



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2022

MARKS: 70

TIME: 2 hours



This question paper consists of 13 pages.

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 TEXT A and TEXT B below and answer the questions set.

TEXT A**CANCEL CULTURE: A TOOL FOR SOCIAL JUSTICE?**

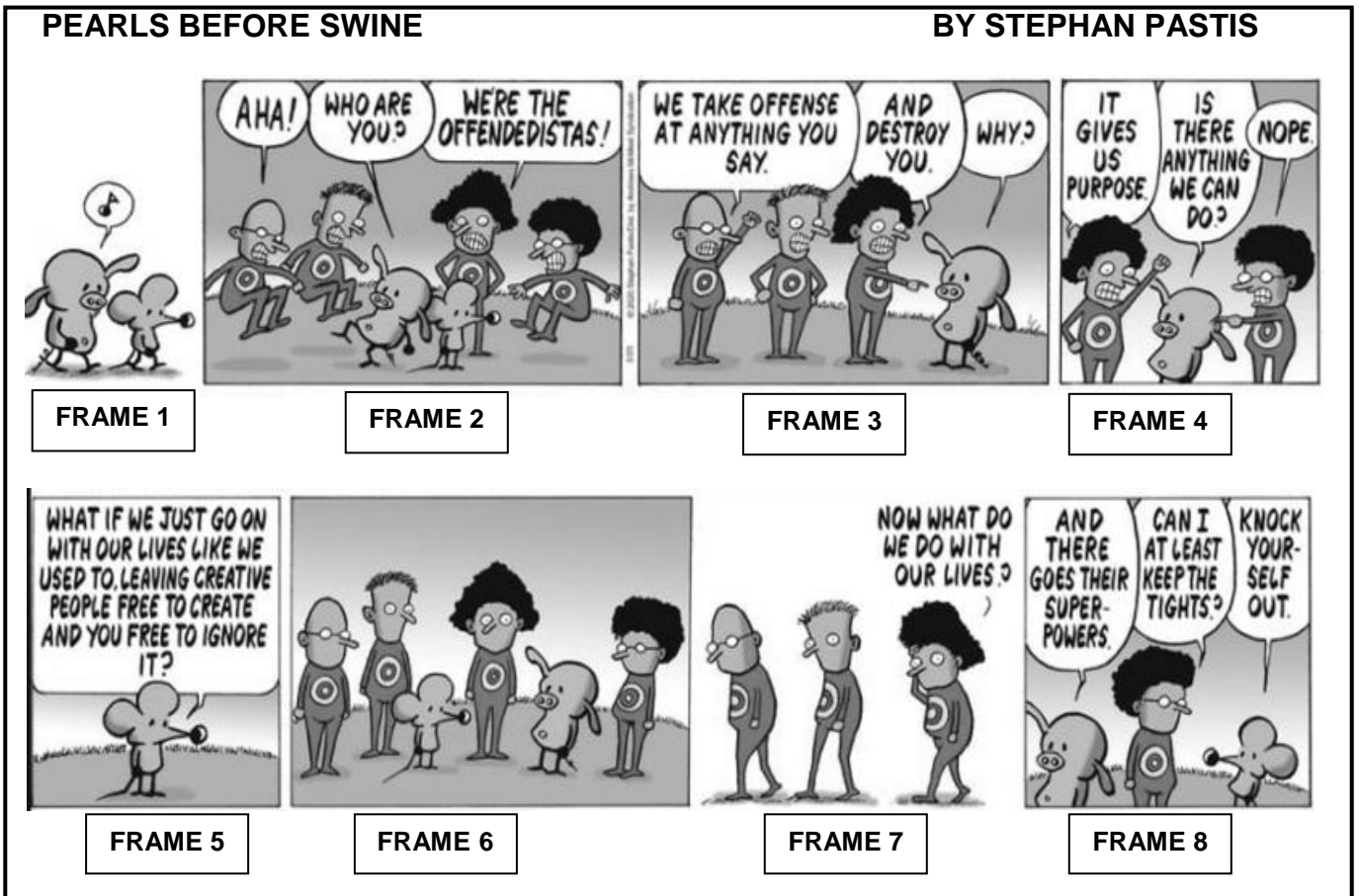
- | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1 | Within the past few years, the idea that a person can be 'cancelled' – in other words, culturally blocked from having a prominent public platform or career – has become a polarising topic of debate. The rise of 'cancel culture' and the idea of cancelling someone coincide with a familiar pattern: a celebrity or other public figure does or says something offensive; a public backlash, often fuelled by social media, ensues. | 5 |
| 2 | Then come the calls to cancel individuals – that is, to effectively end their career or damage their reputations, whether through boycotts of their work or disciplinary action from an employer. To many people, this process of publicly calling for accountability and boycotting has become a tool of social justice – a way of combatting, through collective action, some of the huge power imbalances that often exist between public figures with far-reaching platforms and audiences, and the communities their words and actions may harm. However, others believe that 'cancel culture', rather than being a way of speaking truth to power, has spun out of control and become a senseless form of social media mob rule. Actually, ending someone's career through the power of public backlash is difficult. Very few celebrities or other public figures have truly experienced career-ending repercussions despite facing considerable negative criticism. | 10
15 |
| 3 | Continued support for those who face cancellation demonstrates that instead of destroying someone's livelihood, becoming a target of criticism and backlash can encourage public sympathy. Yet, to hear talk about 'cancel culture' by a few celebrities, you might think it is some sort of 'celebrity hunting season' – an unstoppable force descending to ruin the careers of anyone who dares to push society's moral boundaries. This framing frequently portrays the offender as the victim of reckless vigilante justice. | 20
25 |
| 4 | So, which is it? Is 'cancel culture' an important tool of social justice or a new form of merciless mob intimidation? Or does the very idea of being cancelled work to deter potentially bad behaviour? | |
| 5 | These questions are receiving more and more mainstream consideration, as the idea of 'cancel culture' is about how to hold public figures accountable for bad behaviour. And the conversation is not just about when and how public figures should lose their status and their livelihoods. It is also about establishing new ethical and social norms and how to respond collectively when those norms are violated. | 30
35 |



- 6 Charity Hudley, a linguist at the University of California, likened the act of cancelling someone to a boycott, but of a person rather than a business. She said it also promotes the idea that people should be empowered to reject pop culture that spreads harmful ideas: 'If you don't have the ability to stop something through political means, what you can do is refuse to participate.' 40
- 7 She also said, 'Cancelling is a way to acknowledge that you don't have to have the power to change structural inequality. You don't even have to have the power to change all of public sentiment. But as an individual, you can still have power beyond measure. When you see people cancelling a celebrity, it's a collective way of saying, "We have elevated your social status and your economic prowess – we're not going to pay attention to you in the way that we once did. I may have no power, but I have the power to ignore you".' 45
- 8 From this perspective, 'cancel culture' can serve as a corrective for the sense of powerlessness that many people feel. The debate around 'cancel culture' is partly about how we treat each other, and partly about frustration with the lack of real consequences for powerful people. All of this dramatic rhetoric¹ from both sides of the debate shows how pervasive 'cancel culture' has become. Even though 'cancel culture' seems to generate few lasting consequences for celebrities and their careers, some people view it as part of a broader trend they find deeply disturbing – an inability to forgive and move on. 50
55
- 9 Aaron Rose, a corporate consultant said, 'Mainstream internet activism is a lot of calling out and blaming and shaming. We have to get honest with ourselves about whether calling out and cancelling give us more than a short-term release of cathartic² anger. I used to think that those tactics created change, but eventually realised that I was not seeing the true change I desired. We were still sad and mad. And the bad people were still bad. And everyone was still traumatised.' He says he now wants to 'create more stories of transformation rather than stories of punishment and ex-communication'. 60
- 10 To many opponents of 'cancel culture', a vital element of the debate is the belief that people can change. Rose said, 'The difference between "cancel culture" and a more reconciliatory, transformational approach to a disagreement is the difference between expecting amends and never letting a wound close. Between expressing your rage and identifying with it forever.' 65

[Adapted from vox.com]**GLOSSARY:**¹rhetoric: language used to influence the reader or audience²cathartic: a psychological term used to refer to expressing one's emotions to provide relief**AND**

TEXT B



[Source: futurelawyer.typepad.com]

QUESTIONS: TEXT A

- 1.1 Refer to paragraph 1.
What do you understand by the concept, 'cancel culture'? (2)
- 1.2 With reference to paragraph 2, explain the reason for the rise of 'cancel culture'. (2)
- 1.3 Refer to paragraph 3.
Why is the outcome of 'cancel culture' paradoxical? (3)
- 1.4 Comment on the writer's use of rhetorical questions in paragraph 4. (3)
- 1.5 Refer to paragraph 5.
Discuss how the writer defends the practice of 'cancel culture'. (3)
- 1.6 Critically discuss the diction used in, 'All of this ... and move on' (lines 51–55). (3)
- 1.7 Discuss the extent to which paragraphs 9 and 10 support the title of the passage. (3)



QUESTIONS: TEXT B

1.8 Refer to FRAME 1 and FRAME 2.

Account for the reaction of the two smaller characters in FRAME 2. (2)

1.9 Compare the attitude of the 'Offendedistas' in FRAME 3 to their attitude in FRAME 7. (2)

1.10 In your view, is FRAME 8 a suitable conclusion to the cartoon? Justify your response. (3)

QUESTION: TEXTS A AND B

1.11 In your assessment, does TEXT B support Charity Hudley's views? Justify your response by making specific reference to TEXT B and paragraphs 6 and 7. (4)

TOTAL SECTION A: 30



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

TEXT C highlights the importance of developing youth leadership. Summarise, in your own words, **how young people can emerge as the next generation of leaders.**

- NOTE:**
1. Your summary should include SEVEN 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**YOUNG PEOPLE AS EMERGING LEADERS**

Young people are already spearheading the social entrepreneurial movement across the world. There are currently two ways the sector talks about young people – as the beneficiaries of 'youth development' or as participants of 'youth-led development' – but often it is not clear whether as a group we are being portrayed as the problem or the solution.

We should be focusing on inter-generational work. Currently young activists are given their own spaces, but at the cost of not being in the room for the 'grown-up' discussions. Young people are equipped to interact and inform decision-making on thematic issues, so they should be involved in all discussions. We need more young people participating in decision-making at both local and global levels. For example, national policymaking in India often involves consultation with industry groups, community leaders, and other sections of society. However, these should involve youth consultations, and advisory groups formed to work on youth issues.

It is frustrating to see 'youth leaders' who do not talk about race, gender or class, so having more intersectional youth-led organisations should be a priority. Increasingly young people are getting 'a voice' at the table, but like everyone else in society, young people have many different perspectives and won't always feel they identify with any given platform's 'youth voice'.

Supporting young people to engage socially, politically and economically and creating opportunities for them to contribute to developmental processes create effective policy and build a generation of engaged citizens. Too often, however, their engagement is inhibited by traditional, customary and legal structures that do not value their perspectives.

Young social entrepreneurs and civil society leaders often face issues related to resources, access and accountability. This is where more experienced leaders can step in and provide assistance. There are many examples of industry leaders serving on boards of social enterprises and NGOs, partnering with younger organisations to channel funds and mentoring young entrepreneurs.

We are tired of spaces where we are the topic of the discussion, not the leaders of it. Listening means taking those voices seriously. No one benefits if young people are a wasted resource.

[Adapted from theguardian.com]

TOTAL SECTION B: 10



SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

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

TEXT D



HELP SAVE THE SANDWICH

The tuna in your sandwich needs help. Because many species are being overfished driving them to the brink of collapse. Indiscriminate tuna fishing also harms other sea life. WWF is working with fishers to get smarter fishing gear in the water and leaders in the tuna industry to get more sustainable seafood in your sandwich. WWF also co-founded the Marine Stewardship Council (MSC) an independent organisation that certifies and rewards sustainable fishing. Look for the MSC's ecolabel to enjoy sustainable seafood. Help us look after the world where you live at panda.org/50



[Adapted from www.wwf.com, picture by Guy Harvey]

The text in small font reads as follows:

The tuna in your sandwich needs help. Because many species are being overfished driving them to the brink of collapse. Indiscriminate tuna fishing also harms other sea life. WWF is working with fishers to get smarter fishing gear in the water and leaders in the tuna industry to get more sustainable seafood in your sandwich. WWF also co-founded the Marine Stewardship Council (MSC) an independent organisation that certifies and rewards sustainable fishing. Look for the MSC's ecolabel to enjoy sustainable seafood. Help us look after the world where you live at panda.org/50



QUESTIONS: TEXT D

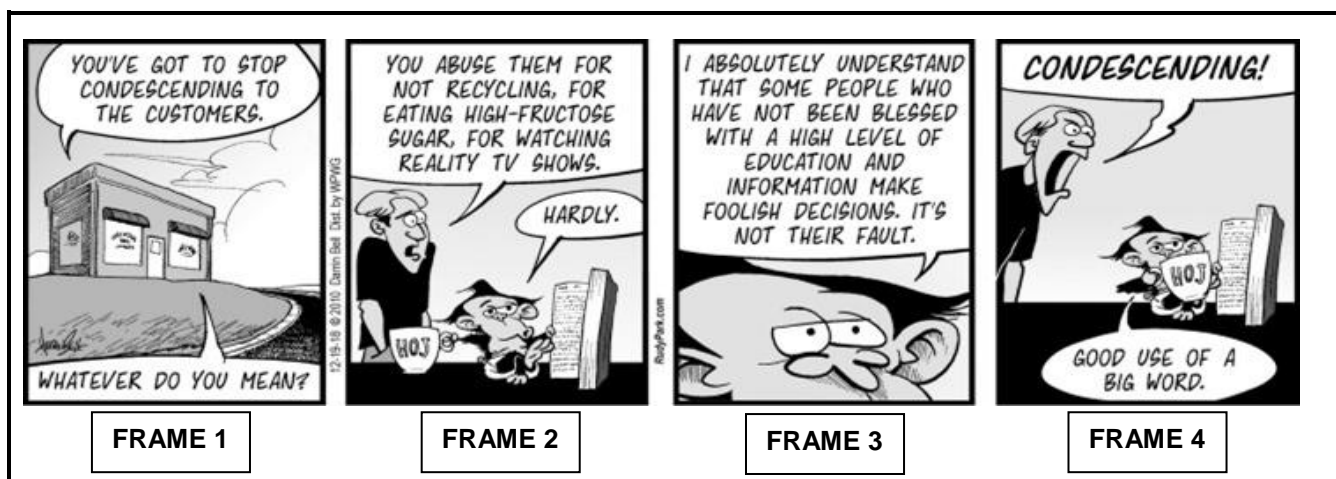
- 3.1 Account for the use of the phrase, 'SAVE THE SANDWICH' in the headline. (2)
- 3.2 'Because many species are being overfished driving them to the brink of collapse.'
Critically discuss how the language used in this sentence is intended to influence the reader. (3)
- 3.3 In your view, does the written text at the bottom of the advertisement support the visual image? Justify your response. (3)
- 3.4 Supply the root word of 'independent'. (1)
- 3.5 Provide the verb form of 'industry'. (1)

[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and TEXT F and answer the set questions.

TEXT E: CARTOON

[Source: thecomicstrips.com]

QUESTIONS: TEXT E

4.1 Refer to FRAMES 1 and 2.

How does the dialogue reflect the two characters' attitudes toward their customers? (2)

4.2 Refer to FRAMES 3 and 4.

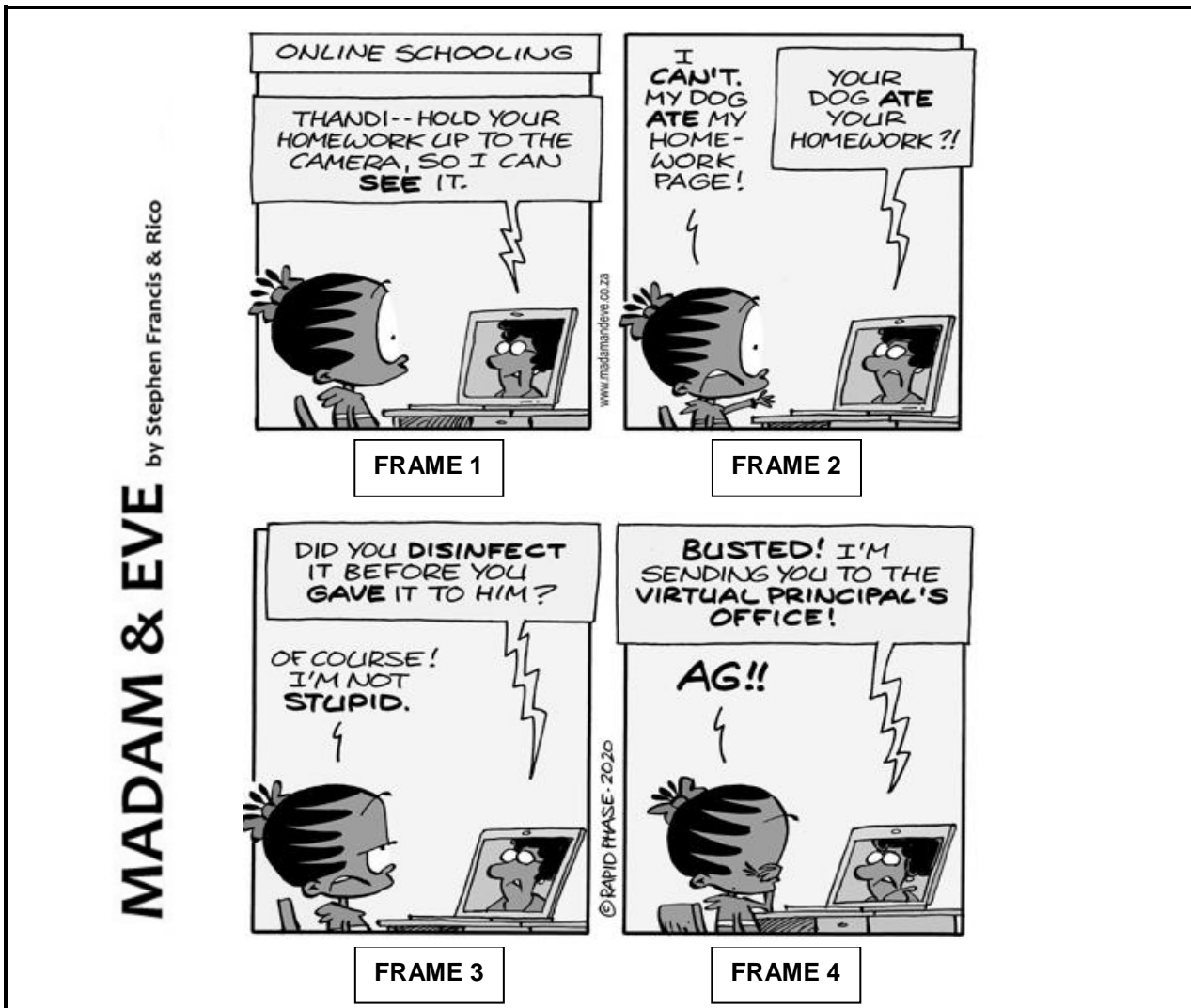
Comment on the effectiveness of ONE technique used by the cartoonist. (2)

4.3 Rewrite, 'You've got to stop condescending to the customers' (FRAME 1) so that it is grammatically correct. (1)

AND



TEXT F: CARTOON



[Source: twitter.com]

- 4.4 Account for the change in Thandi's facial expression from FRAME 2 to FRAME 3. (2)
- 4.5 Discuss how humour is created in the cartoon as a whole. (2)
- 4.6 Various options are provided as possible answers to the question below. Choose the answer and write only the letter (A–D) next to the question number (4.6).

The teacher's instruction in FRAME 1, written in indirect speech, is:

- A The teacher told Thandi to hold your homework up to the camera so that she could see it.
- B The teacher told Thandi that she should hold her homework up to the camera so that she can see it.
- C The teacher told Thandi to hold her homework up to the camera so that she could see it.
- D The teacher told Thandi that she had held her homework up to the camera so that she could see it.

(1)
[10]



- 5.5 'Since the beginning ... locally and overseas.' (Lines 7–10)
- 5.5.1 Correct the spelling error in this sentence. (1)
- 5.5.2 Explain the meaning of the prefix, 'inter' in 'inter-racial' (line 10). (1)
- 5.6 'These kinds of changes have been promoted by healthcare practitioners for years.' (Lines 13–14)
- Rewrite the above sentence in the active voice. (1)
- 5.7 Correct the concord error in paragraph 4. (1)
- 5.8 Remove the redundancy in paragraph 4. (1)
- [10]**

TOTAL SECTION C: 30

GRAND TOTAL: 70

