



## **COMPREHENSION**

**Read Text A below carefully and answer the set questions.**

### **TEXT A**

#### **Why coding alone won't prepare our children for the 4IR (FOURTH INDUSTRIAL REVOLUTION)**

1. As with many countries, South Africa is seriously considering including coding<sup>1</sup> into the national curriculum. In fact, earlier this year, Cyril Ramaphosa made it very clear that inclusion will be an objective he intends to see come to fruition during his presidency. This is commendable - but is it realistic?
2. The truth is that including coding alone will not prepare our children to face the coming technology tsunami known as the fourth industrial revolution (4IR) and, as things stand today, there is no disputing the fact that we are producing school-leavers who are ill-equipped to operate effectively in a digital world. So the answer is "probably not". At least, not right now.
3. The 4IR is going to bring both massive opportunities and new challenges, and education should be an instrument to prepare tomorrow's workforce. But, to get there in South Africa, we'll need to see a fundamental shift in education and a return to the basics.
4. The younger generation are referred to as digital natives because they've had access to technology since they were old enough to hold it. This exposure needs to be ramped up, and one way of doing this is to give them access to better equipped early-learning facilities. There are endless studies on the advantages of providing children with a strong foundation in numeracy and literacy at a pre-school stage and if we start preparing them here, via digital platforms, we'll already be ahead of the game. Rather than ring-fencing subjects like coding and technology from Grade R, it would make more sense to inter-weave these subjects into all aspects of the school curricula, as it is in the real world. For example, government intends on ensuring every learner is armed with a tablet, so this can be used to set reminders in a digital calendar, or to introduce CAD tools to assist in creating specification diagrams.
5. Globally, there aren't many educational institutions effectively set up to keep pace with the rate of change in technology. When you consider that, on average, a third of the skill sets required to perform today's jobs will be wholly new by 2020, it's easier to understand that teaching a subject, which focuses solely on execution,

means running the risk of equipping learners with potentially obsolete abilities. That's not to say that execution skills should be ignored, but rather that the effort should go into teaching the skills that will underpin the use of any tool. Here, you're looking at computational thinking, data literacy, agile problem solving methods and, perhaps most importantly, the techniques to rapidly learn new hard skills. Beyond that, we should probably be giving thought to how we hone, at school level, the skills that AI<sup>2</sup> machines will not be able to emulate easily – creative and critical thinking, teamwork and empathetic interaction.

6. Before any of the above can be realised, it should be understood that unless school infrastructure improves, we'll just be further entrenching the digital divide. Kids in well-resourced schools able to effectively teach the subject will benefit but, for those attending under-served schools, coding will be just another point of failure. Schools need resources, and we're not just talking about labs and computer equipment, but rather basics like water, electricity and connectivity. From there, foundational skills needed to enable coding at school include reading, maths, logic and pattern recognition, along with a willingness to experiment, permission to play and the ability to focus and sustain a train of thought. Beyond basic reading skills, comfort in reading is vital, as is the ability to research, sift through information, and select that which is relevant to finding solutions for particular problems.
7. A high-tech world where many basic goods and services are produced by robots is going to make the things that are intrinsically human even more precious and valued. Along with STEM<sup>3</sup> jobs, there will be many opportunities in art and creative pursuits of all kinds that focus on providing humans with ways to connect with one another in an increasingly automated world.
8. The World Economic Fund (WEF) released a ground-breaking paper recently, titled Transforming Education Ecosystems. In it, the team deep dives global challenges being experienced and overcome by several countries that have successfully incorporated coding into their school curricula. These educational institutions share common attention to several key action areas, including starting with early childhood education, the creation of future-ready curricula, ensuring a professional (and educated) teaching workforce, early exposure for these children to the workplace with ongoing career guidance, truly enabling digital fluency, and a fresh new approach to lifelong learning.
9. With seemingly insurmountable challenges, South Africa will have to take learnings from the experiences of its counterparts to ensure it creates the best foundation for the next generation of workers - but it will have to start at the very beginning.

*Edited from an article by Jenny Retief, 10 June 2019 (<https://www.bizcommunity.com>)*

## Glossary

coding	<sup>1</sup>	-	computer programming
AI	<sup>2</sup>	-	artificial intelligence
STEM	<sup>3</sup>	-	Science, Technology, Engineering and Maths

## QUESTIONS

- |     |   |     |
|-----|---|-----|
| 1.1 | <b>Account for</b> <u>the inclusion of the question at the end of paragraph 1.</u>  | (2) |
| 1.2 | <b>Explain</b> <u>what the writer means by “the coming technology tsunami” (paragraph 2).</u>   | (2) |
| 1.3 | Refer to <u>paragraph 3.</u> <b>Discuss</b> <u>the impact of the 4IR on South Africa.</u>   | (2) |
| 1.4 | Refer to <u>paragraph 4.</u> <b>Discuss</b> <u>the changing role of education for “digital natives”.</u>  | (2) |
| 1.5 | Refer to <u>paragraph 5.</u> <b>Why, in your view,</b> <u>does the writer distinguish between the various skills required for jobs in 2020?</u> | (3) |
| 1.6 | Refer to <u>paragraph 6.</u> <b>Comment on</b> <u>the writer’s concerns regarding the ‘digital divide’.</u>                                     | (3) |
| 1.7 | <b>Explain</b> <u>the irony in paragraph 7.</u>   | (3) |
| 1.8 | Refer to <u>paragraph 8.</u> <b>Critically comment on</b> <u>TWO elements of style used by the writer in this paragraph.</u>                    | (3) |
| 1.9 | <u>Is paragraph 9 a suitable conclusion to the article as a whole? Justify your response.</u>   | (3) |

**[23]**

## CREATIVE WRITING GRADE 10

### TRANSACTIONAL TEXTS

#### Writing an Obituary

An obituary is a notice of the passing on of someone known by the target audience. Over and above 'formally' announcing the death, it also sketches the cause of death as well as the funeral arrangements. The aspects below should be included:

- Surname first, in bold, then the name (the first or second, that the deceased was better known of).
- A nickname of the deceased may also added (how he was commonly known).
- Details of the service, possible cause of death (e.g. long illness, accident, etc) and instructions concerning condolences are given.
- Euphemism is used, e.g. passed away instead of died.
  - A brief summary of the life of the deceased can be provided, starting from birth till death. You don't need to include every detail, only key information eg. their achievements, special talent or skill, contribution to the community, etc.

#### Example

SMITH  
JOYCE

Passed away on 17 April 2010, after a long illness. A short family service will be held at 12 Sirrah Street, Sundale, Pretoria, at 08h30, followed by a church service that will be held at Free for Christ Church, Church Street, Pretoria at 09h00. She will be laid to rest at Pretoria North

She studied at Harvard Law University in America and after completing her studies, returned to South Africa to open her own legal practice.

Messages of condolences and any form of support may be sent to Jone Toms at 12 Sirrah Street, Sundale, Pretoria.

She will always be fondly remembered for her love, generosity and kindness by her husband, children, siblings, brothers-in-law, siblings friends and the community of Sundale.

#### Writing activity

Your favourite aunt has passed away. Write an obituary of 180-200 words, paying tribute to her.

## Writing an Investigative Report

A report is issued after an investigation has been requested and carried out.

- The report summarises the information that has been collected
- Recommendations are made and conclusions drawn
- Sign and date the report

You must use a format for your report:

- Person Addressed
- Title of Report
- Terms of Reference (reason for the report)
- Procedure (how will you gather information)
- Findings (analysis of the information gathered)
- Conclusion (what conclusion can you draw from your findings)
- Recommendations (give ideas that can help resolve the issue)

### Example

You have been asked to write a report that investigates learner's complaints about compulsory extramural activities.

**1. Person Addressed** : Mr T Bell (Principal)

**2. Title of Report** : Compulsory extramural activities overwhelming for learners

**3. Terms of reference** : The principal requested an investigation regarding the complaints by learners that extramural activities were interfering with their studies.

**4. Procedure:**

1. A questionnaire was compiled and issued to all teachers and to a sample of learners.
2. An analysis of extramural activities frequency was drawn up
3. The results were discussed by all concerned. A report was drafted.

**5. Findings:**

1. Some learners were not interested at all in extramural activities and felt it should be optional.
2. Some learners were concerned about activities taking place after school as they were worried about transport.
3. Some learners felt that their priority should be with their school work, and that should not be interfered with.

**6. Conclusion:**

1. Not all learners are against extramural activities.
2. Immediate action is required in order to find a solution that works for both the school and the learners.

## 7. Recommendations:

1. Only learners who wish to participate in extramural activities should be required to participate.
2. The school should attempt to make time during school hours for extramural activities.
3. The school should do a fundraiser in order to acquire school transport for those learners who wish to participate but have transport issues.

L Khumalo(signature)

Learner Representative Council  
07.07.2020

## Writing Activity

During an evening concert at your school, some learners were said to have left the school premises without consent from the school or their parents. Your principal has requested that you write a report of the incident. Your response should be between 180-200 words.

## ROMEO and JULIET

### Activity 1

1. Closely study the lines from this Prologue (above). Quote one of the following literary terms:
  - 1.1 Repetition
  - 1.2 Alliteration
  - 1.3 Metaphor
2. Identify four main themes introduced in the Prologue?

### Act 1, Scene 1

#### ACTIVITY

1. What does the extract tell us about how Verona is governed at the time the action of the play is set?
2. Where is Verona?
3. What indication is there in the passage that
  - 3.1. violent feelings have been bubbling just beneath the surface and needs very little to boil over.
  - 3.2. hardly anyone is neutral?
4. What does the Prince mean by the words
  - a) cankered with peace?
  - b) cankered with hate?

5. What modern word is derived from “cankered” and how are the two words similar in meaning?

## Act 1, Scene 2

### ACTIVITY

Read the extract and then answer the questions below.

[Capulet and Paris discuss Juliet]

CAPULET	But Montague is bound as well as I, In penalty alike; and 'tis not hard, I think, For men so old as we to keep the peace.
PARIS	Of honourable reckoning are you both; And pity 'tis you lived at odds so long. But now, my lord, what say you to my suit?
CAPULET	But saying o'er what I have said before: My child is yet a stranger in the world; She hath not seen the change of fourteen years, Let two more summers wither in their pride, Ere we may think her ripe to be a bride.
PARIS	Younger than she are happy mothers made.
CAPULET	And too soon marr'd are those so early made. The earth hath swallow'd all my hopes but she, She is the hopeful lady of my earth: But woo her, gentle Paris, get her heart, My will to her consent is but a part; An she agree, within her scope of choice Lies my consent and fair according voice.

1. Read the following statement from the play and complete it by filling in the missing words. Write only the question number and the word. Lord Capulet is talking about his a) \_\_\_\_\_, Lord Montague. The two families do not get along because of a long-standing b) \_\_\_\_\_ between them.
2. Explain why Montague and Capulet are being punished.
3. In lines 4 - 5 Paris says that both Montague and Capulet are “of honourable reckoning”.
  - a) Explain what Paris’s words reveal about the characters of the two lords.
  - b) Use your own words to explain how Paris feels about this state of affairs.
4. What “suit” is Paris referring to in line 6?
5. Refer to lines 14 and 15, “Earth hath swallowed ... my earth”.
  - a) Name the figures of speech used by Capulet in these lines.
  - b) Use your own words to explain what Capulet means in these lines.
6. State whether the following statement is true or false and support your answer from the extract. Capulet refuses to allow Paris to marry Juliet.

7. Capulet invites Paris to his feast that night. What does he intend Paris to do there?

**Write down a, b, c or d as your choice of answer to the following questions.**

8. Paris is

- a Capulet's best friend.
- b related to the Prince.
- c Romeo's cousin.
- d Juliet's beloved fiancé.

9. In line 5, Paris says "And pity 'tis". He means that

- a he feels sorry for Capulet.
- b he thinks the feud is so senseless.
- c it is a pity Capulet has become so old.
- d Capulet has had to live in fear all these years.

10. Paris visits Capulet because he

- a wants Capulet's advice on his new suit.
- b is concerned about the ongoing feud.
- c wants Capulet's final answer to his proposal.
- d has come to ask Capulet's permission to marry Juliet.

**Answer the following questions in your own words:**

11. Why does Capulet call Juliet "a stranger in the world" (line 8)?

12. What is Juliet's age? Quote the phrase from the extract that tells you this.

13. Capulet asks a favour of Paris concerning the wedding.  
What is his request? (lines 10 and 11).

14. Do you think Paris is pleased with Capulet's request?  
What answer does he give?

15. Explain line 14 in your own words.

16. Capulet encourages Paris to "woo" Juliet. What is a modern English word for "woo"?

17. Read lines 17 to 19. Would you agree that Capulet means it when he tells Paris that Juliet has the final say in the choice of a husband?