GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

JUNE EXAMINATION
GRADE 12

2023

ENGLISH
FIRST ADDITIONAL LANGUAGE

(PAPER 1)

TIME: **2 hours**

MARKS: **80**

13 pages

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

   SECTION A: Comprehension (30)
   SECTION B: Summary (10)
   SECTION C: Language (40)

2. Answer ALL the questions.

3. Read ALL the instructions carefully.

4. Start EACH section on a NEW page.

5. Leave a line between answers.

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

7. For multiple-choice questions, write only the letter (A – D) next to the question number in the ANSWER BOOK.

8. Pay special attention to spelling and sentence construction.

9. Use the following time frames as a guideline:

   SECTION A: 50 minutes
   SECTION B: 20 minutes
   SECTION C: 50 minutes

10. Write neatly and legibly.

SECTION A: COMPREHENSION

QUESTION 1

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A

EXAMS MIGHT BE STRESSFUL, BUT THEY IMPROVE LEARNING

1 For many students, exams seem a necessary evil. Time-consuming yet inevitable. But are exams really necessary? And are they evil?

2 In 2011, Macquarie University was the first Australian university to debate the abolition of exams. No exams in any subject, at any year level. At the time it was suggested that exams fail to develop "questioning, self-sufficient learners". Critics also often argue that exams promote a superficial understanding of topics, and that they are inauthentic: that is, they fail to represent the kinds of things students will be asked to do "in the real world".

3 However, this is taking a narrow view of the benefits of exams. Exams include many of the aspects we want from assessment. Good assessment programs aim to provide a balanced, fair evaluation of each student. They achieve this in two ways. First, they use a variety of strategies and tasks. This gives students multiple opportunities, in varying contexts, to demonstrate what they know and can do. It also enables teachers to be confident in the accuracy of their judgements about each student.

4 Second, tasks must be "fit for purpose". Assuming a subject has a number of goals (knowledge to learn, skills to acquire), each task should be appropriate to the specific goal or goals it is assessing. This means that a task assessing base knowledge will look different to one assessing creativity.

5 Rather than abolishing exams, we should instead be asking what mix of assessment tasks is most appropriate for each subject. Where might exams fit? And what are their benefits?

6 What is the motivation for exams? In most disciplines, there are specific bodies of knowledge that students are expected to learn. Physics students might learn about thermodynamics, while history students might learn about the Cold War. Exams enable us to accurately test students' breadth of understanding of these topics.

7 Critics of exams often instead promote “deep”, “rich”, and “authentic” assessment tasks. These are typically project-based tasks that draw on students’ creativity and interest. For example, history students might be asked to choose and research a historical character in depth.

8 These tasks develop several important higher-order thinking skills, such as analysis and decision-making. However, they’re not alternatives to exams. They do different things. And this is exactly what we want: multiple, different tasks to maximise students’ opportunities to demonstrate what they know and can do.

9 We also want fit-for-purpose tasks where breadth of knowledge is important, we want assessment tasks that target this breadth. We want our future teachers to know a full repertoire of teaching and learning approaches. Exams can help achieve this.

10 Finally, and on a more positive note, there is evidence that both studying for and sitting for exams deepens learning. Studying is like exercising, the muscles in use grow stronger. We want our students to study by forming appropriate questions, memory for relevant responses, and appropriate answers. Exams don’t just provide a targeted, fit-for-purpose opportunity for students to demonstrate what they know: they also have the power to enhance what students know.

[https://theconversation.com/exams-might-be-stressful-but-they-improve-learning-35614]

Glossary:

abolition:	To close, eradicate, eliminate, cancel or do away with something
repertoire:	A full body of items that are regularly performed
thermodynamics:	deals with the relations between heat and other forms of energy (such as mechanical, electrical, or chemical energy), and, by extension, of the relationships between all forms of energy

1.1 Refer to paragraph 1.

1.1.1 Provide ONE word that describes exams as horrible. (1)

1.1.2 Explain what is meant by, ‘a necessary evil” (line 1). (2)

1.2 Refer to paragraph 2.

Discuss the reasons behind the abolition of exams. (2)

1.3 Refer to paragraph 3.

1.3.1 What is meant by the word ‘strategies’? (2)

1.3.2 Quote a SINGLE word that means the same as ‘testing’. (1)

1.3.3 Why is the following statement FALSE?

Students are given one chance to demonstrate what they know and can do. (1)

1.4 Refer to paragraph 4.

Explain what is meant by tasks must be “fit for purpose”. (2)

1.5 Refer to paragraph 5.

1.5.1 What do you think the term ‘mix of assessment’ means? (2)

1.5.2 Explain how the author regards assessments. (2)

1.6 Refer to paragraph 6.

Explain the purpose of project-based assessment. (2)

1.7 Refer to paragraph 7.

Choose the correct answer to complete the following sentence.

The word ‘authentic’ in the context of the extract means … assessment tasks. (1)

A mock
B dependable
C faux
D imitation

1.8 Refer to paragraph 8.

Mention TWO ways that assessment tasks develop higher-order thinking skills. (2)

1.9 Refer to paragraph 10.

Do you agree with statement that studying is like exercising?
Substantiate your response. (2)

1.10 Discuss the suitability of the title, ‘EXAMS MIGHT BE STRESSFUL, BUT THEY IMPROVE LEARNING’. (2)

TEXT B

Fatal Crashes per Province

Number of Fatal Crashes per Province										
Year	EC	FS	GP	KZN	LI	MP	NC	NW	WC	RSA
2020-2021	188	75	222	255	142	112	31	78	106	1 209
2021-2022	184	84	261	255	152	139	49	99	172	1 395
change	-4	9	39	0	10	27	18	21	66	186
% Change	-2	12	18	0	7	24	58	27	62	15

[Source: https://businesstech.co.za/December 2022]

1.11 Why is the information presented in Text B relevant to South Africans? Provide TWO points. (2)

1.12 Name the two provinces that recorded the highest number of fatal crashes in 2020 – 2021. (2)

1.13 In your view, does the table in this text succeed in conveying an important message? Substantiate your answer. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2

As part of the healthy eating campaign, you have been asked to give a speech on the impact of junk food.

Read TEXT C below and list SEVEN tips on the impact of junk food on humans.

INSTRUCTIONS

1. Your summary must be written in point-form.
2. List your SEVEN points in full sentences, using not more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C

Spread the word on Junk Food

It is important to understand that health is the most important factor to live a happy life. Having your favourite foods is what everyone wants but see to it that you have food that is healthy and nutritious too.

Any change starts with an individual's decision to alter his/her lifestyle choices. The reason it is very difficult to bring change is that not many know of the harmful effects of any of the problems they are facing.

The more one eats junk food, the more it eats one's health away. The health hazards caused by junk foods are more serious than one thinks. The food is tempting and tasty too, but there is nothing healthy or nutritious that comes from junk food.

It makes you feel lethargic and lazy. Junk food contains high amounts of carbohydrates which in turn spike your blood sugar levels. It increases the risk of heart attack and other cardiovascular diseases.

Mass-produced packaged foods, which are used to make popular and most loved foods like burgers, pizza, aerated drinks, etc., are loaded with ingredients that increase levels of cholesterol and fat, which in turn results in obesity.

Today's children face problems of obesity even at a very young age when most of their grandparents are still fit and fine.

Spreading the word about the various health hazards that emerge as a result of junk food is the need of the hour. Switch to healthy plates with equal quantities of fruits and vegetables.

[Source: https://byjus.com/english/article-on-junk-food]

TOTAL SECTION B: 10

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D



[www.google.com]

The text in small font read as follows:

Keep you and your family feeling inspired and invigorated. Every day. Bio-Strath gives you the balance, energy and focus you need to live a life bursting with wellbeing! Available from Community Pharmacies, Dis Chem and Health Stores.	**NOURISH** EACH AND EVERY CELL IN YOUR BODY WITH THE NATURAL VITALITY OF 61 ESSENTIAL NUTRIENTS. www.biostrath.co.za

3.1 Who is the target audience in this advertisement? (1)

3.2 Provide an antonym for the word 'natural'. (1)

3.3 Identify TWO of the promises made by the advertiser to reinforce the idea that the product is effective. (2)

3.4 Why is the website address provided in the advertisement? (1)

3.5 Identify the slogan of the advertisement. (1)

3.6 How does the advertisement emphasise the fact that this is a natural product? State TWO points. (2)

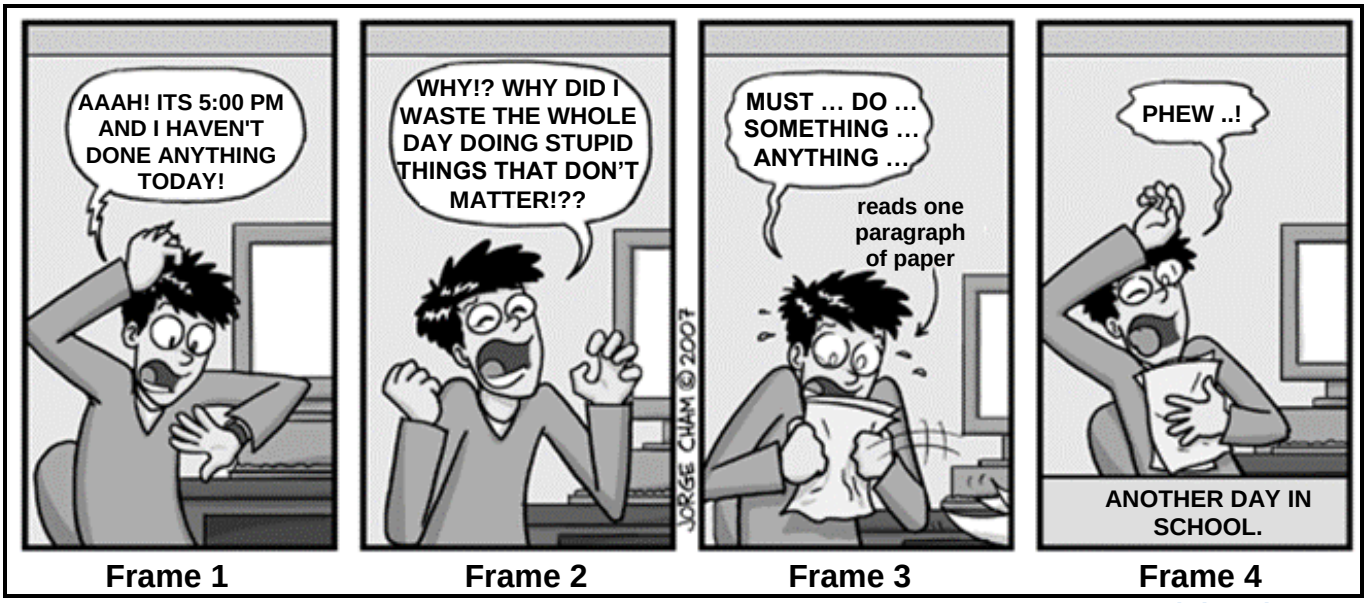
3.7 Do you think the visual of a mother and a child supports the message of the advertisement? Justify your answer. (2)

[10]

QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the questions that follow.

TEXT E



Source: www.phdcomic.com

4.1 Refer to FRAME 1.

State TWO visual clues which show that the man is anxious. (2)

4.2 Refer to FRAME 2.

Which word indicates that the man regrets his behaviour? (1)

4.3 Refer to FRAME 2.

Choose the correct answer.

Identify the punctuation mark that indicates that the man is screaming.

A Full stop
B Ellipsis
C Exclamation mark
D Question mark (1)

4.4 Refer to FRAME 3.

State TWO visual clues to suggest the man is stressed. (2)

4.5 Refer to FRAME 4

How do you know that the man is relieved? Refer to ONE visual and ONE verbal clue. (2)

4.6 In your opinion, does the cartoonist succeed in creating humour in this cartoon? Discuss your answer. (2)

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the questions that follow.

TEXT F

1	Yernar is only six but because of his rear condition he look like a little man. In many ways, he's like any other six-year-old boy. He loves climbing on jungle gyms in the park, is crazy about animals and enjoys spend time with his friends.	
2	But Yernar Aliberkov looks more like an old man than a young kid due to a rear condition that causes his skin to sag and wrinkle like a pensioner's does.	5
3	Yernar, who's from the city of Astana in north-eastern Kazakhstan, was diagnosed with connective-tissue disorder, Ehlers-Danlos syndrome one month after his birth.	
4	Little Yernar has been likened to the boy in the film the Curious Case of Benjamin Button, where Benjamin is born looking like an old man. The first sign that something was wrong was when his eyelids started drooping, irritating Yernar so much that he scratched them all the time.	10

[pressreader.com]

5.1 5.1.1 Correct the SINGLE error in each of the following sentences.
Write down ONLY the question numbers and the words you have corrected.

(a) In many ways, hes like any other six-year -old boy. (1)

(b) But Yernar Aliberkov look more like an old man than a young kid due to a rare condition that causes his skin to sag and wrinkle like a pensioner's does. (1)

(c) He loves climbing on jungle gyms in the park, is crazy about animals and enjoys spend time with his friends. (1)

(d) Yernar looks more than an old man than a young kid due to a rear condition. (1)

5.1.2 Provide an antonym for the word 'wrinkly' in the following sentence:

The disease causes his skin to look <u>wrinkly</u>. (1)

5.1.3 Rewrite the following sentence in the simple past tense.
He loves climbing on jungle gyms in the park. (1)

5.1.4 Rewrite the following sentence in active voice.

Yernar was diagnosed with connective-tissue disorder. (1)

5.1.5 Identify the part of speech of EACH of the underlined words in the following sentence:

The first sign that something was wrong was when his eyelids started drooping, irritating Yernar so much that he scratched them all the time. (2)

5.1.6 Rewrite the following sentence as a tag question.

He loves climbing on the jungle gym in the park. (1)

5.1.7 Rewrite the following sentence in the negative form.

Yernar had an incurable disease. (1)

5.1.8 Rewrite the following sentence in reported speech.

Yernar said, 'My skin sags.' (3)

Study the text (TEXT G) below and answer the set questions.

TEXT G



[google.com/Behance]

5.2 5.2.1 Give the correct form of the word in brackets. (1)

A good chef should have an array of (recipe).

5.2.2 Combine the following sentences into a single sentence by using the word **although.**

Cooking is fun. Cooking needs someone with skills. (2)

5.2.3 Give the singular form of the underlined word.

Cooking <u>classes</u> with chef Jamie Olivar. (1)

5.2.4 Give the correct degree of comparison in the following sentence.

Cooking classes are (pleasant) than doing dishes. (1)

5.2.5 What does the abbreviation 'www' stand for? (1)

[20]

TOTAL SECTION C: 40

TOTAL: 80