GRAAD 10

ENGLISH P1

MARKS: 70

TIME: 2 hours

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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

TEXT A

YOUTH IN CRISIS: COMING OF AGE IN THE 21ST CENTURY

1 'Youth' is hard to define. While UN legal standards consider individuals under 18 as children, youth is usually understood as a much 'looser' concept, generally encompassing the age group 15 to 24. Others consider age-based definitions arbitrary due to cultural differences. Some argue that Western definitions of age do not align with non-Western definitions of childhood and youth. In traditional African societies for instance, youth includes younger ages such as 12 and older ages up to 35.

2 One can hardly speak about youth as a uniform category when across the world the disparity of access to resources and lifestyles between different groups of youths is so different. In many parts of the world, young people are still suffering from hunger, as well as a lack of access to education, health services and job opportunities. To a large extent, the quality of life for the next generation and society will depend on how today's young people manage their transition to economic independence in difficult environments, such as countries hit by economic recession, war or famine, or in areas plagued by HIV/Aids.

3 While most acknowledge the tremendous progress that has been achieved to improve young people's lives and ability to become catalysts for change, there remain many obstacles for the next generation to overcome. These obstacles include the plight of the estimated 14 million children orphaned by Aids and the thriving human trafficking business. Another area of concern is the growing rate of urbanisation that is taking place, mostly in developing nations, and that is predicted to peak in the years to come. Youth migrate to towns in search of a better life, but their future might be compromised by the limited opportunities they find once there – urban settings offer insufficient infrastructures and school and health facilities for all.

4 Violence remains one of the leading causes of death for youth and young adults. In many parts of the world, the loss of life in countries affected by armed conflict is high, particularly for the youth. Two million children have been killed in conflicts in the last decade, one million orphaned, and six million wounded. Three hundred thousand youths are serving as child soldiers. This means a great deal in terms of lost opportunities and uncertainty about the future. 'We don't know what we would like to be when we get older. We haven't thought about it, because we haven't been to school,' a group of young people in Uganda's Arum refugee camp said.

5 The frustration of youth is all the more poignant when it comes to migration opportunities – or the lack of them – which greatly affects thousands of young people in developing nations who are denied upward socio-economic mobility.

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6 While globalisation and greater access to media tend to create a new global culture shared by youth all over the world, some young people, especially in less-developed countries, become more aware of the benefits they could have if they lived in Western countries.

7 The experience of being young therefore sharply differs from the relative luxury of developed countries to the poverty of countries in transition. The lack of economic opportunities in less-developed countries makes young people more dependent on their parents. This places them in a situation where they are no longer children, but where they are also deprived of the independence they seek.

8 Without the opportunity to become productive, young people find themselves in a permanent limbo, waiting for a chance to gain economic independence and psychological maturity. When lacking opportunities and means of expression, young people become susceptible to violence, a display of their wish to become more powerful, and have access to the material goods they crave. Out of work and out of school, many young people have to cope with their lives in environments that offer insufficient incentives for them to feel their future is secure.

9 At the root of youth unemployment lie serious problems related to illiteracy and the lack of technical skills. However, according to the *2005 World Youth Report*, evidence suggests that education is not a panacea[1] *per se*, and 'labour markets in many countries are presently unable to accommodate the expanding pools of skilled young graduates'.

10 How can young people become dynamic contributors to and participants in the society in which they are born? How is it possible to harness the tremendous power of inventiveness of the developing countries' populous new generation?

11 In 1995, the UN World Programme of Action for Youth (WPAY) established 10 priority areas for action, comprising education, employment, hunger and poverty, health, the environment, drug abuse, juvenile delinquency, leisure-time activities, girls and young women, and full and effective participation of youth in society and decision-making.

[Adapted from www.irinnews.org]

Glossary:

[1]panacea – a cure for all ailments/everything that is unhealthy

AND

TEXT B

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[Source: http://www.frugal-cafe.com]

QUESTIONS: TEXT A

1.1 With reference to paragraph 1, explain why the term 'youth' is 'hard to define'. (2)

1.2 Refer to paragraph 2.

Discuss how the disparity mentioned in this paragraph affects the youth. (2)

1.3 Explain the meaning of the phrase, 'catalysts for change' (line 18) in the context of paragraph 3. (2)

1.4 Refer to paragraph 4.

Why has the writer included statistics in this paragraph? (2)

1.5 Discuss the writer's intention in quoting 'We don't know … been to school' (lines 33–35). (2)

Comment on the impact of the contrast between paragraphs 5 and 6. (3)

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1.6

1.7 Is the writer justified in using the expression, 'permanent limbo' (line 51) in the context of paragraph 8? Substantiate your response. (3)

1.8 Comment critically on the statement, 'education is not a panacea *per se*' (line 60), in context. (3)

1.9 Refer to paragraph 10.

In your view, are the rhetorical questions effective at this point in the passage? Justify your response. (3)

QUESTIONS: TEXT B

1.10 The attitude of the speaker can be defined as ...

A committed.
B relaxed.
C apathetic.
D nonchalant. (1)

1.11 Comment on the irony in TEXT B. (3)

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QUESTION: TEXTS A AND B

1.12 Both TEXT A and TEXT B address the issue of youth in crisis.

In your opinion, which text is likely to have the **greater** impact on the reader? Carefully justify your response. (4)

TOTAL SECTION A: 30

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C provides insight into the science behind using hand gestures. Summarise in your own words **why hand gestures are a crucial element in communication**.

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

THE FASCINATING SCIENCE BEHIND 'TALKING' WITH YOUR HANDS

If someone has ever made fun of you for making elaborate hand gestures while talking – or you've seen footage of yourself speaking, only to be horrified by your flailing forearms – don't be too concerned. According to psychologists, those gestures are probably helping you express your thoughts more effectively.

'Hand gestures are really a powerful aspect of communication, from both the speaker's and the listener's end,' says Dr Carol Kinsey Goman, body language expert. Last year, a study analysing human gestures found that the most popular, prolific speakers used an average of 465 hand gestures, which is nearly twice as many as the least popular speakers used. Other research has found that people who 'talk' with their hands tend to be viewed as warm, agreeable and energetic, while those who are less animated are seen as logical, cold and analytical.

Gesturing is a healthy and normal aspect of human communication. Hand gestures help us take what's in our mind and make it intelligible to others. 'Gesture is really linked to speech, and gesturing while you talk can really power up your thinking,' Kinsey Goman said. Gesturing can help people form clearer thoughts, speak in tighter sentences and use more declarative language. A brain region known as Broca's area is connected to speech production, but is also active when we wave our hands.

We gather information from others' body language, as well as from their specific words because gestures often underscore the important points someone is making. Furthermore, hand motions can reveal information that may be absent in our speech. Research demonstrates that the movements we make with our hands when we talk constitute a kind of second language, adding information that's absent from our words. Gesture reveals what we know. It also reveals what we don't know.

A child's use of hand gestures early in life can be a sign that she will later develop a strong vocabulary, as well as skills related to sentence structure and storytelling, according to a study published last year in the *Journal of Child Language*. From cradle to grave, body language is crucial in helping communicate our emotions and motivations to others.

[Adapted from www.huffingtonpost.com]

TOTAL SECTION B: 10

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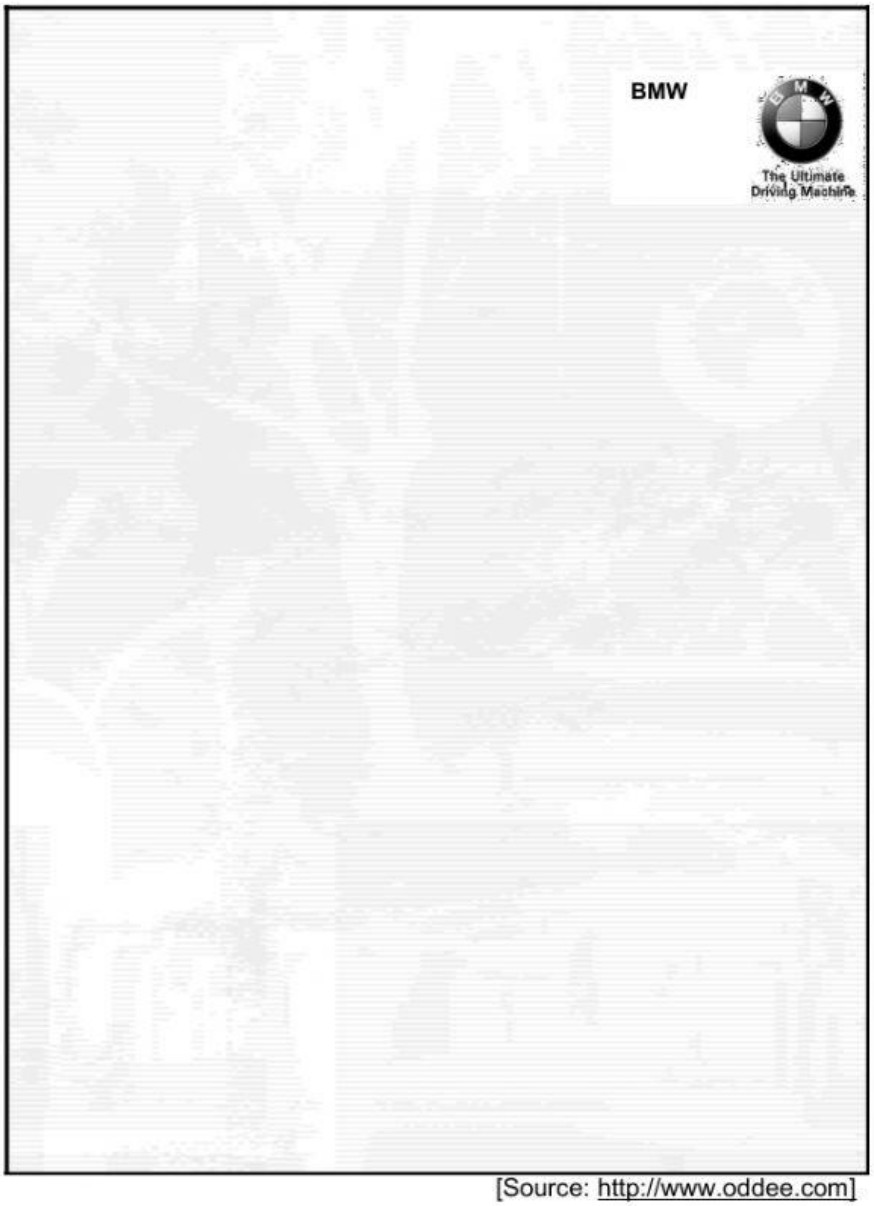
SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



[Source: http://www.oddee.com]

The text in small font reads as follows:

DON'T TEXT AND DRIVE.

You can't count on a text message to reveal what's happening on the road in front of you. That's why, each year, an estimated 100 000 crashes have been tied to texting and driving, while an additional 1,2 million crashes involve other cell phone use.

DON'T TXT & DRIVE

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QUESTIONS: TEXT D

3.1 Why does the advertisement make reference to BMW? (2)

3.2 Discuss how the written text reinforces the illustration in the advertisement. (3)

TEXT E

[Source: http://www.oddee.com]

QUESTIONS: TEXT E

3.3 Comment on the effectiveness of the slogan, '**STOP** THE TEXTS. **STOP** THE WRECKS'. (2)

(3)
[10]

3.4 Analyse the visual image and the written text, 'DON'T LET TEXTING BLIND YOU'.

Critically discuss whether the text and the image successfully convey the advertiser's message.

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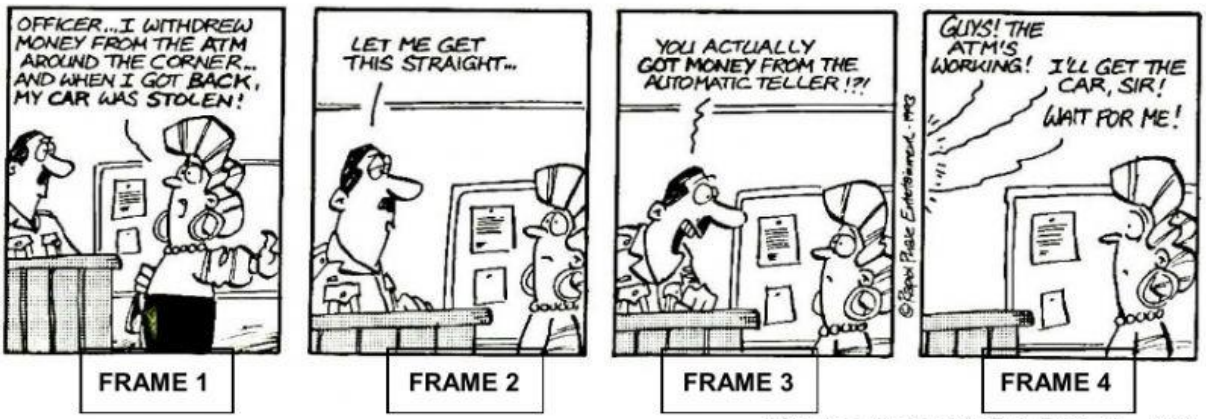
QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

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

TEXT F: CARTOON



[Source: *Madam & Eve Free at Last*]

QUESTIONS: TEXT F

4.1 What does the officer's facial expression in FRAME 3 reveal about his attitude? (2)

4.2 Comment on the impact of the last frame in conveying the cartoonist's message. (3)

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