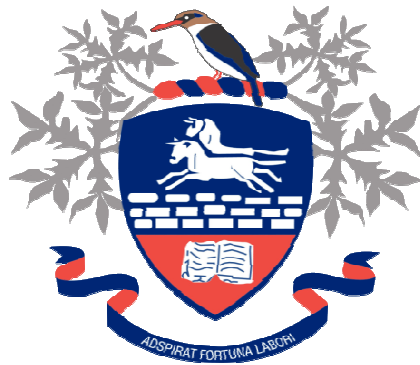


HILLCREST HIGH SCHOOL



NOVEMBER 2012

ENGLISH HOME LANGUAGE

**Grade 10
PAPER 1**

TIME: 2 HOURS

MARKS: 70

NB This question paper consists of 10 pages

INSTRUCTIONS TO CANDIDATES

READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE QUESTIONS.

1. This question paper consists of THREE sections: SECTION A, SECTION B AND SECTION C.
2. Read and follow ALL instructions carefully.
3. Start each section on a new page and rule off on completion of EACH section.
4. Leave a line after EACH answer.
5. It is in your own interests to write legibly and present your work neatly.
6. Your answers must be based on the texts you are asked to read.
7. **Use your time carefully.** Be guided by the mark allocation, especially in regard to the length of your answers. An accurate, concise and thoughtful answer is preferable to a wordy response.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read the passage below and answer the following set questions.

TEXT A

TEENAGERS - DIFFICULT DELIGHTFUL ?		
	<p style="text-align: center;"><i>You can never judge another person's actions until you have walked around in his shoes for a while. From : To Kill a Mockingbird – Harper Lee</i></p>	
1	<p>The teen years are filled with monumental insecurity. Teenagers are neither children nor adults and they feel vulnerable in just about every area. They worry about appearance, clothing, having the right friends, or even the correct haircut. Their very understanding of life itself is in question. They worry about whether or not they will be able to express themselves appropriately in social situations that loom larger than life. Teenagers fret over every expression of their personality. Will friends consider them funny, serious enough, sporty or even intelligent? Just about every time they leave their home for school, their place of worship, or a cultural or sporting event, the list of social 'do's' and 'don'ts' runs across their mental screen.</p>	5
2	<p>Parents of a teenager should realise the needs that their teenager is experiencing. While a teen's need fore direction has never been greater, he/she will resist overt attempts at guidance.</p>	10
3	<p>Jay's father, for instance, resisted the temptation to openly curtail his son's need for freedom by spending quality time with him on the weekends. They shared an interest in cars and aeroplanes. Magazines and trips to local, and even faraway, car and air shows gave Jay a sense of worth. His father asked for Jay's opinion and shared his knowledge with the boy. Jay, in turn, appreciated not only the time spent together, but also the subtle osmosis of values that was continually being driven home to the young mind.</p>	15
4	<p>Sasha, on the other hand, experienced all that money could buy with little or no direction on how to spend it from her home-based but overly busy father and stepmother. This resulted in Sasha's need for direction remaining unfulfilled . She was left to fill her spare time with mood altering drugs that would keep her feeling good about herself as she traversed through her teenage 25 years.</p>	20
5	<p>Sam's parents both worked in towns far from home where their son was boarding, leading lives that were as busy as the lives of Sasha's parents. Sam found direction from three sources: the explicit rules laid down by the school hostel, the implicit rules that governed his relationships with his peers and the strong value system inculcated over the years by his grandmother and parents when the family spent time together at home. Sam was thus in a position to make the right decisions most of the time, gaining support and reward from those in authority over him. His sources of direction was sufficiently strong to create a safe path through his teenage years.</p>	25 30
6	<p>Parents who tread the path of parenthood should be aware that they may land up with a defiant five-year old accustomed to getting his/her way – and this little person will not suddenly grow into a loving and considerate teenage gem. He/she will continue to insist on things being done his/her way ... or else. People who assert that this little tyrant is cute will often end their sentence with, '.... but wait until he's a teenager...' or</p>	35

	'You think that's bad ... wait until she's a teenager ... it will be much worse...!' And they are often right! Difficult youngsters become difficult teens and then the stakes are higher. Their teenage daughter could fall pregnant; their teenage son could become hooked on drugs. Parents who have considered themselves capable guides of their offspring thus far, may suddenly find themselves wondering what happened to their loving daughter and cheerful son.	40
7	With the realisation that the growth of a strong plant requires quality time and attention, parents who care and understand this concept will 'walk the walk' and 'talk the talk', enabling their offspring to imbibe an unspoken code of behaviour from role models who are to be found right there in their home.	45
[Adapted from: <i>Teenagers – Rebellion or Respite?</i> by L Hammond in JOY]		

- 1.1 Identify the main idea in paragraph 1. (2)
- 1.2.1 According to paragraph 1, what worries teenagers? (1)
- 1.2.2 What does 'loom larger than life' (5) mean? (2)
- 1.3 Refer to lines 7 to 9: 'Just about every time they leave ...the list of social 'do's and don'ts' runs across their mental screen.'
- In your view, do these lines sum up the dilemma of the teenager? Give a reason for your answer. (3)
- 1.4 Explain how the term 'subtle osmosis of values' (line 18) helps you to understand the relationship between Jay and his father. (2)
- 1.5 Refer to paragraphs 4 and 5.
Briefly discuss the parenting styles of:
- 1.5.1 Sasha's parents (2)
- 1.5.2 Sam's parents (2)
- 1.6 Refer to paragraph 6.
- Explain the idea the writer conveys about parenting. (3)
- 1.7 Do you consider this article to be positive, negative or balanced regarding the challenges faced by teenagers and their parents? Give a reason for your answer. (3)
- 1.8 Refer to the three teenagers mentioned in the passage.
- Which of the three teenagers do you identify with most? Give reasons for your answer. (4)
- 1.9 Do you think Harper Lee's idea, which appears below the title, is relevant in the context of the passage? Give a reason for your answer. (3)
- 1.10 Discuss the appropriateness of the title in relation to the passage. (3)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

As editor of a teenage magazine *Teen Beat*, you receive the following article but you have space which is limited to about 80 words.

- * Summarise the article printed below for inclusion in *Teen Beat*.
- * You may write EITHER a fluent paragraph OR in point form.
- * Your summary should include 7 points and not exceed 80 words.
- * You are not required to include a title
- * Indicate your word count accurately at the end of your summary.
- * Note that you will be penalised if you ignore these instructions.

TEXT B

The teenage world is predominantly American. This is very natural. It is an American invention – like Mother’s Day. No one had ever thought of those between the ages of fifteen and nineteen as a specific social group until the Americans invented the term thirty years ago. It remained not much more than a name until after the war, when it occurred to the sales promotion specialists that here was something to be exploited – a new buying group which, if it could be given a sense of identity and cohesion, would bring money to those who catered for it.

Teenage music, teenage clothes, teenage drinks and teenage amusements are mainly American inspired. The reason for their being conceived was to exploit the high school market in a more organised way using some creative advertising.

Even the teenage idols are mostly the same on both sides of the Atlantic. The nationality may change but the look, the music and everything else that goes with it remains the same. And it is basically an all-American look. Understandably so. More South African teenagers have been influenced by the beat generation than know anything about it.

The magazines teenagers read, like their clothes and hair styles, are all heavily influenced by America. *A Dream Come True* describes the series in which a young British actress, Valerie Pitt, with a ‘one-way ticket and a few pounds to tide her over’, tells of her adventures in New York. This article is in the mag, *Honey*, which proclaims itself the most successful of all the magazines for teenage girls.

South Africa is no exception to this teenage revolution. Many a teenager in this country ignores the fact that he or she is South African. They have adopted the American way of life with zest. They can only be distinguished from the genuine American counterpart when they begin to speak. South Africans have an English accent of their own. So no matter how American one can get, one is still South African in the main.

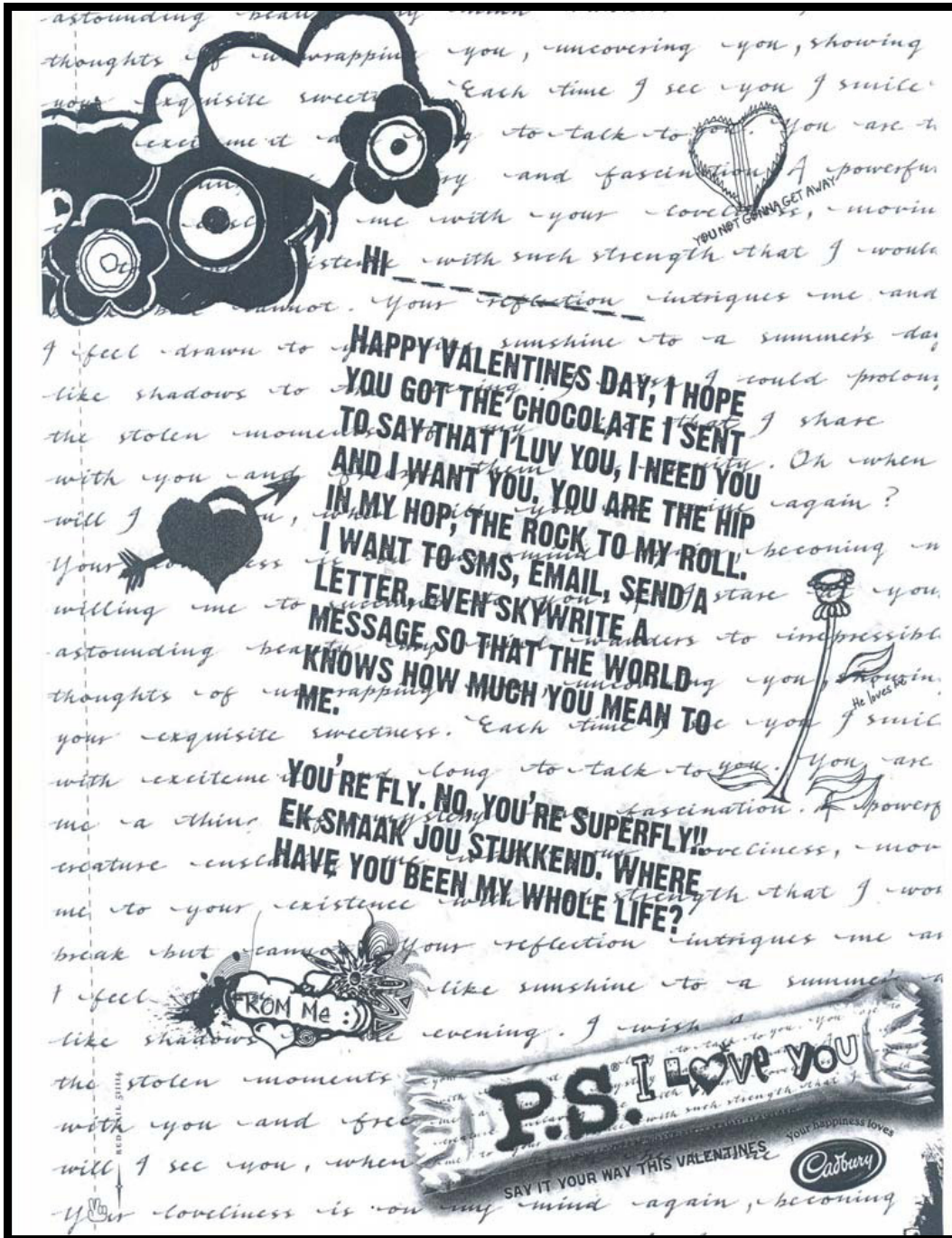
TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

Study the following advertisements and then answer the set questions.

TEXT C

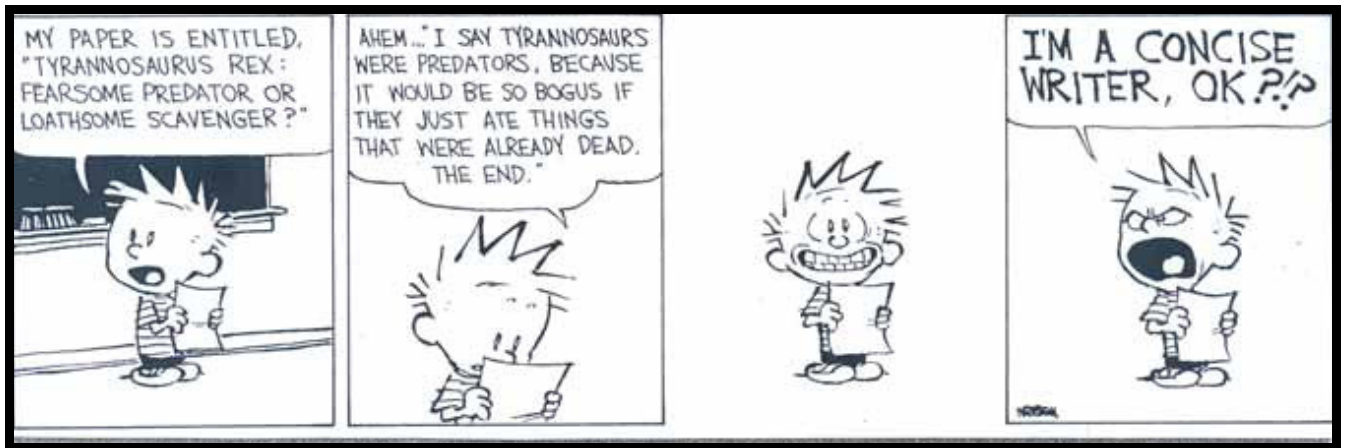


- 3.1 The text is written in colloquial (informal) language, with some slang expressions added. Explain why the advertiser has chosen to do this. (2)
- 3.2 Give a reason why it is so important to include a sketch of the 'PS' chocolate bar. (2)

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 Calvin and Hobbs Cartoon

TEXT E



Frame 1

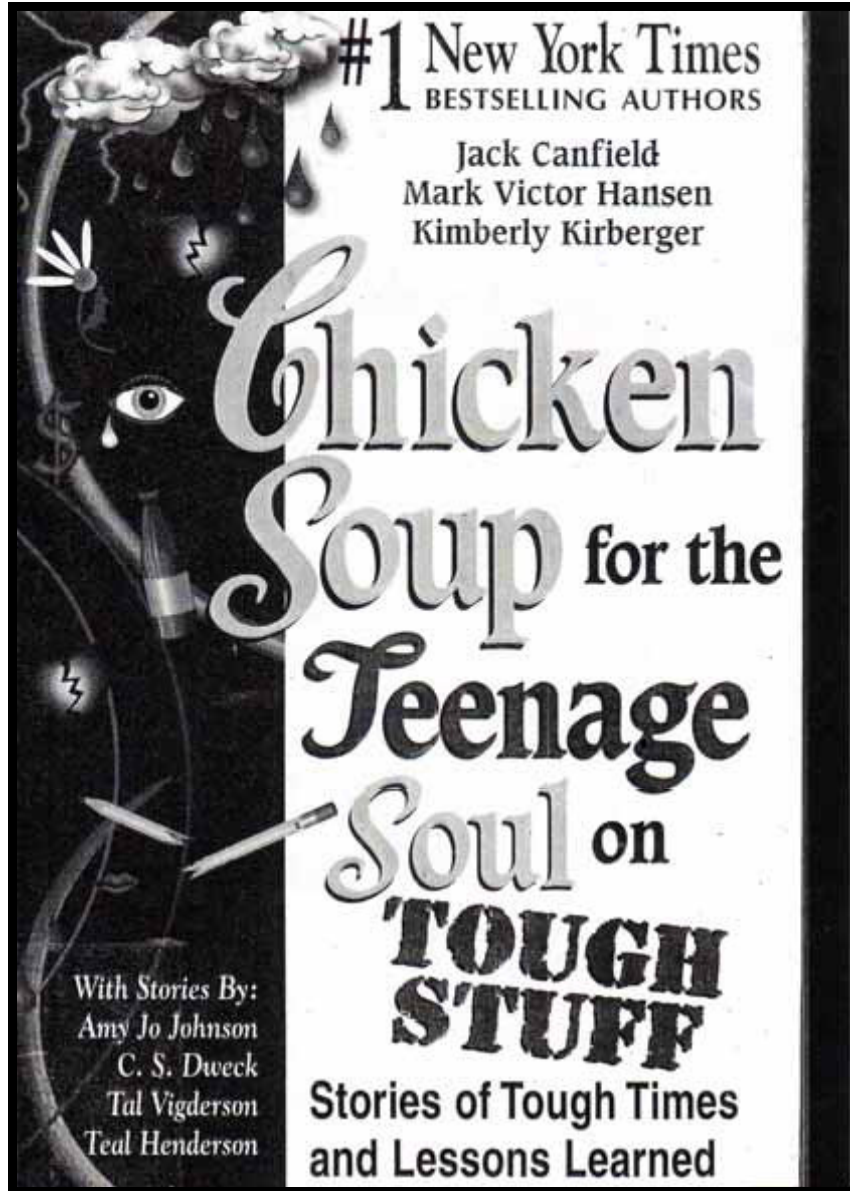
Frame 2

Frame 3

Frame 4

- 4.1 Account for the changes in Calvin's facial expression in frames 1, 2 and 3. (3)
- 4.2 Discuss why the cartoonist has decided to put what Calvin has to say in frame 4 in bold capital letters, together with question and exclamation marks. (2)
- 4.3 Explain the humour in this cartoon. (1)

TEXT F



Chicken Soup for the Teenage Soul on Tough Stuff

In many cultures, chicken soup is thought to be good for people. It is not only beneficial to the body but also for the soul, because it makes one feel better.

Study the cover of the book entitled *Chicken Soup for the Teenage Soul on Tough Stuff* and answer the set questions.

- 4.4 Many anecdotes are included in this collection of stories for teenagers. Identify the best word for people who added to this collection. Write only the question number (4.4) and the letter (A – D) of your choice.

- | | |
|---|--------------|
| A | Contributors |
| B | Playwrights |
| C | Suppliers |
| D | Writers |

- 4.6 Give a reason why you think there are so many different kinds of fonts used for the title of this book. (2)
- 4.7 Discuss the effect of the slang expression in *Tough Stuff* in the context of this specific book cover. (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY.

There may be deliberate errors in TEXT G

TEXT G

1	Here is an extract from an autobiography, <i>The Story of my Life</i> . At the age of nineteen months, Helen Keller was struck by an illness that left her blind and deaf. Everyone, including Helen, thought that all was lost. However, a gifted teacher, Anne Sullivan, came to show her how to learn and communicate again – and in a new way. Anne started by teaching Helen that everything has a name.	5
2	We walked down the road to the boat-house, attracted by the fragrance of the honey-suckle with which it was covered. Someone was drawing water and my teacher placed her hand under the spout. As the cool stream gushed over one hand, she spelled into the other word <i>water</i> , first slowly, then rapidly. I stood still, my whole attention fixed upon the motion of her fingers. Suddenly I felt a misty consciousness as of something forgotten – a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that ‘ w-a-t-e-r ’ meant the wonderful cool something that was flowing over my hand.	10
3	That living word awakened my soul, give it light, hope, joy, set it free! There were barriers still, is it true, but barriers that could be swept away.	15
4	I left the well-house, eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house, every object which I touched seemed to quiver with life ...	
5	I learned a great many new words that day. I do not remember what they all were; but I do know that mother, father, sister, teachers were among them – words that were to make the world blossom for me ... It would have been difficult to find a happier child than I was, as I lay in my crib at the close of that eventful day and lived over the joys it had brought me, and for the first time, I longed for a new day to come.	20

5.1 What part of speech is ‘boat-house’ (line 7)? (1)

5.2 Refer to the dictionary definition of ‘misty’ (line 11) below.

Misty (a): of, or covered with mist; foggy; steamy; (fig.) obscure, vague;
hence – *ily* (adv)

- 5.2.1 Give the correct meaning of the word, as it is used in the passage. (1)
5.2.2 What does '(a)', in the definition indicate? (1)
5.2.3 Write the adverb formed from 'misty' (1)

5.3 Why is '**w-a-t-e-r**' in line 14 written this way? (1)

5.4 Correct the verb tense in 'That living word awaked my soul, give it light, hope, joy, set it free!' (line 15). Write the answer only. (1)

5.5 Refer to the following:

'Everything had a name, and each name gave birth to a new thought.'
(lines 17 & 18)

Choose the correct answer. Write only the question number (5.5) and the letter (A – D) of your choice.

This is an example of a ...

- A phrase
B simple sentence
C complex sentence
D compound sentence (1)

5.6 Replace the semi-colon in the sentence below with another suitable punctuation mark:

I do not remember what they all were; but I do know that mother, father, sister, teachers were among them (lines 20 & 21) (1)

5.7 Refer to the ellipsis found in line 19 and in line 22.

Explain what this shows the reader. (1)

5.8 Explain the function of the dash in line 21. (1)

[10]

TOTAL SECTION C: 30

GRAND TOTAL : 70 MARKS