



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2011

ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER I

Time: 2½ hours

100 marks

PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. This paper consists of 12 pages and an Annexure of 1 page. 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**

Read the passage below and answer the questions that follow.

Tell it to me straight!

**Is honesty a value and a behaviour we desire to live by?
Are we able to deal with honesty when it arrives on our doorstep?**

- 1 The lessons around what people understand by, attribute to and mean by the word *honesty* are endless.
- 2 Let's imagine that you have 'authenticity' as a personality trait. You may say it as you see it and feel it. How often are you surprised when you are met with a bad reaction and defensive behaviour on the part of the other person?
- 3 In your defence you may tell yourself: "But I was only being honest."
- 4 A most profound moment in my journey of understanding varying dimensions of honesty was the following:

I said in frustration to a mentor: "Surely honesty is the most valuable gift you can give another in a relationship?" His answer astounded me. "Honesty is not the greatest gift you can give a person; giving them what they need, is."
- 5 Thus implying that people, who prefer to remain on a rational and intellectual plain, rather than deal with discomfoting emotions, would prefer you to restrict your communication to their comfort zone rather than take them into an emotionally chaotic zone of discomfort.
- 6 What is the issue with honesty? Why do we say we value one's honesty yet we very seldom pursue it?
- 7 We are often heard to say: "Tell me what you think"; "Say it to my face"; "Don't talk behind my back" and "Tell me how I can improve".
- 8 Yet the reality is that people would rather talk and verbalise their frustrations and concerns with irrelevant others – rather than speak directly to the person concerned.
- 9 Understanding how people protect themselves from anticipated hurt, and avoidance of confrontation and awkwardness, stand at the root of our avoidance of true honesty. How, then, do we protect ourselves from anticipated hurt?
- 10 We filter our reality to what we can manage in the moment by using defence mechanisms. A defence mechanism is a barrier which we erect in the face of anticipated hurt or discomfort. A defence mechanism is simply a natural part of the human response in the processing of reality. It is good in the short term, but may become negative in the longer term.
- 11 People have varying beliefs around honesty. They may believe they have a responsibility to be honest, or alternatively that it is not their duty, or responsibility to be honest.
- 12 Individuals have different levels of sensitivity, a desire to know and preparedness to process personal growth challenges.
- 13 Challenging our own beliefs around honesty may broaden the playing field. What is right? What is wrong? Is our version of reality the only one? So allow me to leave you with a thought: "Do you believe that you should treat people the way you wish to be treated, or do you believe you should treat people the way they want you to treat them?"

[Adapted from 'Tell it to me straight' in *Women Inc* Volume 2 Issue 3, 2006]

- 1.1 Select the correct answer by only writing down the question number and letter, e.g.
1.1 A.

The exclamation mark at the end of the title suggests that people want others to be _____ them.

- A civil to
- B diplomatic towards
- C honest with
- D firm with

(1)

- 1.2 One only has to read between the lines to realise that the two questions in the subtitle refer to TWO attitudes people have regarding honesty.

After reading the questions in the subtitle again, briefly write down the TWO attitudes that are hinted at.

(4)

- 1.3 Quote a word from paragraph one that indicates the numerous meanings attached to the word *honesty*.

(1)

- 1.4 Read paragraph two again.
Suggest a possible explanation for the following questions.

Why would the

1.4.1 person be '*surprised*' at the other person's reaction?

(2)

1.4.2 other person reply with a '*bad reaction*'?

(2)

- 1.5 An appropriate antonym for *defensive* in paragraph two would be

- A assertive
- B repulsive
- C responsible
- D predictable

(1)

- 1.6 It is doubtful whether people who claim to pursue honesty at all cost can always handle honesty themselves, **because the truth or responsibility is the other way round now**.

Select the correct answer by only writing down the question number and letter, e.g.
1.6 A.

Which well-known expression best reflects the meaning of the phrase in bold?

- A No one knows where the shoe pinches like the wearer.
- B Not to wish to stand in someone else's shoes.
- C To shake in one's shoes.
- D The shoe is on the other foot.

(1)

- 1.7 Provide your own synonym for the word *profound* in paragraph four.

(1)

1.8 Paragraph five can be summarised as follows:

*When one has been taken from one's comfort zone to a chaotic zone of discomfort, it makes one feel (**comfort**).*

Give the opposite of the word in brackets. (1)

1.9 Why do you think people very *seldom pursue [honesty]*? (paragraph six) (2)

1.10 Would you regard paragraph eight as a FACT or an OPINION? Motivate your answer. (2)

1.11 According to paragraph eight, it is easier for someone to talk to other people, rather than being honest with the *person concerned*. Give TWO reasons why it is easier to talk to someone else. (4)

1.12 List THREE things that can prevent a person from being honest. (3)

1.13 Is the following statement TRUE or FALSE? Quote a phrase of no more than six words (from paragraph ten) to prove your answer.

Our defence mechanisms are automatically activated once we are faced with brutal honesty. (2)

1.14 Select the correct answer by writing down the question number and letter, e.g. 1.14 A.

The purpose of this text is to

- A persuade
 - B inform
 - C entertain
 - D reprimand
- (1)

1.15 Read the last question posed to the reader in the passage again.

Do you believe that you should treat people the way you wish to be treated, or do you believe you should treat people the way they want you to treat them?

State your personal answer and motivation to this question in no more than 25 words. (2)

30 marks

SECTION B SUMMARY**QUESTION 2**

Read the article published on how to boost your confidence.

HOW TO BOOST YOUR CONFIDENCE

Have you ever noticed how some people seem to be full of confidence, while others appear lacking in it? The truth is, no-one is born confident but we all have the ability to become more positive and confident.

We all experience disappointments and setbacks from time to time, but you can turn setbacks into positive experiences if you view them as learning curves. Enhancing your current skills is a good way to strengthen your self-confidence. Consider enrolling for a course to enhance your current skills and pave the way for future development. There is so much available.

You may not yet be the person you wish to be, but faith in your own abilities and potential will help you in that direction. If you want to achieve something of worth in your life, you must believe in your own potential. Turn to experts for support in the areas where you want to build more confidence. You can find expertise in books, articles, courses, videos, seminars and lectures. A life coach can help by holding you accountable for taking the necessary actions to achieve your goals.

Acting 'as if' is one of the most powerful life-changing tools at your disposal. Because the subconscious mind cannot tell the difference between what is 'real' and what is 'acted', the more confidently you act, the more convinced the powerful subconscious mind will become that you are confident.

Doesn't it feel good when someone compliments you on something you've done well? Few things build self-confidence like success, but often we fail to appreciate and recognise our own personal achievements. Celebrate your accomplishments and success. Expectation has been called 'faith in action'. Expect to be confident and your mind will automatically programme your actions.

Give your confidence a boost! You have nothing to lose and much to gain. You can look forward to being the wonderfully self-assured, self-confident person that you were born to be.

[Adapted from 'How to boost your confidence' in *Femina* September 2009]

INSTRUCTIONS:

Your best friend's self-esteem has taken a turn for the worse. Write a seven-point summary of 70 words on **how to boost one's self-esteem**.

Remember to:

- list in full sentences.
- number your sentences from 1 to 7.
- write down the number of words used in brackets below the summary.
- use your own words as far as possible.
- pay attention to language usage.
- proofread and edit your summary before writing the final draft.

10 marks

SECTION C POETRY**QUESTION 3 SEEN POEMS**

Read the following poems that you have studied in class and answer the questions set on both.

Not waving but drowning – Stevie Smith

- 1 Nobody heard him, the dead man
- 2 But still he lay moaning:
- 3 I was much further out than you thought
- 4 And not waving but drowning
- 5 Poor chap, he always loved larking
- 6 And now he's dead
- 7 It must have been too cold for him his heart gave way,
- 8 They said.
- 9 Oh, no no no, it was too cold always
- 10 [Still the dead one lay moaning]
- 11 I was much too far out all my life
- 12 And not waving but drowning.

- 3.1 In our modern day society, many people have become casualties merely because others have misunderstood their intentions.

Quote a word from the poem that expresses the misery of the man. (1)

- 3.2 Read line 9 again: *Oh, no no no, it was too cold always*

3.2.1 What does the dead man disagree with? (2)

3.2.2 How would you describe his emotional state of mind when he speaks these words? (1)

- 3.3. A poet may apply different techniques to create a certain effect.

3.3.1 Quote an example of inversion from stanza three. (2)

3.3.2 What idea does the narrator wish to emphasise in this example? (1)

- 3.4 Would you say that *I was much too far out all my life* (line 11) should be literally or figuratively interpreted? Motivate your answer. (2)

- 3.5 Explain why you think it was necessary for the man to resort to *larking* (line 5) while he was still alive. (2)

- 3.6 How is his *waving* in the end ironic? (2)

AND

Study the following poem very carefully before answering the questions.

Futility – Wilfred Owen

- 1 Move him into the sun –
- 2 Gently its touch awoke him once,
- 3 At home, whispering of fields unsown,
- 4 Always it woke him, even in France,
- 5 Until this morning and this snow.
- 6 If anything might rouse him now
- 7 The kind old sun will know.

- 8 Think how it wakes the seeds –
- 9 Woke, once, the clays of a cold star.
- 10 Are limbs, so dear-achieved, are sides,
- 11 Full-nerved – still warm – too hard to stir?
- 12 Was it for this the clay grew tall?
- 13 O what made fatuous sunbeams toil
- 14 To break earth's sleep at all?



- 3.7 Why does the soldier's friend ask that his body be moved *into the sun* (line 1)? (2)
- 3.8 Quote an example of personification from stanza one. (2)
- 3.9 In stanza two the tone suddenly changes.
 - 3.9.1 In which line in this poem does a change in tone take place? (1)
 - 3.9.2 How would you describe the tone of the poem in the last few lines of stanza two? (1)
- 3.10 Quote a word from the poem that means '*useless*' and also links with the title of the poem. (1)

20 marks

QUESTION 4 UNSEEN POEM

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

Ballad to the Coffee Cart – Can Themba

- 1 A little tin shack on wheels,
 2 Jars a Jo-burg pavement,
 3 Like a busy ant the roadwife peels
 4 Potatoes, stirs porridge, blind to enslavement.
- 5 It is the blackman's Coffee Cart,
 6 Simpler, cheaper, nourisher,
 7 And, oddly, so near to the heart
 8 Of this Metropolis' chestnut worker.
- 9 Coffee is the least of its wares;
 10 Sour milk, Mahewu, dumpling and meat –
 11 Staples all – but I love most the democratic airs
 12 Of the easy-smiling women who come to eat.
- 13 If only the guys with the burning meat,
 14 And the slick restaurants where stomachs smart,
 15 Did not agitate against that dinner on the street,
 16 You'd meet me during lunch at the Coffee Cart.



- 4.1 Where exactly does the owner of this coffee cart park it every day? (2)
- 4.2 The simile in line 3 gives a vivid description of the roadwife. What is she being compared to? (1)
- 4.3 Explain what it means to become *blind to enslavement* (line 4). (2)
- 4.4 The phrase *so near to the heart* (line 7) means that this Coffee Cart was
- A very dear to the worker.
 - B in the central area of Johannesburg.
 - C a profitable venture (business).
 - D a representation of the city's heartbeat. (1)
- 4.5 Quote a phrase from the poem to prove that the coffee cart does not really sell coffee. (2)
- 4.6 Identify the poetic device found in the phrase *stomachs smart* (line 14).
 Write down only the correct question number and letter, e.g. 4.6 A. (1)
- A assonance
 - B consonance
 - C alliteration
 - D onomatopoeia
- 4.7 Quote ONE word from the last stanza to prove that the speaker did not often have lunch at the coffee cart. (1)

10 marks

SECTION D VISUAL INTERPRETATION AND COMMUNICATIVE LANGUAGE**QUESTION 5**

- 5.1 The following letter was published in the December/January 2009 issue of *Psychologies*:

Complete it by

- giving the correct form of the word in brackets OR
- providing ONE word for an open space OR
- choosing the correct answer:

Why can't I just get on with things?

I am a terrible procrastinator, and this **5.1.1 (make)** my life very **5.1.2 (stress)**. I keep promising **5.1.3 (me)** that I will not get **(5.1.4)** a mess again, **(5.1.5)** it just seems to happen. It **5.1.6 (effects/affects)** my finances, my studies, my work life and my social life.

(6)

5.2 **TOP 10 PUBLIC SCHOOLS**

Study the statistics provided in the table (Annexure A) before answering the following questions:

- 5.2.1 In which province is Mbilwi Secondary? (1)
- 5.2.2 Name the school where only 1% of the candidates were white. (1)
- 5.2.3 South African College High School has the lowest pupil/teacher ratio: 1:14. Would you regard a low pupil/teacher ratio as an **advantage** or **disadvantage**? Motivate your answer. (3)
- 5.2.4 What do all these schools (except for the fact that they are public schools and in the TOP 10) have in common? (1)
- 5.2.5 How many schools have a yearly fee of less than R12 600? (1)
- 5.2.6 Give the correct form of the word in brackets:
- Learners performed (good) at Maths than they did at Science. (1)
- 5.2.7 How many candidates at Westville Girls' High obtained university exemption? (1)
- 5.2.8 Give the correct form of the word in brackets:
- Mbilwi Secondary had two candidates (little) than Westville Girls' High. (1)

Frame 1



Frame 2



Frame 3



Frame 4



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5.3 Study the cartoon strip/advertisement on page 10 before answering the questions set.

In the cartoon Shakes is the young man without the beanie. He is standing right in front of the TAXI sign and has a bag hanging from his right shoulder.

5.3.1 In FRAME 1 Shakes uses the word *practice*.
Use the word ***practise*** in a sentence of your own. (1)

5.3.2 How did the cartoonist succeed in creating an expression of fear (see close-up in FRAME 1) on the face of the young man wearing a beanie? Name TWO things. (2)

5.3.3 Study FRAME 3.
Complete by writing down ONE word: *Bra* is slang for _____. (1)

5.3.4 Complete the sentence by filling in ONE word.
A motorist is someone who drives a car; a _____ is someone who, instead of driving or riding, walks. (1)

5.3.5 Study FRAME 3.
Rewrite the following sentence without changing its meaning:
'You shouldn't be wearing dark clothes.'
Start your answer with the underlined words. (2)

5.3.6 Which campaign is being advertised on page 10? (1)

5.4 Questions 5.4.1 to 5.4.5 are based on the following article that appeared in *Fairlady*, September 2004.

BIZARRE ENTERTAINMENT FACTS

- Alfred Hitchcock used chocolate syrup for blood in the famous *Psycho* shower scene because it photographed better in black and white. The scene took seven days to shoot.
- In Disney's *Fantasia*, the sorcerer's name is Yensid – Disney spelled backwards.
- Karaoke means *empty orchestra* in Japanese. That explains a lot.
- Dr Seuss' editor challenged him to write a book using only 50 different words. The result? *Green Eggs and Ham*.
- L. Frank Baum, the author of *The Wizard of Oz*, was inspired by a filing cabinet in his office. One cabinet was labelled A – N and the other O – Z.

5.4.1 Use the word *shower* (NOT: *showers*) as a noun in a sentence of your own. (1)

5.4.2 Give the correct form of the word in brackets. You only need to write down the question number and answer.

(Shoot) the scene took seven days. (1)

5.4.3 What is the function of the apostrophe in *Disney's* and *sorcerer's*? (1)

5.4.4 Write down the homophone of *write*. (1)

5.4.5 Read the following again:

L. Frank Baum, the author of The Wizard of Oz, was inspired by a filing cabinet in his office. One cabinet was labelled A – N and the other O – Z.

The full stop after *office* can be substituted by another more effective punctuation mark.

Which punctuation mark would be more effective? Give a reason for your answer. (2)

30 marks

Total: 100 marks