

AEQUAM SERVARE MENTEM

## SASTRI COLLEGE

MARCH CONTROL TEST: 2020

SUBJECT: ENGLISH HOME LANGUAGE PAPER 1

TIME: 1 ½ HOURS

GRADE: 11

EXAMINER: Mrs M. SEWRAM

MARKS: 35

MODERATOR: MS K. DEORAJ

---

### INSTRUCTIONS AND INFORMATION

1. This Question Paper consists of THREE sections:

SECTION A:	Comprehension	[20 marks]
SECTION B:	Summary	[10 marks]
SECTION C:	Language in Context	[10 marks]

2. Answer ALL the questions

3. Start each section on a new page.

4. Rule off after each section.

5. Number your answers correctly, according to the numbering system used in this question paper

6. Leave a line after each answer.

7. Pay special attention to spelling and sentence construction.

8. Suggested time allocation:

SECTION A: 40 minutes

SECTION B: 30minutes

SECTION C: 20 minutes

9. Write neatly and legibly

## SECTION A: COMPREHENSION

### QUESTION ONE: READING FOR MEANING AND UNDERSTANDING

Read the following texts and answer the questions that follow:

#### TEXT A

#### CORONAVIRUS – DISINFORMATION!

- |   |   |          |
|---|---|----------|
| 1 | A team of medicine enthusiasts has been scrambling to keep disinformation from spreading on the free encyclopaedia, Wikipedia. As reports about the first cases of coronavirus started emerging from China, information about the virus – alongside rumours about its origins, and potential <u>lethality</u> – began to spread through Wikipedia like, well, a virus.  | 5        |
| 2 | Over a few weeks, the English-language version of Wikipedia witnessed the creation of at least six articles about the outbreak. This <u>frenetic</u> surge in interest is a challenge for Wikipedia’s community of volunteer editors, who have to deal with a firehose of information about the health crisis constantly flooding the website, and inevitably fighting off rumours and misinformation.  | 10       |
| 3 | Since its creation, the main article has undergone more than 6,500 edits by over 1,200 editors. So large was the <u>deluge</u> of facts and figures relating to the virus that less than two weeks after opening, the main article was sub-divided to create a column devoted to listing the cases of Wuhan coronavirus outbreak by country and territory. A few days later another article was opened, displaying a timeline of the outbreak. It’s not just medical information that’s getting attention: at the beginning of February, an article was opened about xenophobia and racism related to the 2019–20 Wuhan coronavirus outbreak.         | 15       |
| 4 | As soon as the crisis kicked off, people flocked to Wikipedia to read about the virus and its potential risks, turning to the online encyclopedia for bits of trusted information that would often be shared on social media. In short, Wikipedia has become central in how the ongoing health crisis is processed and discussed online. The flip-side of that is that Wikipedia’s free-to-edit, open format can be easily used to spread disinformation.   | 20<br>25 |
| 5 | “The editing community often concentrates on breaking news events, and therefore that content rapidly develops. The recent outbreak of <u>novel</u> coronavirus has been no exception,” explains James Heilman, a Canadian emergency room physician and long-term Wikipedia editor that goes by the username Doc James and has been instrumental in ensuring the coronavirus articles’ reliability.   | 30       |
| 6 | One of the biggest issues plaguing the virus pages has to do with the tension between media sources and medical sources. For example, Marielle Volz, a volunteer editor, explains that “the media has seized on the idea that the virus absolutely must have come from an animal sold for food at the local food market in Wuhan because a lot of the early cases were there. References to bats, snakes and <u>pangolins</u> and other creatures are plentiful. It’s of course totally possible, even <u>probable</u> , but the fact is we won’t know the true origin of the virus without a lot more research being done, and maybe not even then.” | 35       |
| 7 | Early information about developing events tends to be unreliable – including, in some cases, when it comes from scientists. “The first research paper that was published about the origin of the virus suggested that it came from snakes, and  | 40       |

indeed this made it into the page about the virus, along with news articles about it. An old version of the article where snakes were mentioned heavily also made reference to pangolins being probable causes. When bats were accused of being the source of the virus, a report from China on a bat cave where scientists purportedly found a strain of the virus managed to infiltrate Wikipedia before being removed on closer scrutiny.

45

8 Editors like Doc James strive to maintain the highest editorial standards, demanding that every medical claim be backed only by peer-reviewed medical sources. This allows the team to rapidly remove inaccuracies. Doc James says, "For example, one idea is that coronavirus's spread was related to the Australian bush fires. No decent reference was available and therefore it was not added."

9 This is also true for what is perhaps the biggest piece of disinformation related to the virus: The claim that it was artificially created in a Chinese lab and leaked. "There was a discussion about 'HIV inserts' within the virus and that it may be man-made," says Doc James, "but the source was a preprint [an academic paper that hasn't been peer-reviewed yet]. Not sufficient for inclusion and thus removed." Even if he is a doctor, many of the editors involved in safeguarding the articles are not.

50

[ adapted from the internet]

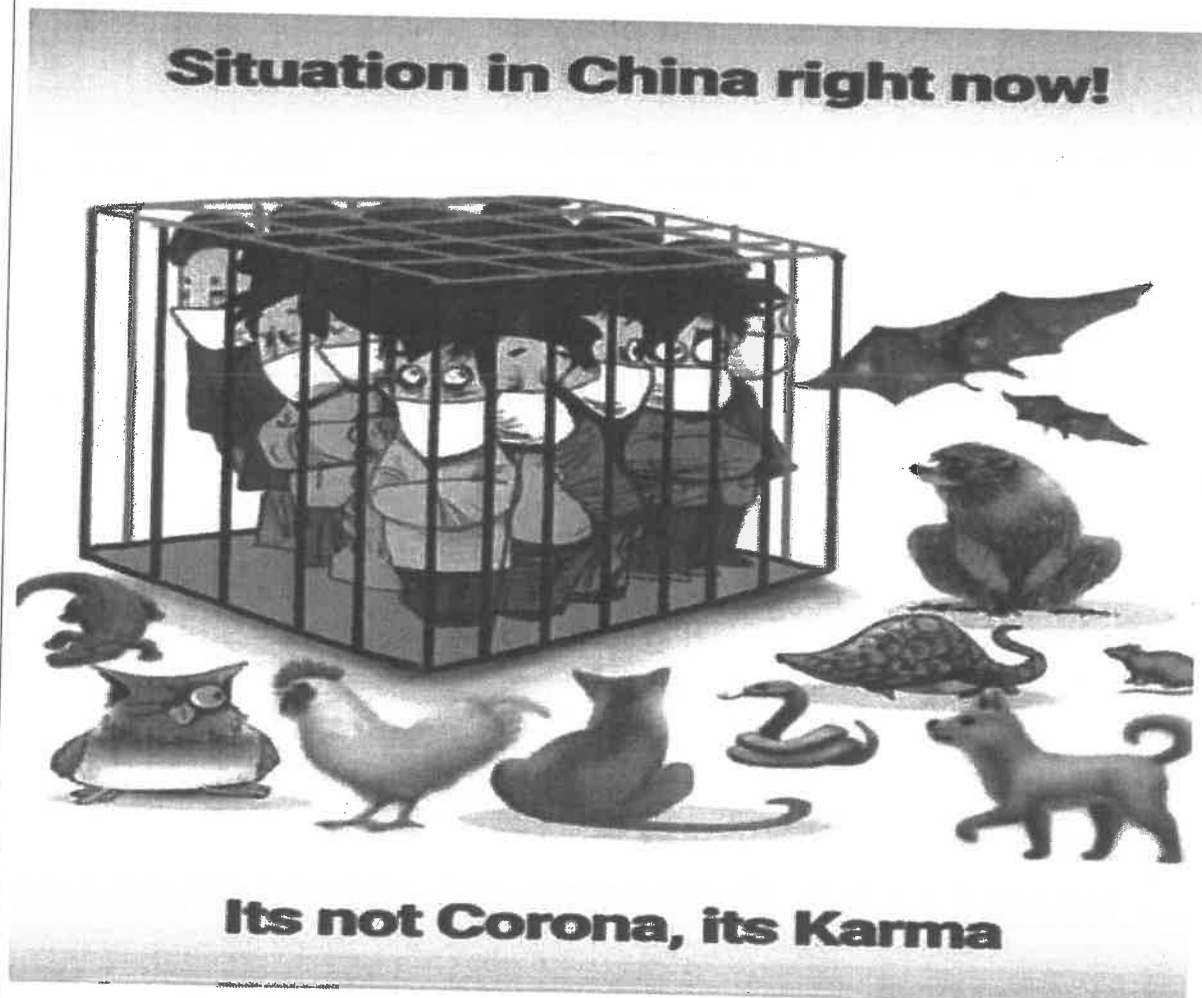
55

Glossary:

**lethality:** deadliness ; **deluge:** severe flood ; **pangolins:** animal covered in scales  
**frenetic:** frantic ; **novel:** new ; **probable:** likely to happen ; **purportedly:** appearing to be true

60

TEXT B



**NOTE:** According to the theory of *Karma*, what happens to a person, happens because he/she caused it with his/her actions.

## QUESTIONS ON TEXT A

- 1.1 Explain the point that the writer makes in paragraph 1. (2)
- 1.2 Why are the following words significant in paragraph 2: **“a firehose of information about the health crisis constantly flooding the website”**? (2)
- 1.3 Show how paragraph 3 conveys the general feeling of people in the world. (2)
- 1.4 Discuss the contradiction found in paragraph 4. (2)
- 1.5 Paragraph 6 makes reference to a **‘tension between between media sources and medical sources’**. What is the reason for this **‘tension’**? Discuss your view by referring to paragraphs 6 and 7. (3)
- 1.6 References are made in paragraphs 8 and 9 to two sources from which information is included in Wikipedia. What is the difference between these two sources? (2)

## QUESTIONS: TEXT B

- 1.7 Explain the impact of the visual aspect on the reader. (3)

## QUESTIONS: TEXTS A AND B

- 1.8 In your opinion, to what extent is **TEXT B** relevant to the information provided in **TEXT A**? Justify your response. (4)

**TOTAL SECTION A: 20**

## SECTION B: SUMMARY

### QUESTION TWO: SUMMARISING IN YOUR OWN WORDS

Summarise the ways in which the media influences the world about diseases being ethnic in origin.

#### NOTE:

1. Your summary should include **SEVEN** points and **NOT** exceed **90 words**.
2. You must write a **fluent paragraph**, using your own words
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

(10)

#### GIVING DISEASES AN ETHNIC SPIN

Every time a new illness goes beyond epidemic proportions and threatens to become a pandemic, humankind reacts with panic, bravery, rationality – and racism. The novel coronavirus, now scientifically called Covid-19 has set off anti-Chinese racism through sick rumours, slurs, libels and slanders. The street, social media platforms, the media: these have become the carriers of an infectious xenophobia that has blamed Chinese people everywhere for the virus, alleging that their eating habits (wild animals, cats, dogs, anything with legs apart from a table) are in the main responsible for it.

To take just one South African example the following social media did the rounds recently: "We urge citizens to stay away from China Mall. Most of the owners went back to China to celebrate the Chinese New Year celebrations. They are returning and most of them are bringing along the coronavirus. Rather be safe than sorry. Please share this with your contacts and keep our people from this deadly virus that is spreading rapidly, worldwide."

Here we see a crude supposition and a clear us-versus-them divide. The world has been here before, regrettably too many times. In the years from January 1918 to December 1920 an estimated 500 million people were infected by an influenza pandemic and 50 million people died from it. The virus had colloquially been named the Spanish Flu. Did the Spanish Flu begin in Spain then? There is a very prosaic explanation for its name and one all the more pathos-ridden for the reason.

In an act of early 20<sup>th</sup> century spin, aimed at keeping up the morale of post-World War I populations, government censors downplayed reports of sickness and death from influenza that occurred in the UK, France, the USA and Germany. No such restrictions applied in Spain where the monarch, King Alfonso XIII, had become seriously ill. Newspapers reported widely on the flu that was gripping and slaying Spaniards in town and country. The effect was to create the impression that Spain was hardest hit by the influenza outbreak and, in the inglorious tradition the media has often upheld, the illness was dubbed Spanish Flu.

Spanish neither geographically nor epidemiologically, the "Spanish Flu" went on to infect people as far flung from Spain as the Arctic and Pacific island atolls. Some estimates put its death toll as high as 100 million, double the generally accepted figure. But for then and for all time, the virus was demonised as the Spanish Flu, condemning both the country and its inhabitants to an eternity of attribution and blame.

TOTAL: SECTION B: 10

## SECTION C: LANGUAGE IN CONTEXT

### QUESTION THREE: USING LANGUAGE CORRECTLY

Study Text F which contains some deliberate errors and answer the set questions.

#### TEXT D

##### THE DIAMOND PRINCESS – THE CORONA VIRUS CRUISE SHIP

- 1 On February 1<sup>st</sup>, a passenger who had disembarked five days earlier in Hong Kong was diagnosed with Covid-19. On February 4, health authorities stopped the ship's voyage for 24 hours. This was done to conduct a health check. The owners of Princess Cruises, however, quickly cancelled the entire trip, docking in Yokohama to give more time to check passengers and crew. Ten infected passengers were identified and taken ashore for methodical treatment. 5
- 2 Two days later, the number diagnosed with the virus had risen to 41, but the *Yokohama Times* reported that the Japanese Ministry of Health believed no further tests were required. The remaining passengers being quarantined on board with the cruise company offering free internet access were anxious. The crew tweeted pictures of flowers, chocolates and other gifts handed out by staff, including games and cards for children. 10
- "We hope these gestures will lift the spirits of those onboard in this difficult time," said the Captain. Official updates were shared via notes printed out and slid under cabin doors, while passengers left thank-you messages for crew pinned to their doors, but also turned to social media to share their boredom, frustration, and anxiety. 15
- 3

#### QUESTIONS: TEXT D

- 3.1 Change the following sentence "**On February 4, health authorities stopped the ship's voyage for 24 hours**" (lines 2-3) into passive voice. (1)
- 3.2 Correct the spelling error that appears in line 6. (1)
- 3.3 Correct the malapropism that appears in line 7. (1)
- 3.4.1 Explain why *Yokohama Times* (line 8) is written in italics. (1)
- 3.4.2 Indicate **one** other way in which to write this. (1)
- 3.5 Rewrite the following sentence so that it is no longer ambiguous:  
"**The remaining passengers being quarantined on board with the cruise company offering free internet access were anxious.**" (lines 9-10) (2)
- 3.6 Rewrite the following sentence in reported speech: "**We hope these gestures will lift the spirits of those onboard in this difficult time,**" said the Captain. (lines 13-14). **Begin with: The Captain said that ...** (2)
- 3.7 Quote the verb form of the word, "**frustration**" (line 19). (1)

TOTAL FOR SECTION C: 10

TOTAL FOR PAPER: 40/40 x 35 = 35



ABENJAM BENJAMINE MENTEM

SASTRI KOLLEGE

EERSTE KWARTAAL TOETS 2020



ABENJAM BENJAMINE MENTEM

AFRIKAANS EERSTE ADDISIONELE TAAL

VRAESTEL EEN

GRAAD 11

---

Eksaminatrise:	Mev. A.B.B.Mullah	Punte:	40
Moderatrise:	Mev. N.Brijmohan	Tyd:	1 uur

**Hierdie vraestel bestaan uit 6 bladsye**

**INSTRUKSIES EN INLIGTING**

1. Beantwoord al die vrae
2. Hierdie vraestel bestaan uit :**Afdeling A - VISUELE TEKS**  
**Afdeling B - OPSOMMING**  
**Afdeling C - TAAL**
3. Begin elkevraag op 'n **NUWE** bladsy.
4. Nommer jou antwoorde korrek volgens die nommering stelsel wat in hierdie vraestel gebruik is.
5. Lees al die vrae aandagtig deur en voer die opdragte noukeurig uit.
6. Skryf netjies en leesbaar met 'n **swart / blou pen.**

Blaai om /bladsy2

**AFDELING A****VRAAG 1 :RESEP**

Lees die onderstaande resep en beantwoord die daarop volgende vrae:

**MAKLIKE PIZZA**

**Genoeg vir 4 mense**

**Bestanddele:**

- 500 gekoopte brooddeeg
- 80 ml (  $\frac{1}{3}$  k ) tomatiepasta
- 200 cheddarkaas, grof gerasper
- 200 mozzarellakaas, grof gerasper
- 1 chorizo, in klein blokkies gesny
- 250 kersietamaties, gehalveer
- sowat 80ml (  $\frac{1}{3}$  k )soet brandrissiesous
- handvol koljanderblare

**Metode:**

1. Voorverhit die oond tot 200 °C en smeer 'n groot bakplaat met olie of kossproei. Sprinkel 'n bietjie meel oor.
2. Rol die deeg uit op 'n meelbestrooide werkkoppervlak en deel dit in ewe groot deegballe. Laat rys vir sowat 20 minute.
3. Rol die deegballe baie dun uit en sit dit op die voorbereide bakplaat.
4. Smeer van die tomatiepasta op die pizzas en bak vir 5 minute.
5. Versprei die res van die bestanddele behalwe die soet brandrissiesous en koljanderblare en bak vir nog 5-10 minute of tot gaar.
6. Stip die pizzas met die sous en sprinkel die blare oor.

[Verwerkuit: Huisgenoot, 3 Oktober 2011]

Blaai om / bladsy 3



**VRAE**

- 1.1. Hoeveel mense kan jy met hierdie pizza bedien? (1)
- 1.2. Haal EEN woord aan wat bewys dat die brooddeeg nie tuisgemaakte brooddeeg is nie. (1)
- 1.3. Sê of die volgende stelling WAAR of ONWAAR is:  
*Jy het 2 koppies tamatiepasta vir die resep nodig.*  
Motiveer jou antwoord. (1)
- 1.4. Noem slegs EEN van die twee tipes kaas wat vir die resep gebruik word. (1)
- 1.5. In hoeveel stukke word elke kersie-tamatie gesny? (1)
- 1.6. Haal DRIE OPEENVOLGENDE WOORDE aan wat bewys dat die pizza nie aanvanklik in 'n koue oond geplaas moet word nie. (1)
- 1.7. Wat moet jy op die werkoppervlak sprinkle voordat die deeg uitgerol word? (1)
- 1.8. Hoe lank moet die deeg rys? (1)
- 1.9. Watter blare moet oor die pizza gespreinkel word? (1)
- 1.10. Waar het hierdie 'maklike pizza resep' verskyn? (1)

**[10]****TOTAAL AFDELING A: 10**

**AFDELING B : OPSOMMING****VRAAG 2 – WAT KAN JY DOEN OM MEER SELFVERTROUW TE KRY?**

- Som SEWE dinge op wat jy kan doen om meer selfvertroue te kry.
- Som die WENKE in SEWE goeie sinne op.
- Skryf jou SEWE SINNE onder mekaar neer.
- Jy moet een sin oor elke feit skryf.
- Laat 'n reel tussen jou sinne oop.
- Jou opsomming mag nie meer as 70 WOORDE wees nie.
- Dui die getal woorde aan die einde van jou opsomming aan.

**KRY MEER SELFVERTROUW...**

1. Voor jy soggens opstaan, dink aan een positiewe ding wat jy al reggekry het. Dit kan selfs iets kleins wees soos dat jy 'n bejaarde persoon die straat help oorsteek het. Herleef daardie oomblik.
2. Dink twee keer per dag twee minute lank aan iemand met hope selfvertroue. Verbeel jou jy is daardie persoon en boots hul liggaamshouding na. Mense met selfvertroue hou gewoonlik hul koppe hoog en maak oogkontak. Staen en praat soos hulle en jy sal dieselfde wenhouding kry.
3. Verbeel jou hoe fantasties dit sal wees om tonne selfvertroue te hê, hoe maklik dit sal wees om nuwe mense te ontmoet en hoe jou sosiale lewe sal blom. Terwyl jy hieraan dink, druk jou duim en middelvinger op dieselfde hand teen mekaar. Herhaal dit vier keer.
4. Probeer die volgende: Staen voor die spieël, maak jou oë toe en onthou 'n kompliment wat iemand jou gegee het. Herhaal hul woorde vier keer in jou gedagtes tot jy goed voel en pak dan jou dag aan.
5. Dink aan 'n situasie wat jou in jou sokkies laat bewe; soos om jou mondeling voor die klas te doen. Dink dan aan vyf sleutelwoorde om te beskryf hoe jy graag op daardie oomblik sou wou voel, soos ontspanne, sterk, kalm. Laat hierdie gevoelens jou gedagtes vul.
6. Jy moet probeer om meer gemaklik in jou eie vel te wees. Ander mense se kritiek sal dan nie so baie vir jou beteken nie.
7. "Wanneer ek sleg voel, gebruik ek daai gevoel om my te motiveer om harder te werk. Ek gee my net een dag om myself te bejammer", sê Beyonce (sangeres).

[Verwerk uit: Huisgenoot, 6 Oktober 2011]

**TOTAAL AFDELING B: 10**

**AFDELING C :SINSTRUKTURE****VRAAG 3**

Lees die onderstaande strokiesprent en beantwoord die vrae wat daarop volg:



[Spotprent uit : Die Burger, 22 April 2011]

- 3.1. (Skryf die volgende sin oor in die VerledeTyd)  
Die seun besoek die winkelsentrum. (1)
- 3.2. (Skryf die volgende sin oor in die Teenwoordige Tyd)  
Hector het die klere in die openbaar gedra. (1)
- 3.3. Verbind die onderstaande twee sinne met die voegwoord tussen hakies.  
Hector hou nie van nuwe klere nie. Hy doen nooit sy eie inkopies nie. (dus) (1)
- 3.4. (Skryf die volgende sin oor in die ToekomendeTyd)  
Sy is verbaas oor Hector se klere . (1)
- 3.5. (Skryf die volgende sin oor in die Ontkennende Vorm)  
Iemand in die winkel het Hector gehelp.. (1)
- 3.6. Verander die onderstaande VRAAGSIN na 'n STELSIN.  
Is dit regtig 'n droom? (1)
- 3.7. Herskryf die onderstaande sin en gee die korrekte WOORDORDE.  
Hector verskyn (in die openbaar) (met 'n pers hemp) (vandag). (1)
- 3.8. (Skryf die volgende sin oor in die Indirekte Rede)  
Hy sê: "Ek haat die pers hemp." (1)



- 3.9. (Skryf die volgende sin oor in die Lydende Vorm) (1)  
Zitts speel vandag 'n kitaar.
- 3.10. (Skryf die volgende sin oor in die Infnitief) (1)  
Jy moet dieselfde hemp dra.  
Begin soos volg: Jy behoort ...
- 3.11. (Skryf die volgende sin oor met die nodige Leestekens) (2)  
Wie is verantwoordelik vir thomas zitts en jan
- 3.12. (Skryf die volgende sin oor in die LydendeVorm) (1)  
Die seun het nuwe klere van die winkel gekoop.
- 3.13. (Skryf die volgende sin oor in die korrekte Woordorde) (1)  
Ziits dra jaarliks dieselfde broek.  
Begin met die onderstreepte woord.
- 3.14. (Gee die antoniem vir die woord tussen hakies) (1)  
Soms is dit (moeilik) om musiek te oefen.
- 3.15. (Skryf die getal voluit) (1)  
Sy vriend is 14 jaar oud.
- 3.16. (Skryf die afkorting voluit) (1)  
Hulle kies musiek (i.p.v.) boeke.
- 3.17. (Vul in die korrekte Voorsetsel) (1)  
Hy bly \_\_\_\_\_ sy ouers.
- 3.18. (Gee die samestelling vir die woorde tussen hakies) (1)  
Zitts oefen sy musiek in die (klas + kamer).
- 3.19. (Gee die Intensiewe Vorm van die woord tussen hakies. (1)  
Zitts se musiek sal hom (beroemd) maak.

**TOTAAL AFDELING C: 20**

\*\*\*\*\*

**GROOTTOTAAL : 40  
ALLES VAN DIE BESTE!!!**