



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2008

MARKS: 70

TIME: 2 hours

This question paper consists of 16 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:
 - SECTION A: Comprehension (30 marks)
 - SECTION B: Summary (10 marks)
 - SECTION C: Language in context (30 marks)
2. Answer ALL the questions.
3. Start each section on a NEW page and rule off on completion of EACH section.
4. Leave a line after EACH answer.
5. Follow the instructions carefully.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Pay special attention to spelling and sentence construction.
8. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

Read the passages below and answer the set questions.

HISTORY IN THE MAKING

INTRODUCTORY NOTE: *In 1994, at about the time you started school, the first democratic elections took place. This was an important historic occasion for South Africa. In his personal memoirs, Archbishop Desmond Tutu remembers this momentous day, as you will read in TEXT A. Today, more than a decade later, we have come a long way towards finding a new South African identity. It is the youth who have met this challenge, as S Memela shows in TEXT B.*

TEXT A

1. 27 April 1994 was the day for which many had waited, the day for which the struggle against apartheid had been waged – the day which had finally dawned when we could all vote for the first time in a truly democratic election in the land of our birth.
2. I folded my ballot paper and cast my vote. 'Wow!' I shouted, 'Yippee!' It was giddy stuff, like falling in love. The sky looked more blue and beautiful. I saw the people in a new light. They were beautiful, they were transfigured. I too was transfigured. It was dream-like. 5
3. After voting, I went outside and the people were cheering, singing and dancing. It was like a festival. The atmosphere was wonderful and such a vindication for all those who had borne the burden of repression, the 'little people' whom apartheid had turned into anonymous ones – faceless, voiceless, counting for nothing in their motherland – just because of a biological irrelevance. 10
4. It was also an amazing spectacle. People of all races were standing in the same queues, perhaps for the very first time in their lives. Blacks, Indians, Coloureds, Whites – all were standing in those lines that were snaking their way slowly to the polling booth. And what could have been a disaster turned out to be a blessing in disguise. Those lines produced a new and peculiarly South African status symbol. Afterwards people boasted, 'I stood for two hours to vote.' – 'No, I waited for four hours!' 15
5. And it was those long hours that helped us South Africans from that era to find one another. People shared newspapers, sandwiches, umbrellas, and the scales began to fall from our eyes. South Africans found fellow South Africans. We had achieved true humanity – a shared, common homeland. Everyone simply wanted a decent home, a good job, a safe environment for their families, good schools for their children ... 20
6. We all just wanted a place in the sun. 25

[Adapted from: *No Future Without Forgiveness*, Archbishop Desmond Tutu]

TEXT B

7. If a normal baby boy born in 1708 of parents from different cultural backgrounds were to be raised from the dead to live in cosmopolitan Cape Town today, he would find it a mind-blowing experience. 30
8. In terms of features, he may have a *café latte** skin, sensuous lips and blue eyes. He would understand Xhosa, Afrikaans and English, and learn at least one other indigenous language. He would be into rugby, cricket and soccer, and be familiar with the music of Busi Mhlongo and the Bombay Vikings. He would dance to Boom Shaka, read Shakespeare, and appreciate the contribution of boeremusiek. And he would stand out, a fascinating figure, recognised by all his brothers and sisters as different, and yet the same as everyone else. 35
9. We, the youth of today, stand at the apex of a vast pyramid of human development, slowly brewed through over three centuries of human interaction and cultural exchange. We are the heirs of everything the struggling generations of the past aspired to and have accomplished. 40
10. At the opening of a National Heritage Summit in Midrand, Pallo Jordan, Minister of Arts and Culture, addressed an august gathering on this issue. 'What we call South Africa is the outcome of the dynamic interaction on African shores of at least three streams of human experience: African, European and Asian. We have no choice but to accept these outcomes as the verdict of history, and no one should feel threatened by our cultural diversity,' he said. 45
11. Our identity comes from all our ancestors and we are constantly enriched by our own contemporary experience. We continue to re-work all that WoMan has ever done to improve the self, nature and the world we live in. 50
12. So, if the normal baby boy born in 1708 of a Khoisan mother and a Dutch father were to walk down Nelson Mandela Avenue today, he would have within sight the new non-racial nation that is rising – vibrant with a dynamic, ever-changing cultural combustion that is based on the principles of unity, equality, non-sexism, freedom and democracy. 55
13. As the late poet, June Jordan, said: 'We are the ones we have been waiting for.' 59

[Adapted from: *The Cultural History and Evolution of a New South African Identity*, S Memela]

Glossary: **café latte* – coffee with cream; a light brown, tasty drink

QUESTIONS: TEXT A

- 1.1 Briefly explain what the writer is trying to communicate to the reader in this passage. (3)
- 1.2 Refer to paragraph 2.
- 1.2.1 Discuss the effect of the exclamations 'Wow!' and 'Yippee!' in conveying the writer's feelings. (2)
- 1.2.2 Comment on the use of the simile 'giddy stuff, like falling in love' in line 6. (2)
- 1.3 Refer to paragraph 3.
- Why does the writer describe the scene as being 'like a festival'? (3)
- 1.4 Refer to lines 18 to 19.
- 'And what could have been a disaster turned out to be a blessing in disguise.'
- Explain the meaning of this sentence in the context of the passage. (2)
- 1.5 Refer to lines 19 to 20.
- 'Afterwards people **boasted**, "I stood for two hours to vote." – "No, I waited for four hours!"'
- Explain the writer's use of the word 'boasted' to describe the tone in the above quotation. (3)

QUESTIONS: TEXT B

- 1.6 Refer to paragraph 7.
- Why would the baby boy born some three hundred years ago find it a 'mind-blowing experience' if he were to live today? (3)
- 1.7 Refer to paragraph 9.
- According to the passage, how should the youth view the contribution of their ancestors? (3)
- 1.8 Refer to paragraph 10.
- Explain the point the Minister is making in the statement, 'We have no choice but to accept these outcomes as the verdict of history'. (3)
- 1.9 Refer to lines 51 to 52.
- 'We continue to re-work all that WoMan has ever done to improve the self, nature and the world we live in.'
- Give a reason for the two capital letters in the word 'WoMan'. (2)

QUESTIONS: TEXTS A AND B

1.10 Discuss the link between the title of the passage, 'History in the Making' and the concluding statements in TEXT A and TEXT B, quoted below.

1.10.1 'We all just wanted a place in the sun.' (Text A, line 27) (2)

1.10.2 'As the late poet, June Jordan, said, "We are the ones we have been waiting for."' (Text B, lines 58 to 59) (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

Imagine that in doing research on reading world-wide, you came across the passage below (TEXT C). You plan to use it as an article in your assignment on 'The World of Reading'.

You are required to do the following:

- 2.1 Write down SIX points that convey the main ideas of the passage (Text C), using your own words. (3)
- 2.2 Use the points in your answer to QUESTION 2.1 to write a summary in a single, fluent paragraph of approximately 90 words. (7)

NOTE:

- As far as possible, use your own words.
- Do not give your summary a title.
- Indicate your word count at the end of your summary.
- Marks will be deducted if you ignore these instructions.

TEXT C

We live in a televised age of fast-moving images, a time when people struggle to concentrate. So it's a miracle that children still read.

There is a special 'power' in books. There is the recognition that between the covers lies a world that we may reach through the process called 'reading'. There's also the fact that the classics – classical literature originating from any culture – will always continue, because they speak to the human condition, to our inner beings.

But these factors are not enough to ensure a miracle. In our advanced technological age, where children play make-believe games over which they have complete control, books have been forced to compete, which is why there has been such a phenomenal rise in the genre of fantasy fiction. This is partly due to a need for an increasingly more imaginative space. As our daily media feed us dumbed-down content, the imagination has grown slow.

And this is where books fill the void with ever more fantastical content. Fantasy offers an alternative world. An example of this, of course, is the Harry Potter series of novels that has ensured that adults, teens and children are, once again, enthusiastic readers.

Together with this interest in fantasy has come a renewed interest in graphic fiction (comic books), as well as a requirement for illustrations in children's longer fiction. There is also a demand for books linked to movies or television series. In an age of instant pleasure, we want as much of a good thing as we can get, in any form we can get it.

There is another trend too: shorter, high-interest, low-reading level fiction. This is in part due to a growth in English second-language readership and a demand for multilingual literature, so we're seeing editions brought out in all 11 official South African languages.

Interestingly, since the mid-1990s, more than 80% of local young children's fiction has featured black children as the central characters, mirroring the political and social shifts in South Africa. There seems to be a growing interest in local content, and there are loads of local authors to choose from.

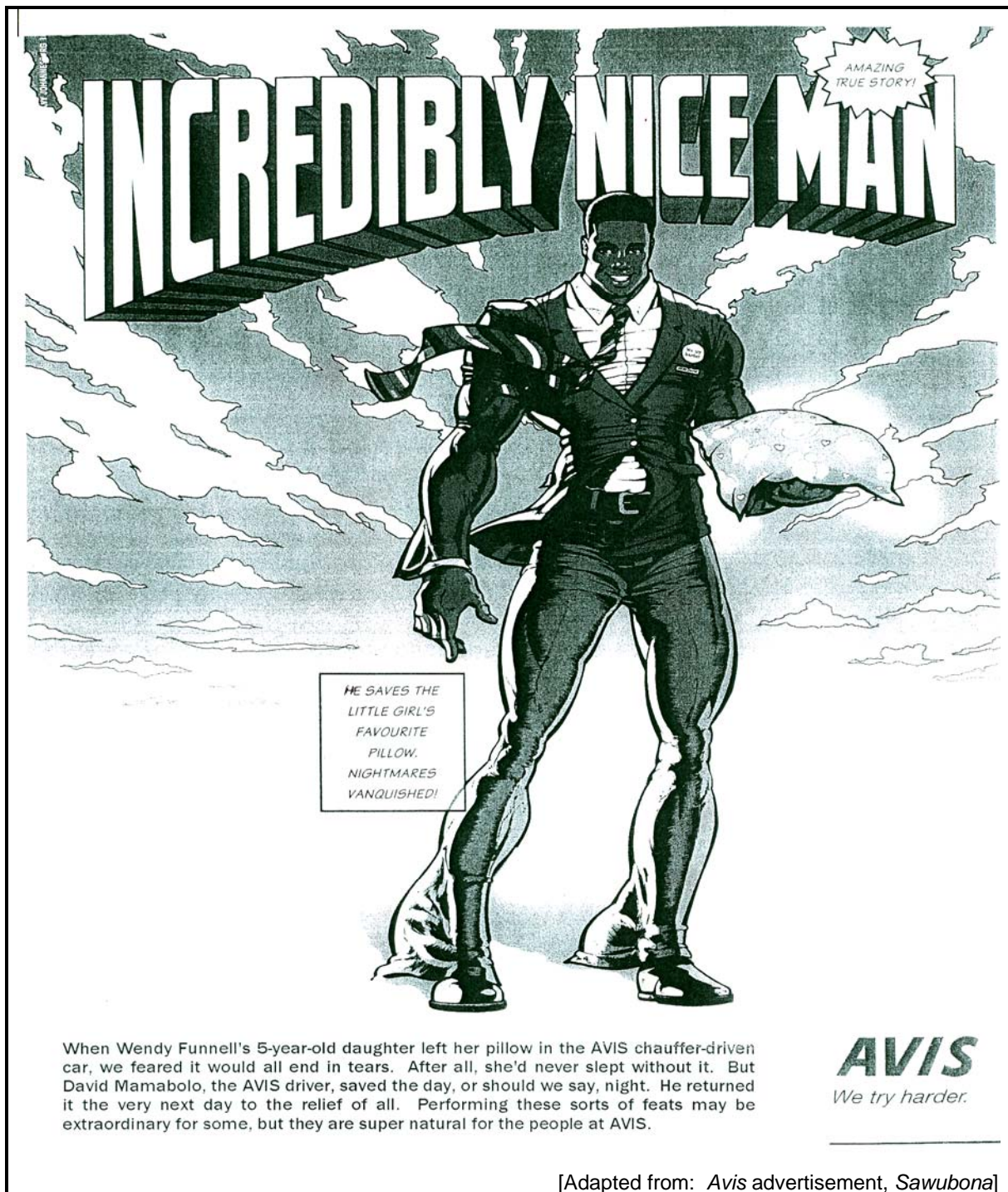
Long may this renewed interest in reading continue!

[Adapted from: *Beyond Potter*, Loren Anthony]

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

Study the following advertisements (TEXTS D, E and F) and answer the set questions.

3.1 TEXT D: AVIS

INCREDIBLY NICE MAN

AMAZING TRUE STORY!

HE SAVES THE LITTLE GIRL'S FAVOURITE PILLOW. NIGHTMARES VANQUISHED!

When Wendy Funnell's 5-year-old daughter left her pillow in the AVIS chauffer-driven car, we feared it would all end in tears. After all, she'd never slept without it. But David Mamabolo, the AVIS driver, saved the day, or should we say, night. He returned it the very next day to the relief of all. Performing these sorts of feats may be extraordinary for some, but they are super natural for the people at AVIS.

AVIS
We try harder.

[Adapted from: *Avis* advertisement, *Sawubona*]

QUESTIONS: TEXT D

3.1.1 Explain why AVIS has used a cartoon-like character as the hero to reinforce the concept, 'We try harder'. (3)

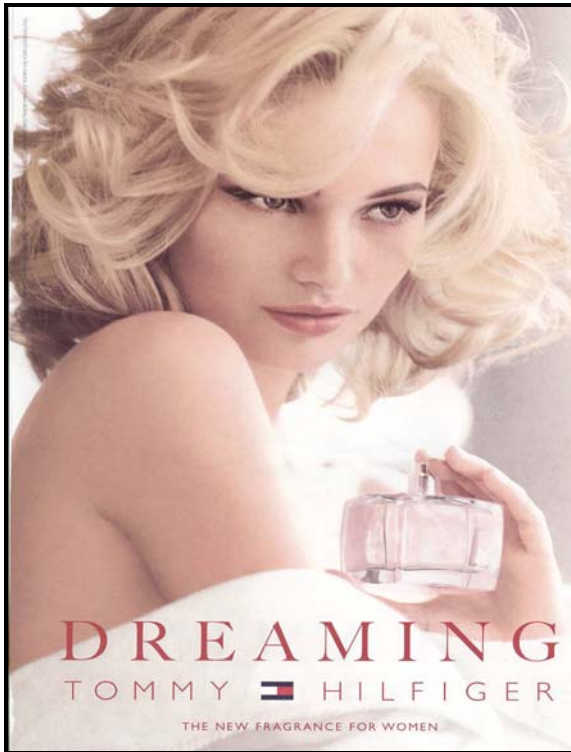
3.1.2 Refer to the following expression in the top, right-hand corner of the advertisement:

'Amazing true story!'

Discuss its effectiveness in the context of the advertisement. (3)

3.2 PERFUME ADVERTISEMENTS

TEXT E:



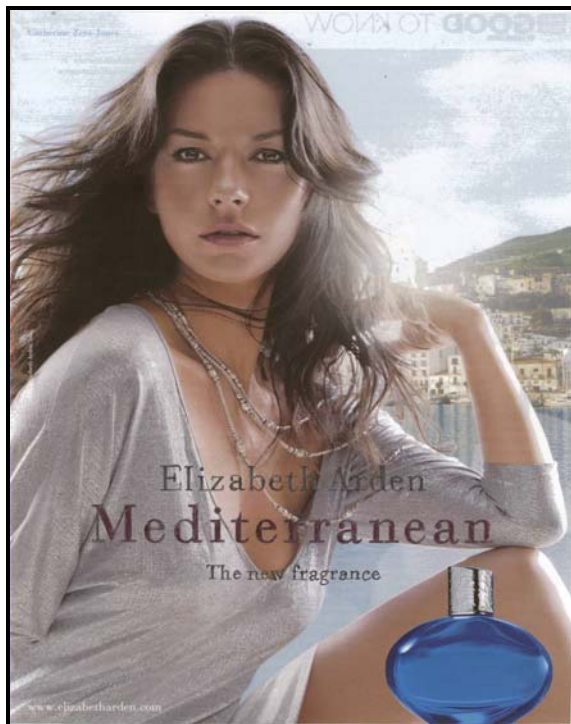
[Adapted from: *Cosmopolitan*]

Text in advertisement:

DREAMING
TOMMY HILFIGER

THE NEW FRAGRANCE FOR WOMEN

TEXT F:



[Adapted from: *Cosmopolitan*]

Text in advertisement:

Elizabeth Arden
Mediterranean

The new fragrance

QUESTIONS: TEXTS E AND F

Discuss how the advertisers of the perfumes in Texts E and F appeal to their respective target markets, with reference to the following:

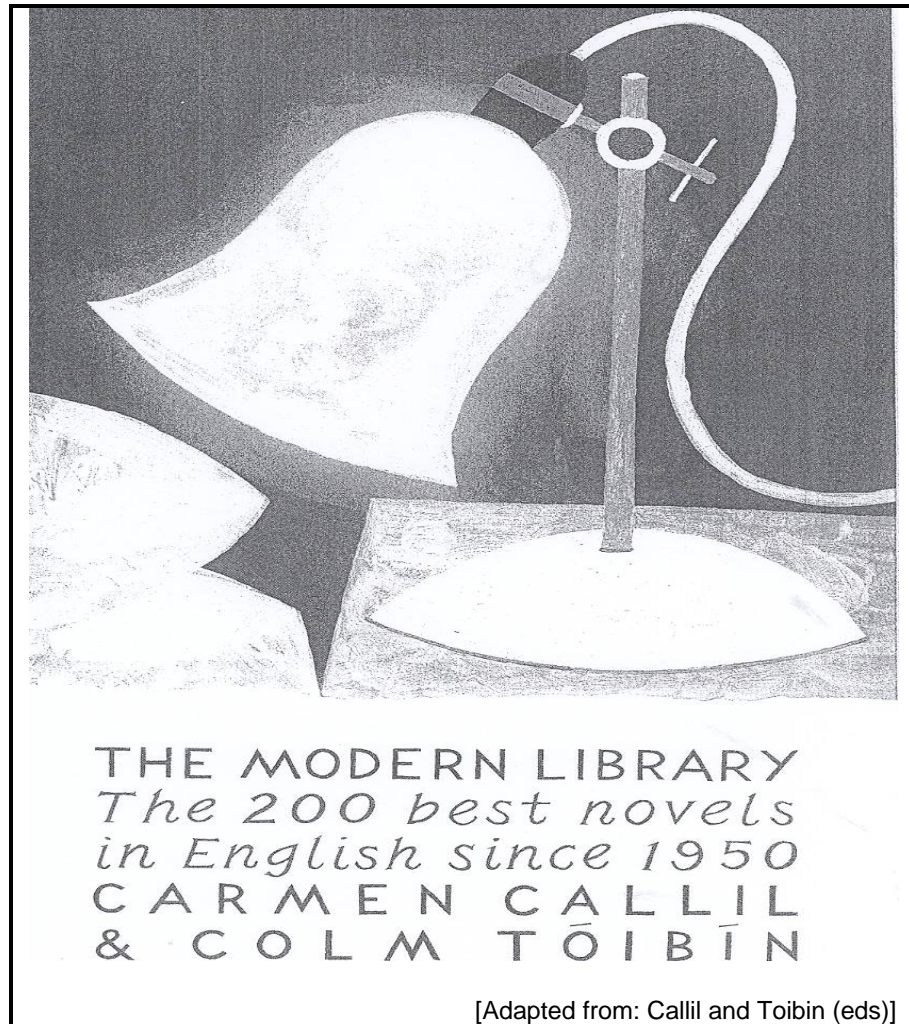
3.2.1 Words in the advertisements (2)

3.2.2 Choice of models (2)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

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

TEXT G: BOOK COVER**QUESTIONS: TEXT G**

- 4.1.1 Explain the association between the illustration on the cover, which depicts a reading lamp, and the intention of the book. (2)
- 4.1.2 On the back cover of the book, the following appears:

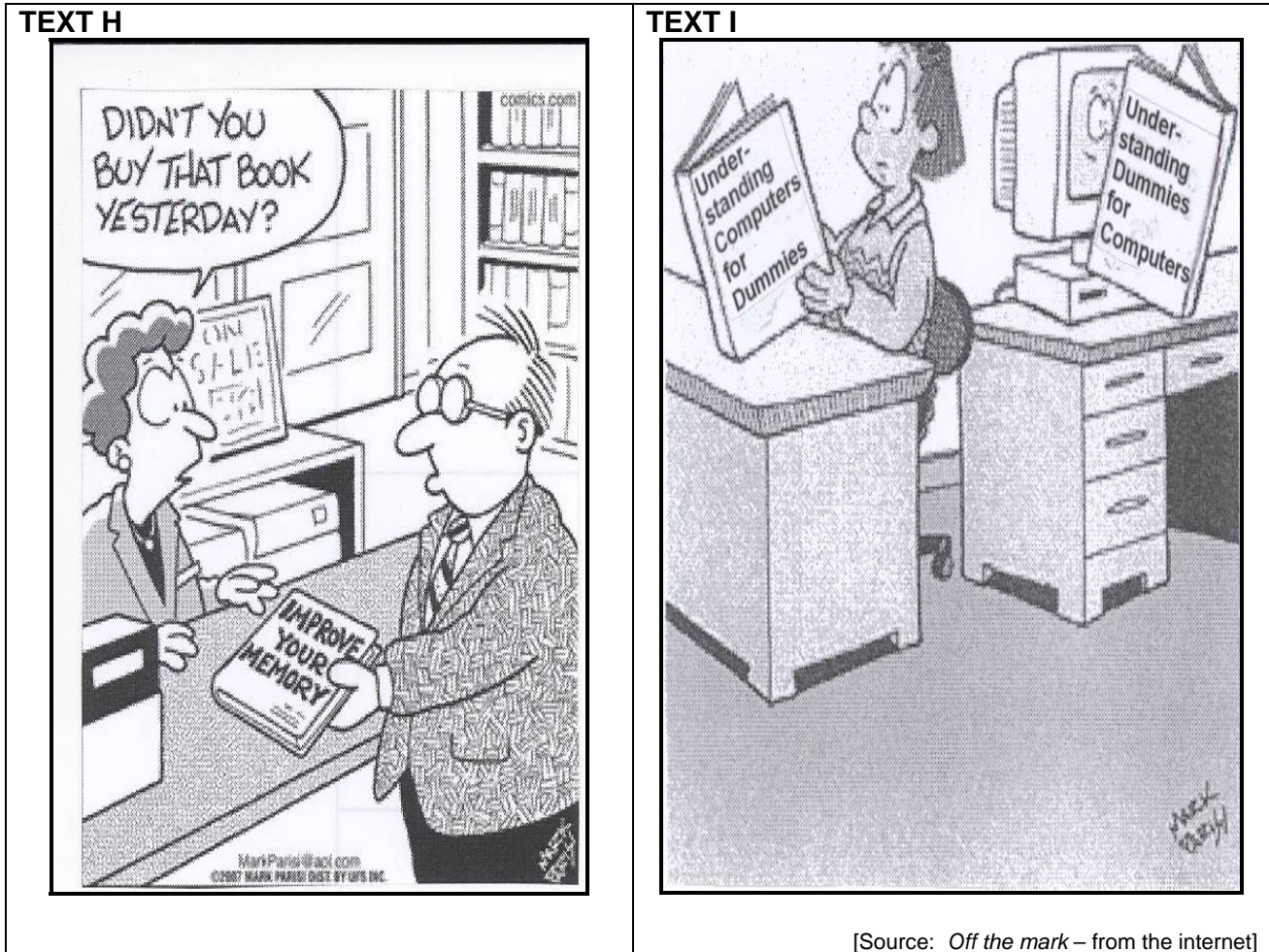
What to read?

We have chosen these books for readers, readers of every age and taste, for those who have never read a novel before and for experts who want to quarrel with our choice; for school students and undergraduates, grandfathers, priests and nuns, Antarctic explorers ...

Discuss whether this description would persuade a reader to buy the book. (2)

4.2 Study the texts below (TEXTS H and I) and answer the set questions.

TEXTS H AND I: CARTOONS



QUESTIONS: TEXTS H AND I

- 4.2.1 **TEXT H:**
Explain how the facial expressions of each of the characters reflect the humour in this cartoon. (2)
- 4.2.2 **TEXT I:**
Comment on the use of humour in the titles of the books. (2)
- 4.2.3 **TEXTS H and I:**
Do you think the books shown in these cartoons are likely to make the bestseller list? Give a reason for your answer. (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

Read the text below (TEXT J), which contains some deliberate errors, and answer the set questions.

TEXT J**A Taste for Health**

Are kids conscious of healthy eating – or do they not give it a second thought?

'Health is high on everyone's priority list, including the youth,' says Liesl Loubsher, Chief Executive Officer (CEO) of youth marketing specialist company. 'For many years the retail industry and food manufacturers concentrate on satisfying the trend for convenience. Now the emphasis has shifted from convenient eating to convenient health. The same goes for the youth. Kids are becoming more discerning and fast learning the importance of choosing healthy alternatives.'

5

The awareness varies through the youth age categories. Tweens (8 – 13 years) are swayed by parental influence and follow their parents' dietary rules. The teen market (14 – 18 years), however, is more in touch with its own food choices.

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'Fast food tastes a lot nicer than healthy food. I know it's not the best for the body,' says Brandon Cunningham, 18. 'But if you want to do well at school and in sport, you need to be eating properly.'

Tessa Chamberlain, General Manager (GM) for sustainability at Pick 'n Pay, says, 'Teens are definitely aware of good and bad foods, but are more motivated by personal image and peer pressure than by health issues. Teens will choose health food over junk food only if it does the right thing for their image: if it helps them look good or lose weight or reduce their acne problem. They want a result – and fast. So peer groups follow each other in their eating habits, driven by what they believe to be the in-thing to be seen to be doing.'

15

20

The young adult category (comprising 19 – 23-year-olds), while still very image conscious, are better equipped to make healthy eating choices.

[Adapted from: 'A Taste for Health' in the *Sunday Times*]

QUESTIONS: TEXT J

- 5.1 Choose the correct answer from the alternatives provided. Write only the number and letter of your choice.
- CEO (line 3) and GM (line 14) are examples of ...
- A acronyms.
B antonyms.
C derivations.
D homonyms. (1)
- 5.2 Refer to lines 3 to 4:
- 'For many years the retail industry and food manufacturers concentrate on satisfying the trend for convenience.'
- Give the correct tense of the verb in the sentence. (1)
- 5.3 Explain what the word 'Tweens' (line 8) suggests. (1)
- 5.4 The word 'wait' (line 18) has been confused with its homophone. Give the correct spelling of the word. (1)
- 5.5 Examine the following sentences:
- 5.5.1 'They want a result – and fast.' (Line 18)
5.5.2 They want a result and they want it fast.
- Which sentence, in your opinion, has more impact? Give a reason for your answer. (2)
- 5.6 Rewrite the colloquialism 'in-thing' (line 20) in formal English. (1)
- 5.7 Refer to lines 21 to 22:
- 'The young adult ... healthy eating choices.'
- Explain the use of the hyphen in '23-year-olds'. (1)
- 5.8 Refer to lines 21 to 22:
- 'The young adult category (comprising 19 – 23-year-olds), while still very image conscious, are better equipped to make healthy eating choices.'
- Correct the concord error in the above sentence. (1)
- 5.9 Explain the use of the pun in the title, *A Taste for Health*. (1)

[10]**TOTAL SECTION C: 30****GRAND TOTAL: 70**