

HILLCREST HIGH SCHOOL



June 2022

Grade 12

ENGLISH HOME LANGUAGE

Paper 1

Time: 2 hours

Marks: 70

Examiners: Miss S. Sewpal

Moderator: Mrs N. Atkinson

Miss S. Boyce

N.B. This question paper consists of 13 pages

INSTRUCTIONS AND INFORMATION

1. Read and follow ALL instructions carefully.
2. 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.
3. Use your time carefully. Suggested time management:
 - Section A: approximately 50 minutes
 - Section B: approximately 30 minutes
 - Section C: approximately 40 minutes
4. Draw a 2cm wide margin on the right-hand side of each page of your answer booklet.
5. Leave a line after each answer.
6. Answer ALL questions.
7. Rule off after each section.
8. Number each answer exactly as the question paper is numbered.
9. Pay special attention to spelling and sentence construction
10. It is in your own interests to write and present your work neatly.

SECTION A: COMPREHENSION

QUESTION 1:

Read the passage below and answer the questions that follow

TEXT A

OUR WORDS ... FLOWERS OR WEEDS?

- 1 Do you remember all the situations where you said something you regretted deeply? Are you haunted by all the times where you wished to have thought a little better before speaking and avoided the embarrassment you faced? Do you cringe at the memory of times you could have avoided social blunders or political incorrectness if you had only paused to filter your thoughts before they were expressed?
- 2 Yes, we have all experienced the humiliation of ‘putting our foot in it’ and having to try to make amends for our inappropriate words. However, once words exit our mouth, no number of apologies will make them magically go back in. Blurting something out and then trying to retract it is like shutting the gate after the horse has bolted. And while we can expect to be forgiven for a few unintentional ‘loose thoughts’ that escape us, living and working with people who have no filter between their thoughts and speech can be undeniably tricky and toxic.
- 3 When someone ‘lacks a filter,’ it means they have not given consideration to their audience, and often make statements that are derogatory, condescending, or downright hurtful. Calling a colleague an idiot during a meeting, making a crass comment about another person’s misfortune, or cracking an inappropriate joke all fall into this category. This insensitive behaviour means these individuals can very easily create an atmosphere of tension and toxicity wherever they go.
- 4 Most individuals who lack a filter are often unaware or unconcerned that they lack one. They have most likely been told before, and might even make light of the trait, but ultimately, they choose to not make changes because they fail to see it as an issue. They quickly defend themselves and say that this is ‘just who they are’ or ‘how they were raised’. Sadly many ‘unfiltered’ teenagers run the risk of becoming like radio stations playing in the background that everyone has learnt to tune out. They stomp over communicative etiquette like merry, unphased bulls in life’s china shop of fragile relationships oblivious to the damage they have caused.
- 5 While insensitive adults are fairly intolerable, teenagers who lack social filters can be very problematic. Already struggling to assert their identity with limited social skills, impuls-driven and attention-seeking teens are sometimes led to believe that they must use every opportunity to speak their highly ‘unfiltered’ mind. Through their ceaseless stream of meaningless chatter at inappropriate times, they, unfortunately, have created the impression that they lack the ability to deliver relevant or noteworthy ideas. Soon their voices and ideas become ignored like radios that are playing to empty houses.
- 6 But all hope is not lost as teenagers and even adults can make conscious efforts to filter their thoughts into speech that is palatable for social consumption. One such technique is to utilise our internal ‘pause’ button. This involves thinking a few seconds before speaking. When a person mentally says ‘pause’ almost as if they are reaching for a mental remote control, the ‘pause’ button will help them decide if their thoughts should be shared out loud. By taking deep breaths while mentally pausing, the extra oxygen being sent to the brain will aid concentration and enhance calmness and rational thought. During the pause, re-examine the situation and decide whether it really warrants a response. When a clear decision about what to say has been reached, then one can mentally hit the play button and contribute to the conversation mindfully and intelligently.

REFER TO PARAGRAPH 1

- 1.1 Account for the rhetorical questions in paragraph 1. (2)

REFER TO PARAGRAPH 2

- 1.2 What does the writer mean by, 'Blurting something out...horse has bolted' (lines 8 - 9)? (2)

REFER TO PARAGRAPH 3

- 1.3 Explain the argument the writer presents in paragraph 3. (2)

REFER TO PARAGRAPH 4

- 1.4 Discuss how the use of diction in the following lines convey the writer's attitude towards 'unfiltered teenagers'.
'They stomp over communicative...to the damage they have caused.'
(lines 22 - 23) (3)

REFER TO PARAGRAPH 5

- 1.5 Comment on the writer's reference to 'radios that are playing to empty houses' in the context of paragraph 5. (line 29) (3)

REFER TO PARAGRAPH 6

- 1.6 Is the technique recommended by the writer appealing to teenagers? Motivate your response. (3)

REFER TO PARAGRAPH 7

- 1.7 Critically discuss the relevance of the lines in the context of the paragraph.
'Our world is now drowning with fake news...than most would believe!'
(lines 50 - 53) (3)

REFER TO PARAGRAPH 8

- 1.8.1 Comment on the writer's tone in lines 54 - 55, 'Some people...garden beds'. (3)
- 1.8.2 Discuss to what extent the last paragraph is an effective conclusion to the writer's argument. (3)

REFER TO TEXT B

1.9 Discuss how the visual and verbal texts convey the illustrator's message. (3)

REFER TO BOTH TEXTS A AND B

1.10 To what extent does text B reinforce the ideas expressed in the title of Text A 'OUR WORDS...FLOWERS OR WEEDS?' Provide a critical evaluation in your response. (3)

TOTAL SECTION A: 30 MARKS

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Text C provides insight into fearlessness. Summarise, in your own words, **how one may overcome one's fears**.

Instructions:

1. You must write a fluent paragraph.
2. Your summary should include 7 points.
2. Your summary should be no longer than 90 words in length.
3. Use YOUR OWN WORDS as far as possible.
4. Indicate your word count accurately at the end of the summary.

TEXT C:

TIME TO BE BRAVE

The inspiring first key to freedom from fear is to remember that it is never too late to become fearless. There is no limit to when you can choose to boldly step out of your comfort zone.

It is vital to win the war over doubt by acknowledging your fears. Feeling fear is universal but how we respond to it creates our personal acknowledgement and conquering of it. Bravery is not about eliminating fear but moving forward despite being afraid.

Confronting your fear is the next step to empowering yourself against fear. Confronting fear is about being brave enough to discover and face the underlying reasons that have given birth to fears in the first place. If you are afraid to ask for a promotion or apply for a new role, ask yourself why. Is it because you may not get it? Are you afraid of rejection, failure, or ridicule?

You will soon realise that your fear is often your ego trying to protect itself from feeling diminished. Self-talk is that inner voice inside your head that reveals your beliefs and thoughts. You must catch these thoughts when they arise and replace them with positive self-talk. Consistent, positive self-talk will build your confidence and your ability to overcome your fears.

Another way to become fearless is to put yourself in situations that intimidate you. Start making a list of things that you would do if you were not afraid and start doing those things.

Surrounding yourself with people who exude courage can inspire your courage levels. Building a mentorship relationship with someone fearless can also provide coaching and support in your personal growth and journey to ultimately defeat your fears.

Finally, avoid aiming for perfection. To overcome fear, try to approach anything you do with a beginner's mind. The next time you want to try something you fear, do not have any expectations of how it is going to go. Approach it with a sense of curiosity and do not worry about the outcome.

Adapted from www.betterup.com

TOTAL SECTION B: 10 MARKS

SECTION C: TEXTUAL INTERPRETATION

QUESTION 3: ADVERTISING

TEXT D



Mexican Transplant Association
Sign up and become an organ donor now.

<https://id.pinterest.com/pin/506795764319342898/>

QUESTIONS - TEXT D:

3.1.1 What is the purpose of this advertisement? Quote to support your answer. (2)

3.1.2 Discuss how the advertiser uses the text and visuals to accomplish this purpose. (3)

TEXT E



The text reads: 100 million tons of plastic in our ocean lead to over 100 million deaths of marine animals each year. Our ocean is trapped and plastic is killing it slowly. You are guilty by association.

<https://id.pinterest.com/pin/506795764315739829/>

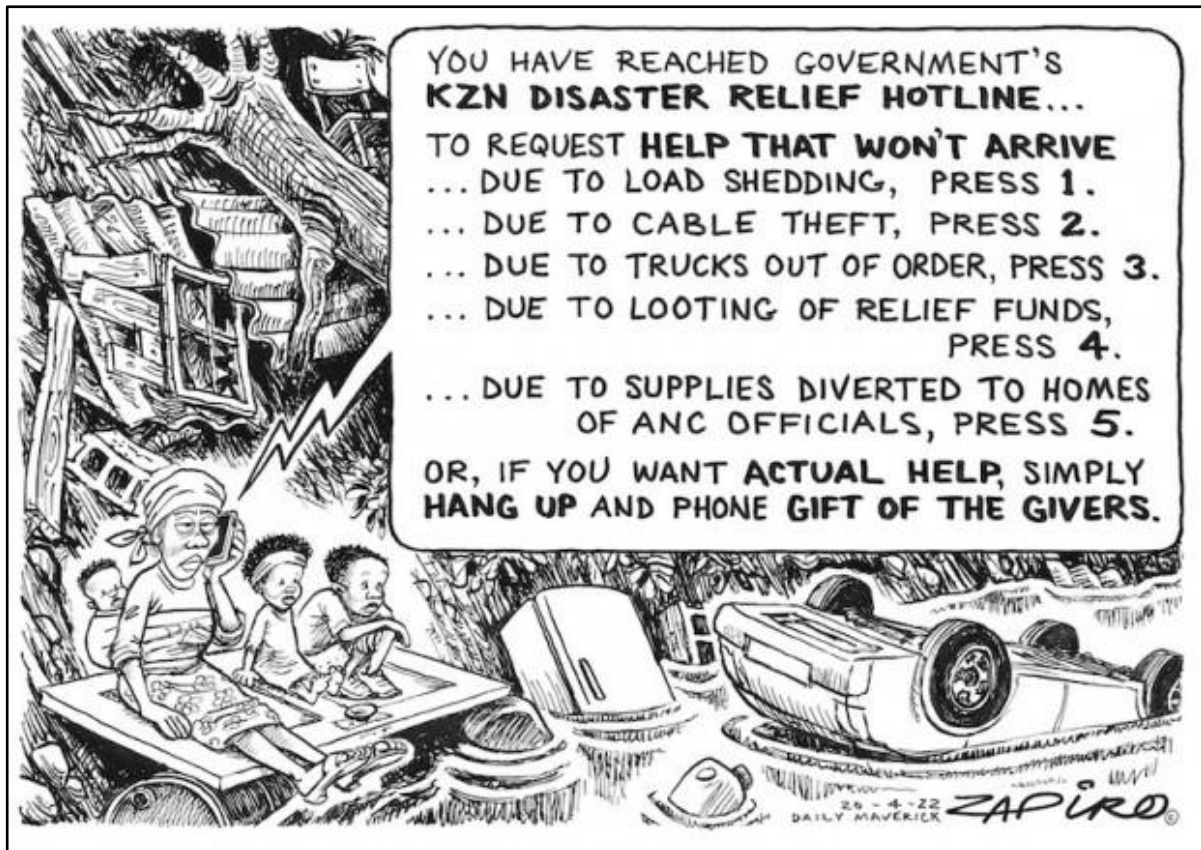
QUESTION - TEXT E:

- 3.2.1 Explain why the number “100 million” has been used twice in the text of the advertisement. (2)
- 3.2.2 Discuss the effectiveness of the advertisement. (3)

SUB-TOTAL SECTION C: 10 MARKS

SECTION C: CARTOON ANALYSIS

QUESTION 4:

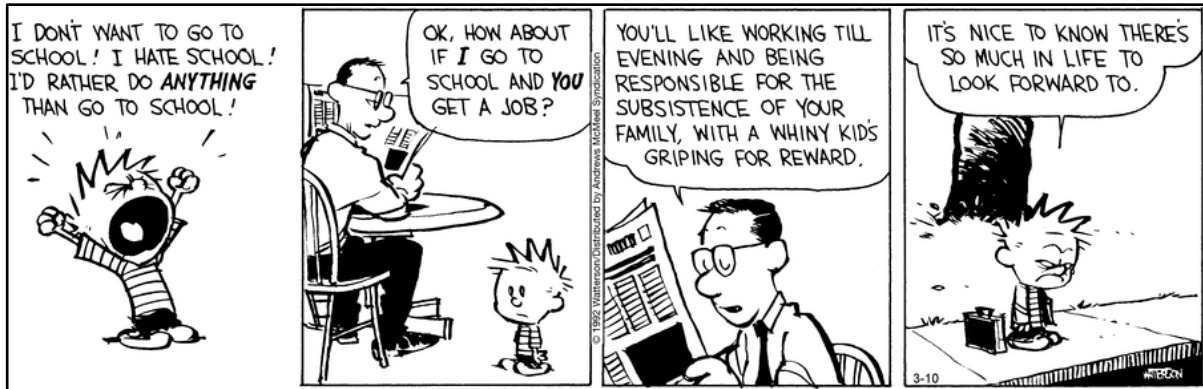


<https://www.zapiro.com/3>

QUESTIONS:

- 4.1.1 Why has the woman phoned the disaster relief hotline? (2)
- 4.1.2 What is the cartoonist's attitude toward our government? Refer to the text to support your answer. (3)

TEXT E:



<https://www.gocomics.com/calvinandhobbes/2022/03/10>

QUESTIONS:

- 4.2.1 Identify and explain the emotion that Calvin is feeling in frame 1. (2)
- 4.2.2 How does the cartoonist create humour? Refer to the text and visuals in your response. (3)

SUB-TOTAL SECTION C: 10 MARKS

SECTION C: EDITING SKILLS

QUESTION 5: The following text may contain deliberate errors

LISTEN UP

- 1 Excellent listening skills are as necessary for effective communication, if not more, than speaking skills. In this age of rapid response communication, it is nearly impossible to add something of value to a discussion, or carry a conversation forward without listening actively and enthusiastically.
- 2 People with poor listening skills – who fail to make an attempt to improve – will not be tolerated for long. Listening is a crucial social-skill because it shows respect for the other person involved in the conversation. Not only is it important to speak considerably and kindly to everyone, but also to listen attentively to what they have to say. People often say, “We are unsure and we do not know what to think.” This is often disconcerting.
- 3 A lack of listening skills impact relationships negatively as it signifies to parties involved that their thoughts are not worthy of attention, and can cause misunderstandings. Active listening and summarizing what the person said can prevent small misunderstandings that otherwise could have led to big blowouts. Challenge yourself to wait before responding.
- 4 A significant part of effective and thoughtful communication is listening. If you listen to others intently, you will be able to converse better and also partake in conversations without saying something lame.

Adapted from www.headspace.com

QUESTIONS:

- 5.1. Provide an antonym for ‘effective’ (line 1). (1)
- 5.2. Remove the tautology in paragraph 1. (1)
- 5.3. Account for the use of the dashes in paragraph 2. (1)
- 5.4. Identify and correct the malapropism in paragraph 2. (1)
- 5.5. Rewrite the following sentence in reported speech:
People often say, “We are unsure and we do not know what to think.” (2)
- 5.6. Rewrite the first sentence of paragraph 3 so that it is grammatically correct. (1)

5.7 'Active listening and summarizing what the person said can prevent small misunderstandings that otherwise could have led to big blowouts.'

Write the above sentence in the passive voice. (1)

5.8 Provide the noun form of 'significant' (line 14) in the context of the passage. (1)

5.9 Rewrite 'lame' (line 16) in formal English. (1)

SUB-TOTAL SECTION C: 10 MARKS

TOTAL SECTION C: 30 MARKS

GRAND TOTAL: 70 MARKS