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ENGLISH HOME LANGUAGE

PAPER 1

QUESTION 1: COMPREHENSIONS

2014-2016



COMPILED FOR METRO SOUTH EDUCATION DISTRICT'S TUTORIAL PROGRAMME

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

Read TEXTS A AND B below and answer the set questions.

TEXT A**SCHOOLS ARE TECHNOPHOBIC AND FAIL OUR CHILDREN**

Few industries have been left unscathed by the digital revolution.

- 1 But there is one glaring exception waiting to be disrupted by technology for the benefit of its long-suffering consumers, and that is education. It has changed very little since the 19th century – or indeed since the days when Socrates, a philosopher, imparted knowledge to his students in ancient Greece.
- 2 Teachers still stand in front of pupils and read out from their own lesson plans; kids still turn up to classrooms, sit behind desks and listen, taking notes; assessments remain based on reports filed by teachers; exams are at set times. There is no systematic use of the Internet, software or gaming technology to aid learning; no proper data analysis to monitor pupils' progress and to understand better how to convey understanding; no automation; no productivity gains, and no real progress. 5 10
- 3 This is a scandal. Antiquated educational practices are holding back millions of young people and the economy as a whole; a lack of competition and the fact that the sector is dominated by producer interests and a desperately conservative public sector are to blame. 15
- 4 Sure, schools now buy laptops for pupils and teachers use whiteboards or even electronic displays rather than blackboards. Some even communicate with parents by e-mail. But compared with just about any other industry you can think of, innovation has been almost utterly non-existent in education. In an age of driverless cars, 3D printing and medical breakthroughs, teaching remains largely unmediated¹ by technology, strikingly unscientific, a cottage industry² in an increasingly sophisticated world. This is true even of most private schools. 20
- 5 Schools are the worst technophobes, but universities have also failed to keep up, still mostly requiring students to study full time on location and pay increasingly unaffordable fees for the privilege of listening to often mediocre lectures. Many universities remain fixated on research. That is inappropriate for most youngsters, for whom going to university is an increasingly utilitarian³ quest to prepare them for employment. The result is mass failure: schools that don't deliver and universities that are increasingly uneconomic and irrelevant – providing an education that suits neither students nor their employers. This mismatch is a key reason for our shockingly high levels of youth unemployment. Real wages for graduates are declining. Higher education is a bubble that is about to burst. 25 30

- 6 A major survey showed that graduates rightly feel unprepared for the world of work; there is no proper transition from campus to office. Half of all graduates say they would pick a different subject or university if they had to do it all over again. 35
- 7 One important solution to the crisis that is engulfing education is for classrooms to become more like contemporary workplaces. The future will see schools and parents able to monitor the real-time progress of pupils via the Internet, with learning tailored much more closely to individual needs. Children will often do their basic learning online by listening to world-class tutorials, including in the evenings at home; they will then do what used to be their homework in the classroom, with teachers helping them with their online exercises, practical science projects and essay writing, reversing the traditional model. Higher education will increasingly be conducted remotely, with superstar communicators delivering lectures to millions around the world and poor teachers losing their jobs. This will raise standards, slash the cost of higher education, reduce unemployment and boost the economy. 40 45
- 8 One of the pioneers of this transformation is the Khan Academy, a US organisation backed by Bill Gates that provides free online courses. Its content is as gripping as it is easy to produce, providing children and adults alike with short, snappy lectures and many brilliant online exercises. With the right guidance by adults, its online tutorials help children learn basics as well as more advanced concepts much more quickly than anything that could be achieved using traditional pen and paper techniques. 50 55
- 9 The biggest change of all is the ability of schools to monitor progress remarkably precisely. Tutors are able to identify under- and overperformers and to target resources accordingly.
- 10 Many universities are also entering online education, suggesting a shift of focus towards exams and delivering seals of approval, rather than on buildings and halls of residence, with the partial exception of the practical sciences. 60
- 11 The economics of modern learning will begin to resemble those of other content-based industries that are being turned upside down by digitisation, including the media and music industries. The best bricks and mortar universities will continue to do well. There will be nowhere for underperformers to hide. It sounds radical, but it is merely what the rest of us have been going through over the past few years. For the sake of our children and the economy, it's time to bring on the revolution. 65

[Adapted from <http://www.telegraph.co.uk>]

Glossary:

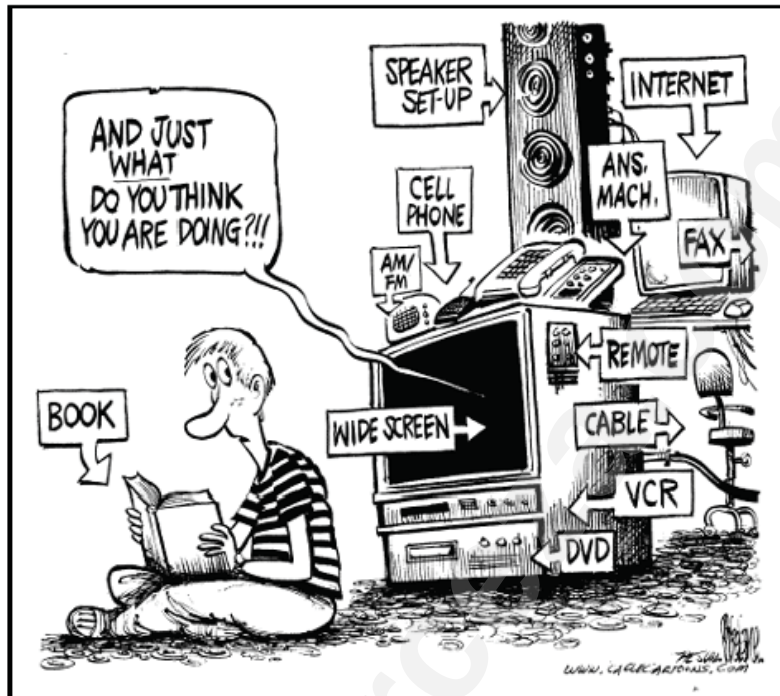
¹unmediated: not explained

²cottage industry: home-based business

³utilitarian: concerned only with practical use

AND

TEXT B



[Source: www.educationalexperimentalist.com]

QUESTIONS: TEXT A

1.1 Write down the letter of the correct answer.

The writer regards the 'exception' (line 1) as ...

- A subtle.
 - B frequent.
 - C blatant.
 - D probable.
- (1)

1.2 Why does the author make reference to 'ancient Greece' (line 4)? (2)

1.3 Account for the writer's use of hyperbole in paragraphs 2 and 3. (2)

1.4 Comment on the writer's tone in paragraph 4. (2)

1.5 Suggest why schools are labelled 'the worst technophobes' in line 23. (2)

1.6 What does the metaphor, 'Higher education is a bubble that is about to burst' (lines 32–33), imply about the state of higher education? (2)

1.7 Why do you think the writer proposes that classrooms 'become more like contemporary workplaces' (lines 39)? (2)

- 1.8 Do you agree with the writer's view that online learning is better than 'traditional pen and paper' learning (line 56)? Justify your answer. (3)
- 1.9 Critically discuss the writer's reason for stating: 'The best brick and mortar universities will continue to do well' (lines 65–66). (3)

QUESTIONS: TEXT B

- 1.10 Give a reason for the boy's facial expression. (2)
- 1.11 Why has emphasis been placed on the word 'what', in 'AND JUST WHAT DO YOU THINK YOU ARE DOING'? (2)
- 1.12 Comment on the part played by the layout of the cartoon in conveying the overall message of the cartoonist. (3)

QUESTIONS: TEXTS A AND B

- 1.13 In your view, to what extent does TEXT B support or contradict the description in Text A of the current place of technology in education? In your response, refer to the title of TEXT A. (4)

TOTAL SECTION A: 30

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

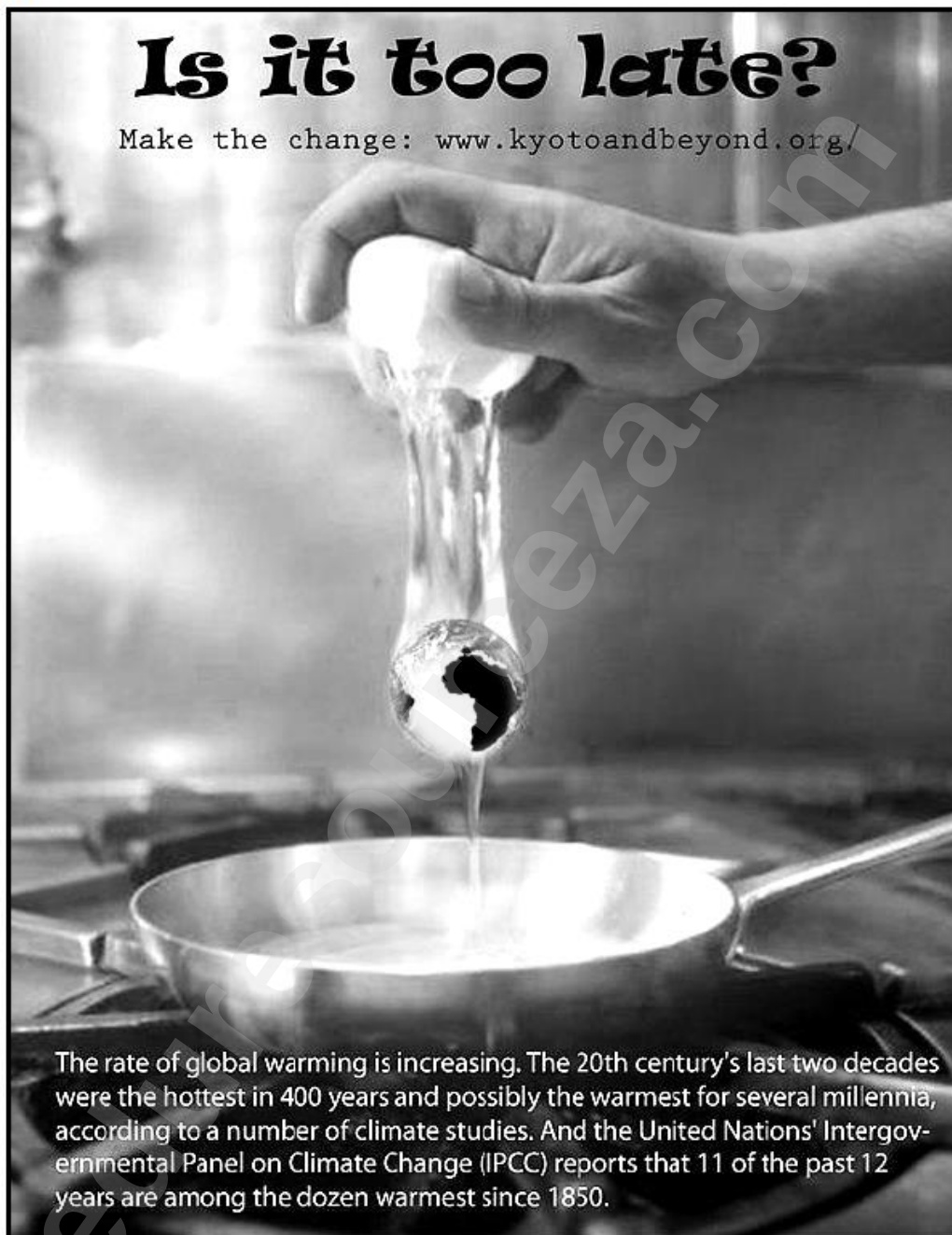
Read TEXTS A AND B below and answer the set questions.

TEXT A

WHY SHOULD I BE GOOD?		
If the world is to slow global warming, individuals need a helping hand.		
1	The question is at least as old as Socrates ¹ : if we know what the right thing to do is, why do we not do it? It's an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, species extinction), is compelling and now barely disputed.	5
2	And yet, as was widely discussed at a conference of environmentalists, geologists and writers last week in Ankenlohe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider (I should know – I did it last week). Proportions on the Continent are slightly higher, but there's clearly no rush to go green or – shudder – stop driving cars.	10
3	Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May, Britain's <i>Guardian</i> published a front-page story showing that five companies in Britain produce more carbon dioxide pollution in a year than all the country's motorists combined. That's a strong argument for targeting industry, but the average reader could hardly be blamed for thinking, 'Why should I bother to cut down on my driving?'	15 20
4	Similarly, not enough thought has been devoted to the best role for government. Climate change is too vast a problem for individuals to solve alone, and some big businesses have an incentive not to solve it. That leaves governments to take the lead, which is tricky, because over-reliance on government can allow individuals to fob off their own responsibilities. What's worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government 'solutions' that don't stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sport-utility vehicles – or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions.	25 30

AND

TEXT B



Is it too late?

Make the change: www.kyotoandbeyond.org/

The rate of global warming is increasing. The 20th century's last two decades were the hottest in 400 years and possibly the warmest for several millennia, according to a number of climate studies. And the United Nations' Intergovernmental Panel on Climate Change (IPCC) reports that 11 of the past 12 years are among the dozen warmest since 1850.

[Source: <http://joshquid22.deviantart.com>]

The above text reads:

The rate of global warming is increasing. The 20th century's last two decades were the hottest in 400 years and possibly the warmest for several millennia, according to a number of climate studies. And the United Nations' Intergovernmental Panel on Climate Change (IPCC) reports that 11 of the past 12 years are among the dozen warmest since 1850.

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Please turn over

QUESTIONS: TEXT A

- 1.1 Explain why the writer uses the personal pronoun, 'I', in the headline of the article. (2)
- 1.2 What is the implication of the phrase, 'now barely disputed' (lines 5–6)? (2)
- 1.3 Why does the writer make reference to himself, in 'I should know – I did it last week' (line 12)? (2)
- 1.4 Discuss the effectiveness of the word, 'emit' in the context of the passage (line 16). (2)
- 1.5 Comment on the writer's attitude in lines 20–21: 'Why should I bother to cut down on my driving?' (3)
- 1.6 Do you agree with the writer's claim that 'not enough thought has been devoted to the best role for government' with regard to climate change (lines 22–23)? Justify your response. (3)
- 1.7 Critically evaluate the diction used in paragraph 6. (3)
- 1.8 Suggest why the writer makes reference to Socrates in both the opening and the closing sentence. (3)

QUESTIONS: TEXT B

- 1.9 Which response does the writer wish to elicit from the reader by using the heading, 'Is it too late?'?
- Choose the most appropriate response from the list below:
- A Resentment
B Terror
C Alarm
D Anger (1)
- 1.10 How does the reference to statistics support the question, 'Is it too late?'? (2)
- 1.11 Discuss how the image conveys the seriousness of global warming. (3)

QUESTION: TEXTS A AND B

- 1.12 Both TEXT A and TEXT B address the issue of global warming.
- In your view, which text is likely to have a greater impact on the reader? Justify your response by comparing the **styles** of the texts. (4)

TOTAL SECTION A: 30

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

Read TEXTS A AND B below and answer the set questions.

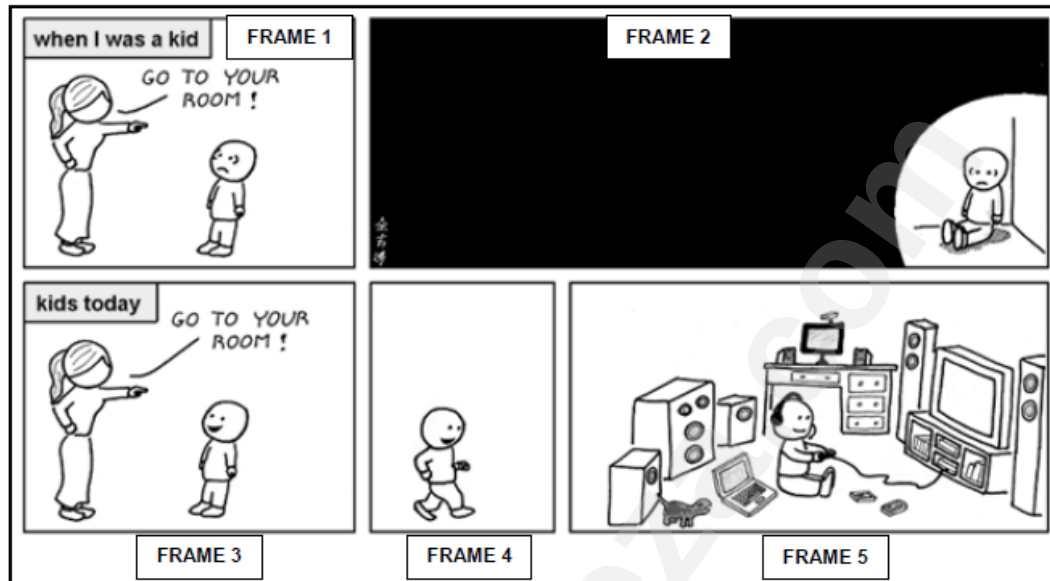
TEXT A

CLOSING THE GENERATION GAP STARTS WITH FINDING COMMON GROUND		
1	The topic of a growing generation gap is like the tide at the beach – it comes in; it goes out. But every now and then the waves get a little rough. We seem to be experiencing one of those rough periods right now.	
2	During the past few days, I've received a multitude of e-mail notifications and print publications about tension in the workplace caused by the co-existence of four generations working side by side. Differing opinions and attitudes between older and younger generations are hardly new. But never in our history have there been four, and soon to be five, generations working together. Thanks to a quality of life now extending for many people into their 80s and even 90s, great-great-grandparents are supervising and are often being supervised by workers 60 or more years younger. No longer is there a natural exodus of the oldest generation as a new generation enters the workforce. In the not-too-distant past, 60 years was a lifetime; today it is just the amount of time spent working.	5 10
3	But I digress. Back to the reality of the generation gap – a source of irritation and agitation between people of different ages.	15
4	Despite decades of age differences and a multitude of different life experiences, individuals from each generation often have more things in common than the media (including me) let on. As individuals, we pass similar milestones. What differs is the path each generation takes to reach that age.	20
5	For example, as an older Baby Boomer ¹ , I never worried about getting shot at school or in a movie theatre. The worst thing that might happen at school was that I misbehaved or forgot my homework and got my knuckles smacked with a ruler. My biggest worry was the 'atomic bomb' and seeking shelter under my wooden school desk! Today a student has a reasonably good chance of being bullied, molested, and even shot. The events surrounding our formative years alter our frame of reference.	25
6	However, regardless of age or generation, a bond does exist among people of all ages. We all seek security and shelter. We all want to feel safe, have a roof over our head, and food on the table. Based on our life experiences, our descriptions and context for security and shelter differ. These life experiences, especially macro-events like war, assassinations and scientific breakthroughs, shape generational attitudes.	30

¹ Baby Boomer: a person born between 1945 and the early 1960s

Downloaded from eduresourceza.com

TEXT B



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

QUESTIONS: TEXT A

1.1 Choose the most suitable answer.

In paragraph 1, the writer uses:

- A Anticlimax
 - B An extended metaphor
 - C Hyperbole
 - D Antithesis
- (1)

1.2 Give TWO different points that the writer makes about the generation gap in paragraph 1. (2)

1.3 Suggest why the writer uses the personal pronoun, 'I', throughout the passage. (2)

1.4 'No longer is there a natural exodus of the oldest generation as a new generation enters the workforce' (lines 11–13).

How does the above quotation reinforce the writer's view of the composition of the workforce? (2)

1.5 The writer sees the generation gap as 'a source of irritation and agitation' (lines 15–16).

Provide evidence from paragraph 5 which supports this view. (2)

- 1.6 Refer to paragraph 7.
Suggest why the older generation views job security differently from the younger generation. (3)
- 1.7 'There is a simple solution for bridging this generation gap' (line 47).
By referring to paragraphs 9 and 10, explain how the writer supports the above statement. (3)
- 1.8 Refer to paragraph 11: 'The bottom line ... the same cloth.'
Comment critically on the tone used in this paragraph. (3)
- 1.9 In your view, is the last paragraph an effective conclusion to the article? Substantiate your response. (3)

QUESTIONS: TEXT B

- 1.10 Suggest why the cartoonist does not change the general appearance of the two characters. (2)
- 1.11 In your view, what effect has technology had on the generation gap? Substantiate your response. (3)

QUESTION: TEXTS A AND B

- 1.12 In your opinion, which of the two texts is more effective in communicating the idea of the generation gap? Justify your answer. (4)

TOTAL SECTION A: 30

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

Read TEXTS A AND B below and answer the questions set.

TEXT A

MEDIA – THE GAME-CHANGER IN EVERY HOUSEHOLD		
1	We've all seen the toys and the clothes and the movies ... and the adverts for those toys and clothes and movies. Pink versus blue; passive versus aggressive; sedentary versus active; pretty versus smart. Girls versus boys.	
2	It's so insanely formulaic ¹ and a lot of adults are laughing all the way to the bank at the expense of our children's self-definition. The strategy is simple: convince children of both genders that they are very different from each other. They need different products with different colours and different labels, and they will naturally want only what they've been told is 'for' them and what has been spoon-fed to them since birth. Parents will then dole out double the money buying separate products for their sons and daughters, ensuring that the retailers and marketers double their profits and cash in on the stereotyped messaging. And why wouldn't they? It's brilliant. It's lucrative. It's also a breathtaking act of psychological vandalism against our children. The media shape perception and perception becomes reality.	5 10
3	How has the influence of the media grown? How has parenting become harder?	15
4	Time-travel with me for a moment. Let's go back to an era when media played a minimal role in people's lives. How about the year 1900? The telephone had been invented but was not yet commonplace in the average home. Television would not arrive for decades. No Internet, smartphones, computer games, blogging or social media existed anywhere but in the creative imaginations of inventors, scientists and authors. What kind of media <i>did</i> exist?	20
5	The telegraph and snail mail were still huge. The printing press had been around for almost 500 years, so there were books, newspapers and magazines. Photography was coming along nicely. Radio was brand new and not yet widely available. Motion pictures were still years away. If you think about the different ways of receiving or transmitting information that could be found in the typical middle-class home in 1900, there were books, magazines and newspapers for receiving information about the world and letter-writing for sending it. Good old-fashioned person-to-person gossip travelled in both directions and was the only form of communication available that could ever be described as viral.	25 30

6	Fast-forward 100 years to the year 2000 and beyond. What communication technologies can currently be found in the average home? Does anyone think this is not the single biggest game-changer in the lives of adults and especially today's children, who are spending all of their formative years in a digital world, saturated by every manner of screen and dead-tree advertisement our capitalistic society can shove in front of their faces? The media are the greatest source of information, and perhaps the greatest untamed beast, the world has ever known.	35 40
7	You bet the media matter in any conversation we have about today's childhood. It is the third parent in the room. It is sadly sometimes the only parent in the room. That is why it is so important to be an informed parent who is paying attention and not passively accepting corporate definitions of boyhood and girlhood. By being informed parents, we can lessen the power of that unwanted third parent. I recently came across a striking quotation by Neil Postman on the <i>Pigtail Pals-Ballcap Buddies</i> Facebook page: 'If parents wish to preserve childhood for their own children, they must conceive of parenting as an act of rebellion against culture.'	45
8	Rebellion has never been more urgent.	50
9	I often hear older people saying things like 'every generation of parents has its own challenges', in response to the assertion that it has never been harder to raise children. In some ways that is true. But in the 'olden days' parents had more positive influence on their children without having to try as hard, simply because without the media, the outside world could not intrude into their home lives the way it does now.	55
10	Are the media going away? No. Should it? Absolutely not. Media literacy is therefore very important, because the media are pervasive in our culture and affect <i>everyone</i> . No one, except a cave-dweller, remains above its reach.	
11	Today's parents have to pull off parenting by exercising some degree of control over how much pop culture gets to their children, while also giving them, as they get older, the increased freedom they need to develop media literacy and critical thinking skills. It's a tough balancing act. And it's unfair that this burden lands squarely on the shoulders of well-intentioned parents who are outgunned by conscience-free corporations.	60 65
12	So let's hear it for our youngest generation of parents, who make a go of it in the Internet Age – self-high-fives!	

[Adapted from www.huffingtonpost.com]

GLOSSARY:

¹ formulaic: rigid

AND

TEXT B

What it is is beautiful.

Have you ever seen anything like it? Not just what she's made, but how proud it's made her. It's a look you'll see whenever children build something all by themselves. No matter what they've created.

Younger children build for fun.
LEGO® Universal Building Sets for children ages 3 to 7 have colorful bricks, wheels, and friendly LEGO people for lots and lots of fun.

Older children build for realism.
LEGO Universal Building Sets for children 7-12 have more detailed pieces, like gears, rotors, and treaded tires for more realistic building. One set even has a motor.

LEGO Universal Building Sets will help your children discover something very, very special: themselves.

LEGO® is a registered trademark of LEGO Systems A/S.
© 1981 LEGO D-nor

Universal Building Sets
744
LEGO
112
3-7 years old
7-12 years old
LEGO

[Source: www.lego.com]

The text in small font reads as follows:

**What it is
is beautiful.**

Have you ever seen anything like it? Not just what she's made, but how proud it's made her. It's a look you'll see whenever children build something all by themselves. No matter what they've created.

Younger children build for fun.

LEGO® Universal Building Sets for children ages 3 to 7 have colourful bricks, wheels, and friendly LEGO people for lots and lots of fun.

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LEGO Universal Building Sets for children 7-12 have more detailed pieces, like gears, rotors, and treaded tires for more realistic building. One set even has a motor.

LEGO Universal Building Sets will help your children discover something very, very special: themselves.

QUESTIONS: TEXT A

- 1.1 Account for the repetition of 'and' in the opening sentence of the passage (lines 1–2). (2)
- 1.2 Refer to paragraph 2.
Explain the results of the formulaic gender stereotyping used by business. (2)
- 1.3 Suggest why the writer uses the phrase, 'breathtaking act of psychological vandalism against our children' (line 13). (2)
- 1.4 Discuss the effectiveness of paragraph 3 in the context of the passage. (3)
- 1.5 Why does the writer invite the reader to 'time-travel' (line 17) with him/her? (2)
- 1.6 Refer to paragraph 6.
Comment on the effectiveness of the diction used in discussing the media. (3)
- 1.7 Does the statement, 'Rebellion has never been more urgent' (paragraph 8) support the views presented in paragraph 7? Justify your response. (3)
- 1.8 Choose the correct response from the options provided below. Write down only the letter of your choice.
Refer to paragraph 10 ('Are the media ... above its reach'). The writer's tone is ...
A aggressive.
B assertive.
C hostile.
D offensive. (1)
- 1.9 Is paragraph 12 an effective conclusion to the text? Substantiate your view. (3)

QUESTIONS: TEXT B

- 1.10 Discuss how the 'building sets' are intended to promote a child's development. (2)
- 1.11 Critically comment on the manner in which the girl in the advertisement is presented. (3)

QUESTION: TEXTS A AND B

- 1.12 Does the message of TEXT B support the writer's view as expressed in paragraph 2 of TEXT A? Justify your response. (4)

TOTAL SECTION A: 30

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

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

TEXT A

PIRACY AND THE FUTURE OF THE FILM INDUSTRY		
1	The movie industry excels in selling dreams. But since the dawn of the digital revolution, there is one narrative they've consistently and conspicuously failed to sell: that piracy is theft and consumers who indulge ought to feel guilty about it.	
2	Film piracy is no longer a hot topic: it has been around long enough to cool down a little. That has not, however, prevented it from continuing to cause a lot of problems for the film industry. There's a perception that it's a victimless crime – but it's not. Dodgy DVDs and, increasingly, illegal downloads, cost the film industry massive amounts of revenue every year. This loss of revenue will obviously cause serious financial problems for the studios and is certainly contributing to their current downfall. The value of a film made available online, reduces the value of that film around the world. Reduction of revenue has also resulted in studios' making fewer adventurous choices – think of the prequels, sequels and remakes hitting the screen.	5 10
3	The movie industry is not without clout, however, and it is responding to this threat with both hard legal measures and by raising awareness of the consequences of piracy.	15
4	Piracy, in particular Internet piracy, can be assumed to be growing. Even if it is not, it is a significantly large enough problem at the moment for something to be done about it. Piracy needs to stop, or at least be controlled to prevent it from completely undermining the film industry. The question is why Internet film piracy has become so popular.	20
5	Obviously the prospect of getting a product for free is enough enticement for some. Others see it as the beginning of the end of capitalist materialism. These reasons do not account, I think, for the huge numbers of otherwise 'respectable' people who engage in this practice. The anonymity of sitting behind a computer together with a large number of other people who are also doing it is certainly a factor that encourages piracy. More significant is the increase in technology that has allowed it to become so simple.	25
6	Behind all this, I feel, is an increasing disengagement from the cinema as more entertainment is to be found in front of the computer. Fewer people need to leave their computers to be entertained. Why should they leave their computers to see a new film? Disgruntlement with Hollywood, poor films and the ever-increasing cost of seeing them, both at the cinema and on DVD, might also encourage people to download films illegally.	30 35

7	It has been argued that people are using downloaded films as a test of brand value i.e. that people will go to the cinema to see another film by the same director or will watch a DVD of a film they have downloaded. This is certainly a much more economically efficient way for consumers to find the films they want to own or pay to experience in the cinema. The music industry has also been massively affected by online piracy. Some studies argue that pirated tracks encourage people to buy a song legally. However, some will see this as mere wishful thinking, arguing that people will never go back to paying when they don't need to.	40
8	With so many reasons to pirate films (the first and foremost of which will always be that it is free), it is no wonder that so many people are doing it. The Internet has become a powerful tool and platform and because it is open and free, everyone in the pirating community has been able to steal a lead on the film industry. The studios and distribution companies are, however, developing new models to allow them entry into this marketplace.	45 50
9	The Internet has also been embraced as a distribution tool by the independent film-making community. Downloading a film is cheap and simple and obviates the need for DVD-burning and postage. It allows easy access to a global audience and makes marketing and interaction with audiences a very fluid, networked affair that can be very effective for the independent film.	55
10	What will be interesting to see is how content is managed on the Internet. Studio films will of course have no problem being downloaded, but independent films will probably remain slightly hidden. I imagine that there will be content providers dedicated to smaller and independent films, and Internet word of mouth will be used to promote them. Theatrical release will be less common for independent films, but people will still be willing to pay for the cinematic experience of the bigger, more effects-driven studio productions. Film will become a much more home-based experience. Piracy will fade away because it will become simpler and easier, as well as less guilt-inducing, to watch the latest releases through the legitimate system.	60 65
[Adapted from www.ezinearticles.com and www.theguardian.com]		

AND

TEXT B



QUESTIONS: TEXT A

- 1.1 State, in your own words, what the writer conveys about the 'digital revolution' in paragraph 1. (2)
- 1.2 Explain the significance of the claim, 'There's a perception that it's a victimless crime' (lines 7–8). (2)
- 1.3 Refer to lines 8–14: 'Dodgy DVDs and ... hitting the screen.'
Suggest a reason for studios' opting for 'fewer adventurous choices' (line 13). (2)
- 1.4 Discuss the implications of the use of inverted commas around 'respectable' (line 26). (2)
- 1.5 Comment on the effects of the diction used in paragraph 3. (3)
- 1.6 In your view, is the statement, 'Disgruntlement with Hollywood ... download films illegally' (line 33–35), self-contradictory? Substantiate your response. (3)
- 1.7 Discuss the appropriateness of the use of 'steal a lead on' (line 48–49). (3)
- 1.8 Considering Text A as a whole, do you agree with the writer's concluding sentence: 'Piracy will fade away because it will become simpler and easier, as well as less guilt-inducing, to watch the latest releases through the legitimate system' (lines 64–65)? Justify your response. (3)

QUESTIONS: TEXT B

- 1.9 Account for the boy's body language in frame 2. (2)
- 1.10 Comment on the role of the mother in the cartoon. (2)
- 1.11 Critically evaluate the boy's response, 'THAT'S PIRACY!' (3)

QUESTION: TEXTS A AND B

- 1.12 Does Text B support the writer's argument in Paragraph 5 of Text A? Substantiate your view. (3)

TOTAL SECTION A: 30

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

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

TEXT A**NO NEED TO ROMANTICISE NEWSPAPERS**

The medium isn't the message: it's content that's king – and that shouldn't suffer just because it's not printed on paper.

- | | | |
|---|---|----|
| 1 | The summers were hotter when we were kids. That's one of my favourites. It conjures up nostalgia for a bright past that was never cloudy. | |
| 2 | It's also a lie. Summers come and go. | |
| 3 | It seems a peculiar human habit to re-invent the past in ways that make living in the shadow of the past easier. We also simply seem to believe that our earlier experiences were the best of human life and anyone of a different generation missed out. You hear this, for example, in how retired Jo'burg hippies say: 'Melville just isn't what it used to be!' And, of course, the truly old ones say the same of Yeoville. | 5 |
| 4 | I bet you the young revellers who are creating intense memories will also claim the summer was the hottest this year when they retire in 2030. So the nostalgia of every generation will be uttered again and again while the young ones roll their eyes. | 10 |
| 5 | All of this struck me as I read the nostalgia of older journalists about hard-copy editions of newspapers. | 15 |
| 6 | My friend, Anton Harber, co-founder and former editor of the <i>Weekly Mail</i> (today the <i>Mail & Guardian</i>), wrote with heartfelt nostalgia recently about how much poorer journalism and our democracy would be if the <i>Mail & Guardian</i> were to fold. This remark is in the wake of reports of the newspaper's facing a financial crisis. | 20 |
| 7 | But I want to disagree with him. Music was not killed by successive changes in music technology, from gramophones to cassettes to CDs and MP3 and, no doubt, countless other technologies I'm unaware of. Music is such an integral part of our social lives that only the panic-stricken would fear that changes in the delivery of artistic creations would kill the art itself. News, for me, and news analysis, should be seen similarly. | 25 |
| 8 | It is impossible to undo the history of information. It is forever a part of human life as we know it that news will happen, that news will break, that news will be investigated, and that news will lead to analysis, introspection, accountability, and all sorts of real, material effects on our lives. | 30 |

9	Newspapers, as in physical bits of paper you buy daily or weekly, are not important. It's the content that matters. The medium really isn't the message any more.	
10	And so one has to wonder what it is that media commentators and hacks wistfully bemoan? I think it is simply a yearning to keep the artefacts ¹ of their earlier careers intact. That is quite self-indulgent, come to think of it. It is like writers, me included, secretly hoping people buy hard copies of my books – if they buy them at all – rather than electronic books (e-books). I project my own romance about hard copy onto my readers.	35
11	And, although I have never voiced this, I think I secretly struggle to think of an e-book sale as a real sale. Frankly, I should get with the times and not impose a hierarchy of ways of delivering stories to the reader. Some readers will hear my stories on radio; others will read them on a Kindle ² ; and yet others in hard copy. And that's perfectly acceptable variety.	40
12	And if in 20 years' time all book sales are e-book sales, so what? My memory of hard copy, and my own collection of hard-copy books, can remain my personal pride without my thinking that our democracy is poorer without physical books.	45
13	I would worry more if Harber, as an experienced and insightful newspaper expert, told me content would suffer in the absence of a physical copy of the <i>Mail & Guardian's</i> being available to the consumer. But that would be an exaggeration.	50
14	News sites like <i>The Daily Vox</i> and <i>GroundUp</i> , and news analysis portals like <i>Daily Maverick</i> , are arguably as valuable to democracy as physical newspapers. Dare I say it? I often read better quality reporting and analysis on some of these sites than in many of our traditional newspapers that pretend to be the gold standard of progressive, pro-poor journalism or comment and analysis.	55
15	What newspapers should do is simple: follow your consumers. These days it is inaccurate to think of us as merely spending a bit of time on the Internet during the day. Online life is much more integral to us than that. Rather, we have digital identities that are an integral part of who we are in the 21 st century. And so come into our space and invent business models fit for these changes. Newspapers say they know this, but the romance about hard-copy editions tells a different story. So what if <i>Mail & Guardian</i> isn't available in hard copy?	60 65
16	Get on with strategising how to be a part of the digital economy. It is here to stay.	

[Adapted from *The Star*, 14 September 2015]

GLOSSARY:

¹artefacts: made/manufactured things

²Kindle: electronic device for reading books

AND

TEXT B



[Source: www.cagle.com]

QUESTIONS: TEXT A

- 1.1 Provide a word from paragraph 1 which means 'a longing for the past'. (1)
- 1.2 State the writer's intention in paragraphs 1 and 2. (2)
- 1.3 Why does the writer use the first person throughout the passage? (2)
- 1.4 Account for the use of the expression, 'roll their eyes' in the context of paragraph 4. (2)
- 1.5 Suggest why the writer introduces the topic of music in paragraph 7. (2)
- 1.6 Refer to paragraph 8. (2)
- 1.7 Critically discuss the effectiveness of the repetition of 'that news will' in the context of paragraphs 9 and 13. (3)
- 1.8 Does the writer contradict himself in paragraphs 10 and 11? Substantiate your answer by making close reference to the text. (3)
- 1.9 Discuss the implications of 'Dare I say it?' (line 55). (3)
- 1.9 In your opinion, is the last paragraph an effective conclusion to the article? Substantiate your answer. (3)

QUESTIONS: TEXT B

- 1.10 Discuss the image of the psychiatrist as presented by the cartoonist. (3)
- 1.11 Comment on the tone used by the man who is lying down. (3)

QUESTION: TEXTS A AND B

- 1.12 In your view, does TEXT B contradict or support paragraph 9 of TEXT A? Justify your response. (3)

TOTAL SECTION A: 30