basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

MAY/JUNE 2024

ENGLISH HOME LANGUAGE P1

10041E

MARKS: 70

TIME: 2 hours

X05

This question paper consists of 12 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

   SECTION A: Comprehension (30)
   SECTION B: Summary (10)
   SECTION C: Language structures and conventions (30)

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.

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SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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

TEXT A

HUMBLE LEADERS ARE RARE

– Tomas Chamorro-Premuzic

1 Few people would contest the idea that humility is a desirable leadership quality. However, ask those same individuals to name a famous leader, and their choices will likely reflect the reverse: that the most emblematic[1] and conventional leaders exude arrogance and self-importance, rather than modesty or humility. How do we explain this incongruity?

2 Scientific research shows that humble leaders are more likely to create healthier and more effective organisational cultures, develop employees' potential, boost team morale and lower levels of unproductive work behaviours.

3 Employees are largely aware of the benefits of having a humble leader. Humility enables leaders to understand their own limitations, take into account others' opinions, and be sufficiently self-critical to attempt to change. In contrast, when leaders lack humility, they are prone to making avoidable mistakes, blaming others for their poor decisions, and overestimating their own talents to the point of losing touch with reality.

4 Why would we not want a humble leader?

5 Although we tend to value humility, we are seduced more by other qualities. When faced with a choice to nominate or elect a leader, humility does not actually feature high on our priority list. In fact, there are critical pitfalls which explain why we rarely end up with humble leaders.

6 There is a pervasive tendency to select leaders on the basis of their confidence rather than competence. This is why overconfidence is far more common than humility in leaders. The overlap between confidence and competence is just 9%, when our main criterion for appointing leaders is how good they *think* they are. There may be some who fake arrogance or external confidence while being internally modest or at least self-critical, but for each such person we will attract ten who are simply deluded about their talents; coaching the arrogant to be humble will be hard.

7 We are seduced if not blinded by charisma. When it comes to leadership, all style and no substance will get one further than no style and all substance. We gravitate towards entertaining showmen who are fearlessly charming in high-stake settings. The problem is not that we find this enchanting, but that we equate it to leadership talent. This does not mean that charisma is toxic *per se*. Rather, it is an amplifier, making competent leaders better, and incompetent leaders more destructive. Charisma magnifies the impact – good and bad – leaders have.

8 We are too lazy to evaluate talent. One of the paradoxes of talent is that, as humans evolve to acquire more sophisticated and complex skills, talent becomes harder to judge. Indeed, throughout most of our evolutionary history, talent has consisted of easily observable physical traits. But when it comes to leadership talent, we are mostly clueless as to how much of it people have.

9 We equate arrogance to strength. Although we often fail to detect irrational arrogance, we are usually able to determine whether people have a positive view of themselves, especially if their egos seem large. It is as if we are amateur poker players, impressed and intimidated by someone boasting and showing off, even if they are blatantly lying. Indeed, while we celebrate and glorify arrogance in men, to the point of equating it to leadership talent, we are repelled by it when it is found in a woman. This suggests we are more likely to screen out incompetence (and impostors) among female rather than male leadership candidates. If our goal is to end up with more humble leaders, we should stop celebrating arrogance in men.

10 We perceive humility as a feminine attribute. If we really valued humility, we would not overlook humble people for leadership roles. We do this with both women and men, but only because we associate humility with femininity. So, when women display humility, they are 'unfit for leadership' because they lack the stereotypical masculine traits we desire in a leader: bravado, reckless risk-taking and over-confidence. And when men display humility, we assume they are too feminine to be in charge. Not that we do not appreciate humility when it is found among extraordinary achievers or powerful people who display it to showcase their connection to the little people – we do like that, whether genuine or not. But those same individuals probably had to hide as much of their humility as possible in order to get to the top.

11 So, if we are seriously interested in having more humble leaders, we should start by simply addressing – and preferably reversing – these pitfalls. We need to understand that arrogance is only strength if we are not intimidated by it. Rather we should accept that in the 21st century reality the essence of leadership is not hyper-masculine (not that it ever was).

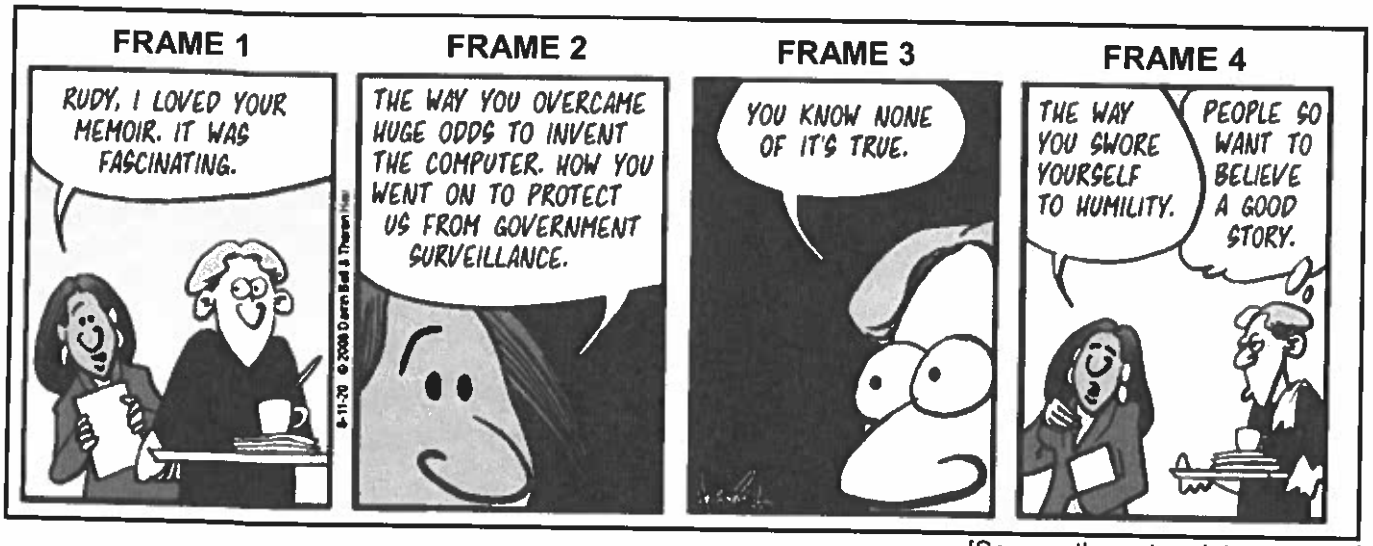
[Adapted from forbes.com]

Glossary

[1]emblematic: being representative or symbolic

AND

TEXT B



[Source: thecartoonistgroup.com]

Glossary
Memoir (FRAME 1): another term for an autobiography

QUESTIONS: TEXT A

1.1 Provide a definition of the word *humility* (line 1). (1)

1.2 Refer to paragraph 1.

Explain, in your own words, what the writer states about current leaders. (2)

1.3 Discuss the contrasting views presented by the writer in paragraph 3. (2)

1.4 Account for the use of the rhetorical question in paragraph 4. (2)

1.5 Choose the appropriate response from the list of options below.

The writer's tone in paragraph 5 is …

A forceful.
B argumentative.
C assertive.
D persistent. (1)

1.6 Is the writer objective in paragraph 6? Motivate your response by a close reference to this paragraph. (3)

1.7 With reference to ONE example, discuss how the writing style in paragraph 7 reinforces the role of charisma in leadership. (3)

1.8 Discuss the writer's assertion, 'We are too lazy to evaluate talent' (line 36), in the context of paragraph 8. (3)

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1.9 Comment on the writer's repetition of the pronoun 'we' in the concluding paragraph. (3)

QUESTIONS: TEXT B

1.10 With close reference to the woman's body language in FRAMES 1 and 4, discuss her attitude towards Rudy (the man). (3)

1.11 Comment on what is revealed about the man in FRAMES 3 and 4. (3)

QUESTION: TEXTS A AND B

1.12 Critically discuss the extent to which TEXT B supports paragraphs 9 and 10 of TEXT A. (4)

TOTAL SECTION A: 30

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

TEXT C discusses the value of being resilient. Summarise, in your own words, **the benefits of being resilient**.

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

RESILIENCE ... A VITAL TRAIT

Life may not come with a map, but everyone will experience twists and turns, from everyday challenges to traumatic events with more lasting impact. Each change affects people differently, yet people generally adapt well over time to life-changing situations and stressful situations – in part thanks to resilience.

Like building a muscle, increasing your resilience takes time and intentionality. Focusing on four core components – connection, wellness, healthy thinking and meaning – can empower you to withstand and learn from difficult and traumatic experiences.

The pain of traumatic events can lead some people to isolate themselves, but stronger individuals accept help and support from those who care about you. Some people find that being active in civic groups, faith-based communities, or other local organisations provides social support and can help you reclaim hope.

Promoting positive lifestyle factors like proper nutrition, ample sleep, hydration and regular exercise can strengthen your body to adapt to stress and reduce the toll of emotions like anxiety or depression. Resilience allows you to acknowledge and accept your emotions during hard times, but it is also important to help you foster self-discovery by asking yourself, 'What can I do about a problem in my life?' Problems that seem too big to tackle, should be broken down into manageable pieces.

Individuals should develop realistic goals and do something regularly that enables them to move towards the things they want to accomplish. Looking for opportunities for self-discovery strengthens one's resilience. People often find that they have grown in some respect as a result of overcoming challenges.

One may not be able to change a highly stressful event, but one can change how to interpret and respond to it. Change is inevitable. Certain goals or ideals may no longer be attainable as a result of adverse situations in life. Accepting circumstances that cannot be changed can help one to focus on circumstances that can be altered. An optimistic outlook empowers people to expect that good things will happen. Being able to visualise what one wants is more constructive than dwelling on what one fears.

[Adapted from https://www.apa.org]

[Source: ivypanda.com]

TOTAL SECTION B: 10

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



[Source: ivypanda.com]

The text in small font reads as follows:

There are some things you just can't afford to gamble with.

When you get a cavity, there's no second chance.

That's why it's important that you know that more dentists recommend Crest for fighting cavities than all other toothpastes combined.

It's a point that's made rather dramatically when you consider that Crest has prevented 523 million cavities since its introduction in 1955.

There are, of course, no sure things in your battle against cavities. But at least Crest helps put the odds in your favour.

The dentists' choice for fighting cavities.

QUESTIONS: TEXT D

3.1 Explain how the visual image supports the heading of the advertisement. (2)

3.2 Why does the advertiser use the pronoun 'you/your' in the text of the advertisement? (1)

3.3 Discuss what is conveyed by the advertiser's choice of phrases: 'more dentists' and 'all other toothpastes combined'. (2)

3.4 Refer to the written text: 'When you get … in your favour.'

Comment on ONE technique used by the advertiser to promote the product. (3)

3.5 'There are some things you just can't afford to gamble with.'

Rewrite the above sentence so that it does not end with a preposition. (1)

3.6 'The dentists' choice for fighting cavities.'

Provide the function of the apostrophe in the underlined word. (1)

[10]

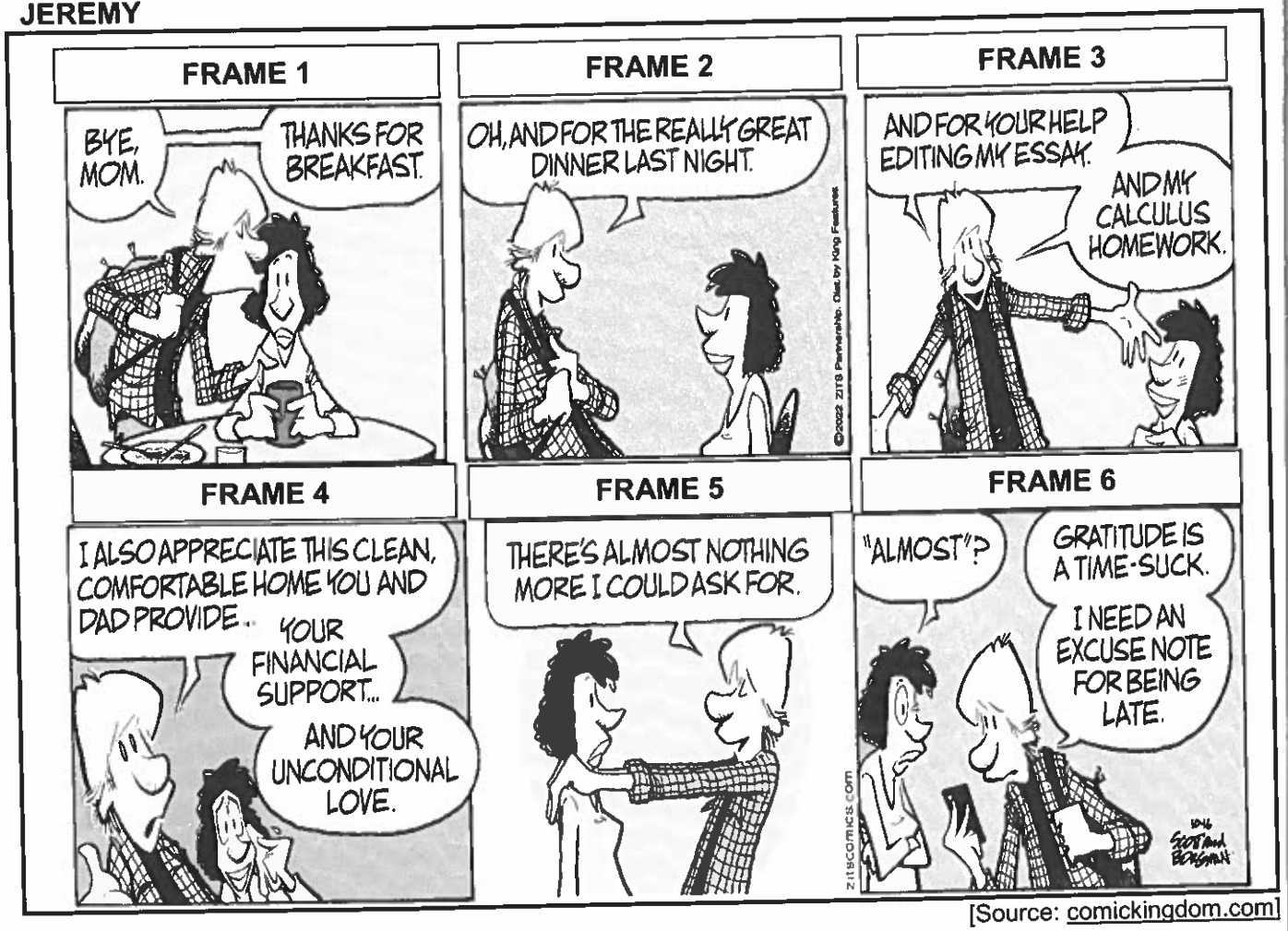
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QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

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

TEXT E

JEREMY



[Source: comickingdom.com]

CHARACTERS:
The boy: Jeremy
The woman: Jeremy's mother

QUESTIONS: TEXT E

4.1 What impression is created of the mother-son relationship as represented in FRAMES 1–4? Motivate your response. (2)

4.2 Comment on the mother's reactions towards her son as depicted in FRAMES 5 and 6. (3)

4.3 Discuss how the cartoonist uses satire in his presentation of Jeremy. (3)

4.4 Add a suffix to change 'support' (FRAME 4) into an adjective. (1)

4.5 Refer to FRAME 5.

'THERE'S ALMOST NOTHING MORE I COULD ASK FOR.'

Rewrite the above in indirect speech, beginning with:

Jeremy said that …

(1)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT F

ON LIVING IN A MORE LIGHT-HEARTED WAY

1 The arguments for approaching life in a grave, serious and unsmiling mood is overwhelming: we are clearly a profoundly wicked species; our greed and viciousness know no bounds. No one gets through existence unharmed and every day is bad until – eventually – the worst of all happens. The only people one could imagine smiling through this kind of horror show would be the still-too-innocent or the actively deluded.

2 And yet, one of the paradoxical conclusions we might reach, is that there might still be a way to live light-heartedly amidst catastrophe because one can't help but notice that the sky is a delightful azure blue, that there's a Beyoncé concert to listen to and that there's a sweet four-year-old holding on to her mother's hand asking how ducks sleep at night.

3 Sometimes well-meaning people try to get others to cheer them up by telling them that they are beautiful. Bless such efforts and those for whom they work, but for the rest of us, there might be another way: a strategy based not on sentimentalities but on staring down the darkness and refusing to let it terrify us.

[Adapted from theschooloflife.com]

QUESTIONS: TEXT F

5.1 Refer to lines 1–3.

5.1.1 Correct the concord error in the first sentence. (1)

5.1.2 Give a reason for your response to QUESTION 5.1.1. (1)

5.2 What is the function of the colon in line 2? (1)

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5.3 Choose the correct response from the list of options below.

'No one gets through existence unharmed and every day is bad until – eventually – the worst of all happens' (lines 3–4), is an example of a …

A complex sentence.
B simple sentence.
C compound sentence.
D complex-compound sentence. (1)

5.4 Provide the superlative form of the word 'paradoxical' (line 7). (1)

5.5 Give the adjectival form of the word 'catastrophe' (line 8). (1)

5.6 Provide the antonym of 'delightful' (line 9), in context. (1)

5.7 'Sometimes well-meaning people try to get others to cheer them up by telling them that they are beautiful' (lines 12–13).

Explain the ambiguity in the above sentence. (2)

5.8 Replace the phrase 'the rest of us' (line 14) with a synonymous word, in the context of paragraph 3. (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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