



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2015

ENGLISH HOME LANGUAGE P1

MARKS: 70

TIME: 2 hours



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. Answer ALL the questions.
3. Start EACH section on a NEW page.
4. Rule off after each section.
5. Number the answers correctly, according to the numbering system used in this question paper.
6. Leave a line after each answer.
7. Pay special attention to spelling and sentence construction.
8. Suggested time allocation:

SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 minutes
9. 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.

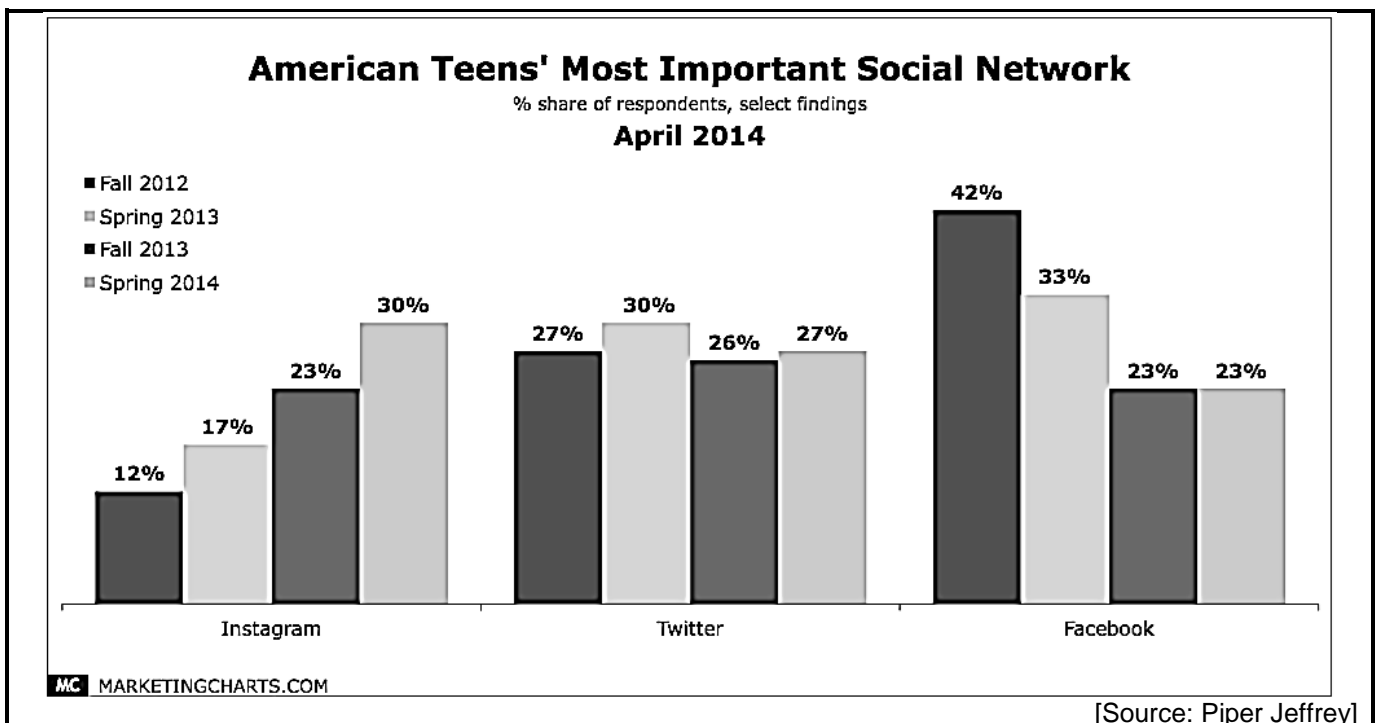
TEXT A**GO AHEAD, STALK YOUR KIDS ON FACEBOOK – EVERYONE ELSE IS!**

- | | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1 | Actress Julianne Moore made headlines recently when she admitted stalking her children online, arguing that, “You don’t get to have privacy when you’re only 16!” While many parents applauded her for being a good digital parent, others accused her of helicopter parenting and ridiculed her attempts to shield her children from the big, bad web. | 5 |
| 2 | Whether you’re a fan or not, you have to admit that this celebrity mom brings up some important questions for parents. Should you monitor your children online? If so, how, and to what extent? The issue isn’t one that parents can ignore. Not only are our children online, but they’re carrying the web around with them in their pockets, making the logistics of keeping tabs on their behaviour challenging, to say the least. | 10 |
| 3 | The truth is that even if Moore thought her child deserved privacy online, she couldn’t give it to him. One of the most convincing cases for “helicopter parenting” in the digital space is the fact that nothing is private online, and one regrettable selfie or ill-thought-out status update could easily come back to haunt children for weeks or even years after the misstep. If you’re not stalking your child online, you can be sure others are. Future employers, online predators, marketers, bullies — they may be a mixed group, but they’re all watching. My advice? If your child wants privacy online, tell him it doesn’t exist! | 15 |
| 4 | Many parents and child-rearing experts will tell you that children need to experience the “natural consequences” of their choices in order to truly learn from their mistakes. While this may be true when it comes to turning in school assignments or choosing to watch TV rather than practise for an upcoming sports competition, the advice doesn’t apply to the Internet. Why? Because the repercussions of an online failure can be harsh and are almost always permanent. What your child says or reveals online can’t be taken back. Sure, you can remove a post from a forum or social media network, but you can’t retrieve it from everyone who has saved or shared it before you hit “delete.” Moreover, online mistakes can lead to offline problems such as humiliation, bullying, social isolation, depression, and worse. | 20
25 |
| 5 | Of course, you can’t protect your child from all online dangers all of the time. Even if you installed parental control software (and I suggest you do!), you can’t keep children from using someone else’s device or finding other ways to circumvent your efforts to monitor their online activities. That’s why education is a key component to keeping children safe on the web. Talk to your children about the real dangers that exist online. Instruct them not to share personal information via the Internet, and let them know that they can come to you if they ever encounter anything that makes them feel uncomfortable. | 30
35 |

- 6 If you're like many parents today, you may just want to stick your head in the sand and ignore this whole talk about teen's online lives. What you don't know can't hurt you, right? Unfortunately, it's precisely what you don't know that could put your child in harm's way. 40
- 7 (Melissa Maypole is Head of Corporate Social Responsibility for [Qustodio](#), a parental control software that helps parents monitor children's activities from connected devices. You can find her on the front lines of the uphill battle to successfully parent four children in a high-tech world. Readers can follow or contact Melissa on Twitter [@MelissaMaypole](#).) 45
- [Edited from a post by: [Melissa Maypole](#), 4 March 2014; <http://www.empoweringparents.com>]

AND

TEXT B



QUESTIONS: TEXT A

- 1.1 Refer to the title.
What would your immediate reaction to this instruction be? Justify your answer. (2)
- 1.2 Describe what a good digital parent (line 3) would do, to get the approval of the many parents who applauded Julianne Moore. (2)
- 1.3 Explain the concept of "helicopter parenting" (line 4). (2)
- 1.4 In your own words, explain why controlling a teenager's access to the digital world has become a challenge to parents. (2)
- 1.5 How could selfies or status updates impact both a child's immediate and long-term future? (2)

- 1.6 What is it about the nature of the internet that makes children’s digital mistakes have such severe impact on their future? (3)
- 1.7 What could be “worse” than the offline problems listed in the last sentence of paragraph 4? (1)
- 1.8 What tone is expressed in the parenthesis in paragraph 5?
- A Amiable
B Apologetic
C Authoritative
D Hysterical (1)
- 1.9 Refer to paragraphs 5 and 6.
- Despite the shortcomings of parental control software, why does the writer recommend installing it? (2)
- 1.10 Paragraphs 5 and 6 focus on two ways – education or denial – that parents can choose to respond to the online lives of their children. Which of these ways would Julianne Moore choose to use? Give reasons for your answer. (3)
- 1.11 Refer to paragraph 7.
- Why is the information supplied in paragraph 7 reassuring to parents? (3)

QUESTIONS: TEXT B

- 1.12 Why would Twitter supporters be pleased with the site’s statistics? (2)
- 1.13 Discuss what has happened to Facebook’s popularity among American teens over the two years illustrated in the graph. (2)

QUESTIONS: TEXTS A and B

- 1.14 In terms of the information supplied in the graph on the three social network sites, would Julianne Moore and Melissa Maypole be encouraged to stalk their children less online? Give reasons for your answer. (3)

TOTAL SECTION A: 30

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

The edited passage below (TEXT C) is about “Thinking Ahead”.

You are required to do the following:

1. Summarise the reasons (one from each of the bulleted paragraphs) that **promote thinking ahead**.
2. Present your summary in a fluent **paragraph**, using your own words.
3. Your summary must include SEVEN points and NOT exceed 90 words.
4. You are NOT required to supply a title for the summary.
5. Indicate your **word count** at the end of your summary.

TEXT C

The usual advice is to live in the present. The past is behind you, and the future seems too far away to think about. Generally, that’s good advice ... but there are times when thinking ahead can be valuable. In fact, looking into the future and planning ahead can lead to opportunities to do what you love and in the way you want to do it. Here are seven reasons to step outside of the moment and think ahead:

- You can only get what you really want if you have your goals clearly set ahead of time. There is so much that competes for your attention on a day-to-day basis and so many paths you can take. If your goals are vague, and you don’t put enough energy into establishing what they are, then you’ll find yourself losing focus before you even have a chance to succeed.
- When you think ahead and determine the goals in your life, you create the path and the inspiration to make it happen. Invest the time to create your life’s path.
- If you’re always looking at the ground, you may never see the world in front of you. Similarly, if you are always focused on today and what is keeping you busy, then you may be too focused on the present to see the opportunities lying before you.
- Every day, you experience something new, and often that distracts you from your priorities rather than suggests new approaches to achieving your aims. This thinking ahead of time will help you confirm what’s important and to stay focused.
- There’s an old saying: If you fail to plan, you plan to fail. You know that you always achieve more when you plan effective ways to use your time instead of behaving spontaneously all of the time. Fitting more into your life helps you get more out of life.
- Take notice of people who think quickly on their feet in meetings. You may be impressed and think to yourself: these people are really clever. However, the majority of time, they are not any smarter than you. Because they have already thought through the possibilities, they can respond faster than those who don’t. You can join them by thinking ahead, and as a result, you can respond more quickly and appear smarter and better-prepared as well.
- So live in the present, and make the most of every moment in the here and now. But, when it’s time to think ahead, don’t be afraid to look into the future. What you see in the crystal ball today just might lead to happiness in all of your tomorrows.

[From an article by Mark Fritz, the author of *The Truth About Getting More Done* (FT Press)]

TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D

SEE THE REALITY BEFORE IT'S TOO LATE

The endangered African penguin needs your help. Act now and help change this picture. Adopt a penguin today at www.sanccob.co.za and support SANCCOB and their partners in conservation to save our proudly South African penguins.

SANCCOB™
saves seabirds

[http://adsoftheworld.com/media/outdoor/sanccob_tipping_point]

The text reads as follows: The endangered African penguin needs your help. Act now and help change this picture. **Adopt a penguin** today at www.sanccob.co.za and support SANCCOB and their partners in conservation to save our proudly South African penguins.

QUESTIONS: TEXT D

- 3.1 "SEE THE REALITY BEFORE IT'S TOO LATE"
Describe the "reality" that the graphic depicts by discussing the format of the graphic. (2)
- 3.2 How does the advertiser direct his appeal to the reader through the slogan and the copy? Discuss THREE techniques. (3)
- 3.3 To what emotion does the SANCCOB logo appeal? Explain your answer. (2)
- 3.4 Critically discuss to what extent this advertisement is effective. (3)
- [10]**

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS E AND F and answer the set questions.

TEXT E: CARTOON

Calvin & Hobbes by Bill Watterson

FRAME 1 **FRAME 2** **FRAME 3** **FRAME 4**

<http://imgur.com/gallery/>

QUESTIONS: TEXT E

- 4.1 How do Calvin's words, facial expression and body language in Frame 2 reflect the rebel stereotype? (3)
- 4.2 What does Calvin realise in Frame 3? (1)
- 4.3 Explain how Calvin's disillusion is evident in his body language in Frame 4. (2)

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G**'TEENSPEAK' COSTS JOBS**

- 1 Teenagers have been warned that they are becoming unemployable because they use a vocabulary of just 800 words. The limited linguistic range also often consists of 'teenspeak'.
- 2 Today Jean Gross, who advises the Government on children's speech, said urgent action was required to prevent children failing to find jobs because they are unable to effectively communicate.
- 3 Mrs. Gross said: 'Teenagers are spending more time communicating through text messaging, which is short and brief'.
- 4 'We need to help today's teenagers to understand the difference between their textspeak and the formal language they need to succeed in life.'
5. The research was sponsored by Tesco whose chief executive, Sir Terry Leahy, rised concerns about the 'woefully low standards' in the (major) of schools that cause employers problems.
6. Planning to launch a campaign next year, primary and secondary schools will be targeted by Mrs. Gross.
7. Research also found almost a quarter of boys and one in seven girls develop speech problems – often due to TV background noise which make it difficult for babies to understand adults around them. The study found that three per cent of infants go on to develop 'significant' problems with talking.

[Edited from an article by [Luke Salkeld](http://www.dailymail.co.uk) at <http://www.dailymail.co.uk>]

- 5.1 Explain the neologism in paragraph 1. (1)
- 5.2 Identify and correct the split infinitive in paragraph 2. (1)
- 5.3 Rewrite paragraph 3 in reported speech. Begin with: Mrs Gross said that ... (1)
- 5.4 Rewrite this sentence in the passive voice:
We need to help today's teenagers to understand the difference between their textspeak and the formal language they need to succeed in life. (1)
- 5.5 Give the correct form of the word in brackets in paragraph 5. (1)

- 5.6 Identify and correct the spelling error in paragraph 5. (1)
- 5.7 Correct the participle error in paragraph 6. (1)
- 5.8 What is the function of the dash in paragraph 7? (1)
- 5.9 Identify and correct the concord error in paragraph 7. (1)
- 5.10 Why is 'significant' in paragraph 7 written in parenthesis? (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70

