



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2017

MARKS: 70

TIME: 2 hours

This question paper consists of 12 pages.

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. Suggested time allocation:

SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 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 questions set.

TEXT A**FROM THE PLAYGROUND TO THE BOARDROOM**

- | | | |
|---|---|---------|
| 1 | Until two decades ago, bullying was largely associated with children terrorising one another in school playgrounds. In South Africa, many companies still have that perception. | |
| 2 | This was clearly evident in a study I recently conducted, where respondents looked at me with utter surprise when I raised the subject of bullying at work. The typical response was: 'But this is not kindergarten', or something to that effect. Yet, the more we unpacked this phenomenon together, the more respondents began to realise the extent to which bullying exists within their organisations. This, in and of itself, points to the low levels of awareness of bullying in the South African workplace. | 5
10 |
| 3 | So what, exactly, is bullying? | |
| 4 | There is, in fact, a range of definitions and arguments about the scope and characteristics of workplace bullying; a fact which points to the infancy of the research. Notwithstanding countless, often country-specific definitions, workplace bullying is regarded as abusive conduct, and the mistreatment of others at work that causes significant harm. | 15 |
| 5 | Additionally, the general consensus is that bullying is characterised by repetition and duration (it occurs regularly over a period of six months), and escalation (usually accompanied by an increase in aggression). It is for this reason that single, isolated negative acts cannot be defined as bullying. | 20 |
| 6 | While bullying encompasses threatening, humiliating or intimidating actions, work interference and/or sabotage and verbal abuse, many of the respondents I spoke to were more familiar with the notion of harassment at work than with bullying. This is not peculiar to South Africa, but to fully understand the impact of workplace bullying, it is important to separate it from the crowd and understand the particular influences at play. | 25 |
| 7 | While Collins Dictionary defines a bully as 'someone who hurts, persecutes or intimidates weaker people', it fails to take into account the particular impact of bullying in a work context and how this creates power imbalances, which, in turn, can perpetuate a culture of bullying. Critically, under South African law, specifically Section 6 of the Employment Equity Act, employees are protected from harassment, but no bullying-specific legislation exists. The concern is that, while bullying continues to be wrapped up in this broader definition, the ability to enforce policies and institute meaningful interventions is hampered. | 30 |

8	Almost all the people I spoke to agreed that the most distinguishing issue between bullying and harassment at work was the difficulty of proving bullying. Harassment is easy to prove because it is protected by law. However, in instances where an organisation does not share a common definition of bullying, employees are unlikely to recognise the negative behaviour associated with bullying, as, in fact, bullying. Essentially, almost all participants attributed the prevalence of bullying in the workplace to political power shifts and to changing social identities in South Africa.	35 40
9	Of all the social identity categories, I found race and gender to be most salient in explaining bullying. Although it is important to note that participants also highlighted issues such as cultural beliefs, religion, sexual orientation and education, they identified race and gender as the overarching reasons for bullying.	45
10	The study also found that while participants confirmed the prevalence of bullying in their organisations, many reported finding it difficult to associate what was happening with the notion of bullying. Some of the targets preferred to use alternative terms, such as 'injustice' and 'unfair labour practice'. The term 'bullying' appeared to carry a stigma of weakness, which explains why some appeared uncomfortable with being associated with the term or being referred to as the 'victims' of bullying.	50
11	The findings of this study have shown that bullying is a serious yet silent and relatively unacknowledged problem in the South African workplace. If this is true, one can reasonably conclude that many employees and employers in South Africa are unaware of the extent, nature and effects of bullying in their workplaces. And yet the impact is pervasive, as this respondent told me: 'The culture of the organisation is [to] be scared; we are scared, and that's how things have been and that's how things are and that's how things will be.'	55 60
12	A comment like this highlights the importance of understanding this phenomenon and the negative effect it has on staff morale, culture, values, productivity and, therefore, the bottom line. The solution might lie in education. Training wellness professionals in detecting bullying, heightening the level of awareness of the phenomenon in organisations, and developing policies aimed at creating bully-free work environments might prove key in exposing this pervasive phenomenon.	65

[Adapted from *acumen*, Third Quarter 2016]

AND

TEXT B


The key to workplace bullying.

There is no place in a professional workplace for bullying, intimidation or violence. If you have been the victim of abusive behaviour while on the job – report it. Help us use the delete key on workplace bullying.

Safety. It's your responsibility.

[Source: www.tomstirr.com]

The text in small font reads as follows:

The key to workplace bullying.

There is no place in a professional workplace for bullying, intimidation or violence. If you have been the victim of abusive behaviour while on the job – report it. Help us use the delete key on workplace bullying.

Safety. It's your responsibility.

QUESTIONS: TEXT A

- 1.1 What point does the writer convey about bullying in paragraph 1? (2)
- 1.2 Account for the writer's use of the word, 'terrorising' (line 2). (2)
- 1.3 Explain the use of the personal pronouns in paragraph 2. (2)
- 1.4 Refer to lines 24–26: 'to fully understand ... influences at play.'
- Suggest why the writer states that workplace bullying should be separated 'from the crowd'. (2)
- 1.5 With close reference to paragraph 7, discuss why bullying continues in the workplace. (3)

- 1.6 Refer to lines 40–42: 'almost all participants ... in South Africa.'
Comment critically on the writer's inclusion of reference to South Africa. (3)
- 1.7 Refer to paragraph 10.
In your view, are the participants justified in using alternative terms for bullying? Substantiate your response. (3)
- 1.8 Refer to paragraphs 2 and 3.
Describe the writer's style in these paragraphs. (3)
- 1.9 Discuss the effectiveness of the title in the context of the passage. (3)

QUESTIONS: TEXT B

- 1.10 The word 'key' in 'The key to workplace bullying' is an example of ...
A a metaphor and irony.
B a pun and a metaphor.
C an oxymoron and alliteration.
D metonymy and irony. (1)
- 1.11 Comment on the appropriateness of the visual image. (3)

QUESTION: TEXTS A AND B

- 1.12 Do you think TEXT B supports the message in paragraph 11 of TEXT A?
Justify your response. (3)

TOTAL SECTION A: 30

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

TEXT C provides insight into the phenomenon of global migration. Summarise in your own words **how the international community could address the challenges related to global migration.**

- NOTE:**
1. Your summary should include SEVEN points and NOT exceed **90 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 your summary.

TEXT C**GLOBAL MIGRATION**

The numbers are staggering: globally, nearly a quarter of a billion people live in a country other than their place of birth, an increase of 41% from 2000 to 2015. That number includes more than 21 million refugees, often vulnerable. Given the geopolitical turmoil, this migration will only increase. What should the global community be doing about it?

It is important that we closely examine the causes of migration – especially the flow of refugees. While the primary driver of global migration is the search for a better economic situation, concerns over physical security are often the catalysts for undertaking long, expensive and dangerous journeys. We see women, children and families fleeing from violent regions in the world. In addition to focusing on the root causes in problematic countries, we need an international approach to dealing with challenges related to migration. Controlling the flow of migrants, caring for them in humane ways and fairly judging whether they qualify as refugees require a team effort.

We must apply both resources and technology to these challenges in creative and innovative ways. This means increasing the number and training of civilians who work in border control.

Both non-governmental organisations and the private sector have key roles to play. The international committee of the Red Cross, the United Nations organisations focused on migration and refugees, and big private charities should convene a summit alongside governments to address solutions and ideas for coping with the flow of migrants. Furthermore, there is a real security dimension to deal with. We should use biometrics, monitoring of social networks and our militaries to help reduce security risks to a minimum.

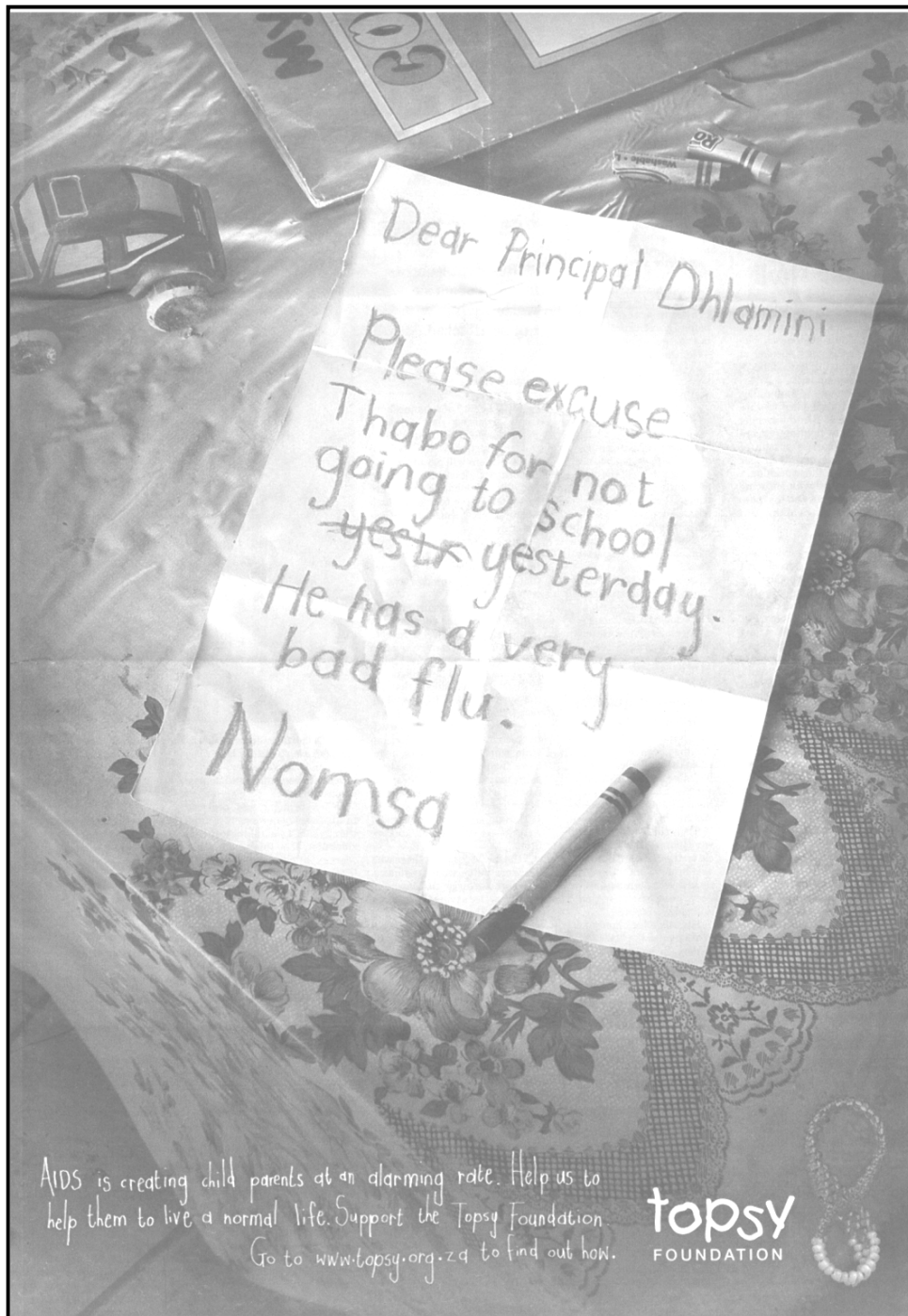
Most importantly, we need to hold to our values. In this season of hyperbolic elections in most countries in the world, it is all too easy to lose sight of the most critical reasons for dealing with migration humanely. On the Statue of Liberty, in the United States of America, carved in granite, it says, 'Give me your tired, your poor, your huddled masses, yearning to breathe free.' We can best live up to that promise with an intelligent plan centred on international co-operation. Idealism needs a good plan, and migration today is a powerful global crisis drifting without one.

[Adapted from *Time*, 26 September 2016]

TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS**QUESTION 3: ANALYSING ADVERTISING**

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

TEXT D

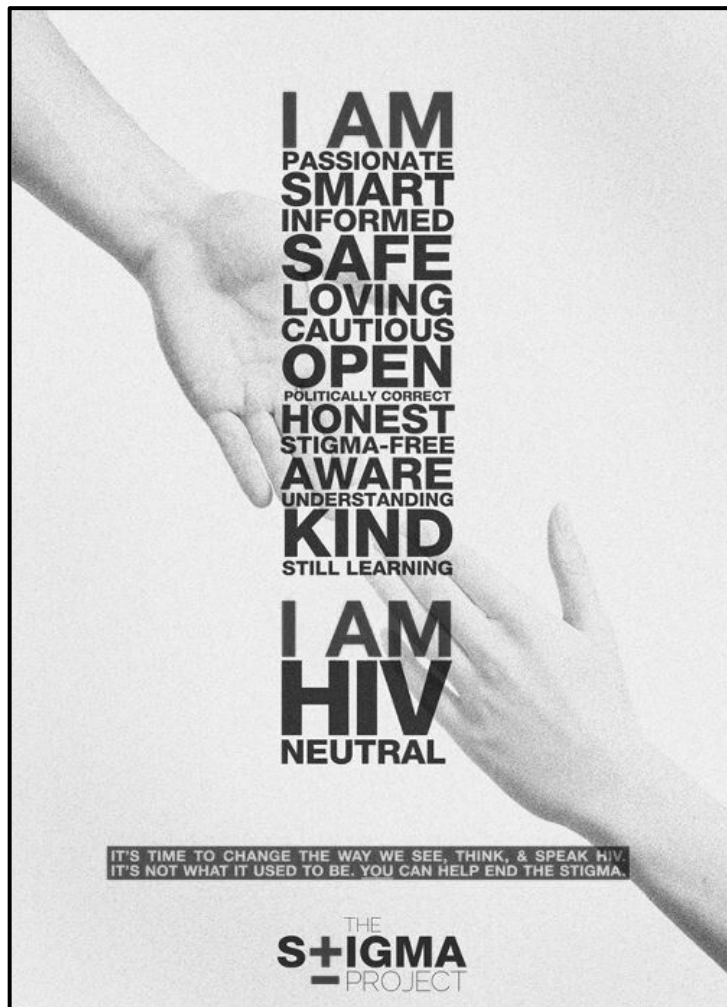
[Source: *The Citizen*, 5 August 2016]

The text in small font reads as follows:

AIDS is creating child parents at an alarming rate. Help us to help them to live a normal life. Support the Topsy Foundation. Go to www.topsy.org.za to find out how.

QUESTIONS: TEXT D

- 3.1 What is the advertiser's intention in stating that 'AIDS is creating child parents at an alarming rate'? (2)
- 3.2 Discuss the effectiveness of the image used by the advertiser. (3)

TEXT E

[Source: www.pinterest.com]

The text in small font reads as follows:

**IT'S TIME TO CHANGE THE WAY WE SEE, THINK, & SPEAK HIV.
IT'S NOT WHAT IT USED TO BE. YOU CAN HELP END THE STIGMA.**

QUESTIONS: TEXT E

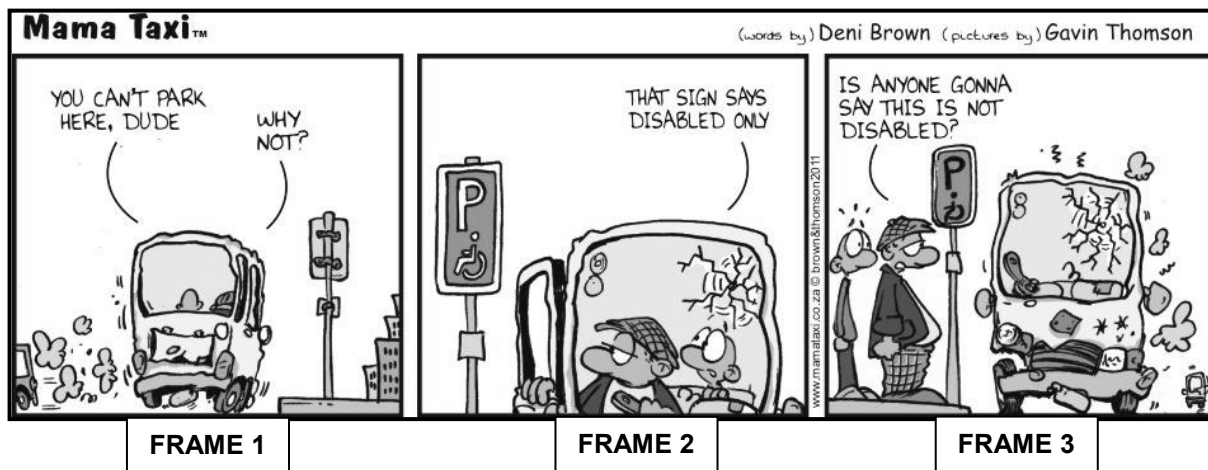
- 3.3 How does the logo, at the bottom of the advert, enhance the advertiser's message? (2)
- 3.4 Comment on any TWO techniques used by the advertiser to promote the project. (3)
- [10]**

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT F and TEXT G below and answer the questions set.

CARTOONS

TEXT F



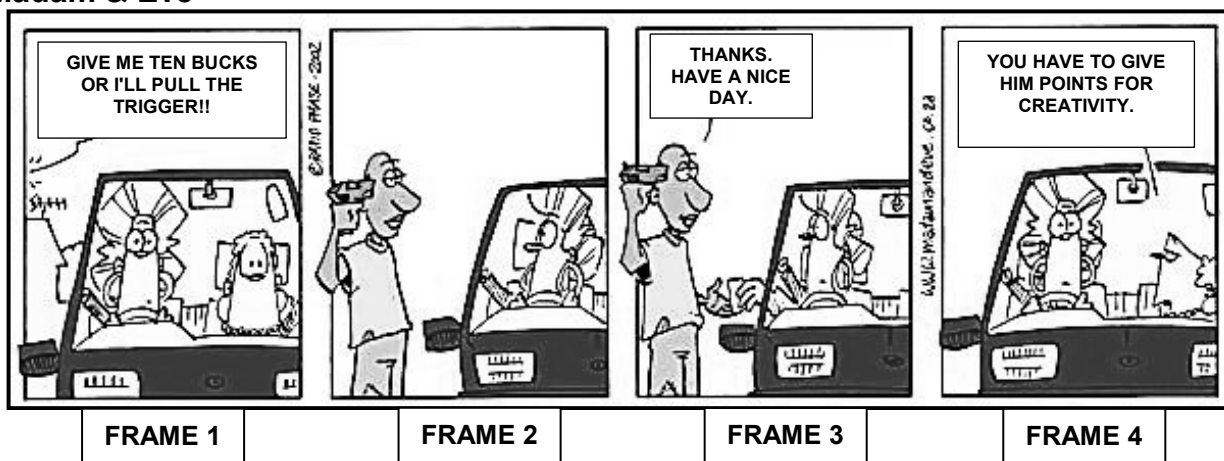
[Source: www.mamataxi.blogspot.com]

QUESTIONS: TEXT F

- 4.1 Why does the cartoonist use informal register? (2)
- 4.2 Discuss how humour is created in this cartoon. (3)

TEXT G

Madam & Eve



[Source: pramodinjhb.blogspot.com]

QUESTIONS: TEXT G

- 4.3 Explain the absence of the armed man in FRAME 1 and FRAME 4. (2)
- 4.4 Comment critically on how the visual and verbal aspects of FRAME 3 convey the cartoon's message. (3)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT H**HOW THINKING LIKE A KID CAN SPUR CREATIVITY**

- | | | |
|---|--|----|
| 1 | More, rather than less, adults feel like they are drowning in judgement – 'You're not famous enough,' 'You're not smart enough,' 'You're not thin enough'. The weight of these appraisals, from others and ourselves, can prevent us from looking at the world as a child might. A place of wonder and new possibilities. This, in turn, keeps us from accessing the state of mind that stands at the root of creativity: playfulness. | 5 |
| 2 | When a group of children are engaged in play, they are taking material from their inner reality, and placing them into the real world. Very young children don't think about the consequences or how they might be perceived; they just play. Studies have shown that when we fully immerse ourselves in joyous doing, we can become more creative. | 10 |
| 3 | How can adults adopt this mindset? Before undertaking a daunting task, do proper planning. This will generate positive thinking. | |
| 4 | You may have to excess the kinds of risks that children do not. But more often than not, we stress over imagined threats, not real ones. Irregardless, the more we're aware of that trap, the easier it is to avoid. | 15 |

[Adapted from www.time.com]**QUESTIONS: TEXT H**

- 5.1 Correct the grammatical errors in 'More, rather than less, adults feel like they are drowning in judgement' (line 1). (2 x 1) (2)
- 5.2 Select the correct answer from the given options.
- In line 1, the dash is used to ...
- A introduce explanations that are not part of the grammatical structure of the main clause.
- B replace a hyphen that forms a compound word.
- C indicate prepositional phrases in parenthesis.
- D show that a dramatic pause follows after the main clause. (1)
- 5.3 Rewrite the following so that it is a grammatically complete sentence:
- 'A place of wonder and new possibilities' (lines 4–5). (1)
- 5.4 Account for the use of commas in line 5. (1)

- 5.5 Correct the concord error in paragraph 2. (1)
- 5.6 Give a single word for 'very young children' (lines 8–9). (1)
- 5.7 Correct the malapropism in line 14. (1)
- 5.8 Remove the tautology in paragraph 4. (1)
- 5.9 A prefix has been used incorrectly in paragraph 4.
Give the correct form of the word. (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70