Bergvliet High School

English Home Language

Name: _____

Grade: _____

November Examination 2025

Grade: 10

English Paper 1 – 70 marks

TASK 10

	Marks	Learner Mark
TOTAL SECTION A, B & C	**70**	

Section	Question		Marks	Learner Marks
A	1	Comprehension	30	
B	2	Summary	10	
C	3	Advertisement	10	
	4	Cartoon	10	
	5	Correction of Errors	10	

Time: 2 hours
Examiner: Mrs Bester
Moderator: English Department

PLEASE DETACH THIS PAGE AND ATTACH IT TO THE FRONT OF YOUR ANSWER SHEETS.

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.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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

TEXT A

THE PSYCHOLOGY OF FEAR, AND WHY SOME LOVE BEING SCARED ON HALLOWEEN

By Jennifer Borresen

1. A creepy clown and a chainsaw-wielding maniac lurking in the dark corners of a haunted house can truly frighten some people. For thrill seekers, however, the fear is an essential part of the fun during Halloween. Whether you're watching a spine-chilling horror movie or navigating through a haunted maze, the adrenaline rush − a hormone that stimulates excitement, alertness, and responsiveness − is hard to match.

2. Halloween, also known as All Hallows' Eve, has its roots in ancient Celtic and Christian traditions. It originated from the Celtic festival of Samhain, where people believed that on this day, the boundary between the living and the dead became blurred. Over time, Halloween has evolved into a holiday encompassing costumes, decorations, and a celebration of all things supernatural.

3. Halloween's association with the supernatural and the afterlife makes it inherently eerie. Symbols like jack-o'-lanterns, skeletons, witches, and vampires contribute to the spooky atmosphere of Halloween. They represent death, magic, and other-worldly beings, tapping into our primal fears and fascination with the unknown.

4. Fear originates from one of the oldest parts of the brain, the limbic system, which goes into overdrive when people are faced with scary situations. A threat stimulus triggers the amygdala. It rings an alarm to the hypothalamus, which sends a message to the adrenal glands, giving you an instant burst of adrenaline. Pupils dilate, breathing accelerates, heart rate and blood pressure rise. It all happens within fractions of a second − even before you've fully processed what happened, your body is preparing for fight-or-flight.

5. When the amygdala takes the reins, other parts of your brain receive less blood flow and become impaired − it's difficult to make good decisions or think clearly. That's why you might scream during a scary movie or throw your hands up at an actor in a haunted house, unable to see that the threat is not real. A moment later, "thinking" circuitry of the brain kicks in and reassures our "emotional" areas that we are, in fact, OK. At the same time, it takes 20 to 60 minutes for the body to fully return to its pre-responsive levels.

6. Some people might enjoy pushing the limit and derive a great sense of self-satisfaction when they are able to endure the torrent of anxiety, suspense and fear in a scary film. At the same time, scary experiences can help in dealing with anxiety and fear outside the movie theatre. Research even shows that horror fans were more resilient and less psychologically distressed than non-horror fans in the face of the COVID-19 pandemic.

7. To really enjoy a scary situation, we have to know we're in a safe environment. When we get scared in a haunted house or a movie theatre, our brains usually quickly evaluate the situation and tell us we're free from risk. It's all about triggering the fight-or-flight response to experience the flood of adrenaline, endorphins and dopamine, but in a safe space.

8. There is also a social aspect to it. According to the Harvard Business Review, going to a haunted house, recommending a terrifying film, or surviving a midnight screening with

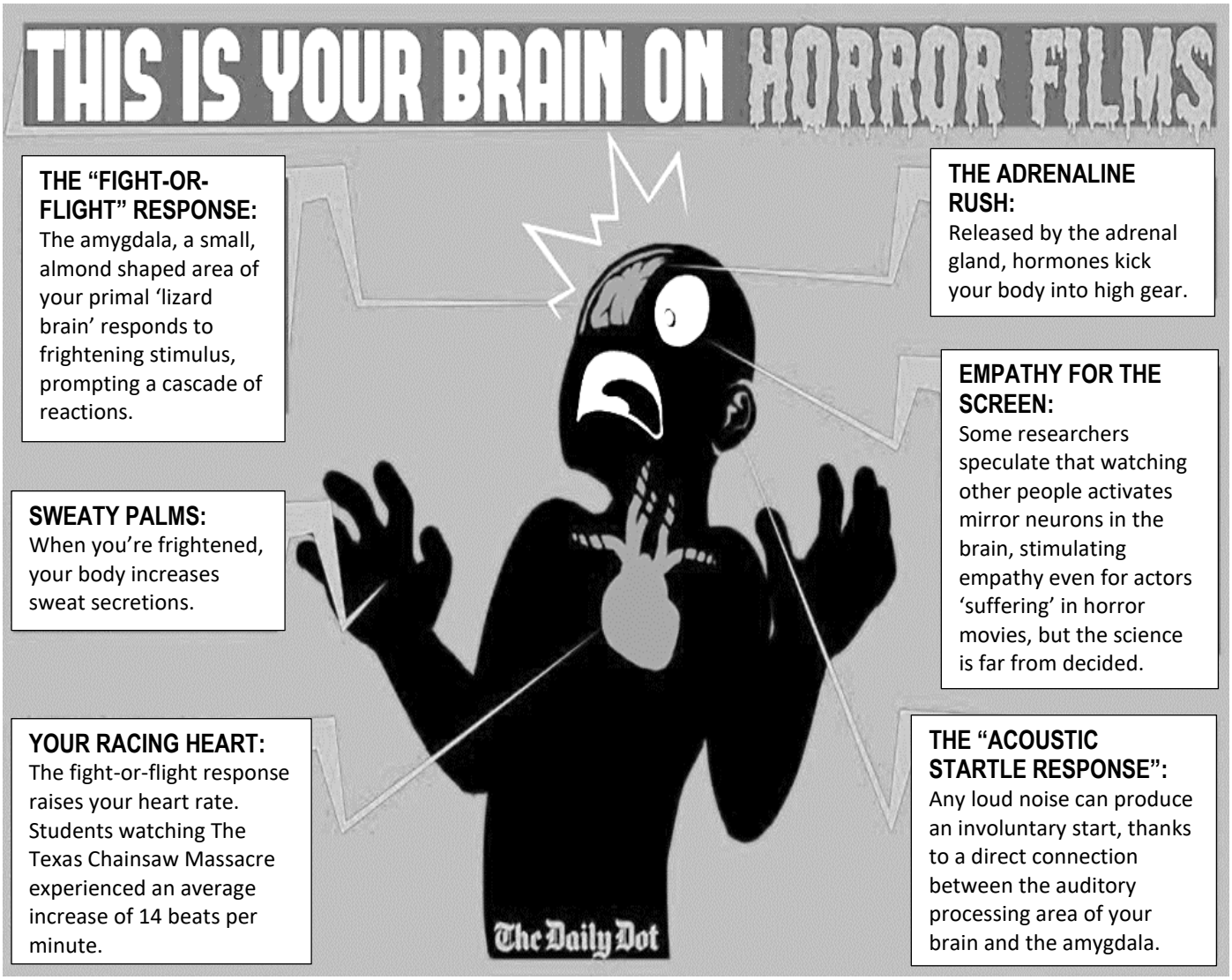
other people can produce instant camaraderie. A sense of sharing an intense experience and getting through something difficult together. It packages fear as communal play, lets people safely skirt the taboo, and sends a plain signal: we're only messing around. That sign-off is what convinces people the scare won't stick, so they'll sign up for the ride.

9. Of course, not everyone wants to be scared, and that's part of horror's social logic — it relies on voluntary participation. For those who do lean in, the payoff is both bodily and communal: a rehearsed, contained brush with danger that tests limits, bonds friends, and, in the best work, helps make sense of real anxieties. As Stephen King, the horror writer, famously put it, "We make up horrors to help us cope with the real ones," and whether you don a mask for Halloween or queue for a midnight showing, that bargain between fear and safety is what keeps the lights going down across the world.

An extract from USA TODAY 15 October 2025

GLOSSARY:
Limbic system: a group of connected brain structures that regulate emotions
Amygdala: brain structure that regulates emotions
Hypothalamus: brain structure that links the brain to the adrenal glands

TEXT B



Infographic by The Daily Dot

QUESTIONS TEXT A

Refer to Paragraph 1

1.1 Explain the meaning of the term ‘adrenaline rush’. Use your own words. (1)

1.2 Discuss why paragraph 1 can be considered an excellent introduction to this article. Provide 2 reasons in your answer. (2)

Refer to Paragraph 2

1.3 In your own words outline what Halloween originally celebrated. (2)

Refer to Paragraph 3

1.4 Name two symbols commonly associated with Halloween and explain what they represent. (2)

Refer to Paragraph 4

1.5 List three physical changes that occur in the body when a person perceives a ‘threat stimulus’. (3)

1.6 What do you understand the term ‘fight-or-flight’ to mean? (1)

Refer to Paragraph 5

1.7 Suggest why the image ‘take the reins’ is appropriate in this context. (2)

1.8 Outline the process that takes place in the brain that causes some people to react physically during a scary movie, even when they know they are safe. Use your own words. (2)

Refer to paragraph 6

1.9 ‘Research even shows that horror fans were more resilient and less psychologically distressed than non-horror fans in the face of the COVID-19 pandemic.’

What does this sentence suggest about the possible benefits of watching horror movies? Use your own words. (2)

Refer to Paragraph 7

1.10 Comment on how the diction in this paragraph helps to emphasise the writer’s main point here. Quote an example of diction from the passage to support your answer. (2)

Refer to Paragraph 8

1.11 Identify and explain the social reason why people enjoy Halloween activities together. (2)

Refer to Paragraph 9

1.12 “We make up horrors to help us cope with the real ones”

Suggest two reasons why Stephen King’s words are relevant for this passage as a whole. (2)

QUESTIONS: TEXT B

1.13 Explain how the visual aspects effectively convey the message of the infographic. (3)

QUESTIONS: TEXTS A AND B

1.14 Does TEXT B support the writer's view as presented in paragraphs 4 and 5 of TEXT A? Justify your response with close reference to both TEXT A and TEXT B. (4)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS.

The passage below is titled **Seven Ways to Help Teenagers Cope with Feelings of Fear.**

Summarise this passage into **advice on how to help teenagers cope with feelings of fear.**

- Your summary should include **SEVEN** points and NOT exceed **90 words.**
- Each point must start with a **verb**.
- You must write a **fluent paragraph**.
- Write each point in a **full sentence**.
- Use your **own words** as far as possible.
- You are NOT required to include a title for the summary.
- Indicate your word count at the end of your summary.

TEXT C

Seven Ways to Help Teenagers Cope with Feelings of Fear

Fear is a natural and necessary human emotion that helps us stay alert and safe. However, for teenagers—who are already navigating rapid change, social pressure, and growing independence—fear can sometimes feel overpowering.

Teenagers need safe, non-judgmental spaces where they can talk honestly about what worries them. When adults listen attentively—without interrupting or minimising their feelings—young people learn that their emotions are valid. Encouraging regular conversations, even about small concerns, helps teenagers feel heard and supported. Fear often feels stronger when it is vague or undefined. Helping teenagers identify and name their emotions gives them control over what they are experiencing. When they understand that fear is a normal response, not a weakness, they can begin to manage it.

Adults play a powerful role in shaping how teenagers respond to fear. When parents or teachers handle stressful situations calmly, they demonstrate emotional regulation in action. Teenagers learn that composure and problem-solving are possible, even when life feels uncertain. Fear can magnify problems and make challenges seem insurmountable. Adults can help teenagers

distinguish between real dangers and imagined scenarios. Asking reflective questions like, "What's the worst that could happen?" or "What can you control right now?" encourages rational thinking and problem-solving.

Strong social connections are one of the best buffers against fear. Friends, family, and mentors provide reassurance and belonging. When teenagers realise that others share similar worries, fear loses some of its power. Encouraging teamwork, friendship, and open dialogue builds emotional safety. Avoiding fearful situations often increases anxiety. Supporting teenagers to face their fears gradually—one step at a time—helps build courage and confidence.

theteenageyears.com/fear-advice-for-teens/

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

Study the following advertisements and answer the set questions.

TEXT D



QUESTIONS TEXT D AND E

3.1 Who is the target market for this advertisement? (1)

3.2 This advertisement has very few words.

Suggest a reason why the advertiser chose to limit the use of words in this advertisement. (1)

3.3 Explain how the concept of 'Happy Halloween' is conveyed in the visual image of the advertisement.

Comment on three aspects of the visual image in your answer. (3)

TEXT E



3.4 Identify the slogan in the advertisement. (1)

3.5 Suggest two meanings of the word 'shadows' in the written text. (2)

3.6 Comment on the effectiveness of the visual image in conveying the message of the advertisement. Refer to two aspects of the visual image in your answer. (2)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study the following cartoon and answer the set questions.

TEXT F: CARTOON



FRAME 1



FRAME 2



FRAME 3



FRAME 4



FRAME 5



FRAME 6



FRAME 7



FRAME 8



FRAME 9



FRAME 10



FRAME 11

QUESTIONS TEXT F

4.1 **Refer to Frame 3**

Identify the function of the apostrophe in ‘it’s’. (1)

4.2 **Refer to Frame 4**

Provide the adverbial form of the word ‘bewitch’ (1)

4.3 **Refer to Frame 6**

Comment on how Garfield’s facial expression in this frame clearly shows the emotion he is feeling. (2)

4.4 **Refer to Frame 8**

How does the visual image in this frame reflect the words being spoken by Garfield? (2)

4.5 **Refer to Frame 10**

4.5.1 How do you know that Garfield shouts in this frame? (1)

4.5.2 Explain why he shouts in this frame. (1)

4.6 **Refer to Frame 11**

Discuss how humour is created in the final frame. Refer to both the written text and the visual image in your answer. (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

The following text contains some deliberate errors.
Study TEXT G and answer the set questions.

TEXT G

	Halloween – the traditional celebration with an interesting history
1.	The first jack-o'-lanterns were actually carved from turnips, not pumpkins. When Irish immigrants took the tradition to America, they found pumpkins to totally be a better option due to their size and ease of carving.
2.	Samhainophobia is a term for the fear of Halloween. It comes from Samhain, the ancient Celtic festival that Halloween is based on.
3.	The trick-or-treat tradition have its origins in the medieval practice of 'souling', where the poor would go from door to door asking for food in exchange for prayers for the dead.
4.	The name 'Halloween' is derived from 'All Hallow's Eve' which is the evening before All Saints' Day, celebrated on November 1st.
5.	Black cats are often associated with Halloween due to medieval superstitions that linked them to witches. In some cultures, they are considered bad luck, while in others, they are seen as good omens.
	An extract from Facts.net

QUESTIONS TEXT G

5.1 'Irish immigrants found pumpkins to be a better option due to their size and ease of carving.'

Change this sentence from active voice into passive voice. (2)

5.2 Correct the split infinitive found in paragraph 1. (1)

5.3 Provide the adjectival form of the word 'fear' in paragraph 2. (1)

5.4 Correct the error of concord found in paragraph 3. (1)

5.5 Refer to paragraph 3.

Identify the function of the hyphens in 'trick-or-treat'. (1)

5.6 The apostrophe is used twice in paragraph 4.

Explain the difference in the function of each apostrophe. (2)

5.7 'Black cats are often associated with Halloween due to medieval superstitions that linked them to witches.'

Identify whether this sentence is simple, compound or complex. (1)

5.8 Provide a synonym for the word 'omens' in paragraph 5. (1)

[10]
TOTAL SECTION C: 30
TOTAL: 70 MARKS