basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2018

MARKS: 70

TIME: 2 hours

This question paper consists of 12 pages.

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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.

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SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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

TEXT A

DIVERSITY IN THE WORKPLACE

1 While the traditional notion of workplace diversity may refer to inclusion of various races, genders and religious backgrounds, today's concept of workplace diversity is all-encompassing. Aside from these variables, personality, age, cognitive style, skills, education, background and more are also taken into consideration.

2 The focus of workplace diversity is now on the promotion of individuality within an organisation – acknowledging that every person can bring something different to the table. An organisation that is committed to a diverse workforce, therefore, is one that aims to harness a pool of individuals with unique qualities, seeing this combination of differences as a potential for growth rather than cause of conflict. Attached to this commitment is also an intention to nurture and develop the potential of each individual.

3 So what is it about diversity that can give organisations an edge?

4 The amalgamation of diverse individuals sets the stage for creativity as different ideas can be tested against one another, and new ones may be engendered. Employees stand to experience more personal growth in an environment where they are exposed to differences in culture, opinions and ideas. However, employers will have to improve their ability to adapt to different circumstances in a diverse environment. They have to come to terms with differences in personality, culture and background.

5 There is also a practical advantage in having a diverse workforce. With employers acknowledging that various ethnicities and religions have different celebrations, they are able to ensure that there is a workforce present during different festival periods throughout the year.

6 There are, however, natural obstacles to embracing and implementing diversity in an organisation. Feel-good images of effortless synergy and a melting pot with a fantastically delicious mix of ingredients may be easy enough to talk about. However, managers should not ignore the challenges firstly of advocating diversity and then managing it in a manner that ensures it is a strength, and not a human resource and operational nightmare.

7 'Muscle memory' is one of the main obstacles to workplace diversity. It refers to the attitude that says, 'This is how it has always been done. Why change it?' Hidden biases form a major component in the formation of this 'muscle memory'. Subconsciously, people have a tendency to draw on their hidden biases when making decisions about who they think will be the best candidate for a particular role or opportunity. Managers must be aware that their personal biases could prevent them from considering other possibilities.

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8 Culture, personality and background differences can erect social divisions between employees that they need to recognise and overcome. However, this can be an advantage if individuals recognise that different, sometimes conflicting ideas are important to make sure a team does not have tunnel vision.

9 It is important to define the type of diversity that your organisation needs to succeed. Identify what is important for your organisation and then set the appropriate goals and measures so that employees understand what is needed to succeed in this endeavour. Internally, the culture of the organisation should echo this commitment to diversity. Foster an appreciation for diverse individuals, and encourage teamwork and collaboration. This can be ingrained into the company culture by embedding diversity within the company's value system.

10 When considering candidates for a position, managers should first identify the specific skills needed by an individual to fulfil that role. By focusing on the skills required, rather than the type of person, the manager would be able to think from a diversity perspective.

11 Managers should think of diversity as broadly as possible. They ought to consider individuals who have worked in different countries. They should manage with a transformational style rather than a transactional style. This will increase the chances of recruiting a diverse range of individuals.

12 As the geographical divisions of the world become increasingly irrelevant and organisations are poised more than ever to service a global community, the advantages of a diverse workforce become especially pertinent.

13 Consequently, a mind-set change is often required, as biases and stereotypes can impede us from viewing the full potential of differences. But instead of proceeding on auto-pilot mode without questioning our underlying beliefs, perhaps we should turn on our minds' manual mode. Let us take some time to examine the diversity composition and diversity needs of our organisations. It could be the secret to taking our companies to the next level.

[Adapted from www.mystarjob.com]

AND

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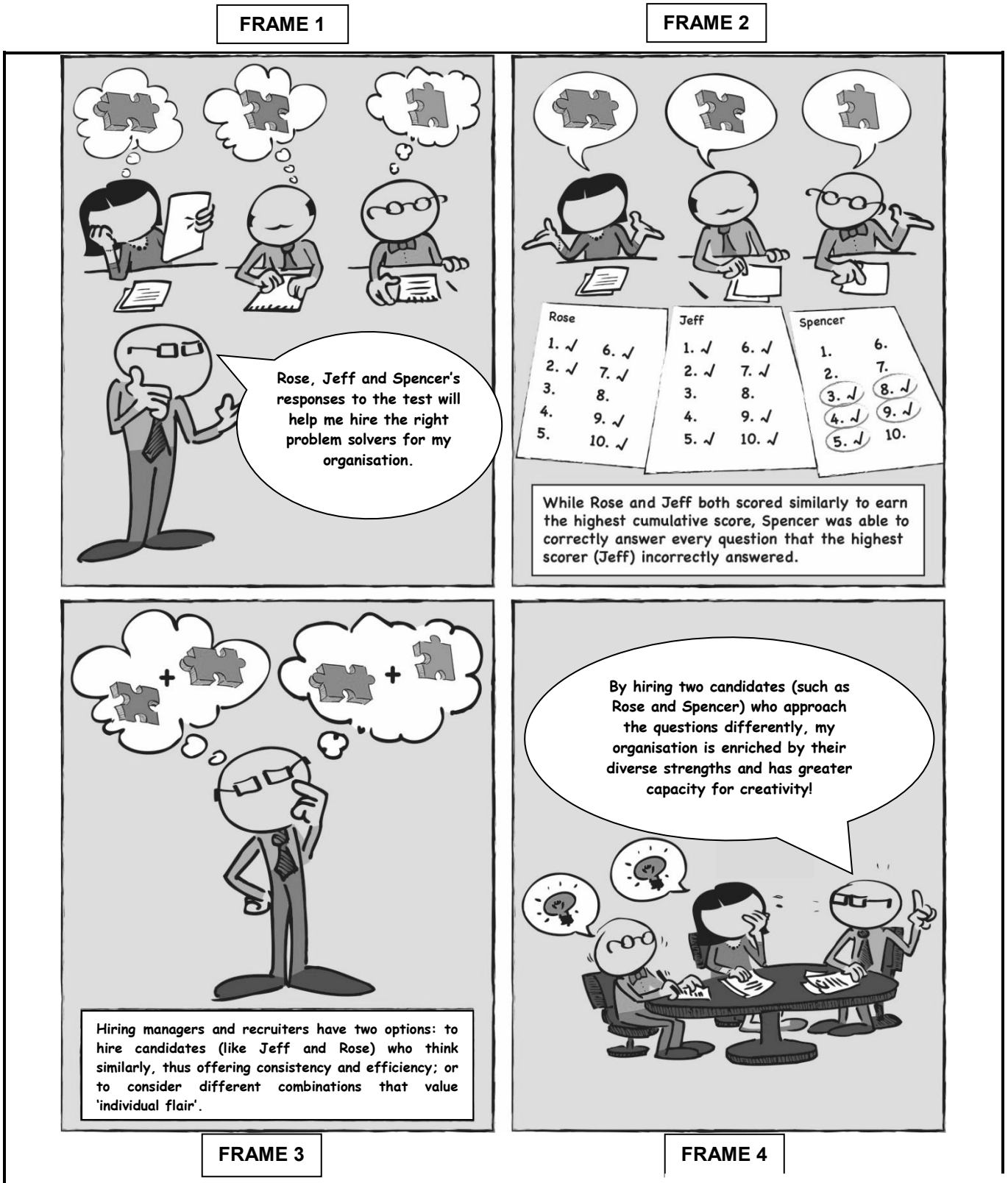
TEXT B



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QUESTIONS: TEXT A

1.1 Refer to paragraph 1.

What is the distinction between the 'traditional' and current perception of diversity? (2)

1.2 State, in your own words, how the 'promotion of individuality' (line 6) benefits the workplace. (2)

1.3 Refer to paragraph 3.

What is the purpose of the single line paragraph? (2)

1.4 Refer to paragraphs 4 and 5.

Discuss the effect of diversity in the workforce, on the employer. (3)

1.5 Refer to paragraph 6.

Discuss how the writer presents an apparent contradiction through his use of diction. (3)

1.6 Comment on how the writer explores the consequences of 'hidden biases' (line 33) in this article, as a whole. (3)

1.7 Refer to lines 40–41: 'sometimes conflicting ideas are important to make sure a team does not have tunnel vision.'

Critically discuss the above statement in the context of paragraphs 7 and 8. (3)

1.8 Discuss the effectiveness of the writer's style in the concluding paragraph. (3)

QUESTIONS: TEXT B

1.9 Explain the use of puzzle pieces in the thought bubbles of the characters in frame 1 and frame 3. (3)

1.10 In your view, has the employer made a convincing choice in hiring Rose and Spencer? Motivate your response in light of TEXT B as a whole. (3)

QUESTION: TEXTS A AND B

1.11 Do you think TEXT B supports the message in paragraphs 9 and 10 of TEXT A? Justify your response. (3)

TOTAL SECTION A: 30

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C provides information on the manner in which people accumulate possessions. Summarise in your own words **why people fall prey to collecting clutter**.

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

PULLED TO BUY MORE STUFF – AND PUSHED TO DUMP IT

Households are currently bursting with stuff: clothes seldom worn, books once read and crockery or appliances never used.

How did we get here, drowning in stuff?

It's partly due to blended families, with partners arriving with all their baggage. They marry or co-habit later in life, well after they have set up their own homes, also because they are perpetually encouraged to accumulate possessions.

Magazines tell us to decorate and then to redecorate our homes, and if we can't afford to do that (who can?), to buy new scatter cushions to pep up a room with a pop of colour or add a new lamp shade or curtains. We keep the replaced items just in case we need them. The growth in the past 18 years of mass market décor stores means you no longer have to be wealthy to keep re-inventing your home – only relatively well-off.

Think, too, of the advertising that offers us time-saving devices that soon clutter up kitchen cupboards, or make us believe we really will need that apple-corer. But all this clutter is not just about buying or wanting more things. Being surrounded by these possessions, makes us feel anchored. Décor magazines talk about 'curating' our homes. The items we have around us tell a story – or so we think – of who we are and where we come from.

This preoccupation with material things creates work for us: we are perpetually tidying and cleaning. But it's the attachment to things that makes it so hard to part with them. We simply can't find storage space for all the gifts given and appreciated.

However, help is at hand. A whole industry to help middle-class people cope with the ailments of materialism has emerged: from lifestyle TV programmes that tackle extreme hoarding, to consultants who will come to your home to advise you on what to get rid of.

Consumers who resist the urge to purchase unnecessary items present a problem for retailers. So now we are pushed by retailers to keep buying more stuff, and pulled by a trend to get rid of it.

For some of us, it is not that easy, especially if we are afflicted with sentimentalism.

[Adapted from *Sunday Times*, 16 July 2017]

TOTAL SECTION B: 10

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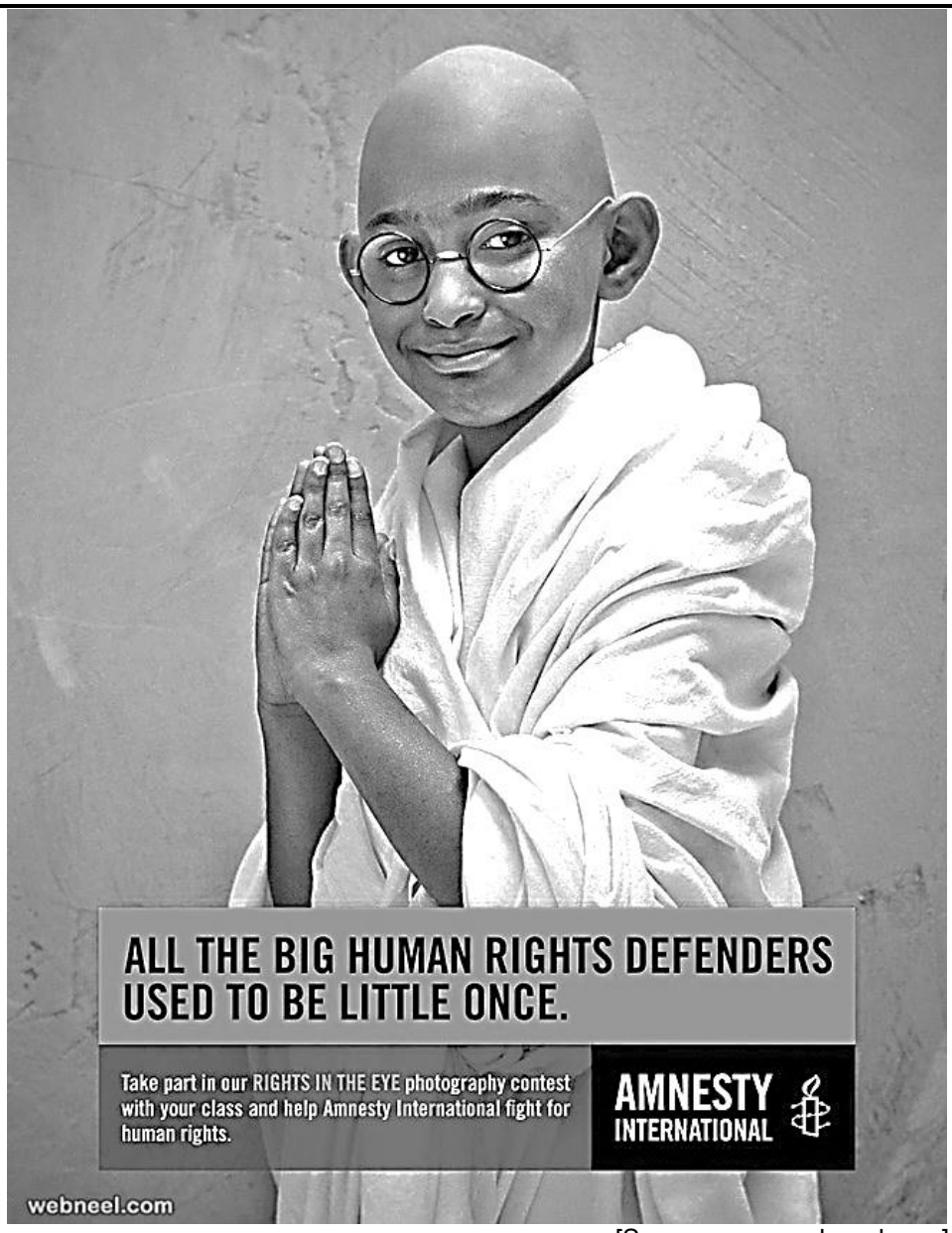
SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



[Source: www.webneel.com]

The text in small font reads as follows:

Take part in our **RIGHTS IN THE EYE** photography contest with your class and help Amnesty International fight for human rights.	AMNESTY INTERNATIONAL

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QUESTIONS: TEXT D

3.1 Explain the connotation of the word 'BIG', in the context of the advertisement. (2)

3.2 Suggest why the photography contest has been titled, 'RIGHTS IN THE EYE'. (3)

TEXT E

[Source: www.aaronscheidler.com]

QUESTION: TEXT E

3.3 Discuss the extent to which the logo reinforces the advertiser's message, in TEXT E. (2)

QUESTION: TEXT D AND TEXT E

3.4 Refer to the images in TEXTS D and E.

Which image, in your opinion, is more effective in conveying its message? Motivate your answer. (3)

[10]

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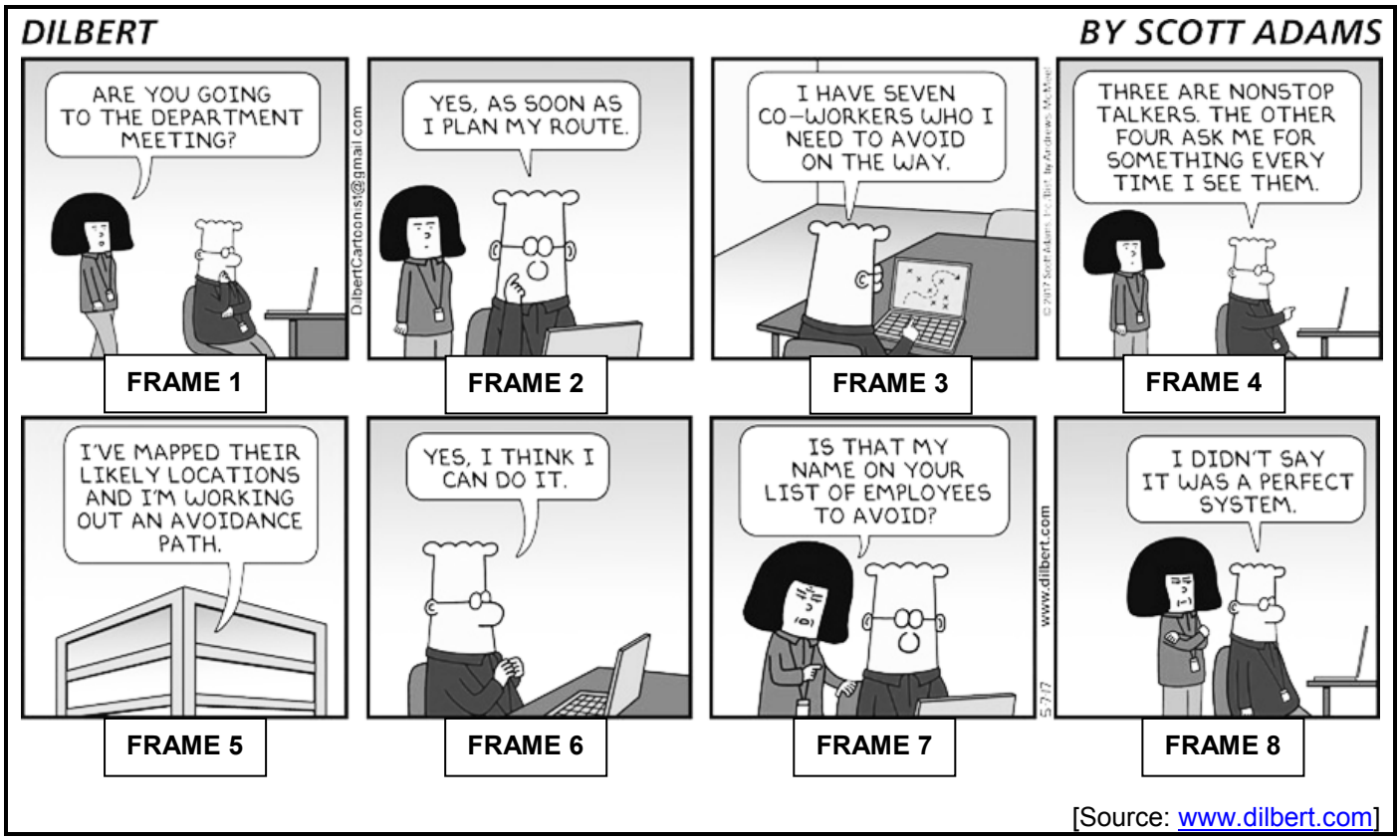
QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT F below and answer the questions set.

TEXT F



[Source: www.dilbert.com]

QUESTIONS: TEXT F

4.1 Explain what the use of the personal pronoun 'I' throughout the cartoon suggests about Dilbert. (2)

4.2 Refer to frame 5.

Discuss the effectiveness of the technique used by the cartoonist in this frame. (2)

4.3 Refer to frames 4 and 7.

Comment on the change in the facial expression of Dilbert's colleague. (3)

4.4 Discuss the point of humour in the cartoon. (3)

[10]

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QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT G

WHY TEENAGERS REALLY DO NEED AN EXTRA HOUR IN BED

1 'Making teens start school in the morning is "cruel", brain doctor claims,' declared a British newspaper headline in 2007. One reader responded: 'This man sounds brain-dead.'

2 The biology of human sleep timing, like that of other mammals, change as we age. Reasons for this are unclear but the shifts corroborate with hormonal changes. However, biology is only part of the problem. Additional factors include a relaxed attitude to bedtimes by parents and access to TVs, gaming devices and cellphones, all of which promote alertness and eat into time available for sleep ... a 'perfect storm' for delayed sleep in teenagers.

3 Evidence that sleep is important is overwhelming. Impulsive behaviours, lack of empathy, sense of humour and mood have always been similarly affected by sleep deprivation. Tired adolescents are moody, insensitive and freaked out. Sleep is not a luxurious indulgence but a fundamental biological need: enhancing creativity, productivity, mood and the ability to interact with others.

4 If you are dependent upon an alarm, or parent, to get you out of bed; if you feel sleepy and irritable during the day; if your behaviour is overly impulsive, it means one is not getting enough sleep.

[Adapted from www.newscientist.com

QUESTIONS: TEXT G

5.1 Explain the TWO different uses of the inverted commas in line 1. (2)

5.2 One reader responded: 'This man sounds brain-dead' (lines 2 – 3).

Rewrite this sentence in the indirect speech. (1)

5.3 Correct the concord error in paragraph 2. (1)

5.4 Correct the malapropism in paragraph 2. (1)

5.5 'Additional factors include a relaxed attitude to bedtimes by parents and access to TVs, gaming devices and cellphones' (lines 6–8).

Explain how the meaning would change if a comma were inserted between 'gaming' and 'devices' ('…gaming, devices …'). (1)

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5.6 'Impulsive behaviours, lack of empathy, sense of humour and mood have always been similarly affected by sleep deprivation' (lines 10–12).

Rewrite the above sentence in the active voice. (1)

5.7 Give the abstract noun form of 'adolescents' (line 12). (1)

5.8 Which word in paragraph 3 serves as an antonym for 'indulgence' (line 13)? (1)

5.9 'if your behaviour is overly impulsive, it means one is not getting enough sleep' (lines 16–17).

Correct the grammatical error in this clause. (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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