

# education

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Department of Education  
**NORTH WEST PROVINCE**

**NORTH WEST  
HALF-YEARLY EXAMINATION**

**GRADE 11**

**ENGLISH HOME LANGUAGE  
PAPER 1 (LANGUAGE IN CONTEXT)  
JUNE 2019**

**TIME : 2 HOURS**

**MARKS : 70**



This question paper consists of 12 pages (including this cover page).

**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**

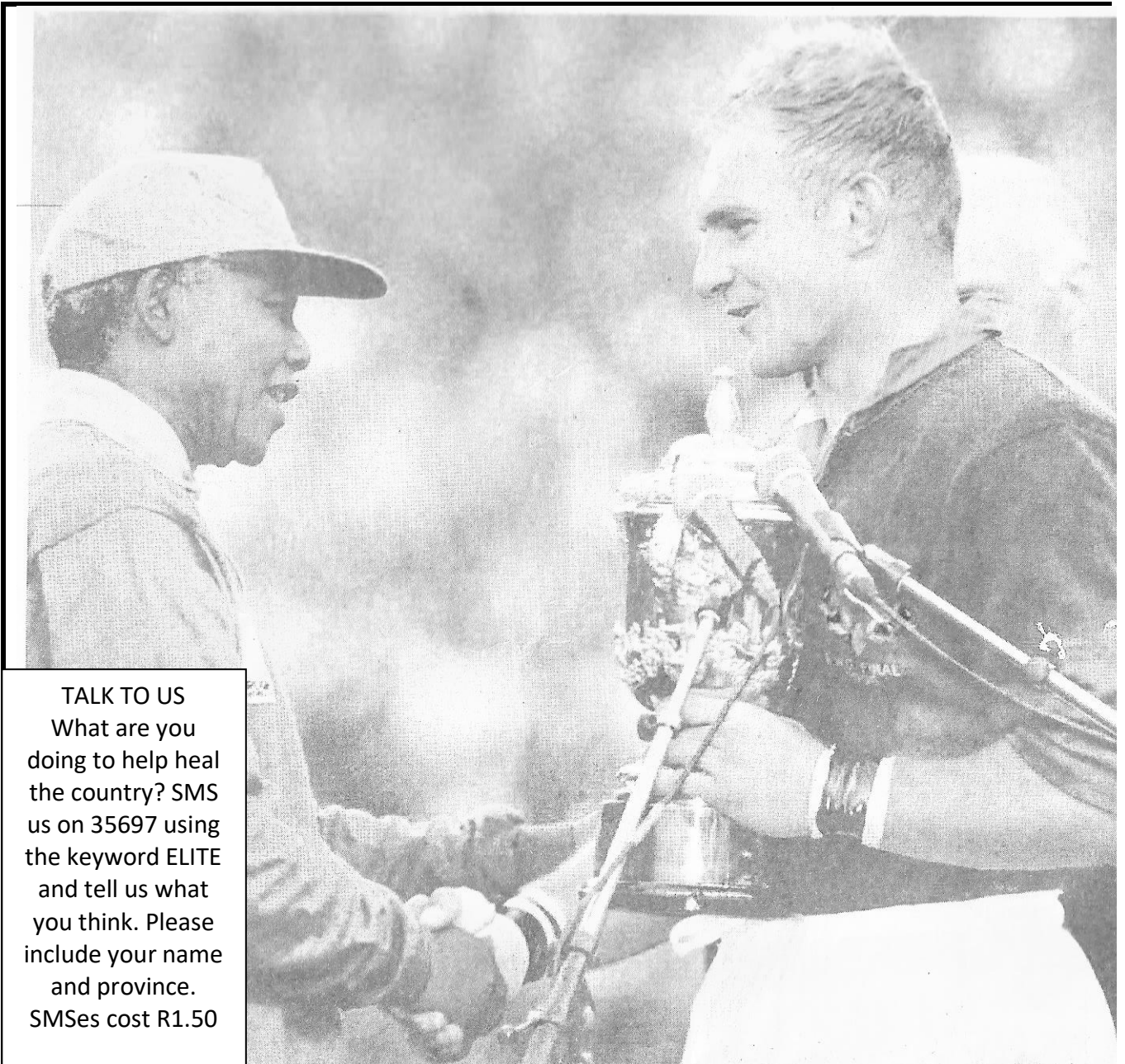
Read TEXTS A and B below and answer the questions set.

**TEXT A****SOUTH AFRICA'S DISJOINTED GREY IDENTITY**

- 1 As the year draws to a close, I would like to reflect on the transformation of our society from black and white, to the diverse spectrum we have in 2017; coloured not only in rich hues of individual brown and national green, but equally in disjointed shades of grey.
- 2 Having only experienced South Africa as a “beneficiary of democracy”, I have witnessed how our young country has struggled to form an inclusive identity, further protracted by what waits for us after the 2019 elections. 5
- 3 The narrative and symbols for social cohesion provided to us through Archbishop Desmond Tutu, President Nelson Mandela and TV advertisements are ones of reconciliation, nonracialism and good times. Even in absorbing these ideals into our collective consciousness, we know something isn't quite right with our country. Just as there is no single thing that will “fix” South Africa, equally, there is no single problem that explains our current tension. 10
- 4 To come to peace with this cognitive dissonance, I believe many young South Africans have developed a third cultural identity to cope with the stratification of social experience. The concept of Third Culture Kids (TCKs) was coined in the 1950s by American sociologist Ruth Hill Useem. She developed her theory alongside her husband while they were living in India, observing their children adjusting to a new environment. 15
- 5 TCKs are children who spend their developmental years outside the culture of their birth. The first culture is that of the parents or home environment, the second that of their external environment and the third the compounding of the two. 20
- 6 I wish to use this framework to understand the people attempting to participate in our nation building project. 25
- 7 One narrative in our country's history is of physical displacement – colonisation, Mfecane/Difaqane, The Great Trek, The Group Areas Act and “social mobility”. A culture of having to physically adapt to a new environment, and people, is inherent in South African identity.
- 8 Even within cities, our class inequality means that moving from Alexandra to Sandton can be akin to international travel. Aside from mobility, third culture experiences play out in a number of arenas. Think of the need to have white and traditional African weddings, code-switching in conversations, no paid leave for 30

	ukuthwasa (becoming a spiritual healer), the hollowness of reading the motto on our coat of arms: ke e:/xarra//ke. Consensus is grey in South Africa.	35
9	We don't trust others, but want cohesion. We seemingly have to wait for a sporting event to unify us. As a nation we are a mixed-race 23-year-old, birthed by colonialism and defiance, clothed in a progressive Constitution and growing up in a neoliberal world.	
10	As with any break from a singular narrative, we have a natural tendency to retreat into isolation; seeking out like-minded groups. Western politics currently provides almost weekly examples of the battles of national identity. Equally, the xenophobic outpouring in South Africa's metropolitan areas earlier this year offered another display of how hard living with contradictions is.	40
11	The description of "alienation" for many university, corporate or social spaces is enlightening in how our third culture doesn't allow us to feel at home. It speaks to the complex effort South Africans make to interpret our diversity. Poor adaptations to this dissonance result in pitiful notion of "I don't see race". Perhaps the element within all third cultures is the attempt to establish a new set of norms. These are either progressive adaptations that unseat the status quo or,	45
	possibly, a response to a real or perceived loss. The loss of dignity, land, history, community, privilege or access affects us on a human level. Unresolved, it runs out our colour.	50
12	As South Africans we should not be cynical – we have overcome so much. Adapting to a third culture can be both novel and enriching. But it requires an acknowledgement of discomfort and a willingness to be tolerant.	55
13	Cross-cultural identities have strong legacies within migration studies, sociology and literature. Our progressive Constitution asks us to reach for the ideal of an inclusive society. But we are not there yet. South Africans have developed a third culture to make sense of our complex social structure. Our blood is green; our skin is grey.	60
	<b>Adapted from Kaedon Arnold's article, <i>City Press</i>, 12 November 2017</b>	

AND

**TEXT B****TALK TO US**

What are you doing to help heal the country? SMS us on 35697 using the keyword ELITE and tell us what you think. Please include your name and province. SMSes cost R1.50

**GREEN BLOOD:** President Nelson Mandela congratulates Francois Pienaar after the Springboks won the 1995 rugby World Cup.

Photo by Jan Hamman adapted from *City Press* dated 12 November 2017

**QUESTIONS: TEXT A**

- 1.1 How does the phrase 'I would like to reflect' (line 1) prepare the reader for what is to follow in the article? (2)
- 1.2 Explain what the writer means by 'further protracted' (line 7). (2)

- 1.3 Refer to paragraph 3.  
What is the significance of mentioning Archbishop Desmond Tutu and President Nelson Mandela at this part of the article? (2)
- 1.4 Refer to paragraph 3.  
The writer assumes a stance of being uncertain of the root cause to the derailment of South Africa's social cohesion.  
Quote TWO separate phrases/clauses that support the above statement. (2)
- 1.5 Refer to paragraph 4.  
1.5.1 Considering the context of the article as a whole, provide TWO different reasons why it is both significant and relevant for the writer to make reference to Ruth Hill Useem. (2)  
1.5.2 What is a 'theory' (line 17)? (2)
- 1.6 Refer to paragraph 6.  
Account for the impact that this paragraph has on this article's contents. (2)
- 1.7 Refer to paragraph 8, lines 30 – 31.  
'...moving from Alexandra to Sandton can be akin to international travel.'  
What is your understanding of the meaning contained in this statement? (2)
- 1.8 Refer to paragraph 10.  
Do you agree with the writer's last sentence of this paragraph?  
Justify your response with reference to the text as a whole or to your general experience. (3)
- 1.9 Comment on the tone used in paragraph 12. (2)

**QUESTIONS: TEXT B**

- 1.10 In what way is this image a symbol of social cohesion in South Africa? (2)
- 1.11 Why do you think it is necessary for all South Africans to play a role in healing the country? (2)

- 1.12 In your opinion, is Text B likely to achieve its objective of rebuilding the South African society? Support your answer. (2)

**QUESTION: TEXTS A AND B**

- 1.13 Critically discuss how TEXT B support the views expressed in the introduction and conclusion of TEXT A?  
Justify your response. (3)

**TOTAL SECTION A: 30**

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

TEXT C provides a discussion on the difference between employee and employer. Summarise in your own words, **the employer's expectations of the employee.**

- 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 the title for the summary.
  4. Indicate your word count at the end of your summary.

**TEXT C****THE DIFFERENCE BETWEEN EMPLOYEE AND EMPLOYER**

All human relationships including those of employers and employees have expectations, and conflicts tend to occur when those expectations are not met. When you start a new job, you should try to make sure that you have a clear understanding of what your new employer expects of you.

Also, it's important to think about what you expect of your new employer.

Your new colleagues will expect you to approach the job with an open mind. They will expect you to take advice and instructions from people training you and from your new supervisor. They will expect you to be reliable.

Arrive at work on time and don't leave until your shift is over. Call in to give notice if you can't make it in because you are sick or if you are going to be delayed.

Your new employer will expect you to be honest, conduct yourself professionally and dress appropriately for the position.

If you want to make an excellent impression and surpass your employer's basic expectations, try to cultivate a cheerful and flexible attitude.

Things are often more complicated in reality than they appear on paper, so the company's official organisational chart might not be sufficient to describe everything that needs to be done. If you display disapproval when asked to do something out of your normal responsibilities, your boss will notice.

Your employer will expect certain things of you, but you also have the right to expect things of your employer. Employee expectations include the timely and accurate payment of wages or salaries, adequate training, safe working conditions, full explanation of company policies and especially of your job responsibilities, and fair and constructive feedback from your supervisor.

If any of those expectations are not met, you should have a conversation with your supervisor to discuss things. Most of these employee expectations are not only reasonable, but are required by law.

Discussing these expectations and differences in preferred employer-employee style is likely to make both the employer and the employee more effective.

[Adapted from *Talent 360 – Private Sector* dated Wednesday 26 September 2018]

**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: ADVERTISEMENT**

# LEAD VET SURGEON

## Dalston – East London



An exciting opportunity has become available for a lead vet to join our newly refurbished busy 24-hour centre in Dalston. The practice is located in a trendy part of London with excellent transport links, which makes Central London easily accessible.

We are seeking a candidate to help lead this friendly, enthusiastic and dynamic team which consists of two vets, six nurses, and three receptionists, as well as a dedicated night vet and lovely nursing teams.

The practice is well-equipped with digital X-rays, ultrasound, in-house bloods, ISTAT, and multiparameter units. You will also have direct access to MRI, CT and laparoscopic surgery which is based at our neighbouring 24-hour centre. Medivet Dalston has its own client base and takes medical and surgical referrals from surrounding Medivet practices.

The position would suit an experienced and ambitious vet who wishes to develop their career within a progressive and supportive company. The candidate should be medically inclined and ideally a certificate holder or someone studying towards a certificate. Management support will be provided and we can also offer partnership opportunities.



**Salary and benefits include:**

- Very competitive salary • Accommodation or £12,000 accommodation allowance
- Vehicle or £2,500 vehicle allowance • 5 weeks' annual leave • VDS, RCVS and BVA fees paid • £1,500 CPD allowance with 2 days' CPD leave and in-house CPD training
- On-call only two weeknights • 1 in 4 weekend work • Fantastic career progression and partnership opportunities

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For more information and to apply, please send your CV  
and covering letter to Ellie at [vetrecruitment@medivet.co.uk](mailto:vetrecruitment@medivet.co.uk)

Source: [www.google.com/Kristy Randall](http://www.google.com/Kristy_Randall)

**QUESTIONS: TEXT D**

- 3.1 Who is the target audience of this advertisement? (1)
- 3.2 Write the abbreviation VET in full. (1)
- 3.3 How do images on the advertisement support the overall message of the advertisement? (2)

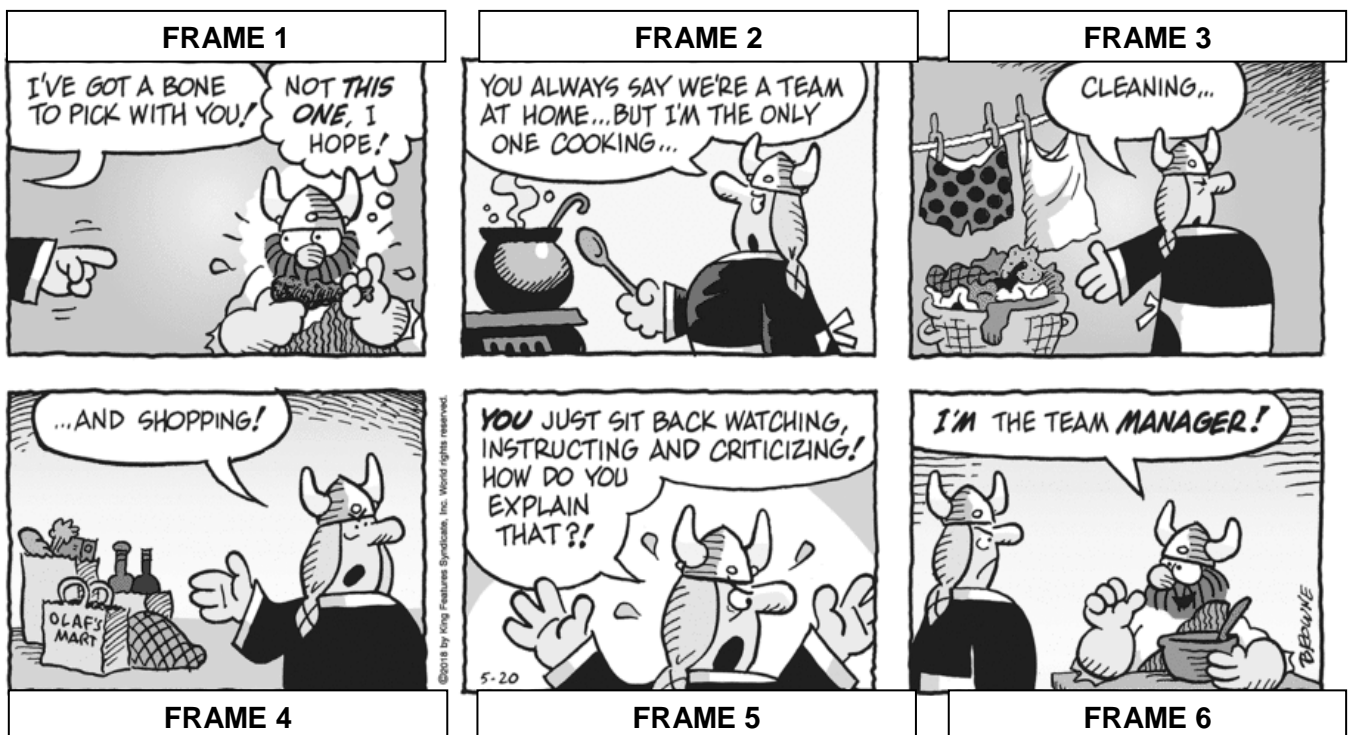
- 3.4 Besides mentioning (East) London on the advertisement’s copy/text, what is the other evidence that gives out a clue that the VET Centre is based in England? (1)
- 3.5 According to the advertiser, what would be the role of whoever may be appointed onto the advertised post? (1)
- 3.6 How possible would it be for the target audience to contact the advertiser? (1)
- 3.7 In your opinion, is it a good advertising technique for the advertiser to include the list of salary and benefits? Support your answer. (2)
- 3.8 What evidence on the advertisement suggests that this is a reputable and advanced centre? (1)

[10]

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

Study TEXT E below and answer the set questions.

**TEXT E: CARTOON**



Adapted from [www.hagarthehorrible.com](http://www.hagarthehorrible.com)

**QUESTIONS: TEXT E**

Refer to Frame 1.

- 4.1 Why is “**THIS ONE**” in Frame 1 bolded? (1)
- 4.2 What does the idiomatic expression “I’VE GOT A BONE TO PICK WITH YOU” mean? (1)
- 4.3 Explain how Frame 1 successfully uses irony. (2)
- Refer to Frames 2 – 4
- 4.4 How has the cartoonist reinforced the presentation of Hagar’s wife pertaining to her chores? (2)
- Refer to the whole cartoon.
- 4.5 How does this cartoon achieve humour? (2)
- 4.6 What visual clue evidently supports the utterance that the two characters on the cartoon are indeed a team? (1)
- 4.7 Give an example of stereotyping used on this cartoon. (1)

**[10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

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

**TEXT F**

**Driven to achieve her dream**

- 1 Nokuphila Khumalo was so aspired by her petrol attendant father that she is now the proud owner of a BP fuel and service station.
- 2 The 27-year-old is believed to be one of the youngest BP fuel dealers in the country. 5
- 3 She bought her service station in Durban, KwaZulu-Natal, last year – nearly 40 years since her father last worked as a petrol attendant. He later became a police officer and a businessman.
- 4 “At this moment I think I am the youngest black female in fuel 10

and convenience. In most cases I noticed there are females in the industry but [they] don't fully own the business. They are either assisting the fuel company in running the site or are in a partnership with other shareholders," Khumalo said.

- 5 Khumalo, who hails from Umlazi, studied interior design at the Design School Southern Africa in Pretoria and quit as a project manager last year to realise her dream of owning the fuel station. 15

Adapted from Karabo Ledwaba's article, *Sowetan newspaper* dated Tuesday 22 January 2019

- 5.1 Identify and correct the malapropism error in paragraph 1. (1)
- 5.2 Change paragraph 2 into the active voice. (1)
- 5.3 Account for the use of the dash in paragraph 3. (1)
- 5.4 Refer to line 7 in paragraph 3.  
Write the number of years mentioned on this line in words. (1)
- 5.5 Write the first sentence of paragraph 4 in reported speech.  
Start with: Khumalo said... (2)
- 5.6 Refer to paragraph 5.  
5.6.1 What type of sentence is used in lines 15 to 18? (1)  
5.6.2 Give a reason for your answer at 5.6.1 above. (2)
- 5.7 Provide the noun form of the word "realise" as used in line 18. (1)

[10]

**TOTAL SECTION C : 30**

**GRAND TOTAL : 70**

