



Province of the
EASTERN CAPE
EDUCATION



NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2023

ENGLISH FIRST ADDITIONAL LANGUAGE P1

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 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 timeframe 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**LEAVING A LIVING LEGACY¹**

'Without the organ donor, there is no story, no hope and no transplant. However, when there is an organ donor, life springs from death, sorrow turns to hope and a terrible loss becomes a gift.' – United Network for Organ Sharing (UNOS), United States.

- 1 We can all be heroes in our own way and do something meaningful to help others during our lives, as well as after we die. As there is a significant shortage of organ donors in South Africa and a massive waiting list for patients, this is something most healthy people can do.
- 2 Donating your organs and tissues after your death can help save seven people, and transform the lives of a further fifty, according to the Organ Donor Foundation (ODF). Solid organs that can be transplanted from deceased donors are kidneys, pancreas, liver, intestines, heart and lungs, while tissues include corneas, heart valves and bone and skin tissues which can help people with a range of medical problems from blindness to burns. Living donors can also donate a kidney or part of their liver to help very ill or injured patients. 5
10
- 3 Chantelle Griesel, a secretary at Mediclinic Potchefstroom for 12 years and a mother, became a living donor in 2020 when she donated 70% of her liver in an effort to save her brother Eugene, who was suffering from autoimmune hepatitis. Although his body rejected the new liver and he passed away seven days after the operation, Chantelle has no regrets at all about the decision she made. She said one of the main reasons she did not think twice about donating was that it would have been the best thing ever to give Eugene the opportunity to raise his son. 15
20
4. Despite the risk that Eugene's body might not accept the donated liver and that Chantelle might develop complications after her surgery, she was adamant that she wanted to do it. 'We did not have any other chances left because he was so ill and his liver was damaged so badly by the disease that it would not respond to medication,' she says. 25
- 5 Chantelle's mother also died of liver failure due to autoimmune hepatitis. She chose not to have a transplant, saying she had had a good 64 years of life and wanted others younger than her to be given a chance. As a precautionary measure, Chantelle needs to look after her liver very carefully for the rest of her life and not use medications which are excreted through the liver. Since the operation, a recent scan has shown that her liver has regrown almost to its original size. 30

- | | | |
|---|---|----------|
| 6 | Dr Van der Schyff, a surgeon at Wits Donald Gordon Medical Centre says that in South Africa, family members still need to give consent for organ donation even if the deceased was a registered organ donor and had a living will stating that they wanted to donate their organs and tissues after death. This is why everyone needs to talk to their families regarding their wishes after death and organ donation, so that when that difficult time comes, families know what their next-of-kin wanted. This conversation is so important. | 35 |
| 7 | When families are approached with compassion and support, they do give consent. While in the past some cultural groups were not keen to give permission, this is changing and there are many positive movements in this regard. Religious leaders have stated that there is no religion that forbids helping another person and that if you are willing to accept an organ, you should be willing to donate one. When transplant patients return to their communities, they act as living ambassadors for transplantation, which also encourages others to become donors. | 40
45 |
| 8 | Chantelle said that before her mother passed away, she did not accept the idea of organ donation, but as they gave permission for her other organs and tissues to be donated, she saw how many people needed organs. She felt very strongly that if you could give someone a second chance at life, why not try it. She was living proof that your life does not change much after being a living donor. She wants to encourage others to become donors too. | 50 |

[Adapted from www.mediclinic.co.za.]

GLOSSARY

legacy¹ – something which is left to someone in a will/the long-lasting impact of particular events, actions that took place in the past, or of a person's life

- 1.1 Why do you think the writer uses the word 'living' in the title of the passage? (2)
- 1.2 Refer to the introductory paragraph.
- What 'gift' is being referred to when the writer says, '*a terrible loss becomes a gift.*'? (1)
- 1.3 Refer to paragraph 1.
- 1.3.1 How can we do something meaningful to help others? (1)
- 1.3.2 Quote FIVE (5) consecutive words which prove there is a shortage of organ donors in South Africa. (1)
- 1.4 Refer to paragraph 2.
- Which tissues are donated to help someone who is blind? (1)

1.5 Refer to paragraph 3.

1.5.1 Why does the writer include '70%' (line 14)? (1)

1.5.2 Why is the following statement FALSE?

Chantelle took her time to decide whether she wanted to donate part of her liver. (1)

1.5.3 What does this paragraph tell us about Chantelle's character? (1)

1.6 Refer to paragraph 4.

State TWO reasons why Chantelle decided to donate part of her liver to her brother. (2)

1.7 Refer to paragraph 5.

1.7.1 Using your OWN words, say why Chantelle's mother did not want to have a liver transplant. State TWO points. (2)

1.7.2 Explain why a donor's life is not at risk, after donating a part of his/her liver. Give TWO points. (2)

1.8 Refer to paragraph 6.

1.8.1 Why do you think it is important for family members to agree to organ donation, even if the deceased had already given permission? (2)

1.8.2 Choose the correct answer to complete the following sentence.

'next-of-kin' (line 39) refers to the ...

- A surgeon.
- B recipient.
- C family.
- D donor.

(1)

1.9 Refer to paragraph 7.

Explain the statement, '... living ambassadors for transplantation ...' (line 46). (2)

1.10 Refer to paragraph 8.

Do you agree with Chantelle's view that, 'if you can give someone a second chance at life, why not try it'? Substantiate your answer. (2)

1.11 Discuss the suitability of the title, 'LEAVING A LIVING LEGACY'. (2)

TEXT B

Signs your child may be bullied at school

- Wants the parent to take her to school instead of riding the bus.
- Seems happy on weekends, but unhappy, preoccupied, or tense on Sundays.
- Suddenly prefers the company of adults.

STOP BULLYING

STAY SAFE
[PROTECT SOUTH AFRICA]
TOGETHER WE CAN BEAT THE CORONAVIRUS

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

[Source: www.google.com]

- 1.12 Explain why the writer has included the picture of a plaster. (2)
- 1.13 Give ONE sign which indicates that a child is being bullied at school. (1)
- 1.14 Besides school, where else does bullying take place? (1)
- 1.15 Discuss whether the visual of the girl is effective in the campaign to stop bullying. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

We assume that the older we get, the more confident we become. However, modern life does not always help us build this confidence.

Read TEXT C below and list SEVEN ways to **boost your self-esteem**.

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**HOW TO BOOST YOUR SELF-ESTEEM**

Children are often congratulated or sometimes criticised for the things they do, which could make them doubt themselves. It is important to learn how to break the cycle of feeling you are not good enough.

You should do the things you love. Confidence comes from knowing what you are good at and doing it.

Avoid fat talk – seeing who has lost or gained weight is a habit we all have. However, it does not help you or the other person to boost their self-image.

We can all be our own harshest judge, so stop the self-criticism. We would never talk to our loved ones the way we talk to ourselves. Work on ignoring the negative critic in your head.

It is important to love yourself because true confidence comes from accepting every part of who you are. The world of fashion can make you feel inadequate but remember, even celebrities doubt themselves. The edited highlights of someone's life can reduce your self-esteem significantly. Stay away from social media. If you are feeling low, log off immediately. Focus on the positives instead of worrying about the bad day you experienced.

Many of us avoid sporting activities because we do not like how we look wearing sports clothes. Find an activity you enjoy which can boost your morale.

Help others whenever you can, whether it is visiting your local hospital or giving of your time for a charitable cause. By giving someone else a boost, you get a boost in return – everyone wins.

[Adapted from: www.feelmo.com]

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



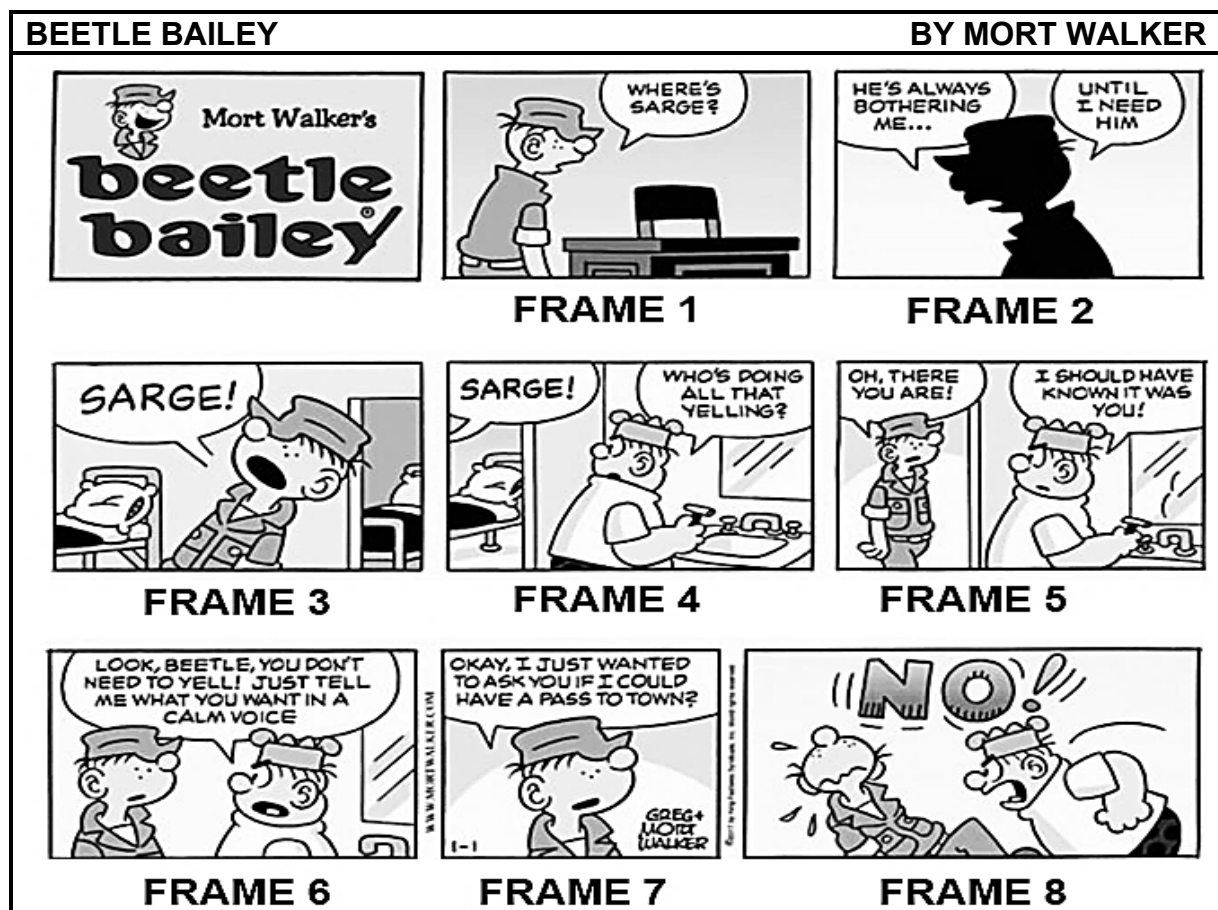
[Adapted from www.google.com]

- 3.1 Who is the target audience in this advertisement? (1)
- 3.2 Where would this product be used? Name ONE place. (1)
- 3.3 Change the following statement into a question:
This air mist soothes your mind. (1)
- 3.4 Why do you think the advertiser describes the product as an air 'mist'? (1)
- 3.5 What does the word 'eliminate' imply about the product? (1)
- 3.6 How would using this product 'soothe your mind'? (2)
- 3.7 Give a synonym for the word 'fine' as used in the advertisement. (1)
- 3.8 Does the advertiser succeed in convincing the readers to buy the product?
Substantiate your answer. (2)

[10]

QUESTION 4: ANALYSING A CARTOON

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

TEXT E

[Source: www.google.com]

NOTE: In this cartoon the younger man is Beetle and the older man is Sarge.

4.1 Refer to FRAME 1.

Why do you think Beetle calls his sergeant, 'Sarge'?

(1)

4.2 Refer to FRAME 2.

What is the function of the ellipsis?

(1)

4.3 Refer to FRAME 3.

Provide TWO visual clues which show that Beetle is shouting.

(2)

4.4 Refer to FRAME 4.

Choose the correct answer to complete the following sentence.

The word 'yelling' means ...

- A to cry.
- B to shout.
- C to howl.
- D to laugh.

(1)

4.5 Refer to FRAME 5.

What was Sarge about to do when Beetle came walking in?

(1)

4.6 Refer to FRAME 6 and FRAME 8.

Describe how Sarge's actions in FRAME 6 are in contrast to his actions in FRAME 8. Refer to the verbal aspects only.

(2)

4.7 Do you think Sarge's behaviour towards Beetle is justified? 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**SHOULD I TAKE A GAP YEAR?**

- | | | |
|---|---|----|
| 1 | Taking a gap year after high school is becoming more and more populer. Some people even argue that a gap year should be compulsory for all students! | |
| 2 | Despite the advantages of taking a gap year, many students do not fully understand the concept. You may believe it involves travelling aimlessly and wasting time – but that is a common misconception. | 5 |
| 3 | A gap year is when you take a year off, between high school and college. Instead of beginning college while you finish high school, you would start the following year. | |
| 4 | Gap years give students a break from academics. It is usually a time to discover yourself and consider what kind of education and career you want to pursue. It can take many forms for example you could work, complete a internship, volunteer or travel. You can do these activities independently or as part of a gap year programme. | 10 |
| 5 | Taking a gap year is not for everyone as it can cost quite a few penny. It is worth considering how a gap year could effect your finances before you decide whether to take one or not. | 15 |

[Adapted from www.globalcitizen.org]

- 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) | Taking a gap year after high school is becoming more and more populer. | (1) |
| (b) | Instead of beginning college while you finish high school, you would start the following year. | (1) |
| (c) | It can take many forms for example you could work, complete a internship, volunteer or travel. | (1) |
| (d) | It is worth considering how a gap year could effect your finances before you decide whether to take one or not. | (1) |

- 5.1.2 Rewrite the following sentence in the simple past tense:

A gap year means taking a year off from studying.	(1)
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- 5.1.3 Complete the following tag question. Write down ONLY the missing words.

Gap years are meant to give students a break from academics, ...? (1)

- 5.1.4 Combine the following sentences into a single sentence.

During a gap year you can travel.
During a gap year you can volunteer.

Begin with the following words: Not only ... (2)

- 5.1.5 Rewrite the following sentence in reported speech:

The student said, 'It is my choice to be part of a gap year programme.' (3)

- 5.1.6 Give the plural form of the underlined word in the following sentence.

Taking a gap year is not for everyone as it can cost quite a few penny. (1)

- 5.1.7 It is worth considering whether to take a gap year or not.

Use the homophone for the word whether in a sentence of your own. (1)

- 5.1.8 Rewrite the following sentence in the passive voice.

Some students enjoy taking a gap year. (1)

5.2 Study the text below and answer the questions.

TEXT G



I am a lawyer-turned-baker. I entered and won the *Great American Baking Show*, and my debut cookbook *Life Is What You Bake It* contains some of the winning recipes. My motto is simple: When life gives you lemons, make lemon curd. We have the power within us to do whatever we want to.

[Adapted from [google.com.blogs](https://www.google.com/blogs)]

5.2.1 Rewrite the following sentence in the negative form:

My cookbook contains many of the winning recipes. (1)

5.2.2 Study the following sentence:

I entered and won the *Great American Baking Show*.

Name the part of speech of EACH of the underlined words used in this sentence. (2)

5.2.3 Why are the words, *Life Is What You Bake It*, written in italics? (1)

5.2.4 Give the correct form of the word between brackets.

People who bake are (create). (1)

5.2.5 Give the correct degree of comparison in the following sentence.

Baking is the (rewarding) hobby you can have. (1)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2023

**ENGLISH FIRST ADDITIONAL LANGUAGE P1
MARKING GUIDELINE**

MARKS: 80

This 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 Through organ/tissue donation, ✓ the patient is given a chance to live. ✓ (2)
- 1.2 It refers to the gift of life. / It refers to someone given the chance to live longer/live a healthier life. ✓ (1)
- 1.3 1.3.1 We can become organ donors. ✓ (1)
- 1.3.2 'massive waiting list for patients' ✓ (1)
- 1.4 cornea/corneal tissues ✓ (1)
- 1.5 1.5.1 It is to emphasise how much of her liver she donated to her brother and still survived. /The writer wants to prove you can donate a large part of your liver and still live. ✓ (1)
- 1.5.2 It is false because she did not hesitate to donate part of her liver to her brother. ✓ (1)
- 1.5.3 It suggests that she is a kind/caring/loving/humble person. ✓ (1)
- 1.6 Donating part of her liver was the only chance left to save her dying brother. ✓
The medication he was using was not helping him anymore. ✓ (2)
- 1.7 1.7.1 She was 64 years old and felt that she had had a good life. ✓
She wanted to give people who were younger than her a chance to live. ✓ (2)
- 1.7.2 The liver can grow/regrow to its normal size ✓ (after part of it has been removed) and the donor can continue to live a normal life. ✓ (2)
- 1.8 1.8.1 It could be that the organ donor was not in his/her right state of mind when making the decision. ✓ It could be that not all family members were informed of the decision by the donor to donate his/her organs. ✓ (2)
- 1.8.2 D/donor ✓ (1)
- 1.9 Once patients/recipients have fully recovered from the operation in which they received an organ or tissue, they can go into the communities and share ✓ how organ donation saved their lives. ✓ (2)

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

Yes/Agree.

You would be leaving a wonderful legacy knowing you assisted a patient and his/her family as they are now able to spend more time together.

OR

No/Disagree.

It is not your decision. Some people believe that if it is your time to die, then that is how it should be. It is not about you deciding whether the person should get a second chance at life. ✓✓

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

(2)

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

The title, LEAVING A LIVING LEGACY, is suitable because you are giving someone who would have died, another chance to live his/her life and you are still alive to witness this.

OR

The title is not suitable because the article only uses an example of a lady who donated part of her liver to her brother, who unfortunately, died. There are no examples of people who received an organ or tissue transplant and lived for a long time. ✓✓

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

(2)

- 1.12 A plaster is used to cover a wound/an injury/a place where someone has been hurt. ✓ In this poster, the plaster implies that an injury caused by bullying can be hidden so that nobody knows about it. ✓

(2)

- 1.13 The child would want the parent to take him/her to school. ✓
The child would not want to use the bus/transport to get to school. ✓
The child would seem happier during weekends but sad/tense when it comes to Sunday. ✓
The child prefers to be in the company of adults rather than children. ✓

Accept any ONE of the above.

(1)

- 1.14 While riding on the bus/using transport to school. ✓

(1)

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

Yes.

The visual shows a girl who is carrying a book which implies that she attends school. She looks sad and is crying. This article is about bullying at school therefore, she represents learners who are being bullied.

OR

No.

There is no indication that she has been bullied. She could be crying for some other reason. / It is not effective because boys can also be bullied, not only girls. ✓✓

NOTE: The above are merely examples. Do not award a mark for Yes or No. 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

QUESTION 2

The following points form the answer to the question.

	QUOTATIONS	FACTS (NOTE: Candidates may phrase the facts differently.)	
1.	'You should do the things you love.'	1.	Do what you love doing.
2.	'Avoid fat-talk.'	2.	Do not talk about how much weight you have gained or lost.
3.	'We can all be our own harshest judge, so stop the self-criticism.'	3.	We should stop criticising ourselves.
4.	'It is important to love yourself because true confidence comes from accepting every part of who you are.'	4.	Being confident comes from loving/accepting yourself.
5.	'Stay away from social media.'	5.	Avoid social media.
6.	'Focus on the positives instead of worrying about the bad day you experienced.'	6.	Concentrate on the positives. /Stop concentrating on your bad day.
7.	'Find an activity you enjoy which could boost your morale.'	7.	Look for something you could do to make you feel good about yourself.
8.	'Help others whenever you can, whether it is visiting your local hospital or giving of your time for a charitable cause.'	8.	Help people whenever and wherever you can.

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 a candidate has not quoted verbatim (word for word):**
 - 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
 - 4–5 quotes: award a maximum of 1 language mark
 - 1–3 quotes: award a maximum of 2 language marks

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**• 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 People who need to freshen an area where there is an odour/who can afford to buy this product/who prefer this brand of product/pet owners. ✓ (1)

NOTE: The above are merely examples. Accept other suitable answers.

- 3.2 It could be used where there are pets/where there is a dustbin/at a store/in a restroom/in the kitchen. ✓ (1)

NOTE: The learner cannot merely answer pets, dustbin, store, restroom or kitchen. The answer must be in a sentence.

- 3.3 Does this air mist soothe your mind? ✓ (1)

NOTE: Answer must be 100% correct.

- 3.4 This product is in a liquid form and when sprayed, it would resemble mist. (Mist comes in the form of water droplets.) ✓ (1)

- 3.5 It emphasises that smells are totally removed (when using this product). ✓ (1)

- 3.6 The product destroys odours/bad smells in an area where you might be seated. / Using this product in the area where the odour is, and having the smell eliminated, would give you peace of mind.

OR

If you know that you will be receiving visitors, but there is an odour in your kitchen, you might become anxious. Using the product would give you peace of mind because it would eliminate the odour. ✓✓

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

- 3.7 good/excellent/magnificent ✓ (1)

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

Yes.

The reader can see that the product can be used in different areas and is safe to use around pets. There is also a variety to choose from.

OR

No.

Not everybody would want to purchase this brand of product. It could become quite expensive for a shop owner or the person in charge of a restroom to purchase the product as it would have to be used throughout the day and possibly at night. ✓✓

NOTE: The above are merely examples. Do not award a mark for Yes or No. 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 It might be because they have been working together for a long time and have become friends. ✓
It might be the sergeant's nickname. ✓
He feels comfortable with people calling him Sarge. ✓

NOTE: Accept any ONE of the above answers. (1)

- 4.2 It shows that Beetle is thinking about what he wants to say. /The sentence is incomplete. ✓ (1)

- 4.3 He bends backwards. ✓
His mouth is wide open. ✓ (2)

- 4.4 B/to shout ✓ (1)

- 4.5 He was about to shave. ✓ (1)

- 4.6 In FRAME 6 he is calm and speaks calmly to Beetle explaining to him what he expects from him. ✓ In FRAME 8, he screams one word at Beetle, no explanation given. ✓ (2)

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

Yes.

Sarge knew it was Beetle who was screaming/shouting. This gives the impression there might be other things that Beetle might be known for doing which could irritate Sarge.

OR

No.

Beetle had no idea where the sergeant was and had to call out to him. He called the first time, but the Sarge did not answer. Only after calling him for the second time, Sarge answered him. ✓✓

NOTE: The above are merely examples. Do not award a mark for Yes or No. 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) popular ✓ (1)
- (b) when ✓ (1)
- (c) an ✓ (1)
- (d) affect ✓ (1)
- 5.1.2 A gap year meant taking a year off from studying. ✓ (1)
- 5.1.3 aren't they? / are they not? ✓ (1)
- 5.1.4 Not only can you travel during your gap year, ✓ but also volunteer. ✓
- OR**
- Not only can you volunteer during your gap year, ✓ but also travel. ✓ (2)
- 5.1.5 The student said it was ✓ his/her ✓ choice to be part of a gap year programme.
- NOTE:** Award ONE mark for each underlined change and ONE mark for correct punctuation. (3)
- 5.1.6 pennies ✓ (1)
- 5.1.7 What is the weather for today? ✓ (1)
- 5.1.8 Taking a gap year is enjoyed by some students. ✓ (1)
- 5.2 5.2.1 My cookbook does not contain ✓ many of the winning recipes. (1)
- 5.2.2 entered – verb ✓
the – article (definite) ✓ (2)
- 5.2.3 It is the name/title of her book. ✓ (1)
- 5.2.4 creative ✓ (1)
- 5.2.5 most rewarding ✓ (1)
- [20]**

TOTAL SECTION C: 40
GRAND TOTAL: 80