



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2023

ENGLISH FIRST ADDITIONAL LANGUAGE P1

MARKS: 80

TIME: 2 hours

Font size 18

This question paper consists of 22 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 after each answer.
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 timeframe 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

LEAVING A LIVING LEGACY¹

‘Without the organ donor, there is no story, no hope and no transplant. However, when there is an organ donor, life springs from death, sorrow turns to hope and a terrible loss becomes a gift.’ – United Network for Organ Sharing (UNOS), United States.

- 1 We can all be heroes in our own way and do something meaningful to help others during our lives, as well as after we die. As there is a significant shortage of organ donors in South Africa and a massive waiting list for patients, this is something most healthy people can do. 5
- 2 Donating your organs and tissues after your death can help save seven people, and transform the lives of a further fifty, according to the Organ Donor Foundation (ODF). Solid organs that can be transplanted from deceased donors are kidneys, pancreas, liver, intestines, heart and lungs, while tissues include corneas, heart valves and bone and skin tissues which can help people with a range of medical problems from blindness to burns. Living donors can also donate a kidney or part of their liver to help very ill or injured patients. 10
15

- 3 Chantelle Griesel, a secretary at Mediclinic Potchefstroom for 12 years and a mother, became a living donor in 2020 when she donated 70% of her liver in an effort to save her brother Eugene, who was suffering from autoimmune hepatitis. Although his body rejected the new liver and he passed away seven days after the operation, Chantelle has no regrets at all about the decision she made. She said one of the main reasons she did not think twice about donating was that it would have been the best thing ever to give Eugene the opportunity to raise his son. 20 25
4. Despite the risk that Eugene’s body might not accept the donated liver and that Chantelle might develop complications after her surgery, she was adamant that she wanted to do it. ‘We did not have any other chances left because he was so ill and his liver was damaged so badly by the disease that it would not respond to medication,’ she says. 30 35
- 5 Chantelle’s mother also died of liver failure due to autoimmune hepatitis. She chose not to have a transplant, saying she had had a good 64 years of life and wanted others younger than her to be given a chance. As a precautionary measure, Chantelle needs to look after her liver very carefully for the rest of her life and not use medications which are excreted through the liver. Since the operation, a recent scan has shown that her liver has regrown almost to its original size. 40 45

- 6 Dr Van der Schyff, a surgeon at Wits Donald Gordon Medical Centre says that in South Africa, family members still need to give consent for organ donation even if the deceased was a registered organ donor and had a living will stating that they wanted to donate their organs and tissues after death. This is why everyone needs to talk to their families regarding their wishes after death and organ donation, so that when that difficult time comes, families know what their next-of-kin wanted. This conversation is so important. 50
- 7 When families are approached with compassion and support, they do give consent. While in the past some cultural groups were not keen to give permission, this is changing and there are many positive movements in this regard. Religious leaders have stated that there is no religion that forbids helping another person and that if you are willing to accept an organ, you should be willing to donate one. When transplant patients return to their communities, they act as living ambassadors for transplantation, which also encourages others to become donors. 60
- 8 Chantelle said that before her mother passed away, she did not accept the idea of organ donation, but as they gave permission for her other organs and tissues to be donated, she saw how many people needed organs. She felt very strongly that if you could give someone a second chance at life, why not try it. She was living proof that your life does not change much after being a living donor. She wants to encourage others to become donors too. 70

[Adapted from www.mediclinic.co.za.]

GLOSSARY

legacy¹ – something which is left to someone in a will/the long-lasting impact of particular events, actions that took place in the past, or of a person's life.

1.1 Why do you think the writer uses the word 'living' in the title of the passage? (2)

1.2 Refer to the introductory paragraph.

What 'gift' is being referred to when the writer says, '*a terrible loss becomes a gift.*'? (1)

1.3 Refer to paragraph 1.

1.3.1 How can we do something meaningful to help others? (1)

1.3.2 Quote FIVE (5) consecutive words which prove there is a shortage of organ donors in South Africa. (1)

1.4 Refer to paragraph 2.

Which tissues are donated to help someone who is blind? (1)

1.5 Refer to paragraph 3.

1.5.1 Why does the writer include '70%' (line 14)? (1)

1.5.2 Why is the following statement FALSE?

Chantelle took her time to decide whether she wanted to donate part of her liver. (1)

1.5.3 What does this paragraph tell us about Chantelle's character? (1)

1.6 Refer to paragraph 4.

State TWO reasons why Chantelle decided to donate part of her liver to her brother. (2)

1.7 Refer to paragraph 5.

1.7.1 Using your OWN words, say why Chantelle's mother did not want to have a liver transplant. State TWO points. (2)

1.7.2 Explain why a donor's life is not at risk, after donating a part of his/her liver. Give TWO points. (2)

1.8 Refer to paragraph 6.

1.8.1 Why do you think it is important for family members to agree to organ donation, even if the deceased had already given permission? (2)

1.8.2 Choose the correct answer to complete the following sentence.

‘next-of-kin’ (line 39) refers to the ...

- A surgeon.
- B recipient.
- C family.
- D donor. (1)

1.9 Refer to paragraph 7.

Explain the statement, ‘... living ambassadors for transplantation ...’ (line 67). (2)

1.10 Refer to paragraph 8.

Do you agree with Chantelle’s view that, ‘if you can give someone a second chance at life, why not try it’? Substantiate your answer. (2)

1.11 Discuss the suitability of the title, ‘LEAVING A LIVING LEGACY’. (2)

TEXT B

Signs your child may be bullied at school

- Wants the parent to take her to school instead of riding the bus.
- Seems happy on weekends, but unhappy, preoccupied, or tense on Sundays.
- Suddenly prefers the company of adults.

FREAK

STOP BULLYING




basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



STAY
SAFE
PROTECT SOUTH AFRICA
TOGETHER WE CAN BEAT THE CORONAVIRUS

[Source: www.google.com]

- 1.12 Explain why the writer has included the picture of a plaster. (2)
- 1.13 Give ONE sign which indicates that a child is being bullied at school. (1)
- 1.14 Besides school, where else does bullying take place? (1)

- 1.15 Discuss whether the visual of the girl is effective in the campaign to stop bullying. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2

We assume that the older we get, the more confident we become. However, modern life does not always help us build this confidence.

Read TEXT C below and list **SEVEN** ways **to boost your self-esteem**.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your **SEVEN** points in full sentences, using no 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**HOW TO BOOST YOUR SELF-ESTEEM**

Children are often congratulated or sometimes criticised for the things they do, which could make them doubt themselves. It is important to learn how to break the cycle of feeling you are not good enough.

You should do the things you love. Confidence comes from knowing what you are good at and doing it.

Avoid fat talk – seeing who has lost or gained weight is a habit we all have. However, it does not help you or the other person to boost their self-image.

We can all be our own harshest judge, so stop the self-criticism. We would never talk to our loved ones the way we talk to ourselves. Work on ignoring the negative critic in your head.

It is important to love yourself because true confidence comes from accepting every part of who you are. The world of fashion can make you feel inadequate but remember, even celebrities doubt themselves. The edited highlights of someone's life can reduce your self-esteem significantly. Stay away from social media. If you are feeling low, log off immediately. Focus on the positives instead of worrying about the bad day you experienced.

Many of us avoid sporting activities because we do not like how we look wearing sports clothes. Find an activity you enjoy which can boost your morale.

Help others whenever you can, whether it is visiting your local hospital or giving of your time for a charitable cause. By giving someone else a boost, you get a boost in return – everyone wins.

[Adapted from: www.feelmo.com]

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



Alainne Air Mist

Eliminates odour, freshens air and soothes your mind. Alainne range air mists are long-lasting, and you can choose from a fine selection of nature-inspired scents.

[Adapted from www.google.com]

- 3.1 Who is the target audience in this advertisement? (1)
- 3.2 Where would this product be used? Name ONE place. (1)
- 3.3 Change the following statement into a question:
This air mist soothes your mind. (1)

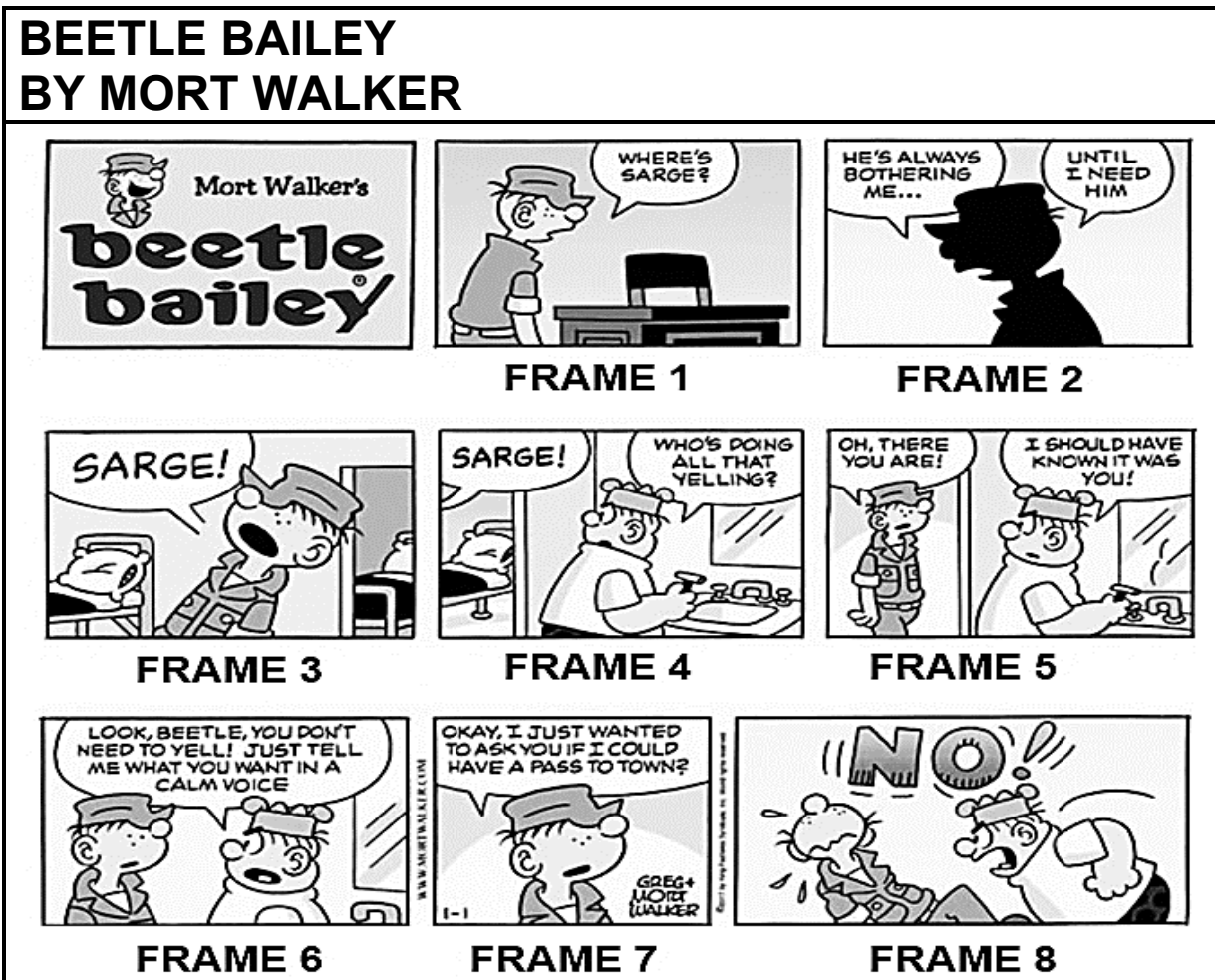
- 3.4 Why do you think the advertiser describes the product as an air 'mist'? (1)
- 3.5 What does the word 'eliminate' imply about the product? (1)
- 3.6 How would using this product 'soothe your mind'? (2)
- 3.7 Give a synonym for the word 'fine' as used in the advertisement. (1)
- 3.8 Does the advertiser succeed in convincing the readers to buy the product? Substantiate your answer. (2)

[10]

QUESTION 4: ANALYSING A CARTOON

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

TEXT E



[Source: www.google.com]

NOTE: In this cartoon the younger man is Beetle and the older man is Sarge.

4.1 Refer to FRAME 1.

Why do you think Beetle calls his sergeant, 'Sarge'?

(1)

4.2 Refer to FRAME 2.

What is the function of the ellipsis? (1)

4.3 Refer to FRAME 3.

Provide TWO visual clues which show that Beetle is shouting. (2)

4.4 Refer to FRAME 4.

Choose the correct answer to complete the following sentence.

The word 'yelling' means ...

A to cry.

B to shout.

C to howl.

D to laugh. (1)

4.5 Refer to FRAME 5.

What was Sarge about to do when Beetle came walking in? (1)

4.6 Refer to FRAME 6 and FRAME 8.

Describe how Sarge's actions in FRAME 6 are in contrast to his actions in FRAME 8. Refer to the verbal aspects only. (2)

4.7 Do you think Sarge's behaviour towards Beetle is justified? Substantiate 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 set questions.

TEXT F

SHOULD I TAKE A GAP YEAR?

- 1 Taking a gap year after high school is becoming more and more popular. Some people even argue that a gap year should be compulsory for all students!
- 2 Despite the advantages of taking a gap year, many students do not fully understand the concept. You may believe it involves travelling aimlessly and wasting time – but that is a common misconception. 5
- 3 A gap year is when you take a year off, between high school and college. Instead of beginning college while you finish high school, you would start the following year. 10
- 4 Gap years give students a break from academics. It is usually a time to discover yourself and consider what kind of education and career you want to pursue. It can take many forms for example you could work, complete a internship, volunteer or travel. You can do these activities independently or as part of a gap year programme. 15 20

5 Taking a gap year is not for everyone as it can cost quite a few penny. It is worth considering how a gap year could effect your finances before you decide whether to take one or not.

[Adapted from www.globalcitizen.org]

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) Taking a gap year after high school is becoming more and more populer. (1)

(b) Instead of beginning college while you finish high school, you would start the following year. (1)

(c) It can take many forms for example you could work, complete a internship, volunteer or travel. (1)

(d) It is worth considering how a gap year could effect your finances before you decide whether to take one or not. (1)

5.1.2 Rewrite the following sentence in the simple past tense:

A gap year means taking a year off from studying. (1)

- 5.1.3 Complete the following tag question. Write down ONLY the missing words.

Gap years are meant to give students a break from academics, ...? (1)

- 5.1.4 Combine the following sentences into a single sentence.

During a gap year you can travel.
During a gap year you can volunteer.

Begin with the following words: Not only ... (2)

- 5.1.5 Rewrite the following sentence in reported speech:

The student said, 'It is my choice to be part of a gap year programme.' (3)

- 5.1.6 Give the plural form of the underlined word in the following sentence.

Taking a gap year is not for everyone as it can cost quite a few penny. (1)

- 5.1.7 It is worth considering whether to take a gap year or not.

Use the homophone for the word whether in a sentence of your own. (1)

5.1.8 Rewrite the following sentence in the passive voice.

Some students enjoy taking a gap year. (1)

5.2 Study the text below and answer the questions.

TEXT G



I am a lawyer-turned-baker. I entered and won the *Great American Baking Show*, and my debut cookbook *Life Is What You Bake It* contains some of the winning recipes. My motto is simple: When life gives you lemons, make lemon curd. We have the power within us to do whatever we want to.

[Adapted from [google.com.blogs](https://www.google.com/blogs)]

5.2.1 Rewrite the following sentence in the negative form:

My cookbook contains many of the winning recipes. (1)

5.2.2 Study the following sentence:

I entered and won the *Great American Baking Show*.

Name the part of speech of EACH of the underlined words used in this sentence. (2)

5.2.3 Why are the words, *Life Is What You Bake It*, written in italics? (1)

5.2.4 Give the correct form of the word between brackets.

People who bake are (create). (1)

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

Baking is the (rewarding) hobby you can have. (1)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80