



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

FEBRUARY/MARCH 2016

MARKS: 80

TIME: 2 hours

This question paper consists of 12 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension (30)
SECTION B: Summary (10)
SECTION C: Language (40)
2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line between answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frames as a guideline:

SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 minutes
10. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1**

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A**WHAT WILL THE YOUTH INHERIT?**

- | | | |
|---|--|----------|
| 1 | In a world where global climate negotiations are sluggish and bring few tangible results, young people – who will inherit the problems developing today – are starting to come together to give their concerns a louder voice. | |
| 2 | In South Africa, more and more organisations are providing platforms for the youth to be heard, and to change things in their communities. | 5 |
| 3 | One of the largest and most active of these is Generation Earth, a youth organisation that has branches in schools across the country. Ella Bella, its co-founder, has used the organisation as a platform to talk to political leaders from around the world – from former president Nelson Mandela to diplomats at the United Nations General Assembly. Her message is that young people will inherit the world, so they should have a say in how it is run now. The organisation regularly holds summits and also gives young people practical tips on how to change their surroundings. | 10 |
| 4 | In each school where it has representation, Generation Earth has a Green Your School programme in which pupils are taught how to be more environmentally conscious and hopefully spread the message to their homes and communities to make a more significant impact. | 15 |
| 5 | Deidre Baartman, one of the organisers of The World Student Environment Summit, said, 'The youth of our country often underestimate what we can achieve. Everyone knows the environment is in trouble. With young people constituting the majority in South Africa, there is big scope for change. We are vibrant and very passionate about the things we care about. If we really want to see radical change in terms of development, we will need to focus on developing countries and instil a culture of sustainability and innovation at a young age.' | 20 25 |
| 6 | Pienaar du Plessis is part of EcoMaties, a student organisation at Stellenbosch University that aims to advance sustainable practices on and around campus. 'The problem is that our parents and their peers are doing a very bad job of managing our heritage. This means the environment they hand down to their children will be in a poor state. If we want to be certain that we will even have a future that is worth looking forward to, we are going to have to tackle the mess that we as humanity are making today, before it is too late. This is what is driving my generation to move into environmental groups and do things to change what we can, as well as extending our voice to have more of a say on how things are run.' | 30 35 |

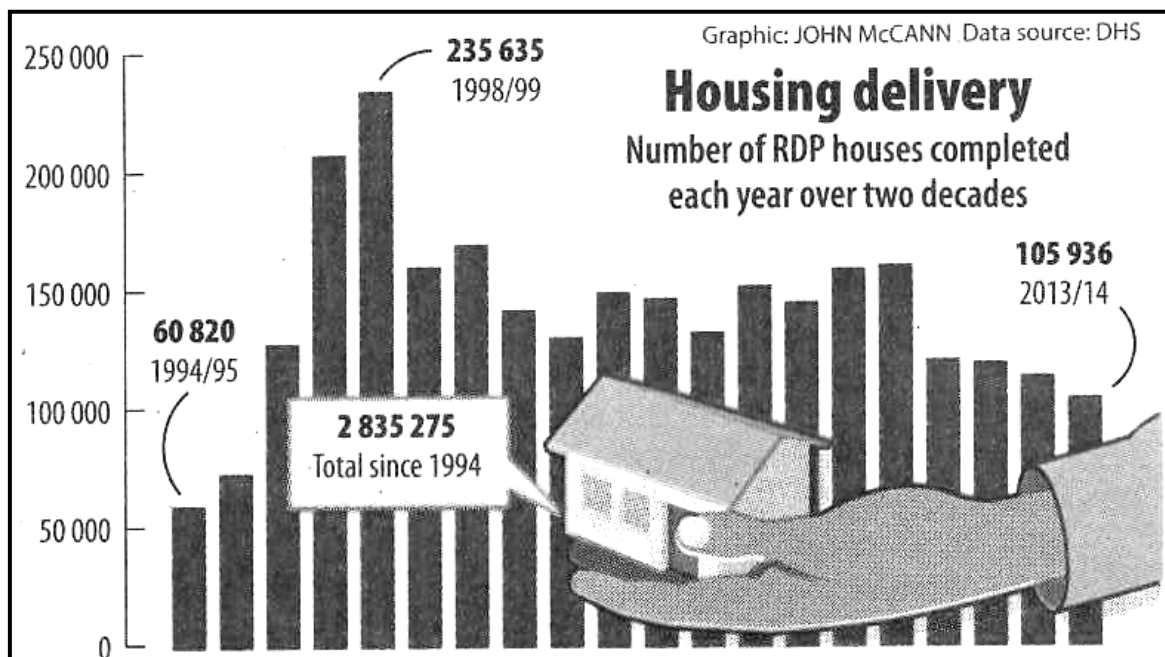
| | | |
|----|--|----------|
| 7 | 'We need people to face the realities of local and global environmental destruction, to stare it in the face, realise its enormity, and not shy away because it seems impossible to fix,' he said. | |
| 8 | Du Plessis stated, 'EcoMaties aims to create a world where young people can be a major agent of change. We are looking for a world where people have realised that environmental and social issues are one and the same. A world where people form quality relationships with other people and with the environment, and all life on Earth.' | 40 |
| 9 | Glenda Raven, senior manager of the environmental leaders' programme at the World Wildlife Fund of South Africa (WWFSA), said young people are showing more and more commitment to changing the status quo of environmental management and conservation. Her programme runs internships each year and has amazing new graduates who harness their skills to change the world. They go on to work at places such as mines, or in conserving priority ecosystems and helping with sustainable agriculture. | 45 50 |
| 10 | The efforts of Ella Bella, Deidre Baartman, Pienaar du Plessis and Glenda Raven prove that the world could be saved for future generations if young people got up, moved out of their comfort zones and saved the Earth. | |

[Adapted from *Mail & Guardian*, 12–18 April 2013]

NOTE:

- Answer ALL the questions in your OWN WORDS.
 - For one-word answers, write only the question number and the word.
- 1.1 Name TWO youth organisations that aim to change communities' attitudes towards the environment in South Africa. (2)
- 1.2 What does the word 'sluggish' (line 1) suggest about negotiations that take place? (1)
- 1.3 Quote a SINGLE word to prove the following statement FALSE:
Ella Bella is the only founder of Generation Earth. (1)
- 1.4 Why did Ella Bella decide to talk to political leaders like Nelson Mandela? (3)
- 1.5 Explain how the Green Your School programme promotes care of the environment. (2)
- 1.6 State TWO reasons why, according to Deidre Baartman, the youth may succeed in ensuring a greener Earth in future. (2)
- 1.7 What, according to Deidre Baartman, are TWO effective ways of ensuring a greener world? (2)

- 1.8 Discuss Pienaar du Plessis's statement, 'The problem is that our parents and their peers are doing a very bad job at managing our heritage'. (3)
- 1.9 Explain how environmental and social issues are 'one and the same' (line 41). (3)
- 1.10 What does Pienaar du Plessis mean by, 'moved out of their comfort zones' in line 53? (2)
- 1.11 What makes the title, 'What will the youth inherit?' suitable for this article? Substantiate your response. (3)

TEXT B

[Source: *Mail & Guardian*, 1–7 August 2014]

Refer to the illustration above (TEXT B).

- 1.12 Choose the correct answer to complete the following sentence:
The phrase 'two decades' means ...
- A two years.
B twenty years.
C ten years.
D two hundred years. (1)
- 1.13 What does the hand holding a house represent? (2)
- 1.14 According to the graph, when was housing delivery at its highest? (1)
- 1.15 Why has the information on housing been presented in the form of a graph instead of words? (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

You have been asked to write an article for your local newspaper on the importance of road safety education for learners.

Read the passage below (TEXT C) and list SEVEN important points on road safety education for learners that you will include in your article.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using not more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C**ADDRESSING ROAD SAFETY**

The United Nations has declared the period 2011–2020 as the Decade of Action for Road Safety, urging countries to reduce the number of fatalities caused by road accidents. They argue that road traffic injuries are among the three leading causes of death for people between the ages of five and forty-four years. Statistics rank South Africa's road accident fatality rate among the five highest in the world.

In 2013, a three-year research project was launched in South Africa to determine road safety behaviour of primary school learners. It is important to observe children confronted with real-life road safety situations and assess their decision-making skills and attitude towards road safety. It was found that children do not use designated areas to walk on and to cross the road. The lack of road signs and pavements, shortage of pedestrian crossings and no traffic officers visible contributed to this behaviour among learners.

The fundamental idea is that no one needs to die or be seriously injured in road accidents, as these can be prevented. Therefore, the South African Department of Basic Education has been involved in partnerships with road safety organisations in influencing responsible learner behaviour on the road.

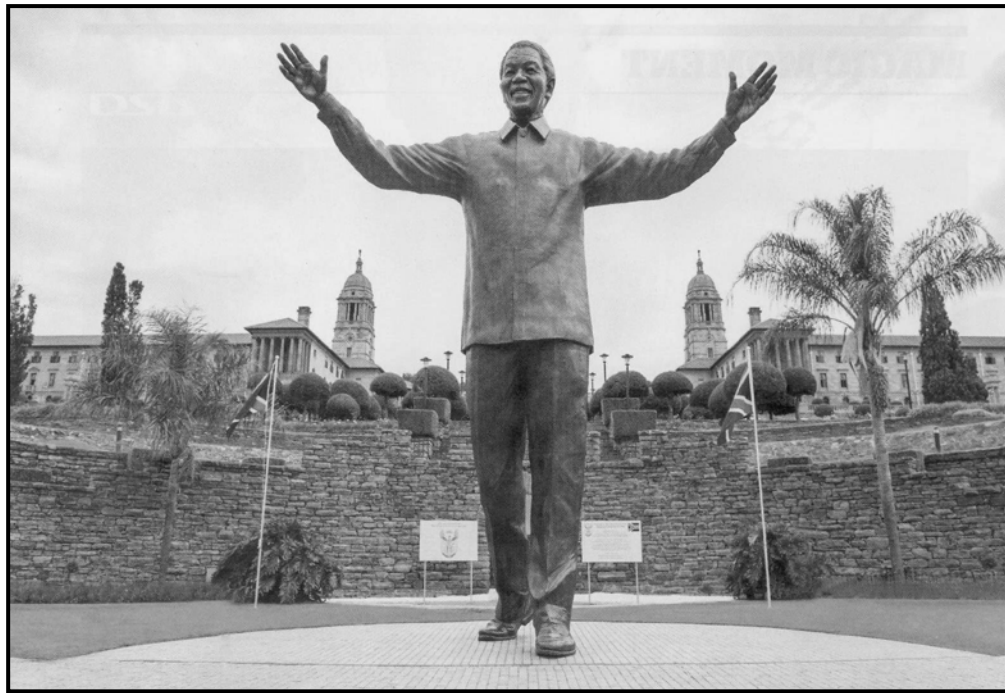
In South Africa, road safety education forms part of the curriculum in Life Orientation and other subjects. The main aim of road safety education should be to change road behaviour, which implies the need for practical education. Road safety education and training should not be just for learners, but for all members of society. This will promote road safety at all levels.

[Adapted from *Mail & Guardian*, 1–7 August 2014]

TOTAL SECTION B: 10

SECTION C: LANGUAGE**QUESTION 3: ANALYSING AN ADVERTISEMENT**

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D

Tshwane's strength lies in the rich variety of its natural, historical and cultural heritage. Its warm and pleasant climate – hot summers and cool, dry winters – makes it an ideal tourist destination all year round.

It is the home of jazz and is also renowned as the country's capital of performing and visual arts, boasting several art galleries.

The State Theatre and smaller theatres regularly stage a wide variety of exceptional productions in all genres and feature local and international artists.

For those who love to shop, Menlyn Park Shopping Centre – one of the biggest retail destinations in the Southern Hemisphere – is the place to be.

COME AND EXPERIENCE THE CAPITAL!

 City Of Tshwane
 twitter.com/CityTshwane

www.tshwane.gov.za



TSHWANE
Vision 2055



**CITY OF
TSHWANE**
IGNITING EXCELLENCE

[Source: *THE RED BULLETIN*, October 2014]

- 3.1 State what is being advertised. (1)
- 3.2 Explain how the picture is linked to the words, 'COME AND EXPERIENCE THE CAPITAL!' (2)
- 3.3 Explain why Tshwane is 'an ideal tourist destination all year round'. (2)
- 3.4 How will this advertisement appeal to people who are interested in the arts? State TWO points. (2)
- 3.5 According to this advertisement, why is the Menlyn Park Shopping Centre described as 'the place to be'? (1)
- 3.6 In your view, how does this advertisement support the slogan, 'Igniting Excellence'? Substantiate your answer. (2)
- [10]**

QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

TEXT E

GARFIELD

[Source: *Sunday Tribune*, 16 November 2014]

NOTE: In this cartoon, the cat is Garfield and the man having a conversation with his smartphone is Jon.

- 4.1 What evidence is there in frame 1 that this is an American cartoon? (1)
- 4.2 Refer to frame 3.
What TWO techniques does the cartoonist use to show that the smartphone is shocked? (2)
- 4.3 Refer to frame 5.
Why does Jon's facial expression change? (2)
- 4.4 How does the cartoonist show that Garfield is not talking in frame 6? (1)
- 4.5 Consider the cartoon as a whole. Why is there no change in Garfield's body language and facial expression? (2)
- 4.6 In your opinion, will teenagers enjoy reading this cartoon? Discuss your answer. (2)

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F**DANCING UP A (DUST) STORM**

- | | | |
|---|---|----|
| 1 | Riel dancing, a traditional dance which dates back to Khoisan times, has long been practiced by sheep herders and farm workers. The dance involves ritual dancing around a fire and requires fancy footwork: it is designed to impress sweethearts, after all. | |
| 2 | There is a revival of this dance under way – and its faster and more energetic than ever. Many people think of riel dancing as old-fashioned but now it includes hip-hop and kwaito, taking it to a new level. At a local festival in Clanwilliam, the dancers – who kick up plenty off dust – reduced at least two audience members to tears of joy. | 5 |
| 3 | 'When you dance the riel, there has to be dust,' says Charné, a curvy 16-year-old riel dancer with a bubbly laugh. Charné is from Wupperthal. | 10 |
| 4 | 'Going to Wupperthal is like going back to time fifteen, twenty years,' said Floris Smith, who started the riel dance project in that town. | |
| 5 | In April Charné and the rest of the dance troupe stole the SA Championships of Performing Arts title from a/an host of other performers. This victory qualified them to compete at the World Championships of Performing Arts in Los Angeles. | 15 |

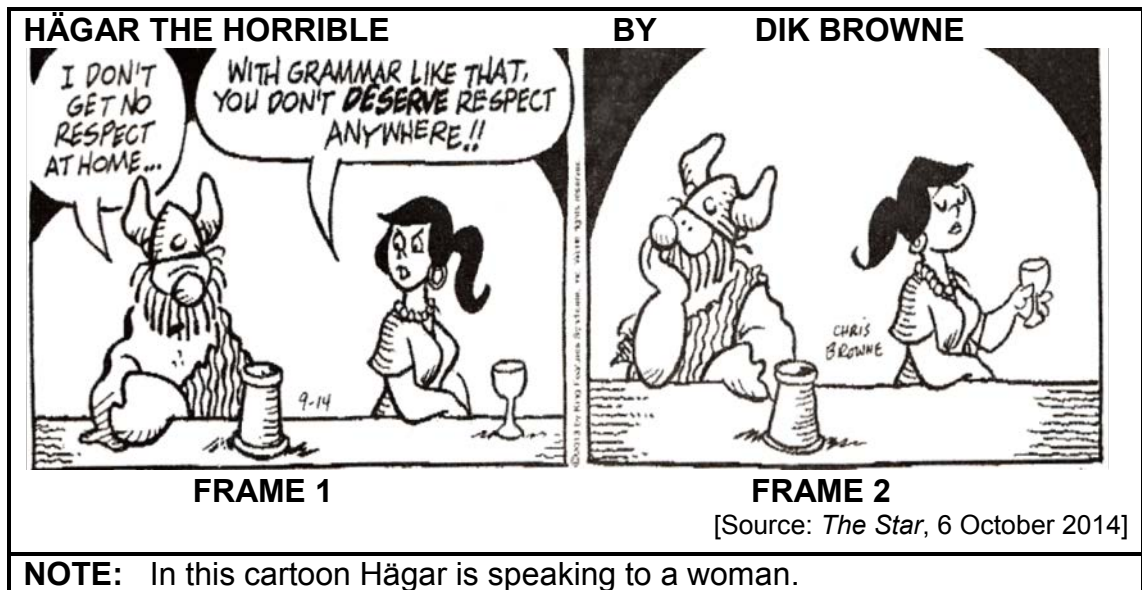
[Adapted from *City Press*, 14 September 2014]

- 5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers and the words you have corrected.
- (a) Riel dancing, a traditional dance which dates back to Khoisan times, has long been practiced by sheep herders and farm workers. (1)
- (b) There is a revival of this dance under way – and its faster and more energetic than ever. (1)
- (c) At a local festival in Clanwilliam, the dancers – who kick up plenty off dust – reduced at least two audience members to tears of joy. (1)
- (d) 'Going to Wupperthal is like going back to time fifteen, twenty years,' said Floris Smith. (1)

- 5.1.2 Refer to lines 7–9.
Name a different punctuation mark that can be used to replace the dashes. (1)
- 5.1.3 Give the correct words derived from those within brackets. Write down ONLY the question number and the words.
The (victory) dancers returned to a grand (celebrate). (2)
- 5.1.4 Identify the part of speech of each of the underlined words in the following sentence:
'When you dance the riel, there has to be dust,' says Charné, a curvy 16-year-old riel dancer with a bubbly laugh. (Lines 10–11) (2)
- 5.1.5 Rewrite the following sentence in the active voice:
A huge applause was received by the dancers. (1)
- 5.1.6 Rewrite the following sentence as a tag question:
He is proud of the dance form. (2)
- 5.1.7 Choose the correct article in brackets. Write down ONLY the question number and the article.
Charné and the rest of the dance troupe stole the championship title from (a/an) host of other performers. (1)
- 5.1.8 Provide an **antonym** for the word old-fashioned in the following sentence:
Many people think of riel dancing as old-fashioned but now it includes hip-hop and kwaito, taking it to a new level. (1)

5.2 Study the text (TEXT G) below and answer the set questions.

TEXT G



5.2.1 Refer to 'I don't get no respect at home ...' (frame 1).

- (a) Write out the word 'don't' in its complete form. (1)
- (b) Rewrite the above sentence, correcting the grammar. (1)

5.2.2 Choose the correct answer to complete the following sentence:

The ellipsis (...) in frame 1 indicates ...

- A a complete sentence.
- B an emphasis.
- C an incomplete sentence.
- D an exclamation. (1)

5.2.3 Rewrite the following sentence in reported speech:

She said, 'You don't deserve respect anywhere!' (3)
[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80



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NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

FEBRUARY/MARCH 2016

MEMORANDUM

MARKS: 80

This memorandum consists of 9 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This memorandum serves as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
3. Candidates' responses should be assessed as objectively as possible.

Marking the Comprehension

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- When one word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/ highlighted.
- When two/three facts/points are required and a range is given, mark **only** the first two/three.
- Accept dialectical variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

SECTION A: COMPREHENSION**QUESTION 1**

1.1 Generation Earth✓/World Student Environment ✓/EcoMaties ✓/WWFSA✓

NOTE: Accept any TWO of the above answers. (2)

1.2 Negotiations are slow ✓/Negotiations are not seen as urgent enough to act.✓ (1)

1.3 'co-founder'.✓ (1)

1.4 She wanted to win their favour ✓ to ensure support ✓for the projects of these youth organisations and that would ensure their success. ✓

OR

She wants to persuade leaders✓ that the youth will inherit the earth✓ and they must have a say in how it is cared for when it comes to environmental issues.✓ (3)

1.5 These programmes must make learners more aware of saving their environment ✓ and they must spread the message in their communities. ✓ (2)

1.6 The youth are the majority/many✓ and they are passionate/feel strongly about environmental issues. ✓ (2)

1.7 The focus should be on developing countries. ✓ Education on sustainability/
Encouraging new ideas should start at a young age. ✓ (2)

1.8 Open- ended. Accept a suitable response which shows that the candidate has understood Pienaar's comment AND can provide substantiation.

NOTE: A candidate can score 1 or 2 marks for an answer that is not well-substantiated. (3)

1.9 Social issues (like poverty) are important and cannot be ignored.✓ We are reliant on one another to survive.✓ Similarly, we are also heavily dependent on a healthy environment for our survival/the environment is dependent on us to survive.✓ (3)

1.10 Young people must show interest (concern) about environmental issues/
expand their way of thinking to include the environment✓ and become involved.✓

OR

Young people should become involved in environmental issues✓ and not leave it to adults to ensure a greener earth/not just accept the way in which adults treat the earth as the right way.✓ (2)

- 1.11 Open- ended. Accept a suitable response which shows that the candidate has understood the passage and how the title leads to it AND is able to provide substantiation.

NOTE: A candidate can score 1 or 2 marks for an answer that is not well-substantiated.

(3)

TEXT B

- 1.12 B/20 years✓

(1)

- 1.13 The hand holding the house refers to RDP houses✓ being given away/completed.✓

(2)

- 1.14 1998/9 ✓

(1)

- 1.15 The (bar) graph is easier to understand/visualise the number of houses completed.✓ //If words were to be used, there would be too many to describe the total number of houses completed.✓//The graph is more effective✓ and immediately gives you an idea/picture of the number of houses completed. This would not be the case if words were used.✓

NOTE: Accept ANY two of the above answers.

(2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question:

| | QUOTATIONS | | FACTS (NOTE: Candidates may phrase the facts differently.) |
|----|---|----|--|
| 1. | '...road traffic injuries are among the three leading causes of death for people between the ages of five and forty-four years in the world.' | 1. | Road traffic injuries are one of the main causes of death for people between the ages of five to forty-four. |
| 2. | '...a three-year research project was launched to determine road safety behaviour of primary school learners.' | 2. | A study was conducted to investigate learners' road safety behaviour. |
| 3. | 'It was found that children do not use designated areas to walk on and to cross the road.' | 3. | Results showed that children do not use the roads correctly/ safely/ children are unsafe pedestrians. |
| 4. | 'The lack of road signs and pavements, shortage of pedestrian crossings and no traffic officers visible contributed to this behaviour among learners.' | 4. | The shortage of infrastructure and staff lead to unsafe behaviour. |
| 5. | 'The basic idea is that no one needs to die or be seriously injured in road accidents, as these can be prevented.' | 5. | Road injuries and deaths can be avoided. |
| 6. | '...the Department of Basic Education has been involved in partnerships with road safety organisations in influencing responsible learner behaviour on the road.' | 6. | Important stakeholders/ The Department of Basic Education and other organisations are promoting road safety. |
| 7. | 'In South Africa, road safety education forms part of the curriculum in Life Orientation and other subjects.' | 7. | The South African curriculum focuses on road safety. |
| 8. | 'The main aim of road safety education should be to change road behaviour, which implies the need for practical education.' | 8. | Road safety education must be practical/ lead to safer behaviour. |

Marking the summary

The summary should be marked as follows:

- **Mark allocation:**
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- **Distribution of language marks when candidate has not quoted verbatim:**
 - 1–3 points correct: award 1 mark
 - 4–5 points correct: award 2 marks
 - 6–7 points correct: award 3 marks
- **Distribution of language marks when candidate has quoted verbatim:**
 - 6–7 quotes: award no language mark
 - 1–5 quotes: award 1 language mark

NOTE:

- **Format:** Even if the summary is presented in the incorrect format, it must be assessed.
- **Word count:**
 - Markers are required to verify the number of words used.
 - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
 - If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

SECTION C: LANGUAGE**NOTE:**

- One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
- In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.

QUESTION 3: ANALYSING AN ADVERTISEMENT

3.1 Tshwane/City of Tshwane/Pretoria.✓ (1)

3.2 The picture shows the statue of Nelson Mandela/ Union Buildings/a building which is situated in Tshwane✓
The smile/outstretched arms of the statue seem(s) to welcome the readers to Tshwane.✓ (2)

3.3 The climate is suitable for tourists✓/pleasant to visit throughout the year.✓
The summers are hot✓/ the winters are not cold and wet✓/cool and dry.✓

NOTE: Accept any TWO of the above answers. (2)

3.4 Tshwane is the home of jazz.✓It is described as the country's capital of performing arts (state and other theatres) and visual arts (art galleries).✓ (2)

3.5 It is one of the biggest shopping centres (in the southern hemisphere). (1)

3.6 Open-ended. Accept a suitable response which shows that the candidate has understood the slogan AND how it links to the advertisement.

NOTE: A candidate can score 1 mark for an answer that is not well-substantiated. (2)
[10]

QUESTION 4: ANALYSING A CARTOON

4.1 The American/US spelling is used for the word 'centers'.✓ (1)

4.2 Large/bold print✓ the use of an exclamation and question mark together.✓ (2)

4.3 He has been caught out/ he is embarrassed/ashamed.✓The smart phone has discovered that he goes to pizza parlours very often and would, therefore, not be very serious about fitness.✓ (2)

4.4 The cartoonist uses a thought bubble and not a speech bubble.✓ (1)

4.5 He is indifferent/bored/knows Jon well ✓/ he realises that Jon is not serious about practising/going to a fitness centre.✓/He is not taking part in the conversation.✓

NOTE: Accept ANY two of the above answers. (2)

4.6 Open-ended.

Accept suitable responses that reflect the candidate's understanding of how this cartoon would/would not appeal to teenagers.

NOTE: Do not award a mark for Yes/No only. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)
[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS**5.1 TEXT F**

- 5.1.1 (a) practised (1)
 (b) it's/it is (1)
 (c) of (1)
 (d) in (1)
- 5.1.2 Commas/ brackets (1)
- 5.1.3 victorious
 celebration (2)
- 5.1.4 verb
 adjective (2)
- 5.1.5 The dancers received a huge applause. (1)
- 5.1.6 He is proud of the dance form, isn't he?

OR

He is proud of the dance form, is he not?

NOTE: ONE mark is given for the correct punctuation. (2)

- 5.1.7 a (1)
- 5.1.8 modern/trendy (1)

5.2 TEXT G

- 5.2.1 (a) do not (1)
 (b) I don't/do not get any✓ respect at home... (1)
- 5.2.2 C/an incomplete sentence (1)
- 5.2.3 She said that he✓ did not/didn't✓ deserve respect anywhere.

NOTE: Award ONE mark for each of the underlined changes and ONE mark for removing the comma, removing the exclamation mark, removing the quotation marks and inserting the final full stop as well as the correct use of capital and small letters throughout.

(3)
[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80