



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2019**

**ENGLISH HOME LANGUAGE P1**

**MARKS: 70**

**TIME: 2 hours**



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This question paper consists of 14 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**

**SCIENCE SAYS THIS 5-SECOND RULE WILL MAKE YOUR BRAIN STOP PROCRASTINATING**

- 1 Let's face it. Few of us, if we're honest, wouldn't confess to occasionally procrastinating. Our lives are busy, with lots of competing priorities, so it's only natural to put off doing those things that we know are going to take more than their fair share of physical, emotional, or intellectual energy. But there are times when procrastination is about much more than juggling priorities; when it's downright debilitating and has an impact on our careers, relationships, and quality of life in ways that are unhealthy. 5
- 2 Like so many things, procrastination is a habit we fall into – then struggle to get out. The more we struggle, the further into its grasp we seem to fall. The worst part is that when we are in the throes of procrastination, it feels as though we are watching ourselves being stopped by a paper wall. What compounds the procrastination effect is that we not only get upset that we avoided what we needed to do, but then we spend the rest of the day beating ourselves up because we didn't do it. 10
- 3 Why do we procrastinate and how do we break free? 15
- 4 The answers are remarkably simple, says Mel Robbins, author of **The 5-Second Rule**. The problem is that we don't really understand procrastination. We see it as the result of being lazy, having a poor work ethic or even incompetence. All these negative terms just feed our frustration with ourselves. And all of that self-loathing ultimately shifts from 'I don't want to do it' to 'I just can't do it!' 20
- 5 Not true, says Robbins. Procrastination is not a reflection of your attitude, work ethic or competence. Procrastination is actually a behaviour meant to help us cope with stress. Whatever we are putting off is linked to something that is stressing us. Naturally, if we're stressed, we want to escape the stressor. So we do what makes sense: we try to avoid the stress and instead seek near-term satisfaction, or at least a distraction and refuge from the stress. It momentarily makes us feel good to avoid the stress. 25
- 6 But what we're actually avoiding isn't the task, but rather the stress that we associate with the task. Whether it's something we need to do for work, a relationship, or our health, procrastination is basically a coping mechanism – in fact, a survival mechanism. 30

- 7 Chalk it up to our ancestral DNA, which evolved in an environment where stress helped to avoid those things that were likely to compromise the chances for survival. If they needed to go out and hunt for food, but they also imagined that there might be wild animals running around outside the cave doing the same, they'd most likely put off getting food and find a nice corner to scratch out a few wall drawings. 35
- 8 And therein lies the wisdom in what Robbins is preaching. Knowing that provides a powerful way to suspend the negative judgement about ourselves when we procrastinate. We should rather focus on why whatever it is that we're putting off stresses us. Is the stress coming from a real threat or a perceived one? What's the worst case scenario that we're fearful of? This sort of honesty is a first step, and it's helpful in developing a new self-awareness. 40
- 9 Robbins' answer is what she calls the 5-second rule. It's incredibly simple and straightforward, but don't dismiss it because it's not overly complex. What we need is a way to alleviate the stress, not add layers to it. Here's how it works: 45
- 10 Don't analyse it or dissect it. Just accept that what you're dealing with is not a fault, defect or inability in you, but a reaction to stress. It's real and it's driving your decisions. That takes a bit of pressure off and enables your prefrontal cortex to play a role in the next decision. 50
- 11 Robbins calls this a decision of courage. 'When you act with courage, your brain is not involved. Your heart speaks first, and you listen.' In other words, rather than trying to rationalise the stress by thinking, 'How can I cope with it?' do the exact opposite and make a decision to spend the next five minutes working on whatever you are fearful of doing. Confront the stress. If it's a phone call, then pick up the phone and make the call. If it's writing, then make the decision to write whatever you can for the next five minutes. It may end up as gibberish and get tossed, or it may be brilliant. It doesn't really matter. As long as you make that five-second decision to commit five minutes, you will have broken the cycle and proven that you can confront the stress. Those five seconds are critical in both triggering the fast-acting part of the brain as well as limiting the influence of the slow-acting part of your brain, as Robbins describes in her book. So don't stretch it out to more than that. Decide and act. 60

[Adapted from <https://www.in.com/tomas-koulopoulos/according-to-science-this-5-second-rule-will-make-.html>]

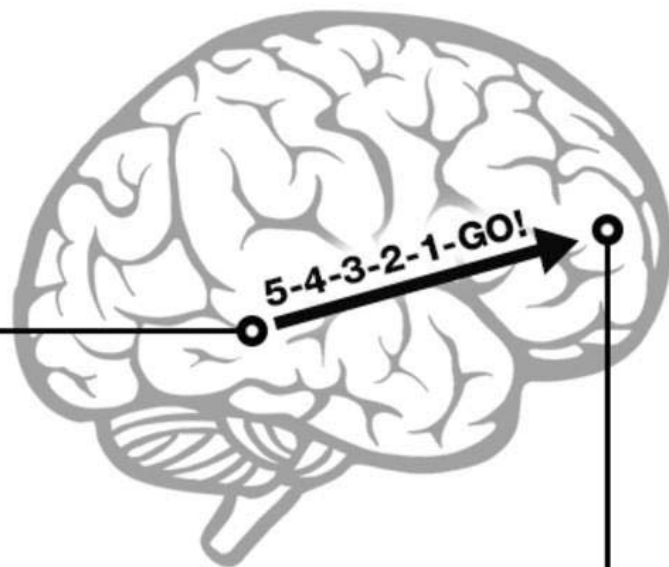
TEXT B

# HOW TO SWITCH MODES USING THE 5 SECOND RULE

Counting backwards activates the prefrontal cortex region of your brain because it requires focus and is the first action you take to replace a habit loop. It also distracts you from your worries, excuses, and thoughts.

## THE OLD YOU AKA "BASAL GANGLIA"

- HABITS
- AUTOPILOT
- DEFAULT PATTERNS
- SELF-DOUBT
- WORRIES



## THE NEW YOU AKA "PREFRONTAL CORTEX"

- INTENTIONAL
- CONFIDENCE
- COURAGE
- NEW PATTERNS
- NEW HABITS

[Source: Google]

**QUESTIONS: TEXT A**

- 1.1 Refer to line 1: 'Let's face it.'  
What point is the writer making? (2)
- 1.2 Refer to lines 2–3: 'so it's only natural to put off doing those things'.  
Explain why it is natural to 'put off doing' things. Provide TWO reasons. (2)
- 1.3 Describe the effect of procrastination when it is 'debilitating' (line 6). (2)
- 1.4 Refer to paragraph 2.  
Procrastination can be described as a catch-22 situation.  
Discuss the accuracy of this statement. (2)
- 1.5 Refer to lines 10–11: 'it feels as though we are watching ourselves being stopped by a paper wall'.  
How does this comparison affect your understanding of procrastination? (3)
- 1.6 In your view, is it true that procrastination ultimately leads to a negative self-image?  
Refer to the text to justify your response. (2)
- 1.7 Refer to lines 38–39: 'Knowing that provides a powerful way'.  
To what does the word, 'that' refer? (2)
- 1.8 Refer to line 43: 'and it's helpful in developing a new self-awareness'.  
Explain why it would be beneficial to develop 'a new self-awareness'. (2)
- 1.9 Refer to lines 25–26.  
Discuss the appropriateness of the phrase, 'near-term satisfaction'. (3)
- 1.10 Refer to paragraph 7.  
Comment on the effectiveness of the writer's style in this paragraph. (3)

**QUESTIONS: TEXT B**

- 1.11 Outline the contrast between 'the old you' and 'the new you' once the 5-second rule has been implemented. (3)

**QUESTION: TEXTS A AND B**

1.12 Is TEXT B an accurate portrayal of the writer's view as presented in **paragraph 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**

TEXT C provides insight into the impact that social media can have on teenagers' mental health. Summarise these consequences 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****TEENAGERS' MENTAL HEALTH AND SOCIAL MEDIA**

Social media is constantly running in the background of life. We can share, snap, tweet, like and reblog at all hours of the day. Constantly seeing what their peers are doing on a day-to-day basis can be damaging to teenagers' mental health.

The more time adolescents are engaged with social media outlets, the lower their self-esteem. They develop poor sleep patterns, suffer from insomnia and become lethargic. These factors increase their risk of sinking into depression. The more emotionally invested teenagers are, the more pressure they experience to be available and up-to-date at all times. The stress of these unrealistic expectations often results in anxiety and nervous disorders.

Cyberbullying has become a concern for parents of adolescents. Teens often encounter fights on Facebook, subtweeting on Twitter and hurtful comments on Instagram – tactics often used just for the purpose of putting down others.

It is common for teens, especially girls, to experience pressure to appear 'perfect' online. The need to appear to have perfect hair, to look skinny or fit, to have the perfect group of friends or the need to get the right amount of likes can consume teens. Not meeting these invisible standards can cause self-loathing and self-doubt. Social comparison, loneliness and jealousy can result when friends on social media 'appear' more popular and attractive or on a glamorous vacation; this can trigger feelings of inadequacy.

While social media can be harmful, there are benefits that can come from it. Social media offers a safe environment and support for teenagers, which they may lack in traditional friendships. Marginalised adolescents – such as lesbian, bi, gay and transgendered teens or teenagers with disabilities – often benefit from this the most. Finding an online support group or friends who are experiencing the same thing can give them a safe channel to ask questions and express their feelings.

[Adapted from <https://www.northshore.org/healthy-you/how-social-media-effects-teenagers-mental-health/>]

**TOTAL SECTION B: 10**

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

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

**TEXT D**

**We're listening.**  
Sugar in moderation  
is fine, too much isn't  
good for anyone.

We've reduced sugar across 22 drinks since 2015, including some of our biggest brands like Fanta and Sprite. And all new flavours of Coca-Cola® will be either reduced or no sugar. With more to come.

[ourwayforward.com.au](http://ourwayforward.com.au)

*Coca-Cola*  
Australia

[Source: Mubrella.com.au]

The copy of Text D reads:

We're listening. Sugar in moderation is fine, too much isn't good for anyone. We've reduced sugar across 22 drinks since 2015, including some of our biggest brands like Fanta and Sprite. And all new flavours of Coca-Cola will be either reduced or no sugar. With more to come.

[ourwayforward.com.au](http://ourwayforward.com.au)

## TEXT E

**Fanta** LIKE A BURST OF SUNSHINE  
 through a cool wisp of wind,  
 IT'S SWEET AND TANGY, SURPRISING AND JUICY.  
 IT TICKLES LIKE A DELICIOUS SECRET THAT YOU CANNOT BEAR TO SHARE.  
 AND HOW LUSH IT FEELS AT EVERY SIP like an instant whiff of a fresh bouquet of flowers in spring!  
 With a quick, sharp jolt of tart and a sudden burst of sugary-citrusy-sweetness,  
 IT LEAVES YOUR TONGUE TINGLING PLEASANTLY.  
 THEN, IT CURLS DELICIOUSLY AROUND YOUR TASTE BUDS, TANTALIZING YOUR IMAGINATION & RIPPLES HAPPILY DOWN YOUR SPINE.  
 ARE YOU STILL WITH US? GREAT! CAUSE WE WOULD LIKE YOU TO TRY FANTA'S NEW TASTE, DELICIOUSLY ORANGE. YES, RIGHT NOW!  
**JUST TEAR OFF A  
 PIECE OF THIS PAGE  
 POP IN YOUR MOUTH  
 & ENJOY A FANTA BY TASTING THIS AD!**

Fanta is a registered trademark of The Coca-Cola Company. This edible paper contains potato starch, wheat flour, cross-linked starch, flavoring, food coloring, artificial sweeteners, saccharin and food-safe ink.

[Source: anerdsworld.com]

The copy of Text E reads:

Like a burst of sunshine through a cool wisp of wind, it's sweet and tangy, surprising and juicy. It tickles like a delicious secret that you cannot bear to share. And how lush it feels at every sip, like an instant whiff of a fresh bouquet of flowers in spring! With a quick, sharp jolt of tart and a sudden burst of sugary-citrusy-sweetness, it leaves your tongue tingling pleasantly. Then, it curls deliciously around your taste buds, tantalising your imagination & ripples happily down your spine. Are you still with us? Great! Cause we would like you to try Fanta's new taste. Deliciously orange. Yes, right now! Just tear off a piece of this page, pop in your mouth & enjoy a Fanta by tasting this ad!

**QUESTIONS: TEXT D**

3.1 What impression of Coco-Cola Australia is conveyed in this advertisement?

Support your answer by referring to the written text of the advertisement. (2)

3.2 Do you think that the visual image in this advertisement is effective?

Justify your response. (2)

**QUESTION: TEXT E**

3.3 Comment critically on the effectiveness of the advertiser's use of language. (3)

**QUESTION: TEXT D AND TEXT E**

3.4 Which advertisement do you consider to be more successful?

Justify your choice by referring to the body copy (text) of your chosen advertisement.

(3)  
**[10]**

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

Study TEXT F and answer the set questions.

**TEXT F: CARTOON**

In this cartoon Calvin is the boy and Hobbes is the tiger.

[Source: Calvin and Hobbes cartoons]

**QUESTIONS: TEXT F**

4.1 Refer to FRAME 4: 'It's a dog-eat-dog world'.

What is Calvin's impression of the world?

(2)

4.2 Refer to the word, 'right' in FRAME 4.

Account for the use of the quotation marks.

(2)

4.3 Refer to FRAME 5.

Discuss any TWO different techniques that the cartoonist uses to depict Calvin's reaction. (3)

4.4 Refer to FRAMES 6 and 7.

Explain how Hobbes's tone conveys his attitude toward Calvin. (3)

[10]

### QUESTION 5: USING LANGUAGE CORRECTLY

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

#### TEXT G

#### SNAPCHAT DYSMORPHIA

- |   |  |    |
|---|--|----|
| 1 | Black Coffee is a South African DJ and record producer whose real name is Nkosinathi Innocent Maphumulo. He began his career around 1994 and released five albums since then. Black Coffee became prominent after participating in the 2004 Red Bull Music Academy held in Cape Town. In September 2015 he won the "Breakthrough DJ of the Year" award.  | 5  |
| 2 | Maphumulo was born on 11 March 1976 in Umlazi, South Africa. He later moved to Umtata, the home town of Nelson Mandela, and grew up in Durban. Maphumulo majored in Jazz Studies at Durban University of Technology before working as a backup singer for Madala Kunene. Maphumulo was chosen as one of two South African participants in the Red Bull Music Academy in 2003, jump-starting him into the South African dance music scene. He's first big break was when the song, "Happiness" was featured on the "DJs at Work" album. | 10 |
| 3 | Launching his career with a remix of Hugh Masekela's 1972 hit, "Stimela". Later that year he released his self-titled debut album, and created his company. His album, "Black Coffee" was created using very basic music-making software. "I don't know how to actually explain the production stages of my album because all I did was put down the basic ideas that I had. I didn't use any MIDI controllers. Everything was played with a computer mouse.   | 15 |
| 4 | By 2007, Black Coffee had become recognised in the South African DJ scene with tribal, vocal-laced beats. In the same year he released his second studio album titled, "Have Another One".   | 20 |

**QUESTIONS: TEXT G**

5.1 Refer to line 1: 'DJ'.

This is an example of an ...

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

(1)

5.2 Identify and correct the error in tense which occurs in paragraph 1.

(1)

5.3 Identify and correct the spelling error in lines 8–10.

(1)

5.4 Refer to lines 9–12: 'Maphumulo was chosen as one of two South African participants in the Red Bull Music Academy in 2003, jump-starting him into the South African dance music scene.'

Is the above statement an example of a compound sentence?

Justify your answer.

(1)

5.5 Correct the error in the following sentence.

He's first big break was when the song, "*Happiness*" was featured on the "DJs at Work" album.

(1)

5.6 Account for the use of the quotation marks in line 12.

(1)

5.7 Rewrite the incomplete sentence in paragraph 3 correctly.

(1)

5.8 Identify the part of speech of 'music-making' (lines 16–17).

(1)

5.9 "I don't know how to actually explain the production stages of my album because all I did was put down the basic ideas that I had. I didn't use any MIDI controllers."

Correct the split infinitive in the above extract.

(1)

5.10 Refer to lines 21–22: 'In the same year he released his second studio album titled, "*Have Another One*".'

Rewrite this sentence in the passive voice.

(1)

**[10]**

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



