huge need to conform to their friends or a certain clique. It is very important for parents to develop connections with their children, and influence them in ways in which they are able to accept diversity, to empathise with others, and to reject negative influences.

11 Comfortable teens are able to develop the ability to make choices about what to think, how to act, and also to make individual decisions, without feeling anxiety when those decisions do not conform to peer and societal norms.

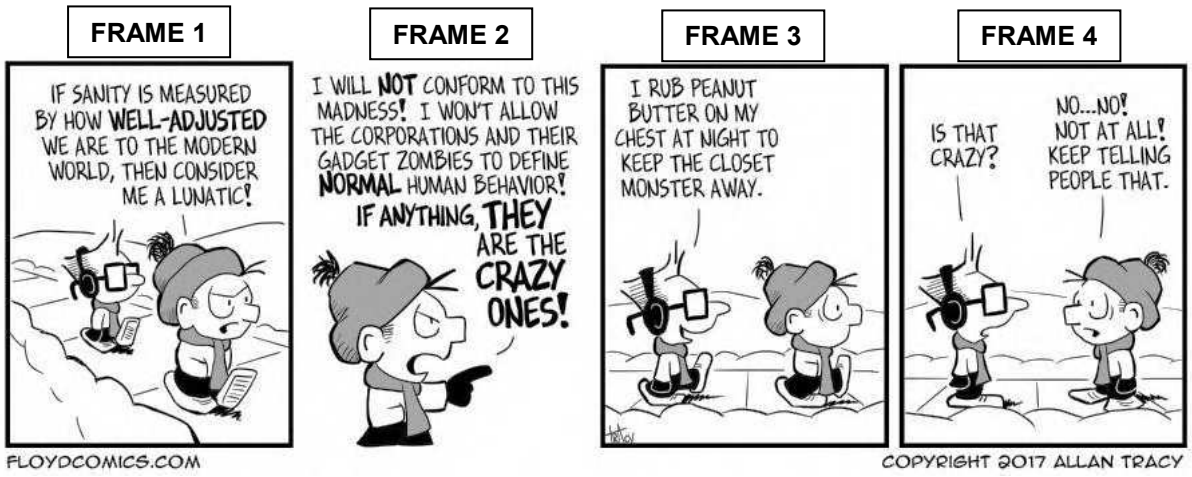
[Adapted from www.dailyrecord.com]

GLOSSARY:

[1]goths: a group of anti-establishment young people who define themselves by their black clothing, dramatic black make-up and black hair

AND

TEXT B



[Source: floydcomics.com]

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QUESTIONS: TEXT A

1.1 Explain why the writer refers to the episode of *Twilight Zone* in paragraph 1. (2)

1.2 Refer to paragraph 2.

What is the purpose of this single-sentence paragraph? (2)

1.3 Refer to paragraph 3.

Give TWO reasons for teenagers' desire to conform. (2)

1.4 Explain, in your own words, the argument that the writer presents in paragraph 4. (2)

1.5 Comment on how 'fake it until you make it' (line 23) contributes to the understanding of the mindset of young people. (3)

1.6 Discuss the paradox evident in paragraph 6. (3)

1.7 Critically discuss the implications of the statement that 'diversity has been lost' (line 33) in the context of paragraph 7. (3)

1.8 Refer to paragraph 9.

Do you think that the Ash Experiment made a meaningful contribution to the investigation on conformity? Motivate your response. (3)

QUESTIONS: TEXT B

1.9 Study the boy in the cap in FRAMES 1 and 2.

Discuss what the visual and verbal texts reveal about his character. (3)

1.10 Critically assess the logic of the boy's statement in FRAME 4, 'NO…NO! NOT AT ALL! KEEP TELLING PEOPLE THAT.' (3)

QUESTION: TEXTS A AND B

1.11 Does TEXT B support paragraphs 10 and 11 of TEXT A? Provide a critical evaluation in your response. (4)

TOTAL SECTION A: 30

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C provides insight into the positive effects of stress. Summarise, in your own words, **the beneficial impact of stress on individuals**.

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

UNDER PRESSURE:
HOW STRESS CAN CHANGE OUR LIVES FOR THE BETTER

Stress has become a defining feature of the 21st century, contributing to the mental health crisis. But it is not always the villain it is made out to be. Daniela Kaufer, a neuroscientist says, 'There's this perception that stress is always bad for the brain, but that's not true. Your stress response is crucial to your survival.' It is important for alertness. Stress also prepares you to adapt to the next thing that comes along.

The notion of eustress (the 'eu' prefix is from the ancient Greek for 'well' or 'good') makes intuitive sense. People can tell when the feelings associated with adrenaline gets them going. 'Stressful situations,' she says, 'actually tend to push our performance.' This effect with which experts are well acquainted, takes one out of one's comfort zone and improves one's overall well-being.

When pushing ourselves through a eustress situation, we have to focus in a way that we've not done before. This doesn't mean we should overdo things. If the balance tips from eustress to distress, the positive effects are inhibited. So, embracing more situations that are scary but don't pose any serious threat – riding rollercoasters, public speaking, job interviews – is strongly encouraged. 'Another key reason why we all need to know about eustress,' says Richard Stephens, 'is that it is possible to convert distress into eustress by reframing stressful situations as positive challenges – and reaping the benefits.'

When it comes to the effects of stress, perspective is king. 'This is where we end up talking about emotion regulation, which is the idea that we apply different strategies to experience favourable outcomes. Get used to your emotions and learn to live with them and be more accepting of them rather than trying to over-manage them,' says Stephens.

Kaufer's research has found that the energy and arousal associated with eustress can combat fatigue. She says that 'people with indicators of eustress – feeling happy or experiencing more meaningfulness during the workday – generally experienced lower levels of fatigue overall.'

If we are struggling to see the positives in a situation, remember some stress is desirable and even necessary, because that's how we demonstrate that we are active in the world. Without challenge comes boredom.

[Adapted from theguardian.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: philpoteducation.com]

The text in small font reads as follows:

> You won't find anything artificial about Heinz Tomato Ketchup. No artificial thickeners. No artificial preservatives. No artificial colouring. No artificial flavour. They just don't grow in Heinz ketchup bottles.
> It's only good natural ingredients you'll find there. A few homely spices and a whole lot of tomatoes. In fact, we use a pound and a half of good ripe tomatoes to make just three-quarters of a pound of thick, rich Heinz ketchup.
> You can't improve on nature, we reckon.
> **No other ketchup tastes like Heinz**

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QUESTIONS: TEXT D

3.1 What is the purpose of using, 'It's only natural…' in the headline? (2)

3.2 Discuss the persuasive appeal of the slogan. (2)

3.3 Discuss how the visual image supports the overall message of the advertisement. (3)

3.4 Comment on TWO techniques used by the advertiser to promote the product. (3)
[10]

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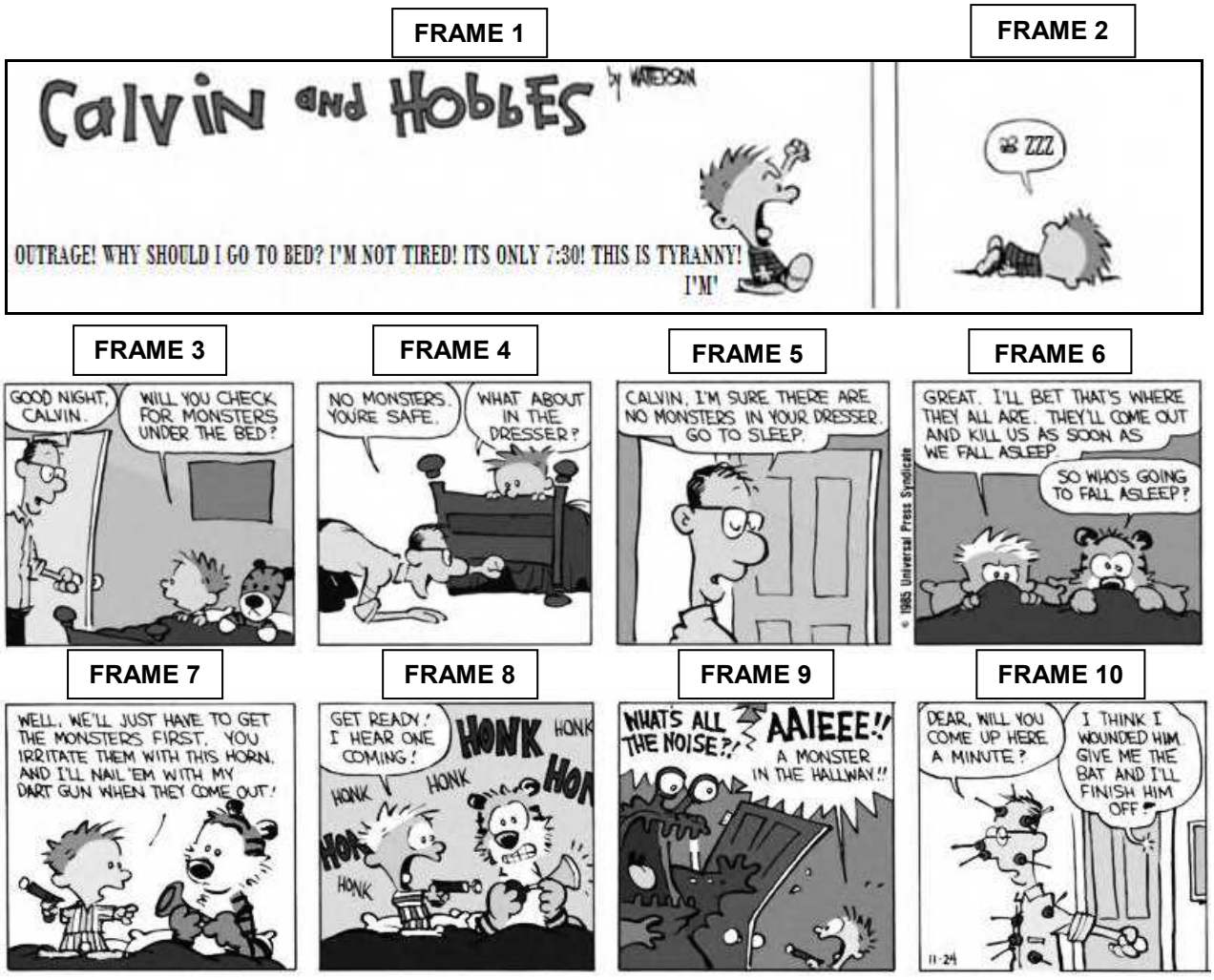
QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the set questions.

TEXT E: CARTOON



[Source: gocomics.com]

QUESTIONS: TEXT E

4.1 Account for the size of FRAME 1. (2)

4.2 Refer to FRAMES 3–5.

Suggest a reason for the father's reaction in FRAME 5 to the boy's request. (2)

4.3 Discuss the cartoonist's portrayal of Calvin's change in attitude in FRAMES 6, 7 and 8. (3)

4.4 Critically discuss how FRAMES 9 and 10 contribute to humour in this cartoon. (3)
[10]

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QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT F

THIS IS WHAT 'ADULTING' MEANS

1 English speakers love to turn nouns into verbs. There was rain before it rained. There was Google before we googled. And there were adults before we adulted.

2 The linguistics journal *American Speech* has offered these definitions of the verb 'adult': to behave in an adult manner; to make someone behave as an adult. This noun that has been turned into a verb has been turned back into a noun, the form of an activity known as adulting.

3 'The millennials,' said a lexicographer at dictionary.com, 'are going through life stages that other generations have gone through much later in life, like starting families and owning homes.' The age of first-time mothers is indeed at a histrionic high of 26.

4 And so this jokey way of describing one's engagement in adult behaviours – whether it is filing your taxes, buying your first lawnmower or being someone's boss – can help millennials concede and admit that transition.

5 Depending on the person and their listeners, different motivations may drive the 'adulting' experience. The disinterested millennials may wish to imply that they're so young and hip that it is laughable for them to be, say, ironing serviettes before a dinner party.

[Adapted from time.com]

QUESTIONS: TEXT F

5.1 'The linguistics journal *American Speech* has offered these definitions of the verb "adult" ' (lines 3–4).

Rewrite the above sentence in the passive voice. (1)

5.2 Write down the gerund from paragraph 2. (1)

5.3 'The millennials,' said a lexicographer at dictionary.com, 'are going through life stages that other generations have gone through much later in life, like starting families and owning homes' (lines 7–9).

Rewrite the above sentence in reported speech. (2)

5.4 Correct the single word error in paragraph 3. (1)

5.5 Account for the use of dashes in paragraph 4. (1)

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5.6 Remove the tautology in paragraph 4. (1)

5.7 Correct the pronoun error in paragraph 5. (1)

5.8 A prefix has been used incorrectly in the last sentence (lines 15–17).

Rewrite the word, using the correct prefix. (1)

5.9 Provide an adjective that would be considered Formal English to replace the word 'hip' (line 16). (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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SENIOR CERTIFICATE EXAMINATIONS/
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ENGLISH HOME LANGUAGE PAPER 1

2021

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 9 pages.

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NOTE:
- **These marking guidelines are intended as a guide for markers.**
- **It is by no means prescriptive or exhaustive.**
- **Candidates' responses should be considered on merit.**
- **Answers should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.**
- **The marking guidelines will be discussed before the commencement of marking.**

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)

- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.

- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.

- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

- When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.

- When two/three facts/points are required and a range is given, mark **only** the first two/three.

- Accept dialectal variations.

- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full.

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SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 The episode in *Twilight Zone* illustrates the extent to which people go in the pursuit of perfection/in an attempt to conform to society's norms. (2)

1.2 The single-sentence paragraph gives prominence to the objective definition of conformity./It also links the example in paragraph 1 to the assertions made in paragraph 3. (2)

1.3 They do not want to be criticised by their peers (1) and they do not want to be alienated from groups/they want to fit in with groups (1).

[Award only 1 mark for 'lifting'.] (2)

1.4 Unhealthy conformity is described as following the crowd without questioning the expectations, while healthy conformity is seen as obedience to authority figures. (2)

1.5 The phrase 'fake it until you make it' reinforces the idea that teenagers go to extreme lengths to pretend that they are similar to the models in magazines and on social media. They believe that they will 'make it', achieve an impossible goal, in order to accept themselves and be acceptable to others. The expression underscores the point that the image they wish to create is false and harmful.

[Award 3 marks only if a comment is made.] (3)

1.6 Teenagers refuse to conform to their family's norms, and seek acceptance and approval within their friendship circle. They do not realise that in doing so, they are merely conforming to another set of values. They are selective about their allegiance: they do, in fact, conform when it suits them. (3)

1.7 The identities of unique groups have been lost in the need for ever-greater conformity. Cliques have shrunk to the 'cool' group and the 'misfits', whereas other distinctive groups, such as the goths, no longer exist. Teenage society has been polarised in the course of pursuing the norm. Individualism has become an anomaly. Diversity has been compromised in favour of a herd mentality.

[Award 3 marks only if a critical discussion is included.] (3)

1.8 YES

The experiment set forth a microcosm of society, where the individual is browbeaten by a greater group into submission. The experiment illustrated how easily the youth are persuaded to conform to majority opinions.

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NO

The part of the Ash Experiment referred to was limited in scope, as only one teenager was used to represent all teenagers in society. The experiment was skewed, since the one teen was outnumbered by several actors, whose presence would certainly be intimidating. Any individual would have doubted himself under these circumstances.

[Credit alternative/mixed responses.] (3)

1.9 The boy wearing the cap takes the lead and defiantly expresses his views without consulting his friend: 'I WILL **NOT** CONFORM TO THIS MADNESS!'; '**THEY ARE THE CRAZY ONES**!' He struts ahead of his friend and points his finger adamantly. He is domineering and opinionated.

[Award 3 marks only if the visual and verbal clues are discussed.] (3)

1.10 The boy implies that if an idea is repeated often enough, it will gain traction and people will accept it, even if it is preposterous. However, he looks unconvinced by the merits of his friend's novel idea. Furthermore, he contradicts his theory in Frames 1 and 2 that nobody is justified in imposing values and beliefs on others. The boy has thus undermined his own argument.

(3)

[Award 3 marks for TWO ideas, well-discussed.]

1.11 YES

In Text B, the boy wearing the cap speaks strongly about the influence corporations wield over society. He expresses a need to reject the constraints placed on him and would resort to being called a 'lunatic' in the name of individualism. In paragraph 10, the writer refers to 'numerous outside influences' that influence teenagers, destroying their unique identities. The boy wearing spectacles is comfortable with his bizarre behaviour, which mirrors the idea in paragraph 11 that some individuals are unorthodox in their approach to life.

OR

A 'No' response is unlikely. However, credit candidates' response on merit.

[Credit valid alternative/mixed responses.]
[Award 4 marks only if the candidate has referred to paragraphs 10 and 11 of Text A and Text B.] (4)

TOTAL SECTION A: 30

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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-form.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	'Your stress response is crucial to your survival.'	1	Good stress is critical for endurance.
2	'It is important for alertness.'	2	Stress creates an awareness of challenges.
3	'Stress also prepares you to adapt to the next thing that comes along.'	3	Stress allows an individual to adjust to change.
4	'Stressful situations,' she says, 'actually tend to push our performance.'	4	Good stress enhances one's capacity to perform optimally.
5	'This effect … takes one out of one's comfort zone and improves one's overall well-being.'	5	As a result of eustress, individuals explore other challenges, which results in greater satisfaction.
6	'we have to focus in a way that we've not done before.'	6	Stress motivates the individual to pay attention to alternative solutions.
7	'it is possible to convert distress into eustress by reframing stressful situations as positive challenges – and reaping the benefits.'	7	A shift in the mindset is a positive outcome of stress, since threats can be viewed as challenges.
8	'Get used to your emotions and learn to live with them and be more accepting of them rather than trying to over-manage them.'	8	Eustress teaches one to accept and control one's emotions.
9	'the energy and arousal associated with eustress can combat fatigue.'/ 'that's how we demonstrate that we are active in the world.'	9	Eustress energises the individual, boosting his/her participation.

PARAGRAPH-FORM

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

Good stress, which is critical for endurance, creates an awareness of challenges. Eustress allows an individual to adjust to change and enhances one's capacity to perform optimally. As a result of eustress, individuals explore other challenges, which results in greater satisfaction. Eustress also motivates the individual to pay attention to alternative solutions. A shift in one's mindset is a positive outcome of stress, since threats can be viewed as challenges. Eustress teaches one to accept and control one's emotions; it energises the individual, boosting his/her participation. (86 words)

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Marking the summary:

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10

- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

- **Distribution of language marks when candidate has quoted verbatim:**

  - 6–7 quotations: award no language mark
  - 1–5 quotations: award 1 language mark

NOTE:

- **Word Count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly. If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

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SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

Marking Section C:

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

3.1 The advertiser uses the word 'natural' in the headline because the product is free of all **artificial** ingredients./The reader is prompted to make an **instinctive** choice to buy the product./The reader is assured that the product is good for her/his health.

[Award 2 marks for ONE idea.] (2)

3.2 The slogan implies that Heinz ketchup is a superior product that is unmatched by other, unnatural products./Health-conscious/discerning buyers would be convinced that Heinz is a wise choice. (2)

3.3 The advertiser presents the tomato being infused into the bottle and sealed off to preserve its goodness./The healthy-looking plant is depicted as the source of the ketchup.
The image thus reinforces the message that the product contains only natural ingredients. (3)

3.4
- The advertiser uses **repetition/anaphora**, e.g. 'No artificial ….', emphasising the health benefits of the product.
- **The short staccato sentences** emphasise that the product is free of artificial ingredients.
- The use of **personal pronouns**, e.g. 'you' as the first word in the first and last sentences, invites the reader to engage immediately and directly with the contents of the text.
- **The logical structure** makes the advertisement convincing: the reader is presented with the exclusion of unhealthy additives, followed by the actual ingredients of the ketchup.
- The **diction** is emotive. The reader's desire for wholesome food is evoked by phrases such as 'homely spices', 'good, ripe tomatoes', 'thick, rich' and 'good natural ingredients'.
- The **size and boldness** of the font in '**It's only natural…**' captures the reader's attention.

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- The word **'natural'**, together with the **ellipsis**, conveys the wholesomeness of the product.
- The **visual image** of the tomato, being transferred directly into the bottle from the vine, highlights the nutritiousness of the product.
- The repetition of the **negation** 'no' in the sentences, 'No artificial … artificial flavour', draws attention to the harmful artificial products that are generally used in sauces; thus highlighting the lack of any of these harmful preservatives in Heinz.

[Award 3 marks only if a comment is made on TWO techniques.]
[Award no more than 1 mark for the mere identification of TWO techniques that are not accompanied by supporting evidence.] (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 Frame 1 is elongated to signify the boy's ongoing tirade./He is in motion, resisting the instruction to go to bed. (2)

4.2 The father tries to allay the boy's fears and appease him by searching for monsters under the bed. However, he is unwilling to continue the search and compromise on his son's bed-time/entertain his insecurities. (2)

4.3 In Frame 6, Calvin's terror is depicted in '…they'll come out and kill us'/his wide-eyed expression and trying to hide his face under the blanket. In Frame 7, he confidently explains his strategy on how he and the tiger would attack the enemy. In Frame 8, his bravado is replaced by horror when he hears a 'monster' coming/illustrated by his widely opened eyes and mouth.

[Award 3 marks only if either the language or the visual images, or both, are discussed and linked to a change in attitude.]
[Award 3 marks only if reference is made to all three frames, either explicitly or implicitly.] (3)

4.4 In Frame 9, the father is mistaken for a monster because the boy has an overactive imagination; he has conjured images of monsters. The boy's reaction to the father is extreme. He shrieks in terror and shoots at the perceived monster. The father is at the end of his tether and calls on his wife to solve the predicament, while the boy is preparing to launch a further assault (Frame 10). The anti-climax at the end of the cartoon and the irony of the boy's tyrannous behaviour contribute to the humour.

[Award 3 marks only if reference is made to both frames.] (3)
[10]

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QUESTION 5: USING LANGUAGE CORRECTLY

5.1 These definitions of the verb 'adult' have been offered by the linguistics journal *American Speech*. (1)

5.2 adulting (1)

5.3 A lexicographer at dictionary.com said that the millennials **were going** (1) through life stages that other generations **had gone** (1) through much later in life, like starting families and owning homes. (2)

5.4 historic/historical (1)

5.5 It provides additional information./It is used as parenthesis. (1)

5.6 concede **OR** admit (1)

5.7 their – his/her (1)

5.8 disinterested – uninterested (1)

5.9 fashionable

[Credit valid alternative responses.] (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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