



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE

COMMON TEST

MARCH 2022

MARKS: 50

TIME: 1½ hours

This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language in Context	(10)
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: 10 minutes
10. Write neatly and legibly.

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

Read **TEXT A AND TEXT B** and answer the questions that follow.

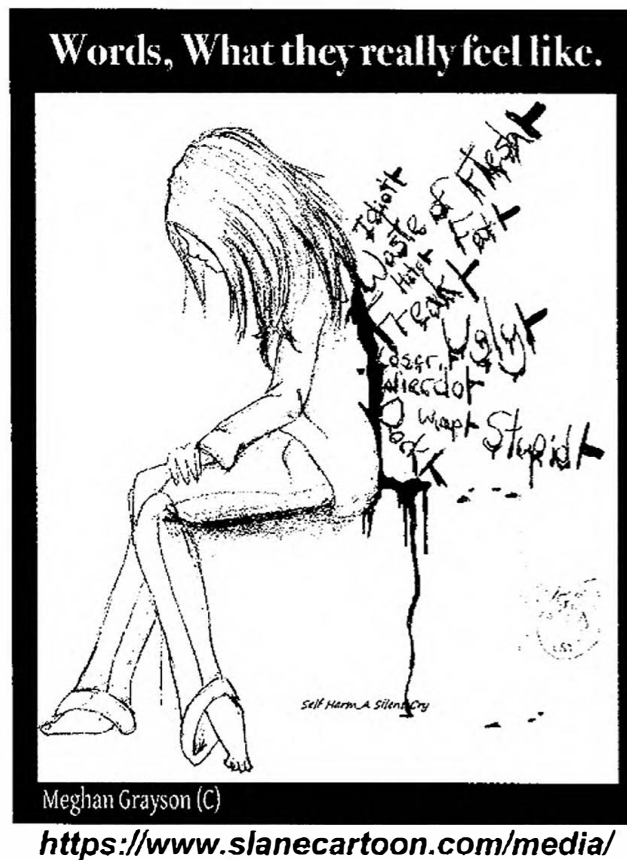
TEXT A**WORDS ... FLOWERS OR WEEDS?**

1. Do you remember all the situations where you said something you regretted deeply? Are you haunted by all the times where you wished to have thought a little better before speaking and avoided the embarrassment you faced? Do you cringe at the memory of times you could have avoided social blunders or political incorrectness if you had only paused to filter your thoughts before they were expressed? 5
2. Yes, we have all experienced the humiliation of 'putting our foot in it' and having to try to make amends for our inappropriate words. However, once words exit our mouth, no number of apologies will make them magically go back in. Blurting something out and then trying to retract it is like shutting the gate after the horse has bolted. And while we can expect to be forgiven for a few unintentional 'loose thoughts' that escape us, living and working with people who have no filter between their thoughts and speech can be undeniably tricky and toxic. 10
3. When someone 'lacks a filter', it means they have not given consideration to their audience, and often make statements that are derogatory, condescending, or downright hurtful. Calling a colleague an idiot during a meeting, making a crass comment about another person's misfortune, or cracking an inappropriate joke all fall into this category. This insensitive behaviour means these individuals can very easily create an atmosphere of tension and toxicity wherever they go. 15
4. Most individuals who lack a filter are often unaware or unconcerned that they lack one. They have most likely been told before, and might even make light of the trait, but ultimately, they choose to not make any changes because they fail to see it as an issue. They quickly defend themselves and say that this is 'just who they are' or 'how they were raised'. Sadly many 'unfiltered' teenagers run the risk of becoming like radio stations playing in the background that everyone has learnt to tune out. They stomp over communicative etiquette like merry, unphased bulls in life's china shop of fragile relationships oblivious to the damage they have caused. 20 25

5. While insensitive adults are fairly intolerable, teenagers who lack social filters can be very problematic. Already struggling to assert their identity with limited social skills, impulse-driven and attention-seeking teens are sometimes led to believe that they must use every opportunity to speak their highly 'unfiltered' mind. Through their ceaseless stream of meaningless chatter at inappropriate times, they, unfortunately, have created the impression that they lack the ability to deliver relevant or noteworthy ideas. Soon their voices and ideas become ignored like radios that are playing to empty houses. 30 35
6. But all hope is not lost as teenagers and even adults can make conscious efforts to filter their thoughts into speech that is palatable for social consumption. One such technique is to utilise our internal 'pause' button. This involves thinking a few seconds before speaking. When a person mentally says 'pause' almost as if they are reaching for a mental remote control, the 'pause' button will help them decide if their thoughts should be shared out loud. By taking deep breaths while mentally pausing, the extra oxygen being sent to the brain will aid concentration and enhance calmness and rational thought. During the pause, re-examine the situation and decide whether it really warrants a response. When a clear decision about what to say has been reached, then one can mentally hit the play button and contribute to the conversation mindfully and intelligently. 40 45
7. Another great strategy to entrench the skill of thinking before you speak is to use the THINK acronym to ask if what you are about to say is True, Helpful, Inspiring, Necessary and Kind. If the answer is no to more than two of these questions then what you have in mind should be left unsaid. The idea behind the concept is to understand that words are powerful. They can be helpful or hurtful, and can have a direct influence on the outcome of a situation, creating a positive or negative reaction in our world. Words define our identity and reveal our attitudes and sensitivities, reflecting who we are. Our choice of words gives listeners an indication of our intelligence or ignorance. And when continually reinforced and turned into habitually negative thought patterns, they have the power to create a bad habit of dwelling on the negatives in life. Through the THINK acronym we are reminded of the power we wield with our speech. Our world is now drowning in fake news, insults, irrelevant information and negativity, therefore making the choice to ask these THINK questions has greater significance than most would believe! 50 55 60
8. Some people may not agree (even though I cannot fathom why) that, in essence, our minds are like garden beds. If we fail to think before we speak, we sow weeds of discontent, fear and disrespect. But, if we plant blooms of hope, truth and inspiration, the harvest of positive impact will be bountiful. What will you choose to plant: flowers or weeds? Your words have power —use them wisely. 65

Adapted from www.cookscounselling.com.au and healthsystemcio.com

AND

TEXT B**QUESTIONS: TEXT A**

1.1 Account for the use of the rhetorical questions in paragraph 1. (2)

1.2 Refer to paragraph 2.

What does the writer mean by, 'Blurting something out...horse has bolted' (lines 9 – 11)? (2)

1.3 Explain the argument the writer presents in paragraph 3. (2)

1.4 Refer to paragraph 4.

Discuss how the use of diction in the following lines convey the writer's attitude towards 'unfiltered teenagers'.

'They stomp over communicative to the damage they have caused.' (lines 26 – 28) (3)

- 1.5 Comment on the writer's reference to 'radios that are playing to empty houses' in the context of paragraph 5 (line 36). (3)
- 1.6 Refer to paragraph 6.
Is the technique recommended by the writer appealing to teenagers?
Motivate your response. (3)
- 1.7 Refer to paragraph 7.
Critically discuss the relevance of the following lines in the context of the paragraph.
'Our world is now drowning in fake news... than most would believe!' (lines 59 – 62) (3)
- 1.8 Refer to paragraph 8.
1.8.1 Comment on the writer's tone in lines 63 – 64, 'Some people ... garden beds'. (3)
1.8.2 Discuss to what extent the last paragraph is an effective conclusion to the writer's argument. (3)

TEXT B

- 1.9 Discuss how the visual and verbal texts convey the illustrator's message. (3)

TEXT A & B

- 1.10 To what extent does Text B reinforce the ideas expressed in the title of Text A 'OUR WORDS ... FLOWERS OR WEEDS ?'
Provide a critical evaluation in your response. (3)

TOTAL SECTION A: [30]

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

Text C provides insight into fearlessness. Summarise, in your own words, **how one may overcome one's fears**

NOTE:

1. Your summary should include 7 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**TIME TO BE BRAVE**

The inspiring first key to freedom from fear is to remember that it is never too late to become fearless. There is no limit to when you can choose to boldly step out of your comfort zone.

It is vital to win the war over doubt by acknowledging your fears. Feeling fear is universal but how we respond to it creates our personal acknowledgement and conquering of it. Bravery is not about eliminating fear but moving forward despite being afraid.

Confronting your fear is the next step to empowering yourself against fear. Confronting fear is about being brave enough to discover and face the underlying reasons that have given birth to fears in the first place. If you are afraid to ask for a promotion or apply for a new role, ask yourself why. Is it because you may not get it? Are you afraid of rejection, failure, or ridicule?

You will soon realize that your fear is often your ego trying to protect itself from feeling diminished. Self-talk is that inner voice inside your head that reveals your beliefs and thoughts. You must catch these thoughts when they arise and replace them with positive self-talk. Consistent, positive self-talk will build your confidence and your ability to overcome your fears.

Another way to become fearless is to put yourself in situations that intimidate you. Start making a list of things that you would do if you were not afraid and start doing those things.

Surrounding yourself with people who exude courage can inspire your courage levels. Building a mentorship relationship with someone fearless can also provide coaching and support in your personal growth and journey to ultimately defeat your fears.

Finally, avoid aiming for perfection. To overcome fear, try to approach anything you do with a beginner's mind. The next time you want to try something you fear, do not have any expectations of how it is going to go. Approach it with a sense of curiosity and do not worry about the outcome.

Adapted from www.betterup.com

TOTAL SECTION B: [10]

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: USING LANGUAGE IN CONTEXT

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

TEXT D

LISTEN UP

1. Excellent listening skills are as necessary for effective communication, if not more, than speaking skills. In this age of rapid response communication, it is nearly impossible to add something of value to a discussion, or carry a conversation forward without listening actively and enthusiastically.
2. People with poor listening skills – who fail to make an attempt to improve – will not be tolerated for long. Listening is a crucial social-skill because it shows respect for the other person involved in the conversation. Not only is it important to speak considerably and kindly to everyone, but also to listen attentively to what they have to say. People often say, “We are unsure and we do not know what to think.” This is often disconcerting. 5 10
3. A lack of listening skills impact relationships negatively as it signifies to parties involved that their thoughts are not worthy of attention, and can cause misunderstandings. Active listening and summarizing what the person said can prevent small misunderstandings that otherwise could have led to big blowouts. Challenge yourself to wait before responding. 15
4. A significant part of effective and thoughtful communication is listening. If you listen to others intently, you will be able to converse better and also partake in conversations without saying something lame.

Adapted from www.headspace.com

QUESTIONS: TEXT D

- 3.1 Provide an antonym for ‘effective’ (line 1). (1)
- 3.2 Remove the tautology in paragraph 1. (1)
- 3.3 Account for the use of dashes in paragraph 2. (1)
- 3.4 Identify and correct the malapropism in paragraph 2. (1)

3.5 Rewrite the following sentence in reported speech:

People often say, "We are unsure and we do not know what to think." (2)

3.6 Rewrite the first sentence of paragraph 3 so that it is grammatically correct. (1)

3.7 'Active listening and summarizing what the person said can prevent small misunderstandings that otherwise could have led to big blowouts.'

Write the above sentence in the passive voice. (1)

3.8 Provide the noun form of 'significant' (line 16) in the context of the passage. (1)

3.9 Rewrite 'lame' (line 18) in formal English. (1)

TOTAL SECTION C: [10]

TOTAL MARKS: 40



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This marking guideline consist of 8 pages.

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised, unless such errors change the meaning / understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- For open-ended questions, no marks should be awarded for YES/NO or I AGREE / I DISAGREE. The reason/substantiation/motivation is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/OPTION. The reason / substantiation/motivation is what should be considered.
- When one-word answers are required and the candidate gives a whole sentence, mark correct, provided that the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark only the first two/three.
- Accept dialectal variations.

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

- 1.1 The rhetorical question engages the reader on the issue of speaking without thinking adequately which is brought under sharp focus./

The rhetorical questions introduce the topic of the passage by reminding readers of situations where they regretted speaking without thinking.

[Award 1 mark for function of rhetorical question and 1 mark for link to topic.]

[Credit valid alternative responses.]

(2)

- 1.2 The writer is showing how futile it is to retract our words. Just as a shut gate will not bring back a horse that has already escaped, so too it is with our words, once they have been 'blurted' /escaped, they cannot be regained.

[Award 2 marks if futility of retracting words is mentioned and a discussion of the imagery.]

(2)

- 1.3 The writer argues that someone who lacks a filter is insensitive and inconsiderate to the people around them. They do not think about how their words will be hurtful to others. As a result, the people around them are wary of their insults and thoughtless words.

[Award 1 mark for stating argument. Award 1 mark for discussion of writer's argument.]

(2)

- 1.4 The writer's attitude is disapproving /harsh/stern/ critical / condemning of 'unfiltered' teenagers.

The writer compares the 'unfiltered' teenagers to 'bulls in life's china shop of fragile relationships'. These words emphasise their carelessness, inappropriate speech and ignorance of the consequences of their words./

The words 'stomp on communicative etiquette' indicates a blatant disregard and disrespect for rules of communication/

The words 'merry, unphased bulls' indicate that they are unaffected by the consequences and may even enjoy the chaos they cause.

[Award 1 mark for stating attitude and 2 marks for any TWO ideas well discussed. Do not award marks for merely stating the diction.]

(3)

- 1.5 The writer wishes to highlight what will happen to 'unfiltered' teenagers if they continue to speak without thinking. Just as radios playing to empty houses provide nothing of value because no one is listening to what they are broadcasting, so too will 'unfiltered' teenagers be ignored and have no one to listen to their voices or ideas. They will lose the opportunity to be heard.

[Award 3 marks for linking the consequences of 'unfiltered' speaking to the image of radios playing in the empty house.]

(3)

- 1.6 Yes, The internal process of pausing and reflecting on one's thoughts would be effective for teenagers as a practical exercise that can help teenagers visualise their situation and re-examine it. This method also has practical steps that will calm teenagers down and allow them to respond less impulsively.

OR

No, the method requires calmness and the ability to physically and mentally pause and reflect. Teenagers may be too impulsive to be able to perform this strategy on their own. They may be also unaware of the consequences of their actions so re-examining the situation may not make much difference to them.

[Accept responses where candidates disagree and justify by citing the THINK strategy as a better technique.]

[Credit valid alternative response or mixed responses with substantiation]

(3)

- 1.7 The sentence is relevant since it highlights the need and importance for the questions in the THINK strategy to be constantly asked since it is a way to combat problems that are threatening to overwhelm our world./

Our world is inundated with false news, slander, bogus information and negativity and there is a dire need to use the THINK strategy to ensure that we halt the deluge that threatened to drown us.

[Award 3 marks for a critical discussion of the relevance of the diction in the sentence and the need to adopt the THINK strategy.]

(3)

1.8

- 1.8.1 The writer is being sarcastic/condescending or shows annoyance/ disbelief that anyone could disagree with his analogy that our minds are like gardens. His use of the words 'cannot fathom why' illustrates his conviction that he cannot agree with nor understand why anyone would disagree with his belief.

[Award 1 mark for stating correct tone. Award 2 marks for linking diction to the tone.]

(3)

- 1.8.2 The final paragraph is an effective conclusion since the writer reminds us that our minds can be linked to 'garden beds', where our words will take root in either a negative way and breed unhappiness like 'weeds,' or foster a positive impact and inspiration like the beauty of blossoms./

The paragraph questions the reader, inviting them to make a choice to plant weeds or flowers. The rhetorical question compels the reader to reflect on the power of words and the need for us to make a crucial choice. This strongly emphasises the writer's position that we have the power to choose our words wisely./

[Award 3 marks if any 2 reasons are discussed with focus on the diction or rhetorical question.]

[Credit valid alternative responses.]

(3)

- 1.9 The message of the text is that words are brutal and can cause great injury. The verbal texts 'Words, What they really feel like' is accentuated by the visual image of the young girl with the sad face, being cut or battered by the insults./

The insults are arranged in the shape of knives/daggers that stab into her back./

The font used resembles cuts that are dripping with blood./

The girl's posture indicates that the wounds and weight of the knives (insults) are so heavy and painful that she is bent over from them and lacks the strength to confront them/overwhelmed by the brutality of the onslaught of words./

The unkempt hair, the bare feet and the position of the left leg indicate the extent of the trauma the girl experiences.

[Award 2 marks if candidate discusses the impact of the visual and verbal text, and 1 mark if candidate shows the link to the message.]

[Consider a valid discussion of the symbol in the right-hand corner of Text B.]

(3)

- 1.10 The image in Text B supports the title in Text A to a large extent as it shows the harmful/hurtful effect of words which are similar to 'weeds'. While the words 'weeds and flowers' in Text A are not clearly linked to the image in Text B, there is a link between the destroying effect of weeds and words that can bring harm./

Just as weeds can choke or injure good plants in Text A, so too, the insults as seen in the image in Text B, can choke and destroy a vulnerable person./

(3)

A symbolic reference: The girl in Text B may be viewed as a flower that is injured by hurtful words that weigh down upon her or incapacitate her like the invasiveness of weeds chokes plants.

[Award 3 marks for any TWO ideas well discussed.]

[Credit valid alternative responses as well as mixed responses.]

TOTAL SECTION A: [30]

SECTION B

QUESTION 2: SUMMARY

Use the following main points that the candidate should include in the summary as a guideline.

Any 7 valid points are to be credited in paragraph-form.
(Sentences and/or sentence fragments must be coherent.)

NO	QUOTATIONS	NO	POINTS
1	'Acknowledge your fears.'	1	Accept/know/confess your fears.
2	'The next step is confronting your fear'	2	Try to understand what causes your fears. / Challenge your fears.
3	'Consistent, positive self-talk will build your confidence'	3	Use positive self- motivation to overcome fears.
4	'put yourself in situations that intimidate you'	4	Force yourself to do things you are afraid of.
5	'Surrounding yourself with people who exude courage can inspire your courage levels'	5	Spend time with people who are courageous.
6	'Build a mentorship relationship with someone fearless'	6	Establish a coaching relationship with someone brave.
7	'truly courageous people embrace failure'	7	Be motivated by your failures.
8	'turn it into a learning opportunity.'	8	Turn failure into a lesson.
9	'do not aim for perfection'	9	Accept that things will not be perfect.

PARAGRAPH-FORM

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

Accepting your fears and trying to understand what causes your anxiety will help boost your courage levels. Overcome your fears by using positive self- motivation and forcing yourself to do things you are afraid of. Spending time with people who are courageous and establishing a coaching relationship with them can also build bravery. Instead of fearing failure and always expecting perfection, accept your failures and allow them to become lessons. (70)

Marking the summary:

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

➤ Mark allocation:

- 7 marks for 7 points (1 mark per main point)
- 3 marks for language
- Total marks: 10

➤ Distribution of language mark when candidate has not quoted verbatim:

- 1–3 points correct: award 1 mark
- 4–5 points correct: award 2 marks
- 6–7 points correct: award 3 marks

➤ Distribution of language marks when candidate has quoted verbatim:

- 6–7 quotations: award no language mark
- 1–5 quotations: award 1 language mark

NOTE:

➤ Word Count:

- Markers are required to verify the number of words used.
- Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly. If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: [10]

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: USING LANGUAGE IN CONTEXT

- 3.1 ineffective /incompetent (1)
- 3.2 Remove “actively” or “enthusiastically” (1)
- 3.3 To show additional information/ in parenthesis (1)
- 3.4 considerably → considerately (1)
- 3.5 People often say that they are unsure and do not know what to think. (2)

OR

People often said that they were unsure and did not know what to think.

[Award one mark for the change in pronoun and award one mark for the use of the correct verb.]

[Do not award marks if the candidate has not removed the speech marks.]

- 3.6 A lack of listening skills **impacts** relationships negatively ... (1)
- 3.7 Misunderstandings that otherwise could have led to big blowouts could be prevented by active listening and summarizing what the person said.

OR

Misunderstandings that otherwise could have led to big blowouts could be prevented. (1)

- 3.8 significance (1)
- 3.9 inappropriate/ silly/ ridiculous /humiliating/ foolish/ irrelevant/ uninteresting/ boring
[Credit valid alternative responses.] (1)

TOTAL SECTION C: [10]

TOTAL MARKS: 50
MARK CONVERSION TO TOTAL OUT OF 35
= (CANDIDATE'S TOTAL MARK ÷ 50) x 35