

# HILLCREST HIGH SCHOOL



**JUNE 2019**

## ENGLISH HOME LANGUAGE

**GRADE 10**

### PAPER 1 (LANGUAGE IN CONTEXT)

**Time:** 2 hours

**Marks:** 70

**Examiner:** Mrs N. Atkinson

**Moderator:** Ms M. Naude

NB: This question paper consists of 14 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**

**Read Text A and B below and answer the questions which follow in full sentences, unless otherwise indicated.**

**TEXT A**

<u><b>Manners and the Modern Teen</b></u> <b>By Suzy Brokensha</b>	
1	<p><i>It's Valentine's night. My husband and I are sitting close together. It's a warm summer evening full of music and laughter. We have to lean in towards each other to hear what the other is saying. It's very intimate, and it would probably be quite romantic – if we were in a lovely restaurant somewhere. But we're not. We're huddled in a car outside a thumping party waiting for our teenagers to come out. 'When did you text them?' my husband yells above the music. 'Ten minutes ago,' I shout back. 'They said they'd be out right away.' We wait. Other people's children start to spill out of the party. No sign of ours. Five minutes pass. I text again: 'Where are you? Come NOW! I am serious. If you don't come out RIGHT NOW, you will be gated for the rest of your life.'</i></p>
2	<p>Nothing.</p>
3	<p>It's like a stakeout, just without the doughnuts and coffee. My husband starts texting again. 'I am coming in,' he writes. He has a manic grin on his face. 'Keep an eye out for me. I am wearing furry Crocs. And a Speedo.' If he really had been wearing either of these things it might have developed into more interesting Valentine's date than usual, but this is clearly the winning text. Within seconds the teens come hurtling out, piling into the car like it's the getaway vehicle in a heist, yelling, 'Go! Go!' before anyone can see us.</p>
4	<p>It's hilarious, embarrassing your children. It's also a much better way to teach them good manners than trying to instill simple respect for someone else's time, or anything far-fetched like that. One of the most effective tools in the parenting embarrassment arsenal is the humble Croc. Of course, it wouldn't work at all if they didn't believe we would actually wear them, which is why, as a parent, you are obliged to spend your weekends roaming around the house in a variety of Crocs, occasionally absent-mindedly picking up your car keys as though you might go somewhere without remembering to take them off first. The mention of the Speedo was an inspired stab in the dark, but their reaction certainly opens up a whole host of opportunities for future use.</p> <p>A few other excellent tools for embarrassing your teens, just to get you started, are:</p>
5	<p>Public Demonstrations of Affection (PDAs) between parents: since teens are convinced the world revolves around them, they really hate any reminders about how they got here in the first place.</p> <p>Dancing in the kitchen: this is a double whammy, because it means you are either listening to your own music aloud (obviously this is unbelievably uncool), or enjoying their music, which is the total kiss of death. We're not even talking about</p>

<p>6</p> <p>7</p>	<p>the way you dance here – but you should know it is 100 percent unacceptable.</p> <p>Using words such as ‘sick’ (meaning cool), ‘swag’ or ‘boom!’- or, even worse, using sick slang from your own youth – such as ‘cool’, ‘kif ’or even ‘groovy’.</p> <p>Listening to Your Music loudly while driving them to school, and being careful to turn up the volume as they open the door to get out. If possible, you should be singing along at the same time. It’s even better if you get the words wrong.</p> <p>Doing anything in front of their friends. And I mean anything. Like breathing.</p> <p>Hooting and swearing at other people while driving. I find this is most effective when in the school parking lot, although it works pretty much anywhere.</p> <p>I don’t remember how our parents got us to do what they wanted us to do, but it probably involved restricting access to things like the phone (which, if you recall, used to live in the lounge, so everyone could hear what you said anyway), or the TV. But in a world where those tools have been removed from us because teens are connected 24/7, it’s clear that embarrassment is the only way forward. And remember, it’s fun. I think that was one of our best Valentine’s ever, to be honest.</p> <p>You’re welcome.</p> <p>[ Adapted. Printed with the kind permission of Suzy Brokensha, <i>Fair Lady</i> magazine]</p>	<p>□</p>
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## AND TEXT B



“You can’t begin to imagine how embarrassing it is to be seen with you.”

Reprinted from The Funny Times / PO Box 18530 / Cleveland Heights, OH 44118  
phone: (216) 371-8600 / e-mail: ft@funnytimes.com

[Source: <https://za.pinterest.com/pin/42671633426473097>]

### QUESTIONS:

#### Refer to Text A

1.1 Refer to paragraph 1.

‘It’s very intimate, and it would probably be quite romantic.’

Explain what the writer means in this statement in your own words. (3)

1.2 What detail in paragraph one tells you that this extract is set in the 20<sup>th</sup>/21<sup>st</sup> century? (1)

1.3 Refer to paragraphs 1 and 2.

Why do the parents change their tactics? (1)

1.4 Refer to paragraph 3.

‘It’s like a stakeout, just without the doughnuts and coffee.’

Explain what the writer means in this simile. (2)

1.5 Refer to paragraph 3. ‘He has a manic grin on his face.’

What does this statement imply about the father? (2)

1.6 Refer to paragraph 3.

Why do the teenagers respond so quickly to the father’s text? (2)

1.7 Refer to paragraph 4.

What lesson are the parents trying to instil in their children? (1)

1.8 Refer to paragraph 5.

Describe three ways in which to embarrass teenagers, using your own words. (3)

1.9 Refer to paragraph 6.

Discuss how disciplining teenagers has changed over the years. (2)

1.10 Refer to paragraph 7.

To whom is this sentence addressed? (1)

1.11. Select an option below that best describes the tone of this article:

a) humorous

b) melancholy

c) bitter

(1)

1.12 Comment on the appropriateness of the title of this article.

(2)

**Refer to Text B**

1.13 Contrast the appearance of the parents with the appearance of the teenager. (3)

1.14 What is ironic about the teenager's statement? (2)

**Refer to Texts A and B**

1.15 Compare and contrast Text A and B. Refer to both texts in your answer. (4)

**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 **90 words**.

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.

Parents don't get how negative they seem to their teenagers

by Juli Fraga

Raising teenagers is one of the most challenging aspects of parenthood. During those tumultuous years adolescents crave independence, and when their parents tell them what to do, they often snap back against displays of authority by yelling, slamming doors, and stomping off to their bedrooms. Most parents are familiar with these communication breakdowns, but have no idea how to handle their meltdowns.

Yet, there is hope; new research conducted at the University of California, Riverside, may offer parents new insights about how misunderstandings at home affect teens' problem behaviours. The study also provides some advice on how parents can manage these conflicts.

The study, published November 15 in the Journal of Youth and Adolescence, reviewed data from 220 parents and their teens. The researchers discovered that when teens thought their parents' reactions to their anger was stronger and more negative than their parents had meant it to be, they became even more aggressive. For example, these parents were more likely to respond to their children's anger by telling them to 'get over it', which caused their kids to feel dismissed and neglected.

The researchers also found that parents who mistake their adolescent's vulnerable emotions for negativity may place them at greater risk for developing delinquent behaviours. Moreover, when teenagers believed that their parent's method of discipline was too harsh, they were more likely to act out by talking back, sneaking out of the house, and breaking the family rules.

Interestingly, there was a clear gender separation in the study results. For example, when mothers misinterpret their teenager's anger and react negatively, their adolescents are more likely to act out their feelings by arguing, storming off, and shutting down. However, when fathers misread their children's anger, the teens are more likely to become aggressive.

[Adapted from [time.com/4929170/inside-teenager-brain](http://time.com/4929170/inside-teenager-brain). Accessed 23 March 19]

**TOTAL SECTION B: 10 marks**

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

Study the following advertisements and then answer the questions set:

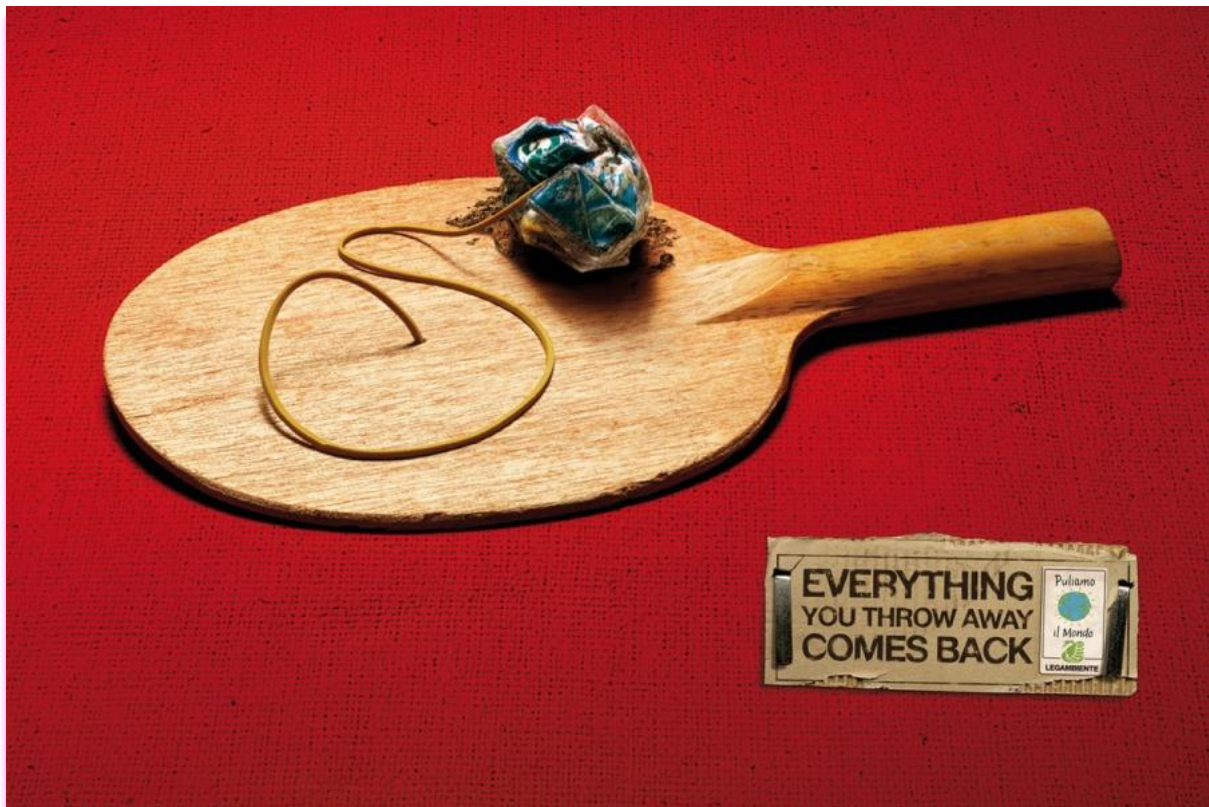
**TEXT D**



[Source: [google.co.za/search?q=best+advertisements=2017](https://www.google.co.za/search?q=best+advertisements=2017). Accessed 24 March 19]

- 3.1 What product is being advertised in text D? (1)
- 3.2 Explain carefully how the visual is linked to the text. (2)
- 3.3 Comment on the effectiveness of this advertisement. (2)

## TEXT E



[Source: <https://brightside.me/article/30-of-the-most-striking-enviro-camp-ads-we've-ever-seen-71205>. Accessed 24 March 19]

NOTE: In the visual a crushed cooldrink can is on the bat.  
Text reads: Everything you throw away comes back –  
Save the world

3.4 Explain the link between the bat pictured and the text 'Everything you throw away comes back'. (3)

3.5 What is the purpose of this advertisement? (2)

**[10]**

## QUESTION 4: ANALYSING CARTOONS

### TEXT F



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[Source: [www.thecomicstrips.com/store/add.php?iid=22229](http://www.thecomicstrips.com/store/add.php?iid=22229). Accessed 24 March 19]

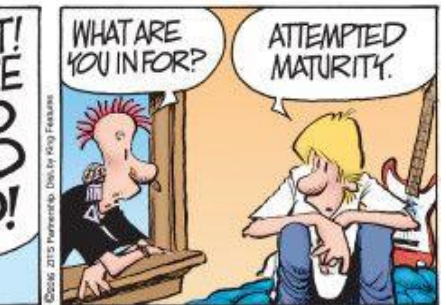
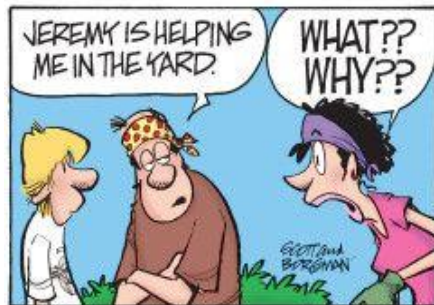
- 4.1 Identify the setting of this cartoon. Give one visual detail to support your answer. (2)
- 4.2 What is odd about the woman's child? (1)
- 4.3 Why does the woman require a prescription? (2)

# TEXT G

Frame 1

Frame 2

Frame 3



©Zits Partnership

Frame 4

Frame 5

Frame 6

[Source:google.co.za/url?sa=iesource=images&cd=&cad=rja&uact=8eved=2ahUKEnijyys.Accessed 24 March 19]

- 4.4 Refer to frames 1 and 2. Why is the father surprised? (1)
- 4.5 Refer to frame 5. How does the use of punctuation show the father's anger? (1)
- 4.6 Refer to frames 3 to 6. What conclusion do the parents reach about their son's offer? In your answer, refer to the visuals and the text. (3)

[10]

## QUESTION 5: USING LANGUAGE CORRECTLY

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

<u>Good Manners for Teens</u>	by James Patterson	
It is essential for teenagers to learn basic manners to prepare properly for the real world. Good manners make teenagers stand out and be noticed in a good way. Adults can focus on specific areas to help teens practise good manners.		1
Sometimes teenagers can be shy and awkward so teach them the importance of a proper greeting. For example, good manners call for looking someone in the eye and saying hello when being introduced. Sometimes, a handshake is in order. Teach your teenager to have a firm yet warm handshake and to answer questions politely and civilly.		2
These days, it seems that most teenagers constantly have a cell phone plastered to their ear. Teenagers should learn basic phone etiquette, which includes interacting with people around them as well as with the person on the other end of the line.		3
Your teenager should know that it's not okay to ignore someone who is trying to get their attention while on the phone.		4
Teenagers should also know that answering the phone and interacting with people at the other end of the line should be done politely and respectfully.		5
Being kind is often one of the most forgotten forms of manners. Teenagers are still learning how to focus on themselves and others at the same time. No matter what the situation, kindness is always appropriate. This includes showing respect to other people.		6
Teenagers should take other people's feelings into consideration.		7
Teenagers (all of them!) can be opinionated. They are learning about the world and forming independent thoughts and ideas. But sometimes, sharing these thoughts and opinions can come across in a rude way. Teach your teenager to share their opinions in a respectful manner.		8
Everyone is entitled to a opinion, but that does not mean a teen should be rude.		9
Adapted from [ <a href="http://www.livestrong.com/article/93169-list-good-manners-teenagers">http://www.livestrong.com/article/93169-list-good-manners-teenagers</a> – as posted on 10 Oct 15]		

- 5.1 Provide a synonym for 'focus 'in paragraph one. (1)
- 5.2 Identify the redundant word in paragraph two. (1)
- 5.3 Explain the function of the apostrophe in paragraph four. (1)
- 5.4 Supply a more formal word for 'okay' in paragraph four. (1)
- 5.5 Provide an antonym for 'politely' in paragraph five by using a prefix. (1)
- 5.6 Explain the function of the apostrophe in paragraph seven. (1)
- 5.7 Rewrite paragraph 7 in the passive voice. (1)
- 5.8 Explain the function of the brackets in paragraph 8. (1)
- 5.9 Refer to paragraph eight. What type of sentence is:  
'Teach your teenager to share their opinions in a respectful manner'? (1)
- 5.10 Correct the error in paragraph 9. Rewrite the sentence, underlining the correction. (1)

[10]

**TOTAL SECTION C: 30 marks**

**TOTAL FOR PAPER: 70 MARKS**