



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION

ENGLISH HOME LANGUAGE P1

2015

MARKS: 70

TIME: 2 hours

This question paper consists of 12 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension	(30 marks)
SECTION B: Summary	(10 marks)
SECTION C: Language in context	(30 marks)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after EACH answer.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frames as a guideline:

SECTION A: 50 minutes
SECTION B: 25 minutes
SECTION C: 45 minutes
10. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

Read TEXTS A AND B below and answer the set questions.

TEXT A

**CLOSING THE GENERATION GAP STARTS WITH
FINDING COMMON GROUND**

- | | | |
|---|---|-------------|
| 1 | The topic of a growing generation gap is like the tide at the beach – it comes in; it goes out. But every now and then the waves get a little rough. We seem to be experiencing one of those rough periods right now. | |
| 2 | During the past few days, I've received a multitude of e-mail notifications and print publications about tension in the workplace caused by the co-existence of four generations working side by side. Differing opinions and attitudes between older and younger generations are hardly new. But never in our history have there been four, and soon to be five, generations working together. Thanks to a quality of life now extending for many people into their 80s and even 90s, great-great-grandparents are supervising and are often being supervised by workers 60 or more years younger. No longer is there a natural exodus of the oldest generation as a new generation enters the workforce. In the not-too-distant past, 60 years was a lifetime; today it is just the amount of time spent working. | 5

10 |
| 3 | But I digress. Back to the reality of the generation gap – a source of irritation and agitation between people of different ages. | 15 |
| 4 | Despite decades of age differences and a multitude of different life experiences, individuals from each generation often have more things in common than the media (including me) let on. As individuals, we pass similar milestones. What differs is the path each generation takes to reach that age. | 20 |
| 5 | For example, as an older Baby Boomer ¹ , I never worried about getting shot at school or in a movie theatre. The worst thing that might happen at school was that I misbehaved or forgot my homework and got my knuckles smacked with a ruler. My biggest worry was the 'atomic bomb' and seeking shelter under my wooden school desk! Today a student has a reasonably good chance of being bullied, molested, and even shot. The events surrounding our formative years alter our frame of reference. | 25 |
| 6 | However, regardless of age or generation, a bond does exist among people of all ages. We all seek security and shelter. We all want to feel safe, have a roof over our head, and food on the table. Based on our life experiences, our descriptions and context for security and shelter differ. These life experiences, especially macro-events like war, assassinations and scientific breakthroughs, shape generational attitudes. | 30 |

7	For example, the last time a generation worried about the mass extinction of jobs was in the mid-to-late 1800s, when the industrial revolution shifted jobs from the farm to the factory. Even as recently as 50 years ago, few people worried about permanent job loss. If you had one skill, it might carry you through a lifetime of work. If you were dismissed from one job, it was very likely that you could transfer your skills to another occupation. Today, job security is like vapour for the young. Few employers can provide long-term job security. Entire companies and industries become extinct as innovation revolutionises and transforms work in years, not necessarily over the span of generations. Where the company once held the gift of a life-long career, it is now the individual himself who is responsible for creating long-term career security. Regardless of the generation, people of all ages share the desire for security.	35 40 45
8	There is a simple solution for bridging this generation gap – at least partially finding common ground. Even if attitudes differ, it is important to start the conversation.	
9	When speaking and working with clients, I often suggest that managers and employees complete one or more self-assessments. This isn't so much about self-awareness for self-development, but about gaining the ability to see the world while walking in another's shoes.	50
10	When the information from these self-assessments is compared, participants expect the results to align by generations. But that outcome rarely, if ever, occurs. To the contrary, employees across all generations typically share similar communication styles and even personal values. Likewise, people within the same generation might hate one another's guts.	55
11	The bottom line is that it's simply too easy to blame the gaps between the generations, at work and at home, on age difference alone. Often, different attitudes and resulting conflicts have to do more with personal style and values. And just as I don't align myself with my age group, individuals from other generations aren't clones cut from the same cloth.	60
12	I often find myself enjoying and appreciating the younger generation more than I do my peers. This feeling often has more to do with sharing similar behavioural styles and values than reminiscing about the good old days. Before jumping on the age-based generational gap train, take a good hard look at yourself and others. You might be surprised how much you share with people from other generations, which is a monumental step towards bridging generational gaps.	65 70

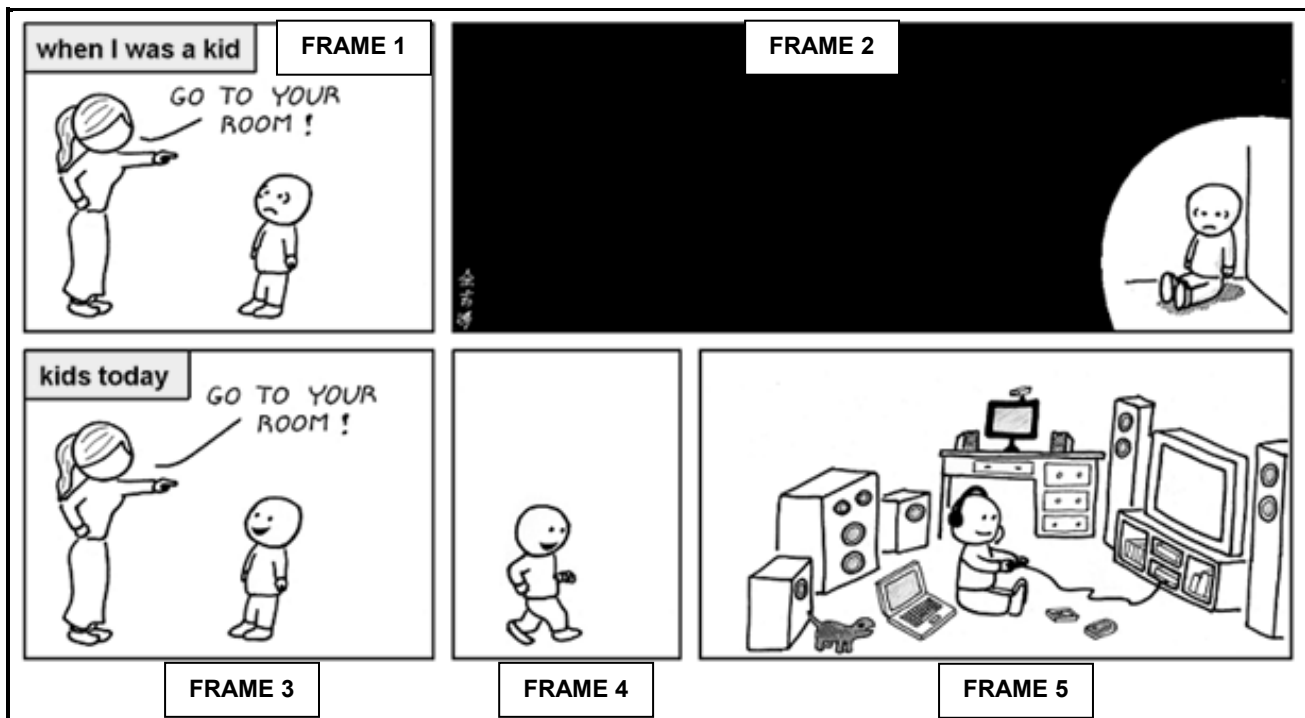
[Adapted from www.huffingtonpost.com]

Glossary:

¹ Baby Boomer: a person born between 1945 and the early 1960s

AND

TEXT B

[Source: <http://studio83.com>]

QUESTIONS: TEXT A

1.1 Choose the most suitable answer.

In paragraph 1, the writer uses:

- A Anticlimax
- B An extended metaphor
- C Hyperbole
- D Antithesis

(1)

1.2 Give TWO different points that the writer makes about the generation gap in paragraph 1.

(2)

1.3 Suggest why the writer uses the personal pronoun, 'I', throughout the passage.

(2)

1.4 'No longer is there a natural exodus of the oldest generation as a new generation enters the workforce' (lines 11–13).

How does the above quotation reinforce the writer's view of the composition of the workforce?

(2)

1.5 The writer sees the generation gap as 'a source of irritation and agitation' (lines 15–16).

Provide evidence from paragraph 5 which supports this view.

(2)

- 1.6 Refer to paragraph 7.
Suggest why the older generation views job security differently from the younger generation. (3)
- 1.7 'There is a simple solution for bridging this generation gap' (line 47).
By referring to paragraphs 9 and 10, explain how the writer supports the above statement. (3)
- 1.8 Refer to paragraph 11: 'The bottom line ... the same cloth.'
Comment critically on the tone used in this paragraph. (3)
- 1.9 In your view, is the last paragraph an effective conclusion to the article? Substantiate your response. (3)

QUESTIONS: TEXT B

- 1.10 Suggest why the cartoonist does not change the general appearance of the two characters. (2)
- 1.11 In your view, what effect has technology had on the generation gap? Substantiate your response. (3)

QUESTION: TEXTS A AND B

- 1.12 In your opinion, which of the two texts is more effective in communicating the idea of the generation gap? Justify your answer. (4)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

Summarise in your own words **the undesirable effects of modern communication technology**, as presented in **TEXT C**.

- NOTE:**
1. Your summary should include **SEVEN** points and NOT exceed **90 words**.
 2. You must write a fluent paragraph, using your own words.
 3. You are NOT required to include a title for the summary.
 4. Indicate your word count at the end of your summary.

TEXT C**THE EFFECTS OF DIGITAL BURNOUT**

Each year seems more punishing than the previous one. We feel as if time is moving faster. Say 'hello' to digital burnout.

It's an accelerating build-up of our 'constantly on and connected' virtual lives and because it happens in cyberspace, we don't see it coming. Once someone reaches full digital burnout, a few weeks' leave will not be enough for recovery. Some people are hospitalised while others disappear into a dark hole of despair for months. It's a new, invisible threat to productivity and a company's workforce.

For the past few years, the online/offline conflict has been growing and is the root cause of many domestic disputes. At any given moment of a family's day or evening, including mealtimes, one or more members are inevitably glued to their cellphones.

We live two separate lives: an offline one, in which we are less and less present, and a virtual one, in which we spend most of our time. Research has found that we now spend more time on our communication devices than we do sleeping. The problem is that when we finally exit from the electronic world, we discover that there's still an entire (neglected) physical world with which we have to deal. This double life means that we essentially work the equivalent of 24 months in 12, which is why we feel increasingly tired.

What is more, there are now almost no boundaries between work and play. We no longer know when enough is enough. Our brains have had to become hyperactive and, because we switch seamlessly between the online and the offline worlds, we no longer have transition periods, which are as essential for the brain as pausing for breath is during exercise.

There is a global mindfulness movement on the rise: an attempt to anchor people in the physical world. 'Being present' is the new buzzword in the wellness industry and it is deeply ironic that a thousand-year-old practice has become an essential life skill for the digital age.

The problem runs far more deeply and is only now being recognised, as more and more people succumb to digital burnout. The reaction of most employers is to fire these 'weak' employees, rather than explore digital detoxification¹ programmes as part of their company wellness policies.

[Adapted from *Sawubona*, November 2014]

Glossary:

¹ Detoxification: purification/cleansing

TOTAL SECTION B: 10

QUESTIONS: TEXT D

- 3.1 Explain how **careersuite.co.za** helps the reader plan his/her career. (2)
- 3.2 Refer to the phrases, 'SA's only all-in-one online career management portal' and 'exclusive access', in the written text.
Discuss how these phrases are intended to influence the reader. (2)
- 3.3 Comment on the tone used in this advertisement. (3)
- 3.4 In your view, is the image effective in promoting the service offered? Substantiate your response. (3)
- [10]**

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS E and F and answer the set questions.

TEXT E: CARTOON

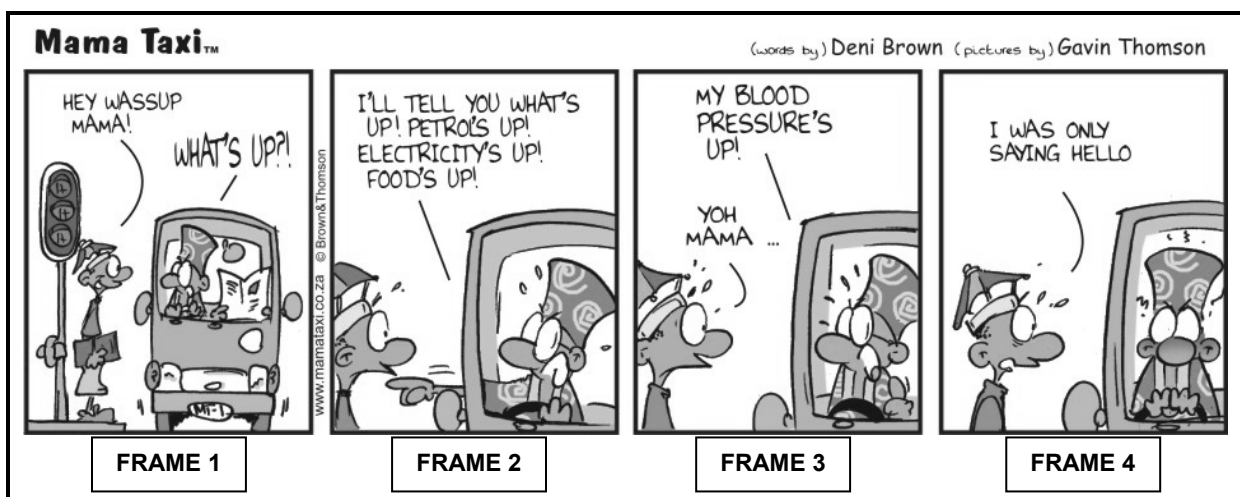


[Source: www.schulzmuseum.org]

QUESTIONS: TEXT E

- 4.1 Account for the use of different fonts in the cartoon. (2)
- 4.2 Refer to the question mark in frame 3.
What does it indicate about the effect of the boy's words on the girl? (2)
- 4.3 Discuss the impact of the visual elements in the last frame. (3)

TEXT F: CARTOON



[Source: www.mamataxi.blogspot.com]

QUESTION: TEXT F

- 4.4 Discuss any TWO techniques used by the cartoonist to create humour. (3) [10]

QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT G, which contains some deliberate errors, and answer the set questions.

TEXT G**HIGH SCHOOL IDOLS**

An evening at the talent show proves there's more to performing well at school than you just doing homework.

- 1 The ruffled velvet curtains fell to the stage like a waterfall. Behind them, every now and again, was ripples of movement. The spotlight fell on the emcee. The high school talent show was about to begin. Around the hall, mahogany boards celebrating gilt-leafed achievements in academic and sporting pursuits. *Scientia et Labore* proclaimed one board. Could that mean 'Science is a bore'? 5
- 2 The opening act was a seated guitarist who'd written a song about the rhino. One's heart went out to the rhino, but also to the guitarist, who's electric cable kept shorting out, making a sound like the sudden crackle of gunfire. Next was a classical Indian dancer, followed by a gum-chewing break-dancer. But the cheers and whoops really rattled the windows as an artist of more demure demeanour delivered a stirring version of the evergreen ABBA number, 'Thank you for the music'. 10
- 3 There was a burlesque dancer, complete with jaunty angled hat, a rhythmic gymnast with a spangly costume, and a piano solo. 15
- 4 The performing arts, and not only algebra and grammar, should be taught as a subject.

[Adapted from *Your Family*, April 2014]

QUESTIONS: TEXT F

- 5.1 Identify and correct the grammatical error in the sub-heading: 'An evening at ... just doing homework'. (1)
- 5.2 Correct the concord error in paragraph 1. (1)
- 5.3 Give a more formal equivalent of 'emcee' (line 3). (1)
- 5.4 'Around the hall, mahogany boards celebrating gilt-leafed achievements in academic and sporting pursuits' (lines 3–5).
Rewrite the above so that it is a grammatically correct sentence. (1)
- 5.5 What is the function of the hyphen in 'gilt-leafed' (line 4)? (1)
- 5.6 Explain the use of italics in '*Scientia et Labore*' (line 5). (1)

- 5.7 Provide the adverbial form of the word 'Science' (line 6). (1)
- 5.8 Give the correct form of an incorrect word in line 8. (1)
- 5.9 'The performing arts, and not only algebra and grammar, should be taught as a subject' (lines 16–17).
- 5.9.1 Identify the finite verb in the above sentence. (1)
- 5.9.2 Rewrite the above sentence in the active voice. (1)
- [10]**
- TOTAL SECTION C: 30**
GRAND TOTAL: 70