



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2016**

**ENGLISH HOME LANGUAGE P1**

**MARKS: 70**

**TIME: 2 hours**



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This question paper consists of 11 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.

**SECTION A: COMPREHENSION****QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

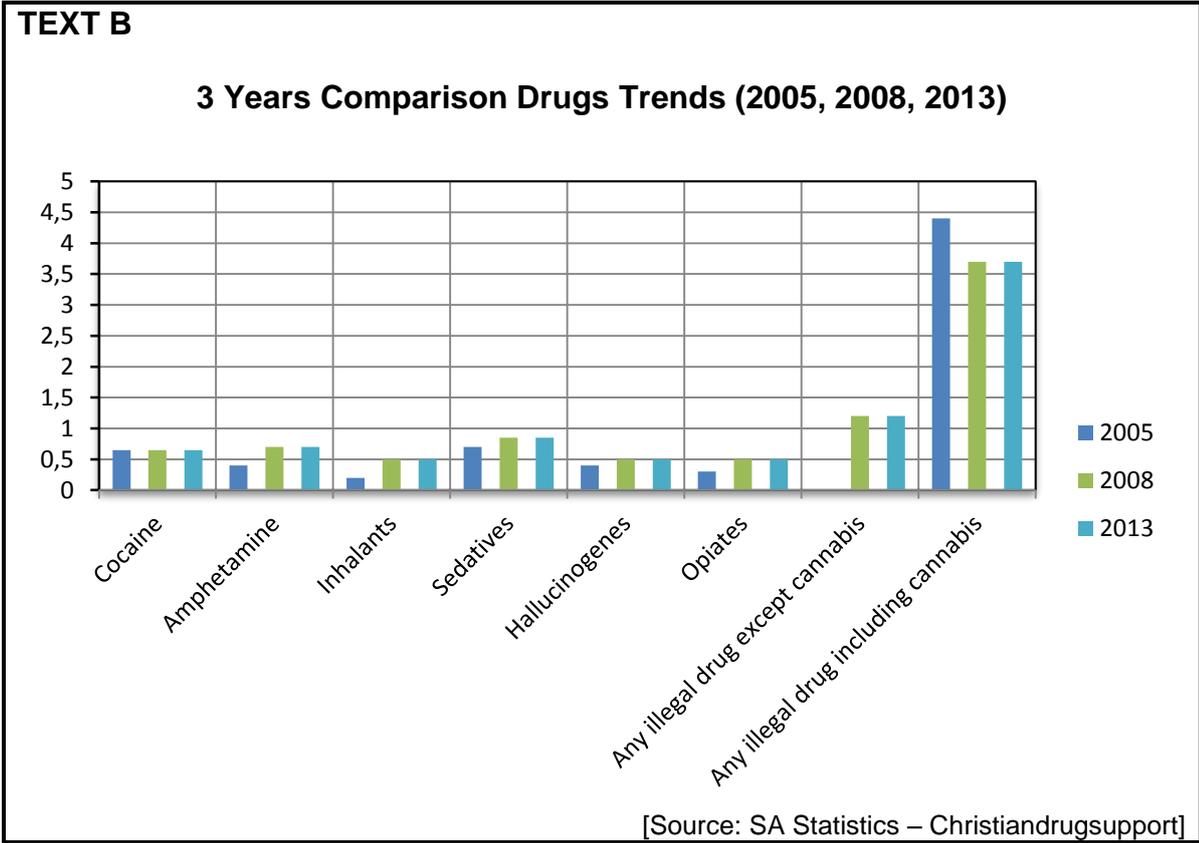
Read TEXTS A and B below and answer the questions set.

**TEXT A****SUBSTANCE ABUSE SCARE**

- |   |  |          |
|---|--|----------|
| 1 | Alcohol and drug use among children and adolescents are causes of increasing concern in South Africa. They are major contributors to crime, violence and intentional and unintentional injuries, as well as to other social, health and economic problems. Children's and adolescents' substance use can be accounted for by a multiplicity of factors at the societal, community, school, familial and individual levels. A combination of universal, selected and indicated intervention strategies are needed to prevent their substance use problems. In addition, effective specialist services, although inadequate in South Africa, are essential for treating young people who already have substance use disorders.                       | 5<br>10  |
| 2 | The use of psychoactive substances (changing an individual's consciousness, mood or thinking processes) by children and adolescents globally and in South Africa is of major concern, particularly given young people's increased access to legal and illegal substances, increases in rates of use of certain drugs, and resultant unintentional and intentional injuries and other problems. Alcohol, tobacco and cannabis are the substances that are most commonly used by children and adolescents in South Africa. They are major causes of violence and crime, injury, and other social problems including sexual risk behaviours, earlier initiation of sex, scholastic problems, school drop-out and mental and physical health problems. | 15<br>20 |
| 3 | Most of those who use illegal drugs, such as cannabis, tend to first use alcohol and/or tobacco. Among learners in Grades 8–11 in a national survey of high schools conducted in 2008, half (50%) reported ever having drunk alcohol, just under one third (30%), ever having smoked cigarettes, and 13% ever having used cannabis in their lifetime. Almost a third (29%) indicated having engaged in binge drinking during the preceding one-month period. Rates of illicit drug use are particularly high among young people in South Africa. Already in 2002, the rates of use of some illicit drugs among young people were found to be higher than those of their counterparts in the United States.   | 25<br>30 |
| 4 | Rates of entry into substance abuse treatment centres in South Africa have increased among adolescents since the 1990s. Between one fifth and one quarter of the complement of patients in specialised treatment centres in South Africa are under 20 years of age. The range of drugs for which treatment is sought has also increased, with cannabis being the most  | 35       |

	commonly abused drug among adolescent treatment seekers. In some parts of the country a high proportion of adolescents in treatment have alcohol (Mpumalanga and Limpopo), Mandrax (Eastern Cape), heroin (KwaZulu-Natal) and methamphetamine (Western Cape) as primary drugs of abuse.	40
5	Young people who are involved in criminal activities seem to be disproportionately involved in using substances. A study of 999 arrestees in police holding cells in Cape Town, Durban and Johannesburg found that those who were under the age of 20 years were more likely (66,0%) than arrestees of all ages (45,3%) to test positive for use of any drugs. They were also more likely to test positive for each of the drugs tested, which included cannabis, Mandrax, cocaine, amphetamines, benzodiazepines and opiates.	45
6	Both the perpetration and experience of violence are associated with alcohol and other drug use among children and adolescents. Substance use is recognised to be a major contributor to school violence, along with other factors that can foster an environment that is not conducive to teaching or learning. Bullying (as a perpetrator, and as a perpetrator / victim) is associated with alcohol use among young people. Methamphetamine use was associated with aggressive or delinquent behaviour among high school learners in a study conducted in Cape Town. Other school studies have found that alcohol use was associated with being a victim of sexual assault and sexual abuse. In a community-based study, it was found that adolescents who used substances (such as tobacco, alcohol and cannabis) <i>frequently</i> were more likely than those who rarely or never used them to experience multiple violent acts.	50 55 60
7	Decisions about how best to address substance abuse problems should take cognisance of the nature of the community for which intervention efforts are intended. Consequently, prior to embarking on prevention intervention projects in any particular community, it is important to conduct an initial baseline situation assessment to determine the particular drugs that are used, the substance-related problems that are of most concern, and the risk and protective factors that are likely to apply to young people in that community. In addition, an evaluation component is a useful adjunct to new policy and programmatic interventions in order to determine whether and how one's efforts are impacting on the communities being targeted.	65 70

[Adapted from: [mrc.ac.za](http://mrc.ac.za)]



**TEXT A**

- 1.1 Identify the sound device used in the title. (1)
- 1.2 Explain by giving an example of each, what you understand under:
  - 1.2.1 Intentional and
  - 1.2.2 Unintentional injuries. (2 x 1) (2)
- 1.3 Do you think the factors causing substance abuse as mentioned in paragraph 1 are relevant? Explain your response. (2)
- 1.4 Discuss any TWO individual factors you think would play a role in substance abuse. (2)
- 1.5 What are the implications of suffering from a substance use *disorder*? (2)
- 1.6 Name any psychoactive substance according to the definition of it. (1)
- 1.7 Paragraph 2 mentions that young people have increased access to legal and illegal substances.
  - 1.7.1 How do you think it is possible for this to happen? (2)
- 1.8 If a teenager suffers delusions of being followed, which of the social problems mentioned in paragraph 2 is responsible? (1)

- 1.9 What do you understand under the term “*binge drinking*”? (2)
- 1.10 Explain what is meant by, “Between one fifth and one quarter of the complement of patients in specialised treatment centres in South Africa are under 20 years of age”. (Paragraph 4) (2)
- 1.11 Can the use of cannabis by teenagers lead to criminal activities? Support your answer with reference to paragraph 5. (2)
- 1.12 Of the substance abuse examples given in paragraph 6, which one could possibly have the most devastating effect? Motivate your response. (2)
- 1.13 In your own words, name three factors that have to be considered before substance abuse problems can be addressed. (3)

**TEXT B**

- 1.14 Critically discuss the use of cannabis in comparison to other substances as indicated on the graph. (3)

**TEXT A + B**

- 1.15 Does the information in the graph support the overall message of Text A? Substantiate your response. (3)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY**

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

The passage below (TEXT C) is titled “*Overcoming substance addiction*”.

NOTE: You are required to do the following:

- Summarise the points on **how to overcome substance addiction**.
- Present your summary in a fluent paragraph, using your own words.
- Your summary must include SEVEN points and NOT exceed 90 words.
- You are NOT required to supply a title for the summary.
- Indicate your **word count** at the end of your summary.

[10]

**OVERCOMING SUBSTANCE ADDICTION**

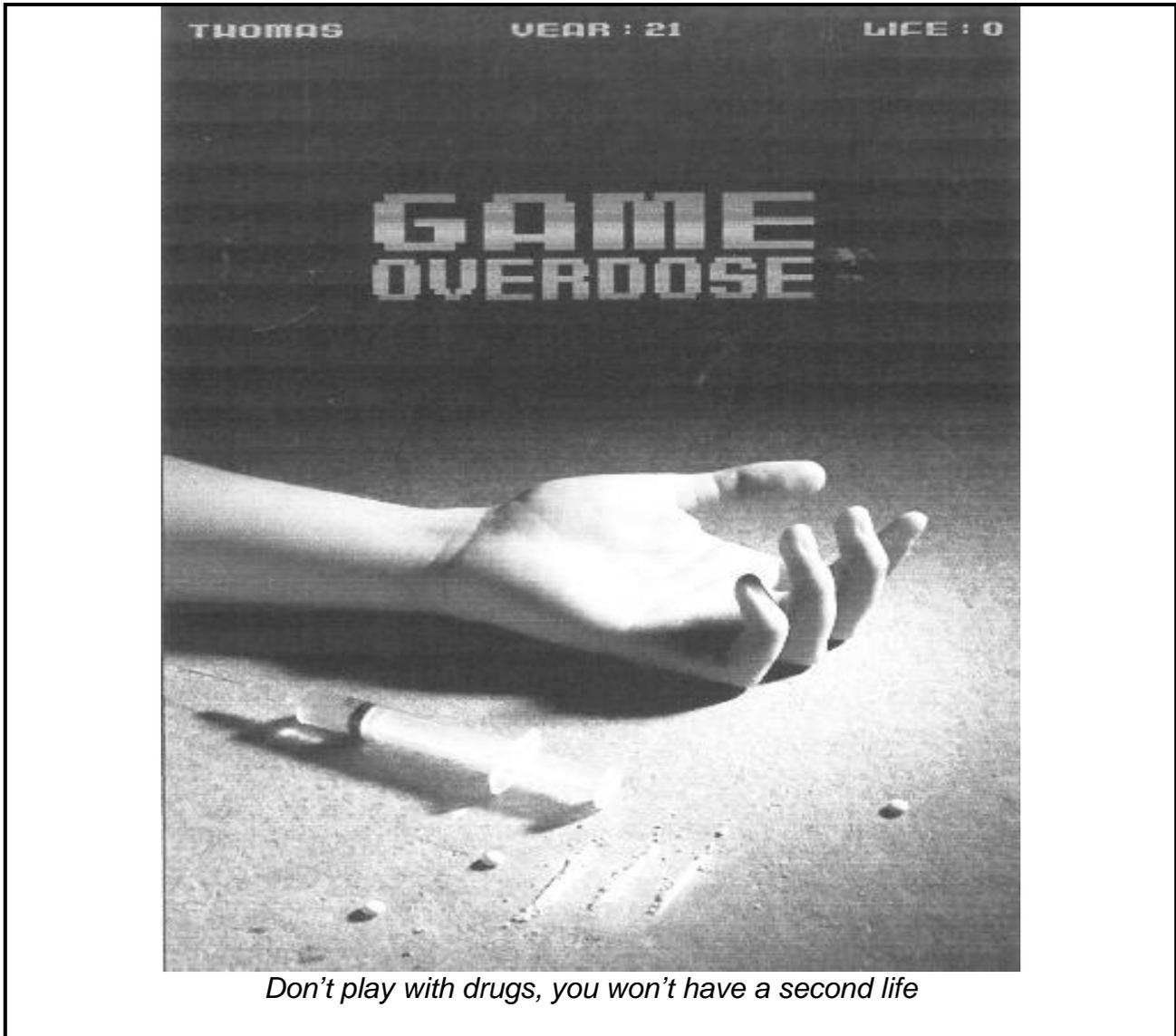
- 1 When you’re struggling with substance addiction, sobriety seems like an impossible goal, but change is possible with the right treatment and support, and by addressing the root cause of your addiction.
- 2 For many people struggling with addiction, the biggest and toughest step toward recovery is deciding to make a change. It’s normal to feel conflicted about giving up your drug of choice, even when you realise it’s causing problems in your life, but it will be worth it in the end.
- 3 Once you’ve made the decision to challenge your drug addiction, it’s time to explore your treatment choices. As you consider the options, keep in mind that there’s no magic bullet or single treatment that works for everyone and that treatment should address more than just your substance abuse.
- 4 Don’t try to go at it alone. Whatever treatment approach you choose, having a solid support system is essential. The more positive influences you have in your life, the better your chances for recovery. Recovering from drug addiction isn’t easy, but with people you can turn to for encouragement, guidance, and a listening ear, it’s a little less tough.
- 5 Even once you’ve recovered from drug addiction, you’ll still have to face the problems that led to your drug problems in the first place. For treatment to be successful, you’ll need to resolve these underlying issues as well and learn ways to cope.
- 6 During recovery, drug cravings can be intense. You can support your continued sobriety by making a conscious effort to avoid people, places and situations that trigger the urge to use.
- 7 You can build a meaningful drug-free life by having activities and interests that provide meaning to your life. When your life is filled with rewarding activities and a sense of purpose, your addiction will lose its appeal.
- 8 Relapse is a common part of the recovery process from drug addiction. While relapse is understandably frustrating and discouraging, it can also be an opportunity to learn from your mistakes and correct your treatment course. Rather than giving up, get back on the wagon as quickly as you can.

[Source: Adapted from [helpguide.org](http://helpguide.org)]

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS****QUESTION 3: ANALYSING ADVERTISING**

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



[Source: *businesspundit.com*]

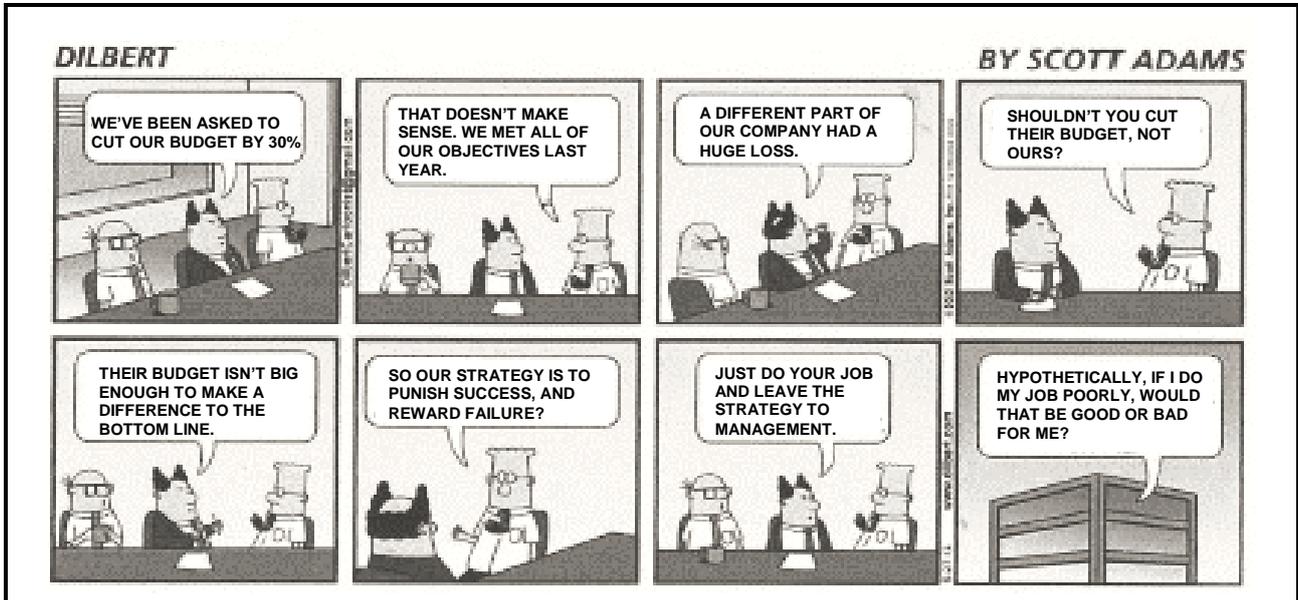
- 3.1 Explain the clever play on words in the title. (2)
- 3.2 Who would be the target market for this advertisement? (1)
- 3.3 Why do you think, are there three lines of powder and three pills in the graphic? (2)
- 3.4 Comment on the age of the person given in the advertisement. (2)
- 3.5 Discuss how effective the advertisement is in bringing across its message. (3)

**[10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

Study TEXT E and answer the questions set.

**TEXT E: CARTOON**



[Source: *dilbert.com*]

- 4.1 Write down ONE visual clue and ONE clue from the diction that shows the corporate environment of this cartoon. (2)
- 4.2 Which clues indicate that the man on the left is uninvolved in the meeting? (1)
- 4.3 Do you think that Dilbert's concerns are viable? (3)
- 4.4 Explain what is meant by "the bottom line" (frame 5). (2)
- 4.5 Which stereotype of big corporations is addressed in this cartoon strip? (2)

**[10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

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

**TEXT F****LEARNING AHEAD**

- |   |   |    |
|---|---|----|
| 1 | An initiative by the Western Cape Department of Education and Stellenbosch University is beeming extra lessons to school children across the country. Giving the lessons in the university's telematics studio at Stellenbosch University which are broadcast to school. Learners can communicate with the teachers via SMS, email, phone and WhatsApp.   | 5  |
| 2 | Telematics services, offered by the government and Stellenbosch University, is one way to help Grade 11 and 12 learners understand their work, offering extra courses with which they struggle. Those involved say they've seen improviselements in the matric results of schools where this technology is available.   | 10 |
| 3 | The lessons are carefully planned to address shortfalls in the learners' knowledge. The department develops and presents the lessons and provides learners with booklets on the topics. Each school and learner gets a timetable of lessons covering nine subjects. For good learners, the extra lessons cement what they already know, while for the weaker learners, the lessons allow them to "click". | 15 |
| 4 | "Telematics services and broadcasts will never be able to replace the teacher in the classroom" says Antoinette van der Merwe, Senior Director for Learn and Teaching Advancement at Stellenbosch University.   |    |
| 5 | "It's a partnership between technology and teacher", she emphasises. "The aim of the broadcasts isn't to replace the teachers, but rather to act as tutorials and additional support for learners."   | 20 |

[Adapted from: *Sawubona November 2015*]

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|-----|--|-----|
| 5.1 | Correct the spelling error in paragraph 1.                     | (1) |
| 5.2 | Rewrite sentence two so that the grammatical error is removed. | (1) |
| 5.3 | Correct the concord error in paragraph 2.                      | (1) |
| 5.4 | Correct the malapropism in paragraph 2.                        | (1) |

- 5.5 “*The lessons are carefully planned to address shortfalls in the learners’ knowledge*”.
- 5.5.1 Give the function of the apostrophe in the above sentence. (1)
- 5.5.2 Rewrite the sentence in the active voice. (1)
- 5.6 Supply a more formal term for “*to click*”. (1)
- 5.7 Supply the adverbial form of “*emphasise*” (paragraph 5). (1)
- 5.8 “*It’s a partnership between technology and teacher*”, said Antoinette van der Merwe.
- 5.8.1 Rewrite the above sentence in reported speech. (1)
- 5.9 Choose the correct option:
- The register in which the article is written is:
- A Formal  
B Jargon  
C Colloquial  
D Slang (1)

**[10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**









