education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 10

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2006

MARKS: 75

TIME: 2 hours

This question paper consists of 10 pages.

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INSTRUCTIONS AND INFORMATION

1. This question paper has THREE sections:

   - SECTION A: COMPREHENSION (30 marks)
   - SECTION B: SUMMARY WRITING (10 marks)
   - SECTION C: LANGUAGE IN CONTEXT (35 marks)

2. Answer ALL the questions.

3. Start each section on a NEW page and rule off after each section.

4. Leave a line after each answer.

5. Write neatly and legibly.

6. Follow the instructions carefully.

7. Number the answers correctly according to the numbering system used in this question paper.

8. Pay special attention to spelling and sentence construction.

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SECTION A: COMPREHENSION

QUESTION 1

Read the following passage and answer the questions.

1 Under a pine tree in Braamfontein Cemetery a group of children from the *Sparrow School* sings *Nkosi Sikelel' iAfrika*, livening it up with their hip-hop moves. Adult choir members deliver a more formal gospel version of the song as part of a gathering organised by the Johannesburg City Parks to mark the death of Enoch Sontonga, the man who wrote the first verse, chorus and tune of the song which means, 'God bless Africa'.

2 The song was written in 1897 when Sontonga was a teacher and choir master at a school in Nancefield, Soweto. The song gained popularity and in 1912, ANC members sang it after their first conference. In 1923 the writer and ANC co-founder, Sol Plaatje, recorded the song accompanied by pianist Sylvia Colenso. Later, poet Samuel Mqhayi added seven stanzas in Xhosa and the song was included in the Xhosa hymn book. The song was also included in various anthologies of poetry.

3 *Nkosi Sikelel' iAfrika* became the national anthem of several southern African countries. In our country it became a song of comfort and of defiance against the apartheid government. In 1994 it was combined with *Die Stem*, written by CJ Langenhoven, to form South Africa's new anthem.

4 As guests prepared to lay wreaths in Sontonga's honour, the chairman of the Cultural Committee, Oscar Oliphant, asked the teenagers from the *Sparrow Schoo*l to sing the original song composed by Sontonga. They were taken by surprise but gave a lively performance. Later when the national anthem was played, the teenagers could be seen mouthing the words and adding their hip-hop moves.

5 Before laying a wreath for Sontonga, Culture Minister Pallo Jordan said: 'There is no way that Sontonga could have dreamt of the massive impact that his song would have on this country.' He said that an exercise book containing other works by Sontonga disappeared during the forced removals in Sophiatown. 'Enoch Sontonga probably wrote many other songs but this is the only one we managed to preserve.' He asked composers, writers, artists and their families to send copies of their works to the national **archive*** for safe keeping. 'You never know what is going to be important one day,' he said.

[Adapted from *Southern Heritage*, July 2005]

Glossary:

**** archive – a place where public records and important state documents are kept.***

QUESTIONS:

1.1 Explain in your OWN WORDS why people met at the Braamfontein Cemetery (paragraph 1). (2)

1.2 Explain how the children's version of *Nkosi Sikelel' iAfrika* differed from the one sung by the adult choir (paragraph 1). (2)

1.3 What does the abbreviation 'ANC' stand for? (1)

1.4 Explain the meaning of '…the song gained popularity…' (line 8). (2)

1.5 Name TWO things that Sol Plaatjie will be remembered for (paragraph 2). (2)

1.6 Quote a word from paragraph 2 that means the same as:

1.6.1 Religious song (1)

1.6.2 Books of verse (1)

1.7 Explain why the song *Nkosi Sikelel' iAfrika* comforted people during the apartheid years (lines 15 and 16). (2)

1.8 Read the following statement and answer the questions:

Enoch Sontonga wrote the national anthem of the new South Africa.

1.8.1 Is the statement TRUE or FALSE? (1)

1.8.2 Give a reason using information from the passage to support your answer. (1)

1.9 In each case say if the statement is a FACT or an OPINION and give a reason for your answer:

1.9.1 *Nkosi Sikelel' iAfrika* is the national anthem of several southern African countries. (2)

1.9.2 Everyone knows that *Nkosi Sikelel' iAfrika* was sung as a song of defiance during the apartheid years. (2)

1.10 Complete the passage below by filling in the correct form of the word in brackets.

In paragraph 4 Mr Oliphant is referred to as the ***chairman*** of the Cultural Committee. The writer should rather have used the word (1.10.1 *chair*) because the words *chairman* and (1.10.2 *chair*) are regarded as sexist terms. (2)

1.11 Why are the words '*Die Stem'* written in italics in paragraph 3? (1)

1.12 Read the following statement and answer the questions:

Learners from the *Sparrow School* knew that they would be asked to sing the original *Nkosi Sikelel' iAfrika* (paragraph 4).

1.12.1 Is the statement TRUE or FALSE? (1)

1.12.2 Quote a phrase of not more than three words from paragraph 4 to support your answer. (1)

1.13 Refer to line 24. Do you agree with Minister Pallo Jordan that *Nkosi Sikelel' iAfrika* has had a 'massive impact' on South Africa? Give a good reason for your answer. (2)

1.14 Quote ONE word from paragraph 5 that means the opposite of ***destroy***. (1)

1.15 Explain why the Minister of Culture wants the work of composers, authors and artists to be kept in the national archive. (2)

1.16 Give the passage a suitable title that summarises what the passage is about. (1)

TOTAL SECTION A: 30

SECTION B: SUMMARY WRITING

QUESTION 2

There is a lot to do and see in South Africa but very few people make the best of these opportunities.

INSTRUCTIONS AND INFORMATION

- Read the article, 'Experience South Africa'.
- Choose any SEVEN things FROM THE PASSAGE that you wish to do one day.
- In point form, summarise the SEVEN things you would like to do.
- Write each point as a full sentence.
- Your whole summary should not be more than 50 words.

EXPERIENCE SOUTH AFRICA

South Africa offers something for every taste.

The view from the top of Table Mountain is simply stunning. Whether you take a ride in the cable car or climb to the top, the view of the sea and Cape Town, is an experience not to be missed. Another Cape experience is going on a boat trip to see the whales as they lazily play about in the Atlantic Ocean.

South Africa is known for its outstanding national wildlife parks, the largest of which is the Kruger National Park. You could go on a game drive or on a guided hiking tour where a game ranger takes visitors to see the animal and bird life on foot.

In August and September thousands of visitors flock to Namaqualand to view the carpets of spring flowers that stretch out as far as the eye can see. Be sure to book in time as accommodation can be a problem. City dwellers may enjoy a farm holiday where they can get away from it all. These holiday farms offer comfortable accommodation, excellent meals and the opportunity to experience farm life first hand.

You cannot go to Gauteng without visiting the Apartheid Museum where you can learn about the struggle and the many heroes of the time. We need to know our history to make sure that we do not repeat it. While you are in the area you could spice up your holiday with a ride on the roller-coaster at Gold Reef City, one of the largest entertainment playgrounds in the country.

For those who do not live in a coastal area, the sea and the sunny beaches will always remain a special holiday destination. Whether you go swimming, surfing, fishing or simply lie and soak up the sun, a seaside holiday is always a treat.

[Adapted from an article by Jennifer Stern in *Travel*, 22 April 2006]

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT

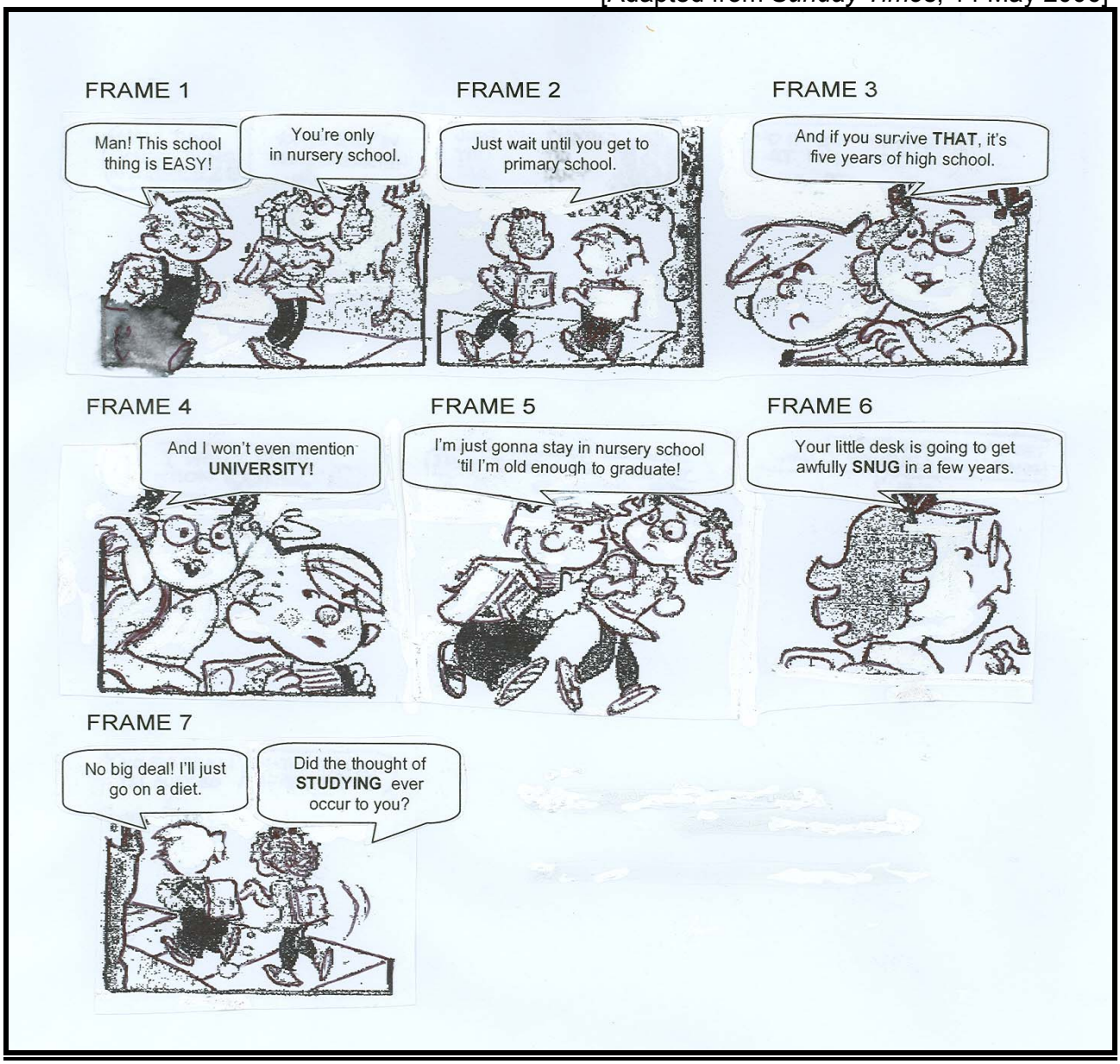
QUESTION 3: VISUAL LITERACY

ANALYSING A CARTOON

Study the following cartoon and answer the questions that follow.

DENNIS THE MENACE by Hank Ketcham

[Adapted from *Sunday Times*, 14 May 2006]



NOTE: Dennis – name of male character Margaret – name of female character

QUESTIONS:

3.1 Who is the leading, most dominant figure in the cartoon?

3.1.1 Prove your answer by referring to what is SAID. (1)

3.1.2 Prove your answer by referring to what you SEE in the pictures. (1)

3.2 How does Dennis's mood change from frame 1 to frame 3? (2)

3.3 Explain why the word 'UNIVERSITY' (frame 4) is printed in bold letters. (1)

3.4 Dennis uses informal language in frames 5 and 7.
Quote ONE example of informal language used in the cartoon. (1)

3.5 Quote a word from the cartoon that means the same as tight or small. (1)

3.6 Rewrite Margaret's words in frame 6 starting with the words given:

She said that… (2)

3.7 Rewrite 'No big deal!' (frame 7) in more formal language. (2)
[11]

QUESTION 4: USING LANGUAGE CORRECTLY

Read the text and answer the questions based on it.

SURVIVAL IS BUT AN INSECT AWAY

You may think that insects are all legs and very little else, but they are not. Just look at how quickly baby birds grow from eating insects. Insects are a very rich source of fat and protein.

If you need to survive in the veld, flying ants can be trapped by placing a close tangle of twigs over the hole that the ants are emerging from. Place a bowl under the tangle but do not close the opening that the termites are coming out of. As the flying ants crawl through the twigs, they lose their wings and fall into the bowl.

Gently roast the flying ants over the fire or eat them fresh from the ground. You will be amazed at how delicious they are. Flying ants are so rich in fat that they leave a fatty deposit against the roof of your mouth when you eat them.

[Adapted from, *Outlook*, 28 May 2006]

4.1 Choose the most likely answer from the list below.

The extract has been taken from…

A a magazine.
B a high school textbook.
C an encyclopaedia.
D a report. (2)

4.2 Considering the heading, what do you think the author's aim was when writing the text? (2)

4.3 Complete the following sentences by adding the missing question tags:

For example: All insects have legs, don't they?

4.3.1 Insects are not just all legs, ...? (1)

4.3.2 An insect is not just all legs, ...? (1)

4.4 Combine the following sentences using the word 'and':

Insects are very rich in fat.
Insects are very rich in protein. (2)

4.5 Rewrite the sentence below, starting with the words given.
Do not change the meaning of the sentence.

You can eat flying ants straight from the ground.

Flying ants can …. (2)

4.6 Complete the following passage by:

- Giving the correct form of the word;
- Filling in the missing word; or
- By choosing the correct word from those given.

Give only the number and the correct answer.

When I realised how (4.6.1 taste) flying ants were, I (4.6.2 not) mind spending a (4.6.3 hole/whole) day trying to catch (4.6.4 this/these) tiny insects. At least I knew I (4.6.5 can/could) treat my family to a good meal (4.6.6 ...) the end of the day. (6)
[16]

QUESTION 5: DICTIONARY AND LANGUAGE SKILLS

Study the following dictionary entry concerning the word 'deposit' which is used in the previous passage, and answer the questions that follow.

> **deposit** / n / **1** first payment you make when you agree to buy something expensive such as a house or a car: *We've put down a deposit on a new house*. **2** a layer of metal that has formed in soil or rock: *There are rich gold deposits on the reef.* **3** a layer of a substance that forms inside or on something: *Layers of fat can be deposited in the arteries.*
> **deposit** / v / **1** to put or to leave something somewhere: *They deposited their suitcases at the hotel.* **2** to pay money into a bank account: *He deposited money in his account.* **3** to lay down or to layer: *These sediments were deposited by floods.*
> [Adapted from *Macmillan English Dictionary for Advanced Learners*]

5.1 Read the sentence below and answer QUESTIONS 5.1.1 to 5.1.2.

Flying ants are so rich in fat that they leave a fatty deposit against the roof of your mouth when you eat them.

5.1.1 Is the underlined word used as a noun or as a verb? (2)

5.1.2 Quote the dictionary definition that gives the correct meaning of the word 'deposit' as it is used in the sentence above. (2)

5.2 Explain why the word 'deposit' has been printed in bold letters in the dictionary entry above. (2)

5.3 What is the function of the sentences that have been printed in italics in the dictionary entry? (1)

5.4 Explain why the words '*Macmillan English Dictionary for Advanced Learners*' have been printed in italics. (1)
[8]

TOTAL SECTION C: 35

GRAND TOTAL: 75

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