

HILLCREST HIGH SCHOOL



NOVEMBER 2020

ENGLISH HOME LANGUAGE

**GRADE 11
PAPER 1**

Time: 2 hours

Marks: 70

Examiner: Miss S. Ramsout

Moderator: Mrs. N. Atkinson

N.B. This question paper consists of 9 pages

INSTRUCTIONS AND INFORMATION FOR CANDIDATES

**READ THESE INSTRUCTIONS CAREFULLY BEFORE ANSWERING THE
QUESTIONS**

1. This question paper consists of TWO sections:

SECTION A:	Comprehension	30 marks
SECTION B:	Summary	10 marks
SECTION C:	Advertising	10 marks
	Cartoon Study	10 marks
	Editing Skills	10 marks
2. You are required to answer ALL questions.
3. Draw a 2cm wide margin on the right-hand side of each page of your answer booklet.
4. Start each question on a new page and rule off on completion of EACH section.
5. Number each response as it is numbered on the question paper.
6. Write neatly and legibly.

SECTION A: COMPREHENSION

QUESTION 1: TEXT A

Read the passage below and answer the questions that follow

Young People and Mental Health

- 1 Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives. Alarmingly, however, 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age. The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.
- 2 Things that can help keep children and young people mentally well include being in good physical health, eating a balanced diet and getting regular exercise. It's also important to have time and the freedom to play, indoors and outdoors. A strong, supportive family unit can do a world of good, as can attending a school that looks after the wellbeing of all its pupils. It is also helpful for young people to get involved in community activities outside the home. Communities should also foster a culture of acceptance and acknowledgement – everyone deserves to feel like they belong to something greater than themselves. This perspective allows for a sense of purpose and control over one's life.
- 3 Most children grow up mentally healthy, but surveys suggest that more children and young people have problems with their mental health today than 30 years ago. That's probably because of changes in the way we live now and how that affects the experience of growing up. The world today is a stressful place!
- 4 Things that happen to children don't lead to mental health problems on their own, but traumatic events can trigger problems for children and young people who are already vulnerable. Changes often act as triggers: moving home or school or the birth of a new brother or sister, for example. Some children who start school feel excited about making new friends and doing new activities, but there may also be some who feel anxious about entering a new environment. Teenagers often experience emotional turmoil as their minds and bodies develop. An important part of growing up is working out and accepting who you are. Some young people find it hard to make this transition to adulthood and may experiment with alcohol, drugs or other substances that can affect mental health.
- 5 There are certain risk factors that make some children and young people more likely to experience problems than other children, but they don't necessarily mean difficulties are bound to come up or are even probable. Some of these factors include having a long-term physical illness or a parent who struggles with their own mental and physical health issues. A good school, can be helpful, but a child who is bullied or abused is at a higher risk of mental health issues which require intervention.

6 There is an unspoken assumption that most mental health issues are exclusive to adults, but this ridiculous belief could not be further from the truth. Children and young people also suffer from issues such as depression, which affects more young people today than in decades past. Self-harm is also a common problem among young people who turn to this as a way to cope with unresolved emotional pain.

7 Fortunately, there is help available. If a child or young person has a warm, open relationship with their parents, children will usually feel able to tell them if they are troubled. One of the most important ways parents can help is to listen to them and take their feelings seriously. Open communication is key. Children and young people's negative feelings usually pass. However, it's a good idea to get help if a child is distressed for a long time or if their negative feelings are stopping them from getting on with their lives.

8 The most important thing to remember is that children and young people are very aware of the world around them and they deserve to be treated with the same respect and dignity as the adults who surround them. A child may not have the vocabulary to indicate what is wrong, so it is the responsibility of the adults in their lives to act as their guardians through the difficulties they experience.

Adapted from: <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

TEXT B



https://www.comicskingdom.com/shared_comics/9e7f092d-9264-487f-802d-c1e28bee7840

Questions:

REFER TO PARAGRAPH 1

- 1.1. What is a potential reason for mental health problems in young people? Quote to support your answer. (2)
- 1.2. Does the writer believe that we are doing enough to assist young people with mental health issues? Quote to support your answer. (2)

REFER TO PARAGRAPH 2

- 1.3.1. Identify two ways in which a young person can stay mentally healthy. (2)

1.3.2. Do you agree with the writer's suggestions? Explain your response. (2)

REFER TO PARAGRAPH 3

1.4. What, according to the writer, is the reason for the increase in mental health issues among young people? (2)

REFER TO PARAGRAPH 4

1.5. Discuss the different ways in which young people respond to changes in their lives. Refer to the paragraph to justify your response. (3)

REFER TO PARAGRAPH 5

1.6. Discuss two of your own ways in which school can assist a child who is suffering with mental health problems/bullying etc. (3)

REFER TO PARAGRAPH 6

1.7. What is the writer's opinion of the "unspoken assumption" that mental health issues are exclusive to adults? Quote to support your answer. (2)

REFER TO PARAGRAPH 7

1.8. Do you agree with the writer's assertion that a strong parental connection allows a child to speak freely about their struggles? Explain your response. (2)

REFER TO PARAGRAPH 8

1.9. In your own words, what is the "most important thing to remember" regarding the mental health struggles of young people? (2)

1.10. Is the final sentence a suitable conclusion to the article? Explain your response. (2)

REFER TO TEXT B:

1.11. How does the cartoonist illustrate the impact of puberty on teenagers? Refer to the text and visuals in your response. (3)

REFER TO BOTH TEXTS A AND B

1.12. To what extent does text B support the writer's message in paragraph 7. (3)

TOTAL SECTION A: 30 MARKS

SECTION B: SUMMARY

QUESTION 2:

INSTRUCTIONS:

Carefully read the extract below and write a 90-word summary in a fluent paragraph.
Use your own words

NOTE:

- ✗ It is not necessary to include a heading/title
- ✗ Indicate an accurate word count at the end of your summary
- ✗ Marks will be deducted if you ignore the given instructions

TEXT C:

What makes constructive criticism different from just being criticised?

- 1 Constructive criticism is often confused with downright being criticised. And it can bite. Hard. It hurts to think that your efforts or behaviours are perceived poorly by others and to be told so can sting as sharply as a slap in the face.
- 2 In a nutshell, the difference between the two comes with intent. Constructive criticism is meant to be honest feedback that's given with the purpose of being helpful. It's designed to assist you with reflection and shows areas where you can focus on for improvement. It's delivered with your best interests at heart and is never meant to be taken as a personal attack.
- 3 If you can learn to acknowledge and accept constructive criticism firstly, and then secondly use it as a vehicle for growth and improvement you will certainly benefit. It is important to listen respectfully. If you enter the conversation anticipating to be hurt and therefore interrupt defensively, it will limit the speaker's capacity to fully explain their perspective on the matter. It's not always easy to get the correct message when hearing feedback you may not be happy receiving. Ask questions to clarify the issue/s and maybe ask the speaker for specific examples of what's being referred to. The clearer understanding you have of the main issue/s at hand, the easier it is to move forward.
- 4 Being gracious when accepting constructive criticism is a communication skill worth learning. Even if you do not agree with the criticism, accept the perspective of the speaker and thank them for being honest; it will go a very long way towards maintaining a positive relationship between the parties.
- 5 When on the receiving end of constructive criticism, the natural response is often to try and justify the behaviour. It is important to develop a growth mind-set where you can accept and value feedback as an opportunity for improvement. And to be honest, it's something some adults struggle with too.

<https://www.teenagesurvivalcoach.com/helping-your-teen-learn-to-accept-constructive-criticism/>

TOTAL SECTION B: 10 MARKS

SECTION C: TEXTUAL INTERPRETATION

QUESTION 3: ADVERTISING

TEXT D



<https://web.facebook.com/VegaSchool/?rdc=1& rdr>

QUESTIONS – TEXT D:

- 3.1. What is Text D advertising? (1)
- 3.2. Discuss how the visuals and text support the slogan, “Don’t Settle”. (3)

TEXT E



<https://www.theroomlink.co.za/matrics-guide-to-student-accommodation-wits>

QUESTION – TEXT E:

- 3.3. What is the advertiser’s intention in stating that “more millionaires come from Wits---Africa”? (2)

QUESTION – TEXTS D & E:

- 3.4. Based on these advertisements, which university would you choose to attend? Explain your choice by referring to BOTH Text D and E.

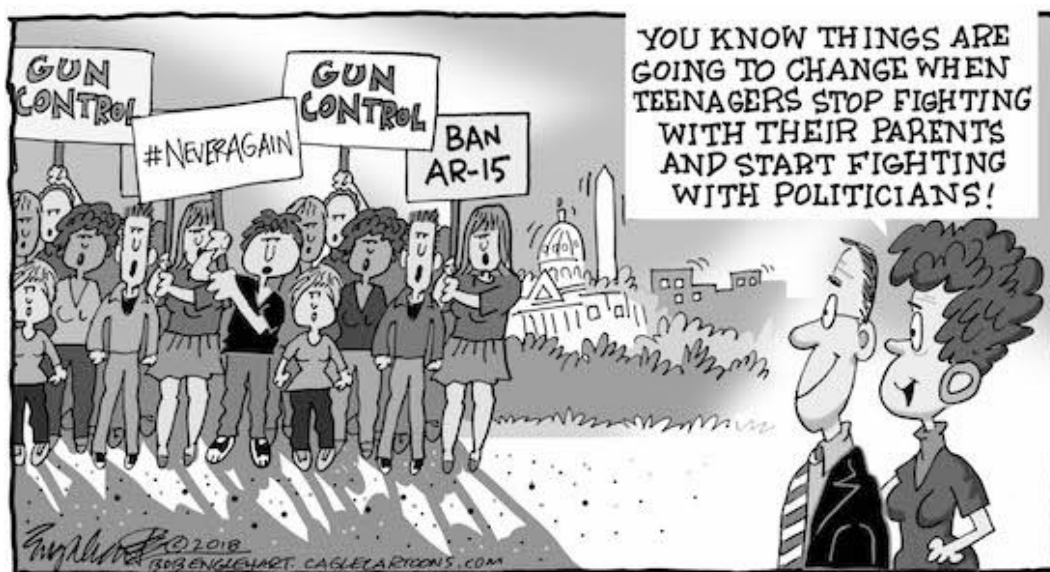
(4)

SUB-TOTAL SECTION C: 10 MARKS

SECTION C: CARTOON ANALYSIS

QUESTION 4:

TEXT F

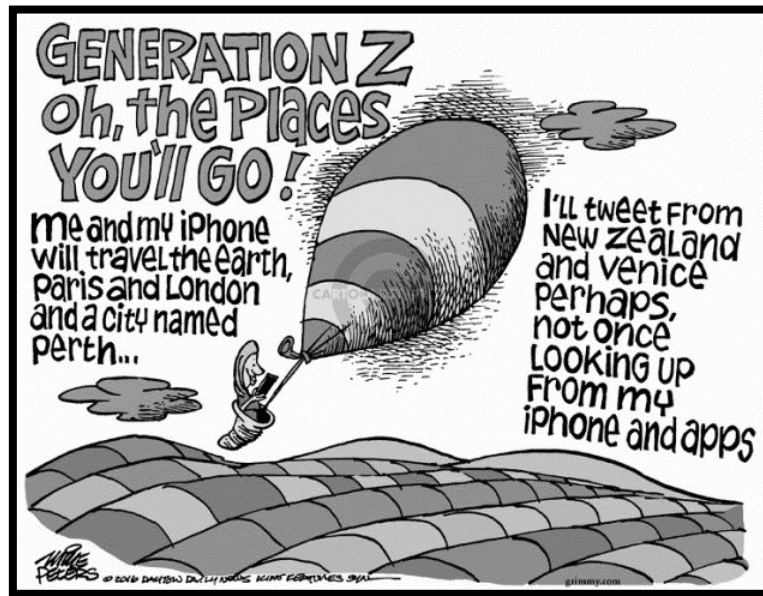


<https://brooklyneagle.com/articles/2018/10/19/opinion-generation-z-voters-could-make-waves>

QUESTIONS:

- 4.1. How does the cartoonist indicate the emotions of the Gen Z crowd? Refer to the visuals and text to support your answer. (3)
- 4.2. Describe the adult's attitude toward the Gen Z protesters. Refer to the visuals and text in your response. (3)

TEXT G:



<https://www.cartoonistgroup.com/subject/The-Generation-Comics-and-Cartoons>

QUESTIONS:

- 4.3.1 Identify the stereotype reflected in this comic. (1)
- 4.3.2 Discuss how the cartoonist makes use of irony to reinforce the stereotype identified in 4.4.1. (3)

SUB-TOTAL SECTION C: 10 MARKS

SECTION C: EDITING SKILLS

QUESTION 5: The following text may contain deliberate errors

**SHOULD WE BE WORRIED ABOUT GENERATION Z JOINING THE WORKFORCE?
BY LINDA RONNIE**

1 It's estimated that there are more than 2 billion Generation Z'ers (aka Gen Z, iGen, or
centennials) worldwide. In South Africa, a third of the population is under the age of 21. It
may be too soon to be definitive about the characteristics of this generation, but they are
said to be tech-savvy, realistic, cause and value driven, entrepreneurial, financially
5 prudent, and have boundless curiosity.

This is the first generation born into a fully technological environment - a world of being
connected, being digital, and having mobile phones or tablets as a matter of course.
They're therefore more advanced in searching for information and figuring things out on
their own.

10 It's said that Generation Z'ers will have jobs that have not even been created yet. But that's
not the only thing we aren't sure of. Although there's some indication of who they are and
the influences shaping them, their characters are still forming and their role in the
workplace is yet to take shape. They are lumps of clay ready to be moulded.

15 And, let's face it: organisations are still struggling to analyse the challenge that Millennials
pose in the workplace. These include fitting in with organisational culture, their
communication style preferences and negative stereotypes of each generation. All these
need to be managed in the workplace.

18 What exactly are they going to do when Generation Z arrives?

Adapted from: <https://www.gsb.uct.ac.za/fo-generationz-workforce>

QUESTIONS:

- 5.1. Write out the abbreviation "aka" (line 1) in full. (1)
- 5.2. Identify and explain the purpose of the punctuation mark in "tech-savvy" (line 4) (1)
- 5.3. Correct the malapropism in line 7. (1)
- 5.4. State the function of the following punctuation marks:
 - 5.3.1. Brackets in (aka **Gen Z**, iGen, or centennials) (line 1 – 2) (1)
 - 5.3.2. Apostrophe in "They're" (line 8) (1)
- 5.5. Re-write, "let's face it" (line 14) in formal English. (1)
- 5.6. Explain the metaphor, "They are lumps of clay" (line 13) in your own words. (2)
- 5.7. What type of question is: "What exactly are they going to do when Generation Z
arrives?" (line 18) (1)
- 5.8. Change the word "organisations" (line 14) to a verb. (1)

SUB-TOTAL SECTION C: 10 MARKS

TOTAL SECTION C: 30 MARKS

GRAND TOTAL: 70 MARKS