



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2010

MARKS: 70

TIME: 2 hours

This question paper consists of 13 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. Leave a line after EACH answer.
7. Number the answers correctly according to the numbering system used in this question paper.
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**COMIC STRIPS AND CARTOONS...**

- | | | |
|---|---|--------------|
| 1 | A comic strip can take many forms. Fundamentally, however, it must consist of a sequence of narrative pictures featuring a cast of cartoon characters. A daily newspaper strip has three or four of these in frames, either forming a complete incident – the 'gag strip' – with a joke in the last frame, or as an episode in a continuing serial. The American Sunday page can inflate the day's episode to a dozen panels, or provide a complete gag sequence. Comic strip forms are also used in advertising and in magazines featuring cartoon humour such as <i>Punch</i> and the <i>New Yorker</i> . | 5 |
| 2 | In contrast, the comic book, from which newspapers tend to dissociate themselves, is a magazine with a page size of ten inches by seven; it features one or more complete stories told in strip form throughout its pages. The British children's comic, a form of publication unknown in America, is a periodical containing an assortment of gag strips, serial strips, stories and other matter. With few exceptions there is no interchange between newspaper strips, comic books, and children's comics. | 10

15 |
| 3 | For the most part strips attempt to fulfil no high-flown social purpose, any more than gossip columns do. They are pure light relief, using fantasy, adventure and slapstick to create a dramatic, usually comic effect. Editorializing is not generally condoned by the syndicates or their clients. However, some strips comment satirically on serious problems, as does Walt Kelly's 'Pogo', in which he lampoons American politics. For this reason, perhaps, the strips are often accused of being mindless and superficial. Their role is usually an equivocal one since they are called upon to attract readers of all ages and educational standards; this formidable limitation is accepted by the strip artists as one of the disciplines of their medium. Some are able to surmount this obstacle by providing a double layer of interest: superficially a comic strip might be about a lot of cute animals, but the strip's constant readers are well aware that it is an allegorical ¹ portrayal of the shortfalls of society. | 20

25 |

[Adapted from the introduction to George Perry & Alan Aldridge: *The Penguin Book of Comics*]

GLOSSARY

¹ allegorical: an allegory is a story or picture which contains a metaphorical meaning

TEXT B

NELSON MANDELA COMIC BOOK LAUNCHED

- 1 **July 17, 2008** – Biographies are about great human beings, comic books are about heroes. This is exactly what *Nelson Mandela: The Authorised Comic* is about – a hero.
- 2 Launched at the Department of Education in Pretoria yesterday, with Education Minister Naledi Pandor in attendance, the comic book tells the story of Madiba's birth and childhood, his struggle against apartheid and oppression, his 27 years incarceration in prison on Robben Island, and his eventual rise as the first democratically elected leader of South Africa. Published in partnership with Jonathan Ball Publishers and Umlando Wezithombe, the book was launched at a function hosted by the Department. Featured was an exhibition portraying the book's content. 5 10
- 3 'It's vital that we reach young South Africans with the stories of Madiba's life and work,' Verne Harris (Nelson Mandela Foundation Programme Manager) said at the launch in Pretoria. 'It's important for them to know about, and respect, the generation of leaders which shaped our democracy.' Achmat Dangor, chief executive officer of the Nelson Mandela Foundation, added: 'The content is designed to engage our younger people about our heritage. The aim is to bridge the generation gap so that the youth know about the struggles of the past.' 15
- 4 Comprising eight chapters, the book is an amalgamation of eight individual comics that the Foundation (in partnership with Umlando Wezithombe) circulated to schoolchildren and others for free between 2005 and 2007. 'Putting it all together allows us to do three things,' said Dangor at the launch. 'One, it will allow us to distribute the whole message much more easily. Two, it allows us to reach an international audience. And three, it allows us to sell a collector's edition. The proceeds from the sale of these books subsidises the distribution of free copies to schools.' 20 25
- 5 Using comics as a tool for education and passing on messages, was something that Nic Buchanan, co-ordinator of the project for Umlando Wezithombe, discovered by accident. 'I started with comics on the entertainment side in 2000, writing the *Supa Strikas* cartoon for *The Sunday Times Magazine*,' he said. 'I saw that it was really getting messages across to the readers, so in 2004 I went my own way and started getting involved in a more educational role, writing more educational content.' 30
- 6 It is the values that have shaped our democracy which are the most important message of the book, according to Pandor. 'Nelson Mandela lives the values enshrined in the Freedom Charter,' Minister Pandor said. 'He's an inspiration to us all.' 35

[Adapted from an article posted on *The Nelson Mandela Foundation Homepage*]

TEXT C

[Extracted from: www.Zapiro.com]

The characters represented are: the Roadrunner ('Beep Beep'); Superman ('It's useless! Puff ... Can't keep up!'); Basketball player Michael Jordan and the Energiser bunny.

The inscription on Nelson Mandela's book reads 'Globe-trotter's Diary'.

The writing in the banner at the bottom left-hand corner reads:

HAPPY 85th BIRTHDAY MADIBA.

QUESTIONS: TEXT A

1.1 What was the author's intention in writing this passage? (2)

1.2 Refer to paragraph 1.

Explain in your own words the difference between the two types of comic strips that feature in a daily newspaper. (2)

1.3 Refer to lines 5 – 6.

Suggest why, when printing cartoons, newspapers on a Sunday in America might have an advantage over newspapers printed daily. (2)

- 1.4 In your opinion, why might 'newspapers tend to dissociate themselves' from 'the comic book' (lines 9 –10)? (2)
- 1.5 Refer to paragraph 3.
- 1.5.1 The writer refers to a 'high-flown social purpose' (line 16).
Explain what this suggests. (2)
- 1.5.2 Substantiate whether you agree or not that cartoon strips 'fulfil no high-flown social purpose' (line 16)? (3)
- 1.6 Explain the importance of Walt Kelly's comic strips. (2)

QUESTIONS: TEXT B

- 1.7 What does paragraph 2 reveal about the writer's attitude to Mandela? Discuss your answer by close reference to the language used in this paragraph. (3)
- 1.8 Why do you think the comics about Mandela were 'circulated to school children and others for free' (line 22)? (2)

QUESTIONS: TEXTS A AND B

- 1.9 From your understanding of both TEXTS A and B, do you agree that 'Biographies are about great human beings, comic books are about heroes' (TEXT B, lines 1 and 2)? Argue your viewpoint. (4)

QUESTIONS: TEXT C

- 1.10 What is suggested about Mandela in this cartoon? Motivate your response. (3)

QUESTIONS: TEXTS B AND C

- 1.11 In your opinion, does TEXT C support the information provided on Mandela in TEXT B? Justify your answer. (3)

TOTAL SECTION A: 30

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

Carefully read TEXT D, below. The text explores the age-old debate about one's right to freedom of action impinging on the self-same rights of others.

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

Provided he or she does not harm other people or their property, every person should be free to act as he or she chooses.

The authoritarian adult believes children have no rights. The permissive parent believes he himself has no rights. The in-between parent has no clear views at all. But happily there is a fourth alternative which is simple, logical, and easy for children to absorb and understand. The fourth position is one in which adults recognise that all people should have the same rights regardless of age. The principle underlying this position is simply that every person should be entitled to live as he chooses provided he does not harm other people or their property.

When this principle is applied to very young children, their lack of experience has to be taken into consideration. Naturally, they must be protected from basic dangers of which they can have no knowledge. They cannot be left to wander onto busy roads, drink bottles of turpentine or eat cigarette butts. Apart from these obvious limitations, this principle can be applied consistently to children. If it is, they are quick to see how they benefit from it and to understand why they should apply it to themselves.

Whatever conflict arises between adults and children (from toddlers to teenagers), it is because this principle is not understood and respected. Conversely, when it is applied consistently the result is mutual freedom and respect.

Because of the great importance of this principle, we need to take time to consider exactly what it means before we apply it to child rearing. The principle consists of two parts. The first concerns our respect for the other people and their property; the second, our freedom to act as we choose. If you examine the meaning of these two parts, you will see that they are reverse sides of the same coin. One side of the coin is concerned with my freedom to live as I wish; the other with yours. The one cannot exist without the other. In other words, freedom can exist only when it is mutual.

[Adapted from Frances Kendall: *Super Parents Super Children*]

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

parental care + clothes + food + education + emotional support + health care = R150 per month

join heartbeat's
"sponsor a child in need" program
and ensure that basic services reach South Africa's orphans.
caring costs just R150 per month...

HEARTBEAT
Centre for Community Development

Tel: + 27 (0) 12 803 3970 / 79, Fax: + 27 (0) 12 803 9712
E-mail: marcha@heartbeat.org.za • Website: www.heartbeat.org.za

[From: Elle]

TEXT F

Free banking. No joke.

Everyone knows that when you're a student, money is no laughing matter. You want financial independence and the ability to afford all the extra goodies that will make your life more fabulous. That's why you need Standard Bank's Student Achiever account. It helps you manage your money better and the free banking allows you to have more money to do what you want to do. Freedom and money? Sounds like a good deal...

Inspired. Motivated. Involved.



Authorised financial services and registered credit provider (NCRCP15)
The Standard Bank of South Africa Limited (Reg. No. 1962/000738/06), SBSA 406611 06/08

[From: *Seventeen*]

QUESTIONS: TEXT E

- 3.1 Explain the function of the mathematical symbols (+ and =) in the illustration. (2)
- 3.2 Give a reason for the advertiser's choice of font for the written text. (1)
- 3.3 In your view, does the illustration effectively convey the advertiser's intention? Justify your answer. (3)

QUESTIONS: TEXT F

- 3.4 Does the picture of the young man contradict the statement that 'money is no laughing matter'? Explain your answer. (2)

QUESTIONS: TEXTS E AND F

- 3.5 Would you consider the slogan for Standard Bank (TEXT F) to be a suitable one for TEXT E, the *HEARTBEAT* programme? Motivate your answer. (2)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXTS G and H and answer the set questions.

TEXT G: CARTOON

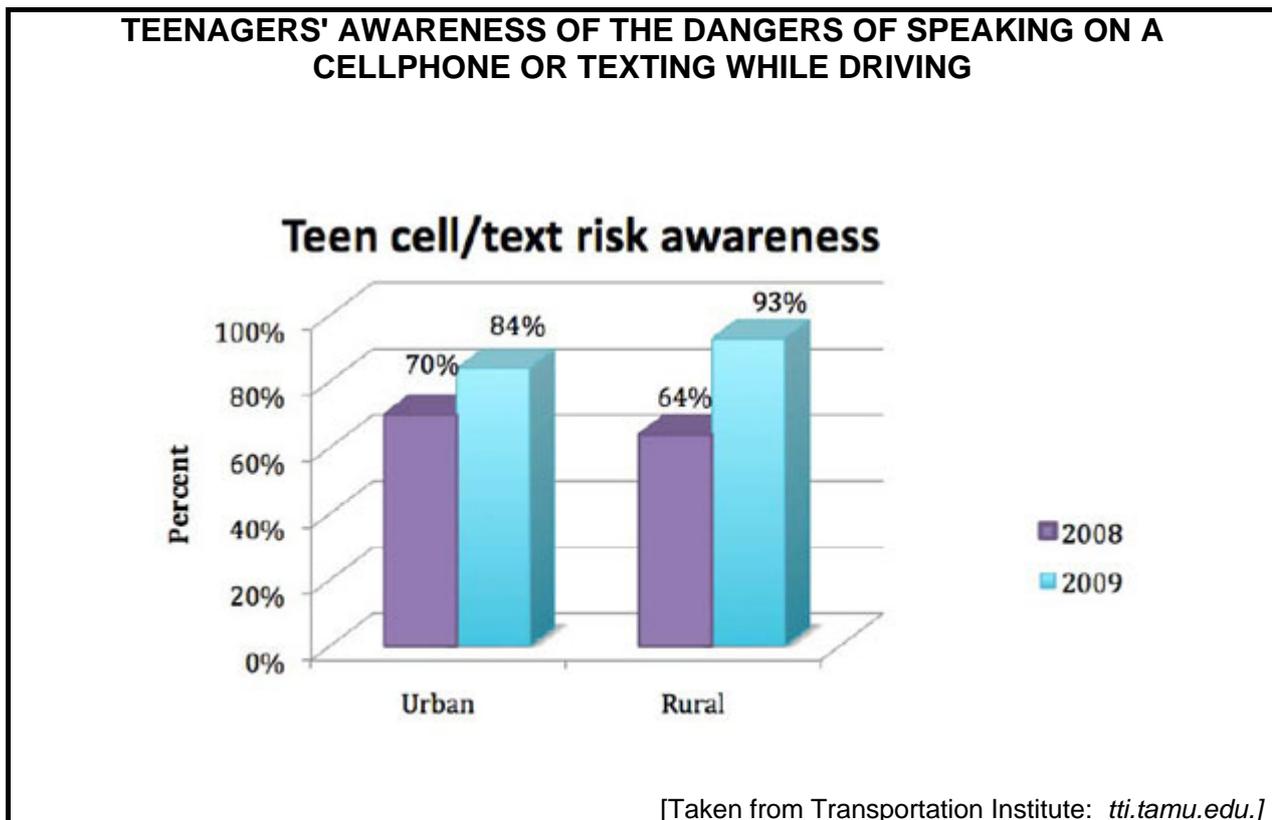


QUESTIONS: TEXT G

- 4.1 Discuss what the cartoonist is satirising. (2)
- 4.2 How do the body language and facial expressions of the characters contribute to the humour of the cartoon? (3)

TEXT H: GRAPH

The following graph shows the results of an American survey.

**QUESTIONS: TEXT H**

- 4.3 Explain what the graph reveals about the change in the levels of awareness of urban and rural teenagers. (2)
- 4.4 In your opinion, is the presentation of this information more effective as a graph than it would be in words? Justify your answer by referring closely to this graph. (3)
- [10]**

QUESTION 5: USING LANGUAGE CORRECTLY

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

TEXT I**SIGN MANIA**

by our Travel Correspondent

If one travels in South Africa, as I do, you will read many signs that leave one bewildered and gasping.

The owner of a health food shop in a certain town informed his clients: 'CLOSED DUE TO ILLNESS'. This is better than the hotel in the same town that told its horrified guests: 'TOILET OUT OF ORDER. PLEASE USE FLOOR BELOW'. 5

I spent a night in a town in the Cape. Interested in the locals, I bought a newspaper. I was fascinated by the advertisement posted by a second-hand shop: 'WE EXCHANGE ANYTHING – BICYCLES, WASHING MACHINES', ETC. WHY NOT BRING YOUR WIFE ALONG AND GET A WONDERFUL BARGAIN?'

Talking of washing machines, did you see the following: 'AUTOMATIC WASHING MACHINES. PLEASE REMOVE ALL YOUR CLOTHES WHEN THE LIGHT GOES OUT.'? 10

Why not visit one of our wonderful game parks? Just bear in mind the notice spotted last month: 'ELEPHANTS PLEASE STAY IN YOUR CAR!'

Considering the importance of agreement (in a South Africa hopeful for 15 reconciliation), I hope you are as amused by all of these as I am.

Finally, for all the insane sign writers of South Africa: IF YOU CANNOT READ, THIS LEAFLET WILL TELL YOU HOW TO GET LESSONS.

QUESTIONS: TEXT I

- 5.1 Identify and correct the grammatical error in line 1. (1)
- 5.2 Refer to line 6: 'Interested in the locals, I bought a newspaper.'
Rewrite this sentence beginning with: I bought ... (1)
- 5.3 Refer to lines 7 – 9: 'WE EXCHANGE ANYTHING ... GET A WONDERFUL BARGAIN?' Explain the ambiguity in this sign. (2)
- 5.4 Is the use of the apostrophe in 'MACHINES' (line 8) correct? Give a reason for your answer. (1)
- 5.5 One word in lines 15 – 16 has been spelt incorrectly. Correct the spelling of the word. (1)

- 5.6 Give the meaning of the prefix 'auto-' in line 10. (1)
- 5.7 Correct the punctuation in line 14 (ELEPHANTS PLEASE STAY IN YOUR CAR) to make clear the writer's meaning. (1)
- 5.8. 'Considering the importance of agreement' (line 15).
- 5.8.1 This is an example of a ...
- A clause.
 - B complex sentence.
 - C phrase.
 - D simple sentence. (1)
- 5.8.2 Give a reason for your answer. (1)
- [10]**
- TOTAL SECTION C: 30**
GRAND TOTAL: 70