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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2019

MARKS: 70

TIME: 2 hours

This question paper consists of 11 pages.

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 below and answer the questions set.

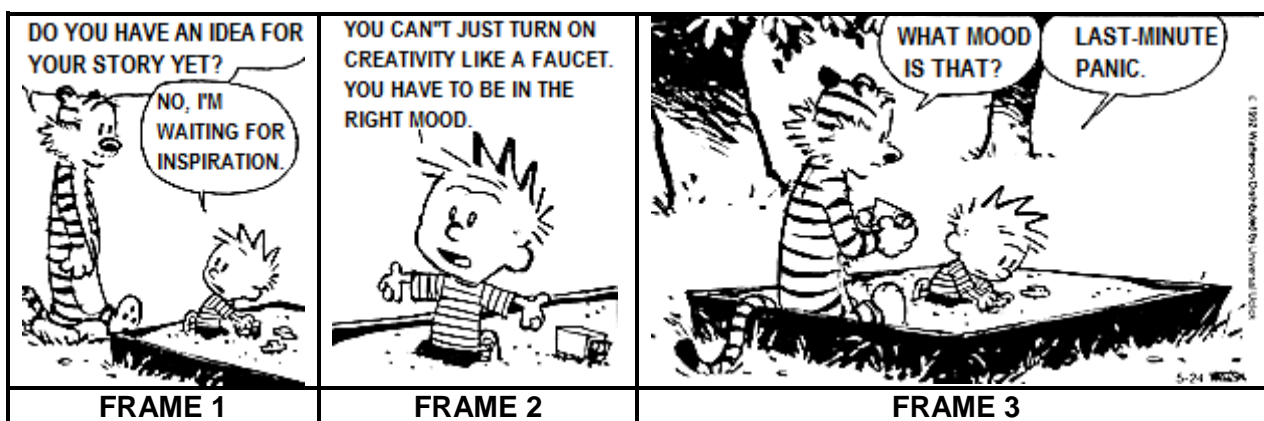
TEXT A**THE ART OF CREATIVITY**

- 1 When the creative spirit stirs, it animates a style of being: a lifetime filled with the desire to innovate, to explore new ways of doing things, to bring dreams to reality.
- 2 Has this ever happened to you? You're out for a jog, completely relaxed, your mind a pleasant blank. Then all of a sudden the solution to a problem you've been mulling over¹ for weeks pops into your head. You can't help but wonder why you didn't think of it before. In such moments you've made contact with the creative spirit, that elusive muse of good – and sometimes great – ideas. Yet it is more than an occasional insight. 5
- 3 That flash of inspiration is the final moment of a process marked by distinctive stages – the basic steps in creative problem-solving. The first stage is preparation, when you search out any information that might be relevant. It's when you let your imagination roam freely. A major barrier to listening well is self-censorship, that inner voice of judgement that confines your creative spirit to what you deem acceptable. It's the voice that whispers to you, 'They'll think I'm foolish' or 'That will never work'. But you can learn to recognise this voice of judgement and have the courage to discount its destructive advice. 10 15
- 4 Once you have mulled over all the relevant pieces and pushed your rational mind to the limits, you can let the problem simmer. This is the incubation² stage, when you digest all you have gathered. It's a stage when much of what goes on occurs outside your focused awareness. The unconscious mind is far more suited to creative insight than the conscious mind. Furthermore, the unconscious speaks to us in ways that go beyond words, including the rich feelings and deep imagery of the senses. 20
- 5 That is why daydreams are so useful in the quest for creativity. Day-dreaming and relaxing are useful in the creative process. With luck, immersion and day-dreaming lead to illumination, when all of a sudden the answer comes to you as if from nowhere. Nolan Bushnell, creator of a well-known video game, was inspired while idly flicking sand on the beach. This is the popular stage – the one that usually gets all the glory and attention, the moment that people sweat and long for, the feeling 'This is it!' But the thought alone is still not a creative act. 25 30
The final stage is translation, when you take your insight and transform it into action, making it useful for you and others.

- 6 Our lives can be filled with creative moments, whatever we do, as long as we're willing to push beyond routine. The everyday expression of creativity often takes the form of trying out a new approach to a familiar dilemma. Yet half the world still thinks of creativity as a mysterious quality that the other half has. A good deal of research suggests, however, that everyone is capable of tapping into his or her creative spirit. 35
- 7 Many of us do not see ourselves as being creative, because we don't have much of an audience for what we do. In fact, we focus too much on the glamorous achievements of geniuses – overlooking the ways each of us displays flair and imagination in our own lives. 'We've become narrow in the way we think about creativity,' observes Teresa Amabile, a psychologist at Brandeis University. 'We tend to think of it as rarefied: artists, musicians, poets. But the cook in her kitchen is showing creativity when she invents a variation on a recipe.' 40 45
- 8 In creative problem-solving, a mistake is an experiment to learn from, valuable information about what to try next. If you take no chances and make no mistakes, you fail to learn, let alone do anything unusual or innovative. Research suggests that creative people risk embarrassment and make more mistakes than their less imaginative peers. 50
- 9 While creativity takes hard work, the work goes more smoothly if you take it lightly. Humour greases the wheels of creativity. Having fun helps you disarm the inner censor that all too quickly condemns your ideas as ludicrous. This is why in brainstorming sessions the operative rule is that no one is allowed to dismiss an idea as too absurd. In one of those wild ideas, there is often the seed that can eventually grow into an innovative solution. Researchers report that teams that laugh more readily are more creative and productive than their more serious counterparts. Joking around makes good sense. Playfulness is itself a creative state. 55 60
- 10 When creativity is in full fire, people can experience what athletes and performers call the 'white moment'. Everything clicks. Our skills are so perfectly suited to the challenge that we seem to blend with it. Everything feels harmonious, unified, and effortless. In a profound sense, all of our creative acts express who we are at that moment. 65

[Adapted from creativitypost.com]**GLOSSARY:**¹mulling over: carefully considering²incubation: a protective state of nurturing**AND**

TEXT B



[Source: <https://www.pinterest.com>]

QUESTIONS: TEXT A

- 1.1 What does the writer mean by, 'When the creative spirit stirs' (line 1)? (2)
- 1.2 Account for the use of the question in line 4. (2)
- 1.3 Why has the writer referred to the 'creative spirit' as an 'elusive muse' (line 8)? (2)
- 1.4 Discuss the contrast presented in paragraph 3. (3)
- 1.5 Comment on the image, 'you can let the problem simmer' (line 19) in the context of the sentence as a whole. (3)
- 1.6 Discuss TWO stylistic techniques that the writer uses in paragraph 5. (3)
- 1.7 In your view, is the example of 'the cook in her kitchen' (line 46) effective in conveying the writer's viewpoint in paragraph 7? Motivate your response. (3)
- 1.8 With reference to the entire passage, critically discuss the effectiveness of the concluding paragraph. (3)

QUESTIONS: TEXT B

- 1.9 What does the boy imply about creativity in 'You can't just turn on creativity like a faucet' (frame 2)? (2)
- 1.10 Critically discuss how the setting of the cartoon contributes to its overall meaning. (3)

QUESTION: TEXTS A AND B

- 1.11 In your opinion, does TEXT B support the ideas expressed in paragraph 5 of TEXT A? Justify your response. (4)

TOTAL SECTION A: 30

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

TEXT C provides insight into differing views on taking a gap year. Summarise, in your own words, **the benefits of deferring the pursuit of tertiary education**.

- 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**TAKING A GAP YEAR**

Not every school-leaver who qualifies for university is ready to pursue further studies. For some, taking a 'gap year' – deferring admission for a year after high-school graduation – may prove invaluable. That's among the messages in Jeffrey J Selingo's newest book, *There Is Life After College*.

Many universities now endorse the gap year, which encourages admitted students to defer enrolment for one year to travel, pursue a special project or activity, work or spend time in another meaningful way. Students who take time off tend to do better academically and they are more likely to be satisfied with their choices after graduation. Students who take time off may be able to make better choices, and have a better understanding of what they want from university.

Parents often remain dubious about the gap year, worried that their children will never attend a tertiary institution at all. Selingo advocates that parents should let go of their fears. A gap year is one of the many options he describes for helping students form their own understanding of why they're going to university, and what they want once they get there.

The gap year itself should be meaningful. A gap year needs to provide either meaningful work experience, academic preparation for college, or travel that opens up the horizon to the rest of the world. It's also important that a student has a plan for closing the gap.

To increase their investment in the gap year experience, some students can find meaningful work experience, perhaps working as a nanny or as a language instructor overseas. Others might secure odd jobs with the goal of funding, or partially funding, a paid gap experience. Even if parents end up paying all or most of the bill, an investment in a gap year might be money saved later if students are more directed when they eventually go to university.

Above all, parents and students should think of a gap year not as a break in an education, but as a part of it. We need to remember that lifelong education is no longer rhetoric, but reality.

[Adapted from <https://well.blogs.nytimes.com>]

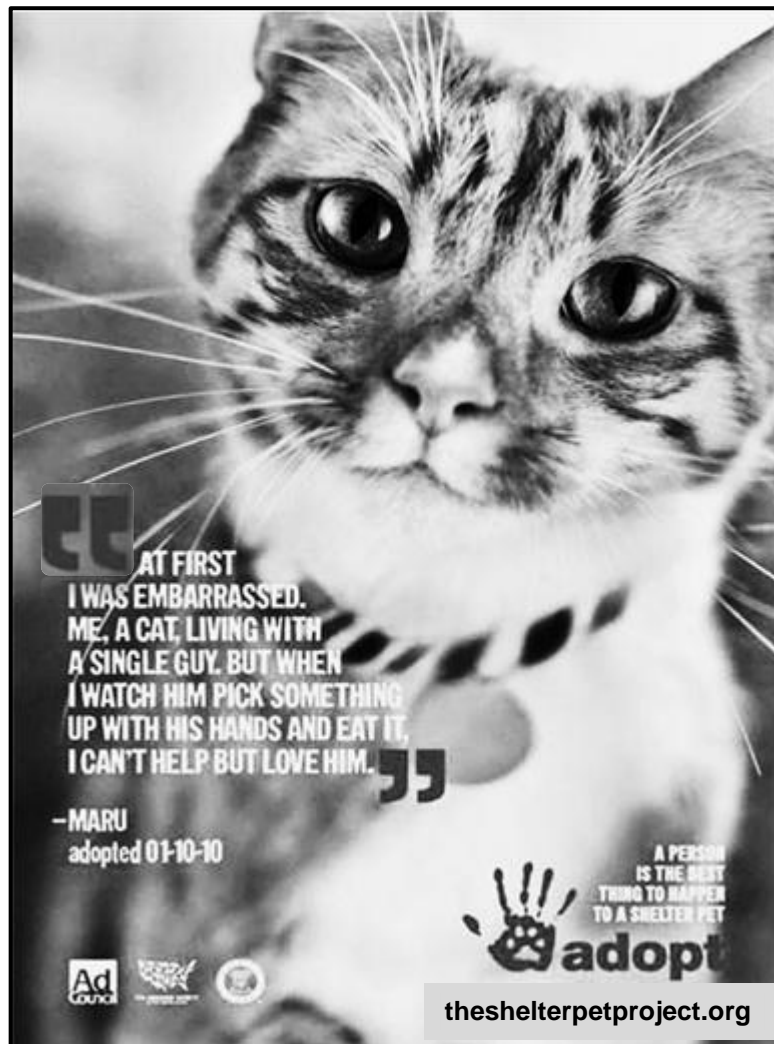
TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



[Source: www.pinterest.com]

The text in small font reads as follows:

'AT FIRST
I WAS EMBARRASSED.
ME, A CAT, LIVING WITH
A SINGLE GUY. BUT WHEN
I WATCH HIM PICK SOMETHING
UP WITH HIS HANDS AND EAT IT,
I CAN'T HELP BUT LOVE HIM.'

– MARU
adopted 01-10-10



- 3.1 ' – MARU
adopted 01-10-10'

Account for the cat's signing off in this advertisement. (2)

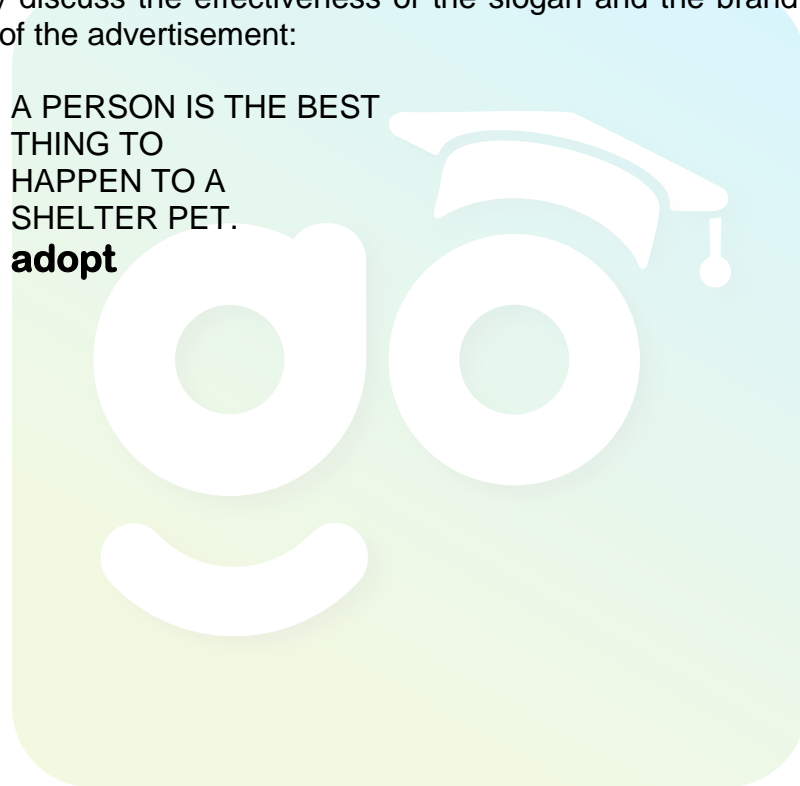
- 3.2 Refer to the cat's words: 'AT FIRST I ... BUT LOVE HIM.'

In your view, does the image of the cat reinforce its words? Motivate your response. (2)

- 3.3 Comment on the appropriateness of the logo, in conveying the advertiser's message. (3)

- 3.4 Critically discuss the effectiveness of the slogan and the brand name, in the context of the advertisement:

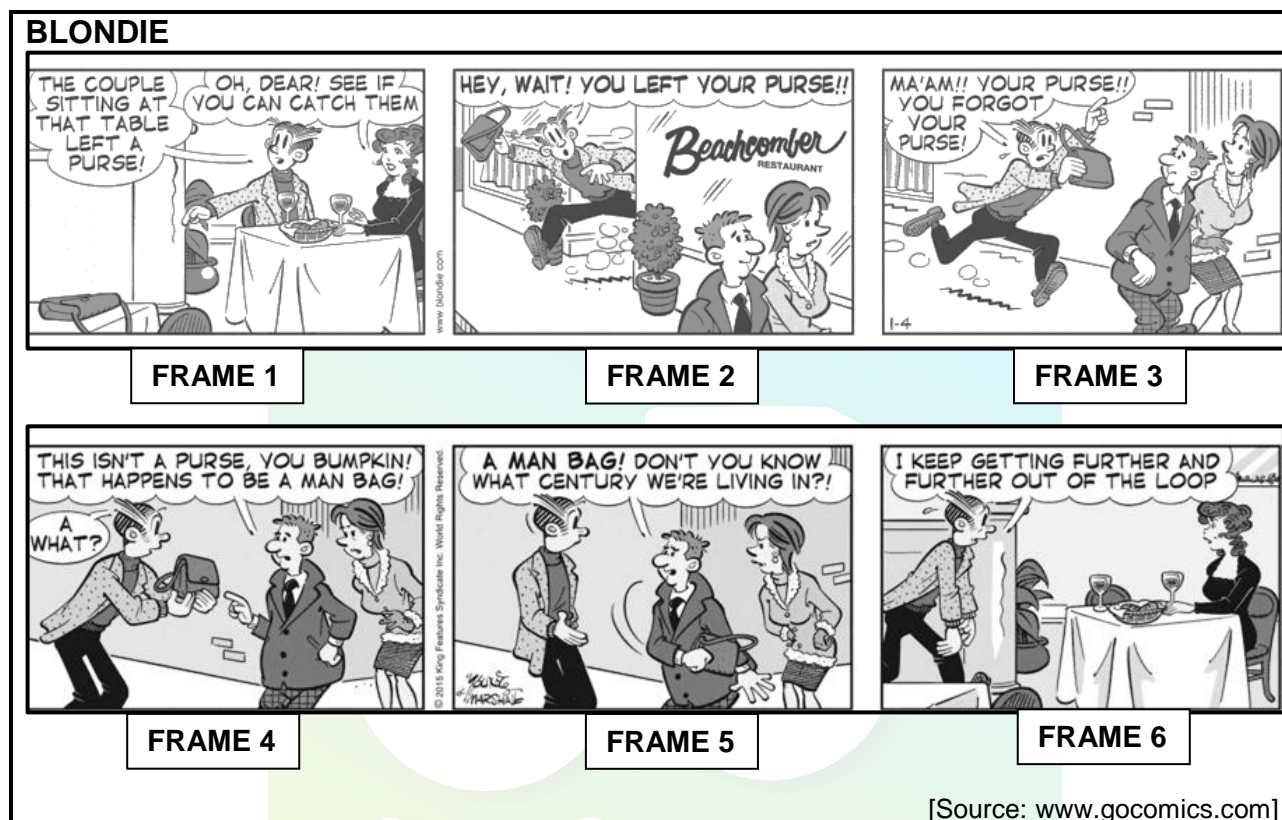
A PERSON IS THE BEST
THING TO
HAPPEN TO A
SHELTER PET.
adopt



(3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the set questions.

TEXT E: CARTOON

- 4.1 Explain how a sense of urgency is created in frame 2. (2)
- 4.2 The two characters in frame 1 are husband and wife, Dagwood and Blondie.
- In the light of the cartoon as a whole, discuss how a stereotype is presented in frames 2 and 3. (2)
- 4.3 Comment on the change in Dagwood's body language in frames 3 and 6. (3)
- 4.4 Comment critically on how irony is used to create humour in the cartoon as a whole. (3)
- [10]**

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT F**LIARS, FOOLS AND SNOOPS: TECH GIANTS FAIL USERS**

- 1 It's been a real bad week for Facebook. It's been a bad few years, largely of Facebook's own making.
- 2 The social media giant knew all along what was happening, but chose to respond with hand-wringing only once the worse of the dirty washing came out to air.
- 3 A blog post this week by two vice-presidents has summed up Facebook's dilemma ... and why it is the architect of that dilemma. The title of the post, 'It's Time to Make Our Privacy Tools Easier to Find', goes to the heart of the culture of most of the tech giants that own the world's personal data. 5
- 4 Users and the media have for years remanded greater transparency and simplicity in privacy settings. If I was the creator of Facebook, I would of made the tools easier to find. 10
- 5 The same applies to tools for reporting abusive content, misleading advertising, fake news and general misuse. The tools offered by Facebook, Twitter, Instagram and YouTube are blunt instruments that work as a bludgeon when one is required. Yet they are useless in policing bullying, racism and nuanced abuse. 15

[Adapted from *Sunday Times*, April 2018]

- 5.1 Replace 'SNOOPS' in the headline with a formal word/phrase. (1)
- 5.2 'It's been a real bad week for Facebook' (line 1).
Rewrite the above sentence, correcting the common error. (1)
- 5.3 Account for the use of the hyphen in 'hand-wringing' (line 4). (1)
- 5.4 Correct the degree of comparison error in paragraph 2. (1)
- 5.5 'A blog post this week by two vice-presidents has summed up Facebook's dilemma' (lines 5–6).
Change the above sentence into the passive voice. (1)
- 5.6 Write out the word 'tech' (line 8) in full, in context. (1)

- 5.7 'Users and the media have for years remanded greater transparency and simplicity in privacy settings' (lines 9–10).

Replace the malapropism in the above sentence with the correct word. (1)

- 5.8 'If I was the creator of Facebook, I would of made the tools easier to find' (lines 10–11).

Rewrite the above sentence, correcting the TWO grammatical errors. (2)

- 5.9 'The tools offered by Facebook, Twitter, Instagram and YouTube are blunt instruments that work as a bludgeon when one is required' (lines 13–15).

The above sentence is an example of a ...

- A simple sentence.
- B compound sentence.
- C complex sentence.
- D compound-complex sentence.

(1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70