



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P1

2021

MARKS: 80

TIME: 2 hours

This question paper consists of 14 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 after each answer.
6. Number the answers correctly according to the numbering system used in this question paper.
7. For multiple-choice questions, write only the letter (A–D) next to the question number in the ANSWER BOOK.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frame as a guideline:

SECTION A: 50 minutes
SECTION B: 20 minutes
SECTION C: 50 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**AIDING THE YOUTH BY AIDING THE ELDERLY**

- | | | |
|---|--|----|
| 1 | Global aging is one of the greatest challenges of the twenty-first century. While policymakers around the world are rethinking how society can prepare for an increasing population of elderly people, senior citizens themselves can help turn aging from a challenge into an opportunity. | |
| 2 | Africa's population is growing faster than any other continent on Earth. The United Nations (UN) predicts that by 2100, one in four people on the planet will live in Africa. Sub-Saharan Africa ¹ is, by global standards, a region with 60 per cent of its population under the age of 25. | 5 |
| 3 | Africa's so-called 'youth bulge' has the potential to contribute to massive economic growth. One way of creating an opportunity for the continent's young people may be, ironically, to look in the other direction, to its elderly – and particularly to aging citizens like Novusumzi Masala. | 10 |
| 4 | In Novusumzi Masala's life, there are thirteen of everything – thirteen pairs of battered shoes scattered around her tiny two-bedroom house, thirteen bowls stacked high above her sink, thirteen stacks of homework to puzzle over every night. | 15 |
| 5 | The thirteen young lives that orbit around her are not her own children. Instead, at age 78, Masala is raising a baker's dozen of her grandchildren. 'This isn't how I pictured my old age,' she says, laughing, as a pair of toddlers scurry over her feet. 'But I keep up. This is my family – I could never say no to them.' | 20 |
| 6 | 'There's often a perception that older people are vulnerable, frail, and irrelevant to what happens to young people, but we know that in reality the lives of older and younger people are closely linked – there is a skills and knowledge transfer that needs to happen for society to function,' says Isabella Aboderin, a senior research scientist at the African Population and Health Research Centre in Nairobi. | 25 |
| 7 | In South Africa, in particular, eight per cent of all children are being raised by their grandparents, according to Statistics South Africa. The United Nations International Children's Emergency Fund (UNICEF) estimates that half of Africa's 132 million orphans live with their grandparents. | 30 |

8	Grandparents are such an important source of child care and knowledge, that some South African youth centres often offer support for the elderly. For Joey Manane, who runs a Soweto-based youth organisation called IKUSASA LETHU, meaning 'Tomorrow is ours', the link between old and young is essential. He has come to consider providing support to elderly caregivers in his community a necessary part of his work to support young people.	35
9	Three mornings a week, when the youth finish breakfast and filter out of his centre to head to school, the local grannies begin trickling in, ready for a day of crafts, support groups, and sports. 'We have a very good granny soccer team,' he says.	40
10	'The logic behind having programmes for the elderly at a youth centre is simple,' he says. 'It makes our work with the youth so much easier if their 'gogos' (grannies) feel supported.' He estimates that about 60 per cent of the youth he works with are being raised by grandparents.	45
11	At the Masala's house, a young counsellor from IKUSASA LETHU named Angelina Majoro, also drops in once a week to check on Novusumzi and her grandchildren – who range in age from two to seventeen. Sometimes she assists with homework, meal preparation, or family budgeting. Other times, she just sits and listens to the granny's frustrations about raising thirteen children when her only source of income is a small grant from the government. She wishes they could move into a bigger home. 'It is helpful to talk so I do not bottle things up,' Masala says.	50
12	For the Masalas, however, there is little question of the essential connection between its younger and older members. On a recent morning, some of the older children presented their grandmother with a rap song they had written about their lives. 'It's a song about what we have been through and how, with the help of our grandmother, we have made something better from it,' says Ongezwa Masala, aged 15.'	55

[Adapted from <https://www.csmonitor.com/World/Africa/2016/1229>]

GLOSSARY: Sub-Saharan Africa¹ – African countries that are located south of the Sahara Desert

1.1 Refer to paragraph 1.

1.1.1 Choose the correct answer to complete the following sentence:

The 'twenty-first century' extends from the years ...

- A 1800 to 1899.
- B 1900 to 1999.
- C 2000 to 2099.
- D 2100 to 2199.

(1)

1.1.2 Quote TWO consecutive words from paragraph 1 which mean the same as 'elderly people'.

(1)

- 1.2 Refer to paragraph 2.
What does 'by 2100, one ... will live in Africa' (lines 6–7) suggest about the population of Africa? (1)
- 1.3 Refer to paragraph 3.
What does the writer mean by 'Africa's so-called "youth bulge" ... massive economic growth' (lines 9–10)? (2)
- 1.4 Refer to paragraph 4.
- 1.4.1 Suggest why the writer repeats the word, 'thirteen'. (2)
- 1.4.2 Explain why the following statement is FALSE.
The children's shoes are in a good condition. (1)
- 1.5 Refer to paragraph 5.
- 1.5.1 What does the writer mean by, 'The thirteen young lives that orbit around her ...' (line 17)? (1)
- 1.5.2 Explain what Masala's words, 'This is my ... no to them' (lines 20–21) suggest about her character. (2)
- 1.6 Refer to paragraph 6.
What does Isabella Aboderin mean by, 'skills and knowledge transfer' (lines 24–25)? (2)
- 1.7 Refer to paragraph 9.
- 1.7.1 Why does the writer use the word 'trickling' in line 39? (1)
- 1.7.2 Name TWO activities that the elderly participate in at the IKUSASA LETHU youth organisation. (2)
- 1.8 Refer to paragraph 11.
- 1.8.1 State TWO ways in which Angelina Majoro assists Masala every week. (2)
- 1.8.2 Explain the reasons for 'granny's frustrations' (line 50). (2)
- 1.9 Discuss whether paragraph 12 is an appropriate conclusion to this passage. (2)
- 1.10 Discuss the suitability of the title, 'AIDING THE YOUTH BY AIDING THE ELDERLY'. (2)

TEXT B

The infographic is titled "Tips to beat insomnia" and features six numbered visual clues:

- VISUAL 1:** A person lying in bed at night with a bedside lamp and an alarm clock.
- VISUAL 2:** A person sleeping peacefully with an alarm clock.
- VISUAL 3:** A glass of wine and a cup of coffee, both crossed out with a diagonal line, indicating they should be avoided.
- VISUAL 4:** A cup of tea with chamomile and lavender flowers, suggesting drinking such tea.
- VISUAL 5:** A smartphone, suggesting to avoid using mobile devices before bed.
- VISUAL 6:** Two people jogging, suggesting regular exercise.

[Source: www.google.com, 2020]

GLOSSARY

***insomnia:** sleeplessness

1.11 Refer to VISUAL 1.

State TWO visual clues which indicate that the person is experiencing insomnia. (2)

1.12 Why is VISUAL 3 included in this text? (1)

1.13 What tip is suggested in VISUAL 5? (1)

1.14 Discuss whether the inclusion of VISUAL 6 is effective in TEXT B. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

There are specific skills that job seekers will need in this new decade, the 2020s.

Read TEXT C below and list **SEVEN skills that job seekers will need in the 2020s**.

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**SKILLS FOR JOB SEEKERS IN THE 2020s**

The new decade, beginning in 2020, has seen the pace of digital transformation increase. This transformation has changed the demands of the workplace.

Jason Wingard, dean of the School of Professional Studies at Columbia University, says that previous generations have had the same job for a long time. The younger generation needs to be able to change jobs more often as companies are hiring workers on a contract basis. Consequently, workers will have to be flexible and constantly adjust to new work environments.

Creativity is always highly prized. Companies will look for people who can work creatively. For example, people must be able to develop their own strategies to work alongside 'cobots,' which are robots that work with humans.

Sue Llewellyn, a social media expert from the United Kingdom, says that the ability to work with different people will become more valuable in order to relate to changing teams in the workplace. People who have interpersonal skills will be in demand by employers.

According to Jerome Glenn, executive director of the Millennium Project, those who are constantly keeping up with technological changes will be the ones to succeed in the workplace.

In the 2020s, showcasing oneself and one's skills online is what is needed to build one's professional brand. One must be competitive to stand out in an increasingly changing job market.

[Adapted from *Sunday Times*, January 2020]

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



[Source: *Fresh Living*, December 2019]

The small font on the box of Fish Fingers in TEXT D reads as follows:

<p>Fish Fingers 24 Portions</p>	
<p>OUR BEST RECIPE EVER</p>	
<p>✓ NEW HOME-STYLE CRISPY CRUMB</p>	
<p>✓ MSG and GMO FREE</p>	
<p>Ω VERY HIGH IN OMEGA 3</p>	
	<p>600 g</p> <p>SERVING SUGGESTION UNCOOKED. KEEP FROZEN</p>

- 3.1 Who is the target audience in this advertisement? (1)
- 3.2 Choose the correct answer to complete the following sentence:
The name, 'Captain Crisp', in this advertisement is an example of ...
- A a simile.
B a metaphor.
C alliteration.
D assonance. (1)
- 3.3 Explain how the brand, 'Sea Harvest', is related to the advertised product. (2)
- 3.4 Quote FOUR consecutive words from TEXT D which suggest that fish fingers can increase one's intelligence. (1)
- 3.5 How do the visual aspects of the advertisement support the words in the speech bubble, 'MOM'S MEAL-TIME HEROES'? (2)
- 3.6 Why has the advertiser included the number **24** in this advertisement? (1)
- 3.7 Does the advertiser succeed in convincing the reader to buy this product? Substantiate your answer. (2)

[10]

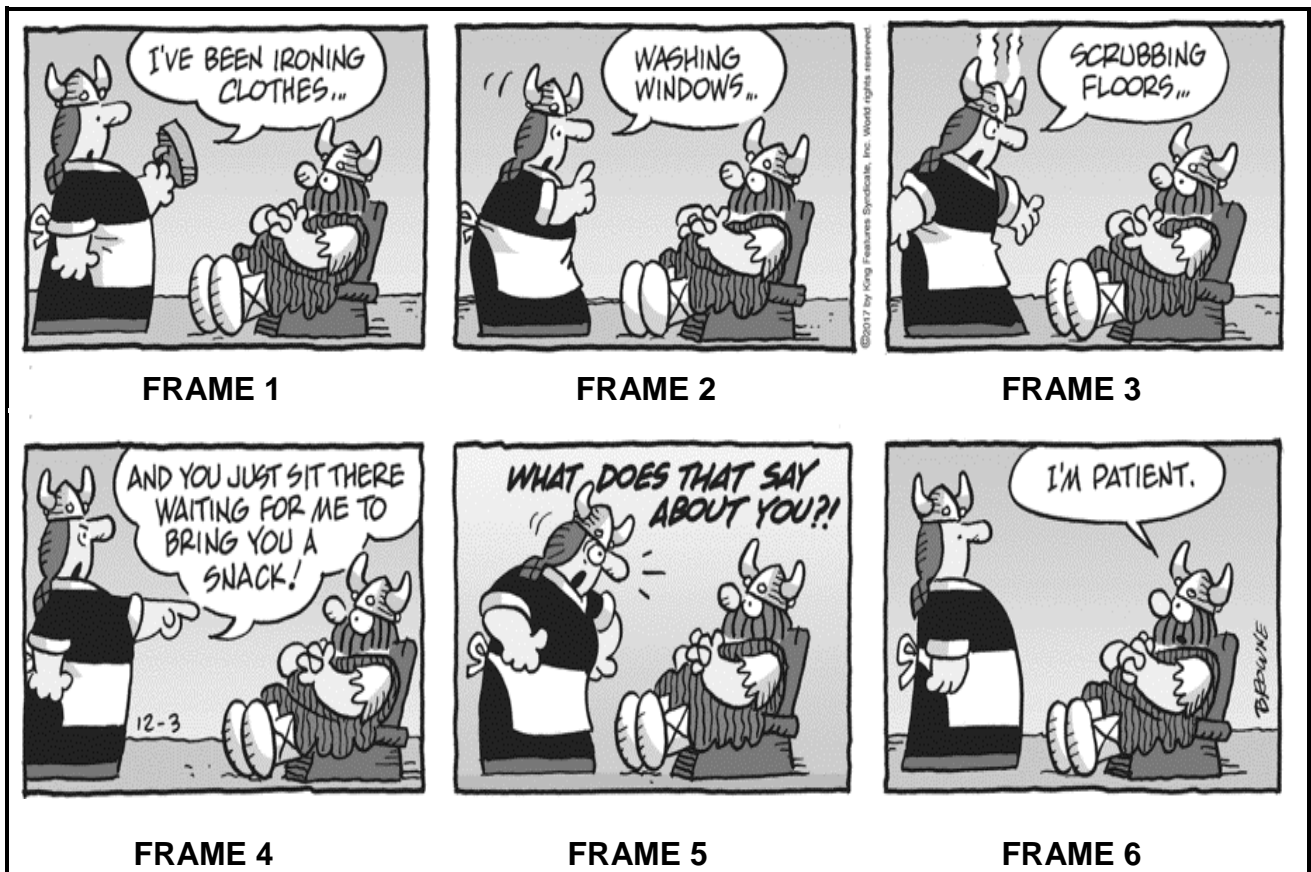
QUESTION 4: ANALYSING A CARTOON

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

TEXT E

HAGAR THE HORRIBLE

by **DIK BROWNE**



[Source: www.google.com]

NOTE: In this cartoon, the man's name is Hagar and his wife's name is Helga.

4.1 Refer to FRAMES 1–3.

4.1.1 Why does the cartoonist use ellipsis in each frame? (1)

4.1.2 Explain the difference in Hagar and Helga's body language in FRAME 3. (2)

4.2 How does the cartoonist convey that Helga is shouting in FRAME 5?

State TWO points. (2)

4.3 Refer to FRAME 6.

4.3.1 Explain how Hagar's words, 'I'm patient', convey humour in this cartoon. (2)

4.3.2 Use the word 'patient' as a noun in a sentence of your own. (1)

4.4 Do you think that Helga's reaction towards Hagar, in this cartoon, is acceptable? Substantiate 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

START STRONG AND FINISH EVEN STRONGER		
1	Every January, you promise yourself that you will get healthier and fitter. You start the new year off on a good note, but barely a month later, you find yourself back at the fast-food drive-through.	
2	So how can you finally see your goals through? Its time you put your health back at the top of your priority list. As the years go by, you can no longer afford to neglect your body. If you do not start taking care of your diet at a young age, there are health risks later in life.	5
3	The morning school and work rush is always chaotic, so packing yourself an healthy lunchbox is probably the last thing on your mind. However, buying lunch every day is not only costly, but is also often unhealthy.	10
4	'Unfortunately, bad lunch choices are driven by the lack of control we have over what our bought meals contain, especially when it comes to their sugar content,' says Greig Jansen, founder and CEO of Pura Beverage Company. Pre-made wraps, sandwiches and even salads can all contain high levels of sugar.	15
5	'Ultimately, preparation is key,' says dietician and nutritional consultant Lila Bruk. Plan your meals for the week so that you have all the ingredients you need to prepare healthy food.	
<i>[Adapted from Your Family, January 2020]</i>		

- 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) Every January, you promise yourself that you will get healthier and fitter. (1)
- (b) Its time you put your health back at the top of your priority list. (1)
- (c) Packing yourself an healthy lunchbox is probably the last thing on your mind. (1)
- (d) However, buying lunch every day is not only costly, but is also often unhealthy. (1)

- 5.1.2 Rewrite the following sentence in the simple past tense:
A month later, you find yourself back at the fast-food drive-through. (1)
- 5.1.3 Complete the following tag question. Write down only the missing words.
The morning school and work rush is always chaotic, ...? (1)
- 5.1.4 Rewrite the following sentence in the passive voice:
Foods with high amounts of sugar can cause diabetes. (1)
- 5.1.5 Replace the underlined word in the following sentence with a suitable synonym.
'Ultimately, preparation is key,' says dietician and nutritional consultant Lila Bruk. (1)
- 5.1.6 Rewrite the following sentence in the negative form:
Lila eats fast-food meals. (1)
- 5.1.7 Rewrite the following sentence in reported speech:
Greig Jansen said, 'Bad lunch choices can affect my health.' (3)
- 5.1.8 Study the following sentence:
Plan your meals for the week so that you have all the ingredients you need to prepare healthy food.
State the part of speech of EACH of the underlined words as used in this sentence. (2)

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

TEXT G

PAPER EVERYDAY, EVERYWHERE
Cereal boxes, milk cartons, labels and loo paper. Oh, and printing and writing paper too!

840 million trees
planted over 693 000 hectares¹ in South Africa for the manufacture of pulp and paper products. *Particular species of trees are sustainably farmed, providing employment in rural communities.*

[Adapted from *Sunday Times*, April 2019]

5.2.1 Give the correct form of the underlined word in the sentence below.

Recycled material is used in the product of cartons. (1)

5.2.2 Combine the following sentences into a single sentence:

Deforestation is the act of cutting trees without replacing them.
Deforestation harms the environment. (2)

5.2.3 Provide the correct degree of comparison in the following sentence:

Sustainable forestry is (good) than deforestation. (1)

5.2.4 Write '840' in words. (1)

5.2.5 Give the singular form of the underlined word in the following sentence:

Teach your children to take care of trees. (1)
[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P1

2021

MARKING GUIDELINES

MARKS: 80

TIME: 2 hours

These marking guidelines consist of 11 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion.
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 1.1.1 C/2000 to 2099✓ (1)
- 1.1.2 'senior citizens'✓ (1)
- 1.2 The population of Africa will increase.✓ (1)
- 1.3 The increase in the number of youth✓ is likely to have a positive impact on the economy (of the African continent).✓ (2)
- 1.4 1.4.1 To emphasise the huge responsibility✓ that Masala has in raising many children.✓ (2)
- 1.4.2 The children's shoes are described as 'battered'.✓ (1)
- 1.5 1.5.1 The children's lives revolve around Masala.✓
- NOTE:** Accept other suitable responses that show an understanding of the word 'orbit'. (1)
- 1.5.2 Masala is kind/caring/committed/selfless✓ as she is prepared to sacrifice her time/money/energy to care for the children.✓
- NOTE:** Accept other suitable synonyms that show Masala's positive characteristics. (2)
- 1.6 The elderly have an important role to play in sharing✓ information and expertise.✓ (2)
- 1.7 1.7.1 To indicate that the grannies do not arrive at the youth organisation at the same time./They come in slowly.✓ (1)
- 1.7.2 Crafts✓
Support groups✓
Sports/soccer✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.8 1.8.1 Homework✓
Preparation of meals✓
Drawing up a family budget✓
Listening to Masala's problems.✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.8.2 She has a limited source of income to raise a large family.✓
Her house is too small for such a large family.✓ (2)

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

Yes.

The passage is mainly about the Masala family; therefore, it is fitting that the concluding paragraph should make reference to them. The essence of the passage is captured in the reference to the grandchildren composing a rap song showing appreciation to their grandmother.

OR

No.

The concluding paragraph is not appropriate because it ends the passage abruptly, with direct speech. It does not consolidate the passage by focusing on the general idea of the role that the elderly play in shaping the lives of the youth.

NOTE: Do not award a mark for Yes/No.

Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)

1.10 The title, is suitable because the passage focuses on the important role that the elderly play in supporting and shaping young people. In order to assist young people, senior citizens must be supported.

OR

The title is not suitable because it is generalised. The passage, however, focuses mainly on the case study of the Masala family. If the passage contained more examples of the support of the youth by the elderly, then the title would have been suitable.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)

1.11 The person in the visual is lying in bed and is awake.✓
The clock indicates that it is late (and the person is not yet sleeping).✓
The lamp is still on.✓
The person is looking sleepy (eyes are partly closed) but is still awake.✓

NOTE: Accept any TWO of the above.

(2)

1.12 The line that appears across Visual 3 indicates beverages (like wine and a caffeinated hot drink) that must be avoided to prevent insomnia.✓ (1)

1.13 One must not use a cellphone before going to bed./An insomniac can use a cellphone to search the internet for tips on how to deal with insomnia.✓ (1)

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

Yes.

The visual of people jogging is effective because it suggests that when people jog/exercise, they can sleep better, thus avoiding insomnia.

OR

No.

The visual of people jogging is vague. It is not clear to the reader whether jogging can cause insomnia or prevent it, as there is no heading.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (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.	'The younger generation needs to be able to change jobs more often as companies are hiring workers on a contract basis.'	1.	Be able to seek new employment frequently.
2.	'... workers will have to be flexible and constantly adjust to new work environments.'	2.	Be able to adapt to different places of employment.
3.	'Companies will look for people who can work creatively.'	3.	Be creative/innovative/imaginative in the work that one does.
4.	'...the ability to work with different people will become more valuable in order to relate to changing teams in the workplace.'	4.	Be able to work with diverse teams that regularly change.
5.	'People who have interpersonal skills will be in demand by employers.'	5.	Have good human relations.
6.	'... those who are constantly keeping up with technological changes will be the ones to succeed in the workplace.'	6.	Keep abreast of changes in technology./ Constantly upgrade your technological skills/qualifications.
7.	'... showcasing oneself and one's skills online is what is needed to build one's professional brand.'	7.	Be able to build your own brand on social media.
8.	'One must be competitive to stand out in an increasingly changing job market.'	8.	Strive to perform better than others in the workplace.

MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

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:

- **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**• Spelling:**

- 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.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

QUESTION 3: ANALYSING AN ADVERTISEMENT

3.1 Parents/Children✓

OR

People who prepare meals/people who eat fish/people who are health conscious.✓ (1)

3.2 C/alliteration✓ (1)

3.3 Fish fingers are made from fish that are harvested✓ from the sea.✓ (2)

3.4 'Big on Brain power'/'High in Omega 3'✓ (1)

3.5 Fish Fingers are personified as superheroes (Incredible Hake, Captain Crisp and Omega Mind)✓ that assist moms to provide meals that are tasty and nutritious.✓

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

3.6 The number **24** indicates the number of fish finger portions (in the box).✓ (1)

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

Yes.

The nutritious benefits of fish fingers are clearly indicated by the fact that the product has protein and Omega 3. This will appeal to mothers/parents who will buy the product because it is healthy for their children.

OR

No.

Fish fingers are processed foods therefore, the advertisement will not appeal to mothers/parents who prefer to give their families 'healthier' food.

NOTE: The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]

QUESTION 4: ANALYSING A CARTOON

4.1 4.1.1 The ellipsis is used to suggest that Helga has not completed listing the many/different chores she has to do.✓/The ellipsis is used to show Helga's build-up of frustration. (1)

4.1.2 Helga's arms are outstretched while Hagar has his arms folded.✓✓
Helga's mouth is wide open while Hagar's is closed/not visible.✓✓
Helga is standing/leaning forward but Hagar is sitting on a chair.✓✓
Helga is angry while Hagar is calm/relaxed.✓✓

NOTE: Accept any ONE of the above combinations. The contrast must be clear. Award 2 or 0 marks. (2)

4.2 Helga's words are printed in bold.✓
The use of an exclamation mark /double punctuation marks (question mark and exclamation mark).✓
Her mouth is wide open.✓
The lines in front of her mouth (indicate that she is shouting).✓

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

4.3 4.3.1 Hagar's words, in FRAME 6 are an anti-climax to/the opposite of✓ what Helga is expecting as an answer from him.✓ (2)

4.3.2 The doctor treated the patient.✓

NOTE: Accept other grammatically correct sentences. (1)

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

Yes.

Helga has been busy doing all the household chores. Hagar does not assist her, yet he expects her to bring him a snack. Her anger towards him is, therefore, justified.

OR

No.

Helga does not have to shout at Hagar. She should have spoken to him politely stating that she is busy and that he should fetch/prepare his own snack.

NOTE: Do not award a mark for Yes or No.
The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1	5.1.1	(a) healthier✓ (b) It's/It is✓ (c) a✓ (d) unhealthy✓	(1) (1) (1) (1)
	5.1.2	A month later, you found yourself back at the fast-food drive-through.✓	(1)
	5.1.3	isn't it /is it not?✓	(1)
	5.1.4	Diabetes can be caused by foods with high amounts of sugar.✓	(1)
	5.1.5	important/significant/vital✓ NOTE: Accept any other suitable synonym.	(1)
	5.1.6	Lila does not/doesn't eat fast-food meals.✓	(1)
	5.1.7	Greig Jansen said that bad lunch choices <u>could</u> affect <u>his/her</u> health. NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation.	(3)
	5.1.8	ingredients – noun✓ healthy – adjective✓	(2)
5.2	5.2.1	production✓	(1)
	5.2.2	Deforestation, which is the act of cutting trees without replacing them,✓harms the environment.✓ NOTE: Accept ANY other grammatically correct combination.	(2)
	5.2.3	better✓	(1)
	5.2.4	eight hundred and forty✓	(1)
	5.2.5	child✓	(1)
			[20]
		TOTAL SECTION C:	40
		GRAND TOTAL:	80