



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P1

2016

MARKS: 80

TIME: 2 hours

This question paper consists of 13 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**HURRY UP AND 'BE'**

- | | | |
|---|---|----------|
| 1 | The pressure of life in the twenty-first century seems to be leaving its mark mainly on the youth. While South African youngsters are generally happy and optimistic about the future, the demands of their fast-paced, continuously connected lifestyle seem to be resulting in a need for more time with family rather than the desire for material possessions. | 5 |
| 2 | In the <i>Sunday Times Generation Next Youth Brand Survey</i> of 2015, family and parents once again topped the list in the 'Top 2 Things You Can't Live Without' category. Surprisingly, cellphones and clothes had dropped out of the top three, to be replaced by music, which was number four in 2014. | |
| 3 | Janet Davel, a psychologist, says that the youth face the triple pressures of education, sport and social engagements. Parents experience similar challenges and everyone tries to multitask and be more productive. This demanding pace promotes overscheduling, which can turn into recurring stress that may in turn lead to behavioural, mood and attention disorders. | 10 |
| 4 | Anastasia Savopoulos, another psychologist, adds that parents' lives have become so fast-paced due to the social and work demands placed on them that they do not realise what messages they are sending to their children. They seem to be spending more time at work and on work obligations, resulting in less family time. They are often unaware of how their lifestyles impact on themselves and their families. Inadequate coping strategies, diet and a lack of direct communication are imitated by their children. In addition, children are often expected to become independent before they are mature enough to do so. | 15
20 |
| 5 | Savopoulos states that we are moving towards a world of technology and social media where the demands of speed is a reflection of the fast-paced lifestyle that we lead. For example, messages and e-mails on cellphones are read and answered straight away. We stop what we are doing to answer these messages. This places more emphasis on electronic relationships than on real ones. | 25 |
| 6 | 'In this technological era, we tend to think that techno-gadgets are saving us time, but in fact they are adding to our stress, because we merely use that time to do more and more. Our lives are more faster-paced and hectic than ever before. In addition, these gadgets are with us most of the time,' adds Savopoulos. | 30 |
| 7 | Furthermore, the youth are exposed to more technology than when their parents were growing up. As a result, this exposure limits the development of their interpersonal skills. Paul Galbraith, also a psychologist, suggests that because the youth are constantly connected through social media and the Internet, it makes it difficult for them to switch off. | 35 |

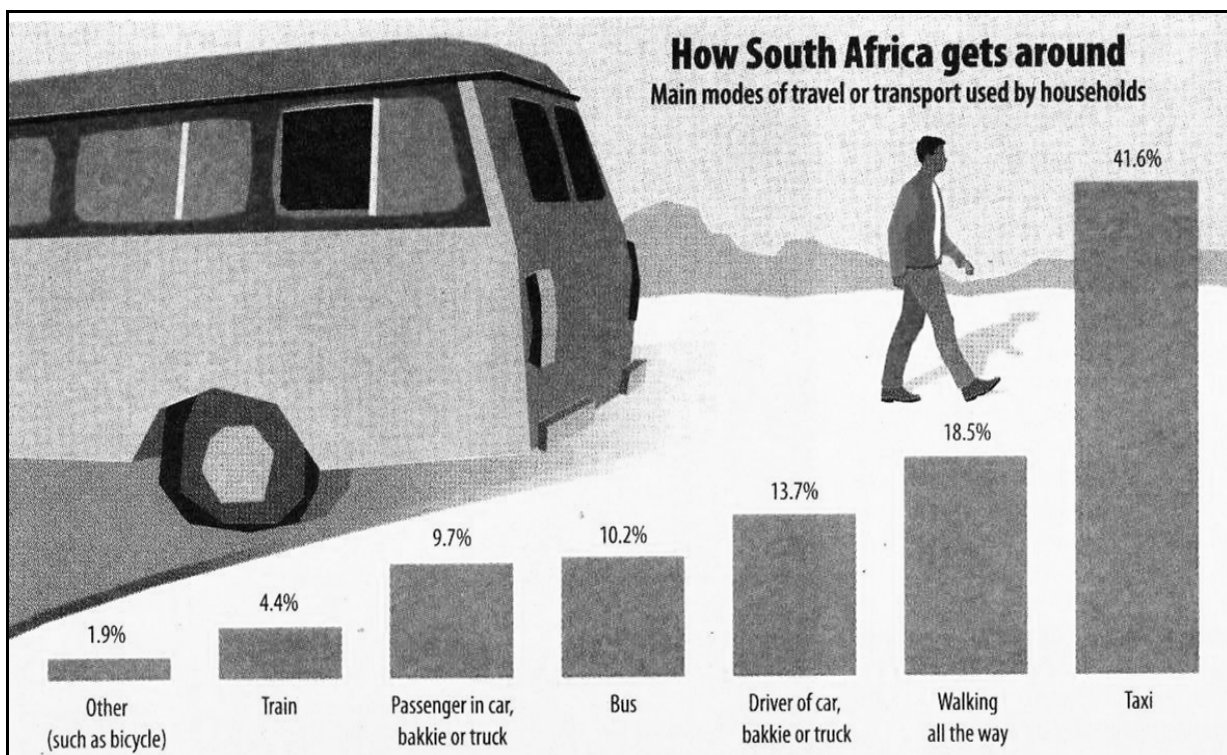
- | | | |
|----|---|----|
| 8 | He notes that, with each year that goes by, technology is becoming a bigger part of our everyday lives. While it does give people greater access to information, it also means that there is constant pressure to remain up to date, for fear of missing out on something. Galbraith says teachers and parents report that today's youth face much higher workloads and expectations than previous generations. | 40 |
| 9 | Children should be protected from things that they are not yet ready to deal with. However, the busy lifestyles of parents and the constant availability of information due to the Internet make this very difficult. He says both parents and children are keenly aware of the need to perform in order to be successful and often the expectations that come with this are overwhelming for children and teenagers. | 45 |
| 10 | The most important way of beginning to resolve these fast-lifestyle issues, according to Savopoulos, is for children and adolescents to feel loved and cared for. Children and adolescents regain their self-worth by spending quality time with their parents and families, where they are heard and given attention. | 50 |
| 11 | As Janet Davel concludes: 'We have to start just being. One key to stress and time management is the ability to stop "doing" all the time and to start "being" some of the time.' | 55 |

[Adapted from *Sunday Times*, May 2015]

NOTE:

- Answer ALL the questions in your OWN WORDS.
 - For one-word answers, write only the question number and the word.
 - For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.
- 1.1 How do South African youngsters feel about the future? (2)
- 1.2 Explain what the writer means when he refers to teenagers' way of life as 'continuously connected' (lines 3–4). (2)
- 1.3 Refer to paragraph 2.
- Why is it surprising that cellphones and clothes have dropped out of the top three in the *Sunday Times Generation Next Youth Brand Survey* of 2015? (2)
- 1.4 Choose the correct answer to complete the following sentence.
- In the *Sunday Times Generation Next Youth Brand Survey* of 2015, music was ranked ...
- A first.
B second.
C third.
D fourth. (1)
- 1.5 Quote THREE pressures that the youth experience, according to Janet Davel. (3)

- 1.6 What does it mean to multitask (line 12)? (1)
- 1.7 How do parents who spend too much time working set a poor example for their children? State THREE ways. (3)
- 1.8 Anastasia Savopoulos says that more emphasis is placed on electronic relationships than on real ones. What does she mean by this? (2)
- 1.9 Discuss how the fear of missing out (paragraph 8) may become a negative factor in today's technological world. (2)
- 1.10 Why do today's school-going youth face much higher workloads than the previous generations? (2)
- 1.11 Find a word from the passage that means the same as 'adolescents' (line 52). (1)
- 1.12 Explain Janet Davel's intention or goal in the concluding paragraph. (3)

TEXT B

[Source: *Mail & Guardian*, 17–23 July 2015]

- 1.13 What is the SECOND least popular mode of transport used by South Africans? Give a reason for your answer. (2)
- 1.14 How do the graphics show that the taxi is the most popular mode of transport? (2)
- 1.15 The artist used a bar graph to show how South Africans travel. Discuss the effectiveness of conveying information in this way. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

You have been asked to write an article on what parents can do to encourage children to read. The article will be placed in an educational newspaper.

Read TEXT C below and list SEVEN points that you will include in your article on how to encourage children to read.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using no 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**ENCOURAGING CHILDREN TO READ**

Teaching children to love reading involves a lot more than simply handing them a book.

Encourage children to interact with books from a young age. Take them to the public library and bookstore to teach them the importance of books.

Make reading an essential part of children's lives. If you are a working parent, aim to set aside at least fifteen minutes before bedtime to read to your child. These few minutes will prove to be most valuable.

Read aloud to children until they feel they can do so on their own. Try to read with as much expression as you can to make the experience imaginative and comical. When you read aloud to them, you become the role model, teaching them invaluable knowledge about how we read books.

Do not give children books that are too difficult to read. Struggling with a book with many unknown words is pointless. Until your child has built up his or her confidence, it is better to keep to easier books. When children read on their own, ask them questions about the books that they have been reading. This will make them realise that you are proud of their reading abilities.

Children who choose their own reading material, regardless of whether it is a novel, a comic book, or a magazine, engage better with what they are reading. Encourage them to read menus, movie names, road signs, weather reports and other practical everyday information. Reading helps children establish their foundation for language and for life.

[Adapted from *The Teacher*, May 2015 and *Daily News*, 25 August 2015]

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

This text reads as follows:

Don't
Dump Oil
You could be
Drinking it
Tomorrow







When you dump used motor oil into drains, or dispose of it unsafely, you're not only threatening the environment, you're threatening your well-being too. Used oil is a hazardous waste that can contaminate drinking water. Always use ROSE-approved collectors and recyclers to dispose of your used oil.

For more information call the ROSE Foundation on 021 448 7492.
E-mail usedoil@iafrica.com or visit www.rosefoundation.org.za.

RECYCLING OIL SAVES THE ENVIRONMENT

R.O.S.E

Funded by:

[Adapted from INDWE, December 2014]

- 3.1 Whose attention does the advertiser hope to attract in this advertisement? (1)
- 3.2 Refer only to the visual aspects of TEXT D.
Discuss ONE advertising technique that is used to capture the reader's attention. (2)
- 3.3 Refer to the body copy of the advertisement.
Discuss whether the use of the word 'hazardous' is effective in the advertisement. (2)
- 3.4 The advertisement is for the R.O.S.E. Foundation, whose logo appears on the left side.
Choose the correct answer to complete the following sentence:
R.O.S.E. is an example of a ...
A homonym.
B acronym.
C synonym.
D pseudonym. (1)
- 3.5 Which TWO clues in the contact details prove that the R.O.S.E. Foundation operates in South Africa? (2)
- 3.6 The contraction 'Dont' in the text is incorrect.
Rewrite the word, inserting an apostrophe in the correct place. (1)
- 3.7 Give the singular form of the underlined word in the following sentence. Write down only the correct word.
There are many oil companies that support the responsible disposal of oil. (1)
- [10]**

QUESTION 4: ANALYSING A CARTOON

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

TEXT E

Calvin and Hobbes **by Bill Watterson**

FRAME 1 **FRAME 2**

FRAME 3 **FRAME 4**

[Source: Google Images]

NOTE: In this cartoon, the boy is Calvin and the adult is his father.

- 4.1 Refer to FRAME 1.
Where does the conversation between Calvin and his father take place?
Give a reason for your answer. (2)
- 4.2 Give a reason why Calvin moves closer to his father in FRAMES 2 and 3. (1)
- 4.3 Ellipsis (...) is used differently in FRAMES 3 and 4.
Explain these TWO different uses of ellipsis. (2)
- 4.4 Refer to FRAME 4.
- 4.4.1 Which verbal and visual clues does the cartoonist use to show that Calvin's father is upset? (3)
- 4.4.2 Discuss whether Calvin's father is justified in being upset. (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**AN OLD LAND ROVER SCORES A MAKEOVER**

In a case of mistaken identity, an old Land Rover receives its first ever professional makeover from a dreamy mechanic. Elsa Jansen explains how it happened.

- | | | |
|---|--|----------|
| 1 | A farmers workhorse is a wonderful vehicle. The Land Rover has to accept that she will go through life with little in the way of love and affection. She is often driven in harsh conditions and when she develops a pain or cough, she has to endure an unprofessional person looking at her engine. She is permanently covered with dust and is seldom washed or polished. | 5 |
| 2 | Fortunately, this stereotype is not true of all farmers. Our neighbour Pieter, a pharmacist, does not waste time with engines. When a vehicle on his farm gives him problems, he phones the professionals and lets they worry about it. When his Land Rover had gearbox problems, he called the local mechanic and explained how to get to his farm. | 10
15 |
| 3 | The following week the mechanic arrived by our farm and began repairing our old Land Rover. The foreman was surprised to see the mechanic but assisted him in giving the Land Rover its first ever professional makeover. Meanwhile, Pieter kept phoning the garage to find out where the mechanic was, only to find that the wrong Land Rover had been repaired. | 20 |

[Adapted from *Leisure Wheels*, October 2015]

- 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) In a case of mistaken identity, an old Land Rover recieved its first ever professional makeover from a dreamy mechanic. (1)
- (b) A farmers workhorse is a wonderful vehicle. (1)
- (c) When a vehicle on his farm gives him problems, he phones the professionals and lets they worry about it. (1)
- (d) The following week the mechanic arrived by our farm and began repairing our old Land Rover. (1)

- 5.1.2 Name TWO punctuation marks that can be used to replace the commas in the following sentence:
- Our neighbour Pieter, a pharmacist, does not waste time with engines. (2)
- 5.1.3 Identify the parts of speech of the underlined words.
- She is often driven in harsh conditions. (2)
- 5.1.4 Rewrite the following sentence in the active voice:
- The Land Rover was given her first professional makeover by the mechanic. (1)
- 5.1.5 Change the following sentence into reported speech:
- Pieter told the mechanic, 'I was looking for you the whole day.'
- Start with:
Pieter told the mechanic that ... (4)
- 5.1.6 Choose the correct answer to complete the following sentence:
- The figure of speech used to describe the writer's Land Rover in the first nine lines of the passage is ...
- A a metaphor.
B a simile.
C assonance.
D personification. (1)

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

TEXT G



GO GREEN AND GOLD

The entire country knows when the Springboks are playing – green and gold is worn proudly and becomes a symbol that unites us on match days. Their fans give the Bokke all the support they deserve to soar to new heights. The Springboks strive to remain the best.

[Adapted from *Sawubona*, August 2014]

5.2.1 Rewrite the following sentence in the past tense:

The entire country knows when the Springboks are playing. (2)

5.2.2 Give the antonym of the word 'unites' in the following sentence:

The entire country knows when the Springboks are playing – green and gold is worn proudly and becomes a symbol that unites us on match days. (1)

5.2.3 Study the following sentence and use a **homophone** for the word 'soar' in a sentence of your own.

Their fans give the Bokke all the support they deserve to soar to new heights. (1)

- 5.2.4 Rewrite the following sentence and give the correct form of the word in brackets:

Watching the Springboks at the stadium is (good) than watching them on television.

(1)

- 5.2.5 Complete the following tag question.

The Springboks strive to remain the best, ...?

(1)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80



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SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P1

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 has been finalised at a memorandum discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
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 dialectal 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 The youngsters feel positive/hopeful✓

AND

cheerful/excited/enthusiastic✓

NOTE: Accept any combination of TWO of the above answers.

Award 1 mark if neither 'happy' nor 'optimistic' has been changed. (2)

1.2 That it is a way of living where the youth are always✓ engaged with some form of electronic media. ✓

OR

That one can always ✓be reached via cell phone or other gadgets.✓ (2)

1.3 One would not expect✓ the youth to be interested in anything else but cell phones and clothes. ✓

OR

It seems unbelievable that /unlikely that✓ the youth would prioritise family and parents above cell phones and clothes.✓ (2)

1.4 C/third✓ (1)

1.5 'Education'

'Sport'

'Social engagements'

NOTE: Quotations must be accurate. However, do not penalise if quotation marks are omitted. (3)

1.6 Multitasking is when you perform different assignments/tasks/duties **at the same time.**✓ (1)

1.7 They do not have positive ways to manage a busy lifestyle.✓
They develop unhealthy eating habits.✓
They do not engage (in face-to-face communication) with their families.✓
They spend too little time with their families.✓

NOTE: Accept any THREE of the above answers. (3)

1.8 Social media relationships/ relationships with people on the internet/ via cell phones✓ have become more important than direct/personal relationships/relationships with people you physically encounter.✓ (2)

- 1.9 The youth want to be up to date with everything that happens. As a result they are continually engaged with social media. This might be a challenge because they neglect tasks or other social skills and relationships may suffer.

NOTE: The above is merely an example. A candidate can score 1 mark for an answer that is not well-substantiated. For full marks the response must be based on the text. (2)

- 1.10 The curriculum demands/expectations at schools are greater ✓ than in the past with many assignments and projects having to be completed. ✓ (2)

- 1.11 youth/teenagers/youngsters

NOTE: Quotations must be accurate. However, do not penalise if quotation marks are omitted. (1)

- 1.12 The writer tries to tell us to manage our time properly/to slow down the pace ✓ to avoid anxiety ✓ and start living a meaningful life. ✓ (3)

- 1.13 Trains. ✓ The bar graph indicates that (4.4 %). /They are slow/not safe/reliable/easily accessible ✓

NOTE: The above substantiations are merely examples. Accept other suitable answers. (2)

- 1.14 There is a picture of a taxi. /The picture of the taxi is big. ✓ The column indicating 'Taxi' on the bar graph is the highest. ✓ (2)

- 1.15 Open-ended. Accept a suitable response, e.g.

A bar graph is effective because you can see the different columns showing the main modes of transport clearly. You do not have to read through complicated facts and figures to understand how South Africa gets around.

OR

A bar graph is not effective because some people may not be able to interpret it and would, therefore, prefer a written text.

NOTE: The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Combination answers are acceptable. (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.	'Encourage children to interact with books from a young age.'	1.	Introduce children to books from an early age.
2.	'Take them to the public library and bookstore to teach them the importance of books.'	2.	Teach children the value of books by taking them to libraries and bookstores.
3.	'Make reading an essential part of children's lives/. If you are a working parent, aim to set aside at least fifteen minutes before bedtime to read to your child.'	3.	Make time to read to your child daily/ regularly.
4.	'Read aloud to children until they feel they can do so on their own./ '...make the experience imaginative and comical.'	4.	Read to your children until they are confident enough to be independent readers. / Make reading a positive experience.
5.	'Do not give children books that are too difficult to read.'	5.	Choose books that are easy to read.
6.	'When children read on their own, ask them questions about the books they have been reading./ This will make them realise that you are proud of their reading abilities.'	6.	Show an interest/pride in what children are reading by asking questions about what they have read.
7.	'Children who choose their own reading material, regardless of whether it is a novel, a comic book, or a magazine, engage better with what they are reading.'	7.	Allow and encourage children to select their own material to read.
8.	Encourage them to read menus, movie names, roadside signs, weather reports and other practical everyday information.'	8.	Expose children to everyday reading material.

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 Anyone who discards used oil into drains/gets rid of used oil in an unsafe manner/ wants to know how to dispose of used oil/ uses motor oil/ (motor) mechanics. (1)
- 3.2 The advertiser cleverly illustrates how dumping oil can eventually contaminate our drinking water. This is shown through the picture of oil being poured from a gallon into the pipeline ending up in a glass of drinking water.
- OR**
- The font style initially appears dark and resembles water pipes and then becomes lighter resembling drinking water. (2)
- 3.3 Open-ended. Accept a suitable response, e.g.
- This word is effective because it makes the reader realise the dangers of dumping used oil irresponsibly. Therefore, the reader will be influenced to dispose of used oil in a responsible manner.
- OR**
- This word will not be effective if the meaning is not understood by the reader. As a result the message of the advertisement may be lost.
- NOTE:** The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Combination answers are acceptable. (2)
- 3.4 B/acronym✓ (1)
- 3.5 The South African dialling code / 021✓
The website address which has the South African country code 'za' at the end. /www.rosefoundation.org.za.✓ (2)
- 3.6 Don't (1)
- 3.7 Company (1)
- [10]**

QUESTION 4: ANALYSING A CARTOON

- 4.1 Indoors/ in the living room/lounge/sitting room/home. ✓
There is a lamp in the room. /Calvin's father is sitting in an armchair. ✓ (2)
- 4.2 He wants to ask his father something/get his attention/ wants to win his favour/wants to create an atmosphere of trust/ secrecy /confidentiality/ reassurance. (1)
- 4.3 Frame 3: The ellipsis indicates a pause between words/hesitation/suspicion of the father.
Frame 4: The ellipsis indicates that Calvin has not completed his sentence/ has been interrupted.
- NOTE:** If the frame is not mentioned, the sequence must be correct. (2)
- 4.4 4.4.1 Verbal clues: The use of very bold font for 'DO'. / The exclamation mark (and the question mark side by side.)/ The words are all in bold font and 'DO' is in a darker font.
Visual clues: The jagged speech bubble (to show anger)/ the large bold font to show that he is shouting/ his mouth wide open to show that he is shouting/his arms are outstretched /his head is tilted back to show tension and frustration.
NOTE: Accept THREE of the above answers that discuss both verbal and visual techniques. (3)
- 4.4.2 Open-ended. Accept a suitable response, e.g.
The father is justified. He knows his son's behaviour ✓ and expects that Calvin has done something seriously wrong. ✓
OR
The father is not justified in his reaction because Calvin has not yet told him what he has done ✓/he jumps to conclusions. ✓
NOTE: The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS**NOTE:** Spelling in this question must be correct.

- 5.1 5.1.1 (a) received/ receives (1)
- (b) farmer's (1)
- (c) them (1)
- (d) at/on (1)
- 5.1.2 Brackets✓and dashes✓ (2)
- 5.1.3 pronoun✓
adjective✓ (2)
- 5.1.4 The mechanic gave the Land Rover her first professional
makeover.✓ (1)
- 5.1.5 Pieter told the mechanic that he✓ had been✓ looking for him✓ the
whole day.
- NOTE:** Award ONE mark for each underlined change and ONE
mark for the correct use of punctuation. (4)
- 5.1.6 D/personification (1)
- 5.2 5.2.1 The entire country knew when the Springboks were playing. (2)
- 5.2.2 divides/fragments/splits/separates (1)
- 5.2.3 Accept a suitable response e.g.
- He has a sore throat.
- She saw him at the rugby match.
- He went to the hardware shop to buy a saw.
- NOTE:** The homophone must be used correctly in the sentence. (1)
- 5.2.4 Watching the Springboks at the stadium is better than watching
them on television. (1)
- 5.2.5 don't they/do they not (1)
- [20]

TOTAL SECTION C: 40
GRAND TOTAL: 80