



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

ENGLISH HOME LANGUAGE P1

EXEMPLAR PAPER

MARKS: 70

TIME: 2 hours

This question paper consists of 14 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections: SECTION A, SECTION B and SECTION C.
2. Answer ALL the questions.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Write neatly and legibly.

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

Read the passage below and answer the following set questions.

TEENAGERS - DIFFICULT DELIGHTFUL?

*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

1. 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. 5 10
2. Parents of a teenager should realise the needs that their teenager is experiencing. While a teen's need for direction has never been greater, he/she will resist overt attempts at guidance.
3. 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. 15 20
4. 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 years. 25

5. 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. 30 35
6. 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 '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 45
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.

[Adapted from: *Teenagers - Rebellion or Respite?* by L Hammond in JOY]

- 1.1 Identify the main idea in paragraph 1. (2)
- 1.2 Explain what causes a social situation to 'loom larger than life' (line 6) for a teenager. (2)
- 1.3 Refer to lines 9 and 10: '... 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' (lines 19 and 20) helps you to under-stand the relationship between Jay and his father. (3)

1.5 Refer to paragraphs 4 and 5.

Briefly discuss the attitudes towards parenting 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 titled *Teen Beat*, you receive the following article but you have space which is limited to about 100 words.

- * Summarise the article printed below for inclusion in *Teen Beat*.
- * Your summary should be in the form of a single paragraph and about 100 words in length (excluding the title).
- * Indicate your word count accurately at the end of your summary.
- * Note that you will be penalised if you ignore these instructions.

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.

3.1

X-KITS LITERATURE SERIES

- X For the story behind the story!
- X Stimulating self-help approach
- X Wealth of interactive material
- X Thought-provoking exercises
- X Study and exam preparation techniques
- X For Home and First Additional Language levels

UNDERSTAND LITERATURE
Read what the literature experts and examiners have to say.
Learn more about author, context and text.
Approach assessments with confidence.
Suitable for all grades in high school.

TITLES AVAILABLE IN THIS SERIES
Macbeth
Julius Caesar
Animal Farm
Lord of the Flies
Maru
Othello
The Great Gatsby
To Kill a Mockingbird

X-kit
The definitive literature exam kit

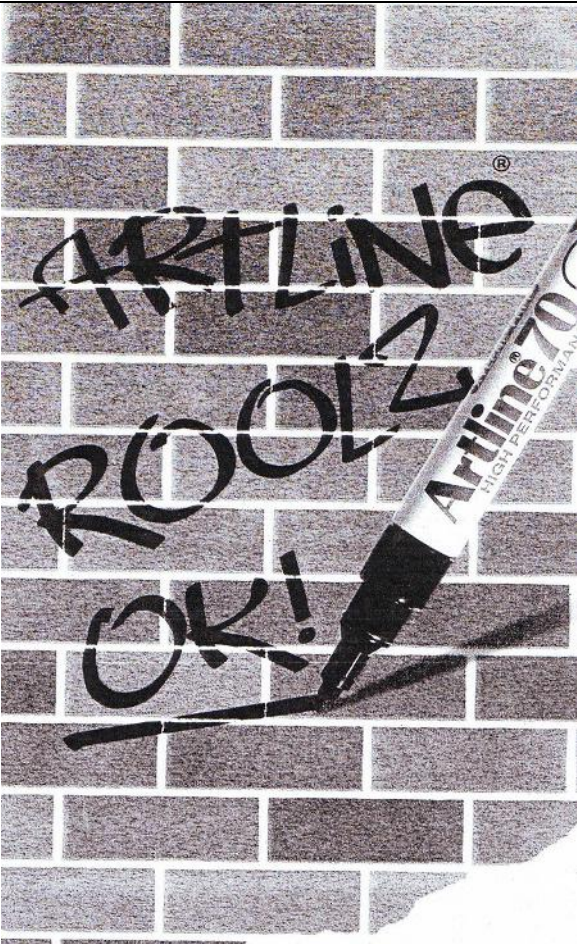
Come and check out our new LITERATURE exam kit series.

Available at all leading bookstores countrywide.

3.1.1 Explain why the advertiser has used colloquial language, like 'Come and check out', for what Shakespeare has to say. (2)

3.1.2 Explain the repetition of the emphasised letter 'X' as an advertising technique. (2)

3.2




**If you can't write on a
surface with an Artline... it
probably doesn't exist.**

Metal, wood, bricks, cardboard, glass, plastic, porcelain ...

You name it. They are quick drying and waterproof, and
the message never fades – even when you wish it would.

Artline[®]
The Marker Leader

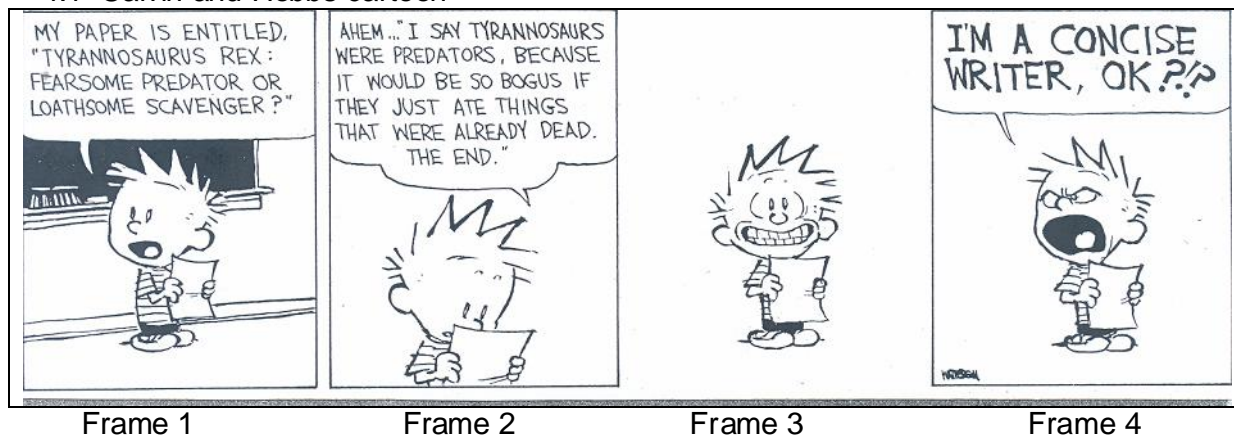
Distributed by Max Frank Tel: (011) 921 1511



- 3.2.1 What special claim does this advertisement make for Artline markers? (2)
- 3.2.2 Is the use of slang in 'ARTLINE ROOLZ OK!' effective? Give a reason for your answer. (2)
- 3.2.3 Refer to the pun in 'The Marker Leader'. Show how this differs from what we might have expected: 'The Market Leader'. (2)
- [10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 Calvin and Hobbes cartoon

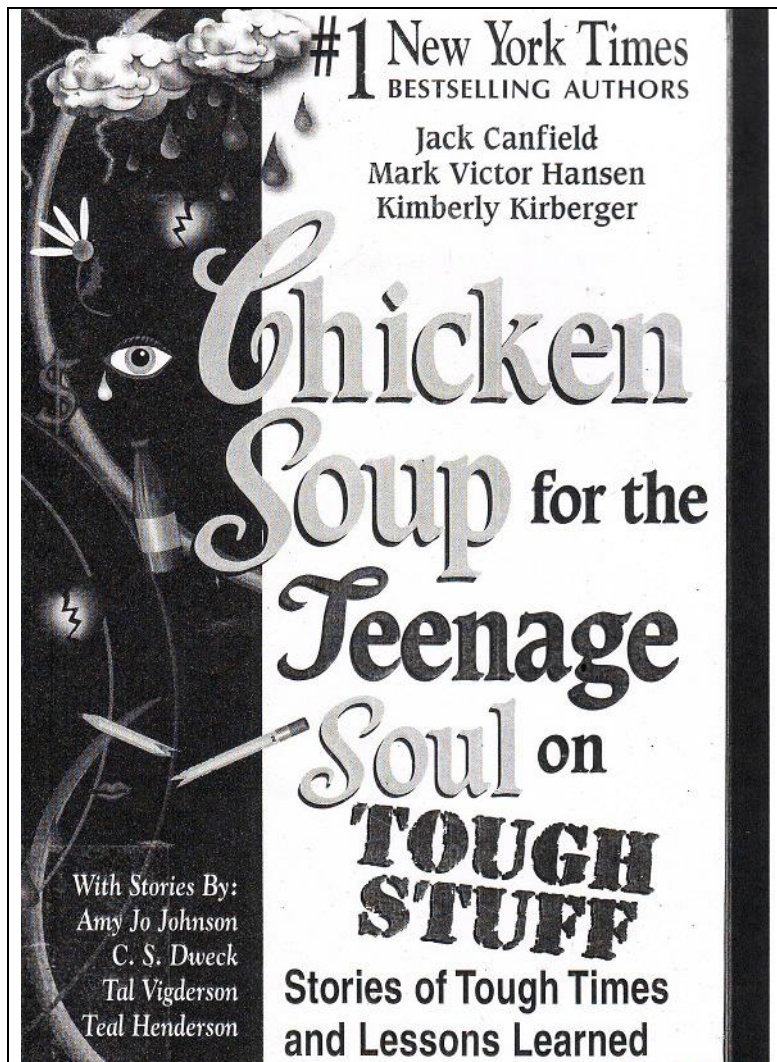


- 4.1.1 Account for the changes in Calvin's facial expression in frames 1, 2 and 3. (2)
- 4.1.2 Explain why the cartoonist has decided to put what Calvin has to say in frame 4 in bold capital letters, together with question and exclamation marks. (2)
- 4.1.3 Do you find this cartoon funny? Give a reason for your answer. (1)

4.2 *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.



- 4.2.1 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 (4.2.1) and the letter (A - D) of your choice.
- A Contributors
B Playwrights
C Suppliers
D Writers (1)
- 4.2.2 Give a reason why you think there are so many different kinds of print (fonts) used for the title of this book. (2)
- 4.2.3 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

Here is an extract from an autobiography, *The Story of My Life*. 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.

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 *water*, 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. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could be swept away. 10

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 ...

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. 15

[Adapted from Helen Keller: *The Story of My Life*]

5.1 Account for the use of the hyphen in the word 'boat-house' (line 1).

(1)

5.2 Refer to the dictionary definition of 'misty' (line 5) 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 about how the word is used? (1)

5.2.3 Write the adverb formed from 'misty'. (1)

5.3 Replace the colon in the sentence below with another suitable punctuation mark:

'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.' (lines 5 - 7) (1)

5.4 Why is '**w-a-t-e-r**' in line 7 written in this way? (1)

5.5 Refer to the following:

'Everything had a name, and each name gave birth to a new thought.'
(lines 11 - 12).

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 Refer to the ellipsis found in line 13 and in line 16.

Explain what this shows the reader. (1)

5.7 Correct the verb tense in 'That living word awaked my soul, give it light, hope, joy, set it free!' (lines 8 - 9). Write the answer only. (1)

5.8 Explain why the words '*mother, father, sister, teachers*' (line 15) have been written in italics. (1)
[10]

TOTAL SECTION C: 30

GRAND TOTAL: 70