



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**ENGLISH HOME LANGUAGE P1**

**EXEMPLAR 2007**

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 13 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections, namely SECTION A, SECTION B and SECTION C.
  - SECTION A: Comprehension (30 marks)
  - SECTION B: Summary (10 marks)
  - SECTION C: Language in context (35 marks)
2. Answer ALL the questions.
3. Start each section on a NEW page and rule off on completion of EACH section.
4. Leave a line after EACH answer.
5. Write neatly and legibly.
6. Follow the instructions carefully.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Pay special attention to spelling and sentence construction.

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

Read the passage below and answer the following questions:

**Elvis and Shakespeare have Broadway 'All Shook Up'**

1. August 16 will mark the 28<sup>th</sup> anniversary of the death of Elvis Presley, the undisputed King of Rock, who became a household name after just two years on the pop music scenario before he was drafted into the US Army. This phenomenal achievement - a string of gold discs and four movies before joining Uncle Sam - is often eclipsed by his bizarre, yet tragic, lifestyle prior to his death at the age of 42 in 1977. 5
2. In the month of August, many Elvistics, like religious pilgrims, will converge on Graceland, the home of the singer in Memphis, Tennessee, to participate in the annual candlelight vigil as well as celebrate the singer's life during the official 'Elvis Week' in Memphis. Those fans lucky enough to be in New York at the time, could take a trip down memory lane by treating themselves to a brand new musical titled *All Shook Up* playing to rave reviews at the Palace Theatre on Broadway. 10
3. Choosing what to see on Broadway is never easy - especially for the tourist who has just a few days to spare in the city that never sleeps, as Frank Sinatra has immortalised it. This time round, in April, on my second brief visit to the Big Apple, my selection was tailor-made for me. Returning from an academic conference in Fargo, North Dakota (believe me, being an academic has its compensations sometimes), I arrived in New York on an unseasonably cold and wet weekend. My damp spirits suddenly soared when I discovered that Elvis was in town. 15
4. An Elvis idolater since the age of ten or so, I found myself the next morning in the looping queue in Times Square, waiting for a discounted ticket like hundreds of other patient theatregoers. The hour or so spent in the queue is not really that frustrating. Entertainment is all around. 25
5. Playing to capacity houses each night, *All Shook Up* is not an Elvis biopic, as I'd imagined it to be. Much like the current Broadway hit, *Mama Mia*, choreographed to the music of ABBA, it is a musical comedy with a fairly complex plot. Set in the 1950s in mid-western America, *All Shook Up* is a veritable *pot-pourri* of Shakespearean comedies and the music of Elvis Presley. 30
6. Here's what scriptwriter Joe DiPietro has to say about this carnivalesque production: 'It's every Shakespeare comedy melded into every Elvis movie'. Much of the play's dynamic is generated by the Shakespearean trope of disguise. The denouement is quite startling, with the revelation of a clandestine interracial relationship thrown in for good measure. A cast of ten actors heads up the main line-up and together with an ensemble of twenty singers and dancers virtually rocks the socks off Broadway. The role of the hip-swinging Chad is taken by the 29-year-old Cheyenne Jackson who has several acting roles to his credit - both dramatic and musical. There are 35

	twenty-five Elvis songs in the production, but don't expect them to be reprises of the original melodies.	40
7.	Most of them aren't. They have been adapted to the script of the play. The Palace Theatre has a seating capacity of 1 784. That night, both young and old, seasoned theatregoers in formal dress, as well as casually-clad tourists like myself, occupied every seat in that awesome auditorium. Seated behind me, was a row of teenagers accompanied by their school teachers. How do I know they were teachers? Because before the show started, one of them, to my surprise and delight, imperiously instructed one youngster: 'Richard, switch that cellphone off now. I said NOW!' Surely, parents don't (can't) speak with such authority? In our age of rap music, I wondered what these youngsters were doing at a show like this. From their reaction and that of their teachers, I needn't have wondered.	45
8.	All-in-all, Broadway was a memorable experience, not only on account of Elvis, but also because I could not find my seat after the 15-minute interval. I was in the wrong gallery. Fifteen minutes is too short a time to gulp down two whiskies.	50 55

[Adapted from an article in *Sunday Times Lifestyle* by Dr Harry Sewall]

### QUESTIONS:

- 1.1 Identify Elvis's 'phenomenal achievement', as described in paragraph 1. (2)
- 1.2 Refer to paragraph 2. How has the state of Tennessee honoured Elvis? (2)
- 1.3 Explain the meaning, in its context, of each of the following expressions:
  - 1.3.1 'playing to rave reviews' (line 12) (2)
  - 1.3.2 'tailor-made for me' (line 17) (2)
- 1.4 Refer to paragraph 3.
  - 1.4.1 What, according to the writer, is a difficulty faced by the tourist regarding Broadway shows? (2)
  - 1.4.2 Discuss the point the writer is making about 'being an academic' (line 18). (3)
- 1.5 Suggest a reason why the 'hour or so' spent in the queue is not really that frustrating' (lines 24 - 25). (2)
- 1.6 Refer to paragraph 5.
 

Explain, in your own words, what the show, *All Shook Up*, is about. (3)

- 1.7 Discuss briefly the writer's tone in the phrase '... in that awesome auditorium' (line 45). (2)
- 1.8 Discuss a possible reason for the writer correcting himself in the sentence 'Surely, parents don't (can't) speak with such authority' (lines 49 - 50). (3)
- 1.9 Discuss whether the writer's style is suited to the subject of the article. (4)
- 1.10 Refer to the final paragraph. Is this an effective conclusion to this article? Motivate your answer. (3)

**TOTAL SECTION A: 30**

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

Imagine that, as you were researching the topic of 'Crime in Schools' for an upcoming debate on whether the government is doing anything to help combat in schools, you came across this article in a newspaper. As the article is too long, you will have to summarise it.

You are required to:

- 2.1 Make a list of the SIX main points you will use in your summary. (3)
- 2.2 Use the points in your answer to QUESTION 2.1 to write out your summary in the form of a single, fluent paragraph of about 100 words in length. (7)

By Linda Daniels

Teachers may soon have the power to remove unruly pupils from their classrooms and effectively place them under temporary 'house arrest' at home. This is part of changes to school laws that Education Minister, Naledi Pandor, is considering to fight school violence and disruptive behaviour.

The minister has also promised to act on problematic schools in the next few weeks, although details are yet to be made public. Other measures include speeding up a framework for random drug testing in schools and reinforcing the ruling that teachers already have the power to search pupils for weapons and drugs.

Pandor said that in the event that pupils were sent back into their parents' care, schools would have to ensure that the pupils were provided with learning material 'but the behaviour of the children will be the responsibility of the parent or guardian for that period'.

Pandor said that while it was important to protect the right of children to education, unruly pupils should not be allowed to disrupt the running of schools. 'The safety of pupils and teachers is a national concern,' said Ms Pandor.

In the latest incident, 20-year-old Zimisele Sithole from KwaZulu-Natal was stabbed to death allegedly by a fellow pupil on Wednesday.

Pandor said most principals and parents seemed unaware of the powers available to schools to instil discipline and good behaviour. Referring to a set of regulations passed in 2001, Pandor reminded teachers and principals that the regulations also oblige schools to put in place measures to ensure the safety of pupils, staff and parents during school activities. Pandor acknowledged, however, that in some cases greater intervention was required by the department and that problematic schools will be acted upon in the next few weeks.

The Department would issue simplified guidelines to schools to assist them in updating their codes of conduct, while schools that continued to experience difficulties, would be assisted by visits of officials to ensure the safety of pupils and staff.

[Adapted from *The Star*, 21 October 2006]

**TOTAL SECTION B:**

**10**

**SECTION C: LANGUAGE IN CONTEXT****QUESTION 3: ANALYSING ADVERTISING**

Study the following advertisements and then answer the set questions:

**3.1 TEXT A: COLLECT-A-CAN**A close-up photograph of a giraffe's head. The giraffe is looking directly at the camera while eating a can of Coca-Cola. The can is partially visible, showing the red and white label. The background is a soft, out-of-focus natural setting.

**The view improved  
since we picked up.**

South Africans view litter as the biggest threat to the environment. We can stop this if we stop littering and start recycling. Through recycling, natural resources are protected and the life of costly landfill sites is extended dramatically.

Lets stop the litter and recycle.

If you can assist, please call us on (011) 466 2939.



**COLLECT-A-CAN**  
Supported by  
**MITTAL & CO**  Hempden

[www.collectacan.co.za](http://www.collectacan.co.za)




## Refer to TEXT A: COLLECT-A-CAN

- 3.1.1 Identify a specific example of persuasive language which uses hyperbole (exaggerated imagery) to promote the message of the advertisement. (2)
- 3.1.2 Explain the connection between the illustration and the slogan: *The view improved since we picked up.* (2)
- 3.1.3 At the bottom right-hand corner of the advertisement, we find the logo (a wheelbarrow with a heap of cans). Explain why you agree or disagree that this is an effective symbol for COLLECT-A-CAN. (2)

## 3.2 TEXT B: Tru-Cape

*Takeaways  
from Nature*



*Selected for their superior quality,  
Tru-Cape apples and pears are always  
sweet and juicy and brimming with goodness.  
Fast food that's 100% guilt-free!*

**Apples & Pears**  
**Tru-Cape**  
SOUTH AFRICA

*Perfectly Natural Wonders*

Refer to TEXT B: Tru-Cape

3.2.1 Explain the pun in the heading, *Takeaways from Nature* (2)

3.2.2 Discuss the play on the words: 'Fast Food that's 100% guilt-free'.

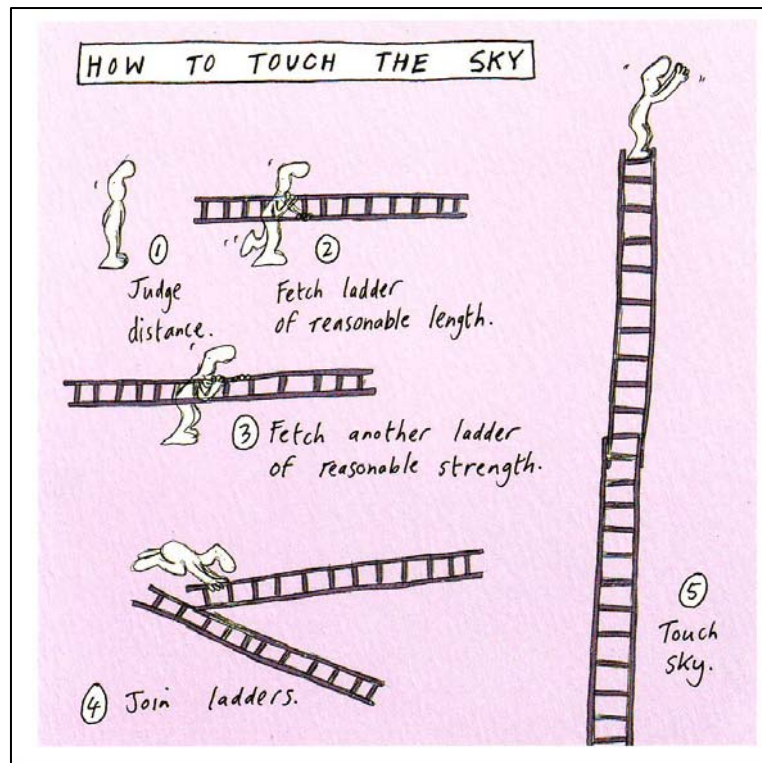
(2)  
[10]

#### QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

##### TEXT A: Good luck card for examinations

4.1 Study the good luck card for examinations below and the answer the following questions:

FRONT OF THE CARD



INSIDE OF THE CARD

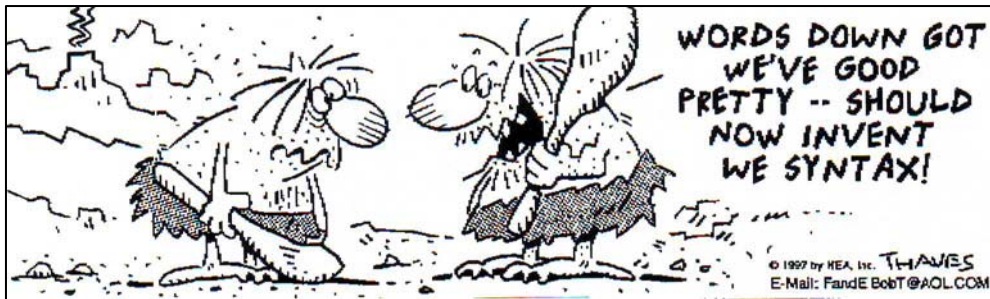
##### A SPECIAL WISH FOR YOU AT EXAM TIME

E is for **E**asy - that's what it should be.  
X is for **X**ams - that's what you're doing now.  
A is for **A**fterwards - that's what will follow.  
M is for **M**uch Success - and that's what you'll achieve.

- 4.1.1 Discuss how effective the illustration on the FRONT OF THE CARD is in conveying the idea of wishing someone well for the examinations. (3)
- 4.1.2 Account for the deliberate mistake in the spelling of 'Xams' in the message INSIDE THE CARD (line 3). (2)

**TEXT B: *Frank and Ernest* cartoon by Bob Thaves**

- 4.2 Study the cartoon below and then answer the following questions:



- 4.2.1 'Syntax' refers to the way in which a sentence is structured. Bearing this in mind, explain what makes this cartoon amusing. (2)
- 4.2.2 Discuss how the wording reinforces the cartoonist's illustration in the text. (3)

**[10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

Read the text below and then answer the following questions:

**Angie Hicks finds a book for every life-changing event**

I've just finished Kat Fox's *Watching the English*. It's an intriguing study of habits, traditions and activities: why people encourage children to eat peas on the back of their forks, or queue. I read so much of it and kept thinking, 'Well, I can do that!' I like to read about why people think and behave in the way they do. As a student, I read a book about someone who is out of touch with reality - but whose ways of seeing reality was as worthwhile as ours. 5

My reaction to any dramatic situation is always: I read a book. The day I found I was expecting twins, I went to the dictionary to look up the word. Here is what I found.

**Twin** *a, n & v (-nn-)*. Forming or being one of, a closely related or associated pair esp. of children or animals born at a birth, [OE *twinn* = double]

10

After that we went straight from the hospital to the bookshop and bought *The Twins Handbook*.

Seven years ago my husband, Andy, had a car accident, survived by the skin of his teeth and spent the next 10 months in hospital in neuro-rehab. I read two defining books in that time. *Head Injury* explained the rollercoaster of emotions and gave practical help; *Injured Brains of Medical Minds* is a collection of pieces by medical practitioners. The latter book advocated three things that helped me and assisted my husband's recovery: faith, hope and love. That became my mantra. If all you can offer is love, you still have given the most important thing.

20

[Adapted from *TES*, 2 June 2006]

### QUESTIONS:

- 5.1 Explain briefly the difference in the use of the apostrophe in the words 'I've' and 'Fox's' in line 1. (2)
- 5.2 Rewrite the sentence: 'Well, I can do that!' (line 3) in INDIRECT SPEECH. (2)
- 5.3 The underlined clause in the sentence below is a subordinate adjectival clause. What word in the sentence does it qualify? (1)
- 'I read a book about someone who is out of touch with reality' (line 5).
- 5.4 Correct the concord error in line 5. (1)
- 5.5 Is it correct to have a full stop after the abbreviation 'esp.' (line 10)? (1)
- 5.6 Account for the use of the commas before and after the word 'Andy' (line 14). (1)
- 5.7 Explain the meaning of the idiom: 'by the skin of his teeth' (lines 14 - 15). (1)

- 5.8 Choose the correct answer from the list provided to complete the sentence below. Write only the letter (A - D), of your choice, next to the question number (5.8).

The word 'neuro-rehab' (line 15) is an example of:

- A Colloquialism
- B Contraction
- C Jargon
- D Slang

(1)  
[10]

**TOTAL SECTION C: 30**

**GRAND TOTAL: 70**