



Province of the  
**EASTERN CAPE**  
EDUCATION



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2022**

**ENGLISH HOME LANGUAGE P1**

**MARKS: 70**

**TIME: 2 hours**

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This question paper consists of 13 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:  
SECTION A: Comprehension (30)  
SECTION B: Summary (10)  
SECTION C: Language in Context (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 and answer the questions set.

**TEXT A**

**IMPACT OF COVID-19 ON PEOPLE'S LIVELIHOODS, THEIR HEALTH AND OUR FOOD SYSTEMS**

*Joint statement by <sup>1</sup>ILO, <sup>2</sup>FAO, <sup>3</sup>IFAD and <sup>4</sup>WHO*  
13 October 2020

- |   |  |                        |
|---|--|------------------------|
| 1 | The Covid-19 pandemic has led to a dramatic loss of human life worldwide and presents an unprecedented challenge to public health, food systems and the world of work. The economic and social disruption caused by the pandemic is devastating: tens of millions are at risk of falling into extreme poverty, while the number of undernourished people, currently estimated at 690 million, could increase by up to 132 million by the end of the year.  | 5                      |
| 2 | Millions of enterprises face an existential threat. Nearly half of the world's 3,3 billion global workforce are at risk of losing their livelihoods. Informal economy workers are particularly vulnerable because the majority lack social protection and access to quality health care and have lost access to productive assets. Without the means to earn an income during lockdowns, many are unable to feed their families. For most, no income means no food, or, at best, less food and less nutritious food.   | 10                     |
| 3 | The pandemic has been affecting the entire food system and has laid bare its fragility. Border closures, trade restrictions and confinement measures have been preventing farmers from accessing markets, from buying inputs and selling their produce, and agricultural workers from harvesting crops, thus disrupting domestic and international food supply chains and reducing access to healthy, safe and diverse diets. The pandemic has decimated jobs and placed millions of livelihoods at risk. As breadwinners lose jobs, fall ill and die, the food security and nutrition of millions of women and men are under threat, with those in low-income countries, particularly the most marginalised populations, which include small-scale farmers and indigenous peoples, being hardest hit.   | 15<br><br>20           |
| 4 | Millions of agricultural workers – waged and self-employed – while feeding the world, face high levels of working poverty, malnutrition and poor health, and suffer from a lack of safety and labour protection as well as other types of abuse. With low and irregular incomes and a lack of social support, many of them are spurred to continue working, often in unsafe conditions, thus exposing themselves and their families to additional risks. When experiencing income losses, they may resort to negative coping strategies, such as distress sale of assets, predatory loans or child labour. Guaranteeing the safety and health of all agri-food workers – from primary producers to those involved in food processing, transport and retail, including street food vendors – as well as better incomes and protection, will be critical to saving lives and protecting public health, people's livelihoods and food security. | 25<br><br>30<br><br>35 |

- 5 In the Covid-19 crisis, food security, public health, and employment and labour issues, in particular workers' health and safety, converge. Adhering to workplace safety and health practices, while ensuring access to decent work and the protection of labour rights in all industries will be crucial in addressing the human dimension of the crisis. Immediate and purposeful action to save lives and livelihoods should include extending social protection towards universal health coverage and income support for those most affected. These include workers in the informal economy and in poorly protected and low-paid jobs, including youth, older workers, and migrants. Particular attention must be paid to the situation of women, who are over-represented in low-paid jobs and care roles. Different forms of support are key, including cash transfers, child allowances and healthy school meals, shelter and food relief initiatives, support for employment retention and recovery, and financial relief for businesses, including micro, small and medium-sized enterprises. In designing and implementing such measures it is essential that governments work closely with employers and workers. 40
- 6 Now is the time for global solidarity and support, especially with the most vulnerable in our societies, particularly in the emerging and developing world. Only together can we overcome the intertwined health and social and economic impacts of the pandemic and prevent its escalation into a protracted humanitarian and food security catastrophe, with the potential loss of already achieved development gains. We must recognise this opportunity to build back better. We are committed to pooling our expertise and experience to support countries in their crisis response measures and efforts to achieve the Sustainable Development Goals. We need to develop long-term sustainable strategies to address the challenges facing the health and agri-food sectors. Priority should be given to addressing underlying food security and malnutrition challenges, tackling rural poverty, in particular through more and better jobs in the rural economy, extending social protection to all, facilitating safe migration pathways and promoting the formalisation of the informal economy. We must rethink the future of our environment and tackle climate change and environmental degradation with ambition and urgency. Only then can we protect the health, livelihoods, food security and nutrition of all people, and ensure that our 'new normal' is a better one. 45 50 55 60 65 70

[Adapted from an article by Kimberly Chricaden, Communications Officer, World Health Organisation]

## GLOSSARY:

<sup>1</sup>ILO – International Labour Organisation

<sup>2</sup>FAO – Food and Agricultural Organisation

<sup>3</sup>IFAD – International Fund for Agricultural Development

<sup>4</sup>WHO – World Health Organisation

**AND**

TEXT B



[Source: DT Next, India]

QUESTIONS: TEXT A

1.1 Refer to the subheading: 'Joint statement by ILO, FAO, IFAD and WHO'.

Describe what is meant by a 'joint statement'. (2)

1.2 Refer to paragraph 1.

Why is the challenge of the Covid-19 pandemic labelled as 'unprecedented' (line 2)? (2)

1.3 Mention TWO 'devastating' (line 4) consequences of the Covid-19 pandemic. Use your own words. (2)

1.4 Refer to paragraph 2.

Suggest TWO reasons for the 'informal economy workers' (lines 8–9) being particularly vulnerable during this time. Use your own words. (2)

1.5 Refer to paragraph 3.

Explain how the 'fragility' (line 15) of the current food system has been exposed by the pandemic. (3)

- 1.6 Why do you think 'small-scale farmers' (line 23) have been hit the hardest during the pandemic? (3)
- 1.7 Refer to paragraph 4.  
Discuss the writer's intention behind the in-depth explanation of the plight of the agricultural workers. (3)
- 1.8 Refer to paragraph 5.  
Critically discuss the validity of the statement that it 'will be crucial' (line 40) to address the 'human dimension' (line 41) during the Covid-19 pandemic. (3)
- 1.9 Comment on the effectiveness of paragraph 6 as a conclusion to the joint statement. Refer to diction and tone. (3)

**QUESTION: TEXT B**

- 1.10 Explain the effect that the visual is intended to have on the reader. (3)

**QUESTION: TEXT A AND TEXT B**

- 1.11 Critically discuss whether TEXT B supports or contradicts TEXT A. (4)

**TOTAL SECTION A: 30**

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

Modern society values perfection. Read TEXT C and write a cohesive paragraph outlining what parents and educators should focus on rather than encouraging children to strive for perfection.

- NOTE:**
1. Your article 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****LEARNING FROM MISTAKES: HELPING KIDS SEE THE GOOD SIDE OF GETTING THINGS WRONG**

Many children grow up in a society that pressures them to be perfect – to get the highest scores, to land prized scholarships, to get into the best universities. Parents correct or complete children’s homework to improve their grades. They argue with teachers who try to point out areas that need improvement.

Historically, educators have created conditions for learning that do not encourage errors. Parents have followed suit. This approach to learning assumes that if students are allowed to make mistakes, they will not learn the correct information. However, recent research shows this to be an incorrect assumption. In fact, studies have found that learning from mistakes enhances rather than detracts from learning. Whether it involves homework, developing friendships, or playing a sport, learning is enriched through error. Learning from mistakes is part of how we challenge ourselves to learn to do things differently. It motivates us to try new, innovative approaches to problem-solving. Throughout a lifetime, learning from mistakes helps develop wisdom and good judgment.

Learning from mistakes and failures isn’t easy. All children need encouragement to learn and succeed. Positive words from parents, teachers, and mentors are essential for children’s growth and development.

Carol Dweck, a professor at Stanford, studies the importance of challenging children to learn from mistakes. Her research shows that praising children for their intelligence can actually make them less likely to persist in the face of challenge. She followed hundreds of 5th-grade children in New York City schools. One group was praised for their intelligence while the other group was praised for their effort. When the 5<sup>th</sup> graders were challenged with an extremely difficult test designed for 8<sup>th</sup> graders, a surprising result occurred. The students who had been praised for their effort worked very hard, even though they made a lot of mistakes. The kids praised for being smart became discouraged and saw their mistakes as a sign of failure. Intelligence testing for the kids praised for their effort increased by 30% while the kids praised for their intelligence dropped by 20%.

Giving meaningful and specific praise motivates children who are learning from mistakes. Praise should focus on developing their character strengths, helping them understand their internal abilities. It is an opportunity to develop a child’s resilience.

[Adapted from <https://www.rootsofaction.com/learning-from-mistakes>]

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE IN CONTEXT****QUESTION 3: ANALYSING ADVERTISING**

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

**TEXT D**

**Crush the cocoa  
trade traffickers.  
Hold a giant  
fondue party.**

Every day an estimated 12,000 trafficked children are forced to work the Côte d'Ivoire's cocoa plantations. They receive nothing more than abuse for their long hours of hard labour. This must stop. In the final week of November 2008, we're holding the world's largest fondue party to protest against manufacturers who use cocoa farmed by trafficked children.

Join in and help us put a stop to this brutal trade.  
[stopthetraffik.org/fondueparty](http://stopthetraffik.org/fondueparty)

**STOP THE TRAFFIK**  
PEOPLE SHOULDN'T BE BOUGHT & SOLD

[Source: <http://lickeychurch.com/home/fondue-party/>]



The body copy of TEXT D reads as follows:

**CRUSH THE COCOA TRADE TRAFFICKERS.  
HOLD A GIANT FONDUE PARTY.**

Every day an estimated 12 000 trafficked children are forced to work the Cote d'Ivoire's cocoa plantations. They receive nothing more than abuse for their long hours of hard labour. This must stop. In the final week of November 2008, we're holding the world's largest 'fondue party' to protest against manufacturers who use cocoa farmed by trafficked children.

Join in and help us put a stop to the brutal trade.  
stopthetraffik.org/fondueparty

**STOP THE TRAFFIK.**

People shouldn't be bought & sold

**GLOSSARY:**

<sup>1</sup>Fondue: A cheese dish, eaten by dipping bread into a pot of melted cheese.  
One can also dip fruit/marshmallows into melted chocolate.

**QUESTIONS: TEXT D**

- 3.1 Account for the tone in the two sentences forming the headline. (2)
- 3.2 Discuss the suitability of the visual as a vehicle to convey the advertiser's intention. (3)
- 3.3 Comment on TWO techniques that the advertiser has used in the body copy (text) of the advertisement to influence the reader. (3)
- 3.4 Change the following sentence into the passive voice:
- In the final week of November 2008, we're holding the world's largest fondue party. (1)
- 3.5 '**Every day** an estimated 12 000 trafficked children are forced to work the Cote d'Ivoire's cocoa plantations.'
- In this sentence 'every day' is used as an adverb of time/frequency.
- Write a sentence in which it is used as an adjective. (1)

**[10]**


**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

Study TEXT E and answer the set questions.


**TEXT E: CARTOON**

# FoxTrot


BILL AMEND



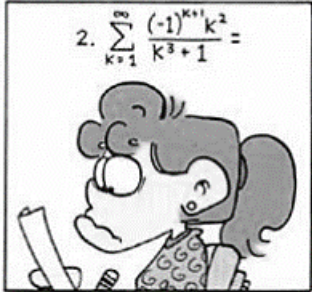
**Frame 1**



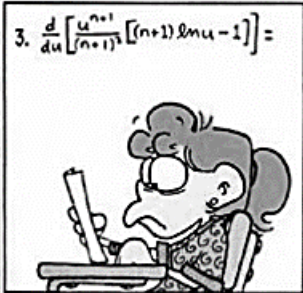
**Frame 2**




**Frame 3**




**Frame 4**



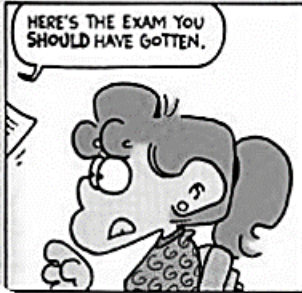
**Frame 5**



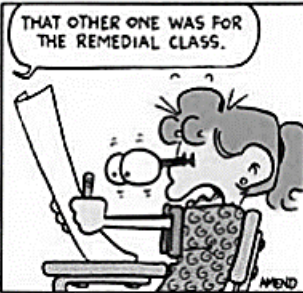
**Frame 6**



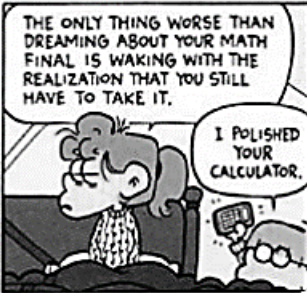
**Frame 7**



**Frame 8**



**Frame 9**



**Frame 10**

[Source: <https://za.pinterest.com/pin/351912444882154/>]

**QUESTIONS: TEXT E**

- 4.1 Refer to FRAMES 3–6.
- 4.1.1 Account for the unusual font in these frames. (2)
- 4.1.2 Explain the escalation in the girl’s emotions by referring to TWO aspects of her body language. (3)
- 4.2 Consider FRAME 2, FRAME 4 and FRAME 9.
- Discuss the irony. (3)
- 4.3 Identify the figure of speech used in FRAME 10 to create humour. (1)
- 4.4 Provide a Standard English word for ‘gotten’ (FRAME 8). (1)
- [10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

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

**TEXT F****THE HISTORY BEHIND EXAMS**

- 1 Have you ever wondered how our current system of exams started? Everything has a beginning and exams have a long history that we forgot about.
- 2 There is a question that every student has thought of in their student life: "Who invented this system called examination?" The guy who invented exams is a French philosopher named Henry Fischel. According to Henry, the purpose of examinations is to better understand the abilities of students, to make students learn a lot of work in a short space of time and to determine an average of student's abilities. 5
- 3 According to 90% of teachers around the world, the questions set for an exam are always from what they teach. However, it is never possible for them to ask questions about everything students have studied. 10
4. Students can easily fail simply by being too anxious about examinations. So, the next time you find your friends doing last-minute revision, remind them to take a deep breathe and let it go. Stress and anxiety cannot produce good results. We should remain calm and stay positive during the preparation and writing of an examination. 15

[Adapted from Google]

**QUESTIONS: TEXT F**

- 5.1 Correct the tense error in paragraph 1. Rewrite the whole sentence. (1)
- 5.2 Correct the pronoun error in paragraph 2 (lines 3–5). (1)
- 5.3 What is the purpose of the colon at the end of line 3? (1)
- 5.4 Who invented this system called examination? (line 4)  
Rewrite this sentence in reported speech.  
Start with: He wanted to know ... (2)
- 5.5 Correct the colloquialism in paragraph 2. (1)
- 5.6 Correct the split infinitive in paragraph 2. Rewrite the phrase. (1)

- 5.7 Correct the punctuation error in paragraph 2. (1)
- 5.8 Correct the spelling error in paragraph 4. (1)
- 5.9 Correct the article error in paragraph 4. (1)
- [10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**