



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2014

MARKS: 70

TIME: 2 hours

ENGLISH HOME LANGUAGE P1
1004



10041

This question paper consists of 13 pages.

X25



3



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. 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**WHY SHOULD I BE GOOD?**

If the world is to slow global warming, individuals need a helping hand.

- | | | |
|---|---|--------------|
| 1 | The question is at least as old as Socrates ¹ : if we know what the right thing to do is, why do we not do it? It's an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, species extinction), is compelling and now barely disputed. | 5 |
| 2 | And yet, as was widely discussed at a conference of environmentalists, geologists and writers last week in Ankelehe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider (I should know – I did it last week). Proportions on the Continent are slightly higher, but there's clearly no rush to go green or – shudder – stop driving cars. | 10 |
| 3 | Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May, Britain's <i>Guardian</i> published a front-page story showing that five companies in Britain produce more carbon dioxide pollution in a year than all the country's motorists combined. That's a strong argument for targeting industry, but the average reader could hardly be blamed for thinking, 'Why should I bother to cut down on my driving?' | 15 20 |
| 4 | Similarly, not enough thought has been devoted to the best role for government. Climate change is too vast a problem for individuals to solve alone, and some big businesses have an incentive not to solve it. That leaves governments to take the lead, which is tricky, because over-reliance on government can allow individuals to fob off their own responsibilities. What's worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government 'solutions' that don't stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sport-utility vehicles – or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. | 25 30 |

- | | | |
|---|---|--|
| 5 | One of the most significant innovations in the last decade has been Europe's carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the European Union's emissions, have been assigned quotas. Companies with unused allowances can then sell them; the higher the price, the greater the incentive for firms to cut their use of fossil fuels. The system seemed to work for about a year – but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the programme's effectiveness for years. | 35 40 |
| 6 | Perhaps the real reason that well-intentioned consumers don't change is that they don't see any benefit. Climate change may be a frightening, irreversible calamity, but its worst effects will not be felt next week or next year. The planet looks the same whether I buy a sky-choking petrol-powered car or an electric hybrid ² – except that I've got to pay (at least pay far more) for the hybrid. | 45 |
| 7 | And so there's something that governments and environmentalists ought to agree on, right now: give consumers a motivation to go green. If I switch to renewable, I should be given a discount, which the government can subsidise with a tax break. It can't be more expensive than building a nuclear power station. Similarly, Britain gives motorists breaks on efficient cars, but new guidelines make the programme so restrictive that it's useless. Instead, governments should be moving in the opposite direction: give me a cash rebate for buying a highly efficient car, and charge me a tax if I don't. Such 'feebates' are gaining popularity with state governments in the US. | 50 55 |
| 8 | Yes, consumerism itself is part of the global-warming problem – but so are population growth, agriculture and a host of other realities that aren't going to go away just because environmentalists disapprove of them. If climate change can be slowed, it's going to require an attack on all fronts. Getting the public genuinely involved in modest but effective solutions will not only cut the growth in carbon emissions, but help build the constituency for the larger tasks needed. Even the virtuous need an incentive, as Socrates would surely admit if he were still around. | 60 |

[Source: Adapted from *Time*, 5 June 2006]

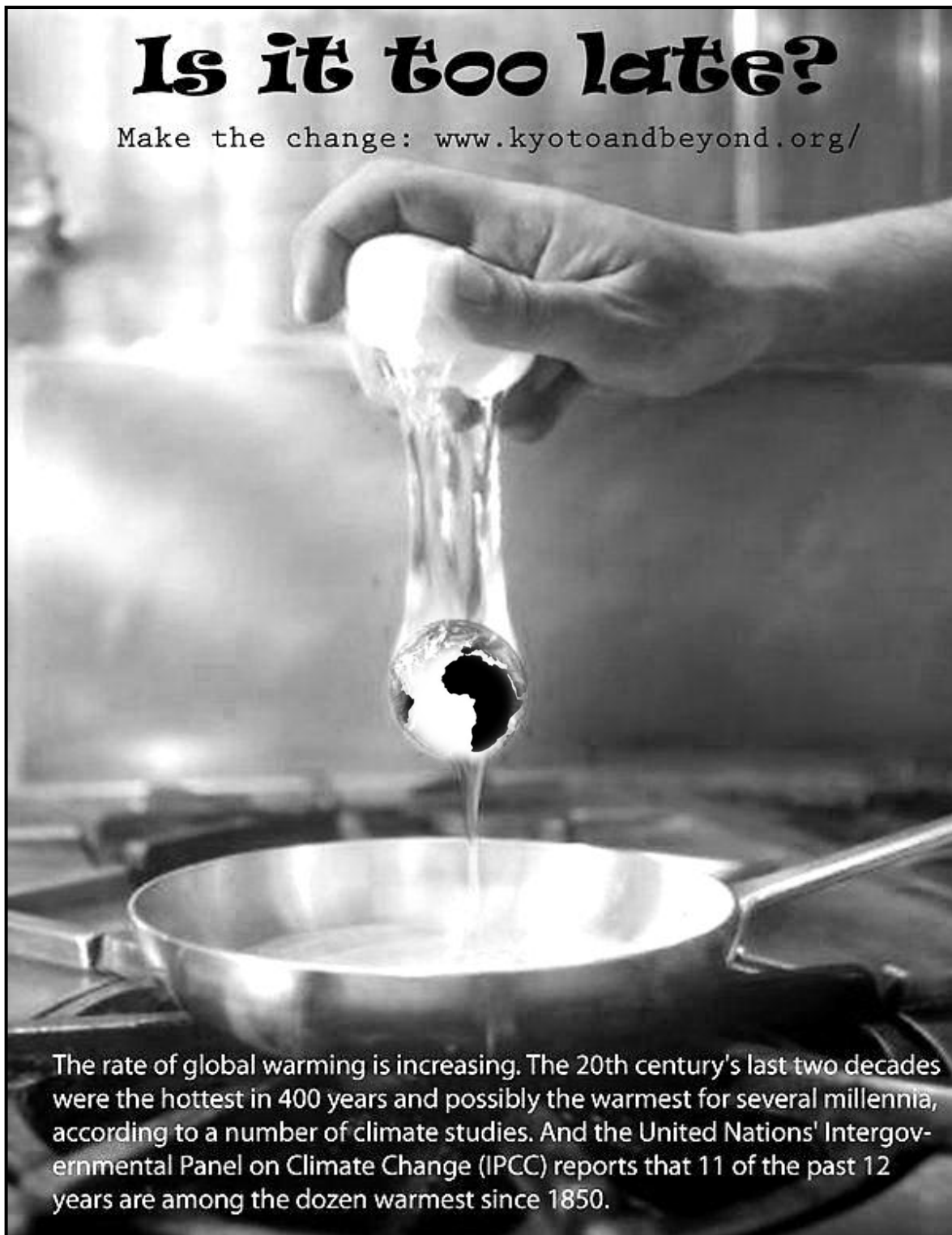
Glossary:

¹ Socrates: An ancient Greek philosopher (469–399 BC)

² hybrid: combination of two technologies, such as electricity and fuel

AND

TEXT B



Is it too late?

Make the change: www.kyotoandbeyond.org/

The rate of global warming is increasing. The 20th century's last two decades were the hottest in 400 years and possibly the warmest for several millennia, according to a number of climate studies. And the United Nations' Intergovernmental Panel on Climate Change (IPCC) reports that 11 of the past 12 years are among the dozen warmest since 1850.

[Source: <http://joshquid22.deviantart.com>]

The above text reads:

The rate of global warming is increasing. The 20th century's last two decades were the hottest in 400 years and possibly the warmest for several millennia, according to a number of climate studies. And the United Nations' Intergovernmental Panel on Climate Change (IPCC) reports that 11 of the past 12 years are among the dozen warmest since 1850.

QUESTIONS: TEXT A

- 1.1 Explain why the writer uses the personal pronoun, 'I', in the headline of the article. (2)
- 1.2 What is the implication of the phrase, 'now barely disputed' (lines 5–6)? (2)
- 1.3 Why does the writer make reference to himself, in 'I should know – I did it last week' (line 12)? (2)
- 1.4 Discuss the effectiveness of the word, 'emit' in the context of the passage (line 16). (2)
- 1.5 Comment on the writer's attitude in lines 20–21: 'Why should I bother to cut down on my driving?' (3)
- 1.6 Do you agree with the writer's claim that 'not enough thought has been devoted to the best role for government' with regard to climate change (lines 22–23)? Justify your response. (3)
- 1.7 Critically evaluate the diction used in paragraph 6. (3)
- 1.8 Suggest why the writer makes reference to Socrates in both the opening and the closing sentence. (3)

QUESTIONS: TEXT B

- 1.9 Which response does the writer wish to elicit from the reader by using the heading, 'Is it too late?'?

Choose the most appropriate response from the list below:

- A Resentment
B Terror
C Alarm
D Anger (1)

- 1.10 How does the reference to statistics support the question, 'Is it too late?'? (2)
- 1.11 Discuss how the image conveys the seriousness of global warming. (3)

QUESTION: TEXTS A AND B

- 1.12 Both TEXT A and TEXT B address the issue of global warming.

In your view, which text is likely to have a greater impact on the reader? Justify your response by comparing the **styles** of the texts. (4)

TOTAL SECTION A: 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.

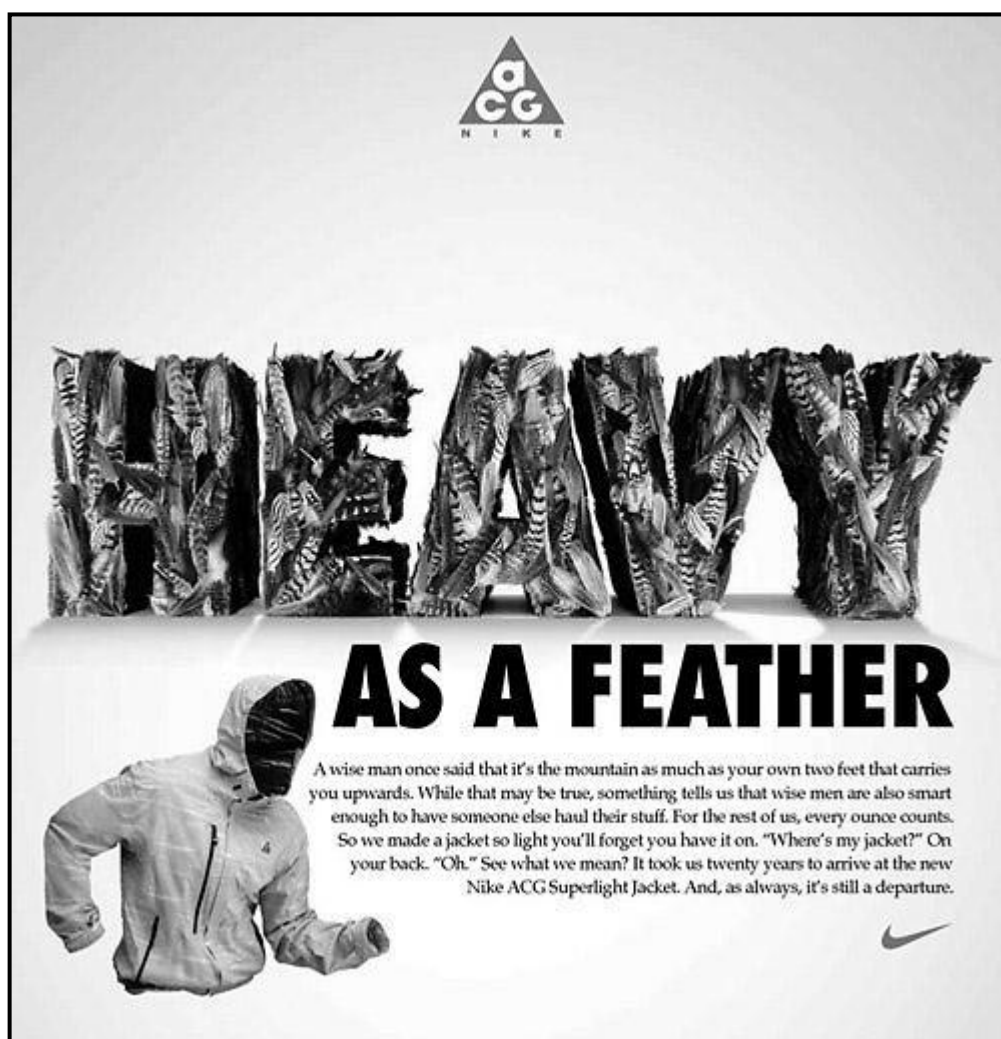
'Computers cannot be passionate,' concludes Dikotla. 'They are merely a tool, and as teachers we show children how to use them to make their lives easier, but we cannot expect them to be the primary teachers themselves.'

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

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.

TEXT D

The advertisement features a black and white photograph of a Nike ACG Superlight Jacket. Above the jacket, the word "HEAVY" is written in large, bold, letters that appear to be made of wood or heavy stone. Below this, the words "AS A FEATHER" are written in a similar large, bold font. The jacket is shown from the side, highlighting its lightweight design. The Nike logo is visible in the bottom right corner of the advertisement.

HEAVY

AS A FEATHER

A wise man once said that it's the mountain as much as your own two feet that carries you upwards. While that may be true, something tells us that wise men are also smart enough to have someone else haul their stuff. For the rest of us, every ounce counts. So we made a jacket so light you'll forget you have it on. "Where's my jacket?" On your back. "Oh." See what we mean? It took us twenty years to arrive at the new Nike ACG Superlight Jacket. And, as always, it's still a departure.

[Source: <http://media02.hongkiat.com>]

The text in the advertisement reads:

A wise man once said that it's the mountain as much as your own two feet that carries you upwards. While that may be true, something tells us that wise men are also smart enough to have someone else haul their stuff. For the rest of us, every ounce counts. So we made a jacket so light you'll forget you have it on. 'Where's my jacket?' On your back. 'Oh.' See what we mean? It took us twenty years to arrive at the new Nike ACG Superlight Jacket. And, as always, it's still a departure.

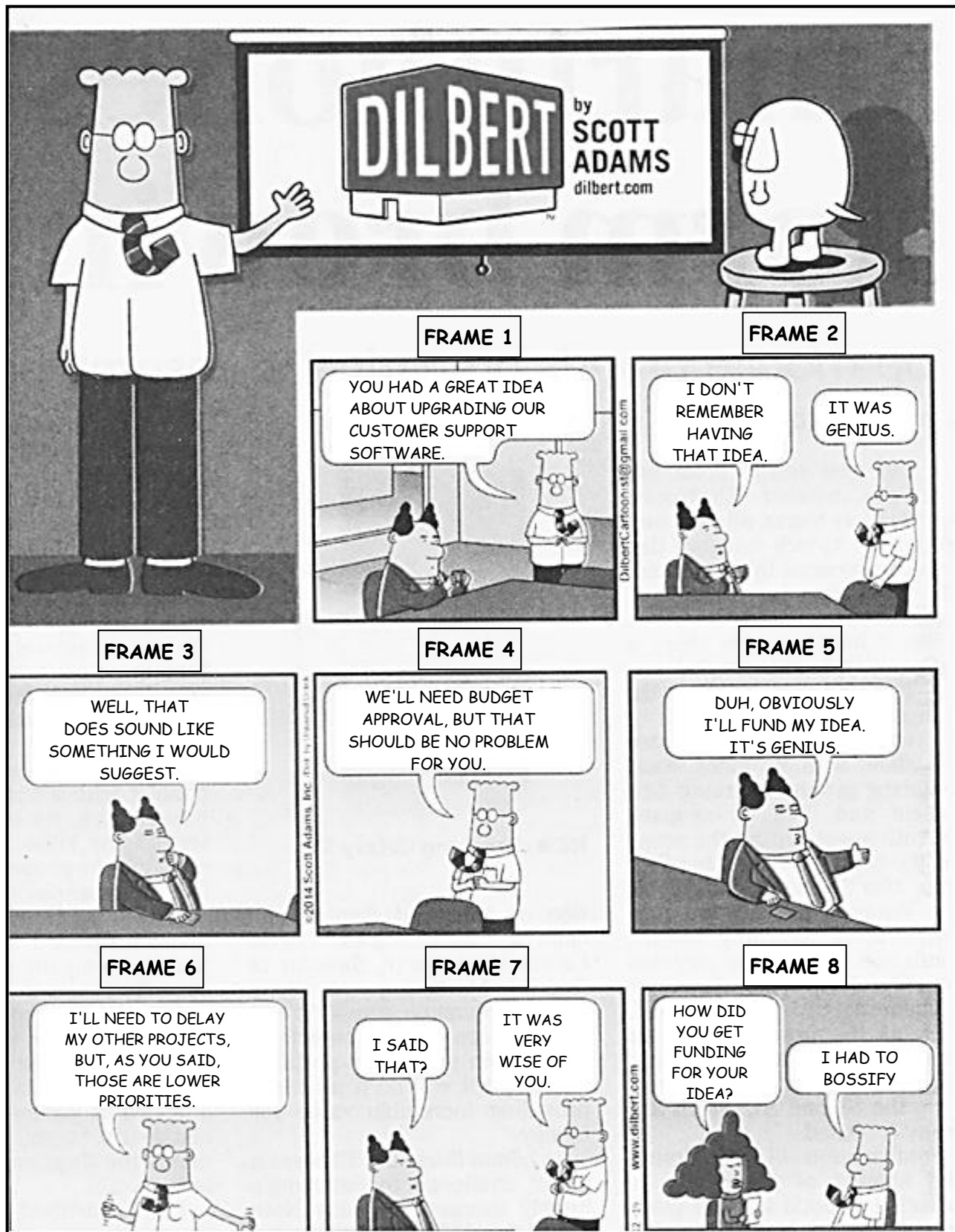
QUESTIONS: TEXT D

- 3.1 Closely examine the image of the jacket. Explain the advertiser's intention in using this image. (2)
- 3.2 Account for the advertiser's reference to 'twenty years'. (2)
- 3.3 Comment on the advertiser's technique in using the catch-phrase, 'Heavy as a feather'. Refer to both the image and the words. (3)
- 3.4 Refer to the written text, 'A wise man ... still a departure'.

In your view, is the style of expression effective in promoting the product? Justify your response. (3)
- [10]**

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS E AND F and answer the set questions.

TEXT E: CARTOON

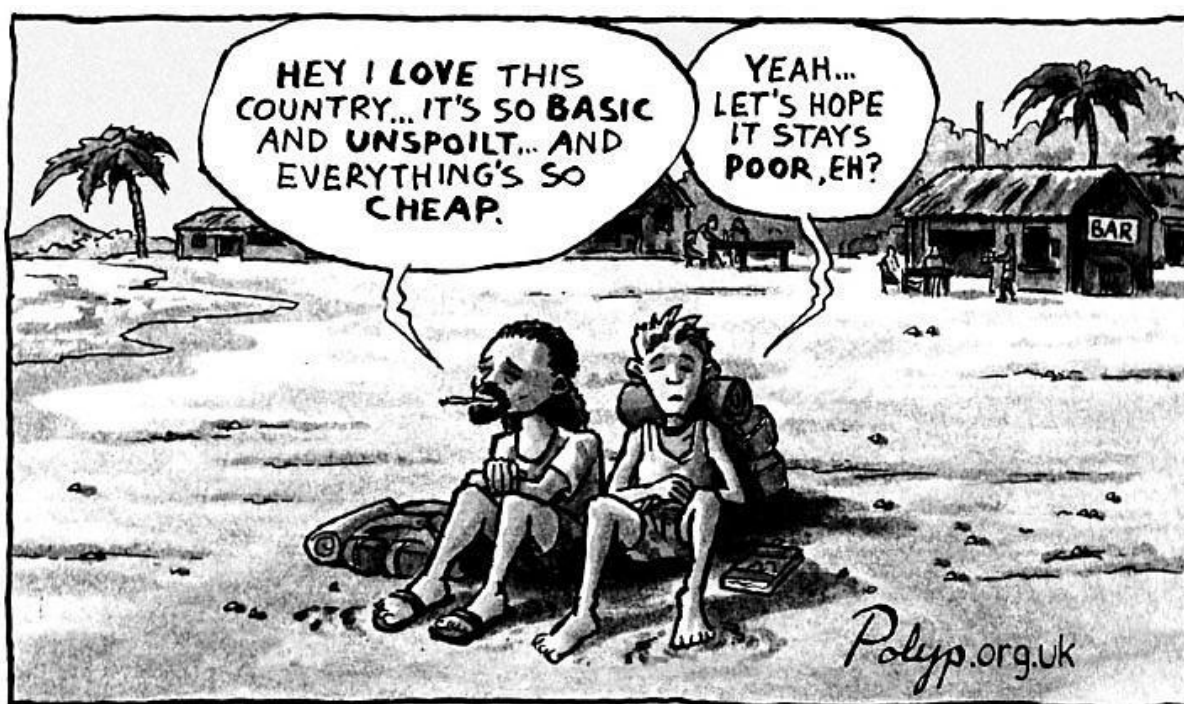
[Source: Sunday Times, 19 January, 2014]

Dilbert: Character with white shirt and spectacles



QUESTIONS: TEXT E

- 4.1 Describe the change in Dilbert's body language in the course of the cartoon. (2)
- 4.2 Explain the difference between Dilbert's and his boss's use of the word, 'genius'. (2)
- 4.3 Do you think the cartoonist succeeds in creating humour? Substantiate your response. (3)

TEXT F: CARTOON

'THE BEACH'

[Source: www.polyp.org.uk]

QUESTION: TEXT F

- 4.4 Comment on the cartoonist's use of satire in the above cartoon. (3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G

| NOWADAYS | |
|---|---|
| The more things change, the more they stay the same. | |
| 1 | The hipster is the perfect metaphor for things changing, yet staying the same. It is the personification of nostalgia. |
| 2 | Last year I ended up at an unbearable New Year's Eve party where a group of people were ironically dancing to the Worst Music of the 'Nineties. They were spinning tracks like Aqua's <i>Barbie Girl</i> and Baja Men's <i>Who Let the Dogs Out?</i> I felt a rising panic. I'd lived through this error. These tunes were hideous in the 'Nineties and they're still hideous today. What were these moustachioed freaks thinking? I'd like to throw all of them with a rock. |
| 3 | I can understand longing sentimentally for past times gone by. But turning nostalgia into an intellectualised fashion statement? Let's remove those oversized rose-tinted glasses. |
| 4 | 'In olden times it was different.' That expression has been recycled over the centuries, altering slightly, but meaning the same thing: the idyllic, dreamy days of yore are over. |
| 5 | Back in the good ol' days, everything was better – children only played outside and were courteous. We sat down and thoughtfully wrote letters, took hours to eat our meals, we walked everywhere and were never in a rush. |
| 6 | While it's true that the only constant is change, it's also true that every generation thinks of the past as being easier, safer and filled with more leisure time. |
| [Source: Adapted from <i>Sawubona</i> , August 2013] | |

QUESTIONS: TEXT G

- 5.1 Correct the error of concord in paragraph 2. (1)
- 5.2 Rewrite the colloquial expression 'spinning tracks' (line 5) in formal English. (1)
- 5.3 Provide alternative punctuation for *Barbie Girl* (line 5). (1)
- 5.4 Correct the malapropism in paragraph 2. (1)

- 5.5 'I'd like to throw all of them with a rock' (lines 8–9).
Correct the expression in the above sentence. (1)
- 5.6 'I can understand longing sentimentally for past times gone by' (line 10).
Rewrite the above sentence, removing the redundancy. (1)
- 5.7 Give the adverbial form of 'intellectualised' (line 11). (1)
- 5.8 Refer to lines 16–17. Explain the difference in meaning between the following:
- 5.8.1 Children only played outside.
- 5.8.2 Only children played outside. (2)
- 5.9 'the only constant is change' (line 20) is an example of ...
- A antithesis.
B oxymoron.
C anti-climax.
D paradox. (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70

