

KWAZULU-NATAL DEPARTMENT OF EDUCATION

GREENBURY SECONDARY

HALF-YEARLY EXAM

ENGLISH H.L - P1: GRADE 10

DATE: 22-06-2017

TIME: 2 HRS

MARKS: 70

EXAMINERS & MODERATORS: J.V SINGH; J. BHIKRAJ ; V. SINGH ; R. NUNDKUMAR

INSTRUCTIONS AND INFORMATION

This question paper consists of 13 pages.

1. This question paper consists of THREE sections:
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 text A and study text B, below, and answer the questions that follow.

TEXT A

DANGEROUS YOUNG MINDS

1. Back in the day when I was in high school, schoolyard brawls were often a daily thing. There were no girls around and we were starved for entertainment, so we sort of looked forward to punch-ups. That's exactly what they were: entertainment. The fights were almost amateur in nature (and comical) and neither "combatant" seemed to know what he was doing. More often than not, these "fights" were just a lot of shoving and shirt – pulling, but sometimes there would be some wild swings and the guy who landed the first lucky punch usually won.
2. Very rarely, one of fighters would try something he'd seen in a movie and if it worked he would instantly be elevated to legend status among his peers. However, most of the time, the movie stuff didn't work and the dude would end up getting beaten properly. Once, during a grade 10 fight, a guy tried the crane kick from the *Karate Kid* and fell on his behind.
3. Our high school bawls were certainly no Floyd Mayweather Jr bouts, but the spectators got behind them nonetheless. Almost everyone was a fight promoter back then. It took just the slightest sign of confrontation for someone to start a famous chant: "Fight! Fight! Fight! Fight!", which would bring half of the school running.
4. The peer pressure was immense, so that even if the disagreeing parties wanted to talk things through, they couldn't. The public demanded blood, so to speak. And on the off chance that the two pupils decided not to fight, their walking away would be met with boos and jeers of disapproval.
5. The fights were usually cleanish, there was a certain honour about things. There were no ambushes, no ganging up, just simple man-to-man rite of passage stuff. Because teachers would often break up fights within seconds, guys would schedule fights for after school, agree to meet at a certain time

and get it on. And once it was over, it was over. You knew things were settled. There were no comebacks, no revenge attacks, no calling your drug dealer cousin if you lost.

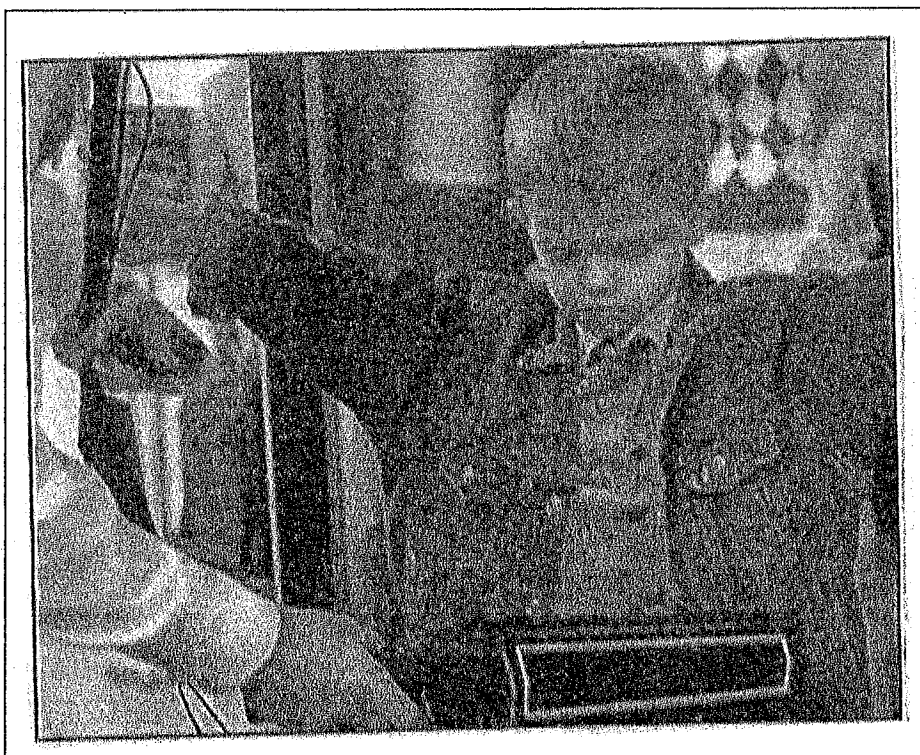
6. These days, things are different. The phrase, 'surviving high school' has taken on a new meaning with the current generation of kids. It is appalling to read about kids taking guns to school, forming little groups and gangs and taking the concept of the schoolyard fight to a different level. In fact, the practice of settling fights man-to-man with fists is non-existent. These days, a kid gets bullied for his lunch money, the next day he arrives with his dad's gun and blows the bully away. Yes, I believe in justice and retribution for bullies, but not that kind of retribution.
7. The other day I read about police conducting searches at a local school for weapons and narcotics. Can you believe how times have changed? In my days, the most dangerous thing a kid would bring to school was an adult magazine.
8. I remember watching movies like '*Dangerous Minds*' and '*The Substitute*' and believing that it was probably an exaggeration of how bad schools could get. Nowadays, you hear about kids getting killed by their classmates and you realize real life isn't too far away from fiction!
9. But with all the talk of school violence that's been going around, no one seems to be really providing answers. Answers to questions like: Why do kids deem it necessary to carry weapons to school? Who or what is responsible for this culture of violence?
10. When I was a kid, I used to believe that my school was like a prison. These days you can't really tell the difference between the two.

GLOSSARY:

1. Floyd Mayweather Jr – famous boxer
2. Combatant – a person or nation engaged in fighting during a war.

ADAPTED: Sunday Tribune

TEXT B



QUESTIONS:

- 1.1. Refer to paragraph 1.
Show how the writer's diction (choice of words) effectively conveys his attitude towards schoolyard brawls "back in the day". (3)
- 1.2. Refer to paragraph 2.
Explain what you understand by the expression: "elevated to legend status" (line 10). (3)
- 1.3. Examine paragraph 3.
Discuss the effectiveness of the metaphor in lines 14 – 16:
"Our high school ... promoter back then." (3)
- 1.4. Refer to paragraph 4.
In your own words, explain why the "disagreeing parties" could not avoid a fight. (3)
- 1.5. Is the writer justified in using the phrase "a certain honour" (line 23), in the context of paragraph 5? Substantiate your response. (3)

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- 1.6. Refer to paragraph 6.
Why does the writer believe that “surviving high school” has taken on a new meaning? (3)
- 1.7. Comment on the writer’s use of the rhetorical question in paragraph 7. (3)
- 1.8. Refer to paragraph 8.
Which word, from the list below, best describes the tone of the writer?
Give a reason for your choice.
A – excitement
B – amazement
C – annoyance (3)
- 1.9. Do you consider paragraph 10 to be an effective conclusion to the article?
Justify your response. (3)

QUESTION: TEXT B

- 1.10. In your view, does TEXT B support the writer’s viewpoint as expressed in TEXT A? Motivate your response. (3)

TOTAL SECTION A: 30 MARKS

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C provides insight information on Caffeine. Summarise in your own words, **the benefits of consuming caffeine.**

- NOTE:**
1. Your summary should include SEVEN points and NOT exceed **80 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 the summary.

TEXT C

Does caffeine work for you?

Caffeine has long been associated with improving endurance performance. Caffeine makes it easier for the body to use fat as fuel. Thus your body can use both its glycogen reserves and its fat stores to fuel its efforts. This allows for longer periods of aerobic endurance (cardiovascular exercise such as running, cycling or swimming).

Caffeine is a known diuretic, meaning it increases the passing of urine, although that does not seem to have a significant effect on overall fluid balance. A study in 2013 with individuals drinking the equivalent of five cups of espresso or seven servings of tea found that caffeine does not alter fluid balance in healthy male subjects, regardless of body composition, water intake or physical activity.

Caffeine's role in weight loss and maintenance hasn't been studied much. But one study, published in the European Journal of Clinical Nutrition in April, looks promising: Researchers compared the daily consumption of caffeinated beverages between individuals who had maintained weight loss (greater than five percent of total weight lost and maintained for over a year) and individuals in the general population. The weight loss maintainers reported consuming significantly more caffeine than the other group.

Scientists are suggesting that coffee consumption can significantly decrease the risk of Type 2 diabetes. Much more research needs to be done to clarify the data, but one study found that when coffee consumption was increased on average by 1 ½ cups per day, the risk of Type 2 diabetes decreased by 11 percent.

Some studies show that the risk of heart disease also decreases with coffee consumption. Using data on more than 27000 women aged 55 to 69 in Iowa Women's Health Study found that women who drank one to three cups a day reduced their risk by 24 percent compared with those drinking no coffee at all. Also coffee contains antioxidants that help control the cell damage that can contribute to the development of the disease.

Caffeine in coffee has zero calories on its own however there pre-made mixes, on- the -go drinks and caffeinated bars that are full of calories and processed ingredients.

[Adapted from the *Sunday Tribune*]

(10)

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PTO PAGE 7

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D

YOU CAN STOP CHILD ABUSE TODAY!!

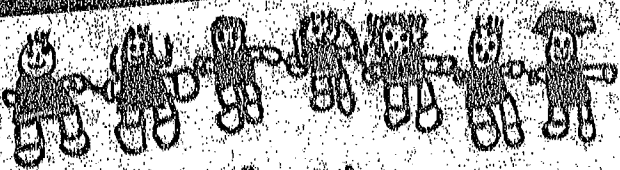
Every day, thousands of children experience horrendous abuse, exploitation, and suffer in silence because they have nowhere to turn for help.

For the past 25 years we at Childline KZN have helped, healed and restored the lives of millions of our children.

Take a stand today and help us to make a difference to the children in KZN. You can make a difference today by giving generously.

Your generosity ensures that we are here 24 hours a day, 7 days a week and 365 days a year.

It's that simple - donate online
<http://www.childlinekzn.org.za>



Childline
KZN
☎ 08000 55 555

**NEDBANK
CHILDLINE KWAZULU-NATAL
VICTORIA STREET DURBAN
14862 600
CURRENT ACCOUNT 1003 111 971**

YOU ARE THE ONLY HOPE FOR OUR CHILDREN

QUESTIONS :

3.1 Identify the target audience. [2]

3.2 What emotion does the advertiser wish to evoke in the reader?

Motivate your response.

A – fear

B – sympathy

C – indifference

D – complacency

Choose the correct answer from the above options. [2]

3.3 Comment on the effectiveness of the visual (pictorial). [3]

3.4 Refer to the following line :

“... we are here 24 hours a day, 7 days a week and 365 days a year.”

Explain what the above line reveals about Childline KZN? [3]

TOTAL : [10]

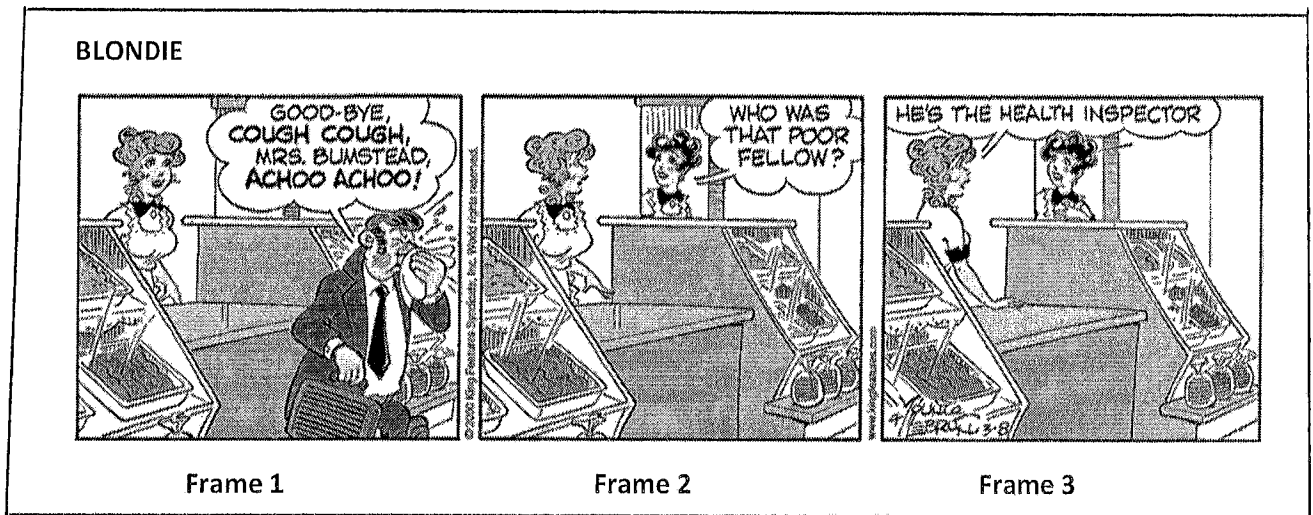
P8

PTO PAGE 9

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS E AND F and answer the set questions.

TEXT E: CARTOON

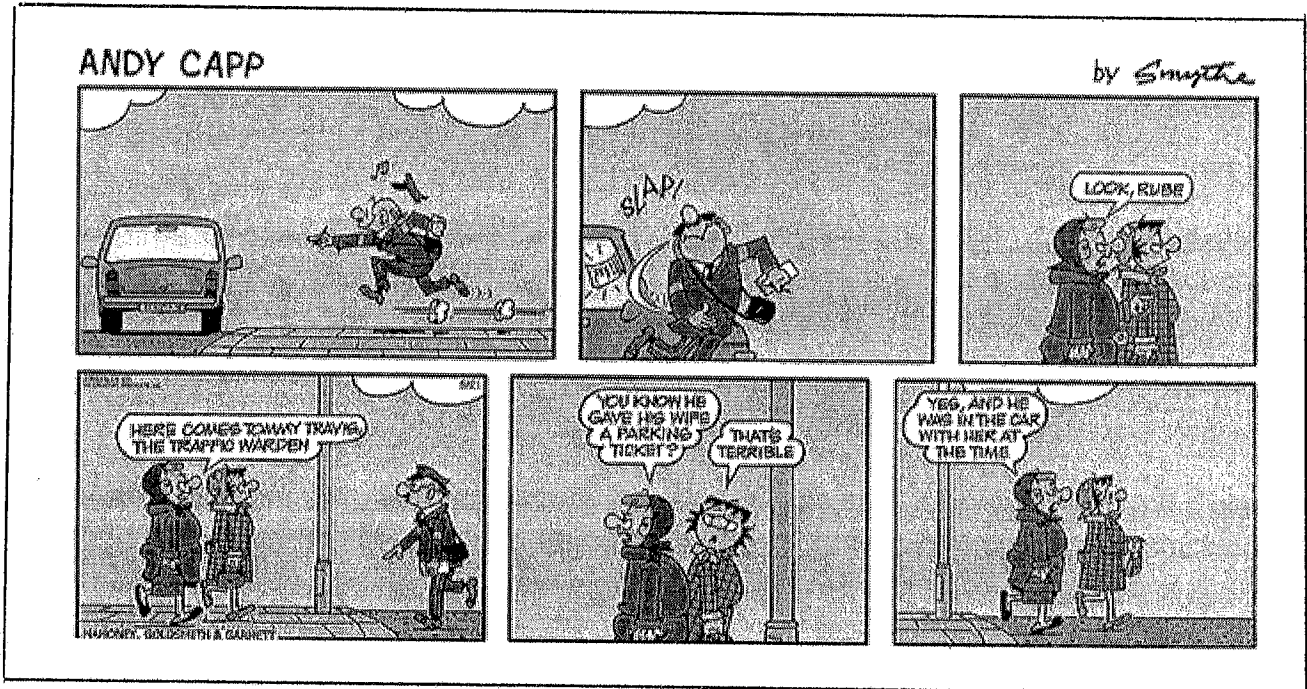


- 4.1 Refer to Frame 1.
- 4.1.1 State the man's physical condition. (1)
- 4.1.2 Show how the man's verbal and body language indicate his physical condition. (2)
- 4.2 Explain the humour in this cartoon. (2)

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PTO PAGE 10

TEXT F: CARTOON



4.3. Refer to Frames 1 and 2.

Do you think the traffic warden is slapping the driver of the car?

How do you know?

(3)

4.4 Comment on the ladies' attitude towards Tommy Travis.

(2)

[10]

P10

PTO PAGE 11

QUESTION 5 : USING LANGUAGE CORRECTLY

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

TEXT G

Let's teach children values

- 1 Education is one of the most important investments a country can make in its people and its future.
- 2 It is also critical to reducing poverty and inequality.
- 3 But sex pest teachers, teenage pregnancy, drugs, truancy, gangsterism and bullying continue to be a growing problem at South African schools.
- 4 Many parents ensure that their children get to school but are we ensuring that they are learning?
- 5 Last week, a Sydenham, Durban father discovered nude photographs and sexually suggestive messages on his 14-year-old daughter's phone.
- 6 The messages were from a 33-year-old teacher at her school.
- 7 At Parktown Boys' High on Johannesburg, 20 pupils has accused their water polo coach of sexual assault in one of the biggest scandals to hit a local school.
- 8 Surveillance footage allegedly caught the teacher fondling a 15-year-old boy.
- 9 Both teachers have been arrested and have appeared in court on charges relating to sexually grooming a minor and child pornography.
- 10 It appears that pupils no longer fear authority, their parents or teachers; that they have adopted a culture of doing as they please.
- 11 Are these the future leaders of our country?
- 12 Are our children emulating what they see in society?
- 13 Crime and corruption continue to plague our country at the highest ranks and are steadily creeping into schools.
- 14 We need to lead by example. As an immediate intervention, schools should consider working with police and community policing forums. This will show a proactive stance and that we are taking an interest in the future of our children.

- 15 But this intervention alone is not enough. We too have a role to play.
- 16 Let us help this process by also teaching our children right from wrong.
- 17 Let us inculcate good values in them and invest in their education.
- 18 Let us blow the whistle on crime and corruption.
- 19 "Education is the most powerful weapon which you can use to change the world," said Nelson Mandela.

(Adapted from 'The Mercury', 2017)

QUESTIONS :

- 5.1 Refer to the title : "Let's teach children values."
State the function of the apostrophe in "Let's". [1]
- 5.2 Refer to paragraph 2.
Change "critical" to a verb. [1]
- 5.3 Refer to paragraph 3.
"But sex pest teachers, teenage pregnancy, drugs, truancy, gangsterism and bullying continue to be a growing problem at South African schools."
Is the above sentence an example of a :
A – simple sentence
B – compound sentence
C – complex sentence [1]
- 5.4 Refer to paragraph 7.
Correct the error of concord in the above paragraph. [1]
- 5.5 Refer to paragraph 8.
Correct the single spelling error in the above paragraph. [1]

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PTO PAGE 13

5.6 Refer to paragraph 10 : "of doing as they please."

Is the above line an example of a :

A – phrase

B – clause

Choose from the options provided above.

[1]

5.7 Refer to paragraph 15 : "We too have a role to play."

Change the sentence above to the passive voice.

[1]

5.8 Refer to paragraph 18.

"Let us blow the whistle on crime and corruption."

Replace the expression "blow the whistle" with a single word that means the same.

[1]

5.9 Convert the following sentence from Direct Speech to Reported Speech :

"Education is the most powerful weapon which you can use to change the world," said Nelson Mandela.

[2]

TOTAL : [10]

GREENBURY SECONDARY SCHOOL



DEPARTMENT OF LANGUAGES
H.O.D. MR S R PANDAY

A handwritten signature in black ink, appearing to be 'S R Panday', written over a dotted line.



SUGGESTED ANSWERS - COMPREHENSION - Q.1

- ✓ 1.1. The writer considered schoolyard brawls to be a source of "entertainment" back in the day - harmless skirmishes that were more to do with bravado than survival. Words such as "amateur", "comical" and the tongue-in-cheek use of "combatant" reinforce his casual/nonchalant attitude. Considered it a part of his school life - "often a daily thing"; mere scuffles. (3)
- ✓ 1.2. To be afforded superhero status / to ascend in the eyes of his peers / to gain a new respect / to become famous or notorious among his peers / well-known for his distinctive ability. (3)
- ✓ 1.3. The metaphor effectively compares, in a self-deprecating manner, the schoolyard brawls to a boxing match where the opponent is a famous boxer, Floyd Mayweather Jr - the writer concedes that school fights did not resemble a high-end boxing match in any way. He sustains the metaphor by alluding to students who fancied themselves as fight promoters. (3)
- ✓ 1.4. The 'disagreeing parties' were forced to fight because of peer pressure. They could not call it off because of the expectations of the other pupils, who sought entertainment,

punishment / retribution. The disagreeing parties would be taunted / mocked if they walked away from a fight. (3)

✓ 1.5. Yes, he is justified. The disagreeing parties fought honourably. There were no stealthy moves; it was a "man-to-man rite of passage"; an event respected by both parties; a ritual event to mark one's transition / change of status. There was no "ganging up" - once the fight was over, it was settled. There were no comebacks or revenge attacks. The opponents fought cleanly ("cleanish"). (3)

✓ 1.6. Traditionally, 'surviving high school' alluded to coping with the demands of secondary school - difficult academics, peer pressure, etc. Nowadays, 'surviving high school' has taken on a literal meaning - actually physically surviving by dodging all of the dangers of school, such as bullies and bullets. (3)

✓ 1.7. The writer poses a rhetorical question to engage the reader; to draw the reader into the discussion. Forces the reader to examine his own attitude. Use of the personal pronoun 'you' actively seeks the reader's response / attention / affirmation. (3)

- ✓ 1.8. B. The writer is amazed / shocked / incredulous that schools nowadays are so dangerous. Previously, he'd assumed that violence in schools was a thing of fiction - only depicted in movies; he is amazed that the movies he'd watched actually mirror real life - that school violence is no exaggeration; it is a harsh reality. (3)
- ✓ 1.9. Yes. The writer concludes with a thought-provoking simile - when he had been in high school, he had considered the rules and regulations to be harsh so he'd likened school to a prison (a place that curtails freedom). He now realises, however, that there is a blurred line separating school and prison - they seem almost alike. The conclusion effectively sums up the writer's argument in the rest of the passage - that schools nowadays harbour criminal elements and is therefore a dangerous place.
No - accept a logical, reasoned response. (3)
- ✓ 1.10. Yes. Text B depicts a young boy of school-going age being searched / scanned for illegal possessions. This supports the writer's view in Text A, where it had been posited that children nowadays are attending schools armed with weapons and drugs, hence the need for the authorities to conduct regular searches - Text B reinforces this claim.
No - accept a reasoned response. (3)

The first part of the paper is devoted to a discussion of the
 general principles of the theory of the structure of the
 crystal lattice. It is shown that the structure of the
 lattice is determined by the interaction of the ions
 and the electrons of the crystal. The interaction of the
 ions is described by the Coulomb law, and the interaction
 of the electrons is described by the Pauli exclusion
 principle. The interaction of the ions and the electrons
 is described by the many-body problem.

The second part of the paper is devoted to a discussion of
 the theory of the structure of the crystal lattice. It is
 shown that the structure of the lattice is determined by
 the interaction of the ions and the electrons of the
 crystal. The interaction of the ions is described by the
 Coulomb law, and the interaction of the electrons is
 described by the Pauli exclusion principle. The
 interaction of the ions and the electrons is described
 by the many-body problem.

The third part of the paper is devoted to a discussion of
 the theory of the structure of the crystal lattice. It is
 shown that the structure of the lattice is determined by
 the interaction of the ions and the electrons of the
 crystal. The interaction of the ions is described by the
 Coulomb law, and the interaction of the electrons is
 described by the Pauli exclusion principle. The
 interaction of the ions and the electrons is described
 by the many-body problem.

The fourth part of the paper is devoted to a discussion of
 the theory of the structure of the crystal lattice. It is
 shown that the structure of the lattice is determined by
 the interaction of the ions and the electrons of the
 crystal. The interaction of the ions is described by the
 Coulomb law, and the interaction of the electrons is
 described by the Pauli exclusion principle. The
 interaction of the ions and the electrons is described
 by the many-body problem.

Grade 10

Summary - Question 2

Suggested Answers

1. Caffeine helps improve endurance levels during exercise.
2. It also uses fat in the body as fuel.
3. Caffeine is used as an agent to overall fluid balance particularly in males.
4. Those that consume more caffeine show a greater weight loss than those who consume less.
5. Significant caffeine consumption can also reduce type 2 diabetes.
6. Studies show that there is a decrease in the risk of heart disease with increased coffee consumption.
7. The antioxidants contained in coffee help control cell damage which often lead to heart disease.
8. Caffeine also has zero calories which is healthy.

MEMO FOR QUESTION 3 :

ANALYSING ADVERTISING :

- 3.1 Parents, the general public, KZN citizens, donors, sponsors [2]
- 3.2 B – sympathy [1]
- Exposing child abuse as a horrific act, therefore for children to be healed,
we can make a difference by donating. [1]
- 3.3 It is most effective because the message is about the horrendous abuse to
children.
The children are all smiling and holding hands. Childline KZN has “helped,
healed and restored” these children in a safe, healthy environment. [3]
- 3.4 They are totally committed to the cause of putting an end to child abuse /
There are no time restrictions to assist abused children / They go beyond
the normal hours of duty. [3]

TOTAL : [10]

MEMO – P1 – QUESTION 4: CARTOON

4.1.1 He is sick; has a severe cold, has the flu. [1]

4.1.2 Verbal: 'cough cough' 'achoo achoo' are sneezing and coughing sounds when one has the flu. [1]

Body Language: Eyes closed with handkerchief to nose and mouth; cough and sneezing severe- the action lines indicate the explosion around his face. [1]

4.2 The man is a health inspector who has a severe flu. He has come to check that the restaurant is hygienic and not infected with germs. The irony is that he is infecting the restaurant with his sneezing and coughing yet as a health inspector he should know better. [2]

4.3.1 NO. He is in a rush to slap a parking ticket on the car's windscreen which he does. There is nobody in the car. [3]

4.4 They have a low regard for him. They are critical of his behaviour as a traffic warden. He is over-enthusiastic about fining people for the slightest indiscretion culminating in his giving his wife a parking ticket while he was in the car with her. He is intolerant and they regard him as a person who has a chip on his shoulders. [2]

(10)

GRADE 10

MEMO : QUESTION 5

- 5.1 Indicates contraction / omission of a letter. [1]
- 5.2 criticise / criticize [1]
- 5.3 compound sentence [1]
- 5.4 Has – have – At Parktown Boys' High in Johannesburg, 20 pupils have accused their water polo coach of sexual assault ... [1]
- 5.5 allegedly – allegedly [1]
- 5.6 A phrase [1]
- 5.7 A role too has to be played by us. [1]
- 5.8 Report / reveal / expose. [1]
- 5.9 Nelson Mandela said that education was the most powerful weapon which you could use to change the world. [2]

TOTAL : [10]