



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2012

ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER I

Time: 2½ hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This question paper consists of 12 pages. Please check that your paper is complete.
 2. Read all the questions carefully.
 3. Answer ALL the questions.
 4. Please start each question on a new page.
 5. It is in your own interest to write legibly and to present your work neatly.
 6. Number your answers exactly as the questions are numbered.
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SECTION A COMPREHENSION**QUESTION 1 MAKING MEANING OF TEXTS**

Read the passage below and answer the questions that follow.

TEXT 1

Teen spending on the rise
By John Stossel

- 1 Designer fashions are not just for celebrities and the red carpet: they are finding their way into classrooms and hallways as teenagers seek out glamorous trends. Teens have always had a thing for fashion, but now they are spending serious cash on clothing, shoes, jewellery and handbags from the 'right' designers. These youngsters are interested in products from Tiffany, Coach and Armani Exchange.
- 2 "Logos are everything," said Suzanne Zarilli, a well-known haute couturier.*¹ "I get phone calls [asking] what came in this week." Teens say designer labels contribute to their social ranking.
- 3 One young lady explained the merits of a R1 500 bag which she called a 'magic bag' for its mix of style and convenience. When asked why a less expensive bag of the same size would not do the job, she replied, "No, it is not the same."
- 4 These mall-trotting teens carry credit cards, some using prepaid plastic that functions like a debit account. Last year teens spent over \$170 billion – double the amount just 10 years earlier. Many work for their money; others get it from their parents. For parents on a budget, these fashion aspirations are a challenge.
- 5 As teens shop around for the latest fad,*² they are picking up some shallow values.
- 6 "Some teens talked about how good they feel when they go shopping," said Harvard psychology professor Dan Kindlon. "The risk is that ... they can be empty when they get older."
- 7 This type of attitude concerned Kindlon, whose book, ***Too much of a Good Thing***, encourages parents to stress traditional values. "If they have only materialistic values, they are not going to respect things that are important in life," said Kindlon.
- 8 He said parents should consider giving young teens a fixed allowance, instead of handouts and teach them money management. Getting them involved in charity work can also give them a better sense of values.
- 9 Barry's and Steven's father took them to feed the homeless for a night, with good results. "We are not going to say that we are going to change our way of life now," said Steven. "But feeding the homeless made me aware that it is not all about the material things, there are other things that are more important in life."

[Adapted from <www.abcnews.go.com> 12 December 2011]

*¹ haute couturier: someone who makes or sells expensive and fashionable clothes

*² fad: something that is popular or fashionable for only a short period

- 1.1 After reading the title, which concern, do you think, will be addressed in the article? (2)
- 1.2 The word 'right' (paragraph 1) is written in inverted commas. Suggest a reason why this was done. (2)
- 1.3 Paragraphs one and two emphasise one truth about these teens. What is this truth? (2)
- 1.4 The young lady's response "No, it's not the same" (paragraph 3) doesn't really contain a sound reason. Despite this omission, the reader can still determine what the real reason is. Why is it not the same? (2)
- 1.5 Explain what 'mall-trotting teens' (paragraph 4) do. (2)
- 1.6 Is the following statement TRUE or FALSE? Briefly quote from the passage to prove your answer.
Teens spent \$85 billion in America a decade ago. (2)
- 1.7 Suggest a reason why a teen's fashion aspirations can be a challenge to a parent. (2)
- 1.8 Read paragraph 5 again.
- 1.8.1 The writer regards a 'fad' (paragraph 5) as being followed by someone who has '**shallow** values'. Describe these values in your own words. (1)
- 1.8.2 Would you regard the statement in paragraph 5 as a FACT or an OPINION? (1)
- 1.9 Provide a sound reason why the writer of this article specifically quoted professor Dan Kindlon. (2)
- 1.10 "This type of attitude concerned Kindlon, whose book, *Too much of a Good Thing*, encourages parents to stress **traditional values**." (paragraph 7)
- 1.10.1 How would you define a traditional value? (2)
- 1.10.2 Provide one example of a traditional value. (1)
- 1.11 Select the correct answer by only writing down the question number and letter, e.g. 1.11 A.
According to paragraph 8
- A fixed allowances provide children with a sense of money management.
- B a handout is often a good example of teaching children how to manage their money.
- C getting involved in charity work is far more rewarding than managing one's own money affairs.
- D managing what one has earned and giving back to society are equally important values. (1)
- 1.12 'Barry's and Steven's father took them to feed the homeless for a night, with good results.' (paragraph 9)
Do you agree with the underlined part? Motivate your answer by referring to the passage. (2)

TEXT 2

Read the following passage carefully before answering the questions set on it.

**TEENS AND MONEY: Do gender stereotypes influence spending habits?
By Stephanie Newman**

- 1 Science has proven that the female and male brains do not function in exactly the same ways. However, stereotyping is a risky business. It is believed that not all teenage girls are cautious, level-headed planners, nor are all teenage boys reckless, impulsive risk-takers – particularly when it comes to spending habits.
- 2 Perhaps a more common accurate assumption is that the personality traits, commonly associated with gender stereotypes, influence teen spending behaviours.
- 3 Teens who see money for what it is – a commodity – not an emotional or social tool, tend to handle fiscal*¹ issues with a great deal of responsibility. These teens use money wisely to buy the things they want and can afford. Perhaps even more importantly, they develop a sense of self-reliance.

[<www.psychologytoday.com> 3 August 2011]

- 1.13 Write, in your own words, how the writer of TEXT 2 feels about stereotyping. (2)
- 1.14 Complete the following by providing ONE WORD in each open space:
- According to paragraph 2, the writer believes that one's spending behaviour is determined by one's (1.14.1) rather than one's (1.14.2). (2)
- 1.15 Give an example of how teens can use money as a social tool. (1)
- 1.16 What is the ultimate advantage of a teen buying wisely? (1)

30 marks

*¹ fiscal: relating to money or financial matters

SECTION B SUMMARY**QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING**

Read the article 'Why do companies target teens' spending money in advertising?'

**WHY DO COMPANIES TARGET TEENS' SPENDING MONEY IN ADVERTISING?
By Craig Ford**

Teenagers who come from middle class to upper class families often have disposable income available to them. Frequently, this disposable income has come by means of an allowance or gift, so the money is 'less valuable' because it was not attained by work.

Teenagers are especially vulnerable to peer pressure. Fitting in and being accepted often trump every priority for a teenager. Thus, teens' spending is about popularity, not quality.

Developmentally, teenagers are impulsive spenders. They are straddling the fence between adulthood and childhood, and when it comes to stuff, they (like some adults) often revert back to their childlike 'I want it now' impulses. For most teens money is something to spend today, not save for tomorrow.

Money is becoming invisible to teens, and thus hard to mentally quantify.*¹ Most money transactions are electronic. Mom and dad do not bring home pay cheques any more – pocket money is directly deposited into their teenagers' accounts instead. Cheques are not written to pay for bills – it is set up for automatic bank payment. Groceries are purchased with plastic. Conceptually, it is harder for teens to recognise that each rand came as the result of a drop of sweat. It seems like money invisibly multiplies in bank accounts and is always available when needed or wanted.

Because of all the above factors, targeting teens' money is very effective. Who else is going to pay R360 for a ripped pair of jeans? Teens' spending is a huge market.

[Adapted from <www.moneyhelpforchristians.com> 16 March 2010]

INSTRUCTIONS

As a Business Studies student you were all assigned to find out why companies target teenagers' spending money. Write a 5-point summary of 60 words in which you provide FIVE reasons why (according to the article above) many teenagers so easily dispose of their spending money nowadays.

Remember:

- List in full sentences.
- Summarise all main ideas in your own words.
- Number your sentences from 1 to 5. Each main idea will count two marks.
- Write down the number of words used in brackets below the summary.
- Pay attention to grammar, spelling, punctuation and spelling construction.

10 marks

*¹ quantify: to measure or express the quantity of something

SECTION C POETRY**QUESTION 3 MAKING MEANING OF POETRY****SEEN POEMS**

Read the following two poems that you have studied in class and answer the questions.

THE THOUGHT-FOX – Ted Hughes

1 I imagine this midnight moment's forest:
2 Something else is alive
3 Beside the clock's loneliness
4 and this blank page where my fingers move.

5 through the window I see no star:
6 Something more near
7 Though deeper within darkness
8 is entering the loneliness:

9 Cold, delicately as the dark snow,
10 A fox's nose touches twig, leaf;
11 Two eyes serve a movement, that now
12 and again now, and now, and now

13 Sets neat prints into the snow
14 between trees, and warily a lame
15 shadow lags by stump and in hollow
16 of a body that is bold to come

17 Across clearings, an eye,
18 a widening deepening greenness,
19 Brilliantly, concentratedly,
20 coming about its own business

21 Till, with sudden sharp hot stink of fox
22 It enters the dark hole of the head.
23 The window is starless; the clock ticks,
24 The page is printed.



3.1 The poem 'The Thought-fox' is not really about a fox. What is it about? (2)

3.2 Complete: The thought-fox is a metaphor for the poet's ... (1)

3.3 The following phrase 'the clock's loneliness' (stanza 1) is an example of a/an

- A antithesis
- B hyperbole
- C litotes
- D personification (1)

3.4 There is a clear link between 'blank page' (stanza 1) and 'Through the window I see no star' (stanza 2).

What problem is the poet experiencing in the first two stanzas? (2)

- 3.5 Give a synonym for 'warily' in line 14. (1)
- 3.6 Stanza 5 can be interpreted on both a literal and a figurative level.
The essence of the figurative meaning is captured in line 20: 'coming about its own business'. Explain, in your OWN WORDS, what is meant by this phrase. (2)
- 3.7 The poem ends with a sense of relief: 'The page is printed'. How would you describe the task of a poet as revealed in this poem? (2)
- [11]**

AND

MEMORY – Chris van Wyk

- 1 Derek is dangling in the kitchen chair
2 while I'm shuffling about in a flutter of flour
3 Mummy is making vetkoek on the primus.
4 Derek is too small to peek over the table,
5 that's why Mummy has perched him on the chair.
6 His dummy twitters so he's a bird.
- 7 I'm not that small; I was four in July.
8 I'm tall enough to see what's going on;
9 I'm a giraffe and the blotches of shadow
10 on the ceiling and the walls
11 from the flames of the primus and candle
12 are the patches on my back.
- 13 Daddy's coming home soon
14 from the factory where they're turning him into
15 a cupboard that creaks,
16 but the vetkoek are sizzling and growing
17 like bloated gold coins,
18 we're rich!
- 19 This is the first vivid memory of childhood.
20 Why have I never written it all down before?
21 Maybe because the pan falls with a clatter
22 and the oil swims towards the twittering bird.
23 Mummy flattens her forearm on the table
24 stopping the seething flood.
- 25 As she does so she pleads with the bird to fly away,
26 but quietly so as not to ruffle his feathers.
27 But my brother clammers off the chair
28 as if he has all the time in the world.
29 Sensing danger, the twittering gives way to a wail
30 and the giraffe's patches flare on the restive walls.
- 31 Ma gives a savage scream that echoes across the decades
32 and cauterises my childhood like a long scar.

- 3.8 In stanza 1 the poet makes use of an extended metaphor to describe his baby brother.
- 3.8.1 What does he compare his little brother to? (1)
- 3.8.2 Quote TWO examples from the poem to highlight your answer. (2)
- 3.9 Suggest a reason why the poet refers to his mom as 'Ma' (line 31), instead of 'Mummy' (stanzas 1 and 4). (2)
- 3.10 In line 20 the poet asks the question: "Why have I never written it all down before?" Write down the answer to this question in your own words. (2)
- 3.11 How could Derek have sensed danger (line 29)? (1)
- 3.12 Give an example of alliteration by quoting TWO consecutive words from the last stanza. (Remember to underline the sounds!) (1)
- [9]**

AND

UNSEEN POEM

Read the following poem at least twice before attempting to answer the questions set on it.

Mementos 1 – W. D. Snodgrass

1 Sorting out letters and piles of my old
 2 cancelled cheques, old clippings, and yellow note cards
 3 that meant something once, I happened to find
 4 your picture. *That* picture. I stopped there cold,
 5 like a man raking piles of dead leaves in his yard
 6 who has turned up a severed hand.

7 Still, that first second, I was glad: you stand
 8 just as you stood – shy, delicate, slender
 9 in that long gown of green lace netting and daisies
 10 that you wore to our first dance. The sight of you stunned
 11 us all. Well our needs were different then,
 12 and our ideals came easy.

13 Then through the war and those two long years
 14 overseas, the Japanese dead in their shacks
 15 among dishes, dolls, and lost shoes; I carried
 16 this glimpse of you, there, to choke down my fear,
 17 prove it had been, that it might come back.
 18 That was before we got married.

19 – Before we drained out one another's force
 20 with lies, self-denial, unspoken regret
 21 and the sick eyes that blame; before the divorce
 22 and the treachery. Say it: before we met. Still,
 23 I put back your picture. Someday, in due course,
 24 I will find that it's still there.



[<www.sensibility.com>]

- 3.13 The word '*that*' in line 4 is typed in italics because
- A this was a specific photograph they both knew about.
 - B he was shocked to find it after all those years.
 - C it reminded him of how beautiful she once was.
 - D the reminder of war was just overwhelming. (1)
- 3.14 Quote ONE word from stanza 1 which shows that the photograph did not conjure up fond memories. (1)
- 3.15 Do you think this photograph of the young woman was taken before OR after their marriage? Quote from the poem to prove your answer. (2)
- 3.16 How do we know that the poet fought in World War II? Quote only ONE word from the poem. (1)
- 3.17 It is clear from the last stanza that this marriage was doomed. What could 'treachery' (line 22) refer to in the context of the poem? (2)
- 3.18 Suggest how the photograph was at all important to the poet. (2)
- 3.19 Do you think that a marriage between two people who have not seen each other for two years (like the soldier and the girl in the photograph) can be successful? Give a reason for your answer. (1)

[10]

30 marks

SECTION D COMMUNICATIVE LANGUAGE**QUESTION 4**

Study the advertisement on page 11 before answering the questions.

- 4.1 Which product is advertised? (1)
- 4.2 Why is the Proudly South African logo on the advertisement? (2)
- 4.3 Suggest a reason why 'Absolutely' is bolded in this advertisement. (2)
- 4.4 Rewrite the following sentence starting with the underlined words:
 We manufactured real South African products for real South Africans over 100 years ago. (1)
- 4.5 Combine the following two sentences using the words in brackets:
 Proudly South African companies provide top quality products.
 Proudly South African companies provide jobs to those who need them most.
 (both ... and) (2)
- 4.6 Complete the following by giving the correct form of the word in brackets. You only need to write down the question number and correct answer.
 Five Roses started manufacturing tea over a **4.6.1 (100 years)** ago. Thanks must be given to all South Africans for their **4.6.2 (support)** behaviour towards Five Roses. Their brand is a true **4.6.3 (reflect)** of what companies can **4.6.4 (achieve)**. Nothing will ever get in the way of their **4.6.5 (proud)**. (5)
- 4.7 "Our company ... has always offered ... South African tea-lovers a **superior** quality South African product."
 Write down the opposite of 'superior'. (1)
- 4.8 The word 'product' is a noun. Write down the verb form of 'product'. (1)
- 4.9 Rewrite the following sentence in the negative.
 South Africans still consider Five Roses the perfect cup of quality tea. (2)
- 4.10 "Our brand is truly reflective of what we, as one of nearly 3000 registered Proudly South African companies, can achieve."
 Rewrite this sentence, starting with: Ms Warren said ... (4)
- 4.11 How does the pronoun 'Our' convince the audience to believe in this product?
 'Our brand is truly reflective of what we can achieve.' (1)

[22]

*Do Proudly South African companies
provide top quality products?*

Absolutely!



We began small, manufacturing real South African products for real South Africans over 100 years ago. Today, we're a market leader*. The reason is pretty simple really. Our company has always fulfilled its promise to offer generations of discerning South African tea-lovers a superior quality South African product.

Thanks to your support, South Africans still consider Five Roses the perfect cup of quality tea. Our brand is truly reflective of what we, as one of nearly 3000 registered Proudly South African companies, can achieve. We're truly proud. Not only to offer top class products, but also to create jobs for those who need them most. Proud South Africans.

* Total tea (A.C. Nielsen: 12mma – April/May 2005)

Nokukhanya Warren
Senior Brand Manager
Five Roses



CHOOSE PROUDLY
SOUTH AFRICAN



www.proudlysa.co.za

QUESTION 5

Complete the following passage by:

- giving the correct form of the word in brackets,
- supplying one word in each open space or
- selecting the correct option.

Coca-Cola is the **(5.1)** popular and biggest-selling soft drink in history, as well as the best known product in the world.

On May 8, 2012 Coca-Cola **5.2 (mark)** its 126th **(5.3)**. Coca-Cola **5.4 (first offer)** as a fountain beverage at Jacob's pharmacy by mixing Coca-Cola syrup with carbonated water.

Coca-Cola **5.5 (patent)** in 1887, registered as a trademark in 1893 and **(5.6)** 1895 it had been sold in every state and territory in the United States.

Coca-Cola might owe its origins to the United States, but **5.7 (its/it's)** popularity **5.8 (since make)** it truly universal. Today, you can find Coca Cola in virtually every part of the world.



[www.virtualvender.coca-cola.com]

[8]

30 marks

Total: 100 marks