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**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2018**

**ENGLISH HOME LANGUAGE P1**

**MARKS: 70**

**TIME: 2 hours**

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This question paper consists of 13 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 structures and conventions	(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 and answer the questions set.

**TEXT A****HOW MUSIC AFFECTS TEENAGERS AND THEIR BRAINS**

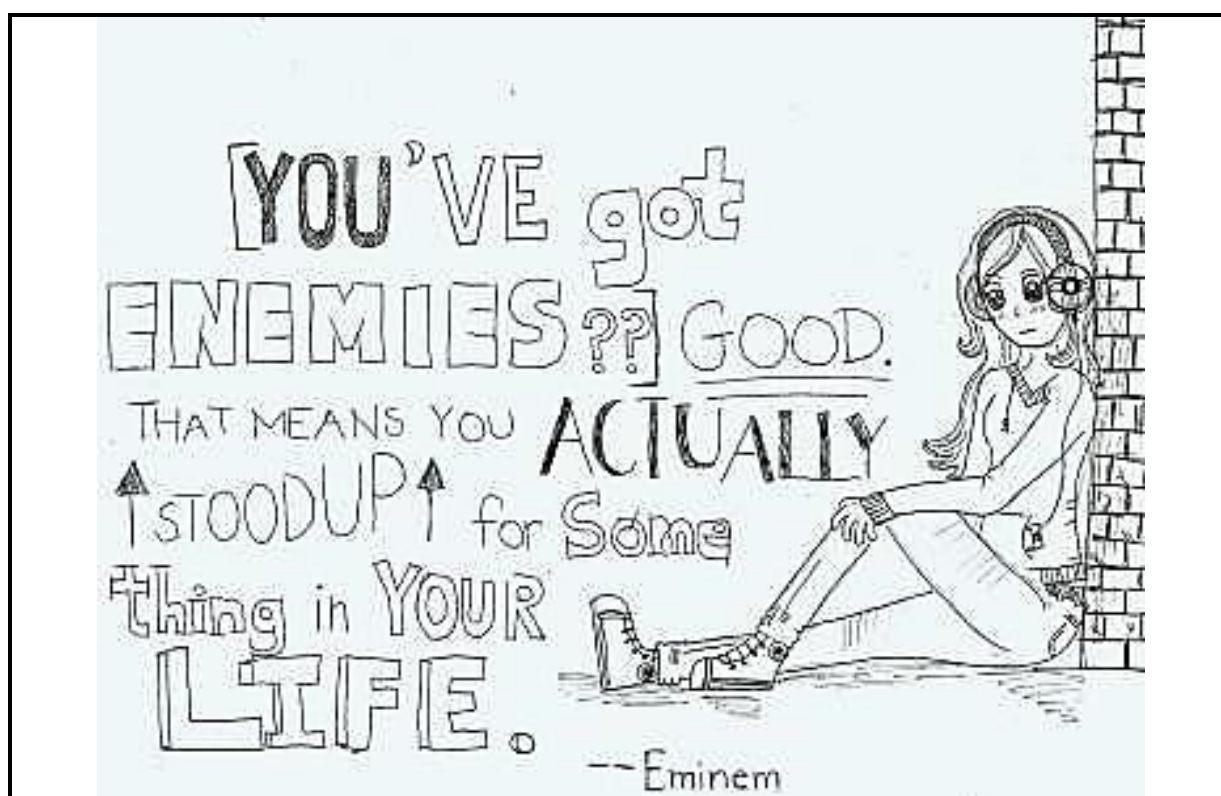
- 1 Music is an inseparable part of our life. With all the variety of its forms, it influences people of any age and social group, in all times. Probably, the most powerful effect music has over teenagers lies in their emotions and their perception of the world, themselves and their peers. Every parent knows that music's influence on the behaviour of teens is quite significant. It can motivate adolescents, inspire them or help them to calm down and to relax. 5
  - 2 Here are just a few of the numerous positive effects that music has on children:
  - 3 Classical music improves children's concentration and verbal abilities. Teens who are given classical music training show better verbal memory than their peers, with the results improving as they practise. Also, teens who learn to play acoustic instruments gain more self-esteem. Playing instruments appears to be especially helpful for children diagnosed with attention deficit hyperactivity disorder. 10 15
  - 4 Quiet background music may help some teens to concentrate and block unwanted distractions while they are doing their homework. This doesn't work for all children, but those for whom it is helpful should choose instrumental music over music with lyrics.
  - 5 Pleasing and soothing music, such as easy listening, retro or classics, promotes tranquility and decreases anxiety; it lets the listener feel friendly and happy, and even may treat depression. 20
- The science behind those chills you get when certain songs play.*
- 6 There's a reason certain songs keep us coming back for more: Neuroscientists who study music's effect on our brain have discovered that dopamine, the feel-good chemical released during substance use, exercise and sex, also tends to spike before and after climactic moments in songs. 25

- 7 'Dopamine release happens as a function of expectations. In music, we're constantly going back and forth between tension and release,' says Susan Rogers, Ph.D., the director of the Berklee Music Reception and Cognition Laboratory in Boston (and Prince's former sound engineer!). She explains that as songs grow in anticipation, such as a rock song that crescendos before the chorus, 'we'll build up tension until we have that breakdown, and that feels great.' When these things happen, your body releases dopamine and you feel a natural dose of pleasure. That's why the right song – either a song you've just heard or an old favourite – can shake you out of your bad mood. 30
- 8 It doesn't have to be a wildly dynamic song, either. Just think about the best part of one of your favourite songs: chances are it's an unexpected chord change, a breakdown, or the second the singer hits a high note. 'Those moments can release just a little bit of dopamine, because they're exciting,' says Dr Rogers. 40
- 9 So if music has access to your emotional switchboard, what should you be playing? It's different for everyone, says Dr Rogers. For example, risk-takers tend to like more avant-garde music, while those who don't want more challenging stimuli will listen to something that doesn't require them to pay much attention (perhaps pop music or classic country). However, this is all individual: personality traits, age, culture, and other factors come into play. 45
- 10 Music's influence over our minds doesn't end with a chemical rush. The artists we listen to during adolescence, when our brains are still forming, are especially powerful. 'We know that humans tend to bond to music in our teens,' says Dr Rogers. Music 'can be our buddy.' Like a person, we bond to it and look to the music – and people behind it – for guidance. 50
- 11 'When we're teenagers, songs can help us solve problems,' adds Dr Rogers. We put on our headphones and suddenly we have a private coach. 'Lyrics tell us how to behave, like 'Here's what you should have said to that guy', or 'Here's how you should be putting yourself out into the world.' 55
- 12 While we may outgrow certain bands, we feel warmly and think fondly of certain bands who were our 'friends' during high school or early college years. It's not sentimentality; it's science. The neural connectivity in our brains 'hardens' by the time we're in our mid-20s. Don't be alarmed: You'll still be able to enjoy new things, but there's a good chance your general tastes – even worldview – may have taken shape. Download responsibly. 60

[Compiled from <https://pumpic.com/security/how-does-music-affect-teenagers> and <http://www.teenvogue.com/story/how-music-actually-affects-your-brain>]

AND

## TEXT B



[Source: TeenInk]

## QUESTIONS: TEXT A

- 1.1 Is the following statement TRUE or FALSE? Support your answer by quoting a phrase of five consecutive words from paragraph 1:

Music is universal. (1)

- 1.2 The writer of this article is of the opinion that music influences the 'perception' (line 4) of teenagers. Identify three areas of perception that music may help to influence. (3)

- 1.3 Why would playing a musical instrument be beneficial for a child who has been diagnosed with attention deficit hyperactivity disorder (lines 14–15)? (2)

- 1.4 Suggest a reason for the recommendation that instrumental music be used for studying (line 19). (2)

- 1.5 Describe, in one sentence and using your own words, what dopamine (line 26) is. (1)

- 1.6 Refer to paragraph 7 and explain clearly how and why music can help change one's mood from bad to good. (3)



1.7 '(and Prince's former sound engineer!)' (line 31)

Formulate a reason for the writer's use of the exclamation mark in this phrase. (2)

1.8 'So if music has access to your emotional switchboard, what should you be playing?' (lines 43-44)

Identify and explain the figure of speech used in this sentence. (3)

1.9 According to Google, the meaning of 'avant garde' (line 45) is 'new and experimental ideas and methods in art, music, or literature'.

Why would risk-takers favour this type of music? (2)

1.10 'Download responsibly.' (line 63)

Identify the writer's tone in the final sentence of the passage and suggest a reason for the tone used. (2)

### QUESTIONS: TEXT B

1.11 Describe and comment on the way that the girl has been presented in this cartoon. (2)

1.12 Account for the use of brackets in the copy of this cartoon. (1)

1.13 Comment on the way in which 'stood up' has been presented. (2)

### QUESTION: TEXTS A AND B

1.14 Does TEXT B support the writer's view as presented in paragraphs 10 and 11 of TEXT A? Justify your response with close reference to both TEXT A and TEXT B. (4)

**TOTAL SECTION A: 30**

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

You have been asked by the editor of the school newspaper to write an article entitled **Seven Reasons why literature is important**. You found the following article (TEXT C) during your research on the internet. Use the contents of the article in TEXT C to write your article IN YOUR OWN WORDS.

1. Your article 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****WHAT IS THE SIGNIFICANCE OF LITERATURE IN OUR LIVES?**

Too many people believe literature is not important or underestimate its abilities to stand the test of time and give us great knowledge. There is a stigma that one who is more inclined towards science and maths will be more successful, and one who is more passionate towards literature and other art forms is destined to low-paying jobs and unsatisfying careers. Somehow the world has come to think that literature is insignificant.

Here are the opinions of two people on this matter:

*Rob Wanless – English Teacher:* Authors in literature aren't just entertaining us. They are helping us understand people. Not just the people around us, but people from other times in other cultures. We learn about other genders and other trades, other times, and other ideas.

Literature expands our minds, helps our imagination fly like the eagle it is. Literature increases our vocabulary without our knowing it. Literature helps us in our waking life, giving us heroes, a catharsis, an escape, and sometimes a laugh. The more students read, the better they write. And the more they read, the better they get at reading.

*Bhuvandas MK – Motivational Speaker:*

To instill the social and spiritual values, literature is a basic tool without which our lives will be so materialistic and greedy. A value system is a must for every individual, community and country to be effective and success oriented.

In several countries, literature has supported and inspired the downtrodden and labourers to unite and fight against corrupt rulers.

Self-development, inspirational books and (auto)biographies of successful personalities are helpful to billions of people in leading a successful life. Career enhancement, detailed study materials and research journals also contribute in a great way.

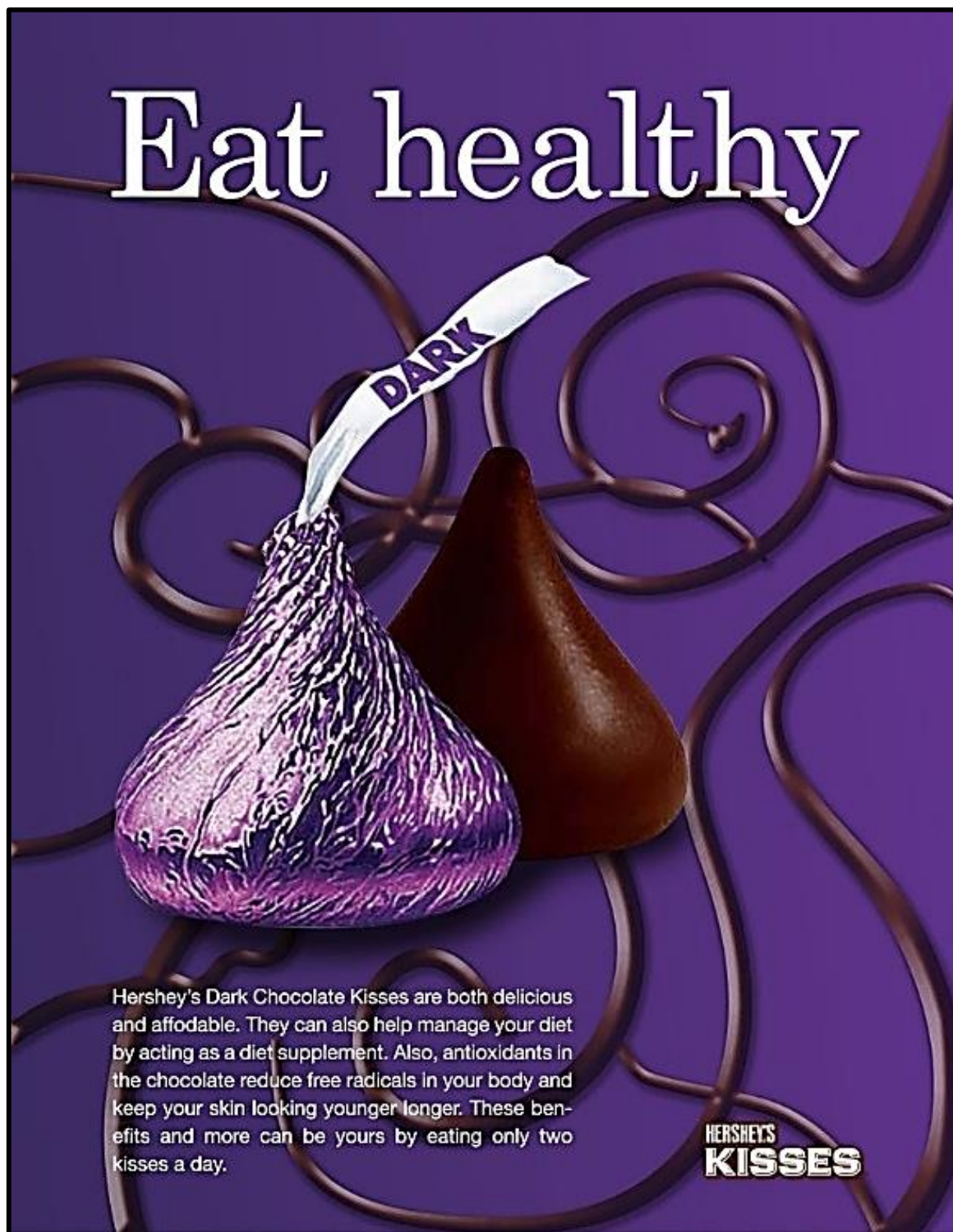
[Adapted from [theodysseyonline.com](http://theodysseyonline.com) and [www.quora.com](http://www.quora.com)]

**TOTAL SECTION B: 10**



**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS****QUESTION 3: ANALYSING ADVERTISING**

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

**TEXT D**An advertisement for Hershey's Dark Chocolate Kisses. The background is a deep purple. At the top, the words "Eat healthy" are written in a large, white, serif font. Below this, there are two chocolate kisses: one is a standard Hershey's Kiss with a white wrapper that has the word "DARK" in purple, and the other is a solid dark brown kiss. They are surrounded by intricate, swirling patterns of dark chocolate. In the bottom left corner, there is a block of white text. In the bottom right corner, the "HERSHEY'S KISSES" logo is displayed in white.

**Eat healthy**

**DARK**


Hershey's Dark Chocolate Kisses are both delicious and affordable. They can also help manage your diet by acting as a diet supplement. Also, antioxidants in the chocolate reduce free radicals in your body and keep your skin looking younger longer. These benefits and more can be yours by eating only two kisses a day.

**HERSHEY'S KISSES**

[Source: [Wordpress.com](http://Wordpress.com)]

## TEXT E

**EVERYTHING YOU WANT FROM A CANDY BAR. AND MOST OF WHAT YOU WANT FROM A HEAD OF CABBAGE.**



**Eat with your head.™**

Want good nutrition? Try new BALANCE GOLD: A 40-30-30 balance of carbs, protein and dietary fat, cleverly disguised in peanuts, caramel and a rich chocolate flavor. It's the smart way to give your body 23 vitamins and minerals without giving up the fun part. Want to learn more? Log on to Balance.com.

[Source: [za.pinterest.com](https://za.pinterest.com)]

The text in small font reads as follows:

Want good nutrition? Try new BALANCE GOLD: A 40-30-30 balance of carbs, protein and dietary fat, cleverly disguised in peanuts, caramel and a rich chocolate flavor. It's the smart way to give your body 23 vitamins and minerals without giving up the fun part. Want to learn more? Log on to Balance.com.

## QUESTIONS: TEXT D

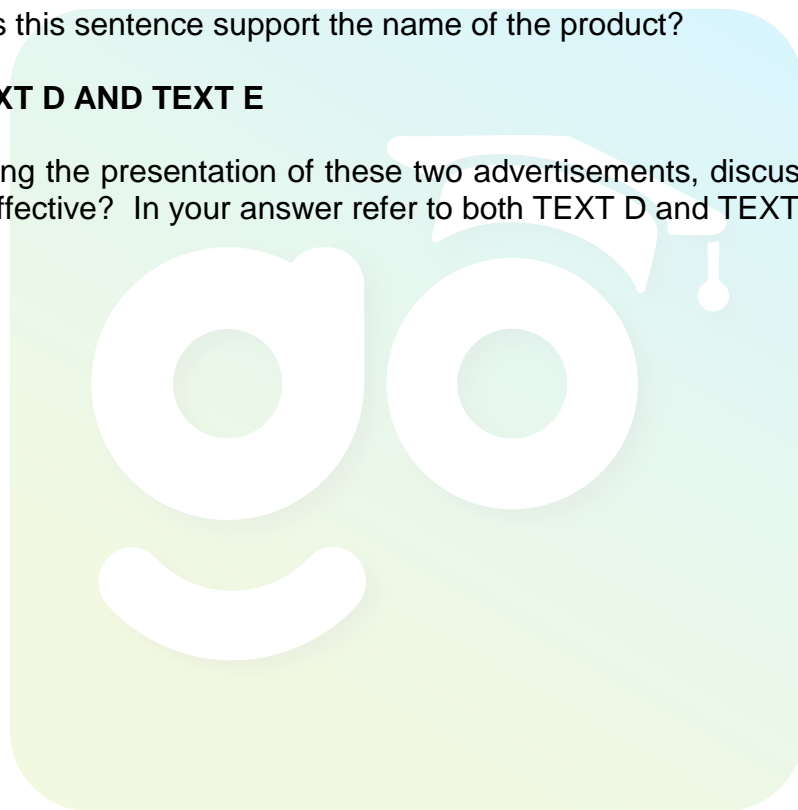
- 3.1 Describe the kind of reader to whom this advertisement would appeal. Support your answer by referring to the written text of the advertisement. (2)
- 3.2 How does the visual image promote the health aspect of the product being advertised? (2)

## QUESTIONS: TEXT E

- 3.3 Why would a 'candy bar' and a 'head of cabbage' be mentioned in the same advertisement? (2)
- 3.4 'Eat with your head.'
- How does this sentence support the name of the product? (2)

## QUESTION: TEXT D AND TEXT E

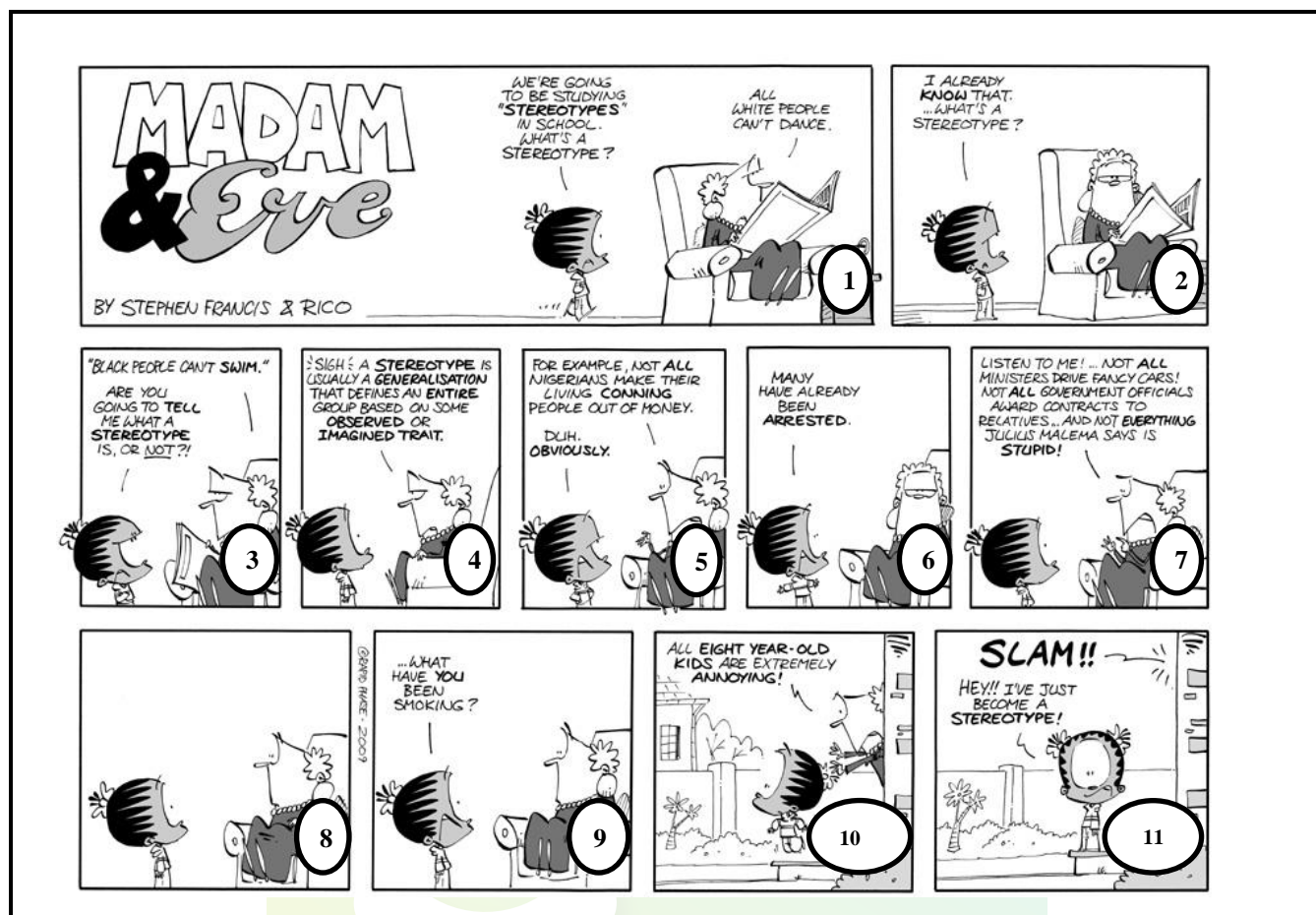
- 3.5 Considering the presentation of these two advertisements, discuss which one is more effective? In your answer refer to both TEXT D and TEXT E. (2)
- [10]**





**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

Study TEXT F and answer the set questions.

**TEXT F: CARTOON**

[Source: Madam and Eve cartoons]

**QUESTIONS: TEXT F**

- 4.1 Provide a reason for the bold font in 'KNOW' in Frame 2. (1)
- 4.2 Describe and account for Mother Anderson's facial expression in Frame 2. (2)
- 4.3 How does Thandi's body language mirror her tone in Frame 3? (2)
- 4.4 What is the meaning of 'DUH' in Frame 5? (1)
- 4.5 Except for the absence of dialogue in Frame 8, Frames 8 and 9 are nearly identical. Why would the cartoonist insert a frame without any dialogue in this cartoon? (2)
- 4.6 Explain how humour is created in this cartoon. (2)

[10]

**QUESTION 5: USING LANGUAGE CORRECTLY**

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

**TEXT G****SNAPCHAT DYSMORPHIA**

- |   |  |    |
|---|--|----|
| 1 | ‘Snapchat dysmorphia’ make people want to look like edited versions of themselves. Some people use selfie filters because they smooth out their skins and present a ‘better-quality version’ of themselves. That’s likely the same thinking for the millions of other people who regularly post edited pictures of themselves, which are often created using selfie-enhancing tech from apps like Instagram, Snapchat and FaceTune, on social media.   | 5  |
| 2 | While some of these filters are fun or creative (for example: they give you dog or bunny ears), many of them are simply there to make you look prettier. With a quick swipe, they can get rid of blemishes, fix the nose you don’t percieve as perfect or give you lips that resemble Kylie Jenner’s expensive fillers. Some people love selfie filters so much that they’re going to plastic surgeons and asking for cosmetic procedures that’ll make them look like a software-enhanced version of themselves. | 10 |
| 3 | This phenomenon, which has been dubbed as ‘Snapchat dysmorphia is, being described by doctors and researchers as a form of body dysmorphic disorder (BDD). Now, obviously, not everyone using these filters suffers from the condition, but it’s just further evidence that what may seem like harmless software can have a serious negative impact on a person’s mental health.   | 15 |
| 4 | Those dealing with disorders like BDD, which causes people to obsess over what they view as defects or flaws in their appearance, are more prone to try to find ways to look like their filtered photos permanently. In extreme cases, they may even seek plastic surgery.   | 20 |

[From: <https://www.engadget.com>]

**QUESTIONS: TEXT G**

- |     |   |     |
|-----|---|-----|
| 5.1 | What tone is conveyed by “better-quality version” (line 3)?     | (1) |
| 5.2 | Correct the concord error in the first sentence of paragraph 1. | (1) |
| 5.3 | Write out the full word: ‘tech’ (line 5).                       | (1) |
| 5.4 | Correct the spelling error in paragraph 2.                      | (1) |

5.5 ... body dysmorphic disorder (BDD)' (line 15–16)

The technical term for BDD is ...

- A abbreviation.
- B initialism
- C acronym
- D neologism.

(1)

5.6 Rewrite 'serious' (line 18) in the correct form.

(1)

5.7 Compare 'That's' (line 3) and 'person's' (line 18).

Explain the difference in the function of the apostrophe as used in these two words.

(2)

5.8 'Those dealing with disorders like BDD, which causes people to obsess over what they view as defects or flaws in their appearance, are more prone to try and find ways to look like their filtered photos permanently'.(lines 19–21)

Identify the main clause of this sentence.

(1)

5.9 Write the final sentence of TEXT G in reported speech. Begin with: The writer said that ...

(1)

[10]

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**