

HILLCREST HIGH SCHOOL



JUNE 2017

ENGLISH HOME LANGUAGE

GRADE 9

PAPER 1 (LANGUAGE IN CONTEXT)

Time: 2 hours

Marks: 70

Examiner: Ms M. Naudé

Moderator: Mrs N. Atkinson

NB: This question paper consists of 12 pages

INSTRUCTIONS TO CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS

1. Draw a 2 cm wide margin on the right-hand side of each page of your answer booklet.
2. Leave a line after each answer.
3. Read and follow ALL instructions carefully.
4. It is in your own interests to write and present your work neatly.
5. Use your time carefully. Suggested time management:
 - Section A: approximately 50 minutes
 - Section B: approximately 25 minutes
 - Section C: approximately 45 minutes

INSTRUCTIONS AND INFORMATION

1. This paper consists of **THREE** sections:

- SECTION A: Comprehension (30 marks)
- SECTION B: Summary (10 marks)
- SECTION C: Language (30 marks)

You are required to answer questions from all three sections.

2. Read all instructions carefully.
3. Answer **ALL** questions.
4. Rule off after each section.
5. Number each answer exactly as the question paper is numbered.
6. Pay special attention to spelling and sentence construction.

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

TEXT A

HIGHBROW INK

By Katharine Schwab

- | | |
|---|--|
| 1 | The tattoo is no longer the symbol of rebellion and subculture that it once was. Roughly one in five Americans has one, and that rate is much higher for Millennials than for their Boomer counterparts. Popular tattoo artists regularly have close to a million Instagram followers, and the stigma against tattoos in the workplace is slowly fading in many parts of the world. Another sign of America’s broadening acceptance of the 1000-year-old art form? High-art tattoo museum exhibitions. |
| 2 | Not only does this open up a debate regarding whether or not tattoos are “museum-worthy”, it also raises a host of more practical considerations. Tattoos aren’t objects that can be put in a glass case or framed. Sometimes the practice of skin-grafting is used to preserve a tattoo after the owner has died, but the piece loses something essential in the process. Many artists, such as the Japanese master Horiyoshi III, believe that drawings can only come alive on the skin. “This is why I never show my designs as so-called art,” he told the <i>Japan Times</i> in 2007. As a result, although facsimiles such as photographs and drawings come close, they don’t quite capture the intricate nature of the designs and the human histories embedded in the ink. |
| 3 | It’s understandable, then, why many tattoo artists feel like their work is at odds with pieces usually presented by museums and galleries. “I think a lot of the general public considers us artists, but I don’t think the fine art world knows what to do with us,” says Takahiro Kitamura, a Japanese-American artist famous for his large-scale tattoos. “They can’t own us.” |
| 4 | Kitamura notes an interesting divide between the more conventional artist — say, a painter or sculptor — and the tattooer. Over the last century, tattooing has evolved from “flash” or pre-designed illustrations. Today, high-end tattoo artists can spend 30 or 40 hours (often at hundreds of dollars per hour) working on a single custom piece and often develop close relationships with their clients. But once the tattoo is finished, their art walks out the door — a fact that conflicts with the art world’s tendency to associate a piece of work |

with its creator rather than its owner. “You get good at letting go,” says Kim Saigh, a Los Angeles-based artist who appeared on the reality show *L.A. Ink*. “Tattoos have a life of their own.”

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In light of this exclusivity and the growing mainstream respect for artists, it makes sense that the fine-art world is embracing tattoos. Kitamura, who curated the Virginia Museum of Fine Art exhibition, sees the show as a welcome acknowledgement that tattoos are finally appreciated for their high-art caliber. “If the VMFA is putting us in the same museum as Picassos and Rembrandts, then I think that’s a pretty good argument that [tattoo] is an art form,” he says.

[Sourced and adapted from:

<https://www.theatlantic.com/entertainment/archive/2015/12/tattoos-high-art/416769/>]

AND

TEXT B



Source:

<https://cdn.andertoons.com/img/toons/cartoon0811.png>

Refer to Text A:

- 1.1 Refer to paragraph 1. Provide two reasons why tattoos can no longer be regarded as symbols of rebellion and subculture. (2)
- 1.2 Quote one word from paragraph 1 that reveals that this article was written within the last seven years. (1)
- 1.3 Refer to line 5: “the stigma against tattoos in the workplace is slowly fading”.
- a) Explain what the writer means. (2)
- b) Do you think tattoos should be allowed in the workplace? Why? (2)
- 1.4 Explain the meaning of “museum-worthy” (line 10). (2)
- 1.5 Refer to paragraph 2. Explain in your own words why Japanese master Horiyoshi III does not display his tattoo designs as artworks. (2)
- 1.6 Provide a synonym for “facsimiles” in line 17. (1)
- 1.7 Refer to paragraph 4. Why does Kim Saigh say that tattoo artists “get good at letting go”? (3)
- 1.8 Refer to paragraph 4 (lines 26 - 31). Describe how tattooing has changed in the last century. Use your own words. (2)
- 1.9 What tone does the author use when discussing tattoos? Write down the letter and provide a quote from the article to substantiate your answer.
- a. Mocking
- b. Appreciative
- c. Disgusted
- d. Fearful (2)
- 1.10 Consider the text as a whole. Give any three points about fine art that are mentioned in the passage. (3)

Refer to Text B:

- 1.11
- a) What is the setting? (1)
- b) How do you know this? Mention two visual details. (2)

- 1.12 Consider the boy’s comment, “I’m surprised they haven’t come out with a sequel”.
What does this reveal about his attitude to the artwork? Explain your answer. (2)

Refer to Text A and B:

- 1.13 How are Text A and B similar? Refer to each text to support your answer. (3)

TOTAL SECTION A: 30 marks

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Carefully read **TEXT C**, below.

Summarise the article in your OWN WORDS in a **fluent paragraph of 80 words, containing 7 points.**

NOTE:

- It is not necessary to write down a heading for your summary.
- Indicate an accurate word count clearly at the end of your summary.

How Texting Affects Teenagers

According to psychologists, the average teenager sends 100 text messages a day, amounting to a whopping 3 400 a month. In many cases, teens are texting during school, while driving and when they should be asleep, recharging their bodies for school the next day. With texting interrupting just about every aspect of their lives, it makes us wonder how seriously teenagers are being affected.

For some teens, texting does not end when the lights go out; they respond to texts while asleep. Much like sleepwalkers, they send and respond to text messages in their sleep. Joe Schroeder, Professor of Neuroscience, explains that it's common for teens who are very attached to their cell phones to respond to texts while half asleep. The result is tired, moody teens.

Teen texters use a language that includes abbreviated words and sentences. These shortened versions of the English language migrate into their schoolwork. A study by the Media Effects Research Laboratory reveals that teens who text more have poorer grammar and spelling skills. These hyper-texters find it difficult to differentiate between texting language and formal, written schoolwork.

Texting affects the way teens communicate with people. In many cases, it replaces face-to-face conversations. According to Bonnie Ellis, texting has reached such an extreme that instead of having verbal discussions, teens are texting while sitting right next to each other. Teachers now have to stress the importance of verbal communication in the working world.

According to the US National Institute of Health, 43% of high school students text while driving. This behaviour makes teens 23 times more likely to be involved in an accident. Experts believe that texting while driving now causes more accidents than drunk driving.

[www.the baynet.com]

TOTAL SECTION B: 10 marks

SECTION C: LANGUAGE IN CONTEXT
QUESTION 3: ANALYSING ADVERTISING

Study the following advertisements and then answer the questions set:

TEXT D



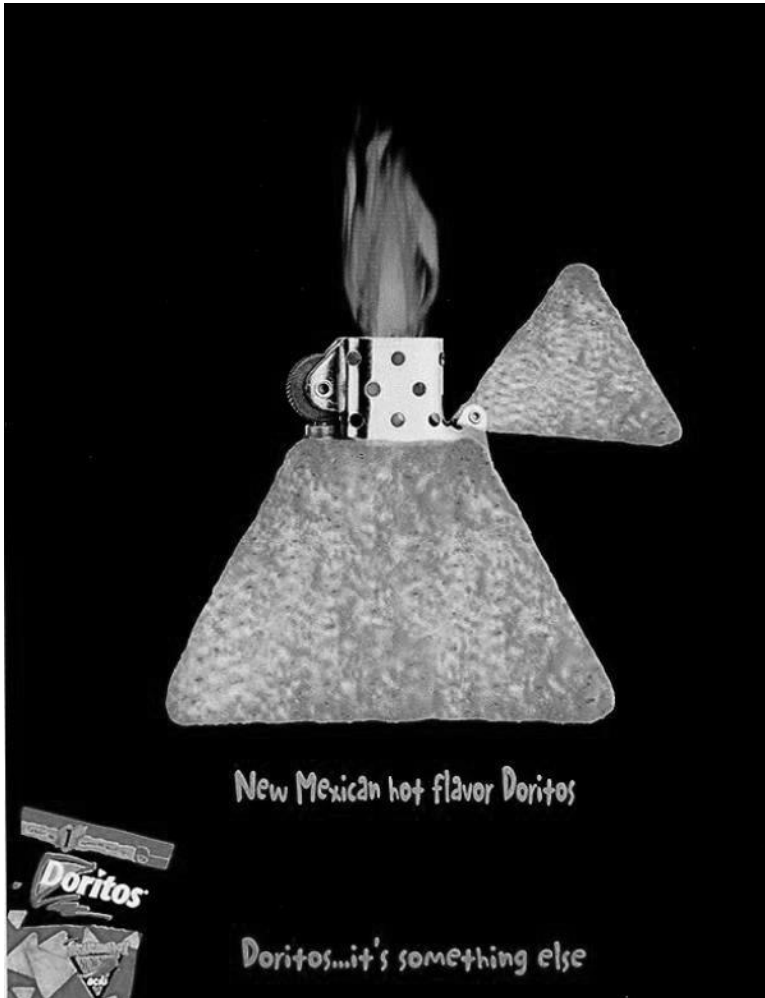
Text reads: The number of car accidents involving children increases during school holidays. Please be extremely careful!

Source:

http://adsoftheworld.com/media/print/ekburgru_think_of_both_sides

- 3.1 How do the visual elements support the words in the advertisement? (3)
- 3.2 What is the main intention of this advertisement? (2)
- 3.3 Identify the target market of this advertisement. (2)

TEXT E



- 3.4 Identify the slogan in this advertisement. (1)
- 3.5 Do you think that this advertisement is effective? Give a reason for your answer. (2)

QUESTION 4: ANALYSING CARTOONS

TEXT F



- 4.1 How do you know that the first figure is an official? Refer to visuals only. (1)
- 4.2 Explain the humour in this cartoon. (2)
- 4.3 What is the cartoonist saying about South African taxi drivers? (2)

TEXT G



- 4.4 What emotion is the mother experiencing in frame 1? Provide a reason for your answer. (2)
- 4.5 Explain the irony in this cartoon. (3)

QUESTION 5: USING LANGUAGE CORRECTLY

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

Stars Wars: The Last Jedi: What We Learned from the Trailer

After a year and a half of anticipation, *Star Wars* super-fans can finally heed the words of Luke Skywalker himself: "Breathe. Just breathe". At today's hotly anticipated panel at the *Star Wars* Celebration Convention in Orlando, Florida, writer-director Rian Johnson unveiled the first teaser trailer for *Star Wars: The Last Jedi*. But while it may open with the reclusive Skywalker's meditative advice, it gets pretty breathless from there.

The teaser sets the tone with its very first image: a twinkling starfield that's soon revealed to be a patch of dirt on Luke's remote island hideaway, in which grains of sand and rock catch the light. This is the place where the elder Jedi (Mark Hamill) is training his new protégé, Rey (Daisy Ridley), in the ways of the Force. We see her training with her blue lightsaber. We share her visions of "Light" – a shot of the late Carrie Fisher's General Leia, her back to the camera in the Resistance command center; "Darkness" – the mask of her nemesis Kylo Ren (Adam Driver), shattered to pieces, with Darth Vader's trademark heavy breathing in the background; and most intriguingly, "Balance" – a huge treelike chamber that we've never seen before, housing an empty platform, and a map with the symbol of the Jedi emblazoned on it. "It's so much bigger," Luke tells her, making it sound like the *Star Wars* Universe's world-building is about to expand considerably.

But its the last words of *The Last Jedi's* first trailor that will cause the biggest uproar. "I only know one truth," Luke tells Rey, silhouetted against the opening of a cave. "It's time for the Jedi...to end."

[Sourced and adapted from: <http://www.rollingstone.com/movies/news/star-wars-the-last-jedi-what-we-learned-from-first-trailer-w476856>]

- 5.1 Identify the function of the apostrophe in line 2. (1)
- 5.2 What is the function of the hyphen in “super-fans” (line 1)? (1)
- 5.3 Write down the root word of “unveiled” (line 4). (1)
- 5.4 What is the function of the brackets in paragraph 2? (1)
- 5.5 Quote one word from paragraph 2 that reveals this article to have been written using American English. (1)
- 5.6 Provide an antonym for “expand” in line 19. (1)
- 5.7 There are two errors in the final paragraph. Write down their corrections. (2)
- 5.8 Change the following from direct to indirect speech. (2)

"I only know one truth," Luke tells Rey, silhouetted against the opening of a cave.

TOTAL SECTION C: 30 marks

TOTAL FOR PAPER: 70 MARKS