BERGVLIET HIGH SCHOOL

ENGLISH HOME LANGUAGE

Term 4 Examination

Task 10 – 2024

Total: 70 marks

Grade: 9_____

Name: _____

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

Section	Question		Marks	Learner Marks
A	1	Comprehension	25	
B	2 & 3	Visual Text: Advertising and Cartoons	15	
C	4	Summary	10	
D	5	Language structures and conventions	20	

Time: $1\frac{1}{2}$ hours

Examiner: Mrs Lauren Barnwell

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 FOUR SECTIONS:

   SECTION A: Comprehension (25 marks)
   SECTION B: Visual Text (15 marks)
   SECTION C: Summary (10 marks)
   SECTION D: Language structures and conventions (20 marks)

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 each answer exactly as the question is numbered.

7. Leave a line after EACH answer.

8. Pay special attention to spelling and sentence construction.

9. Use the following time frames as a guideline:

   SECTION A: 30 Minutes
   SECTION B: 20 Minutes
   SECTION C: 15 Minutes
   SECTION D: 25 Minutes

10. Write neatly and legibly.

SECTION A:

QUESTION 1: COMPREHENSION

TEXT A

FEARS AND PHOBIAS

Medically reviewed by: **Kids Health Behavioral Health Experts**

1 Fear is a fundamental human emotion, functioning as an instinct programmed into the nervous system from infancy. It serves as a vital response to perceived threats, alerting us to danger and prepping the body for a "fight or flight" reaction. When a threat is detected, the brain triggers the nervous system, resulting in rapid heart rate, increased breathing, and muscle readiness. This response is activated before the brain can fully assess the situation, explaining sudden fear responses to startling but harmless events. The reaction subsides when the brain deems the situation safe.

2 Fear can vary in intensity, from mild to severe, and can be short-lived or persistent. People experience fear in different ways depending on personal experiences and the situation. For example, a non-swimmer may fear deep water, which acts as a protective response to stay safe. However, fear becomes problematic when it is out of proportion to actual danger, like a phobia.

3 Phobias are intense and irrational fears of specific situations or things. Unlike typical fears, phobias trigger overwhelming anxiety, causing individuals to avoid certain activities or environments. This avoidance only reinforces the fear, making it harder to overcome. Phobias can stem from traumatic events, genetic predispositions, or personality traits. The amygdala, a small brain structure, records emotional reactions and can create lasting fear responses when triggered.

4 Overcoming phobias requires gradual exposure to the feared object or situation. With guidance from a therapist, individuals can build a hierarchy of fears, starting with the least intimidating aspects and working up to the most challenging. For instance, a person with a dog phobia might start by viewing dog photos before progressing to being near or interacting with a dog. Therapists also teach relaxation techniques, such as controlled breathing and muscle relaxation, to help manage anxiety.

5 Facing fears step-by-step enables the brain to recalibrate its response, diminishing the power of the phobia. Although the initial step toward overcoming a phobia can be daunting, progress can be swift with proper support and persistence. Relaxation and cognitive tools aid individuals in confronting their fears and realising that their anxieties may be unfounded.

6 Children often face age-appropriate fears, such as fear of the dark or being alone. While most children outgrow these fears with support, some may struggle with persistent fears that could indicate heightened anxiety. Addressing these issues early is crucial to prevent long-term impacts.

7 Phobias can significantly disrupt daily life, causing distress and leading to missed opportunities. However, experiencing fear or having a phobia is not a sign of weakness but a learned brain response. With structured exposure and coping strategies, people can overcome their fears, fostering greater confidence and resilience.

Source: https://kidshealth.org/en/teens/phobias.html (Adapted)

TEXT B

FEAR by Kahlil Gibran

It is said that before entering the sea 1
a river trembles with fear. 2

She looks back at the path she has traveled, 3
from the peaks of the mountains, 4
the long winding road crossing forests and villages. 5

And in front of her, 6
she sees an ocean so vast, 7
that to enter 8
there seems nothing more than to disappear forever. 9

But there is no other way. 10
The river cannot go back. 11

Nobody can go back. 12
To go back is impossible in existence. 13

The river needs to take the risk 14
of entering the ocean 15
because only then will fear disappear, 16
because that's where the river will know 17
it's not about disappearing into the ocean, 18
but of becoming the ocean. 19

QUESTIONS: REFER TO TEXT A

1.1 Refer to paragraph 1: (1)

Provide a synonym for the word ‘perceived’.

1.2 Refer to paragraph 1: (2)

Explain why fear can be helpful in certain situations.

1.3 Refer to paragraphs 2 and 3: (3)

Describe the difference between a typical ‘fear’ and a ‘phobia’, as explained in the article.

1.4 Refer to paragraph 3: (1)

Which brain structure is responsible for recording emotional reactions and triggering fear responses?

1.5.1 Refer to paragraph 4: (3)

Identify the 3 steps involved in overcoming a phobia.

1.5.2 Refer to paragraph 5: (2)

Explain why these steps identified in 1.5.1 are important. Use a quote to support your explanation.

1.6 Refer to paragraph 6: (2)

Use your own words to comment on why addressing persistent fears in children early is important.

1.7 Refer to paragraph 7: (3)

Discuss how the diction (words used) in this paragraph conveys the writer's attitude toward phobias.

QUESTIONS: REFER TO TEXT B

1.8 Refer to line 2: “a river trembles with fear.” (1)

Identify the figure of speech used in line 2.

1.9 Refer to lines 14-19: “The river needs to take the risk… becoming the ocean.” (3)

Explain the message of the poem with reference to the final stanza.

QUESTIONS: REFER TO TEXT A AND TEXT B

1.10 Discuss the ways in which TEXT B supports the writer's views presented in TEXT A. Refer to TEXT A and TEXT B in your answer. (4)

[SECTION A TOTAL: 25 MARKS]

SECTION B: VISUAL LITERACY
QUESTION 2: ANALYSING ADVERTISING
Study the advertisement (TEXT C) below and answer the set questions.

TEXT C:



The text in small font reads as follows:

You eat what they eat.

Plastic trash is flooding our oceans – Help us clean up! Donate at sea-shepherd.de.

SEA SHEPHERD

QUESTIONS: TEXT C

2.1.1 Is this an advertisement for a product or a service? (1)

2.1.2 Provide a reason for your answer in 2.1.1. (1)

2.2 Discuss the message of this advert by referring to visual (image) and copy (text). (2)

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

TEXT D:



The text in small font reads as follows:

HORRIFYING | MORE HORRIFYING

EXPLOITING THE ECOSYSTEM ALSO THREATENS HUMAN LIFE. **WWF** FOR A LIVING PLANET: **WWF.ORG**

QUESTIONS: TEXT D

2.3 Who is the target market for this advert? Justify your response with evidence from the text. (2)

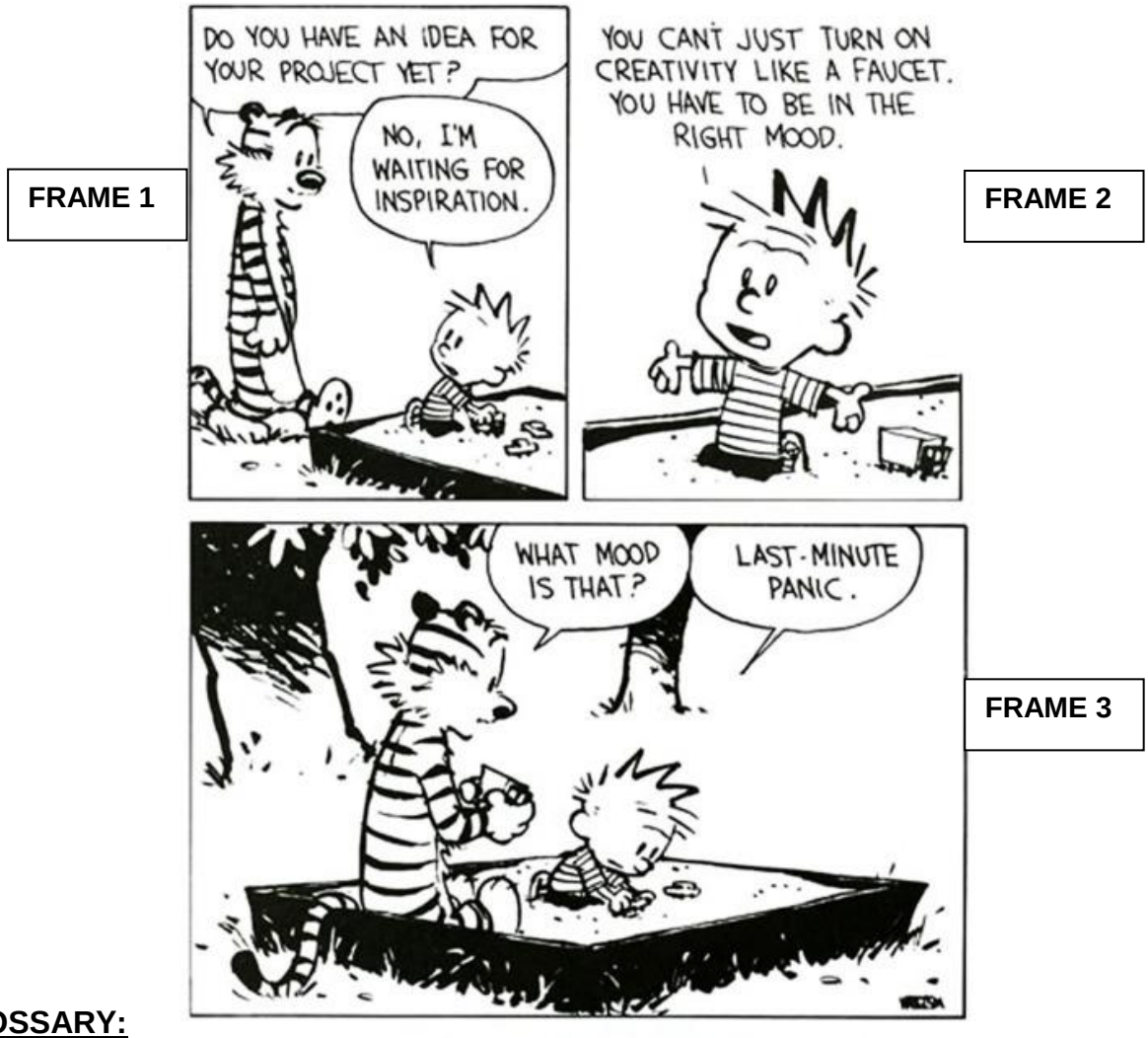
QUESTIONS: Refer to both TEXT C and D

2.4 Which advertisement, in your opinion, is more successful in its aims? Substantiate your answer by making close reference to the visual (image) and copy (text) of both advertisements. (4)

[10]

QUESTION 3: ANALYSING CARTOONS
Study the cartoon (TEXT E) below and answer the set questions.

TEXT E:



GLOSSARY:

Faucet (Frame 2) – tap

CHARACTERS:

Tiger – Hobbes

Young boy - Calvin

QUESTIONS: TEXT E

3.1 Multiple Choice: What is Calvin doing in FRAME 1? (1)

A) Working on his project
B) Looking for inspiration
C) Panicking about his project
D) Procrastinating

3.2 Write the words in FRAME 2 in Indirect Speech. (2)

3.3 Discuss how the cartoonist creates humour in the cartoon. (2)

[5]

[SECTION B TOTAL: 15 MARKS]

SECTION C: SUMMARY

QUESTION 4: SUMMARISING IN YOUR OWN WORDS

Write a point form summary of TEXT F below on: **Tips for managing everyday stress.**

- Your summary must have 7 points.
- List your points and number them 1-7.
- Each point must be a full sentence.
- Each sentence must contain only 1 point/ sentence.
- Use your own words.
- Your summary should not exceed 80 words.
- Indicate the number of words at the end of the summary.

TEXT F:

You can't avoid stress. But you can make it a goal to keep everyday stress at low levels. When you stress less over everyday stuff, you're able to better handle challenges you might face. If you want to get better at managing everyday stress, this article can help you.

You should balance work and play by dedicating time to both tasks and enjoyable activities. Taking even a few minutes to recharge can lower stress.

Plan your day using a calendar or app, adding tasks, study time, and breaks. Having a structured routine helps manage time and reduces stress. Remember to stick to your plan and review it daily. Checking off completed tasks keeps you organised and minimises stress.

Ask for help when you need it. Schoolwork, grades, and tests are a big source of stress for many people. Keeping on top of it all isn't always easy. If you need help preparing for tests, planning projects, or getting things done, ask a teacher, parent, tutor, or mentor to coach you. If you tend to procrastinate, pair up with a classmate to study or do homework at a set time.

Use stress as motivation and avoid procrastination by starting tasks early. This approach helps you stay focused and productive. Address problems as they arise instead of ignoring them. Seek advice if you're unsure how to handle challenges.

Eat healthy foods to maintain stable energy and mood. Limit sugary snacks as they can lead to crashes and increased stress.

You should get enough sleep to handle daily stress better. Try your best to stick to a consistent bedtime and wake time for quality rest.

Exercise daily to reduce stress and boost your mood. Physical activity also promotes long-term mental well-being. Breathe deeply to calm your body and mind. Regular deep breathing helps manage everyday stress more effectively.

[SECTION C TOTAL: 10 MARKS]

SECTION D: Language structures and conventions
QUESTION 5:

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

TEXT G

1 In a world full of challenges, finding inner peace and overcoming fear can seem overwhelming. However, learning to manage fear is key to a calm and fulfilling life. Fear, although natural, often arises from uncertainty or past experiences. By breaking down large tasks into small, manageable steps, people can build courage and overcome their fears.

2 Achieving peace requires self-compassion and resilience. Mindfulness, for instance, can help us stay present, easing worries about the past or future. Mindfulness practices can also help individuals manage anxiety and symptoms of PTSD, bringing them closer to inner peace. When we focus on the present, we shift our mindset and reduce anxiety.

3 True peace comes not from erasing fear but from learning to coexist with it. Fear can seem overwhelming, but with each step forward, confidance grows, leading us closer to lasting tranquality. Embracing courage over fear allows us to create a peaceful state of mind, regardless of life's obstacles.

QUESTIONS: TEXT G

5.1 Refer to paragraph 1: "Fear, although *natural*, often *arises* from *uncertainty*."

Identify the part of speech for each of the following words found in the above quotation:

5.1.1 "natural" (1)

5.1.2 "arises" (1)

5.1.3 "uncertainty" (1)

5.2 Multiple Choice: What type of abbreviation is PTSD (paragraph 2)? (1)

A) Initialism
B) Truncation
C) Clipped Word
D) Acronym

5.3 What does PTSD (paragraph 2) stand for? (1)

5.4 Prefixes and Suffixes

5.4.1 Identify the suffix in the word "manageable" (paragraph 1). (1)

5.4.2 What is the meaning of this suffix? (1)

5.4.3 Add a prefix to the word "manageable" (paragraph 1) to make the antonym of the word. (1)

5.5 Rewrite the following sentence in the passive voice: (2)

“People can build courage.”

5.6 Identify the type of each sentence below as either simple, compound, or complex:

5.6.1 "Fear, although natural, often arises from uncertainty." (Paragraph 1) (1)

5.6.2 "Mindfulness, for instance, can help us stay present, easing worries about the past or future." (Paragraph 2) (1)

5.6.3 "When we focus on the present, we shift our mindset and reduce anxiety." (Paragraph 2) (1)

5.6.4 "True peace comes not from erasing fear but from learning to coexist with it." (Paragraph 3) (1)

5.7 Common Errors

5.7.1 Identify and correct the concord error in the sentence below: (1)

"Everyone in the group were finding ways to calm their mind."

5.7.2 Identify and correct the comma splice in the following sentence: (1)

"Fear may arise, we can overcome it with a calm mind."

5.7.3 In the sentence below, replace the malapropism with the correct word: (1)

“Practising mindfulness each day can lead to confound benefits.”

5.7.4 Identify and correct the <u>two</u> spelling errors in paragraph 3. (2)

5.8 Provide the homophone of the word ‘peace’? (1)

[SECTION D TOTAL: 20 MARKS]

[GRAND TOTAL: 70 MARKS]