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Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P1

FEBRUARY/MARCH 2011

MARKS: 70

TIME: 2 hours

This question paper consists of 17 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language in context	(30)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frames as a guideline:

SECTION A: 50 minutes
SECTION B: 25 minutes
SECTION C: 45 minutes
10. Write neatly and legibly.

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

Read TEXTS A, B and C below and answer the set questions.

TEXT A

UBUNTU FOR BEGINNERS by Sam Wilson	
1	I studied constitutional law at university, when our transitional constitution was just up and running.
2	'Nifty, but tricky,' I remember whispering to my friend Amanda as I nudged her awake in a lecture. 'What do you think that means? How's that going to work?' 5
3	As I was soon to discover then – and to have had underlined for me over the past decade – there are few concepts as hard to nail down as ubuntu.
4	There are those who think of ubuntu as simple community-mindedness. Then there are those who think of it in very individualistic terms ... a 'do unto others' kind of approach. Still others jump on such a construction, demanding to know who the heck 'the others' are and how you can feel proper ubuntu with people you see outside of your community. 10
5	The meaning I've settled on is a kind of combination deal: 'I do it because you are part of me. We are all one and there is no other.' This conception of ubuntu works very well for me ... at dinner parties. I mean, it does sound fab, doesn't it? In real life one has to wonder, though, how often do we even get to do the doing? How often are your reactions governed by pre-conceived 'other' stereotypes, before ubuntu has even had a look in? Even if you put race aside (which I don't believe you ever can, but humour me here) and look at seemingly innocuous everyday reactions, how often is your sense of being part of a larger, and multifaceted, community being unconsciously trumped by your sense of 'other'? 15 20
6	Ever judge a driver by the number plate of his car, for example? Or, perhaps more to the point, his make of car? His cellphone brand? Or ever written people off as being lazy or uninteresting because they match your conception of 'fat'? Or make a snap 'Paris Hilton wannabe' judgement because a woman's stick-thinness, make-up and fashion choices render her 'shallow'? 25
7	Perhaps, for the many of us who've tended to dismiss the concept of ubuntu as being in itself 'other' or exclusive or simply too politically-laden to try to bend one's mind around ... perhaps it is with simple conceptions that we should start our efforts of inclusive community-mindedness. Perhaps, rather than expressing my opinion about ubuntu at dinner parties, I should simply try to stop judging ... It would be a start, wouldn't it? 30

- 8 See how malleable the concept of ubuntu can be? Maybe that's the real secret – to stop trying to shoehorn ubuntu into something that works for us personally, and go for something that works for us collectively. 35

[Adapted from *Fairlady*]

AND

TEXT B

SPIRIT OF SONG by Michelle Nel

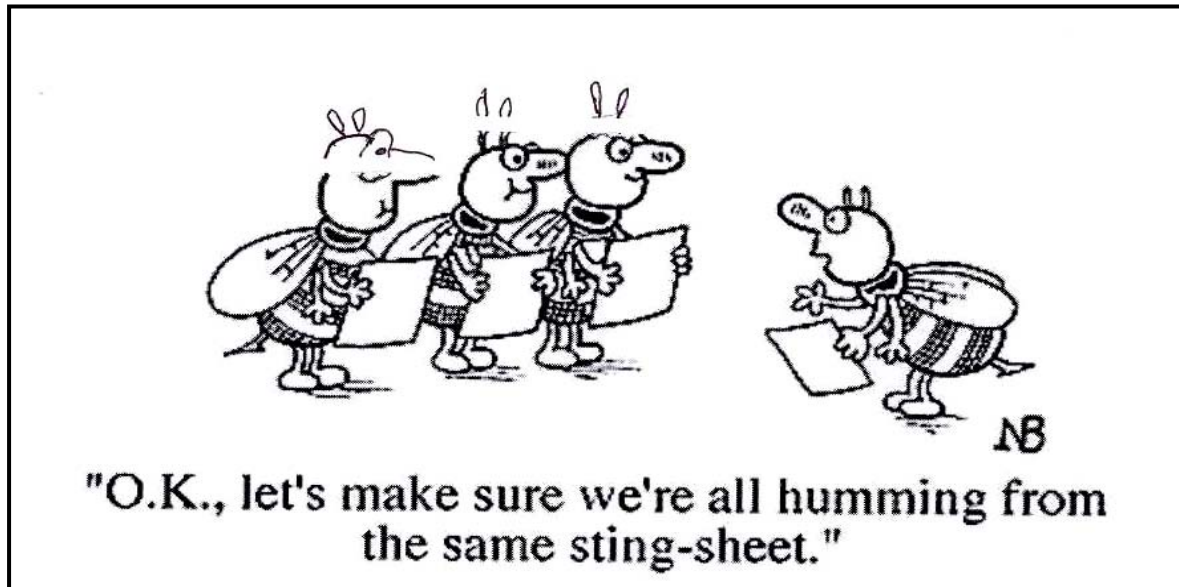
- 1 'South Africans are jolly people: we love to sing. We grew up with music; our mothers sang in the fields, and music is in our blood. Singing reduces stress and boosts our spirits. South Africans have an amazing natural talent which is full of raw energy and joy, and which requires little or no classical training. We have unique harmonies, and what audiences see and feel comes straight from the heart.' 5
- 2 So says David Mulovhedzi, founding musical director and co-founder of the Soweto Gospel Choir. The world at large tends to agree with him. The choir has now received two Grammy Awards in succession. What's even more remarkable is that the choir has only been in existence for five years. 10
- 3 'African harmonies are very different to Western harmonies, so there is an energy in the music,' says Beverly Bryer, executive producer/director. 'The choir sings songs that are accessible to everyone and easy to enjoy, with a variety of different voices taking the lead. This diversity would appeal to the Grammy judges.' 15
- 4 The music features earthy rhythms, rich harmonies in mostly *a capella*¹ numbers, as well as with the accompaniment of an exciting four-piece band and percussion section. The choir performs traditional and contemporary music, adding its own unique feel and interpretation to both, in six of South Africa's eleven official languages. 20
- 5 'It has been a very special experience for me to watch the choir grow and develop, both as artists and as human beings,' says Beverly. 'They have been together for over five years now and we have become a family, so I am the mother to fifty-four children! Besides all the excitement and thrill of the success that has come our way, there is the human factor of travelling together, learning about each other's cultures, and sharing wonderful experiences. We never take anything for granted and have all learned so much. 25

[Adapted from *Proud!*]

Glossary:

- ¹ *a capella*: choral music, sung without musical instruments

AND

TEXT C

[Extracted from: www.cartoonstock.com]

QUESTIONS: TEXT A

- 1.1 Explain what the writer sets out to share with the reader in this passage. (2)
- 1.2 Refer to paragraph 4.
Explain what you understand by the two conceptions of 'ubuntu' identified in this paragraph. (3)
- 1.3 The words 'fab' (line 16) and 'wannabe' (line 26) are examples of ... (1)
- A ambiguity.
B colloquialism.
C jargon.
D rhetoric.
- 1.4 Refer to paragraph 6.
Explain how the rhetorical questions in this paragraph influence your understanding of 'ubuntu'. (2)
- 1.5 Refer to paragraph 8.
Do you agree with the writer's understanding of the concept of 'ubuntu'? Justify your response. (3)

QUESTIONS: TEXT B

1.6 Refer to paragraph 1.

Why, according to the writer, do South Africans require 'little or no classical training' (line 4)? (2)

1.7 Refer to paragraph 3.

Beverly Bryer says, 'This diversity would appeal to the Grammy judges' (lines 14 – 15).

In your own words, explain why the 'diversity' would appeal to the Grammy judges. (2)

1.8 Apart from learning about music and singing, the experience of being in this choir has benefited the children.

By referring to paragraph 5, show why this statement is TRUE. (3)

1.9 In your view, is the choice of the magazine, *Proud!*, for this article an appropriate one? Justify your response. (2)

QUESTIONS: TEXTS A AND B

1.10 Comment, with evidence from TEXT A and TEXT B, on the style and register in which each of the texts is written. (4)

1.11 It may be argued that the Soweto Gospel Choir (TEXT B) shows characteristics of 'ubuntu' as described in TEXT A. Do you agree? Motivate your opinion. (2)

QUESTIONS: TEXT C

1.12 Give a reason for the fact that the bee choirmaster speaks to the choir in colloquial, and not formal, English. (2)

1.13 Explain the play on words in 'humming from the same sting-sheet'. (2)

TOTAL SECTION A: 30

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

The passage below (TEXT D) highlights the problem of reading in South Africa.

As part of a promotion of local libraries, you have been asked to make a summary of these findings for publication in a local newspaper.

You are required to do the following:

- Using your own words, summarise the passage in a fluent paragraph of 80 – 90 words.
- Indicate your **word count** at the end of your summary.

NOTE:

- You are NOT required to provide a title for the summary.
- Marks will be deducted if you ignore these instructions.

TEXT D

More than half of South African households don't own a single leisure book and one in four South Africans never reads in his or her spare time, according to a survey of national reading habits.

The study, conducted by the South African Book Development Council, surveyed 1 997 adults from all ages and income groups, both rural and urban. It showed that readership is severely limited by the high cost of books and a shortage of libraries. Only one in seven people regularly reads a book in his or her spare time, and there has been a shocking lack of access to books.

It showed that watching TV, listening to music, baking and socialising with friends and family are more popular leisure activities than reading.

But South Africans would like to read more, if only they could afford to. The findings echo widespread concern about the high cost of books and lack of books written in indigenous African languages.

An Arts and Culture spokesperson said the government – which recently announced a R1-billion cash injection into the public library system – had launched several initiatives to broaden readership. He said, 'The survey confirms our long-held sentiment that those who cannot afford books access them in libraries. Our mission is now to ensure that libraries are more accessible to the various communities and that there will be enough books stocked in these libraries.'

Library services, run by the provinces, were simply not buying either enough books or

the correct ones, according to Elizabeth Anderson, the head of the National Library Centre for the Book.

'Your book-buying public has to have three generations of library readership before it becomes a book buyer. What you need to really implement is major buying of books that are attractive to the forty-four million people who currently cannot buy books and don't have access in any form to a public library,' she said.

The government has launched an indigenous languages publishing project aimed at producing a series of works in all South African languages. R200 million has been allocated to all provinces to improve their library infrastructure in the years to come.

[Adapted from an article in *Sunday Times*]

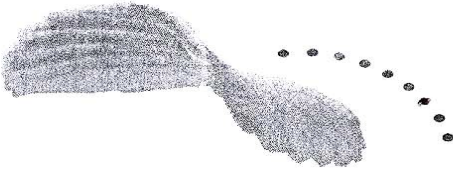
TOTAL SECTION B: 10

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


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

TEXT E

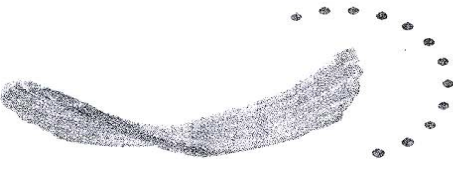
This advertisement appears on one side of a Woolworths 'crinkle-cut crisps' packet.



Potatoes **ORIGINALLY** come from South America. So does chocolate. Mention these facts while munching and your friends will be as impressed by your knowledge as they are by your taste in snacks.

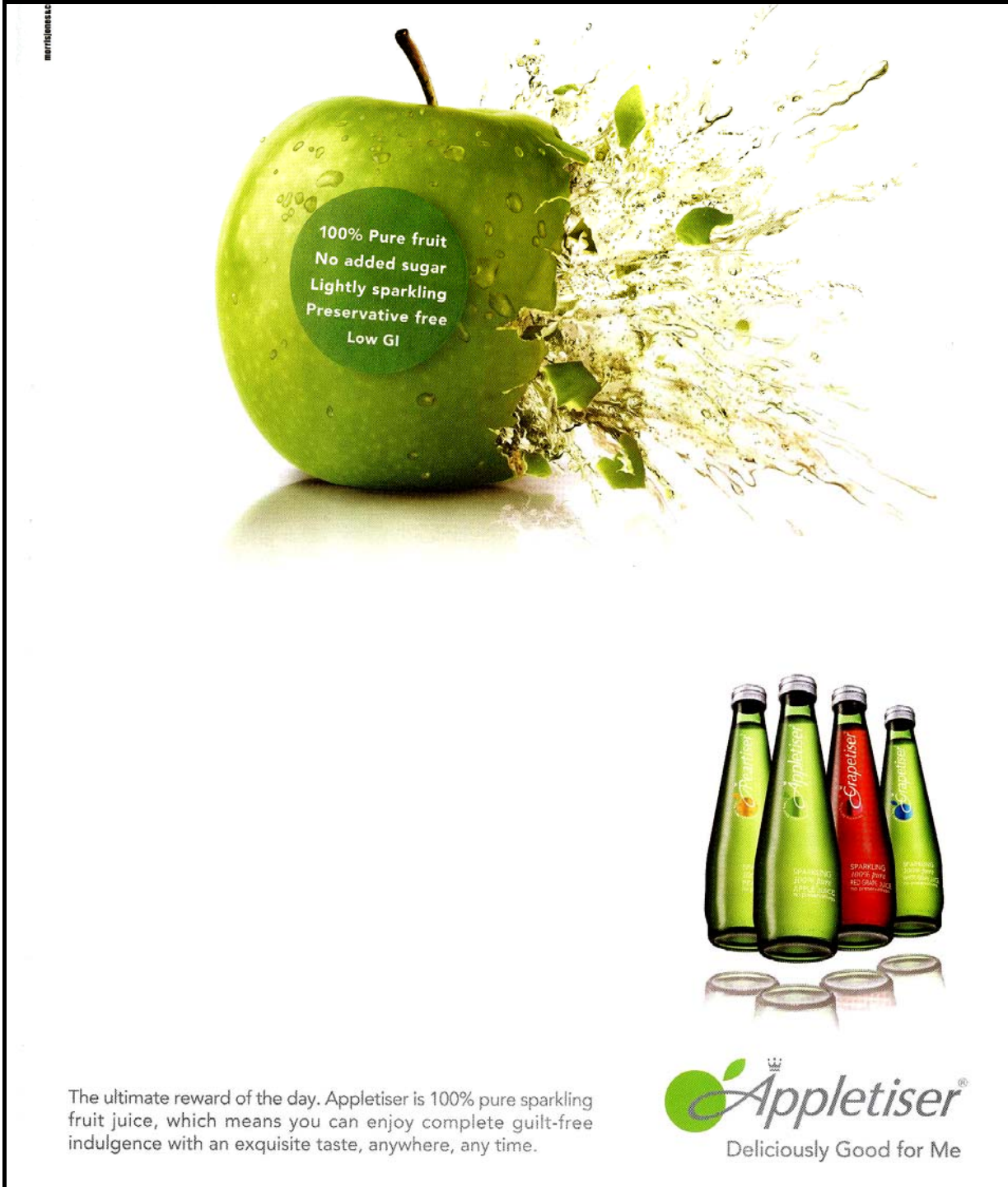


Why add **RIDGES**? Not only do they make our crisps crispier (and easier to hold onto), they also create more surface area so there's more flavour in every crunch.



The potato has been grown in **SPACE!** They blasted off on the space shuttle Columbia, this marked the first time any food was ever grown in space.

TEXT F



100% Pure fruit
No added sugar
Lightly sparkling
Preservative free
Low GI

The ultimate reward of the day. Appletiser is 100% pure sparkling fruit juice, which means you can enjoy complete guilt-free indulgence with an exquisite taste, anywhere, any time.

Appletiser®
Deliciously Good for Me

[From: *Fresh Living*]

The text on the apple reads: 100% pure fruit. No added sugar. Lightly sparkling. Preservative free. Low GI.

The text at the bottom left-hand side reads: The ultimate reward of the day. Appletiser is 100% pure sparkling fruit juice, which means you can enjoy complete guilt-free indulgence with an exquisite taste, anywhere, any time.

The text at the bottom right-hand side reads: Appletiser. Deliciously good for me.

QUESTIONS: TEXT E

3.1 Refer to paragraph 1 ('Potatoes ... snacks').

In your own words, state the **social** advantage the advertiser claims that the customer will have. (1)

3.2 Refer to paragraph 2 ('Why ... crunch').

Comment on the **tone** used in: '(and easier to hold onto)'. (2)

3.3 Refer to paragraph 3 ('The potato ... space').

Suggest how the fact that the potato has been grown in space can help to sell the product. (2)

QUESTIONS: TEXT F

3.4 To which audience is this advertisement likely to appeal? Motivate your answer by referring to the written text. (2)

QUESTION: TEXTS E AND F

3.5 It can be argued that the graphics of the *Appletiser* advertisement (TEXT F) are more dynamic (full of energy) than the graphics for the crinkle-cut crisps (TEXT E).

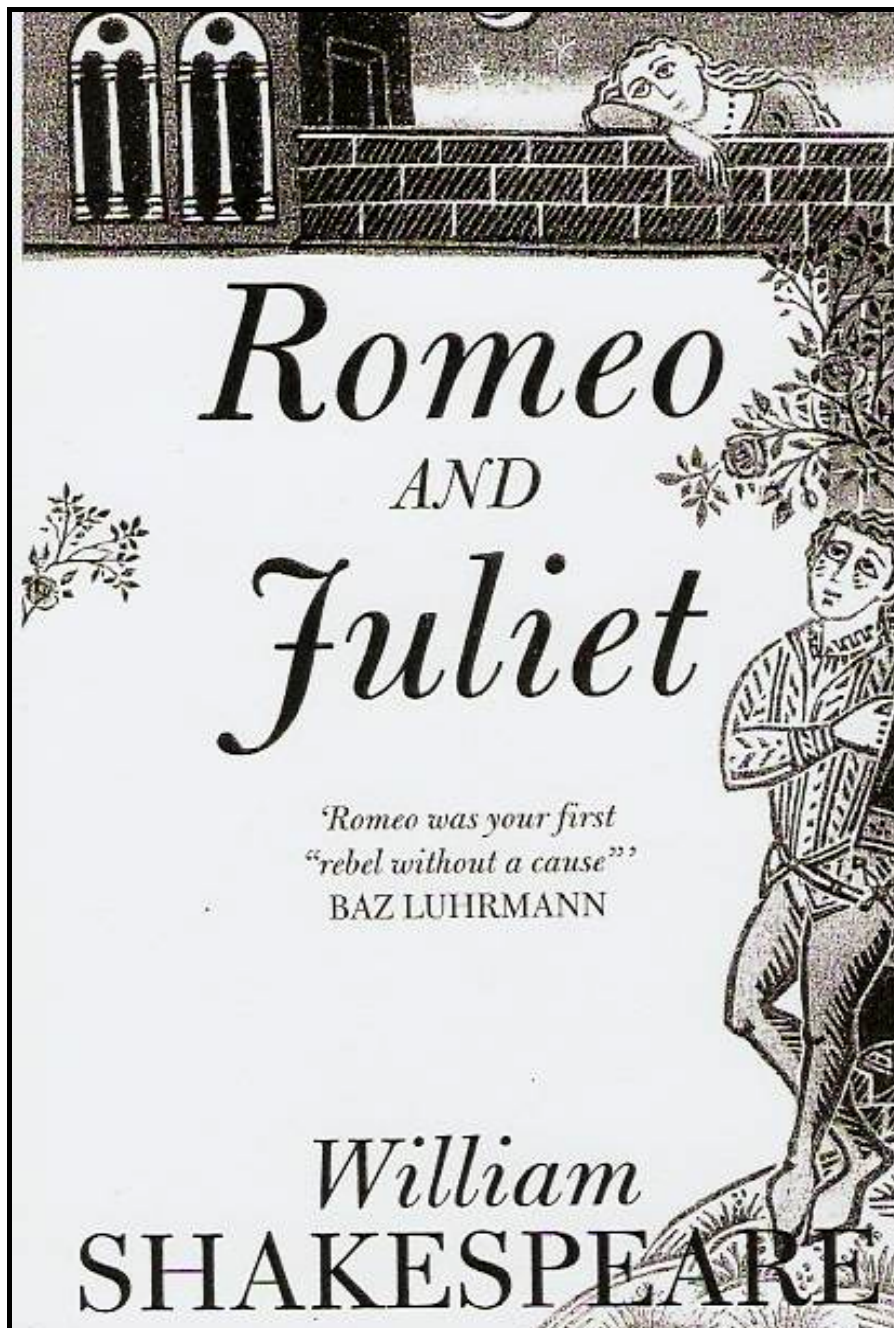
Do you agree? Support your opinion by careful reference to **both texts**. (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS G and H and answer the set questions.

TEXT G: BOOK REVIEW

FRONT COVER



BACK COVER

Penguin Shakespeare



*'Did my heart love till now? Forswear it, sight!
For I ne'er saw true beauty till this night'*

A young man and woman meet by chance and fall instantly in love. But their families are bitter enemies, and in order to be together the two lovers must be prepared to risk everything. Set in a city torn apart by feuds and gang warfare, *Romeo and Juliet* is a dazzling combination of passion and hatred, bawdy comedy and high tragedy.

This book includes a general introduction to the life of Shakespeare and the Elizabethan theatre, a separate introduction to *Romeo and Juliet*, a chronology, suggestions for further reading, an essay discussing performance options on both stage and screen, and a commentary.

Edited by TJ Spencer with an introduction by Adrian Poole

General Editor: Stanley Wells



Cover illustration by
Clare Melinsky

Literature/Drama

U.K. £7.99 CAN. \$9.99



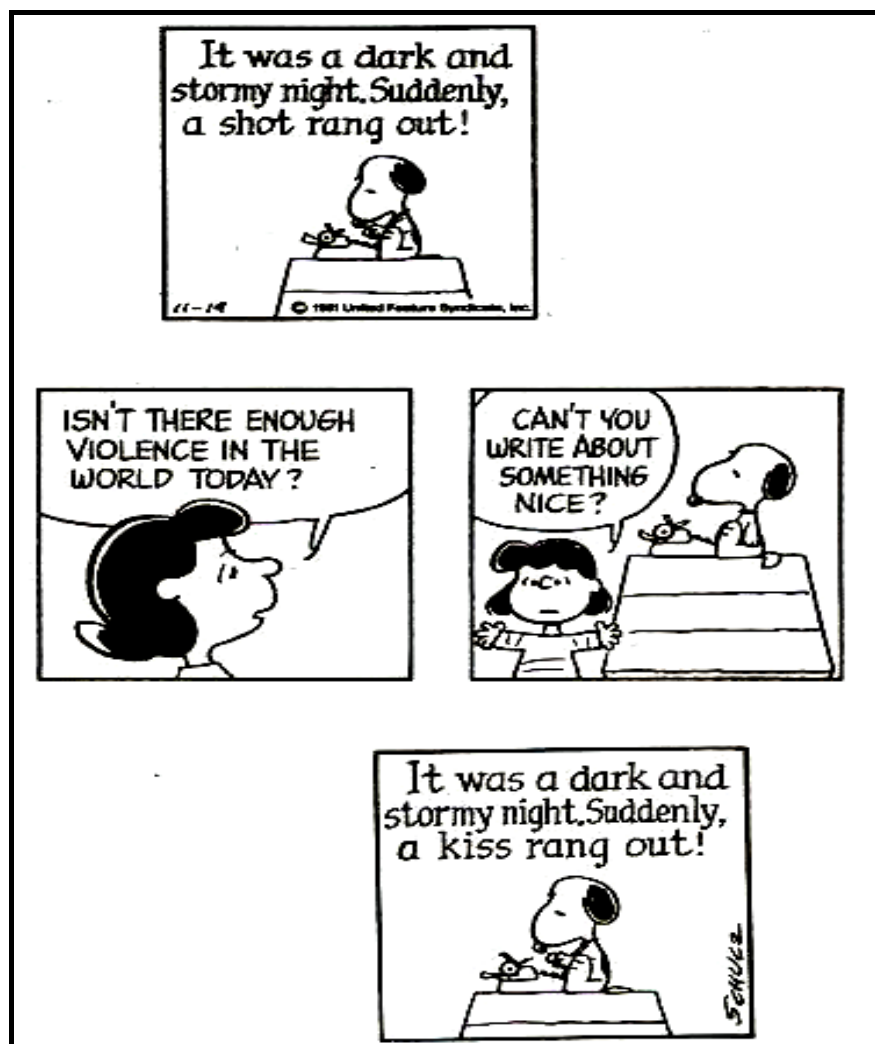
Used and
recommended
by the
National Theatre



QUESTIONS: TEXT G

- 4.1 In your opinion, does the illustration on the front cover support the story on the back cover? Substantiate your response. (2)
- 4.2 Comment on the use of language used on the back cover to tell the story of the play. (2)
- 4.3 Would this be a suitable edition of the play for high-school study? Support your answer by referring to the text. (3)

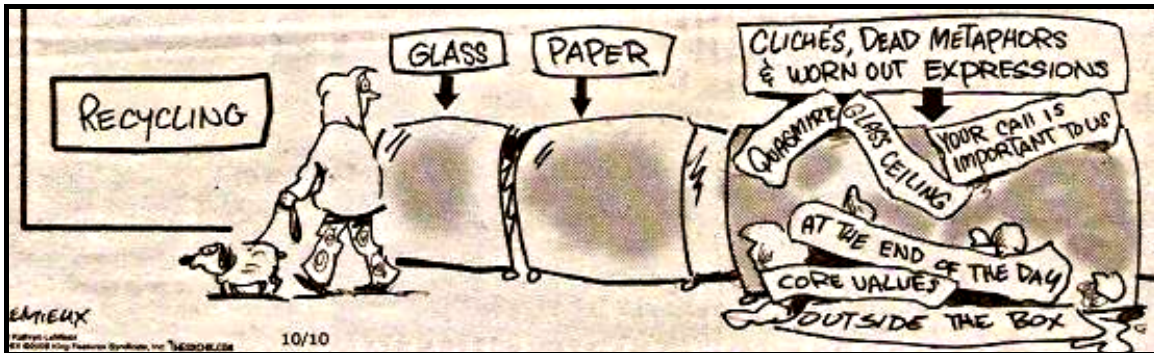
TEXT H: CARTOON: *Charlie Brown* (created by M Schultz)



[Extracted from *A Collection of Charlie Brown Cartoons*]

NOTE: The girl is Lucy. The dog is Snoopy.

TEXT I: SIX CHIX (created by Margaret Shulock)



[From: *The Star*]

Examine both cartoons and answer the question that follows.

QUESTION: TEXTS H and I

4.4 What comments are both cartoonists making about the use of language?

Support your answer by referring to both cartoons.

(3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT J, which contains some deliberate errors, and answer the set questions.

TEXT J

OK 2 use SMS lingo in exams	
1	New Zealand high school students will be allowed to use text-speak – the second language teenagers have developed for cellphone messages – in examinations. Nevertheless, students will still be encouraged to use proper English in examination papers but would be given credit if an answer written in text-speak clearly shows the required understanding. However, in English examinations, where candidates are specifically required to demonstrate proper use of language, text abbreviations would be penalised. 5
2	The move have divided students and educators, amid concerns that it could damage the English language. Teachers' spokesperson, Debbie Te Whaiti, said that the move reflected the situation in the classroom, where teachers were grappling every day with the use of text-speak. 10
3	One school principal said that he would not encourage students to use text abbreviations in examinations, but added, 'I think text messaging is one of the most exciting things that has happened in a long time. It is another development in that wonderful thing we call the English language.' 15
4	But another teacher said, 'Students need to write and understand full English.'
5	Here, as it was used in an examination paper, is an example of text-speak. 'We shal fite dem on da beaches' (Sir Winston Churchill) and '2b or nt 2b' (Shakespeare's Hamlet). 20
[Adapted from an article published on the Web by IOL]	

QUESTIONS: TEXT J

5.1 Refer to the heading.

The *Concise Oxford Dictionary* gives the following definition of the word, 'lingo'.

Lingo n. Foreign language; vocabulary of special subject or class of people. [prob. f. Port. *lingua* f. L. *lingua* tongue]

What is the function of the information provided in the square brackets?

To provide ...

- A an added connotation.
- B a foreign meaning.
- C the probable pronunciation.
- D the word's derivation.

(1)

- 5.2 Refer to lines 6 and 7 ('demonstrate ... penalised').
Provide the noun form of the word 'penalised'. (1)
- 5.3 Refer to lines 1 – 3 ('New Zealand ... examinations').
Explain the use of the dashes in this sentence. (1)
- 5.4 Refer to paragraph 2 ('The move ... text-speak').
Identify and correct the error of concord. (1)
- 5.5 Explain the use of the apostrophe in 'Teachers' spokesperson' (line 9). (1)
- 5.6 Rewrite the following in direct speech:
Debbie Te Whaiti said that the move reflected the situation in the classroom, where teachers were grappling every day with the use of text-speak.
Begin with: Debbie says, 'The move ... (2)
- 5.7 Rewrite the following in the passive form:
Students need to write and understand full English. (1)
- 5.8 Refer to line 18: 'Here, as it was used in an examination paper, is an example of text-speak.'
Identify the main clause in the sentence. (1)
- 5.9 Rewrite ONE of the following in clear, acceptable English.
- 5.9.1 'We shal fite dem on da beaches' (line 19)
- 5.9.2 '2b or nt 2b' (line 19) (1)
- [10]**
- TOTAL SECTION C: 30**
GRAND TOTAL: 70