

HOËRSKOOL JOHAN JURGENS
ENGLISH HOME LANGUAGE
GRADE 10
TASK 4: LANGUAGE TEST
FEBRUARY/MARCH 2026



EXAMINER: C. Bourbon

TIME: 2 Hours

MODERATOR: S. Shaw

TOTAL: 70 Marks

THIS QUESTION PAPER CONSISTS OF 11 PAGES.

INSTRUCTIONS:

1. Read this page carefully before attempting to answer the questions set.

2. This question paper consists of THREE sections:

SECTION A: Literary/Non-literary text	(30 marks)
SECTION B: Summary	(10 marks)
SECTION C: Language Structures and Conventions	(30 marks)

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 given numbering system.

7. Leave a line open after each answer.

8. Pay special attention to spelling and sentence construction.

9. Write neatly and legibly.

GOOD LUCK!

SECTION A: READING FOR MEANING AND UNDERSTANDING

QUESTION 1 – COMPREHENSION

Study both **TEXT A** and **TEXT B** below and answer the questions that follow.

TEXT A

Vaal school transport crash highlights why pupils' safety cannot only be the right of the privileged

1 Most parents do not choose unsafe transport. They choose from what exists. They choose under pressure – of work that cannot wait, of distances that cannot be walked, of a country where school transport exists, but remains fragmented and inaccessible for many families. Safety has become something you buy if you can, and gamble on if you cannot. This reflects inequality, not parental neglect or a lack of care.

2 Tonight, many parents will lie awake thinking about tomorrow morning – about uniforms laid out, bags by the door, and the moment their child disappears down the road in someone else's vehicle. After the crash that took place recently, that moment carries a weight it should never have had.

3 At a time of such devastating loss, language can feel thin. Safeguarding (measures taken to keep vulnerable groups from harm) asks us to look forward – to think about what must exist before harm happens, not only how we respond after it does.

4 The recent school transport crash in the Vaal, which killed at least 13 learners, is devastating, and it is not an isolated incident. National reporting has shown that between 2018 and 2022, more than 800 school children died in school-transport-related accidents across SA, according to media analysis drawing on national data.

5 Children under 14 make up more than 10% of all road fatalities, based on national road safety figures. These are not rare tragedies. They expose how routine journeys to school have been made unsafe by design, not by chance.

6 Carrying children should come with the same expectations we place on anyone who works with them: that they are safe, trained, checked, and accountable. That means proper vetting, basic safeguarding training, clear monitoring, and simple ways to raise concerns. This must be held jointly by the departments of basic education and transport, with no confusion about who sets the rules, who checks them, and who acts when children are put at risk.

7 Schools are not neutral in this. When a school hands a child to a transporter at the end of the day, it is extending its duty of care beyond the gate and into that journey. Knowing who is collecting children, noticing when something looks

unsafe, and refusing to treat danger as “not our problem” are not extras. They are part of care.

8 Drivers who transport children are entrusted with something precious. With that trust comes the right to dignity and support – and the responsibility to act in a child’s best interests. Transporting children is not simply a job. It is an act of guardianship.

9 The state carries the highest responsibility. When children die on their way to school, this is not only a transport issue – it is a child-protection failure. Regulation, inspection and response are not acts of goodwill. They are duties.

10 Tomorrow morning, children will still climb into vehicles. That cannot stop. What can change is how held they are by all of us – across wealth and poverty, across suburbs and townships, across power and vulnerability.

Adapted from: <https://www.dailymaverick.co.za/opinionista/2026-02-02-vaal-school-transport-crash-highlights-whats-why-pupils-safety-cannot-only-be-the/>

TEXT B



QUESTIONS

Refer to TEXT A:

- 1.1 **Refer to paragraph 1.** (2)
According to the writer, why do parents choose unsafe transport for their children?
- 1.2 **Refer to paragraph 1.** (2)
Discuss why transport safety is considered as supporting inequality.
- 1.3 **Refer to paragraph 2.** (2)
Explain why parents will 'lie awake thinking about tomorrow morning'.
- 1.4 **Refer to paragraph 3.** (2)
Explain what the writer means by stating, '...language can feel thin'.
- 1.5 **Refer to paragraph 3.** (2)
What is the purpose of safeguarding?
- 1.6 **Refer to paragraph 4.** (1)
Why would the crash at the Vaal be considered as 'devastating'?
- 1.7 **Refer to paragraph 4.** (3)
Using information from the paragraph, explain how the recent Vaal school transport crash highlights the ongoing safety problems in South Africa's school transport system.
- 1.8 **Refer to paragraph 6.** (3)
List THREE expectations that should be placed on people who transport school children.
- 1.9 **Refer to paragraph 7.** (3)
In your **OWN WORDS**, discuss the responsibility of schools with regards to the transporting of students.
- 1.10 **Refer to paragraph 9.** (2)
In your opinion, will the South African government be able to solve the issue of unsafe school transportation?

Refer to TEXT B:

- 1.11 Explain what is problematic about the taxi driver's statement. (2)
- 1.12 How do the policemen feel about his statement? Refer to facial expression to support your answer. (2)

Refer to TEXT A and TEXT B:

- 1.13 Critically discuss to what extent Text B supports **paragraph 8** of Text A. Refer closely to the text to support your answer. (4)

TOTAL SECTION A: [30 MARKS]

SECTION B: SUMMARISING IN OUR OWN WORDS

QUESTION 2 – SUMMARY

Refer to **TEXT C**.

Summarise **TEXT C** by highlighting **the benefits of listening to music**.

NOTE:

1. Your summary should include seven points and NOT exceed 90 words.
2. You must write your summary as ONE FLUENT PARAGRAPH.
3. You are NOT required to include a title for your summary.
4. Indicate you word count when you have completed the summary.

TEXT C

Music in the Background of Life

1 Music is quietly woven into everyday life, offering comfort and balance without demanding attention. A familiar tune can ease tension, lift mood, or provide calm during stressful moments. In this way, music supports emotional well-being, often helping people process feelings they may struggle to express in words.

2 Rhythm and melody encourage focus, memory, and careful listening, which can support learning and concentration in subtle ways. Therefore, listening to and engaging with music also strengthens thinking skills. Over time, this mental engagement builds discipline and attentiveness without feeling forced or academic. Music plays an important role in bringing people together. Shared musical experiences at celebrations, gatherings, or even informal moments create connection and a sense of belonging. These shared sounds often foster empathy, helping people understand one another beyond language or background.

3 It can influence movement, making exercise or routine tasks feel lighter and more enjoyable. Rhythm helps with coordination and stamina, allowing the body to move more naturally and efficiently. Creativity is another quiet benefit. Music exposes listeners to different cultures, ideas, and emotions, encouraging imagination and open-mindedness. It can inspire new perspectives and ways of seeing the world.

4 It softens silence, reduces tension, and creates an environment that feels welcoming and familiar. In social spaces, music often shapes atmosphere. This makes interactions more relaxed and meaningful.

5 Background sound often helps people stay focused during repetitive tasks or long periods of work and can provide structure to daily life. For many, especially young people, music supports identity formation. Personal taste becomes a way to explore individuality while still connecting with others.

6 Ultimately, music enriches life through its steady presence, accompanying people through ordinary routines and significant moments alike.

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TOTAL SECTION B: [10 MARKS]

SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 3: ANALYSING ADVERTISING

Refer to **TEXT D** and answer the questions that follow.

TEXT D

**“VAPING IS A
SAFER ALTERNATIVE
TO SMOKING”**

HOW SAFE IS “SAFER”? ALTHOUGH E-CIGARETTE VAPOR DOES NOT CONTAIN THE TAR CURRENTLY RESPONSIBLE FOR MOST LUNG DISEASES, IT HAS BEEN SHOWN TO CONTAIN KNOWN CARCINOGENS AND TOXIC CHEMICALS LIKE FORMALDEHYDE AND ACETALDEHYDE AND NOT TO MENTION POTENTIALLY TOXIC METAL NANOPARTICLES FROM THE VAPORIZING DEVICE. PRETTY “SAFE”, HUH?

KNOW VAPE
KNOW TO SAY NO

SAN LAZARO COMPOUND, TAYUMAN, STA. CRUZ, MANILA
PHILIPPINES 1003
TELEPHONE NO. (632) 651-7800
FAX (632) 711-6744

#KNOW VAPE
CONNECT WITH US:
f t You Tube

The slogan reads, “#KNOW VAPE”

The text reads, “How safe is ‘safe’? Although E-cigarette vapour does not contain the tar currently responsible for most lung diseases, it has been shown to contain known carcinogens and toxic chemicals like formaldehyde and acetaldehyde and not to mention potentially toxic metal nanoparticles from the vaporizing device. Pretty ‘safe’, huh?”

QUESTIONS

- 3.1 Quote TWO examples of emotive diction from the body of the advertisement. (2)
- 3.2 Explain the purpose of this advertisement. (2)
- 3.3 Does the headline support the image of the advertisement? Justify your viewpoint. (2)
- 3.4 Discuss the pun in the hashtag. (2)
- 3.5 Do you think this advertisement is effective in discouraging people from vaping? Explain your answer. (2)

[10 MARKS]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study **TEXT E** and answer the questions that follow.

TEXT E



The packaging reads, “BUBBLE GUM FLAVOR” “CHOCOLATE CHIP FLAVOR” and “BINKY FLAVOR”

QUESTIONS

- 4.1 Identify TWO visual clues that indicate the cartoon is focused on vaping. (2)
- 4.2 Identify the Americanism and correct it. (2)
- 4.3 How is the man stereotyped? Use ONE visual clue to support your answer. (2)
- 4.4 Do you think the man’s reaction is appropriate? (2)
- 4.5 Discuss the irony present in the cartoon. (2)

[10 MARKS]

QUESTION 5: USING LANGUAGE CORRECTLY

Refer to **TEXT F** and answer the questions that follow.

The Hidden Dangers of Energy Drinks	
1	Energy drinks has become popular among teenagers and young adults as a
2	quick way to boost energy and alertness. However, these drinks come with
3	significant health risks. Most contain high levels of caffene and sugar, which
4	can cause heart palpitations, high blood pressure, and sleep disturbances.
5	Overconsumption may even lead to serious cardiovascular problems!
6	The sugar content also increases and exaggerates the risk of obesity and
7	tooth decay, especially when consumed frequently. Many energy drinks
8	include additional stimulants such as taurine and guarana, whose combined
9	effects with caffeine aren’t fully understood and may cause anxiety or
10	digestive issues.
11	Another concern is that energy drinks are often mixed with alcohol, which can
12	mask intoxication and lead to risky behaviour. Despite <u>aggressive</u> marketing,
13	energy drinks are not a safe substitute for rest, nutrition, or proper hydration.
14	Awareness of these dangers is essential for making <u>healthier</u> choices.
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QUESTIONS

- 5.1 **Refer to line 1.** Identify and correct the concord error. (1)

- 5.2 **Refer to line 3.** (1)
Identify and correct the spelling error.
- 5.3 **Refer to line 6.** (1)
Identify the redundancy.
- 5.4 **Refer to line 9.** (1)
What is the function of the apostrophe?
- 5.5 **“Energy drinks will harm your health”** (2)
Change the above sentence into the PASSIVE voice.
- 5.6 **Refer to line 12.** (2)
Change the underlined word into an adverb. Use the adverb in a sentence to show your understanding.
- 5.7 **Refer to line 13.** (1)
What is the function of the commas?
- 5.8 **Refer to line 14.** (1)
Change the underlined adjective to the superlative form.

[10 MARKS]

TOTAL FOR SECTION C: [30 MARKS]

GRAND TOTAL: [70 MARKS]