Bergvliet High School

English Home Language

Name: _____

Grade: _____

November Examination 2024

Grade: 11

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 G Papangeli

Moderator: English Department

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: 60 minutes

   SECTION B: 30 minutes

   SECTION C: 30 minutes

10. Write neatly and legibly.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXT A below and answer the set questions.

TEXT A

HOW MUSIC AFFECTS TEENAGERS AND THEIR BRAINS

1. Music is an inseparable part of our life. With all the variety of its forms, it influences people of any age and social group, at all times. Probably, the most powerful effect music has over teenagers lies in their emotions and their perception of the world, themselves and their peers. Every parent knows that music's influence on the behaviour of teens is quite significant. It can motivate adolescents, inspire them or help them to calm down and to relax.

2. Here are just a few of the numerous positive effects that music has on children:

3. Classical music improves children's concentration and verbal abilities. Teens who are given classical music training show better verbal memory than their peers, with the results improving as they practise. Also, teens who learn to play acoustic instruments gain more self-esteem. Playing instruments appears to be especially helpful for children diagnosed with attention deficit hyperactivity disorder (ADHD).

4. Quiet background music may help some teens to concentrate and block unwanted distractions while they are doing their homework. This doesn't work for all children, but those for whom it is helpful should choose instrumental music over music with lyrics.

5. Pleasing and soothing music, such as easy listening, retro or classics, promotes tranquility and decreases anxiety; it lets the listener feel friendly and happy, and may even treat depression.

   The science behind those chills you get when certain songs play.

6. There's a reason, certain songs keep us coming back for more: Neuroscientists who study music's effect on our brain have discovered that dopamine, the feel-good chemical released during substance use, exercise and sex, also tends to spike before and after climactic moments in songs.

7. 'Dopamine release happens as a function of expectations. In music, we're constantly going back and forth between tension and release,' says Susan Rogers, Ph.D., the director of the Berklee Music Reception and Cognition Laboratory in Boston (and Prince's former sound engineer!). She explains that as songs grow in anticipation, such as a rock song that crescendos before the chorus, 'we'll build up tension until we have that breakdown, and that feels great.' When these things happen, your body releases dopamine and you feel a natural dose of pleasure. That's why the right song – either a song you've just heard or an old favourite – can shake you out of your bad mood.

8. It doesn't have to be a wildly dynamic song, either. Just think about the best part of one of your favourite songs: chances are it's an unexpected chord change, a breakdown, or the second the singer hits a high note. 'Those moments can release just a little bit of dopamine, because they're exciting,' says Dr Rogers.

9. So if music has access to your emotional switchboard, what should you be playing? It's different for everyone, says Dr Rogers. For example, risk-takers tend to like more avant-garde music, while those who don't want more challenging stimuli will listen to something that doesn't require them to pay much attention (perhaps pop music or classic country). However, this is all individual: personality traits, age, culture, and other factors come into play.

10. Music's influence over our minds doesn't end with a chemical rush. The artists we listen to during adolescence, when our brains are still forming, are especially powerful. 'We know that humans tend to bond to music in our teens,' says Dr Rogers. Music 'can be our buddy.' Like a person, we bond to it and look to the music – and people behind it – for guidance.

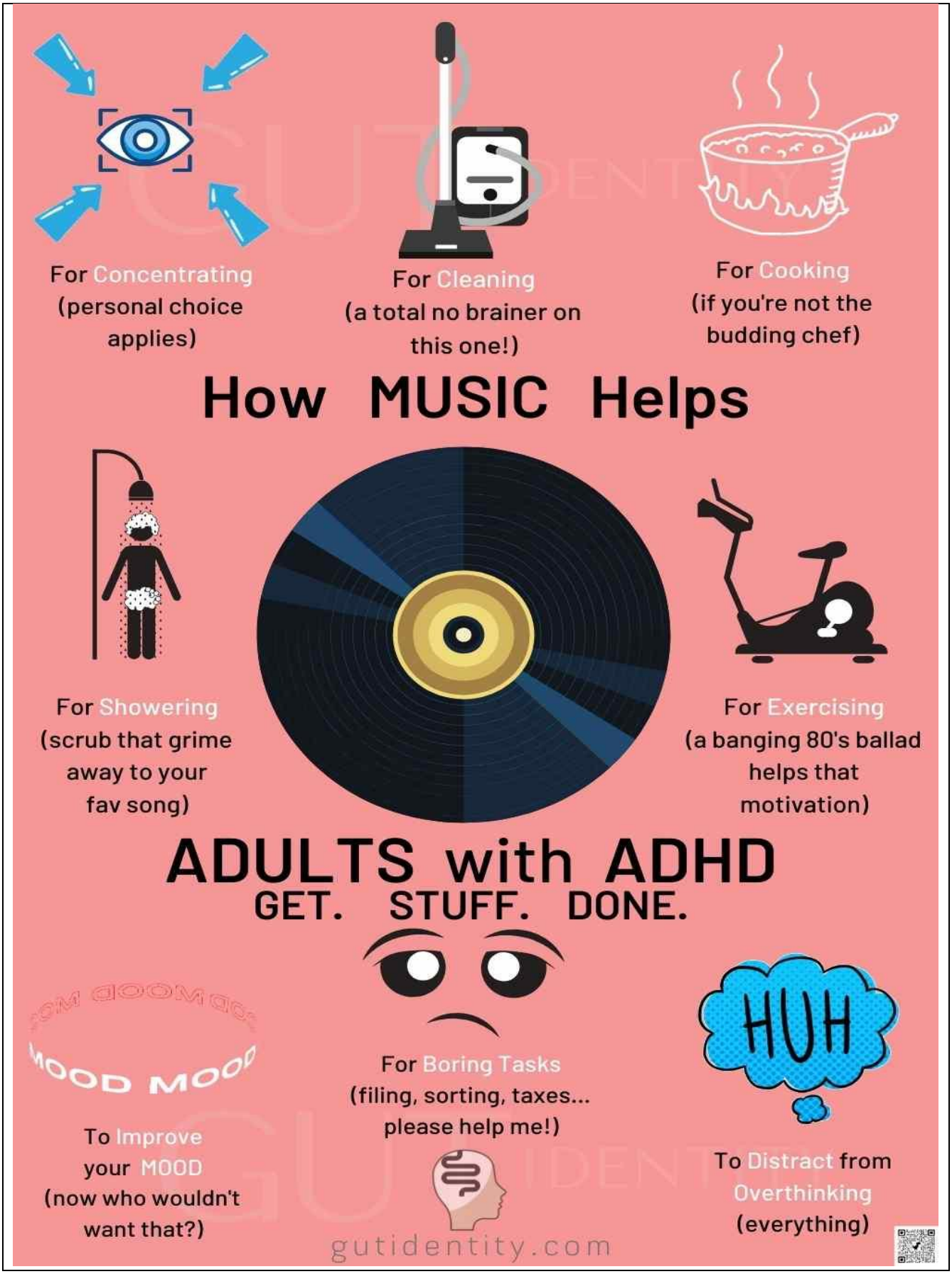
11. 'When we're teenagers, songs can help us solve problems,' adds Dr Rogers. We put on our headphones and suddenly we have a private coach. 'Lyrics tell us how to behave, like 'Here's what you should have said to that guy', or 'Here's how you should be putting yourself out into the world.'

12. While we may outgrow certain bands, we feel warmly and think fondly of certain bands who were our 'friends' during high school or early college years. It's not sentimentality; it's science. The neural connectivity in our brains 'hardens' by the time we're in our mid-20s. Don't be alarmed: You'll still be able to enjoy new things, but there's a good chance your general tastes – even worldview – may have taken shape. Download responsibly.

[Adapted from https://pumpic.com/security/how-does-music-affect-teenagers]

Read TEXT B below and answer the set questions.

TEXT B



QUESTIONS: TEXT A

Refer to Paragraph 1

1.1 Quote five consecutive words that show that music is universal. (1)

1.2 Identify three examples of how music can influence the behaviour of teens positively. (3)

Refer to paragraph 2

1.3 Account for the colon used in paragraph 2. (1)

Refer to paragraph 3

1.4 Explain why playing a musical instrument would be beneficial for a child who has been diagnosed with attention deficit hyperactivity disorder. (2)

1.5 ADHD is an example of

A abbreviation
B initialism
C acronym
D contraction (1)

Refer to paragraph 4

1.6 Suggest why instrumental music should be used for studying rather than music with lyrics. (2)

Refer to paragraph 5

1.7 '*The science behind those chills you get when certain songs play.'*
Suggest a reason that this sentence appears on its own at the end of the paragraph in italics. (1)

Refer to paragraph 7

1.8 In your own words, explain how and why music can help change one's mood from bad to good. (2)

1.9 Comment on the writer's inclusion of Susan Rogers' qualification and work experience in this paragraph: '…Ph.D., the director of the Berklee Music Reception and Cognition Laboratory in Boston (and Prince's former sound engineer!). (3)

Refer to paragraph 9

1.10 'So if music has access to your emotional switchboard, what should you be playing?'
Identify and explain the figure of speech used in this sentence. (3)

1.11.1 Provide a synonym for the word 'avant-garde' in paragraph 9. (1)

1.11.2 Identify the part of speech of 'avant-garde' in this context. (1)

Refer to paragraph 10

1.12 'Like a person, we bond to it and look to the music – and people behind it – for guidance.'
Rewrite the sentence above by replacing the dashes with other suitable punctuation marks. (1)

Refer to paragraph 12

1.13 The writer's tone in the final sentence of the passage, 'Download responsibly', can be defined as

A uplifting and inspirational
C poignant and sentimental
C cautionary and warning
D all of the above

(1)

QUESTIONS: TEXT B

1.14 Explain how the visual aspects effectively convey the message of the advertisement. (3)

QUESTIONS: TEXTS A AND B

1.15 Does TEXT B support the writer's view as presented in paragraphs 3 and 4 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 (TEXT C) is titled **How to improve concentration and focus.**
Summarise this passage into **instructions on how to improve concentration and focus.**

- Your summary should include SEVEN points and NOT exceed **90 words.**
- Each point must take the form of a **command**.
- 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

How to improve concentration and focus

Diet and lifestyle changes may help improve concentration. In some cases, difficulty concentrating may indicate an underlying health issue.

This article lists changes people can make to improve their concentration, conditions that can affect focus, and when to speak with a doctor.

The brain may have difficulty multitasking. Multitasking is the act of performing several tasks at the same time, which can involve repeatedly switching from one task to the other. Focusing on one task at a time and seeing it to completion may help improve concentration and focus.

Getting enough sleep may improve concentration, as a lack of sleep can affect attention and response times. Adults usually need 7 hours of good-quality sleep each night.

Concentration has a significant positive link to mindfulness, whereas perceived stress, irritability, and psychological distress have a negative association with concentration. Mindfulness is the focus on the present moment.

It is important to take regular short breaks. Concentration begins to dip after about 30 minutes of focusing on a task. Regular small breaks may help people stay focused and sustain concentration levels.

Spending time in nature may have positive effects on cognitive function. Urban environments may negatively affect attention, whereas green spaces may help improve concentration and working memory.

Physical activity is positively linked to academic performance, and structured physical activity may improve concentration and mental focus. Coordinated bilateral exercises, which use both sides of the body and simultaneous movements, may engage both sides of the brain and improve cognitive function.

Diet may influence cognitive function. Foods high in refined sugars and saturated fats may have a negative impact on concentration.
Certain vitamins, minerals, and healthy fats may help promote concentration and intellectual ability.

Using productivity techniques such as timeboxing, eliminating distractions, setting timers and using sound or music may also help people stay focused on a task.

Persistent problems with concentration may be a sign of an underlying condition.
People can also speak with a doctor if an inability to concentrate affects their personal or working lives.

[Medically reviewed by Francis Kuehnle, MSN, RN-BC — Written by Beth Sissons on August 21, 2023 – article adapted]

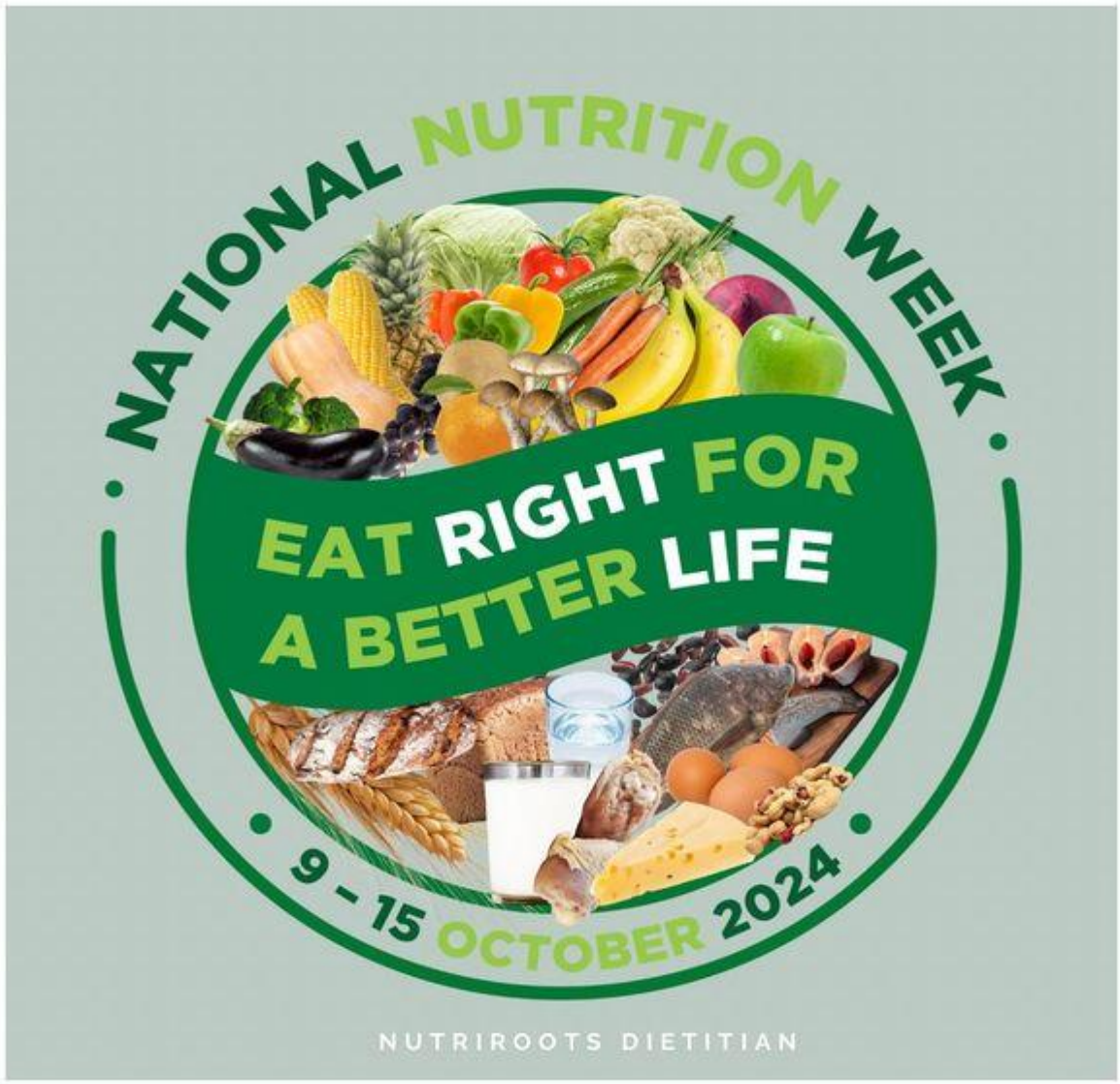
TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

Study the following advertisements and answer the set questions.

TEXT D



QUESTIONS: TEXT D

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

3.2 Comment on the effectiveness of the image in conveying the message of the advertisement. (2)

3.3 What does the slogan 'Eat right for a better life' imply? (1)

TEXT E



QUESTIONS: TEXT E

3.4 How does the visual image promote the health aspect of the advertisement? (2)

3.5 Provide the adjectival form of 'nutrition'. (1)

QUESTION: TEXT D AND TEXT E

3.6 Consider the presentation of these two advertisements and discuss which one is more effective. In your answer, refer to both TEXT D and TEXT E. (3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study the following cartoons and answer the set questions.

TEXT F: CARTOON

FRAME 1 **FRAME 2**



FRAME 3 **FRAME 4** **FRAME 5**

QUESTIONS: TEXT F

4.1 Describe and account for the consultant's change in attitude from Frame 1 to Frame 5. Refer to her facial expression to support your answer. (3)

4.2 Refer to Frame 1
What emotion is the character on the treadmill feeling? Provide visual clues to support your answer. (2)

4.3 Refer to Frame 3
Explain the use of the hyphen in the word 'low-impact'. (1)

4.4 Refer to Frame 4
Identify the function of the apostrophe in 'you've'. (1)

4.5 Explain how humour is created in this cartoon. (2)

4.6 Refer to Frame 5
'Do the candy and soda machines take debit cards, or do we need coins?'
Rewrite the above sentence in reported speech.
Start your sentence with, *The clients asked* … (1)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

The following text contains some deliberate errors.

TEXT G

People Explain What ADHD Feels Like.

1. It's like opening 100 tabs in your browser at once and trying to do something different in each one at the same time. Then someone walks in and wants to have a conversation with you but this person's mouth is missing.
2. It's like trying to attentively listen to your favourite show with really bad noise disrupting the signal while loud children are screaming around you and throwing things at you.
3. It's like 'The Big Bang Theory' theme song. There's so many random things happening at a fast speed.
4. It's like trying to concentrate on just one television, in a room with a thousand televisions.
5. It's like having a parade with clowns, balloons, banners, a marching band and strobe lights inside your head. When someone talks with you, it feels like someone is popping bubble wrap in your ears.
6. It's like going into a room and completely forgetting why you went their in the first place, but it lasts all day long.
7. It's like a vortex of running thoughts, ideas, feelings and 'aha' moments.
8. It's like falling down a rabbit hole on your way to do something else every two minute's.
9. It's a constant struggle to remember your scedule, what needs to come first, when an appointment is, what time you need to leave, when you need to pay a bill, and that's just one day.
10. It's like being in a foreign country without a clock or colander where nobody speaks your language.

QUESTIONS: TEXT G

Paragraph 1

5.1 State the function of the apostrophe in 'person's'. (1)

5.2 Replace the phrase 'at the same time' with one suitable word. (1)

Paragraph 2

5.3 Correct the split infinitive error. (1)

Paragraph 3

5.4 Correct the concord error in this paragraph. (1)

Paragraph 5

5.5 An incorrect preposition has been used in this paragraph. Rewrite the phrase with the correct preposition. (1)

Paragraph 6

5.6 Identify and correct the incorrect homophone used in this paragraph. (1)

Paragraph 7

5.7 Read the sentence below and choose the correct answer. Write down only the letter of your answer.

'It's like a vortex of running thoughts, ideas, feelings and 'aha' moments.'

The part of speech of the word 'running' in this sentence is a/an

A Adjective

B Noun

C Gerund

D Verb (1)

Paragraph 8

5.8 Identify and correct the punctuation error in this paragraph. (1)

Paragraph 9

5.9 Identify and correct the spelling error in this paragraph. (1)

Paragraph 10

5.10 Identify and correct the malapropism in this paragraph. (1)

[10]

TOTAL SECTION C: 30

TOTAL: 70 MARKS