



DEPARTMENT OF EDUCATION  
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE EXAMINATION - 2005**

**ENGLISH ADDITIONAL LANGUAGE P1**

**HIGHER GRADE**

**FEBRUARY/MARCH 2005**

**105-1/1**

**COMPREHENSION, SUMMARY AND LANGUAGE**

**Marks: 80**

**2 Hours**

**This question paper consists of 10 pages.**

ENGLISH SECOND/ADDITIONAL LANG HG: Paper 1  
Comprehension, Summary & Language



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**INSTRUCTIONS**

1. Answer ALL the questions.
2. Start each section on a new page and rule off after each section.
3. Leave a line between your answers.
4. Write neatly and legibly to assist the markers to mark your work.
5. Pay special attention to spelling and sentence construction.

**SECTION A: COMPREHENSION****QUESTION 1**

Read the following passage and answer the questions set on it.

***PAPER TIGERS***

BY TARYN COHN



*Phumani Paper, a craft-based poverty-alleviation project is uplifting the community.*

1. A country like South Africa, in the grip of fundamental change, is often an uncertain place to be, but change, like freedom, comes with one guarantee - that anything can happen. This environment is a catalyst for creative solutions, where lateral thinking and vision can have far-reaching effects.
2. Phumani Paper, a craft-based national poverty-alleviation project, bears witness to this. It involves the dynamic collaboration between government and the Technikon Witwatersrand (TWR). They are at the forefront of hands-on community development. This approach ensures that the benefits and resources of tertiary educational facilities are no longer the privilege of an elite few, but are also extended to those in impoverished communities.

3. In South Africa, craft is regarded predominantly as the domain of women. At the same time women are most affected by poverty and unemployment. As a result, investment in this sector to empower women and create opportunities for wealth creation has been a prime focus for the South African government. This has resulted in many initiatives to develop small business-based projects within the craft sector, with the aim of alleviating poverty and generating income for those most negatively affected.
4. As one such programme, Phumani Paper involves the manufacture and sale of handmade paper and products by groups of unemployed members of disadvantaged communities, situated in seven of South Africa's provinces.
5. The project is the brainchild of artist and educator Kim Berman, a master printmaker and one of South Africa's foremost artists internationally. Berman has also built a considerable reputation for her longstanding work in community arts, as, amongst other things, a founder of the Arts Proof Studio, a community-based facility that nurtures the talents of and provides facilities for artists.
6. Looking for an alternative solution to the expensive imported handmade artists' papers needed by printmakers, Berman initiated research into local alternatives that would be cheaper to produce and more readily available. Based at TWR, where she is a senior lecturer in Fine Arts, the project drew students interested in the craft, and soon its potential beyond the walls of the department became clear.
7. In 1999, Berman presented a proposal to the Department of Arts, Culture, Science and Technology (DACST) for funds to take the research into local alternatives to poverty stricken communities. The primary aim of the proposal was to *"address the poverty that results from a lack of skills and unemployment in both townships and the rural areas"*. The concept was to stimulate growth in the handmade paper sector that could develop an industry with the potential to generate maximum income and financial growth, with minimal financial and technological resources. The programme conducted research in targeted areas where there is an abundance of a particular natural fibre and low-skilled labour, both important aspects of handmade paper. These areas are also characterised by scarcity of resources such as electricity or money for expensive machinery.
8. Within a climate of renewed interest in crafts and their potential to contribute towards development and cultural tourism in South Africa, DACST's focus on the sector provided the opportunity to realise the developmental potential of paper.

9. The craft of papermaking is not indigenous to South Africa, and therefore not the domain of any cultural group, making it an ideal and adaptable craft to introduce on a national scale to diverse communities. The paper is made from natural fibres common to particular areas. For example, Port Jackson's Willow is used in the Western Cape where it is common and banana fibres, from parts of the plant discarded during the harvest, are used in the Limpopo province where the plant is farmed. Thus the product made is also uniquely dependent on the fibres used.
10. Phumani Paper participants, most of whom are women, report that the opportunity to participate in the programme has not only afforded them a means to make money and support families, but has also aided in their personal growth and development in ways they never imagined.

Adopted from *Indwe*, February 2004

- 1.1 Indicate whether the following statement is **TRUE** or **FALSE** and **QUOTE SIX CONSECUTIVE WORDS** to prove your answer:

South Africa is a country in which only minor developments are taking place. (2)

- 1.2 Quote **ONE** word from paragraph 2 which proves that the Phumani Paper project is not restricted to only certain parts of South Africa. (1)

- 1.3 In your **OWN WORDS** explain the main focus of the Phumani Paper Project. (2)

- 1.4 In your **OWN WORDS** explain what is meant by a "... **hands-on community development**". (paragraph 2) (2)

- 1.5 What urged the South African government to focus on and invest in this project? (2)

- 1.6 Indicate whether the following statement is **TRUE** or **FALSE** and **QUOTE FOUR CONSECUTIVE** words to prove your answer:

Small business-based projects were developed mainly to aid the poor and unemployed. (2)

- 1.7 Quote **FOUR CONSECUTIVE** words from paragraph 4 which prove that Phumani Paper is not the only project to develop small businesses. (2)

- 1.8 In your **OWN WORDS** explain the activities Phumani Paper is involved with. (paragraph 4) (2)

- 1.9 Choose the correct answer from the options below. Write **ONLY** the number of the question and the **LETTER** of the option you have chosen.
- The word “**brainchild**” (paragraph 5) means ...
- A the person who initiated the project.
  - B the child of a clever person.
  - C an internationally renowned person.
  - D an idea initiated by a clever person. (2)
- 1.10 List **TWO** activities with which the Artist Proof Studio is involved. (2)
- 1.11 “... **Berman initiated research into local alternatives...**” (paragraph 6)  
What are the “... **local alternatives** ...” as used in this context? (2)
- 1.12 In your **OWN WORDS** explain what Kim Berman hoped the outcome of her proposal to the Department of Arts, Culture, Science and Technology (DACST) would be. (2)
- 1.13 List **TWO** necessities for the manufacture of handmade paper. (2)
- 1.14 Indicate whether the following statement is **TRUE** or **FALSE** and **QUOTE SIX CONSECUTIVE WORDS** to prove your answer:
- Areas where such a project is launched should at least have electricity. (2)
- 1.15 Give **ONE** word from paragraph 8 which proves that people are once again interested in crafts. (1)
- 1.16 Indicate whether the following statement is **TRUE** or **FALSE** and **QUOTE FIVE CONSECUTIVE WORDS** to prove your answer:
- South Africa is the only country that manufactures paper. (2)
- 1.17 In your **OWN WORDS** explain why the products made in the Western Cape differ from those made in Limpopo province. (2)
- 1.18 In your **OWN WORDS** explain how the Phumani Paper project has changed the lives of the women. (2)
- 1.19 Which gender is mainly involved in craft in South Africa? (1)

**TOTAL SECTION A: /35/**

**SECTION B: SUMMARY****QUESTION 2**

In not more than 50 words list **SEVEN** ways in which you can make the learning process more effective.

**INSTRUCTIONS**

List SEVEN facts in full sentences.

Number your sentences from 1 to 7.

Write only **ONE** fact per line.

Use your own words as far as possible.

Indicate the number of words you have used in brackets at the end of your summary.

You will be penalised for exceeding the maximum number of words or failing to indicate the number of words used.

**BOOST YOUR BRAINPOWER**

by May Bleeker

New breakthroughs in brain research, coupled with years of investigation into how we learn, offer interesting insights into how to speed up learning.

Our brains store information in patterns with strong associations. If the association is good, and the learning is fun and interesting, it is so much easier to retain and recall the information. While your brain comprises around 2% of your body weight, it needs about 20% of the energy you generate. To supply your brain with energy, the body needs fresh fruits and vegetables, rich in glucose, plus plenty of oxygen to burn it up. Your brain has optimal learning states, the alpha and theta states. Get into these states and you are likely to be able to memorise, retain and retrieve information more easily. It is here that the great achievements of super-memory and heightened powers of concentration and creativity are accomplished.

While old-fashioned learning systems tend to rely heavily on language-based training, accelerated learning programmes use methods that appeal to the senses. To improve learning, it's therefore useful to combine words with pictures, symbols and sounds. Learning by "doing" allows for this combination of the senses. So, if you want to learn to cook – start cooking!

Tony Buzan invented a system of organising information, called mind mapping. It involves skimming through your learning material and taking down the key notes in a specific format: a mind map. When learning a new skill, why struggle through it by yourself? Find someone who is an expert in the field to mentor you. His expertise and outside view may provide you with useful tips. While setting goals may sound boring, it prevents being overwhelmed. Start by prioritising which materials must be covered first. When you've worked out your main time frames, add some time to review your notes.

These ways of boosting your brain power can make the learning process more effective!

Adapted from *Essentials*, February 2004**TOTAL SECTION B:**

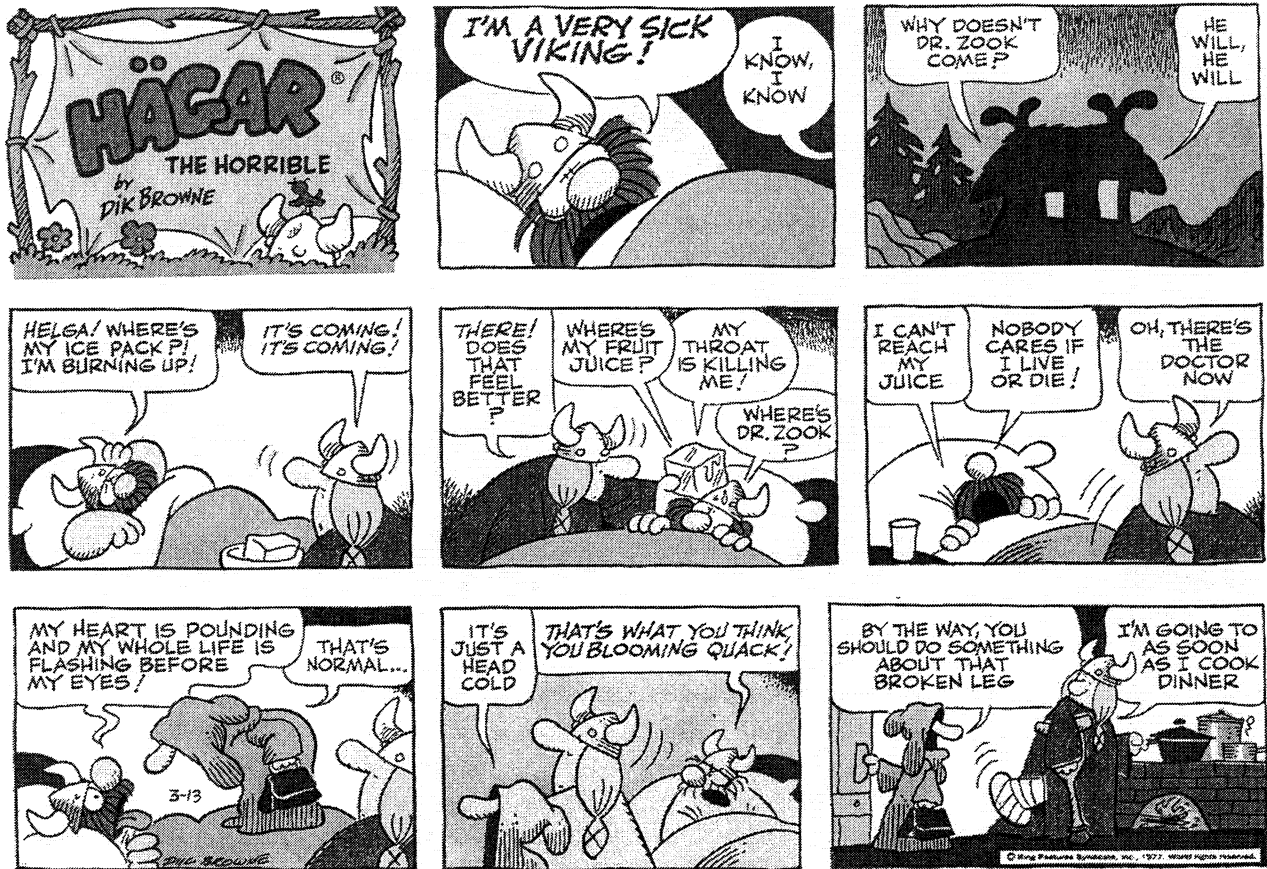
/10/



**SECTION C: LANGUAGE**

**QUESTION 3**

Study the following cartoon and answer the questions.



YOU, February 4, 1999

3.1 Why are the words in the first bubble in Frame 1 written in bold and the letter size bigger than the rest? (2)

3.2 Choose the correct answer from the options given below. Write **ONLY** the number of the question and the **LETTER** of the option you have chosen.

The frequent use of the exclamation marks following Hägar's words indicate a tone of ...

- A annoyance and self-pity.
  - B demand and self-pity.
  - C anger and self-pity.
  - D pity and self-pity.
- (1)

- 3.3 Choose the correct answer from the options given below. Write **ONLY** the number of the question and the **LETTER** of the option you have chosen.

**Helga's tone of voice changes from frames 1 to 4.**

3.3.1 In Frames 1 and 2, her tone of voice is ...

- A annoyed and irritated.
- B angry and irritated.
- C concerned and irritated.
- D sympathetic and irritated. (1)

3.3.2 In Frames 3 and 4, her tone of voice is ...

- A annoyed and irritated
- B angry and irritated
- C concerned and irritated
- D sympathetic and irritated (1)

- 3.4 Give the correct form of the words in brackets, choose the correct words or fill in the numbered spaces. Write only the answer next to the number.

Hägar **3.4.1** (be) complaining **3.4.2** ... feeling sick while Helga **3.4.3** (to cook) dinner. Hagar felt that not only the doctor, ... .. **3.4.4** Helga **3.4.5** (was/were) **3.4.6** (not concerned). He shouted **3.4.7** (angry): "No one cares if I live or die!" The doctor replied: "It is only a head cold." Then the doctor's **3.4.8** (advice/advise) to Helga was that she should do something about her broken leg. She replied that she still had **3.4.9** (a lot/alot) of work to do but that she **3.4.10** (go) to the doctor if she had the time.

(10)  
[15]

**QUESTION 4**

Read the following extract and answer the questions set on it.

**A RIVER RUNS**

*KwaZulu-Natal's Bonamanzi Game Park on the Hluhluwe River and St. Lucia's False Bay offers an exhilarating wilderness experience.*

We are at Bonamanzi Game Park near the St. Lucia Estuary deep in the heart of the Sand Forest with our professional guide and bird expert, Patrick Ngubane. As we move through the forest we savour the peace and beauty of this intriguing place.

"Stop!" We freeze. "It's a forest cobra!" whispers Patrick, pointing through a gap between the trees. "Careful. They're very territorial." We peer ahead, searching for anything that resembles a snake. "There it is." He points to the ground. "No, no, closer. Can't you see it?" Suddenly a smooth branch, lying only metres away, starts sliding along the ground. It raises a large reptilian head. My flesh crawls. My heart thumps. "I'd like to see how long it is," murmurs Patrick, eagerly edging forward. (I don't believe this – a relaxing birding walk, and now we're stalking a deadly serpent in this Garden of Eden.) I hold my breath. As the tail end of the sinuous, admittedly beautiful creature disappears into the undergrowth, Patrick grins with satisfaction at this rare sighting. "It's three metres long!" Then he gives us a fascinating tutorial on the habits of the Forest Cobra. He is a mine of information on the natural world of Bonamanzi and shares its secrets with us.

Adapted from *Indwe* February 2004

- 4.1 Give the correct form of the words in brackets, choose the correct words or fill in the numbered spaces. Write only the answer next to the number.

The group was in the **4.1.1** (territorial) of the snake. They saw a forest cobra and **4.1.2** (freeze). **4.1.3** (Careful) they approached it, **4.1.4** (peer) ahead for other snakes. They could clearly see the **4.1.5** (reptilian) and at that stage their flesh **4.1.6** (crawl). Its **4.1.7** (long) was three metres. **4.1.8** (Encounter) such a deadly serpent left us **4.1.9** (without breath).

In **4.1.10** (add) to the tour, we also got a tutorial. Patrick was a fascinating **4.1.11** (tutorial) as he **4.1.12** (enlighten) us on the secret habits of a forest cobra. If you **4.1.13** (be) there you **4.1.14** (be) realised that he **4.1.15** (offer) a mine of information. **4.1.16** (This/These) information **4.1.17** (be) shared with **4.1.18** (us/them).

(18)

- 4.2 Rewrite the following. Begin as indicated.

"I saw a forest cobra yesterday," said Patrick.

Patrick said ...

(2)  
[20]

**TOTAL SECTION C: /35/**  
**GRAND TOTAL: 80**