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ENGLISH HOME LANGUAGE

PAPER 1

QUESTION 1: COMPREHENSIONS MEMORANDA

2014-2016



COMPILED FOR METRO SOUTH EDUCATION DISTRICT'S TUTORIAL PROGRAMME

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

- 1.1 C. blatant (1)
- 1.2 The writer substantiates his view that education has not changed since ancient times. The current education system is regarded as being outdated. (2)
- 1.3 The hyperbole underlines the disastrous outcome of the lack of technology and the writer's frustration with the status quo. (2)
- 1.4 The sarcastic tone emphasises the insignificance of the technological advances adopted by educational institutions. In comparison to the strides made by other industries, education lags far behind in offering technologically-advanced learning experiences. (2)
- 1.5 Schools have not met the demands of modern society, such as incorporating technology into teaching and learning. They are regarded as the 'worst', as other industries have embraced advances in technology. (2)
- 1.6 Higher education is so outdated that it is due for a dramatic failure, with its weaknesses blatantly obvious. It has lost touch with reality and does not provide students with the skills which will prepare them for a technologically-challenging world. (2)
- 1.7 It is absolutely essential that the classroom prepares the student for the environment where she will spend most of her life – her workplace. Furthermore, learning is taken beyond the classroom. (2)
- 1.8 YES,
Online learning is more attractive because it saves time and enhances the learning process. It is also a more effective way of teaching because it appeals to young people and assists them to grasp complex concepts easily.
- OR**
- NO,
If there is a concept that is not understood, the learner can engage actively with a teacher and this will not be possible with an online tutorial. (3)
- 1.9 Although the writer is a proponent of online learning, he does not dismiss the importance of traditional institutions of higher learning as these universities have survived for centuries and have established and retained their reputations. Their reputations will ensure that many will continue to flock to them.
- A critical discussion of the writer's view is essential for full marks.
(Accept cogent sceptical arguments.) (3)

- 1.10 He feels intimidated by the overwhelming pressure to use modern technology and to abandon books/traditional learning methods. This is indicated by his wide open eyes and the nervous glance towards the hi-tech equipment behind him. (2)
- 1.11 It suggests the way in which people are bullied and intimidated by modern technology. It also highlights the rejection of books in a technologically oriented society. (2)
- 1.12 The overall message of the cartoon is the overwhelming power of technology. The layout used by the cartoonist reinforces this notion by depicting the equipment as dominating the scene, while the boy, reading a book, is drawn in isolation.
- Credit a cogent reference to the speech bubble's position above his head. (3)
- 1.13 Text B supports Text A:
In Text B, the boy relies solely on a single book for information, yet he has access to a variety of technological aides, as schools have, to assist him. The print-based education system has conditioned him to be a technophobe.
- Text B contradicts Text A:
Text A is promoting the use of technology in education, yet Text B shows that despite the ubiquitous nature of technology, many people still rely on books as a source of information and they are not losing out on education.
- NB: For full marks, candidates MUST make at least oblique reference to the title of Text A.
- Credit mixed responses. (4)

TOTAL SECTION A: 30

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

- 1.1 B/an extended metaphor (1)
- 1.2 The generation gap fluctuates/repeats itself/is consistent.(1) There is currently more tension between the generations.(1)
[Credit references to the topic, 'generation gap'.] (2)
- 1.3 He uses it to establish a conversational tone. It is a subjective account of the generation gap. (2)
- 1.4 There has been a dramatic change to the usual pattern of people's retiring at a specific age as younger people enter the workforce. Different generations are working together. (2)
- 1.5 Each generation has a different life experience which influences attitudes. Younger people have greater 'real' threats (bullying, molestation) than the older generation. The different generations do not understand one another. (2)
- 1.6 In the past, permanent jobs were seldom lost and skills were transferred from one job to another. The older generation would feel threatened by the fluidity/uncertainty of the job market.
Today, innovation can cause companies to become obsolete. The individual is responsible for his survival in the workplace.
[Award 3 marks only if there is a link between the older and the younger generations.] (3)
- 1.7 In paragraph 9, the writer indicates that, since they have to find common ground, there has to be interaction between the two generations. Both self-awareness and empathy are crucial. There must be an element of understanding and accepting of the characteristics of each generation. Furthermore, in paragraph 10, it is emphasized that one needs to guard against the stereotypical classification of generations. (3)
- 1.8 The tone is assertive/confident/self-assured/determined/grumpy/annoyed. (1)
In the opening line, the writer boldly states that it is a lame argument to single out 'age' as the only factor that needs to be considered when studying generation gaps. He is determined that individual traits play a more significant role. The use of the personal pronoun, 'I' adds a personal perspective to this paragraph. (2) [Tone could be indicated in the course of the response, and not necessarily as a separate point.] (3)
- 1.9 YES
Personal values transcend generations. The writer substantiates his view that there is no such thing as a generation gap as common ground exists between the different generations, once the channels of conversation have been opened.

OR
NO
[Accept a cogent, well-reasoned response.] (3)

- 1.10 To show that the relationship between parent and child has not changed over time/The power that parents think that they exert/wield over their children remains.
[Accept alternative cogent responses.] (2)
- 1.11 The younger generation prefers to be sent to their rooms as a form of punishment because they are fully equipped with technological devices. Adults are excluded by the younger generation's knowledge of technology and the pleasure the younger generation derives from the use of such technology.
[Credit responses that make reference to parenting/discipline and the influence of technology.]
[Award 3 marks only if reference is made to both generations.] (3)
- 1.12 Text A focuses on the generation gap within the workplace. It provides a personal view of the dynamics generated by generation gap/s. The writer acknowledges that there are differences; however, there are enough similarities for the generations to co-exist harmoniously. This text has a number of substantial points, which gives it the advantage over the much simpler Text B.

Text B is both more humorous (and therefore entertaining) and more capable of communicating efficiently and dramatically than the more complex verbal text.
[Award 4 marks only if reference is made to both texts.] (4)

TOTAL SECTION A: 30

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

- 1.1 The repetition of 'and' reinforces the view that we are constantly bombarded./There is a dreary disparagement of the stereotypes./It gives a list of items. (1)
- 1.2 Companies increase their profit (by means of gender stereotyping)./Different gender roles influence their choices, doubling the merchandise bought.
[Credit answers that allude to 'at the expense of our children's self-definition'.]
[Award only 1 mark if the candidate merely quotes.] (2)
- 1.3 The phrase 'breathtaking act of psychological vandalism' strongly emphasises the notion that damage is caused by gender stereotyping. The writer suggests that the media are guilty of a criminal/violent/harmful act. The word 'breathtaking' conveys a sense of powerful impact.
[Award 2 marks for responses that explain both 'breathtaking act' and 'psychological vandalism'.]
OR
[Award 2 marks for a full explanation of either 'breathtaking act' OR 'psychological vandalism'.] (2)
- 1.4 The (rhetorical) questions invite the reader to consider the issues under discussion. The questions draw attention to how the media have adverse effects on parenting.
OR
The short paragraph serves as a link between the introduction and the discussion. It reinforces the writer's view that the media have adverse effects on parenting. (3)
- 1.5 The writer invites the reader to consider the radical transformation the media have undergone and recognise the significant influence of the media on people's lives.
[Credit valid alternative responses, for example, responses that focus on the metaphor.] (2)
- 1.6 The diction is emotive; for example, 'untamed beast' connotes the manner in which the detrimental influence of the media has been unleashed. The repeated use of superlatives, e.g. 'greatest' and 'biggest', emphasises the dramatic impact of the media. The word 'saturated' implies that children are inundated by the influence of the media, while 'shove in front of their faces'/'game changer' reinforces this idea.
[Award only 1 mark for mere identification of diction.]
[Award 3 marks only for a well-developed response.]

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205 11 05 (3) A.

1.7 YES

The writer is justified in boldly asserting that rebellion is essential. The all-pervasive media are violating children's mindsets and parents, who are outdone by the media and the corporate world, have to take charge of their children's awareness of the role of the media.

[Credit cogent alternative responses.]

OR

NO

[Credit cogent negative responses.] (3)

1.8 B – assertive. (1)

1.9 YES

The writer acknowledges that parents have an onerous task in ensuring that the power of the 'third parent in the room' (the media) is lessened. They need to be encouraged to take up the challenge of responsible parenting with gusto. The expressions 'let's hear it' and 'self-high-fives' suggest approval and self-motivation. The light-hearted conclusion rounds off a serious topic on a positive note.

[Credit well-reasoned alternative responses.]

OR

NO

There is no reason for self-congratulation. The writer does not indicate that parents challenge the gender stereotypes presented by the media. Rather, he suggests that parents need to be more informed and critical of the influence of the media.

[Credit well-reasoned alternative responses.] (3)

1.10 The building sets are not only recreational/fun, but also educational/realistic./They challenge a child's creative process./They give a sense of accomplishment, which is important for the development of the child.

[Award only 1 mark if candidate merely refers to the LEGO design in the visual.]

(2)

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- 1.11 The girl's attire is unisex as opposed to traditional/stereotyped dress. It challenges the perception that LEGO is suitable only for boys. The advertiser debunks conventional perceptions of beauty and gender. LEGO thus broadens its target market.

[Award only 1 mark for a mere identification of the manner (her facial expression/body language/poise/the element of success/attire) in which the girl is presented.]

[Award a maximum of 2 marks for a well-developed answer which does not, however, contain a critical comment.]

[Award 3 marks only if a critical comment is presented.]

(3)

- 1.12 YES

The writer of Text A maintains that companies should not benefit by gender stereotyping. Parents support the ideology that different genders have different needs. Text B similarly dispels the notion that gender stereotypes should dictate the kinds of product that parents should buy for their children. Aspects such as creativity and personal potential are highlighted while gender should be immaterial when purchases are made for children.

OR

NO

[Consider valid negative arguments.]

[Award 4 marks only if the candidate makes reference to BOTH texts.]

(4)

TOTAL SECTION A: 30

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

- 1.1 The film industry has failed to address the issue of the criminality of piracy.
[Award no more than 1 mark if the candidate lifts from the text.] (2)
- 1.2 Transgressors commit piracy without thinking of the harmful consequences that their actions have on those who work in the film industry. (2)
- 1.3 Studios are short of money (1) and therefore hesitant to take chances. (1) (2)
- 1.4 The writer casts doubt on the general respectability of people who commit online piracy. They have a veneer of respectability while they are in fact breaking the law. (2)
- 1.5 The words 'not without clout', 'threat' and 'hard legal measures' suggest a robust approach to addressing piracy. However, 'raising awareness of the consequences of piracy' is less emotive and anti-climactic after the initial hard-line approach.
[No marks for mere identification of diction.] (3)
- 1.6 YES
People who are disgruntled with Hollywood ought not to be interested in downloading films at all. Their behaviour indicates that the films are worthy of being downloaded, thus contradicting their excuse for not supporting the film industry legally.
OR
NO
[Credit cogent 'No' responses.] (3)
- 1.7 The phrase 'steal a lead' is effective since it relates to the theft inherent in film piracy. The stealthy nature of robbers is suggested by 'steal'. The well-known idiom indicates that film pirates have the upper hand. (3)

1.8 AGREE

The writer has shown that film piracy cannot be curbed. Large film studios could follow the lead of independent studios by harnessing the Internet as a distribution tool/marketing mechanism. The writer has provided several examples of the benefits of allowing legal downloading of films.

OR

DISAGREE

The arguments against piracy raised earlier in the passage have not been addressed. Because illegal downloading is free and difficult to prosecute, it will continue harming the film industry financially.

[Credit an answer based on the moral perspective.] (3)

- 1.9 The boy's body language (hands behind his head/leaning backwards) displays a sense of achievement and self-satisfaction in downloading content from the Internet. (2)

- 1.10 The mother represents the general public/she is the mechanism used by the cartoonist to convey the information about the hidden cost factor. (2)

- 1.11 The boy's response is ironic. In the first two frames he condones his criminal activity. In the final frame he is outraged by the service provider's audacity in charging him for something he has perceived to be free. The cartoonist has effectively satirized the lack of conscience displayed by those who support and commit piracy.

[Award 3 marks only if the candidate makes reference to tone.] (3)

- 1.12 YES

As the writer has explained, piracy flourishes through the anonymity of the user and the illegal act of downloading material. The boy represents the large number of people guilty of piracy referred to in Text A.

[Credit reference to the mob-mentality.]

OR

NO

Paragraph 5 maintains that piracy has no cost implications and undermines capitalism. However, in TEXT B, the service provider is a beneficiary of the act of piracy as there are monetary gains. The producers of both the music and the film industry do not benefit financially from piracy.

[Award marks for relevant alternative responses.]

[Award full marks only if the candidate has referred to both Texts A and B.] (3)

TOTAL SECTION A: 30