KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

# NATIONAL SENIOR CERTIFICATE

**GRADE 12**

## ENGLISH HOME LANGUAGE

## COMMON TEST

## MARCH 2022

**MARKS: 50**

**TIME: 1½ hours**

**This question paper consists of 9 pages.**

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections:

| | |
|---|---|
| SECTION A: Comprehension | (30) |
| SECTION B: Summary | (10) |
| SECTION C: Language in Context | (10) |

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: 10 minutes

10. Write neatly and legibly.

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## SECTION A: COMPREHENS ON

## QUE ;TION 1: READING FOR MEANING AND UNDERSTANDING

**READ TEXT A AND TEXT B and answer the questions that follow**

### TEXT A

**OUR WORDS ... FLOWERS OR WEEDS?**

1. Do you remember all the situations where you said something you regretted deeply? Are you haunted by all the times where you wished to have thought a little better before speaking and avoided the embarrassment you faced? Do you cringe at the memory of times you could have avoided social blunders or political incorrectness if you had only paused to filter your thoughts before they were expressed?

2. Yes, we have all experienced the humiliation of 'putting our foot in it' and having to try to make amends for our inappropriate words. However, once words exit our mouth, no number of apologies will make them magically go back in. Blurting something out and then trying to retract it is like shutting the gate after the horse has bolted. And while we can expect to be forgiven for a few unintentional 'loose thoughts' that escape us, living and working with people who have no filter between their thoughts and speech can be undeniably tricky and toxic.

3. When someone 'lacks a filter' means they have not given consideration to their audience, and often make statements that are derogatory, condescending, or downright hurtful. Calling a colleague an idiot during a meeting, making a crass comment about another person's misfortune, or cracking an inappropriate joke all fall into this category. This insensitive behaviour means these individuals can very easily create an atmosphere of tension and toxicity wherever they go.

4. Most individuals who lack a filter are often unaware or unconcerned that they lack one. They have most likely been told before, and might even make light of the trait, but ultimately, they choose to not make any changes because they fail to see it as an issue. They quickly defend themselves and say that this is 'just who they are' or 'how they were raised'. Sadly many 'unfiltered' teenagers run the risk of becoming like radio stations playing in the background that everyone has learnt to tune out. They stomp over communicative etiquette like merry, unphased bulls in life's china shop of fragile relationships oblivious to the damage they have caused.

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5. While insensitive adults are fairly intolerable, teenagers who lack social filters can be very problematic. Already struggling to assert their identity with limited social skills, impulse-driven and attention-seeking teens are sometimes led to believe that they must use every opportunity to speak their highly 'unfiltered' mind. Through their ceaseless stream of meaningless chatter at inappropriate times, they, unfortunately, have created the impression that they lack the ability to deliver relevant or noteworthy ideas. Soon their voices and ideas become ignored like radios that are playing to empty houses.

6. But all hope is not lost as teenagers and even adults can make conscious efforts to filter their thoughts into speech that is palatable for social consumption. One such technique is to utilise our internal 'pause' button. This involves thinking a few seconds before speaking. When a person mentally says 'pause' almost as if they are reaching for a mental remote control, the 'pause' button will help them decide if their thoughts should be shared out loud. By taking deep breaths while mentally pausing, the extra oxygen being sent to the brain will aid concentration and enhance calmness and rational thought. During the pause, re-examine the situation and decide whether it really warrants a response. When a clear decision about what to say has been reached, then one can mentally hit the play button and contribute to the conversation mindfully and intelligently.

7. Another great strategy to entrench the skill of thinking before you speak is to use the THINK acronym to ask if what you are about to say is True, Helpful, Inspiring, Necessary and Kind. If the answer is no to more than two of these questions then what you have in mind should be left unsaid. The idea behind the concept is to understand that words are powerful. They can be helpful or hurtful, and can have a direct influence on the outcome of a situation, creating a positive or negative reaction in our world. Words define our identity and reveal our attitudes and sensitivities, reflecting who we are. Our choice of words gives listeners an indication of our intelligence or ignorance. And when continually reinforced and turned into habitually negative thought patterns, they have the power to create a bad habit of dwelling on the negatives in life. Through the THINK acronym we are reminded of the power we wield with our speech. Our world is now drowning in fake news, insults, irrelevant information and negativity, therefore making the choice to ask these THINK questions has greater significance than most would believe!

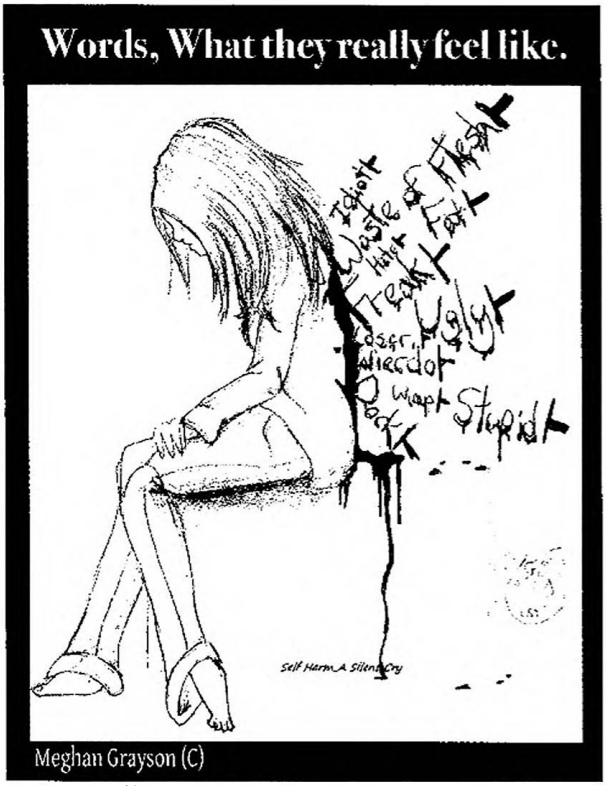
8. Some people may not agree (even though I cannot fathom why) that, in essence, our minds are like garden beds. If we fail to think before we speak, we sow weeds of discontent, fear and disrespect. But, if we plant blooms of hope, truth and inspiration, the harvest of positive impact will be bountiful. What will you choose to plant: flowers or weeds? Your words have power —use them wisely.

*Adapted from www.cookscounselling.com.au and healthsystemcio.com*

**AND**

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**TEXT B**




***https://www.slanecartoon.com/media/***

**QUESTIONS: TEXT A**

1.1 Account for the use of the rhetorical questions in paragraph 1. (2)

1.2 Refer to paragraph 2.

What does the writer mean by, 'Blurting something out…horse has bolted' (lines 9 – 11)? (2)

1.3 Explain the argument the writer presents in paragraph 3. (2)

1.4 Refer to paragraph 4.

Discuss how the use of diction in the following lines convey the writer's attitude towards 'unfiltered teenagers'.

'They stomp over communicative …. to the damage they have caused.' (lines 26 – 28) (3)

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1.5 Comment on the writer's reference to 'radios that are playing to empty houses' in the context of paragraph 5 (line 36). (3)

1.6 Refer to paragraph 6.

Is the technique recommended by the writer appealing to teenagers? Motivate your response. (3)

1.7 Refer to paragraph 7.

Critically discuss the relevance of the following lines in the context of the paragraph.

'Our world is now drowning in fake news... than most would believe!' (lines 59 – 62) (3)

1.8 Refer to paragraph 8.

1.8.1 Comment on the writer's tone in lines 63 – 64, 'Some people ... garden beds'. (3)

1.8.2 Discuss to what extent the last paragraph is an effective conclusion to the writer's argument. (3)

**TEXT B**

1.9 Discuss how the visual and verbal texts convey the illustrator's message. (3)

**TEXT A & B**

1.10 To what extent does Text B reinforce the ideas expressed in the title of Text A 'OUR WORDS ... FLOWERS OR WEEDS ?'

Provide a critical evaluation in your response. (3)

**TOTAL SECTION A: [30]**

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## SECTION B: SUMMARY

## QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Text C provides insight into fearlessness. Summarise, in your own words, **how one may overcome one's fears**

**NOTE:**

1. Your summary should include 7 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**

### TIME TO BE BRAVE

The inspiring first key to freedom from fear is to remember that it is never too late to become fearless. There is no limit to when you can choose to boldly step out of your comfort zone.

It is vital to win the war over doubt by acknowledging your fears. Feeling fear is universal but how we respond to it creates our personal acknowledgement and conquering of it. Bravery is not about eliminating fear but moving forward despite being afraid.

Confronting your fear is the next step to empowering yourself against fear. Confronting fear is about being brave enough to discover and face the underlying reasons that have given birth to fears in the first place. If you are afraid to ask for a promotion or apply for a new role, ask yourself why. Is it because you may not get it? Are you afraid of rejection, failure, or ridicule?

You will soon realize that your fear is often your ego trying to protect itself from feeling diminished. Self-talk is that inner voice inside your head that reveals your beliefs and thoughts. You must catch these thoughts when they arise and replace them with positive self-talk. Consistent, positive self-talk will build your confidence and your ability to overcome your fears.

Another way to become fearless is to put yourself in situations that intimidate you. Start making a list of things that you would do if you were not afraid and start doing those things.

Surrounding yourself with people who exude courage can inspire your courage levels. Building a mentorship relationship with someone fearless can also provide coaching and support in your personal growth and journey to ultimately defeat your fears.

Finally, avoid aiming for perfection. To overcome fear, try to approach anything you do with a beginner's mind. The next time you want to try something you fear, do not have any expectations of how it is going to go. Approach it with a sense of curiosity and do not worry about the outcome.

***Adapted from www.betterup.com***

**TOTAL SECTION B: [10]**

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## SECTION C: LANGUAGE IN CONTEXT

## QUESTION 3: USING LANGUAGE IN CONTEXT

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

### TEXT D

**LISTEN UP**

1. Excellent listening skills are as necessary for effective communication, if not more, than speaking skills. In this age of rapid response communication, it is nearly impossible to add something of value to a discussion, or carry a conversation forward without listening actively and enthusiastically.

2. People with poor listening skills – who fail to make an attempt to improve – will not be tolerated for long. Listening is a crucial social-skill because it shows respect for the other person involved in the conversation. Not only is it important to speak considerably and kindly to everyone, but also to listen attentively to what they have to say. People often say, "We are unsure and we do not know what to think." This is often disconcerting.

3. A lack of listening skills impact relationships negatively as it signifies to parties involved that their thoughts are not worthy of attention, and can cause misunderstandings. Active listening and summarizing what the person said can prevent small misunderstandings that otherwise could have led to big blowouts. Challenge yourself to wait before responding.

4. A significant part of effective and thoughtful communication is listening. If you listen to others intently, you will be able to converse better and also partake in conversations without saying something lame.

*Adapted from www.headspace.com*

### QUESTIONS: TEXT D

3.1 Provide an antonym for 'effective' (line 1). (1)

3.2 Remove the tautology in paragraph 1. (1)

3.3 Account for the use of dashes in paragraph 2. (1)

3.4 Identify and correct the malapropism in paragraph 2. (1)

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3.5 Rewrite the following sentence in reported speech:

People often say, "We are unsure and we do not know what to think." (2)

3.6 Rewrite the first sentence of paragraph 3 so that it is grammatically correct. (1)

3.7 'Active listening and summarizing what the person said can prevent small misunderstandings that otherwise could have led to big blowouts.'

Write the above sentence in the passive voice. (1)

3.8 Provide the noun form of 'significant' (line 16) in the context of the passage. (1)

3.9 Rewrite 'lame' (line 18) in formal English. (1)

**TOTAL SECTION C: [10]**

**TOTAL MARKS: 40**

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