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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2021

MARKS: 70

TIME: 2 hours

This question paper consists of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language in context	(30)
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. Suggested time allocation:

SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 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 questions set.

TEXT A

**THE OLD HAVE MADE A MESS OF THE WORLD.
THE YOUNG WILL SAVE US.**

- 1 World leaders are meeting in Spain to decide whether or not to bother with preventing the destruction of the earth, like people in a vehicle speeding toward a cliff deciding whether to brake or swerve ... or maybe they are simply chatting about other things. Powerful senior citizens in the United States – Trump, Giuliani, Biden – are trading playground insults, and the middle-aged people who make serious decisions about how to handle this emergency seem incapable of thinking beyond the singularly imagination-killing criterion of short-term profit. 5
- 2 I began writing this column at a 'Youth versus Apocalypse¹' demonstration in San Francisco. The protest, which was led by teens, of course, as well as some of the twenty-something members of the Sunrise Movement and Extinction Rebellion, took place in front of BlackRock, the world's largest investor in fossil fuels. There was a little cluster of mothers at the demonstration too, with babies and toddlers whose life expectancy, barring catastrophes, extends into the 22nd century. It was a 'Fridays for Future' demonstration taking place all over the world, with half a million mostly young people in Madrid. 10 15
- 3 Sometimes I think that our species was for most of its history a child: it had limited capacity to harm and thus limited responsibility to do no harm. We could kill one another, but we did it without napalm² and nuclear weapons. We could think small because we were altering the earth with hunting, grazing, farming, foraging and building; but most of our traces would vanish and most of our impact left no lasting damage. 20
- 4 With the industrial revolution and its reliance on fossil fuels, and with technologies capable of changing the Earth on a more profound scale, childhood harmlessness faded into the past for those who wielded those powers and used those tools and benefitted from it all. Humans ceased to be mere mortals, but our imaginations and ethics lagged behind our impact. For two centuries we have been in a sort of wild adolescence, too reckless and impatient to pay attention, or to listen to those who point out that there are fatal consequences. 25 30
- 5 We are on the brink. In order to retreat from that brink, humankind's adolescence must end. As a species, we must act with restraint in the face of consequences, must consider other species, humans not yet born, and those currently facing dire climate vulnerability around the world from floods, fire, sea level rise, crop failure, super-storms and more. 35

- | | | |
|---|---|----------|
| 6 | We must expand our imaginations and act on a clearer understanding of our place in the world and our impact on the future. That means making radical changes, like our homes and transport being powered by renewables, and leaving fossil fuels in the ground, where they belong. We need to remind ourselves why these changes are necessary: that the Earth is finite, that actions have consequences that go beyond the horizon of what we can see and hear, in time and space. Those who come after us have rights we cannot just annihilate. We must make sweeping changes by the end of the coming decade, and we must stick to them afterward by remembering why they matter. | 40 |
| 7 | What is striking in this moment is that environmental maturity is largely the property of the young. Many of the significant adults in the room of climate chaos are 16 or 20 or 27, such as Greta Thunberg and the thousands of youth like her who are less visible but no less committed. Teens, from Nigeria to Alaska, are doing their utmost for the climate, but they control no shares, have no votes, sit on no boards: they need us just as we need them. They are the leadership at this moment, youth who are thinking about 2100, who are ready to change everything, and who understand the gravity and scale of the catastrophe. | 45
50 |
| 8 | The young, who have never experienced a below-average temperature on Earth, have the capacity to recognise that we are in an emergency. There is wisdom in youth, in their lack of attachment to the status quo that is not their status quo, and in their ability to imagine profound change. | 55 |
| 9 | There have been far-sighted altruistic ³ people in every generation, but there are signs of a wider evolution of imagination that is taking place among the young. We see that profound change in the youth's new ways of dealing with conflict, rejecting competition and capitalism, while they understand what is possible and ethical. Juvenility and maturity are no longer categories attached to how long you've been on Earth, but how far you see and how much you care. | 60 |

[Adapted from *The Guardian Weekly*, 20 December 2019]**GLOSSARY:**¹Apocalypse: destruction of the world²napalm: chemical substance used in warfare³altruistic: helping others without self-gain**AND**

TEXT B[Source: dailymaverick.co.za]**QUESTIONS: TEXT A**

- 1.1 What message does the writer convey in the first sentence, 'World leaders are ... about other things'? (2)
- 1.2 What does 'trading playground insults' (line 5) reveal about the writer's attitude toward powerful politicians? (2)
- 1.3 Refer to paragraph 2.
Discuss the importance of mentioning the participants in various protests. (2)
- 1.4 Refer to paragraphs 3 and 4.
What are the implications of referring to humankind as a 'child' (line 17) and an adolescent (lines 27–30)? (3)
- 1.5 How does the writer use diction in paragraph 5 to convey his message? (3)
- 1.6 Comment on the writer's tone in paragraph 6, with close reference to the text. (3)
- 1.7 Evaluate the claims made by the writer in paragraph 8 in relation to the title of the article. (3)

1.8 Refer to lines 62–63: 'Juvenility and maturity ... much you care.'

In your opinion, is this final sentence an effective conclusion to the writer's argument? Justify your response. (3)

QUESTIONS: TEXT B

1.9 Why has Greta (the girl) arrived with the two hashtag speech bubbles? (2)

1.10 Comment on the composition of the characters in the cartoon. (3)

QUESTION: TEXTS A AND B

1.11 To what extent does TEXT B reinforce the ideas expressed in paragraph 7 of TEXT A? Motivate your response. (4)

TOTAL SECTION A: 30

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

TEXT C discusses research done on the spread of fake news. Summarise, in your own words, **the research undertaken on fake news**.

- NOTE:**
1. Your summary should include SEVEN points and NOT exceed **90 words**.
 2. You must write a fluent paragraph.
 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**WHY FAKE NEWS ON SOCIAL MEDIA TRAVELS FASTER THAN THE TRUTH**

False news is more novel than true news, and that may be why we share the false much faster and more widely. Prominent responses to false news include surprise, fear and disgust. True news tends to be met with sadness, joy, anticipation and trust. Humans are more likely than automated processes to be responsible for the spread of fake news.

Researchers have studied what they term 'rumour cascades'. A cascade starts with a Twitter user making an assertion about a topic – with words, images or links – and continues in an unbroken chain of retweets. The researchers analysed cascades about news stories that six fact-checking organisations agreed were true or agreed were false. The study found that 'falsehood diffused significantly farther, faster, deeper and more broadly than truth in all categories of information'. Of all categories of fake news, false political news reached more people faster and went deeper into the networks than any other category of false information.

The study compared the emotional content of replies to true and false rumours by using about 32 000 Twitter hashtags and a lexicon of about 140 000 English words that are associated with eight basic emotions: anger, fear, anticipation, trust, surprise, sadness, joy and disgust. Were automated processes, or 'bots', the main culprits in spreading falsity? No – the researchers found that humans were responsible for spreading false news.

The researchers were more interested in identifying the factors that spread true and false news; they included interviews with users, surveys, lab experiments and neuro-imaging. The researchers' paper points to some obvious reasons to look deeper. False news can drive misallocation of resources during terror attacks and natural disasters, the misalignment of business investments, and misinformed elections.

More openness by the social media giants and greater collaboration by them with suitably qualified partners in tackling the problem of fake news is essential. Traditional journalists are potential partners too. Since they find, check and disseminate news, they are well placed to assess the reliability of the reports that they receive. They also attract masses of comments online and generate discussions on social media platforms – they have a clear incentive to maintain trust in their own contributions to democratic life.

[Adapted from theguardian.com]

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D

Alpha Hospitals
A STATE OF MIND

Bullying: Spot it and Stop it!



Bullying is persistent, intimidating, humiliating behaviour which attempts to undermine someone.

Make our hospital an environment where everyone is treated with dignity and respect.

Steps you can take to Spot it and Stop it

- Speak up and speak out if you are being bullied or if you know someone who is being bullied
- Speak to your Manager and/or HR who will be supportive and helpful in finding the right way through. Try to sort the issue informally first of all
- Make a formal complaint to your Line Manager, Hospital Director or HR Manager/Lead
- Raise the issue on the staff feedback website with direct access to the CEO

[Source: slideshare.net]

The text in small font reads as follows:

Steps you can take to Spot it and Stop it

- Speak up and speak out if you are being bullied or if you know someone who is being bullied
- Speak to your Manager and/or HR who will be supportive and helpful in finding the right way through. Try to sort the issue informally first of all
- Make a formal complaint to your Line Manager, Hospital Director or HR Manager/Lead
- Raise the issue on the staff feedback website with direct access to the CEO

QUESTIONS: TEXT D

3.1 Account for the tone of the headline:

Bullying:

Spot it and Stop it!

(2)

3.2 Discuss the suitability of the illustration in the text, in conveying the message of the advertiser.

(3)

3.3 Comment on TWO techniques that the advertiser has used in the **written text** to influence the reader.

(3)

3.4 Provide a suitable synonym for 'intimidating', in context.

(1)

3.5 'Raise the issue on the staff feedback website'

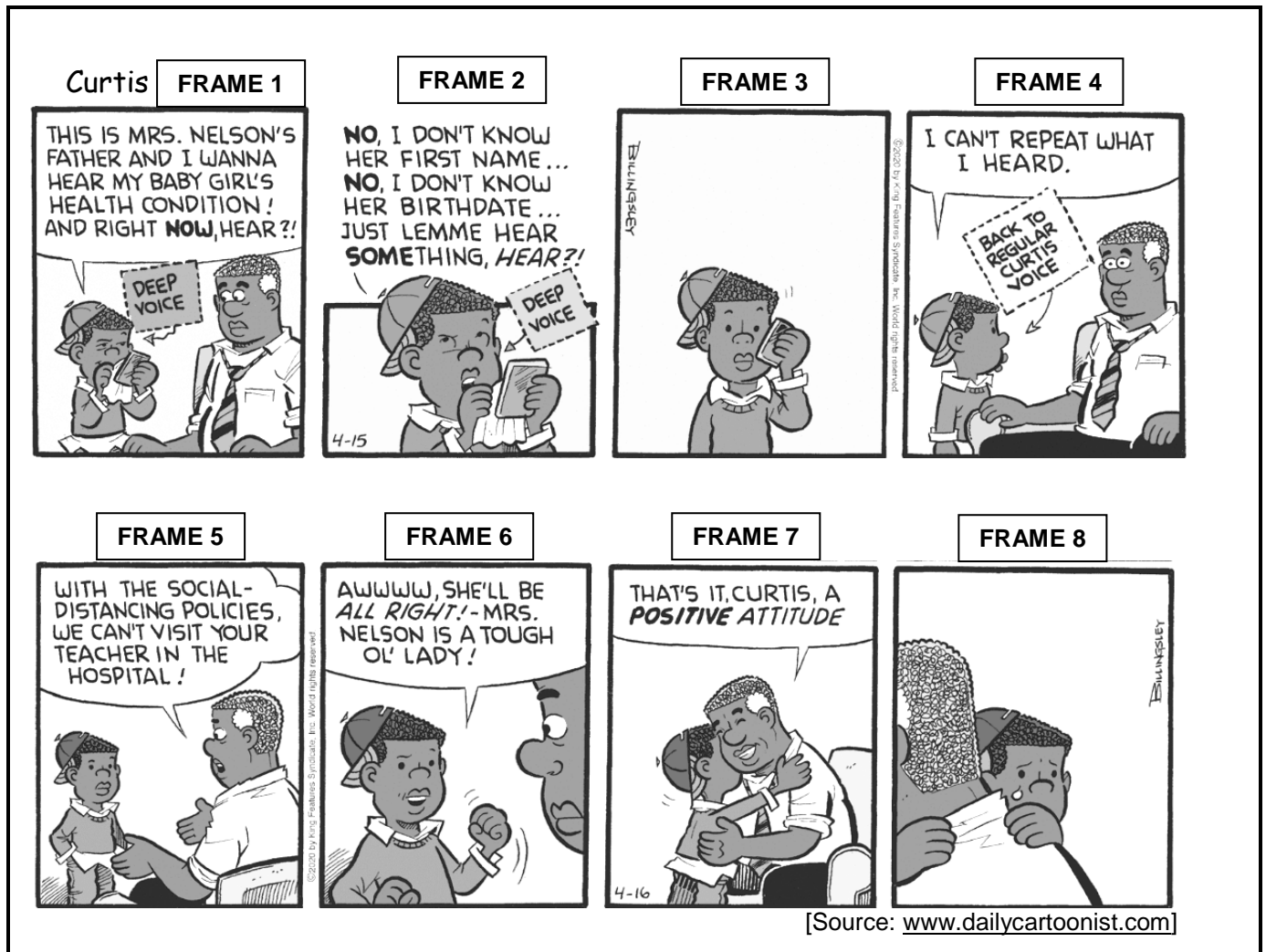
Provide the part of speech for 'staff' in the sentence above.

(1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study the cartoons (TEXTS E AND F) below and answer the set questions.

TEXT E**QUESTIONS: TEXT E**

- 4.1 Account for the boy's intention in using the phrases, 'ALL RIGHT!' and 'A TOUGH OL' LADY!' in FRAME 6. (2)
- 4.2 Critically discuss the effectiveness of FRAME 8 as a conclusion to the cartoon. (3)
- 4.3 Rewrite FRAME 5 in reported speech. (2)
Begin with: Curtis's father said ...

TEXT F



[Source: www.wunc.org]

QUESTION: TEXT F

4.4 Comment on the cartoonist's use of satire in TEXT F.

(3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G**INSTAGRAM: FRIEND OR FAUX?**

- 1 Instagram show-offs are prompting a backlash against over-staged shots. Not an Instagrammer? You're missing out on a social network that's stuffed and crammed full of artily shot camera-phone photos: people's bronzed limbs (aka hot-dog legs) laid out on sunloungers; yoga poses in front of waterfalls; muscled gym-bunnies demonstrating military-grade stomach crunches; superfruit smoothies. 5
- 2 Fed up with this digital display of perfect people having perfect lives on perfect holidays, a new breed of Instagrammers is coming clean. One couple admitted their gap year posts would have been more accurate with images of all the toilets they cleaned and beds they made! A Thai photographer has created serial shots of photographs in which Instagram posts are juxtaposed against a broader picture, e.g. a stylish-looking dinner which does not reveal the chaos outside the frame. He includes the background: a cat on the table and half-eaten instant noodles. 10
- 3 The psychology of both envy and FOMO (fear of missing out) are fanned by the flames of Instagram. Teen Instagrammers have found a solution. They post real Instagram ('Rinstagram') posts, targeted at parent's and friends, while their 'Finstagram' (fake Instagram) accounts contain unflattering photos. 15
- 4 Perhaps it's time to get real or log off.

[Adapted from *The Star*]

QUESTIONS: TEXT G

- 5.1 'Faux' in the headline is a pun. Write down its homophone. (1)
- 5.2 'Instagram show-offs are prompting a backlash against over-staged shots.' (Line 1)
Rewrite the sentence above in the passive voice. (1)
- 5.3 Remove the redundancy in paragraph 1. (1)
- 5.4 Write out 'aka' (line 4) in full. (1)
- 5.5 Using the root word, provide an alternative adjective for 'muscled' in line 5. (1)

- 5.6 'One couple admitted their gap year posts would have been more accurate with images of all the toilets they cleaned and beds they made!' (Lines 8–10)
Correct the error of tense in the sentence above. (1)
- 5.7 What is the function of the hyphen in 'stylish-looking' (line 12)? (1)
- 5.8 Correct the concord error in paragraph 3. (1)
- 5.9 Correct the apostrophe error in paragraph 3. (1)
- 5.10 'Perhaps it's time to get real or log off.' (Line 19)
Rewrite 'get real' in formal English. (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70