



# basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

FEBRUARY/MARCH 2014

MARKS: 70

TIME: 2 hours

ENGLISH HOME LANGUAGE P1  
1004



10041

This question paper consists of 12 pages.

X05



3



**INSTRUCTIONS AND INFORMATION**

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.





- |    |  |          |
|----|--|----------|
| 5  | Pop music began to reflect more of the true multi-cultural fabric and diversity of the world, but despite this glaring fact, many in the music industry tried to segregate the music by labelling jazz and blues with the derogatory title of 'race music', or music that was created by or appealed primarily to blacks, and everything else as 'pop', for music that appealed primarily to whites. (Years later, the term 'rhythm and blues' or 'R&B' was chosen as a less offensive way to describe music for and from the black community.)  | 35<br>40 |
| 6  | Despite the artificial barriers imposed upon it, music continued to grow, further blurring any lines of demarcation. Musicians, whom many considered as 'pop' musicians, began to 'borrow' heavily from the jazz and blues rhythms around them. By the early 50s, this cultural and musical intermingling resulted in a new music genre called 'rock and roll'.  | 45       |
| 7  | This genre helped make the American music industry into today's global phenomenon. Early rock pioneers like Ike Turner and Little Richard set a pace that artists like Elvis Presley and others imitated to an even greater degree of success, spurring on years later the ascension of such global acts as The Beatles and The Rolling Stones.  | 50       |
| 8  | Pop music in the 70s, 80s and 90s morphed even further as disco, acid rock, dance, and techno all contributed their influence. But perhaps no greater influence on pop music has occurred than that of rap.  |          |
| 9  | Rap music, a key component of the inner-city cultural movement called 'hip hop', emerged out of the 80s like no other musical trend in history. In the beginning, this art form was largely ignored by mainstream music companies, allowing it to develop like no other musical trend before or since. By the time mainstream America had placed it on its radar, rap had become a sonic juggernaut <sup>3</sup> crushing all other forms in its path. Over the last 25 years, rap has consistently outsold rock, country, gospel, and even jazz and R&B. In fact, rap music is second only to pop in terms of marketability, profits and appeal. It, therefore, seemed inevitable that rap would further influence the pop field, giving rise to such artists as Pink and Eminem. | 55<br>60 |
| 10 | Pop music has now entered into the 21st century with no end in sight to its commercial appeal, cultural impact, longevity or profitability. With each generation, pop music will always be an arbiter <sup>4</sup> of taste and refinement in that it accurately reflects all that society has to offer. To paraphrase another musical saying, 'Pop music is here to stay'.  | 65       |

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

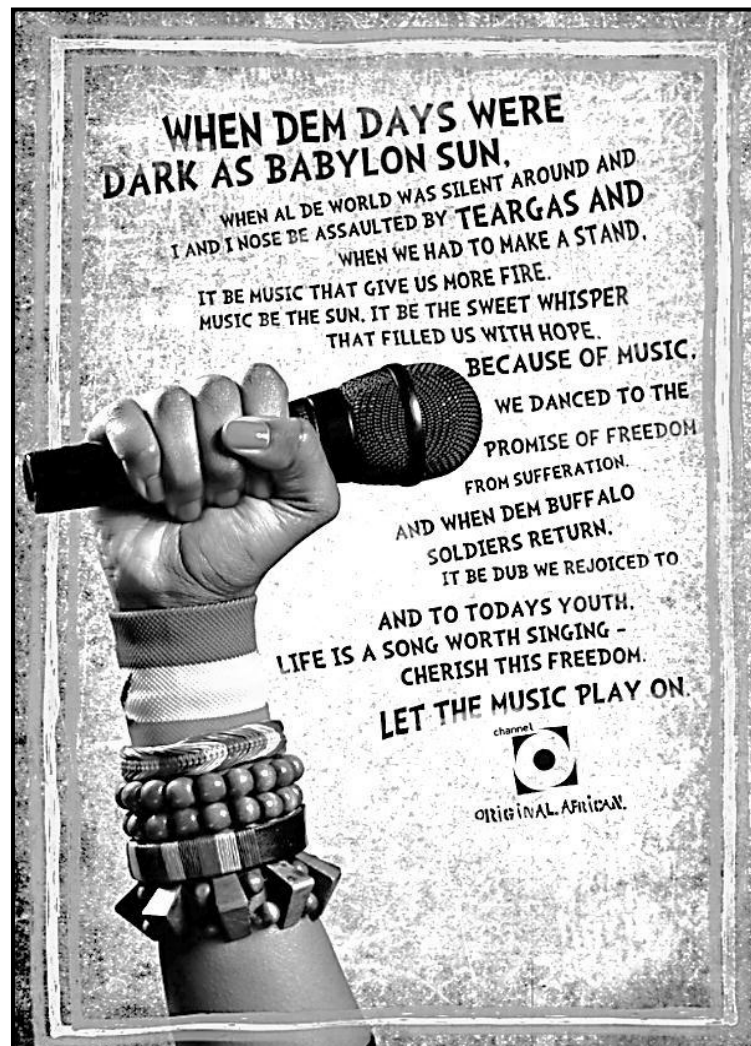
#### Glossary:

- <sup>1</sup> sheet music: musical notes written or printed on paper  
<sup>2</sup> phonograph: old-fashioned machine that plays recorded music  
<sup>3</sup> juggernaut: unstoppable force  
<sup>4</sup> arbiter: whoever/whatever decides

**AND**



## TEXT B



[Source: <http://studio83.com>]

The text reads:

**WHEN DEM DAYS WERE  
DARK AS BABYLON SUN,**  
WHEN AL DE WORLD WAS SILENT AROUND AND  
I AND I NOSE BE ASSAULTED BY **TEARGAS AND**  
WHEN WE HAD TO MAKE A STAND.  
IT BE MUSIC THAT GIVE US MORE FIRE.  
MUSIC BE THE SUN. IT BE THE SWEET WHISPER  
THAT FILLED US WITH HOPE.  
**BECAUSE OF MUSIC,**  
WE DANCED TO THE  
PROMISE OF FREEDOM  
FROM SUFFERATION.  
AND WHEN DEM BUFFALO  
SOLDIERS RETURN.  
IT BE DUB WE REJOICED TO  
**AND TO TODAYS YOUTH.**  
**LIFE IS A SONG WORTH SINGING –**  
**CHERISH THIS FREEDOM.**  
**LET THE MUSIC PLAY ON.**  
CHANNEL O  
**ORIGINAL AFRICAN.**



**QUESTIONS: TEXT A**

- 1.1 Briefly explain why the title of the passage is appropriate. (2)
- 1.2 Refer to paragraph 1.  
What reason does the writer give for the success of the pop music industry? (2)
- 1.3 Explain what you understand by the claim that pop music is 'a cultural force that resonates throughout the world' (line 9). (2)
- 1.4 Discuss how the 'entertainment centre' (line 12) in homes contributed to the growth of the music industry. (2)
- 1.5 Suggest why the writer describes jazz as 'shocking' and 'daring' (line 29). (2)
- 1.6 Discuss how certain individuals in the music industry can be held responsible for damaging the image of pop music (paragraph 5). (3)
- 1.7 'spurring on years later the ascension of such global acts as The Beatles and The Rolling Stones' (lines 49–50)  
How do the words 'spurring' and 'ascension' effectively convey the movement of the 'rock and roll' genre? (3)
- 1.8 Refer to paragraph 9.  
Is the writer's comment that rap music has 'become a sonic juggernaut' (lines 58–59) valid? Substantiate your response. (3)
- 1.9 Refer to paragraph 10.  
Comment critically on the statement: 'pop music will always be an arbiter of taste and refinement in that it accurately reflects all that society has to offer'. (3)

**QUESTIONS: TEXT B**

- 1.10 Explain the symbolism of the visual image in the poster. (2)
- 1.11 Does the dialect help to convey the message of the poster? Motivate your response. (3)

**QUESTION: TEXTS A AND B**

- 1.12 In your view, does TEXT B support the ideas expressed in paragraph 5 and paragraph 6 of TEXT A? Justify your response. (3)

**TOTAL SECTION A: 30**

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

**TEXT C** gives a perspective on fashion. Summarise in your own words **the writer's ideas about fashion**.

- NOTE:**
1. Your summary should include 7 points and NOT exceed **90 words**.
  2. You may write a fluent paragraph OR in point form.
  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**

Fashion is something we deal with every day. Even people who say they don't care what they wear choose clothes every morning that say a lot about them and how they feel that day. Fashion is a state of mind – an extension of one's self. Fashion talks: it can whisper; a high-energy scream or an all-knowing wink and a smile. Most of all, fashion is about translating self-esteem into a personal style.

There are many reasons for wearing what we wear: mountain climbers wear high-tech outerwear to avoid frostbite and over-exposure; judges wear robes; people in the military wear uniforms; brides wear long white dresses.

One certainty in the fashion world is change. We are constantly being bombarded with new fashion ideas from music, videos, books and television. Movies also have a significant impact on what people wear. Ray-Ban, the world-famous supplier of sunglasses, sold more shades after the movie *Men in Black*. Sometimes a trend is world-wide. Back in the 1950s, teenagers everywhere dressed like Elvis Presley.

Musicians and other cultural icons have always influenced what we're wearing, but so have political figures and royalty. Newspapers and magazines report regularly on what popular people wear. Even folks in the 1700s pored over fashion magazines to see the latest styles.

Fashion is revealing. Clothes reveal the group to which a person belongs. In high school, various groups have various names. Styles show who you are, but they also create stereotypes and distance between groups. For instance, a businessman might look at a boy with green hair and multiple piercings as a freak and an outsider. But to another person, the boy is a strict conformist. He dresses a certain way to deliver the message of rebellion and separation, but within that group, the look is uniform. Acceptance or rejection of a style is a reaction to the society we live in.

Fashion is a language which tells a story about the person who wears it. 'Clothes create a wordless means of communication that we all understand,' according to Katherine Hamnett, a top British fashion designer. Hamnett became popular when her T-shirts with large messages like 'Choose Life' were worn by several rock bands.

Fashion is big business. More people are involved in the buying, selling and production of clothing than in any other business in the world.

[Source: Adapted from [www.pbs.org](http://www.pbs.org)]

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE IN CONTEXT**

**QUESTION 3: ANALYSING ADVERTISING**

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

**TEXT D**



[Source: [www.dangerousminds.net](http://www.dangerousminds.net)]

The text in small font reads as follows:

This young man is 11 months old – and he isn't our youngest customer by any means.

For 7-Up is so pure, so wholesome; you can even give it to babies and feel good about it. Look at the back of the 7-Up bottle. Notice that all our ingredients are listed. (That isn't required of soft drinks, you know – but we're proud to do it and we think that you're pleased that we do.)

By the way, Mom, when it comes to toddlers – if they like to be coaxed to drink their milk, try this: Add 7-Up to the milk in equal parts, pouring the 7-Up gently into the milk. It's a wholesome combination – and it works! Make 7-Up your family drink. *You like it ... it likes you!*

**QUESTIONS: TEXT D**

- 3.1 Suggest why the advertiser has chosen a baby as the focal point of the advertisement. (2)
- 3.2 Refer to the words in brackets in the text box.  
Discuss how these words are intended to promote the product. (2)
- 3.3 'By the way, Mom, when it comes to toddlers – if they like to be coaxed to drink their milk, try this: Add 7-Up to the milk in equal parts, pouring the 7-Up gently into the milk. It's a wholesome combination – and it works!'  
Critically discuss how this sentence is meant to influence the reader. (3)
- 3.4 'You like it ... it likes you!'  
Referring to the advertisement as a whole, comment on the effectiveness of this concluding sentence. (3)
- [10]**

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

Study TEXT E and answer the set questions.

**TEXT E: CARTOON**



FRAME 1



FRAME 2



FRAME 3



FRAME 4



FRAME 5



FRAME 6



FRAME 7



FRAME 8

[Source: [www.blondie.com](http://www.blondie.com)]

**QUESTIONS: TEXT E**

- 4.1 What do Bumstead's words and body language reveal about his feelings in frame 4? (2)
  - 4.2 Account for the change in Bumstead's attitude in frame 6. (2)
  - 4.3 In frames 7 and 8, the cartoonist shows only parts of the body of two characters. Explain how this influences your assessment of these characters. (3)
  - 4.4 Discuss the effectiveness of irony in creating humour in this cartoon. (3)
- [10]**



**QUESTION 5: USING LANGUAGE CORRECTLY**

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

**TEXT G****THE GOTTA-HAVE GENERATION**

- 1 We live in a materialistic society, take a trip to your local shopping centre or watch television for a few minutes and this fact will become quite evident. Our society places significance on what you own – not who you are. This reality prevails in most areas of our social fabric, but it is, without a doubt, most apparent in the mainstream media. The culture of materialism conspicuously presents itself on television shows, in magazines, in movies, and especially in music videos. The influence of the mainstream media reverberates most with young people, which are generally more impressionable than persons of any other demographic group are. It is, therefore, conceivable that the media informs the values of many of our youth today. 5 10
- 2 Only one of the research projects suggests that young people of today are far more materialistic than their counterparts of the past were. All too common, among the youth, there is a palpable materialistic obsession the roots of which anyone can trace back to a popular music video – be it a new designer label or a new Blackberry phone. 15
- 3 Among many young people, the sense of self-esteem is contingent on their possession of material objects. Such is the extend of influence that the media often has on young minds. It is very easy for a young person to become impressed by the constant exposure to the glorification and adoration of material belongings. 20
- 4 Research indicates that there is a direct correlation between low self-esteem and materialism: as self-esteem decreases, materialism increases. The unhealthy desire for material possessions and the illicit activities it inspires has landed an exorbitant number of youth in prisons. These possibilities are just two of the potential negative effects of materialism. 25
- 5 People and not possessions need to be valued by the youth.

[Source: Adapted from [www.ghanaweb.com](http://www.ghanaweb.com), 23 May 2010]

**QUESTIONS: TEXT G**

- 5.1 Rewrite the first sentence, correcting the punctuation error. (1)
- 5.2 'Our society places significance on what you own – not who you are' (lines 3–4).  
Rewrite this sentence in the present continuous tense. (1)



- 5.3 Replace the phrase, 'without a doubt' (line 5), with a single word. (1)
- 5.4 'The influence of the mainstream media reverberates most with young people, which are generally more impressionable than persons of any other demographic group are' (lines 7–10).  
Identify and correct the pronoun error in this sentence. (1)
- 5.5 'It is, therefore, conceivable that the media informs the values of many of our youth today' (lines 10–11).  
Identify the main clause in this sentence. (1)
- 5.6 Provide the adjectival form of the word 'influence' (line 18). (1)
- 5.7 Identify the incorrectly used word in paragraph 3 and provide its correct form. (1)
- 5.8 'It is very easy for a young person to become impressed by the constant exposure to the glorification and adoration of material belongings' (lines 19–21).  
Remove the redundancy in the above sentence. (1)
- 5.9 Correct the concord error in paragraph 4. (1)
- 5.10 'People and not possessions need to be valued by the youth' (paragraph 5).  
Rewrite the above sentence in the active voice. (1)  
**[10]**
- TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**

