



Province of the
EASTERN CAPE
 EDUCATION

DIRECTORATE SENIOR CURRICULUM MANAGEMENT (SEN-FET)

HOME SCHOOLING SELF-STUDY WORKSHEET

SUBJECT	English HL	GRADE	10	DATE	30.03.2020
TOPIC	Reading Comprehension	TERM 1 REVISION	(Please tick) √	TERM 2 CONTENT	(Please tick)
TIME ALLOCATION	60 Minutes	<u>TIPS TO KEEP HEALTHY</u> 1. WASH YOUR HANDS thoroughly with soap and water for at least 20 seconds. Alternatively, use hand sanitizer with an alcohol content of at least 60%. 2. PRACTICE SOCIAL DISTANCING – keep a distance of 1m away from other people. 3. PRACTISE GOOD RESPIRATORY HYGIENE: cough or sneeze into your elbow or tissue and dispose of the tissue immediately after use. 4. TRY NOT TO TOUCH YOUR FACE. The virus can be transferred from your hands to your nose, mouth and eyes. It can then enter your body and make you sick. 5. STAY AT HOME.			
INSTRUCTIONS	<ul style="list-style-type: none"> • On the following pages there is a passage and questions for a Reading Practice Test. • There is a mixture of various question types sampled from past examination papers. • Read the passage carefully, then answer each question as fully as you can. • The instruction verbs have been bolded and the key areas underlined. • Refer to the notes for explanations of instruction verbs. • Read the NOTES ON CONTENT at the bottom to assist you with the general approach to comprehension questions. • Mark your answers for ALL of the questions. 				

**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 coding¹ 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 AI² 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 STEM³ 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 ¹ | - | computer programming |
| AI ² | - | artificial intelligence |
| STEM ³ | - | Science, Technology, Engineering and Maths |

QUESTIONS

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

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NB: Here’s an explanation of some of the terms used in questions. Spend a few minutes acquainting yourself with them before responding to the questions.

TERM	MEANING
ACCOUNT FOR	Explain why, give the reason for
ALLUDE TO	Refer to
ASSESS	Make a judgement after careful consideration
COMMENT	Give an opinion on

COMPARE	Look for similarities and differences between x and y; perhaps reach a conclusion about which is preferable.
CONTRAST	Set in opposition (place x and y opposite to each other) in order to bring differences and or similarities.
CRITICISE	Give your judgement about the merit of theories, of opinions or about the truth of 'facts'; back your judgement by a discussion of evidence or reasoning involved.
DEFINE	Set down the precise meaning of a word or phrase. in some cases it may be necessary or desirable to examine different possible, or often used, definitions.
DISCUSS	This requires not only factual information but also some assessment or evaluation. Investigate or examine by argument; sift and debate; give reasons for and against. Also examine the implications.
DESCRIBE	Give a detailed or graphic account of
DIFFERENTIATE	Look for the differences between x and y
DISTINGUISH BETWEEN	Look for the differences between x and y
EVALUATE	Make an appraisal of the worth of something; in the light of its truth or usefulness; provide good points and weaknesses.
EXPLAIN	Make clear or plain; interpret and account for; give reasons for
EFFECT – What is the effect of...?	State what the reaction is of
ILLUSTRATE	Make clear and explicit
INTENTION – What is the intention of the writer.....?	Write about the writer's purpose.
INTERPRET	Make clear and explicit. Provide your analysis.
JUSTIFY	Show adequate grounds for decisions or conclusion; answer the main objections likely to be made of them; give reasons why you agree/disagree with a given statement /quotation.

OUTLINE	Give the main features or general principles of a subject, omitting minor details and emphasizing structure and arrangement.
RELATE	(a) narrate (b) show how things are connected to each other and to what extent they are like, or affect each other/to show a link or connection between x and y
STATE	Present in brief, concise and clear manner
SUBSTANTIATE	Give examples by referring to incidents, words and comments.
SUMMARISE	Give a concise account of the chief points of a matter, omitting details and examples.
TRACE	Follow the development or history of a topic from its point of origin.

NOTES ON CONTENT

Comprehension is the decoding and understanding of spoken, written and visual texts. Comprehension skills are not only for the classroom, but are life skills that need to be developed. **Reading therefore becomes very important.**

1. Read through the passage quickly.

- ❖ Get an outline or a general picture of the passage.

- ❖ Try to picture what you are reading. This helps you to focus and read for meaning.

2. Take Note:

- ❖ The title may offer a clue to the contents and purpose of the passage.
- ❖ The author may help you to identify the time, style and often the subject.
- ❖ The introduction often creates the atmosphere and provides the setting for what is to follow.
- ❖ The conclusion usually ties up the intention of the author.

3. Ask yourself these questions:

- ❖ Who - is the writer? Who are the characters?
- ❖ What - is the main idea of the passage?
- ❖ Where - does it take place? (Setting)
- ❖ When - does it take place? (Setting – Time, Date, Era)
- ❖ Why - has this passage been written? What is the writer's intention?
- ❖ How - does the writer express himself? What language devices are used?

4. Read through the comprehension questions:

- ❖ When you do this, keep the passage in mind.
- ❖ This will give you clues leading to the answers in the passage.
- ❖ Many teachers and learners prefer reading the questions before reading the passage.

5. Read the passage again

- ❖ This time you should be aware of what has been asked.
- ❖ Highlight the main idea in each paragraph – each paragraph presents a new idea.
- ❖ The first sentence **is often** the key sentence.
- ❖ Words and ideas that were at first confusing or difficult, may now become clearer in context.
- ❖ The more familiar you are with the passage, the easier it should become to interpret and understand what you are reading.

Practical Advice when responding to an exam question paper

- ❖ Each question usually contains a question word – underline this.
- ❖ Each question usually contains a key word or key idea – circle this.
- ❖ Try to remember whether you read this fact near the beginning, middle or end of the passage.
- ❖ Put your eyes into ‘Search Mode’ and look down the middle of the paragraph to find the sentence containing the key word or key idea. Read the whole sentence in order to get a complete picture.
- ❖ Do not copy directly from the text but refer to it in order to avoid careless factual or spelling mistakes. (This applies particularly to names, places, dates or other relevant information.)
- ❖ If you are asked to supply a synonym or an antonym:
 - a. Replace it with the same part of speech e.g. a noun with a noun, an adverb with an adverb.
 - b. Take the word that you have chosen back to the passage. Replace the original word with this synonym and see if it is appropriate.

Answering Techniques:

It is important to interpret and follow the instructions exactly as they are given:

- ❖ Does the answer need a full sentence, a word or a phrase?
- ❖ Avoid starting sentences with conjunctions such as because, and, but and so.
- The mark allocation is usually a suggestion of the number of points needed.
- ❖ Your numbering must correspond to the numbering of the questions – if the number is 1.1.1 you must not answer 1 or A.
- ❖ If you are asked to describe in three sentences what the character looks like, do not give two or four.
- ❖ Do not give one word answers if you are asked for a sentence.
- ❖ Each answer must be written on a new line.
- ❖ When quoting from the text, enclose the quote with “inverted commas”.
- When asked to describe the tone of any text, use one adjective.
 - ❖ Edit your work to check that you have answered correctly. Spelling and Language errors result in unnecessary loss of marks.

Write clearly and neatly to avoid possible discrepancies.

Comprehension skills should be practiced whenever possible, not only in test situations. Comprehension skills are reinforced daily:

- ❖ When listening to conversations, instructions or the radio.
- ❖ When watching television programmes or films.
- ❖ When reading books, newspapers or magazine articles.

RESPONSES TO THE MULTIPLE CHOICE QUESTIONS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.