



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2012

ENGLISH HOME LANGUAGE P1

MARKS: 70

TIME: 2 hours



This question paper consists of 12 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections, namely SECTION A, SECTION B and SECTION C.

SECTION A: COMPREHENSION	(30 marks)
SECTION B: SUMMARY	(10 marks)
SECTION C: LANGUAGE IN CONTEXT	(30 marks)

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. Use the following time frames as a guideline:

SECTION A: 50 minutes
SECTION B: 25 minutes
SECTION C: 45 minutes
10. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

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

TEXT A**New Kids on the Block by William Lee Adams**

1. Ever since Barbie and her reality-defying curves stepped into the playhouse, parents have complained that dolls promote an unattainable image of beauty. It's a particularly piquant point for Lexington, South Carolina mother Mary Ann Perry, whose 23-year-old daughter Valerie lives with Down Syndrome. "Dolls represent real people in the imagination of a young person," Perry says. "I don't want Valerie to think she has to be conventionally beautiful to be loved." So when Valerie asked for a doll at Christmas, her mother bypassed buxom Barbie and purchased Elizabeth from S.C.-based retailer Downi Creations. Featuring 13 physical characteristics of Down Syndrome, including almond-shaped eyes, low-set ears, a horizontal crease in her palms and a slightly protruding tongue. Elizabeth, says Perry, is "different but beautiful at the same time."
2. She's also one of a new breed of dolls targeted at special-needs kids. Parents in the U.S. and Europe are snapping up Down Syndrome dolls, blind babies, paraplegic dolls in wheelchairs and dolls wearing scarves as if undergoing chemotherapy for cancer. "There's a therapeutic impact," says Helga Parks, who sells more than 2,000 Down Syndrome and Chemo Friends a year through her online *Helga's European Specialty Toys*. Parks believes her products boost a child's self-esteem by normalizing their condition, and foster understanding among peers: "They take away the fear and sense of alienation for both parties."
3. While toy sales have been hit by the downturn, special-needs dolls are doing well. Sales at Downi Creations remained steady in 2008, while Kids Like Me, a U.K. retailer, sold 25% more dolls last year than in 2007. Among its hottest items are the Disability Set – which comes with two dolls, a guide dog, dark glasses and leg braces; and Tilley, who uses an electric wheelchair. "She's jazzy, she's modern, she's now," says company director Emmanuel Blackman.
4. Or is she? Special-needs dolls, and Down Syndrome dolls in particular, have come in for criticism from parents who believe they pigeonhole their children and rely on stereotypes. "It's a scary image for a lot of families," says Sheila Hebein, the executive director of the Chicago-based National Association for Down Syndrome. "They're highlighting differences that do not exist in all of our children. Certainly most do not have their tongues hanging out." In fact, she says, many work hard in therapy to improve muscle tone so they can better control their mouths.
5. Annette Hames, a British psychologist and an expert on how children conceive disability, says that anyone, special needs or not, would struggle to identify with these "odd-looking" dolls. Besides, she says, "Down Syndrome isn't about what you look like. It's about what you can and cannot do."

6. Despite such criticism, dollmakers remain unfazed. Peter Laudin, owner of the New York-based *Pattycake Doll Company*, says offended parents bring their own prejudices to the dolls, perhaps because of their personal difficulty accepting a child's situation. "Nothing we respond with satisfies their hurt," he says. But for kids who receive the dolls, that's beside the point. "Children love all dolls unconditionally whether it's special needs or not," Laudin says. Retailers hope adults share that openness, too.

[*Time Magazine* – article adapted]

TEXT B

Trailer Trash Barbie

1. Trailer Trash Barbie isn't exactly the kind of doll you give to your kids to play with - unless of course you encourage dropping out of school, smoking and drinking. She's not exactly the role model Barbie has become. Her hobbies include drinking, smoking and spitting, her life's goal is a Vegas Wedding (how Britney of her), and she hopes one day to be abducted by aliens so she can be reunited with her mom - on fun scale, I'd say she's the better bet to hang out with.
2. So what exactly does this 11 1/2" fashion faux pas have that the real Barbie doesn't? Let's break it down. Just like the real one, Trailer Trash Barbie comes to you with a deep dark tan - possibly because she can't afford sunscreen, but more than likely it's not tan, but a month's worth of soot and grime - washing day is the last Sunday of the month and mine was shipped the previous Friday, so she never got her turn.
3. Her long legs bend at the knee and are rubberized like a real Barbie, which could make dressing her a challenge. Just like her best friend Barbie, Trailer Trash Barbie has an incredibly small waist - which seems almost unbelievable when you realize she was raised on a diet of meatwiches, government cheese and beer and she gave birth to her first child at the end of third grade - perhaps there is something to be said for the inbred gene pool.
4. Quick side note - unlike some Barbie dolls, her arms don't bend at the elbow - while that does make smoking and beer guzzling a challenge, it does make it easier to stick out her arm for all the government hand-outs she's entitled to. Trailer Trash Barbie comes equipped to smoke and spit (two of her favourite hobbies). The crowning touch is her long and lovely main of bleached blonde locks. Since she can't afford a comb (or at least she doesn't come with one), she has decided to do simple braids.

[Adapted from: www.epinions.com › Kids & Family › Toys]

TEXT C

Computer Engineer Barbie – anatomy of girl geek stereotypes

Tux the Penguin's dumber southern cousin, Mux

Girls on the Internet do nothing but watch each other on their webcams.

Of course I can charge my combination iPod and cellphone by docking it on my broadband router. Doesn't everyone?

Barbie is now a geek, therefore she now needs glasses.

Remember, Barbie, even if you find your next Y Combinator, you are still nothing but a man's accessory!

All IT workers can read and write binary just like English. But this is a girl-binary, so it has to be pink.

Computer people live on take-out and junk food.

People who use computers live in the world of Tron, throwing data discs and riding light cycles all day.

Passwords Post-It noted on desk - just like mommy does!

Actually, the only thing girls need to "engineer" on a computer are dolly dress-up games.

[Adapted from: Thanks for stopping by <http://penguinpetes.com/>]

QUESTIONS: TEXT A

1.1 Refer to paragraph 1.

1.1.1 What do the phrases, "reality-defying curves" and "buxom Barbie", tell us about the accepted image projected by most Barbie dolls? (2)

1.1.2 Clearly explain how Elizabeth, the special-needs doll, can be classed as, "different but beautiful at the same time". (2)

1.1.3 "Piquant" (line 3) means:

- A obvious
 - B realistic
 - C hurtful
 - D moving
- (1)

1.2 Refer to paragraph 2.

1.2.1 How do we know that special-needs dolls are popular? (1)

1.2.2 Do you agree that these dolls "boost a child's self-esteem by normalizing their condition"? Motivate your answer. (2)

1.3 Refer to paragraph 3.

IN YOUR OWN WORDS, describe Tilley, the wheelchair-bound doll. (3)

1.4 Refer to paragraph 4.

1.4.1 What is the effect of beginning paragraph 4 with the words, “Or is she?”? (1)

1.4.2 Why is it effective to use the words “pigeonhole” and “stereotypes” in the same sentence? (2)

1.5 Refer to paragraph 5.

How does Annette Hames, the British psychologist, feel about these dolls? Remember to use your OWN words. (2)

1.6 Refer to paragraph 6.

In this paragraph, the attitudes of the parents of special-needs children and of these children themselves are contrasted. In ONE clear sentence, explain the contrast. (2)

QUESTIONS: TEXT B

1.7 Refer to paragraph 1.

Clearly explain why “Trailer Trash Barbie isn’t exactly the kind of doll you give your kids to play with”. (2)

1.8 Refer to paragraph 2.

A “fashion faux pas” is a ...

- A fashion joke.
- B fashion reality.
- C fashion disaster.
- D fashion innovation. (1)

1.9 Refer to paragraph 3.

Explain why “meatwiches” is an example of a neologism. (1)

1.10 Refer to paragraph 4.

With regard to Trailer Trash Barbie’s activities, discuss whether or not you find her realistic. (2)

QUESTION: TEXT C

1.11 Quote TWO phrases which you find to be sexist. (2)

1.12 Why does Computer Engineer Barbie require glasses as an accessory? (1)

QUESTION: TEXT A, B and C

1.13 In your opinion, is there a place for these different versions of the popular Barbie doll? Explain your opinion clearly. (3)

TOTAL SECTION A: 30

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

You are a sub-editor on the Sunday Times. You have been requested to read the article below (TEXT D) and to summarise it into one paragraph of NO MORE THAN 90 WORDS.

- You must use your OWN words, as far as possible.
- You must write in FULL sentences.
- You need not supply a heading.
- State the correct number of words used, at the end of your paragraph.

TEXT D

Inspired by the Archbishop's legacy of activism, the new Desmond Tutu Peace Centre will be a resource for African and global peace movements, as well as individuals interested in contributing to a more equitable world order. Currently housed in temporary offices in downtown Cape Town, the focus of its work is on peace, leadership training and sustainable development.

It's estimated that the new, state-of-the-art facility will make an impact on 1.5-million visitors each year with:

- Training Programs
- Study and research opportunities
- Civic and public Events
- Public Meetings and discussion forums
- A Peace Museum
- Exhibitions
- Publications
- Reference facilities

In a Partnership Agreement, the City of Cape Town generously granted the Desmond Tutu Peace Centre a prime block measuring nearly an acre - at a nominal cost. This site is adjacent to the hugely popular Cape Town International Convention Centre and excellent hotels.

Architects Van der Merwe and Miszewsky, in association with the award-winning Luyanda Mpahlwa of MMA, have designed a building that draws on ancient and contemporary African peace and justice themes. The Peace Centre, with its masterful blend of space, light and technology will encourage all who enter to work toward peace. Planned facilities include a peace room for deliberation, a contemplative space for reflection, a museum, exhibit halls, conference rooms, a theatre, educational laboratories, a research library and bookstore.

Archbishop Desmond Tutu's office and archives will also be housed in the new Peace Centre.

Once complete, the Desmond Tutu Peace Centre will house various exhibitions and attractions, with the common denominator being a dedication to peace building. The largest of these will be a museum attraction. The Peace Centre will be open to hosting various temporary exhibits as well. The key criterion in reviewing such requests will be whether the exhibit in question contributes to our vision of nurturing peace.


[Source: info@tutufoundation-usa.org]

TOTAL SECTION B:

10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**


Study the following advertisements (TEXTS E and F) and then answer the set questions.

TEXT E: WWF ADVERTISEMENT

Take
bluefin
tuna
off the
menu now,
or it
will be
off the
menu
forever.

If you care
about
sustainable
seafood,
go to
panda.org/tuna

© 1988 Panda symbol WWF - World Wide Fund For Nature (Formerly World Wildlife Fund) ® WWF is a WWF Registered Trademark - 06.09



TEXT F: WWF ADVERTISEMENT



Mediterranean bluefish tuna are killed to make sushi and now stocks are on the verge of collapse. The EU must cut its fishing quota in half or the species may be lost from the Mediterranean forever.

If you care about seafood that doesn't destroy ocean life, go to:
www.panda.org/tuna



WWF *for a living planet*

QUESTIONS: TEXT E

- 3.1 3.1.1 Why is the phrase, “off the menu”, repeated in the body copy? (2)
- 3.1.2 Explain and comment on three different aspects of the graphic. (3)

QUESTIONS: TEXT F

- 3.2 3.2.1 The graphic for this advertisement appeared in red. Clearly explain why you think the advertisers chose this colour AND why they chose to make the graphic so small. (2)
- 3.2.2 Explain why EU is an example of an initialism and why it is not an acronym. (1)

QUESTIONS: TEXT E and F

- 3.3 3.3.1 Which organisation is responsible for the insertion of these advertisements? (1)
- 3.3.2 Why has this organisation chosen as its symbol the panda bear? (1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS G and H and then answer the set questions.

TEXT G: CARTOON**QUESTIONS: TEXT G**

4.1 4.1.1 In this cartoon, Zapiro has depicted himself receiving a wagonload of metaphors. How do we know that he is the man on the left? (1)

4.1.2 Why might he require this particular delivery? (2)

4.1.3 The metaphors on the wagon read as follows: Scapegoat, Home to Roost, Kickbacks, Smoke Screen, Big Fish, Red Herrings, Mole and Can of Worms.

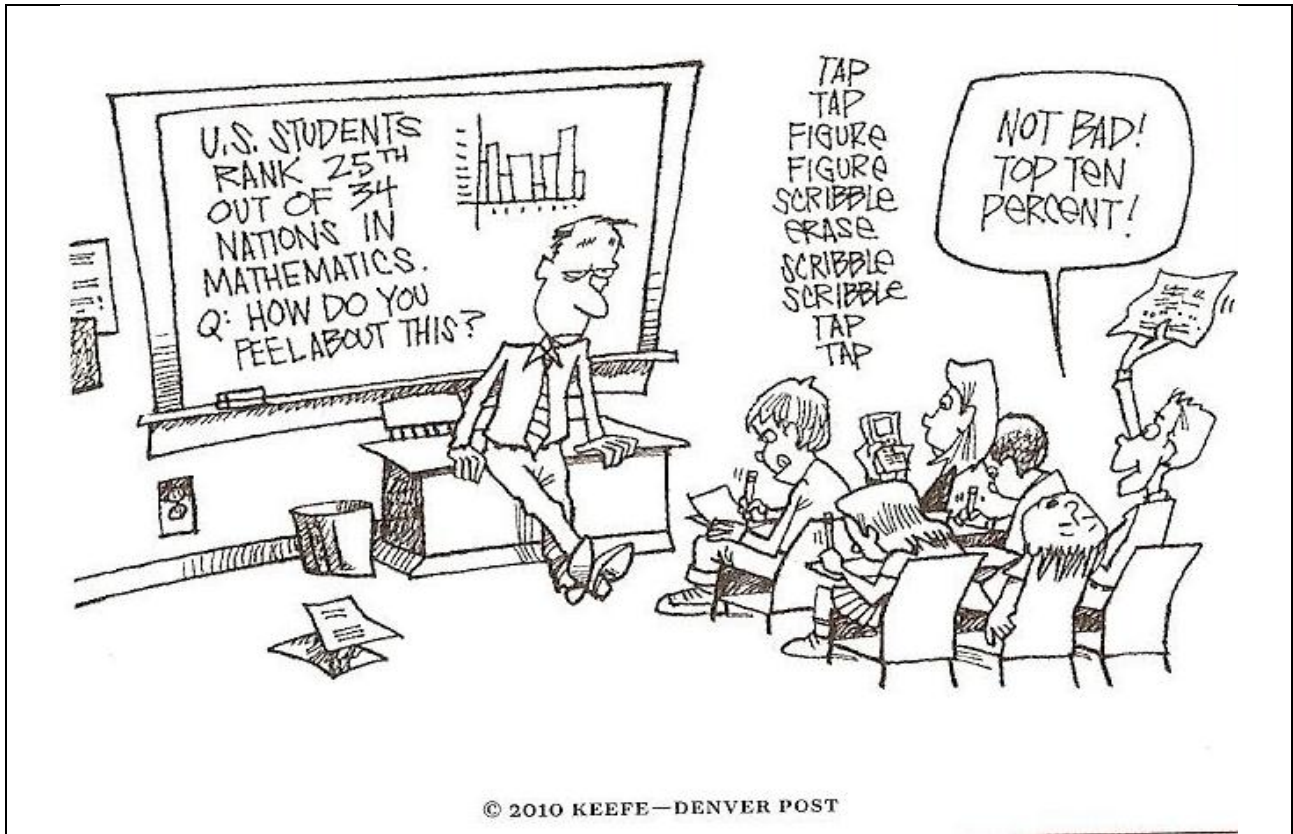
What purpose would the following serve:

(a) Red Herrings? (1)

(b) Scapegoats? (1)

(c) Kickbacks? (1)

TEXT H: CARTOON



QUESTIONS: TEXT H

- 4.2 4.2.1 Give an adjective to describe the look on the teacher's face. (1)
- 4.2.2 Why do you think he feels the way he does? (1)
- 4.2.3 The cartoon relies for its effect on IRONY. By referring only to the students in the cartoon, explain how irony is used. (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

Read the text below (TEXT I), which contains some deliberate errors, and answer the set questions. The sentences have been numbered for your convenience.

TEXT I

1. Teenagers could be stropky and anti-social simply because their brains are not working properly, according to scientists. Researchers found that during adolescence, the process which creates new brain cells is interrupted, with dramatic consequences. As well as leading to problem behaviour, it could even cause mental illnesses, such as schizophrenia, when the person matures into adulthood. This is real scary.
2. Experiments on mice revealed that they became “profoundly anti-social” if the smooth development of brain cells was halted. No such effect was observed if the same block occurred during adulthood, giving the researchers important clues into how personality can be formed.
3. The team at Yale University, in the US, focused on “neurogenesis”, a process in which cells are created in specific areas of the brain after birth. It occurs at a much faster rate during childhood and adolescence but most other research has focused on adulthood. Lead author Professor Arie Kaffman said: “This has important implications in understanding social development at the molecular level.
4. “Normal adult mice tend to spend alot of time exploring and interacting with unfamiliar mice. However, adult mice that had neurogenesis blocked during adolescence showed no interest in exploring and even evaded attempts made by other mice to engage in social behaviour. These mice acted like they did not recognise other mice as mice.

[Source: www.dailymail.co.za]

- 5.1 From paragraph 1, quote a colloquialism. (1)
- 5.2 Identify and quote the MAIN clause from sentence 3 of paragraph 1 (“As well as leading...”). (1)
- 5.3 From paragraph 1, quote an adjective which has been used incorrectly and write down the adverb which should replace it. (1)
- 5.4 From paragraph 2, quote TWO past participles. (2)
- 5.5 Why is the word *neurogenesis* (paragraph 3) in inverted commas? (1)
- 5.6 Correct a spelling error in paragraph 3. (1)
- 5.7 Correct a common error in sentence 1 of paragraph 4. (1)
- 5.8 Explain why “exploring” in sentence 2 of paragraph 4 is a gerund. (1)
- 5.9 “Like” in the final sentence of paragraph 4 should be replaced by which words? (1)

[10]

TOTAL SECTION C: 30

GRAND TOTAL: 70