



# education

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Department:  
Education  
North West Provincial Government  
**REPUBLIC OF SOUTH AFRICA**

## PROVINCIAL ASSESSMENT

**GRADE 9**

**ENGLISH HOME LANGUAGE  
RESPONSE TO TEXT (TASK 5)  
JUNE 2024**

**MARKS: 70**

**TIME: 2½ hours**

**This question paper consists of 11 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of FOUR questions.

QUESTION 1: Comprehension	(25)
QUESTION 2: Visual Literacy	(15)
QUESTION 3: Summary Writing	(10)
QUESTION 4: Language Structures and Conventions in Context	(20)

2. Read the instructions at the beginning of each question carefully.
3. Answer ALL the questions.
4. Start each question on a NEW page.
5. Number the answers correctly according to the numbering system used in this question paper.
6. For multiple-choice questions, write ONLY the letter (A–D) next to the question number, e.g. 1.5 E.
7. Pay special attention to spelling and sentence construction.
8. Write neatly and legibly.

**QUESTION 1: READING COMPREHENSION**

Read the following article and then answer the questions that follow.

**PEER PRESSURE**

1. Peer pressure is the process by which members of the same social group influence other members to do things they may be resistant to. Usually, the term is used when people are talking about behaviours that are not considered socially acceptable or desirable, such as experimentation with alcohol or drugs.
2. Spoken peer pressure is when someone verbally influences another person. For instance “Come on, one cigarette won’t hurt.” People can also feel an internal pressure to participate in activities and behaviours they think their peers are doing, which can put them to risk. Examples thereof are food addiction and/or internet addiction.
3. Positive peer influence can result in teens volunteering in their community, keeping each other motivated to participate. This type of behaviour can lead to teens becoming positive role models themselves.
4. Rather than worrying about the effects of their children’s friendships, parents would do well to focus on a positive, supportive home environment. Role modelling good emotional self-regulation may assist a child to stick to their own values when it comes to peer pressure. This will teach children positive ways of solving problems and coping with uncomfortable feelings, rather than trying to escape, by doing things to fit into a crowd. Peer pressure to take potentially harmful risks, can be balanced by parents ensuring they set appropriate boundaries, provide support and help to avoid risks.
5. Adults are also vulnerable to peer pressure. Many adults are susceptible to drinking too much because their friends are doing it, or putting work before family because they are competing with other people in their office for a promotion.
6. Dealing with peer pressure can be difficult, but it is possible. Instead of agreeing quickly to do something you’d rather not do, pause and take a few deep breaths. If someone is waiting for you to answer them immediately, tell them you need a few days to think about it. It is easier to resist the pressure when you put some time and space between yourself and the situation.
7. Saying “no” can be hard, but it’s necessary to set healthy boundaries in relationships. If someone persistently pressures you to do something, you might say something like, “It upsets me when you offer me a cigarette when you know I don’t smoke. I won’t be able to keep on hanging out with you if you don’t respect my answer.”
8. It’s possible that a friend who is peer pressuring you simply wants to spend more time with you, but don’t know how else to ask. For example: If they pressure you to do shots with them at a party when you are not drinking, offer an alternative by suggesting that you both hit the dance floor instead. Or you can make a plan to go on a hike or to the movies the next time you hang out. That way, you are fulfilling both of your needs in a mutually beneficial way. Either way - do not allow to be pressurised. You have the right to say NO!

[Adapted from *What is peer pressure?* By Elizabeth Hartney, 6 October 2022]

1.1 When and by whom was this article published? (2)

Refer to paragraph 1.

1.2 Which term is used when people are talking about behaviours that are not considered socially acceptable or desirable? (1)

1.3 Select and write down the letter of the correct answer.  
Peer pressure is ...

- A resistance to do something.
- B allowance to do something.
- C hesitation to do something.
- D persuasion to do something. (1)

1.4 Write down the letter of the correct answer.  
Which one of the following does not fit?  
“Verbally” refers to someone ...

- A yelling.
- B crying.
- C shouting.
- D arguing to influence another person. (1)

1.5 Identify one word that means the same as inside. (1)

1.6 Explain the meaning of the phrase “which can put them at risk”. (1)

1.7 Provide a word opposite in meaning to “addiction”. (1)

Refer to paragraph 3.

1.8 Mention THREE possible results of positive peer influence. (3)

Refer to paragraph 4.

1.9 Instead of parents worrying about the effects of their children’s friendships, list FOUR possible things that parents can rather focus on. (4)

1.10 In which way do you think a supportive home environment can help a child to withstand giving in to peer pressure? (2)

1.11 Explain how sticking to your own values can prove to be BOTH a positive and a negative characteristic? (2)

Refer to paragraph 5.

1.12 Provide your own opinion.  
How is it possible for adults to also be vulnerable to peer pressure? (2)

- 1.13 Mention ONE possible danger of an adult putting his/her work before his/her family. (1)

Refer to paragraph 6.

- 1.14 Say whether you agree/disagree with the following statement and give a reason to your answer.  
“It is easier to resist the pressure when you put some time and space between yourself and the situation”. (1)

Refer to paragraph 7 and 8.

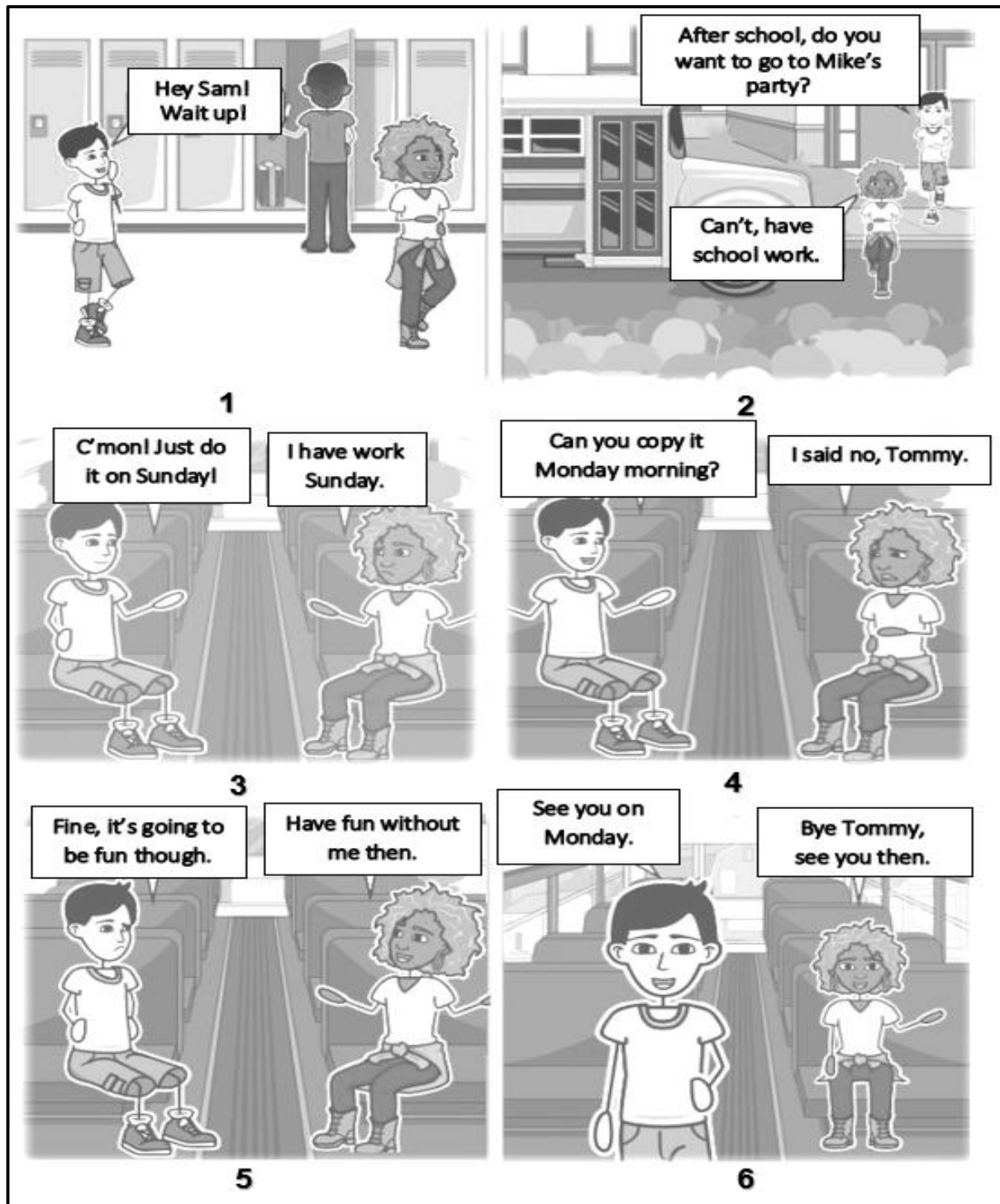
- 1.15 Explain why setting healthy boundaries in a relationship is important. (1)

- 1.16 How can peer pressure be harmful to people who cannot say “no”? (1)

**TOTAL QUESTION 1: 25**

**QUESTION 2: VISUAL LITERACY**

Study the following cartoon strip and then answer the questions that follow.



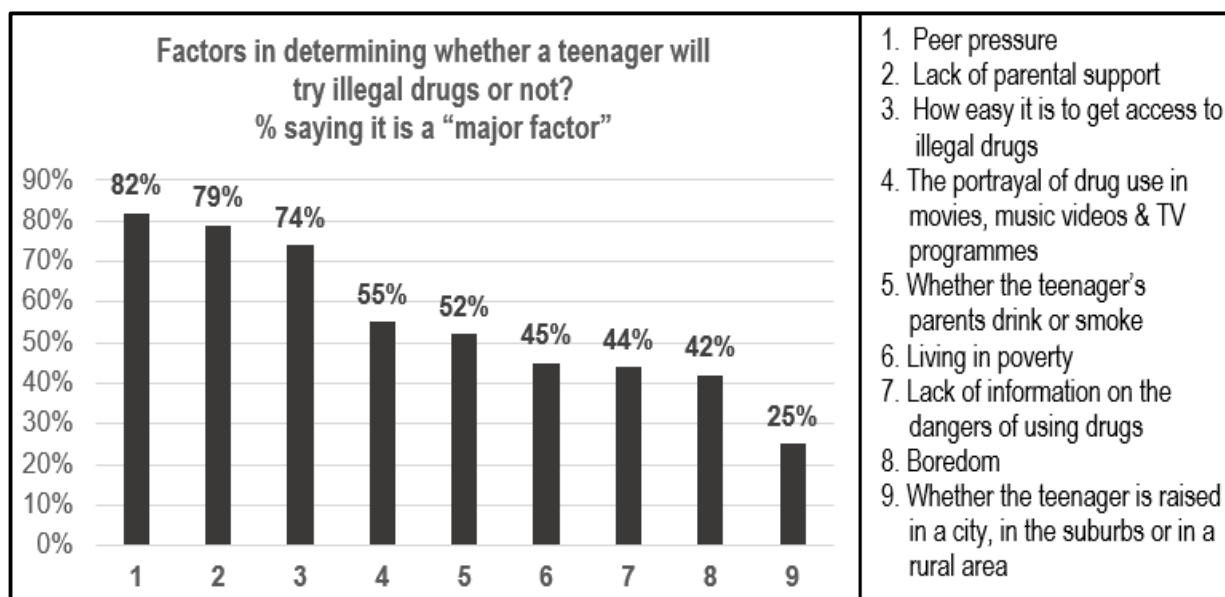
[From: Create your own Storyboard.com]

2.1 Identify the two characters in the cartoon. (1)

2.2 Where does the conversation in Frames 3 to 6 take place? Provide a visual clue. (1)

- 2.3 Which day of the week is this conversation most probably taking place?  
What brought you to this conclusion? (2)
  - 2.4 How is the girl’s mood portrayed in Frame 5? (1)
  - 2.5 Quote 5 consecutive words to prove she is at peace with her choice not to join the party. (1)
  - 2.6 In your opinion: Was the boy satisfied with the girl’s answer in Frame 5?  
Why do you say so? (1)
  - 2.7 What would you have done if you were the girl in the cartoon? (1)
- [8]**

Study the information provided in the visual text below.  
Then answer the questions which follow.



[From: PewResearch Center 2/01]

- 2.8 Which factor contributes 82% of time to be the reason why teenagers will try illegal drugs? (1)
- 2.9 Is the following statement TRUE or FALSE?  
Living in poverty causes half of the teens to engage in the use of illegal drugs. (1)
- 2.1 Which percentage of teenagers will try drugs out of boredom? (1)
- 0
- 2.1 Write down the letter of the correct answer. (1)
- 1 79% of the teenagers will try illegal drugs due to ...
- A the fact that the teenager’s parents drink or smoke.
- B lack of information on the dangers of using drugs.
- C uninvolved parents or overall lack of parental support.
- D how easy it is to get access to illegal drugs.

- 2.1 Provide your own opinion:  
2 What conclusion can we make if where teenagers are coming from, only contributes 25% of the number of illegal drug users? (1)
- 2.1 Peer pressure is totally underestimated.  
3 Do you agree or disagree with this statement? Motivate your answer. (1)
- 2.1 When these statistics are taken into consideration, which information came as a surprise to you? Why? (1)  
(7)

**TOTAL QUESTION 2: 15**



**QUESTION 3: SUMMARY WRITING**

Read the adapted article “Strategies to teach teens to deal with peer pressure”.

**INSTRUCTIONS:**

1. Summarise SEVEN STRATEGIES parents can use to teach teenagers to successfully deal with peer pressure.
2. In your rough draft, number your sentences from 1 to 7.
3. Write only one sentence/fact per line.
4. Use your OWN WORDS as far as possible.
5. Your summary should be 70–80 words in total.
6. Pay attention to the correct use of language.
7. Indicate the number of words used at the right hand bottom corner of your summary.
8. Present your final summary in PARAGRAPH form.

**STRATEGIES TO TEACH TEENS TO DEAL WITH PEER PRESSURE**

Pressure is a normal, challenging part of life for everyone. But how we handle it varies widely from person to person. Because we all want to be accepted by our peers, it can be hard to be the only one saying “no” when faced with peer pressure. That is why parents should teach their teens to stand firm for what they believe in.

A belief in themselves will help teens do what they feel is right. That same confidence allows them to have less fear of failure and provides them with the strength to walk away. If teens do not have quite enough confidence to walk away on their own, encourage them to look for a like-minded peer who will feel the same way they do in a particular situation.

Teens do not like to say no to friends or peers. Teach them how to politely decline any proposal they do not feel comfortable with by saying no in a way that will not cause hard feelings. If parents always decide on their teen’s behalf, it sends a message that the teen is incapable of making decisions on his or her own!

Asking questions out loud when in a tough situation help win allies. Hearing consequences out loud can get peers thinking and potentially change their minds.

Life is full of choices. Teaching and modelling coping strategies will help teens to make healthier choices. Everyone makes mistakes sometimes. Have a reasonable discussion if this happens. It should be a conversation in which no judgement is passed.

Equipping teens with a variety of communication strategies empowers them to make good decisions when faced with peer pressure.

These are skills that not only support their ability to make it through tough situations now, but will also serve them far in adulthood.

[From: An article by Eden Pontz, September 4, 2018]

**TOTAL QUESTION 3:****10**

**QUESTION 4: LANGUAGE STRUCTURES AND CONVENTIONS IN CONTEXT**

Read the following passage and then answer the questions that follow.

**HOW PEER PRESSURE AFFECTS ALL AGES**

- 1 Young adults and teens face similar peer pressure, but gender can affect how these pressures are internalised and expressed. Adults are not exempted from facing societal expectations and influences. You can experience peer pressure from people without them saying a word to you. Explicit pressure can even include direct threats.
- 2 Young people may be more susceptible to peer pressure because their identities are still forming. They desire to fit in, not be bullied and have less risk aversion than adults.
- 3 Being pressurised can be a stressful experience, whether it happens in person or online. It may shake a teen's sense of identity and self-confidence, may contribute to excessive worry and even contribute to health concerns and behavioral problems such as anxiety and depression.
- 4 No matter your age, you can practice not giving into negative peer pressure and work on surrounding yourself with more positive influences. Even though peer pressure is part of life, it does not mean you need to be negatively influenced by it. Try to prevent making frenemies. Don't jump from a building just because everybody is doing it! If you have made poor choices in the past, forgive yourself with the intention of doing better next time.

[From: *An article by Michelle Pugle, published September 13, 2022*]

- 4.1 Rewrite the following sentence in the PRESENT CONTINUOUS TENSE.  
"Young adults and teens face similar peer pressure." (1)
- 4.2 "Adults are not exempted from facing societal expectations and influences.  
The sentence is an EXAMPLE of a ...
- A command sentence.  
B statement sentence.  
C question sentence.  
D exclamation sentence. (1)
- 4.3 Change the adapted sentence from paragraph 1 into the PASSIVE VOICE.  
You can experience peer pressure without people saying a word to you. (2)
- 4.4 Turn the word "threat" into its VERB FORM. (1)

- 4.5 Change the sentence from paragraph 2 into REPORTED SPEECH.  
 “Young people may be more susceptible to peer pressure because their identities are still forming.”  
 Start with Michelle Pugle stated ... (2)
- 4.6 Change the adapted sentence from paragraph 2 into its NEGATIVE FORM.  
 Teens desire to fit in and have less risk aversion than adults. (1)
- 4.7 Which one of the following words in paragraph 2, fits the description of a SPECIFIC MOOD OF DISLIKE?
- A susceptible  
 B desire  
 C bullied  
 D aversion (1)
- 4.8 Explain the use of the APOSTROPHE in the sentence from paragraph 3.  
 “...a teen’s sense of identity.” (1)
- 4.9 Identify and correct the SPELLING ERROR in paragraph 3. (1)
- 4.10 Identify an example of an ABSTRACT NOUN from paragraph 3. (1)
- 4.11 Quote an example of FIGURATIVE LANGUAGE from paragraph 4. (1)
- 4.12 Choose the language structure and convention from COLUMN B that MATCHES the example/description in COLUMN A.  
 Write down the number and correct letter only. e.g. 4.12.8 K.

COLUMN A	COLUMN B
4.12.1 frenemies	A Compound word
4.12.2 adult	B Clipping
4.12.3 self-confidence	C Infinite verb
4.12.4 negativity	D Portmanteau
4.12.5 because	E Simplex word
4.12.6 teen instead of teenager	F Suffix added
4.12.7 to be	G Conjunction

**TOTAL QUESTION 4: 20** (7)

**GRAND TOTAL: 70**