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**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2013

ENGLISH HOME LANGUAGE P1

MARKS: 70

TIME: 2 hours



This question paper consists of 11 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 and B below and answer the set questions.

TEXT A**MULTITASKING by ALINA TUGEND**

- 1 Since the 1990s, we've accepted multitasking without question. Virtually all of us spend part or most of our day either rapidly switching from one task to another or juggling two or more things at the same time. While multitasking may seem to be saving time, psychologists, neuroscientists and others are finding that it can put us under a great deal of stress and actually make us less efficient.
- 2 Although doing many things at the same time – reading an article while listening to music, switching to check e-mail messages and talking on the phone – can be a way of making tasks more fun and energizing, “you have to keep in mind that you sacrifice focus when you do this,” said Edward M. Hallowell, a psychiatrist and author of *“CrazyBusy: Overstretched, Overbooked, and About to Snap!”* (Ballantine, 2006). “Multitasking is shifting focus from one task to another in rapid succession. It gives the illusion that we're simultaneously tasking, but we're really not. It's like playing tennis with three balls.”
- 3 Of course, it depends what you're doing. For some people, listening to music while working actually makes them more creative because they are using different cognitive functions. But despite what many of us think, you cannot simultaneously e-mail and talk on the phone. I think we're all familiar with what Dr Hallowell calls “e-mail voice,” when someone you're talking to on the phone suddenly sounds, well, disengaged. “You cannot divide your attention like that,” he said. “It's a big illusion.”
- 4 We all know that computers and their **spawn**, the smartphone and cellphone, have created a very different world from several decades ago, when a desk worker had a typewriter, a phone and an occasional colleague who dropped into the office. Think even of the days before the cordless phone. Those old enough can remember when talking on the telephone, which was stationary, meant sitting down, putting your feet up and chatting – not doing laundry, cooking dinner, sweeping the floor and answering the door.
- 5 That is so far in the past. As we are required, or feel required, to do more and more things in a shorter period of time, researchers are trying to figure out how the brain changes attention from one subject to another. We can do a couple of things at the same time if they are routine, but once they demand more cognitive process, the brain has “a severe bottleneck,” he said.
- 6 All right, there are definitely times we should not try to multitask. We may think, it's nice to say that we should focus on one thing at a time, but the real world doesn't work that way. We are constantly interrupted. A 2005 study, “No Task Left Behind? Examining the Nature of Fragmented Work,” found that people were interrupted and moved from one project to another about every 11 minutes. And each time, it took about 25 minutes to circle back to that same project.

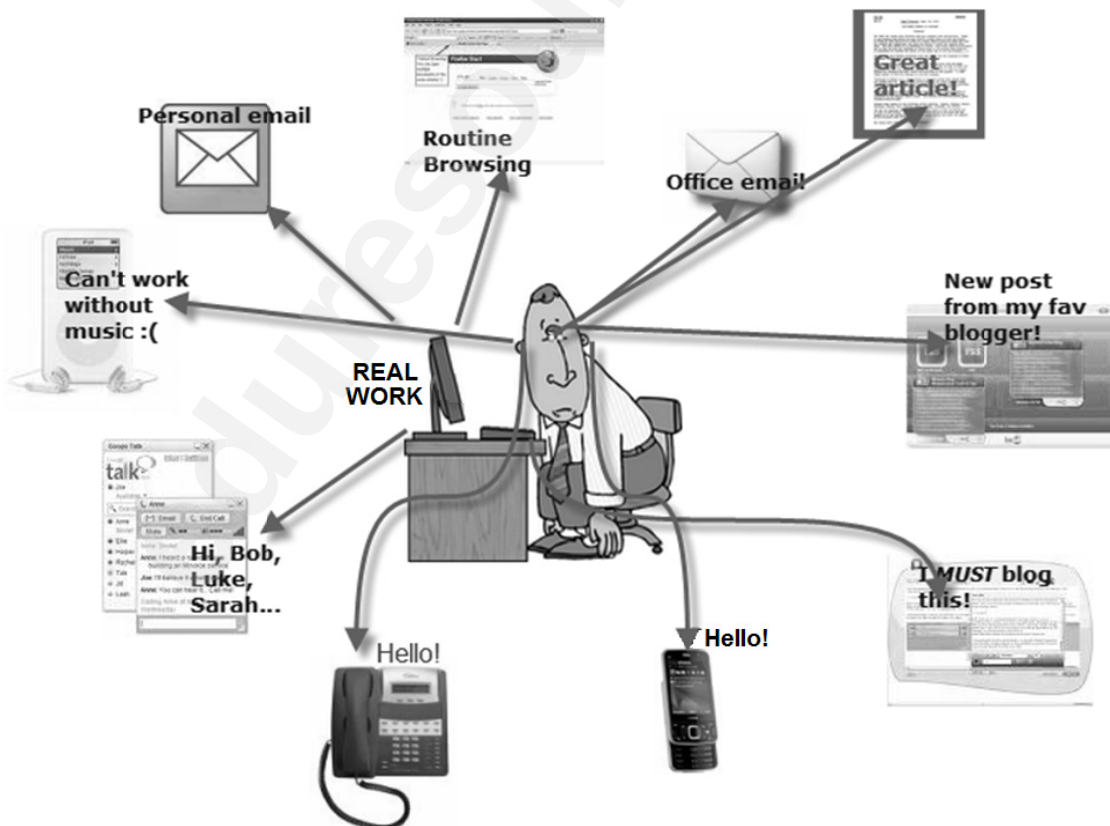
- 7 Interestingly, in a study published last April, “The Cost of Interrupted Work: More Speed and Stress,” Gloria Mark, a professor of informatics at the University of California at Irvine found that “people actually worked faster in conditions where they were interrupted, but they produced less.” She also found that people were as likely to self-interrupt as to be interrupted by someone else. “As observers, we’ll watch, and then after every 12 minutes or so, for no apparent reasons, someone working on a document will turn and call someone or e-mail,” she said. As I read that, I realized how often I was switching between writing this article and checking my e-mail.
- 8 Her study found that after only 20 minutes of interrupted performance, people reported significantly higher stress, frustration, workload, effort and pressure. “As our minds fill with noise – feckless synaptic events signifying nothing – the brain gradually loses its capacity to attend fully and gradually to anything,” she wrote. Desperately trying to keep up with a multitude of jobs, we “feel a constant low level of panic and guilt.” So the next time the phone rings and a good friend is on the line, try this trick: Sit on the couch. Focus on the conversation. Don’t jump up, no matter how much you feel the need to clean the kitchen. It seems weird, but stick with it. You, too, can learn the art of single-tasking.

[Source: Adapted from *shortcuts@nytimes.com*]

AND

TEXT B

Multitasking



[Source: sheltonmedia.blogspot.com]

QUESTIONS: TEXT A

1.1 Refer to paragraph 1.

1.1.1 Quote the word which **best** represents what multitasking has come to mean. (1)

1.1.2 What is the major contradiction to which the author refers? (2)

1.2 Refer to paragraph 2.

1.2.1 Refer to the title of Hallowell's book. How do you think he views multitasking? (3)

1.2.2 In what way can multitasking become an *illusion*? Refer closely to the meaning of this word in your answer. (2)

1.2.3 Quote the simile at the end of this paragraph in full and comment on what it means in terms of the writer's view of multitasking. (3)

1.3 Refer to paragraph 3.

"E-mail voice" would probably sound ...

- A personal
 - B harassed
 - C offensive
 - D detached
- (1)

1.4 Refer to paragraph 4.

Definition of SPAWN:

- a. the eggs of aquatic animals (as fishes or oysters) that lay many small eggs
- b. product, offspring also: offspring in great numbers
- c. the seed, germ, or source of something

1.4.1 Refer to the dictionary extract above and clearly explain why the writer's choice of the word *spawn* is a good one. (2)

1.4.2 Why would it be unusual to have the "occasional colleague ... drop() into the office" today? (1)

1.5 Refer to paragraph 5.

Clearly explain the clever use of the metaphor in "a severe bottleneck" in the context of the writer's views on multitasking. (3)

1.6 Refer to paragraph 6.

What is it that makes work "fragmented"? (1)

1.7 Refer to paragraph 7.

What is implied by the term, “self-interrupt”? (2)

1.8 Refer to paragraph 8.

Identify THREE advantages of single-tasking. (3)

QUESTION: TEXT B

1.9 Despite the fact that this office worker is stationary, it is impossible for him to be a single-tasker. Refer to his body language, expression and the rest of the graphic to justify this statement. (3)

QUESTION: TEXT A AND TEXT B

1.10 Do you feel that TEXT B adequately conveys the message intended by the writer of TEXT A? Discuss. (3)

TOTAL SECTION A: 30

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

The passage below (TEXT C) is titled HOW TO STOP PROCRASTINATING. You have found the advice here very useful and you have been asked to present these findings to your fellow matrics, many of whom battle to get started with studying. Write down the **SEVEN MOST IMPORTANT POINTS**.

You are required to do the following:

- Present your summary as EITHER a fluent paragraph OR in point-form.
- Do not exceed 100 WORDS in total.
- USE ONLY FULL SENTENCES.
- Your advice needs to take the form of INSTRUCTIONS.
- USE YOUR OWN WORDS, AS FAR AS POSSIBLE.
- Do not volunteer your own information.
- You do not need to supply a heading.
- State the total number of words used AT THE END of your summary.

TEXT C**HOW TO STOP PROCRASTINATING by CHRISTIAN KOCH**

A powerful anti-procrastination tip is to put yourself on record. When you're working on a project, look at the person you're doing the task for and say to them: 'You will have this information by 4pm on Thursday.' As you do that, you're instantly setting yourself a deadline that makes you think: 'I've got to get this done!'

Some things seem urgent, such as a ringing phone or an e-mail alert. But you don't know if they're urgent until you've opened the e-mail or answered the phone. These shouldn't even be on your radar. Do the most important task first, rather than the most urgent or hardest.

When it comes to housework and other chores, we know what we have to do, but it's always much easier once we get started. It is all about having an affirmation. Try repeating the words, 'Do It Now! Do It Now!' out loud.

Procrastinators will say: 'I'm working from home today so I can get that report sorted. But first I'll have a cup of tea.' Instead, give yourself a reward, but only after achieving a pre-ordained amount of work, such as writing 500 words. Even simple things such as a cup of tea, a digestive biscuit or a magazine can be used as rewards, and you'll appreciate them more.

In the middle of the week, write a list to plan your weekend. A lot of people think it's boring to plot your weekend like that, but it's not. Some people have an amazing quality of life just because they've scheduled it.

How many times have you rung up a favourite restaurant to find out it's all booked up? The truth is, all those tables have been reserved by non-procrastinators who were organised. You're always better off scheduling a few things – you'll get more out of life.

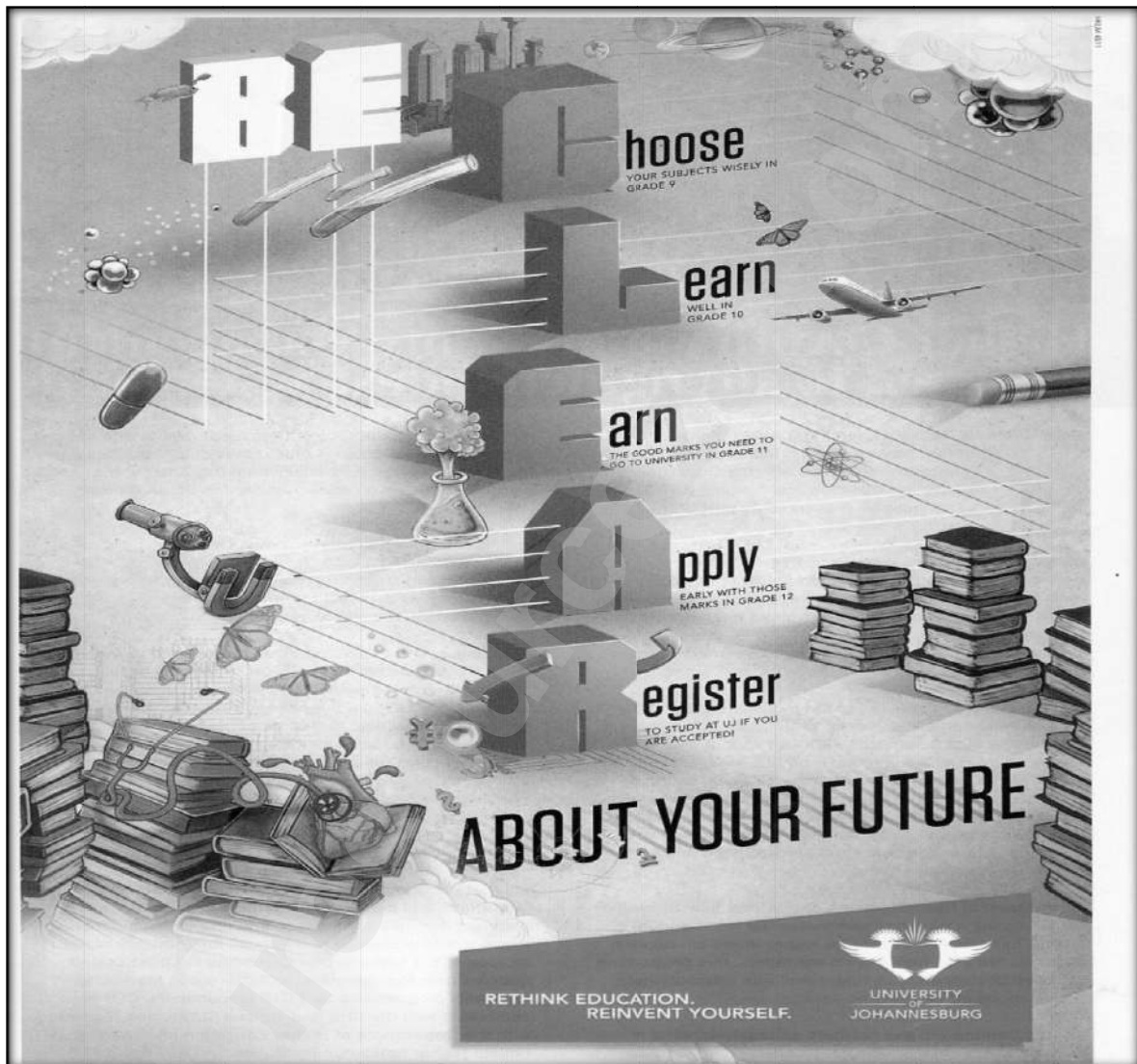
If you know that someone is a time-sapper, stay out of their way. If you can't avoid them, devise ways so you don't get caught up talking to them. Instead of getting bogged down listening to them, say: 'I really appreciate you telling me this, but can you tell me in four hours after I've done this report?'

[Source: *Daily Mail* (adapted)]

TOTAL SECTION B: 10

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

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

TEXT D: ADVERTISEMENT

[Source: Education Southern Africa]

The small text in the advertisement reads:

Choose your subjects wisely in Grade 9

Learn well in Grade 10

Earn the good marks you need to go to university in Grade 11

Apply early with those marks in Grade 12

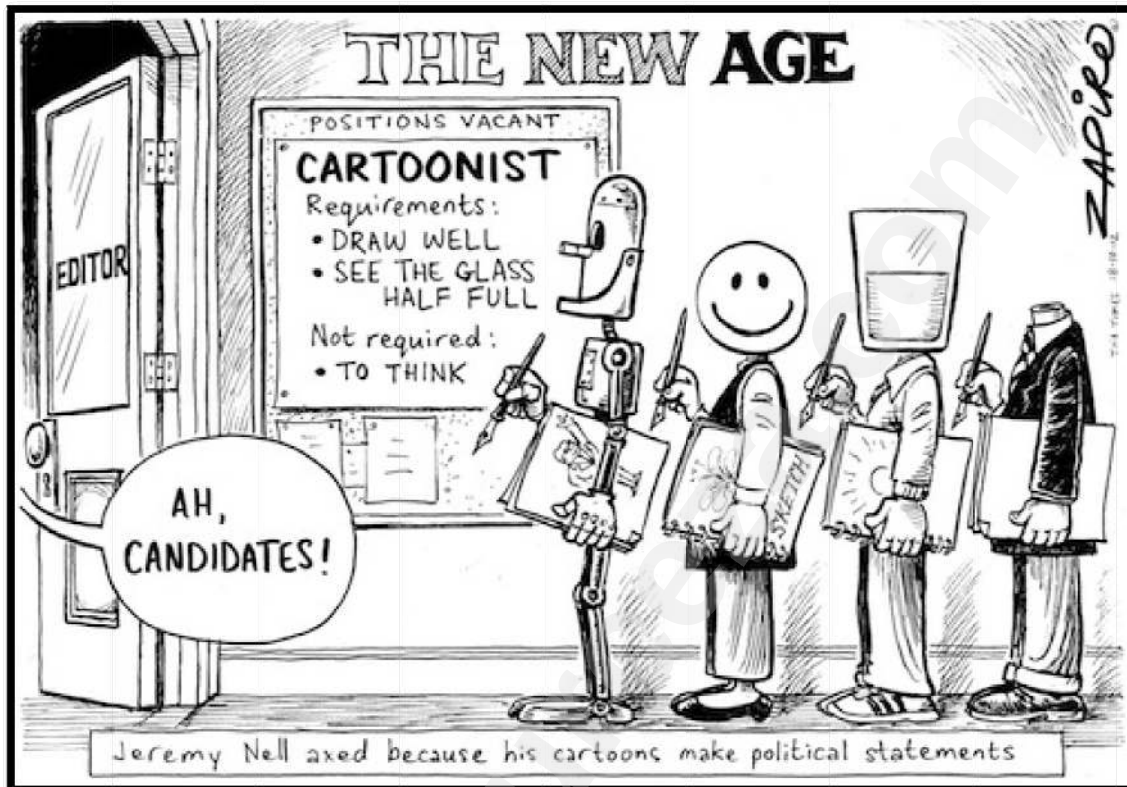
Register to study at UJ if you are accepted!

QUESTIONS: TEXT D

- 3.1 3.1.1 What is the title/headline of this advertisement? (1)
- 3.1.2 How has UJ cleverly used a mnemonic (CLEAR) in this advertisement? (2)
- 3.2 Comment on the choice of the following THREE illustrations in the advertisement:
- 3.2.1 The books (1)
- 3.2.2 The stethoscope (1)
- 3.2.3 The aeroplane (1)
- 3.3 3.3.1 Quote UJ's slogan and discuss to what extent it is effective or not. (2)
- 3.3.2 Would **this advertisement** entice you to apply to UJ? Clearly explain why or why not. (2)
- [10]**

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the set questions.

TEXT E: CARTOON

[Source: <http://cdn.mg.co.za>]

The text at the bottom of the cartoon reads:

Jeremy Nell axed because his cartoons make political statements

QUESTIONS: TEXT E

- 4.1 What is/was Jeremy Nell's profession? (1)
- 4.2 Zapiro uses satire in this cartoon. What issue is he satirising? (2)
- 4.3 Why is it important that the reader does not see the editor? (1)
- 4.4 What general qualities does it seem the editor is looking for in his "candidates"? (2)
- 4.5 How has Zapiro shown that these "candidates" are cast in the same mould? (1)
- 4.6 In your opinion, does Zapiro need to add the information which appears in the middle of the cartoon under Positions Vacant? (2)
- 4.7 To what does "The New Age" probably refer? (1)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

Read the text below (TEXT F), which contains some deliberate errors, and answer the set questions.

TEXT F**THE VALUE OF LAUGHTER by Prof. T LAKSHMAN**

- 1 Scientists know that laughing increases the rate at which the heart beats and the muscles contract. In his book *Anatomy of an Illness*, Norman Cousins honed in on the value of laughter and likened it to "internal jogging". Suffering from a painful degenerative illness, Cousins found that twenty minutes of hearty laughter gave him two hours of pain-free sleep.
- 2 Interest in the topic of laughter and healing was piqued again when the movie *Patch Adams* was released. Medical schools are beginning to incorporate humour training into their curricula while all over the country, seminar leaders teach medical personnel how humour can relieve job stress and enhance their interactions with patients. The key, he says, is to focus on those small things that make you laugh because they can give you a new prospective and help you cope.
- 3 Irregardless Klein has found that people who can laugh seem to be more resilient. "Poke a little fun at yourself," he suggests. "I do. At this point in time, my back goes out more than I do," he jokes. "Humour is all around; you just have to look for it". He added, "don't ever get bored of life and laughter!"
- 4 Humour also distracts us from our aches and pains. Pain sensation doesn't come from just the physiological sensation, but also from your attitude regarding that sensation. Your attitude can increase or decrease the pain you feel. Never loose your sense of humour!

[Source: www.citehr.com]

- 5.1 Correct the punctuation error in the second sentence of paragraph 1. (1)
- 5.2 Account for the inverted commas in "internal jogging" in paragraph 1. (1)
- 5.3 Refer to paragraph 2. Identify AND correct the malapropism in this paragraph. (1)
- 5.4 The underlined preposition in paragraph 3 has been used incorrectly. Write down the correct preposition. (1)
- 5.5 Clearly explain why the use of "irregardless" in paragraph 3 is incorrect. (1)
- 5.6 Refer to paragraph 3 and quote the TWO consecutive words which create a clever pun. Explain the pun. (2)
- 5.7 "My back goes out more than I do."
Recast this sentence using reported speech. Begin: He said that ... (2)
- 5.8 Correct a spelling error in paragraph 4. (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70