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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**NOVEMBER 2015 (R)**

**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 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 timeframes 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****ALONE TOGETHER**

- |   |  |          |
|---|--|----------|
| 1 | We live in a technological universe in which we are always communicating. Yet while we might feel more connected to one another, we have lost the ability to create meaningful relationships. The digital age has already changed the way we shop, work, play and communicate. We live in a world where normal conversations have been replaced by online communication. At home, families sit together, texting and reading e-mail. At work, executives text during board meetings. We text and go on Facebook during classes and when we are on dates.                       | 5        |
| 2 | People have sacrificed conversation for mere connection in their plugged-in lives. The little devices that most of us carry around are so powerful that they change not only what we do, but also who we are. We have become accustomed to a new way of being 'alone together'.  | 10       |
| 3 | Young people have grown up fearing conversation. They walk around with earphones, creating a barrier between themselves and the world. We are together but each of us is in our own bubble, furiously connected to keyboards and touch screens.  | 15       |
| 4 | In the silence of connection we are comforted by being in touch with a lot of people. However, they are carefully kept at bay: not too close, not too far, just right. We have become used to being in a tribe of one.   |          |
| 5 | A 16-year-old boy, who relies on texting for almost everything, says sadly, 'Someday, someday, but certainly not now, I'd like to learn how to have a conversation.'   | 20       |
| 6 | Technology lets us present the self we want to be. The way we communicate is making us worse people to be around. A recent report found that 51% of adults and 65% of teenagers say they have used their smartphones while socialising. We are creating an environment where eye contact, body language and physical contact are declining. Researchers discovered students prefer to text a classmate rather than talk in person because it's 'less risky' and 'less awkward'. So they don't learn how to read facial expressions or navigate 'real world' social situations. | 25<br>30 |

- |    |   |              |
|----|---|--------------|
| 7  | Human relationships are complex but we have learned to simplify them with technology. The move from conversation to connection is part of this. We expect more from technology and less from one another and seem increasingly drawn to technologies that provide an illusion of companionship without the demands of a relationship. Over time we forget that there is a difference. We are tempted to think that our little sips of online connection add up to a big gulp of real conversation. But they do not. Social networks have their places and no matter how valuable, they do not substitute for conversation. They do not work as well when it comes to understanding and knowing one another.   | 35<br><br>40 |
| 8  | When we communicate on our digital gadgets, we learn different habits. When people are alone, even for a few minutes, they reach for a device. These devices provide three powerful fantasies: that we will always be heard; that we can put our attention wherever we want it to be; and that we never have to be alone. We think that constant connection will make us feel less lonely. The opposite is true.  | 45           |
| 9  | Young people today have skills the previous generations lacked. They are experts at finding and filtering information, responding to stimuli and doing fast, insightful analysis. As 'digital natives' they are used to technological change but lack the skill of face-to-face conversation. To make room for real conversation, deliberate steps must be taken by parents in the home. The value of conversation must be demonstrated to children. Certain areas in the home like the kitchen or dining room must be made 'device-free zones', sacred spaces where family members engage in conversation. We should not be so busy connecting that we do not talk to one another about what really matters. | 50<br><br>55 |
| 10 | Most of all we need to remember – in-between social networking – to listen to one another, even to the boring bits, because it is in the unedited moments of human contact that we really reveal ourselves to one another.  |              |

[Adapted from *Sunday Magazine* in *Sunday Tribune*, 22 June 2014]

#### 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 Refer to paragraph 1.

Why is the following statement false?

Only the youth use digital devices. (2)

1.2 Give THREE examples of online communication mentioned in this passage. (3)

1.3 Explain what is meant by 'plugged-in lives' in paragraph 2. (2)

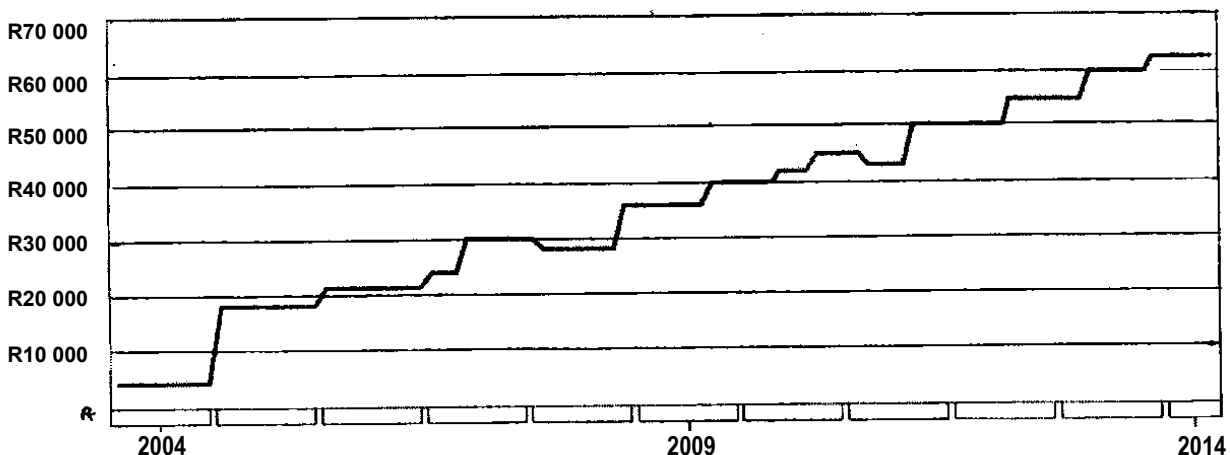
- 1.4 Quote a SINGLE word from the passage that has a similar meaning to 'devices'. (1)
- 1.5 According to this article, why do young people create a barrier between themselves and the world? (2)
- 1.6 With reference to the passage as a whole, explain why the phrase 'tribe of one' (line 19) contains a contradiction. (3)
- 1.7 Refer to paragraph 5.  
How do we know that the boy is not serious about direct communication? (2)
- 1.8 Choose the correct answer from the options given below.  
Which ONE of the following prevents us from being able to 'navigate "real world" social situations' (line 30)?  
A Body language  
B Physical contact  
C Online communication  
D Eye contact (1)
- 1.9 Refer to paragraph 7.  
1.9.1 What is the difference between 'sips' and 'gulps'? (1)  
1.9.2 Why has the writer used the words 'sips' and 'gulps' in this context? (2)
- 1.10 State TWO ways in which communication using digital technology is less rewarding than face-to-face communication. (2)
- 1.11 Consider the entire passage. Discuss whether you agree with the writer's view of effective communication as it is expressed in paragraph 10. (3)

**TEXT B**

**WE ♥ DEMOCRACY  
YOU ♥ a DEAL**

The 10 Years of Democracy Gold Coin was launched in 2004 at an issue price of R4 400. Since then tens of thousands of these coins have been traded, creating tens of thousands of new collectors. In 2014 a newly minted 20 Years of Democracy Gold Coin was introduced.

**10 YEARS OF DEMOCRACY GOLD COIN SELLING PRICES**



[Source: *Sunday Tribune*, 14 September 2014]

**NOTE:** Answer ALL the questions in your OWN WORDS.

- 1.12 What did a 10 Years of Democracy Gold Coin cost when it was first issued? (1)
- 1.13 Why did the writer choose to use the drawing of a heart instead of the word 'love'? (1)
- 1.14 Refer to the graph.  
How would the graph persuade a person to buy the new 20 Years of Democracy Gold Coin? (2)
- 1.15 How does the picture of the coin reflect an important event in the history of South Africa? (2)

**TOTAL SECTION A: 30**



**SECTION B: SUMMARY****QUESTION 2**

You have been asked to deliver a motivational speech to your youth group on how to change bad habits.

Read the passage below (TEXT C) and list SEVEN points that you will include in the text of your speech on how to change bad habits.

**INSTRUCTIONS**

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

**TEXT C****THE SECRET TO CHANGING BAD HABITS SUCCESSFULLY**

A habit is an action that you perform over and over again in your daily life. Some people develop bad habits like smoking, drinking alcohol or even over-eating, which they eventually cannot control.

It is important to identify the triggers that set off bad habits. These are not easy to overcome because they usually work as a reward for a certain craving or desire.

Research has revealed that the best and most effective way to change a habit is to change the routine. Think of other ways that can give you the same reward.

You must believe that change is possible. If you give up you will be stuck with a habit for the rest of your life. You also need to take consistent action, do not just give up after one attempt. You must ignore how difficult it is to change and focus on the reasons why you want to change.

Be aware of your resistance to change. We all have a natural tendency to want to go back to our old ways. When you start making excuses for not wanting to change, argue with yourself rationally. Listen to yourself and dismiss these excuses.

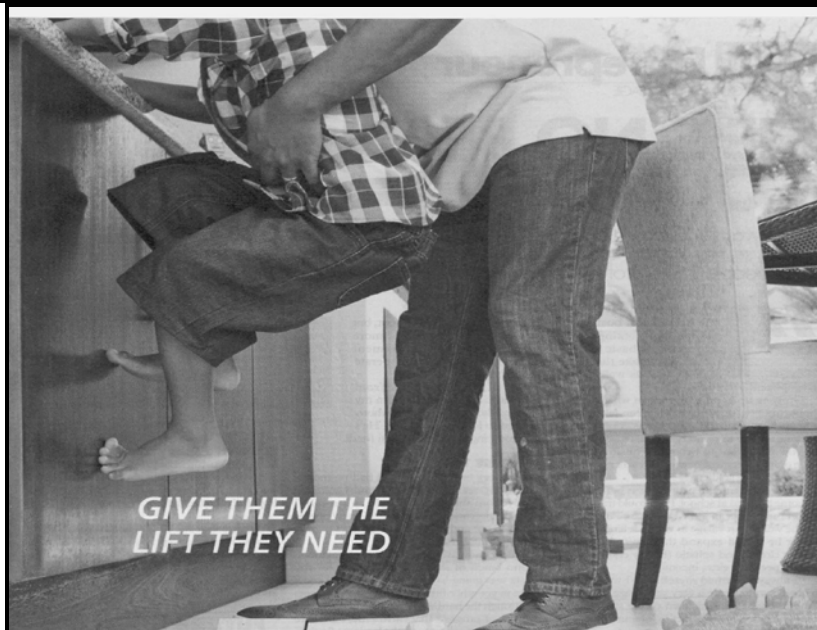
Keep the changes simple and manageable. Do not try to change more than one habit at a time. Rather, focus your energy on changing one habit successfully and then move to the next. Beware of potential obstacles and challenges and find a way to deal with them. Create reminders for yourself that will assist in changing bad habits.

[Adapted from *CHANGENOW Magazine*, May 2014]

**TOTAL SECTION B: 10**

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

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

**TEXT D****HELP CHILDREN TO LIVE HEALTHY, COLOURFUL LITTLE LIVES**

Centrum® Kids is a scientifically balanced formula of vitamins and minerals, specifically designed to help support the health and well-being of children from 4 years of age.

A great-tasting, chewable citrus-berry flavoured multivitamin with a unique blend of key nutrients to help support the growth and development of your child. Help to give them the support they need to live their colourful little lives at 100%. Find out more about Centrum® Kids, complete from A to Zinc support for your kids at [www.centrum.co.za](http://www.centrum.co.za).



**Centrum®, the world's most clinically studied multivitamin**

[Adapted from *Drum*, 7 August 2014]

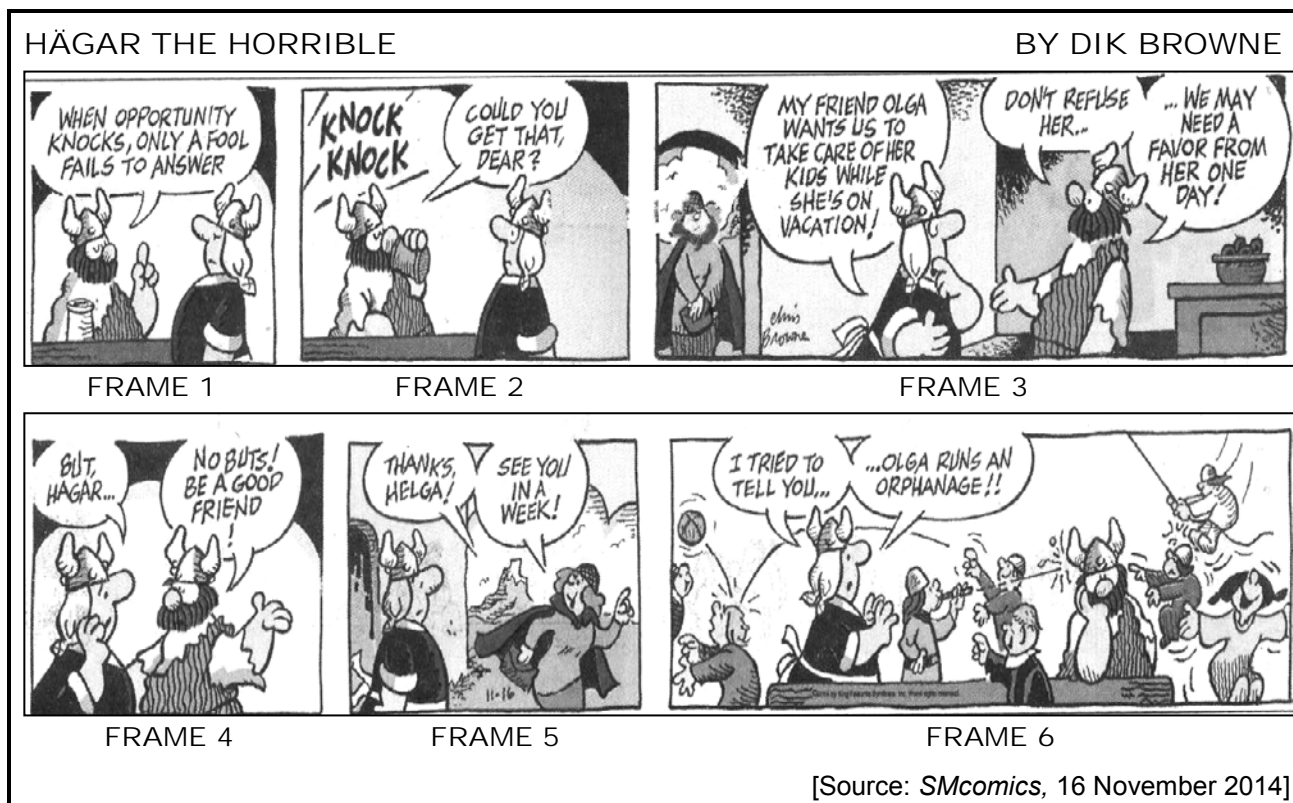
- 3.1 Who is the target audience of this advertisement? Give a reason for your answer. (2)
- 3.2 What does the advertiser mean by, 'GIVE THEM THE LIFT THEY NEED'? (2)

- 3.3 Why has the advertiser included the words, 'a scientifically balanced formula of vitamins and minerals'? (2)
- 3.4 How can parents find more information about the advertised product? (1)
- 3.5 Quote ONE word that suggests that children will enjoy this multivitamin. (1)
- 3.6 In your view, how does the first picture add to the effectiveness of this advertisement? State TWO points. (2)
- [10]**

**QUESTION 4: ANALYSING A CARTOON**

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

**TEXT E**



**NOTE:** In this cartoon, Hägar is speaking to his wife Helga. Olga is Helga's friend.

- 4.1 Refer to frame 1.  
What visual clue does the cartoonist use to show that Hägar is emphasising his statement? (1)
- 4.2 Refer to frame 2.  
4.2.1 What TWO visual techniques does the cartoonist use to show the visitor's excitement? (2)  
4.2.2 Considering the cartoon as a whole, give a reason for the visitor's excitement. (1)
- 4.3 What does Helga's body language in frame 5 convey?  
Consider the cartoon as a whole and discuss the reason for her mood. (2)
- 4.4 How do the children in frame 6 contradict the stereotyped children living in an orphanage? (2)
- 4.5 Considering the cartoon as a whole, discuss whether you sympathise with Hägar's eventual situation. (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****SUGAR GETS A CANING**

- |   |   |    |
|---|---|----|
| 1 | The amount of hidden sugar in processed food are slowly killing us. This is according to <i>Fed Up</i> , an American documentary which is narrated by award-winning journalist Katie Couric. This documentary compares the US food industry to the tobacco industry and suggests that it preys on consumers.                    |    |
| 2 | Academics and health experts argue that it is not only consumers fault that they are overweight. Some blame has to be allocated to food producers and the easy access to addictive foods.   | 5  |
| 3 | Professor Robert Lustig of the University of California proposes that sugar is addictive – and most processed foods are full of it. Americans' actual sugar intake of 41 teaspoons a day far exceeds the recommended five teaspoons. Consumers do not realise that corn syrup, maltrose and dextrose are other names for sugar. | 10 |
| 4 | Lustig blames refined and processed foods for heart attacks, obesity, strokes, cancers and, of coarse, diabetes.  |    |
| 5 | The film works to discredit the idea that one could just outrun a bad diet. It claims that food with sugar is still harmful for you, no matter how much you exercise.   | 15 |

[Adapted from *The Times*, 24 October 2014]

- 5.1.1 Correct the SINGLE error in each of the following sentences. Write down ONLY the question numbers (5.1.1(a)–(d)) and the words you have corrected.

- |     |  |     |
|-----|--|-----|
| (a) | The amount of hidden sugar in processed food are slowly killing us.  | (1) |
| (b) | Academics and health experts argue that it is not only consumers fault that they are overweight.                 | (1) |
| (c) | Some blame has to be allocated to food producers and the easy access to addictive foods.                         | (1) |
| (d) | Lustig blames refined and processed foods for heart attacks, obesity, strokes, cancers and, of coarse, diabetes. | (1) |

5.1.2 Refer to the following sentence:

This is according to *Fed Up*, an American documentary which is narrated by award-winning journalist Katie Couric.

(a) Why is *Fed Up* written in italics? (1)

(b) What part of speech is the word 'American'? (1)

5.1.3 Study the following sentence:

This documentary compares the US food industry to the tobacco industry and suggests that it preys on consumers.

Use a **homophone** for the word preys in a sentence of your own. (2)

5.1.4 Refer to the following sentence:

Professor Robert Lustig of the University of California proposes that sugar is addictive – and most processed foods are full of it.

Provide an **antonym** for the word processed by using a prefix. (1)

5.1.5 Rewrite the following sentence in reported speech:

He said, 'When I eat a bowl of cornflakes, it is like eating a bowl of sugar.' (4)

5.1.6 Refer to the following sentence:

The film works to discredit the idea that one could just outrun a bad diet and claims that food with sugar is still harmful for you, no matter how much you exercise.

Replace the word bad with a suitable **synonym**. (1)

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

**TEXT G**



**A WISH MAKES ANYTHING POSSIBLE**

Make-A-Wish International creates hope and happiness for children with life-threatening illnesses around the world. When a wish is granted, it sends a message to the child and their family that anything is possible. Together, we can bring more hope, strength and joy to children around the world.

5.2.1 Choose the correct word from those given in brackets. Write down ONLY the question numbers (5.2.1(a)–(c)) and the words.

- (a) Make-A-Wish International is a (non-governmental/non-governing) organisation. (1)
- (b) The child was at his (happy/happiest) when his wish came true. (1)
- (c) If I (were/was) rich, I would donate money to Make-A-Wish International. (1)

5.2.2 Choose the correct answer to complete the following sentence.

The abbreviation www means ...

- A world wide website.
- B whole wide world.
- C world wide web. (1)
- D wide world web.

5.2.3 Rewrite the following sentence in the passive voice:

Make-A-Wish International sends a message of hope to families. (1)

5.2.4 Rewrite the following sentence in the present continuous tense:

Make-A-Wish International creates hope and happiness. (1)

**[20]**

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 80**