



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2011

ENGLISH HOME LANGUAGE P1

MARKS: 70

TIME: 2 hours



This question paper consists of 16 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections, namely SECTION A, SECTION B and SECTION C.

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, B and C below and answer the set questions.

TEXT A:**AMORTALITY: WHY ACTING YOUR AGE IS A THING OF THE PAST**
by Catherine Mayer

1. Amortality — the term I coined for the burgeoning trend of living agelessly — is a product of the world many of us now inhabit. Youth used to be our last hurrah before the onset of maturity and eventual dotage, each milestone — childhood, adolescence, young adulthood, middle age, retirement, golden years, decline — benchmarked against a series of culturally determined ideals. But as our life spans have lengthened — across the developed world, we are now living 30 years longer than we were at the beginning of the 20th century — the ages of man have started to elide. If you doubt that statement, think how hard it is to answer the following questions: What's the best age to have children? Or to settle down with a life partner? Or to retire? When might a woman consider herself middle-aged — at 40, 50, 60? Does that differ for a man?
2. The meaning of age has become elusive, visual clues untrustworthy. Children dress like louche adults. Their parents slouch around in hoodies and sneakers. Rising phalanxes of Dorian Grays rely on exercise, diet and cosmetic procedures to remain transcendently youthful, while glowing teens and 20-somethings are propelled by some of those same procedures into a semblance of premature aging.
3. The rules of age-appropriate behaviour that used to be reliably drummed into us by parents and teachers, church and state, no longer hold sway. But we haven't lost faith; we've just transferred it, to scientists and celebrities. Hollywood is the home of amortality, the music industry its outreach program. "I think you should just keep going while you can, doing what you like," Mick Jagger observed at 66, ignoring his pronouncement in May 1975 that he'd rather be dead than be singing "*Satisfaction*" at — or presumably long after — 45.
4. Doing what you like might include adopting children at 49 and 50, like Madonna; becoming a first-time dad at 62, like Elton John; preparing to marry a woman 60 years younger than yourself, like Hugh Hefner; or, like Jagger himself, reversing the traditional order of marriage and bachelorhood. These are amortal choices. But amortality is not invariably synonymous with extended youth. Meryl Streep represents a different expression of amortality, a true agelessness.

- 5 The defining characteristic of mortals is that they live the same way, at the same pitch, doing and consuming much the same things, from their late teens right up until death.

Glossary: elide (line 9) – blend together
 louche (line 15) – disreputable, dubious, scruffy
 phalanxes (line 16) – a group of similar people or things
 transcendently (line 17) – supernaturally, unrealistically

[*Time* – article adapted]

TEXT B:

DEFENDING THE TEENAGER by Margie Orford

- Parenting teenagers makes running through a minefield dodging sniper fire seem like a walk in the park. I have two teenage daughters: one is 17 years old, the other 14. Their father and I worry endlessly about how much leeway to give, when to give it and with whom. Should we lock them up, like Sleeping Beauty or Rapunzel, or shall we turn them loose? Are cellphones a good way of staying in touch in case of emergency, or are we simply giving them easier access to drugs/alcohol/pornography? If we put a tracking device on their phones, are we tagging them like criminals, or simply being loving parents ready to intervene if the worst should happen? This paradox gnaws at the heart of our love for our teenage children: Are we afraid for them, or afraid of them?
- Parents and the media seem to be mesmerised by teenagers. The behaviour of teenagers is scrutinised and criticised with intensity. Fashion, music and weird gadgets they lust after are ruthlessly marketed to teenagers, who have much more spending power than we did at that age. Barbara Ellen, a British columnist writing for *The Guardian*, called contemporary British teenagers “metrolescents”. She writes that teenagers are increasingly like middle-aged divorcees: they spend their time shopping and doing lunch.
- Our teenagers do constitute a peculiar generation, but for that we have to blame the parents: many of us refuse to grow up. Face it, unless you had your teenager absurdly early, you are climbing your 30s and 40s steadily. To a teenager, you are *old*. But go to any school parking lot, mall or beach near you and you will be hard pressed to tell who is the Botoxed mother and who is the daughter. Many wear the same clothes (tight outfits and ponytails in the mornings; exposed G-strings and tiny tops at night).
- It's not surprising that teenagers are so defensive of their space. Come on moms, give it up! Leave youth to the genuinely young and be an adult. You don't look cool, you just look weird.

[*Femina* – article adapted]

TEXT C:

MADAM & EVE

by Stephen Francis & Rico



QUESTIONS: TEXT A

- 1.1 Having read the whole passage, give YOUR OWN clear definition of “amortality”. (2)
- 1.2 Refer to paragraph 1.
- 1.2.1 Why does the writer make a point of mentioning “youth” and “dotage” in the same sentence? In your answer, clearly explain the meaning of these words. (3)
- 1.2.2 What is the stylistic purpose in concluding this paragraph with five questions? (2)
- 1.3 Refer to paragraph 2.
- 1.3.1 The writer claims that “visual clues” are “untrustworthy”. Given the context of the article, how is this so? (1)
- 1.3.2 Dorian Gray is a fictitious character who sells his soul in return for eternal youth. Why is it, therefore, apt to mention his name in this article? (2)
- 1.4 Refer to paragraph 3.
- “But we haven’t lost faith; we’ve just transferred it, to scientists and celebrities.” Explain the role played by these scientists and celebrities in the search for amortality. (3)
- 1.5 Refer to paragraph 4.
- In your opinion, is the writer’s choice of celebrities mentioned in this paragraph effective? Discuss fully. (2)

QUESTIONS: TEXT B

- 1.6 Explain the dilemma which faces the writer as she considers giving her two daughters cellphones. (3)
- 1.7 Refer to paragraph 1.
- The writer mentions the paradox, “Are we afraid for them, or afraid of them?”. Clearly explain how this is a paradox. (2)
- 1.8 Refer to paragraph 2.
- Which word in this paragraph stresses the fact that teenagers are seen as important? (1)

1.9 The word “metrolescent” in paragraph 2 is an example of a ...

- A homonym.
- B neologism.
- C metaphor.
- D oxymoron.

(1)

1.10 Refer to paragraph 3.

Why does the writer shift the blame away to parents?

(2)

QUESTION: TEXTS A and B

1.11 Consider the final paragraph of TEXT A and the final paragraph of TEXT B carefully. Explain how the final paragraph of TEXT B proves that the writer, Margie Orford, is not a supporter of the amortal lifestyle.

(4)

QUESTION: TEXT C

1.12 Refer to the cartoon. The two characters are Mother Anderson and Thandi. With which text (A or B) would you use this cartoon to illustrate the point being made about amortality? Provide a sound reason for your choice.

(2)

TOTAL SECTION A: 30

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

The passage below (TEXT D) deals with the increasing problem of cyber bullying. You have been asked to make a summary of this article to present at a Parent/Teacher Association Meeting at your school.

You are required to do the following:

- Using your own words, summarise the passage in ONE fluent paragraph of 80 – 90 words.
- Indicate your **word count** at the end of your summary.

NOTE:

- You are NOT required to provide a title for your summary.
- Marks will be deducted if you ignore these instructions.

TEXT D:

Remember that old childhood adage about sticks and stones? Times have changed, and conventional wisdom has proven that names can indeed hurt – even worse than physical blows. Technology has given bullies a new weapon in their arsenal, and unsuspecting teens receive electronic harassment, a silent persecution sent by e-mail, text messaging, cellphones and web pages.

Cyber bullying is becoming increasingly popular with teens worldwide. It's thought of as an easy way for a tech-savvy generation to harass one another anonymously. There are many ways that teens bully one another depending on how technologically adept the bully is. Typically, teens can do the following:

- Create blogs (personal websites about their day-to-day life) and post information about other students. In this instance, it can be difficult for parents to take action against the website owner, as the ISP who hosts the website might be located in another country.
- Send threatening text messages by cellphone.
- Send threatening e-mail messages using free e-mail accounts.

One of the latest ways to bully is with camera phones. Pictures taken on a camera phone are then altered to make the victim look different. Websites are set up and can stay up for years with negative information about anyone.

Parents should be on the lookout for the typical signs that a teen is being bullied: a lack of interest in school, a drop in grades, abrupt changes in friendships, isolation, etc. Remember that cyber bullying often takes place in the home, maybe even a few feet from where a parent is standing.

A telltale sign that your teen is being cyber bullied is if she becomes highly emotional or shows signs of stress after receiving text messages on her cellphone. If she is being bullied via the Web, then such an emotional state might occur when she is browsing a website or opening instant messages.

Randal says that the first step in putting a stop to the bullying is open communication. Learn about and teach your teenager about blocking software for e-mails and instant messaging. If your teen is receiving text messages, then you can contact your phone company and report the matter. Cyber bullying doesn't have to destroy your teen's high school years. With communication, vigilance and know-how, technology can go back to being what it should be: a wonderful tool to inform, entertain and delight your teenager.

[Source: www.preteenagersstoday.com – article by Teri Brown – adapted]

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

Study the following advertisements (TEXTS E and F) and then answer the set questions.

TEXT E:

HUMAN RIGHTS START WITH
A BASIC RIGHT TO LIFE.

THAT'S WHY WHEREVER WE
OPERATE, WE PUT AS MUCH
THOUGHT INTO THE HEALTH
AND WELFARE OF OUR
PEOPLE AND THEIR FAMILIES
AS WE DO OUR MINES.

OUR LEADING RESPONSE TO THE
HIV/AIDS PANDEMIC IN SOUTH AFRICA
INCLUDES OPERATING THE WORLD'S
LARGEST FREE WORKPLACE HIV
COUNSELLING AND TESTING
PROGRAMME, FREE AIDS TREATMENT,
CARE AND SUPPORT AND FREE
PREVENTION OF MOTHER TO CHILD
TRANSMISSION OF HIV. TODAY THESE
PROGRAMMES ARE BEING EXTENDED
TO ALL SPOUSES AND DEPENDANTS
OF OUR EMPLOYEES.

WHEN YOU JOIN ANGLO AMERICAN,
YOU JOIN A FAMILY THAT TAKES CARE
OF ITS PEOPLE.

FIND OUT MORE, AT
GETTHEFULLSTORY.COM

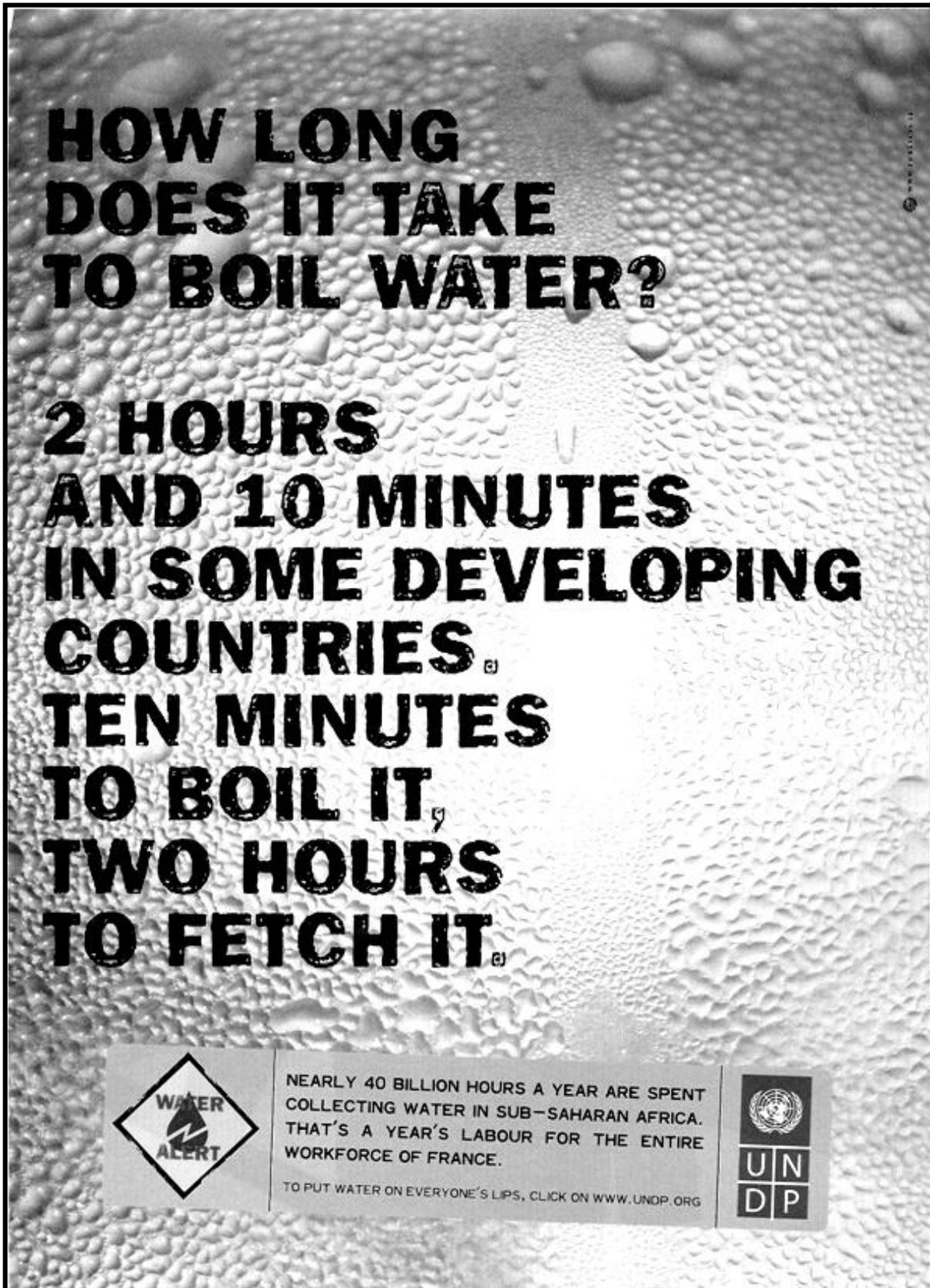
JOHAN ABRIE
New Vaal Colliery, South Africa

**MINING PRODUCES
PRECIOUS THINGS:
A BABY BORN
WITHOUT HIV**

 **AngloAmerican**

Real Mining. Real People. Real Difference.

TEXT F:



**HOW LONG
DOES IT TAKE
TO BOIL WATER?**

**2 HOURS
AND 10 MINUTES
IN SOME DEVELOPING
COUNTRIES.
TEN MINUTES
TO BOIL IT,
TWO HOURS
TO FETCH IT.**

 NEARLY 40 BILLION HOURS A YEAR ARE SPENT COLLECTING WATER IN SUB-SAHARAN AFRICA. THAT'S A YEAR'S LABOUR FOR THE ENTIRE WORKFORCE OF FRANCE.

TO PUT WATER ON EVERYONE'S LIPS, CLICK ON WWW.UNDP.ORG



QUESTIONS: TEXT E

- 3.1 3.1.1 Prove that this is not a typical mining advertisement. (1)
- 3.1.2 Explain to what extent the graphic used supports what is actually being advertised. (2)
- 3.1.3 How does the slogan reinforce your answer in QUESTION 3.1.2 above? (2)

QUESTIONS: TEXT F

- 3.2 3.2.1 Who has paid for the insertion of this advertisement? (1)
- 3.2.2 Comment on the lack of a graphic to accompany this advertisement. (2)

QUESTION: TEXTS E AND F

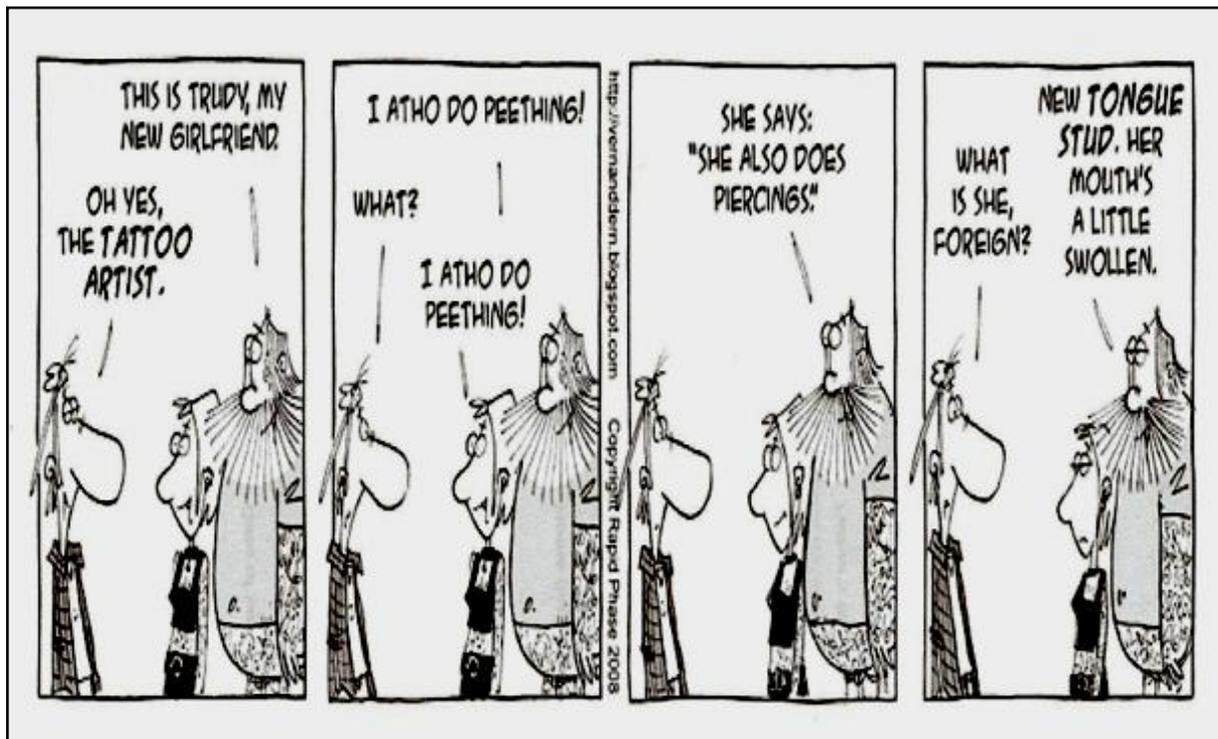
- 3.3 These advertisements fall into a similar category: name it and clearly explain how they convey a call to action from their readers. (2)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS G and H and then answer the set questions.

TEXT G: CARTOON



QUESTIONS: TEXT G

- 4.1 4.1.1 What proof does the cartoonist provide to indicate what Trudy does for a living? (1)
- 4.12 Account for her boyfriend's words in Frame 3. (2)
- 4.1.3 Write the words of Vern, the older man (on the left), in Frame 4 in reported (indirect) speech. Begin: Vern enquired ... (2)

TEXT H: OPINION AND ANALYSIS

FLYER: MAKE WAVES AT YOUR LIBRARY

MAKE WAVES
at your
LIBRARY

TEEN SUMMER READING PROGRAM
JUNE 26 - AUGUST 13

Splash into summer fun ... make waves by reading!
Plunge into a good book and create your own excitement.
Read just for the fun of it or get a head start on next fall's
required reading. Be adventurous - books are uncharted
waters waiting for exploration.

SHARE THE RIDE . . . WIN A PRIZE!
Read a book. Share your opinion of the book by filling out a "Make Waves"
review form. Then turn in your form at any Newport Beach Public Library
location and qualify for a weekly prize drawing and a chance to win
a Grand Prize.

WIN A BOOK!
Receive a one time only prize of a
free paperback book after your first
five book reviews. Keep reading
and reviewing books to qualify for
weekly drawings and the Grand
Prize drawing.

SIGN UP ONLINE AT
WWW.NBPLTEENS.ORG

QUESTIONS: TEXT H

- 4.2 4.2.1 How do teenagers enrol to join this programme? (1)
- 4.2.2 In your opinion, does the accompanying graphic support the heading, "Make Waves at your Library"? Explain fully. (2)
- 4.2.3 Refer to the illustration next to the heading: "Win a Book!". How has this graphic been adapted to suit the theme of the flyer? (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

Read the text below (TEXT I), which contains some deliberate errors, and answer the set questions. The paragraphs have been numbered for your convenience.

TEXT I:**The sons who can't leave home: all work, no play?**

- 1 In London, parents are three times more likely to allow their adult sons to return to the family home than daughters, according to a survey.
- 2 The "Flying the Nest" study showed that returning sons or "boomerang boys" are considered more obliging house guests than their sisters and that they easily wrap their mothers around their little (2.1).
- 3 Sons are more likely to pay rent, lend a hand with the housework and accept parental advice on careers and love, compared with daughters who are regarded as lazy/lazier/laziest and less likely to financially contribute to the household, the survey discovered.
- 4 More than half the mothers interviewed for the study were glad their sons had returned home. (4.1) 18 percent acknowledged their boys had overstayed their welcome.
- 5 The survey showed that 58 percent of moms admitted spoiling their sons, but only 35 percent gave their daughters the same treatment. Moms are more inclined to cook dinner for their sons. Washing and ironing their clothes and providing a taxi service.
- 6 Despite the apparent willingness of mums to coddle their sons, the survey also revealed that parents were concerned about them/their becoming too dependent and never moving out again.

[Article adapted from a report published by Reuters]

- 5.1 The sentence in paragraph 1 could be regarded as ambiguous. Explain the ambiguity. (2)
- 5.2 Inverted commas are used twice in paragraph 2. Quote each example and explain why the inverted commas have been used for each one. (2)
- 5.3 Refer to paragraph 2. Supply the missing word (labelled 2.1) to complete the well-known idiom. (1)

- 5.4 Refer to paragraph 3. Write down the correct choice from the underlined words. (1)
- 5.5 Refer to paragraph 4. Supply an adverb that could be used in the space labelled 4.1. (1)
- 5.6 There is an incomplete sentence in paragraph 5. Rewrite it so that it is complete. (1)
- 5.7 Refer to paragraph 6. Clearly explain whether or not the writer is correct in using “their” (underlined) and NOT “them”. (2)

[10]**TOTAL SECTION C: 30****GRAND TOTAL: 70**