

HILLCREST HIGH SCHOOL



NOVEMBER 2018

ENGLISH HOME LANGUAGE

GRADE 10

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

Read texts A and B and answer the questions that follow.

TEXT A

Relationships that suck

1	You know the type. Whine, whine, whine. Complain, complain, complain. Drama, upon drama, upon drama. A few minutes with him or her, and your stomach starts to ache. Is this a coincidence? Psychiatrist Judith Orloff thinks not. She believes that this person who is stealing your energy is an energy vampire, and just about everybody knows one.	5
2	According to Judith Orloff, an assistant clinical professor at the University of California (UCLA) and author of the book <i>Positive Energy</i> , energy vampires are found everywhere. She points out that when her book was released, the energy vampire section received much attention.	
3	Professor Orloff informs us that energy vampires, like their blood-thirsty cousins, are dangerous. She states, “They suck us dry of positive energy and can contribute to conditions such as chronic fatigue and chest pain.”	10
4	It is evident that Professor Orloff is on a mission to increase awareness of the fact that energy vampires exist. She also hopes to gain acceptance for her theory on energy vampires in medical circles. She declares in her book, “If you don’t develop a strategy to cope with these life-force parasites, they can become a major threat to you.”	15
5	Orloff, who identifies herself as both a physician and “medical intuitive”, admits that some of her colleagues are sceptical. They argue that no proof exists that certain people’s behaviour can literally make others sick. The notion of energy vampires has been embraced, however, by many psychologists and non-traditional healers, including hypnotists and massage therapists.	20
6	Orloff identifies nine different types of energy vampires – including the sob sister, the blamer, the drama queen and the constant talker. She offers tips and practical examples for dealing with each type. Orloff draws our attention to the sob sister who, she states, is the most common and, perhaps, the most dangerous category. She points out, “We all know someone like this. Everyone thinks she’s benign, but she isn’t.”	25

7	The sob sister is a chronic complainer. According to Orloff, “Whenever you talk to her, she’s whining. She loves a captive audience and casts herself as a victim. The world is always against her and must be blamed for her unhappiness. You might find yourself listening for hours, as she recounts every gruesome detail of her latest misadventure. She ends up renewed, while you are exhausted.”	30
8	When faced with sob sisters, Orloff recommends limiting the time you spend discussing their gripes with them. Give them perhaps ten minutes, and politely end the conversation when you start to feel uncomfortable. Be available, though, if they actually want to talk about solutions.	35
9	To cope with a drama queen, who has a flair for exaggerating minor incidents, “Take a slow, deep breath and centre yourself the moment he or she starts revving up,” Orloff advises. “Keep concentrating on your breath. Tell yourself you know what’s happening and can handle it.”	40
10	Cheryl Dellasega, a professor of humanities at Penn State University College of Medicine and a specialist in women’s studies, says that an energy vampire is a new name for an old phenomenon. “It’s a high-maintenance person, basically anyone who takes, takes, takes in a relationship.”	45
11	In her book, <i>Mean Girls Grown Up</i> , Dellasega describes a category of women she calls the “queen bees”. A queen bee is a classic energy vampire. Her interest in a relationship is all about her and how she can make herself feel better at someone else’s expense. “You have two options for avoiding the queen bee’s sting,” she adds, “either confront her and discuss your issues in the hope that she will change, or avoid her.” [Source: <i>Lifestyle Magazine</i>]	50

AND TEXT B



Source: <https://www.englishforum.ch/complaints-corner/152728-people-complain-about-complainers.html>

Refer to Text A:

REFER TO PARAGRAPH 1:

- 1.1 According to the author, which three things can make one's stomach ache? (3)
- 1.2 Using your own words, explain what the author means by "energy vampire" (line 4). (3)

REFER TO PARAGRAPH 2:

- 1.3 Provide three words in sequence from the passage that describe Judith Orloff's profession. (1)

REFER TO PARAGRAPH 3:

- 1.4 Name two health conditions that can be caused by time spent with "energy vampires". (2)

REFER TO PARAGRAPH 4:

- 1.5 What are two goals Professor Orloff hopes to achieve by publishing her book? (2)
- 1.6 Do you think that it is appropriate to describe people who drain one's energy as "parasites" (line 16)? Explain your answer. (3)

REFER TO PARAGRAPH 5:

- 1.7 Why are many of Orloff's colleagues sceptical of her theories? (1)

REFER TO PARAGRAPH 6:

- 1.8 Why do you think "the constant talker" (line 24) can be considered an energy vampire? (2)

REFER TO PARAGRAPH 7:

- 1.9 Explain what it means to be a "chronic complainer" (line 29). (2)

REFER TO PARAGRAPH 10:

- 1.10 Why do you think the author included quotes by Cheryl Dellasega in this article? (2)
- 1.11 Discuss the effectiveness of the article's title. (3)

Refer to Text B:

- 1.12 How do you know that the complaints department is not very efficient? (1)
- 1.13 What comment is the cartoonist making about people in the modern world? (2)

Refer to Text A and B:

- 1.14 Discuss the similarities between Text A and Text B. (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 **90 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.

TEXT C

Technology simply no substitute for teachers

With a global gap of 1.7 million teachers needed to provide every child with primary education by 2015 – and an annual need for 25 000 new teachers in South Africa – it is tempting to try to imagine that technology might be able to plug this gap. But not only is this impossible, it is also an assumption that would be disastrous for educators.

Technology is a tool that can allow for 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 – themselves valuable learning tools – were no competition for teachers, but rather an indispensable teaching aid, technology should be viewed as an enhancer and an enabler, and never a replacement.

Well-trained teachers are still needed to adjust their lessons to learners' needs and provide more comprehensive feedback to students – a factor essential to learning. When we use computer programmes or videos as the only teaching tools, we stop figuring out why a child is not understanding. A computer programme might be excellent at analysing test scores, but it cannot take into account the human aspect.

Also, technology is not always dependable. 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 results.

Another reason why teachers will continue to trump technology lies in the fact 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 to keep on trying.

In addition, it takes human teachers to impart soft skills such as respect, communication, socialisation, interactive abilities and conflict resolution. Computers cannot be compassionate. They are merely a tool, and as teachers we show children how to use them to make their lives easier and do their jobs better one day; but we cannot expect them to be primary teachers themselves.

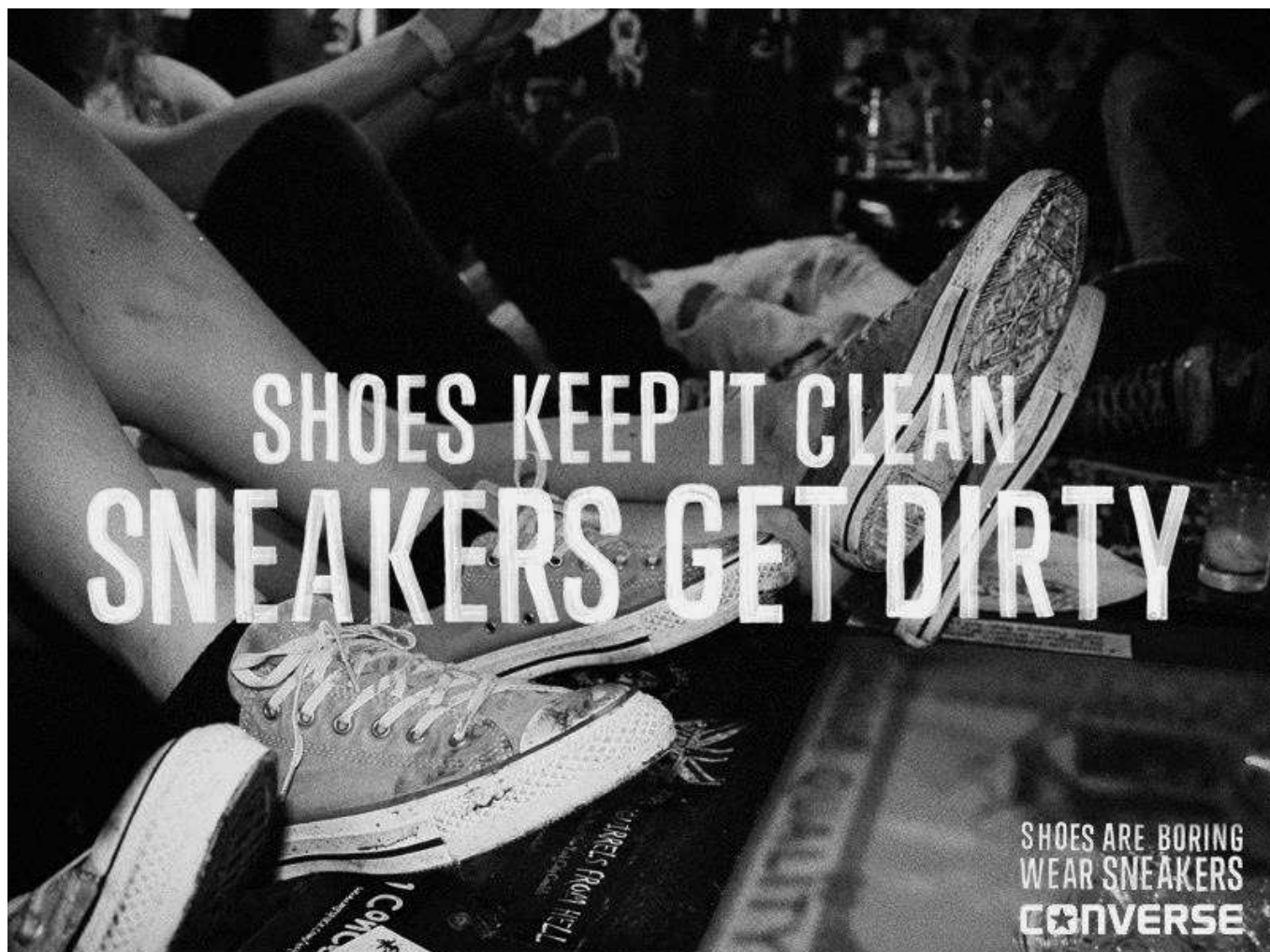
[Source: *The Times*]

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: <https://theyearidiscoveredsagmeister.com/tag/shoes-keep-it-clean/>
<https://theyearidiscoveredsagmeister.com/tag/shoes-keep-it-clean/>

TEXT READS:

SHOES KEEP IT CLEAN
SNEAKERS GET DIRTY

SHOES ARE BORING
WEAR SNEAKERS
CONVERSE

- 3.1 How do the visual elements support the words in this advertisement? (2)
- 3.2 Provide the name of the brand being advertised. (1)
- 3.3 What does this advertisement imply about people who wear sneakers? (2)

TEXT E



Source: <http://maxzoglio1.blogspot.com/2014/12/deceptive-fast-food-advertisements.html>

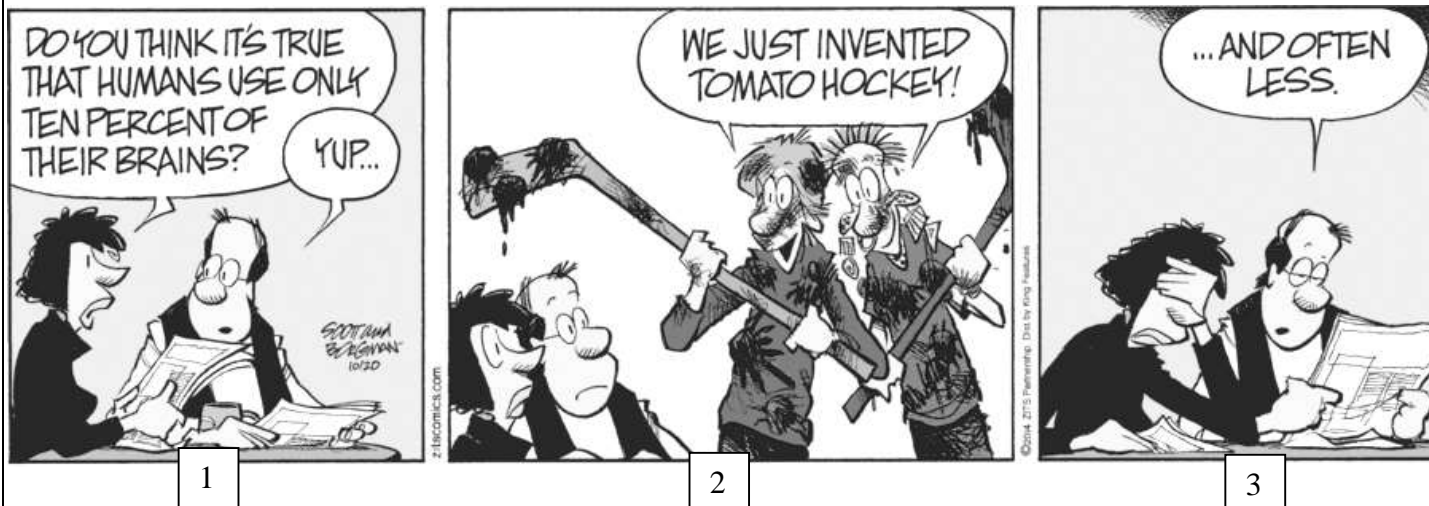
Source: <http://maxzoglio1.blogspot.com/2014/12/deceptive-fast-food-advertisements.html>

- 3.4 Name one of the burgers for sale at McDonald's. (1)
- 3.5 How have the advertisers made the burgers look large and tasty? Mention two things. (2)
- 3.6 Comment on the effectiveness of this advertisement. (2)

[10]

QUESTION 4: ANALYSING CARTOONS

TEXT F



Source: <http://zitscomics.com/comics/october-20-2014/>

- 4.1 Explain how the mother's question in frame 1 is answered in frame 2. (3)
- 4.2 How do the visual elements support the words in frame 2? (2)
- 4.3 Identify the emotion being experienced by the mother in frame 3. Provide a reason for your answer. (2)

TEXT G

**HEY! WAIT! COME BACK AND PAY
THE EXTRA AMOUNT - THE PETROL PRICES
JUST WENT UP AGAIN AFTER YOU PAID...**

Source: <http://www.petrobazaar.com/petrol-diesel-price-trend-14084.html>

- 4.4 What comment is the cartoonist making about the increase in petrol prices? Explain your answer with reference to the cartoon. (3)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

<u>Struggle to put food on the table</u>	
<p>With rising inflation and salaries remaining stagnant, low-income families struggle to make ends meet and incur debt to put food on the table. This was the conclusion of the Pietermaritzburg Agency for Community Social Action which released its annual food price report recently. Director of the agency, Mervyn Abrahams, said that families struggled to secure the goods and services needed to live with basic dignity.</p>	5
<p>Households prioritised the payment of transport, education, electricity, burial insurance and the repayment of debt before food. “Food is prioritised last because it’s one of the few expenses households can control. Because food is last in the line of expenditure, the food budget was low and households underspent on food by 55.6%,” Abrahams said. The agency’s research found that food ran out by the second or third week of the month. Debt was taken to cover food shortfalls, and because food was a continuous expense, households were becoming trapped in a vortex of debt.</p>	10
<p>“There are implications for health, well-being and productivity. Already South Africa’s mortality statistics show that non-communicable diseases are the highest cause of death for women aged 45 to 64. Women were most affected because mothers ate last and therefore ate the least diversity of foods,” Abrahams said.</p>	15
<p>“To resolve the disconnect between the low levels of income and attempts to ensure families are fed, households take on debt to put food on the table,” Abrahams said. According to the agency, the key to dealing with the food affordability crisis and getting households out of the cycle of poverty, inequality and indebtedness lay in finding ways to substantially increase income levels.</p>	20
[Source: <i>The Daily Mail</i>]	

- 5.1 Provide an antonym for “rising” (line 1). (1)
- 5.2 Identify the punctuation mark in “low-income” (line 1) and state its function. (2)
- 5.3 There is a misspelling in paragraph 2. Provide its correction. (1)
- 5.4 State the function of the commas in line 6. (1)
- 5.5 Identify the part of speech of each of the following words (in bold in the passage):

- 5.5.1 last (line 8)
- 5.5.2 food (line 9)
- 5.5.3 households (line 9) (3)
- 5.6 Identify the function of the apostrophe:
- 5.6.1 it's (line 7)
- 5.6.2 agency's (line 10) (2)

[10]

TOTAL SECTION C: 30 marks

TOTAL FOR PAPER: 70 MARKS