higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ENGLISH FIRST ADDITIONAL LANGUAGE

(First Paper)

NQF LEVEL 2

(4101102)

5 March 2018 (X-Paper)
09:00–11:00

This question paper consists of 15 pages and an addendum of 2 pages.

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TIME: 2 HOURS
MARKS: 140

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FIVE sections.

   SECTION A: COMPREHENSION
   SECTION B: SUMMARY
   SECTION C: VIEWING
   SECTION D: LANGUAGE IN PRACTICE
   SECTION E: COMMUNICATION IN PRACTICE

2. Answer ALL the questions.

3. Read ALL the questions carefully.

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

5. Start each section on a NEW page.

6. Plan your time carefully

7. Write neatly and legibly.

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SECTION A: COMPREHENSION

QUESTION 1

Carefully read the article attached as ADDENDUM A and answer the questions that follow.

1.1 Consider the options given as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question number (1.1.1–1.1.3) in your ANSWER BOOK.

1.1.1 When dealing with conflict our behaviour can be …

A actively destructive.
B positively constructive.
C passively destructive.
D Both A and C

1.1.2 Conflict escalates when …

A responses are delayed.
B different perspectives are taken into account.
C retaliation occurs.
D pros and cons are considered.

1.1.3 A way of hiding true emotions is …

A ridiculing someone.
B using your body language.
C refusing to make eye contact with someone.
D unjust criticism.

(3 × 1) (3)

1.2 Choose an item from COLUMN B that matches the word or description in COLUMN A. Write only the letter (A–F) next to the question number (1.2.1–1.2.5) in the ANSWER BOOK.

COLUMN A		COLUMN B	
1.2.1	Yielding	A	compromise
1.2.2	Reflective thinking	B	leads to insomnia
1.2.3	Adapting	C	pros and cons
1.2.4	Perspective taking	D	passive destructive behaviour
1.2.5	Self-blame	E	walking in someone's shoes
		F	avoiding interaction

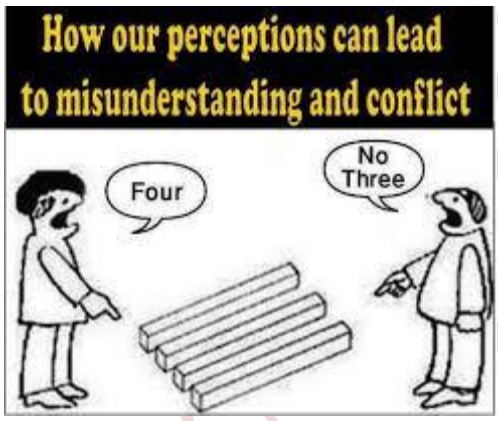
(5 × 1) (5)

1.3 Name TWO kinds of negative behaviour that occur when focusing on the person rather than on the problem. (2)

1.4 In your own words, explain what a 'cognitive approach' to conflict implies. (2)

1.5 Supply an example of idiomatic language used in the article. (1)

1.6 Study the picture below and then answer the questions.



1.6.1 What indicates that people's perceptions differ? (1)

1.6.2 How can this cause misunderstanding and conflict? (2)

1.7 From the aspects mentioned in ADDENDUM A, indicate whether the following statements are TRUE or FALSE. Choose the answer and write only 'true' or 'false' next to the question number (1.7.1–1.7.3) in your ANSWER BOOK.

1.7.1 Creating solutions is a form of passive constructive behaviour in a conflict situation.

1.7.2 Many mini-moments of conflict are solved by saying 'sorry'.

1.7.3 Hiding your emotions enables you to interact better with others.

(3 × 1) (3)

1.8 Give ONE word from the article attached as ADDENDUM A for each of the following phrases. Write only the word next to the question number (1.8.1–1.8.4) in your ANSWER BOOK.

1.8.1 Taking revenge on someone

1.8.2 Stop resisting

1.8.3 Adjusting to new conditions

1.8.4 Victory in a contest or competition

(4 × 1) (4)

1.9 Dealing with conflict demands two approaches.
What characterizes the *negative approach* to conflict? (1)

1.10 According to the article, there are different constructive approaches to conflict.

1.10.1 Describe reflective thinking as a passive constructive behavioural response to help reduce conflict. (2)

1.10.2 Explain the meaning of pros and cons. (2)

1.11 Look carefully at the quote in the image below.

1.11.1 What advice is the writer giving to people when they are dealing with conflict? (2)

[30]

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 2

Consider the extract below and answer the questions.

TRIGGERS THAT SET OFF CONFLICT

Wherever a lot of interaction between people takes place there is a strong likelihood of incidents where conflict could arise.
Here are a series of tips to help you 'keep your cool' during conflict trigger situations.

- Make a list of your personal triggers and ask yourself how you can manage them.
- Count to ten and back again before reacting.
- Breathe slowly and gently.
- Centre yourself: calm your emotions and slow your mind.
- Focus on the facts first, then deal with the person's emotional responses afterward.
- Keep your voice at a reasonable level.
- Keep calm and remember your good manners.

[Adapted from: *www.saqi.co.za: Quality Education News*, Issue 40]

Draw a mind map of the passage above in your ANSWER BOOK.

INSTRUCTIONS

- You should have ONE central idea.
- Use half a page to show the mind map.
- Use your own words as far as possible. (You will be penalised for copying facts verbatim from the passage.)
- Your mind map must be neatly presented.
- You will be scored according to the rubric below.

MARK ALLOCATION

CONTENT	LAYOUT	GRAMMAR/LANGUAGE/STYLE	TOTAL
5	3	2	10

[10]

TOTAL SECTION B: 10

SECTION C: VIEWING

QUESTION 3

Read the extract below and answer the questions.

PROTEST SYMBOLS

People are using what they wear and what they carry to express their feelings and attitudes against certain things.

One example is the way certain political parties wear specific headgear as a form of showing their political affiliation. Another is the wearing of hats as part of a uniform to identify with specific causes or specify certain careers.

Some shorthand symbols used to define modern protests include:

1. Pro-democracy protesters in Hong Kong in 2014 carried umbrellas as a shield against teargas. These umbrellas soon became a symbol of the resistance movement which the media started referring to as the Umbrella Revolution.
2. In Russia anti-corruption protesters wore Nike takkies strung around their necks by the laces to satirise the luxury items purchased by their Prime Minister.
3. Household cleaning gloves became the symbol of protest against increases in tax revenue in Greece in 2015 after 600 cleaning jobs were cut in the finance ministry offices of the country.
4. The sunflower gained popularity as a symbol of protest in Taiwan after a 2014 march in which 100 000 protesters wearing/carrying sunflowers marched against a trade deal with China. It became known as the Sunflower Movement.

[Adapted from the article: *'Hat Tricks'* by Tanya Farber, *Sunday Times,* April 30, 2017]

3.1 What is a *symbol*? (2)

3.2 Choose an item from COLUMN B that matches a word or a phrase in COLUMN A. Write only the letter (A–E) next to the question number (3.2.1–3.2.4) in the ANSWER BOOK.

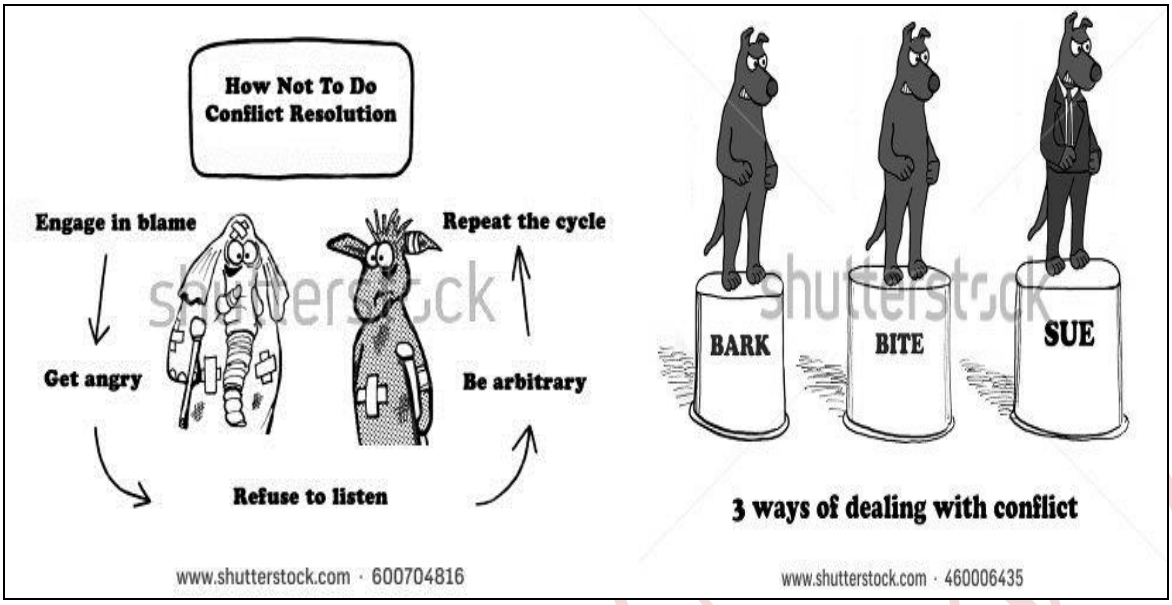
COLUMN A		COLUMN B	
3.2.1	Clean gloves	A	trade deal
3.2.2	Sunflowers	B	symbol of the resistance movement
3.2.3	Laces	C	political affiliation
3.2.4	Umbrellas	D	increases in tax revenue
		E	anti-corruption protesters

(4 × 1) (4)

[6]

QUESTION 4

Consider the cartoons below then answer the questions.



Cartoon 1 **Cartoon 2**

4.1 Define *conflict resolution.* (2)

4.2 Cartoon 1 depicts various methods of how NOT to resolve conflicts.

4.2.1 In your opinion, what could happen if we did use these methods? (1)

4.2.2 Name any FOUR methods mentioned in the cartoon that we should *not* use to resolve conflicts. (4)

4.2.3 Name why you think it is important for people to try and resolve interpersonal conflict. (2)

4.3 The second cartoon depicts THREE ways of dealing with conflict.

4.3.1 Would you regard the suggested conflict resolution strategies in both cartoons as *positive* or *negative*? (1)

4.3.2 Name the THREE ways the author suggests to deal with conflict. (3)

4.3.3 Do you agree with the three ways outlined in the cartoon? (1)

4.3.4 Supply a reason for your answer in question 4.2.2. (2)

4.3.5 What does it mean to sue someone? (2)

[18]

QUESTION 5

Study the passage below and answer the questions.

DON'T POST YOUR COMMENTS IN ANGER

'Speak your mind' and 'post your mind' are not the same thing. Posting information without thinking about the consequences of what is shared may have devastating effects as the audience is so much bigger. A study that investigated how messages containing different emotions spread across social networks found that 'anger was more influential than other emotions like joy', which indicates that angry tweets can spread quickly and broadly through the network. The consequences of such angry posts can be dire. People have been publicly disgraced, lost their jobs and even faced criminal charges.

There are some basic rules you can apply to ensure that you stay out of trouble and get the most out of social media. Before you post it online, use the *space to think approach.*

Space - Take these steps:
S – Stop. Type it, but don't post it.
P – Pause. Wait for at least an hour, preferably sleep on it.
A – Assess: *think* about what you have typed.
C – Confirm: Check with someone else to see what they think.
E – Execute: if it passed the test, click 'send'. Otherwise, delete it.
Think - Ask yourself these questions:
T: Is it true?
H: Is it hurtful?
I: Is it illegal?
N: Is it necessary?
K: Is it kind?

[Adapted from an article by Craig Blewett, *Pretoria News,* January 12, 2017]

5.1 How many steps does the *space to think approach* have? (1)

5.2 Name any TWO consequences of posting comments when you are angry (2)

5.3 What is the difference between 'speaking your mind' and 'posting your mind' on social media? (2)

5.4 What is the *main idea* of the passage above? (1)
[6]

TOTAL SECTION C: 30

SECTION D: LANGUAGE IN PRACTICE

QUESTION 6

Complete the following passage by either:

- Giving the correct form of the word
- Filling in the missing word
- Choosing the correct answer
- Filling in the correct punctuation

Write only the answer next to the question number (6.1–6.20) in the ANSWER BOOK.

PANIC AND TERROR IN MUNICH

First came the crack of gunfire, then the panicked screams and the (6.1) whale of sirens as (6.2) a/an armed attacker launched a killing spree in the German city of Munich (6.3).... Friday.

'The perpetrator was an 18-year-old German-Iranian (6.4) ... (6.5) munich,' the police chief Hubertus Andrae told reporters (6.6) ... the massacre that left 10 people (6.7) die, including the gunman.

Residents were going about (6.8) their/there shopping at the busy Olympia mall when the horror (6.9) begin. A video posted on social media appeared to show a man (6.10) that/which/who was dressed in black walking away from a Macdonald's outlet while firing repeatedly (6.11) … a group of people who screamed as they fled in panic. The shopping centre was surrounded by armed police.

While the manhunt for the gunman was under way police called (6.12) … residents to stay indoors, (6.13) throw southern (6.14) Germanys economic hub into lockdown. Authorities later discovered the body of the attacker – believed to (6.15) ... acted alone – dead (6.16) ….his own hand just a kilometre from the mall. Although the police said his motive (6.17) be unclear (6.18) on a video he claimed to (6.19) be bullied for seven years. He had dual 6.(20) citisenship and no criminal record.

[Adapted from an article by the same name in the *Sunday Times,* July 2016]

(20 × ½) **[10]**

QUESTION 7

Study the passage below and answer the questions.

MARCHES AGAINST XENOPHOBIA, ATTACKS CRIPPLE TSHWANE

Calm has been restored to parts of the capital city after violent attacks on foreign nationals last week.

Last Friday, foreign nationals and South Africans were at each other's throats and scenes of violence fuelled by 'hatred' played out at the Marabastad business area during the march against foreign nationals. The march was organised by a group of people calling itself the Mamelodi Concerned Residents.

Amnesty International's Regional Director for Southern Africa, Deprose Muchena said the government has a duty to ensure that effective strategies are in place to protect refugees, migrants and asylum seekers in South Africa against xenophobic attacks.
'This cannot be allowed to continue, the authorities must take immediate action to protect those most at risk of being ousted and facing attacks because of their nationality.'

The Director of Lawyers for Human Rights, Neeshan Balton, said that it was 'deeply worrying' that a march against foreigners was organised in democratic South Africa. He said government should employ all efforts to curb violence stemming from xenophobia and that the presence of police in xenophobic hotspots should be stepped up.

Amnesty International claims that toxic populist rhetoric blames and scapegoats refugees and migrants for crime, unemployment and other social problems. Home Affairs Minister Malusi Gigaba said that government had directed all security officials to be visible in communities and to objectively deal with criminality regardless of whether it was committed by a South African or a foreign national.

[Adapted from an article by the same name by Thato Mahlangu, *Pretoria West Rekord,* March 3, 2017]

7.1 Change the following sentence into a *question* by changing the word order:

'Calm has been restored in parts of the capital ...' (2)

7.2 Change the following into the *passive voice*:

'The government had directed all security officials to be visible in communities.' (3)

7.3 Select a *synonym* from the last two paragraphs of the passage above for each of the following words:

7.3.1 Very

7.3.2 Stop

7.3.3 Poisonous

7.3.4 Travellers

7.3.5 Concerning

(5 × 1) (5)

7.4 Select an *antonym* from the last two paragraphs of the passage above for each of the following words:

7.4.1 Absence

7.4.2 Invisible

7.4.3 Democratic

7.4.4 National

(4 × 1) (4)

7.5 Change the following sentence into the *negative* by making use of a 'tag':

'The march was organised by a group of people calling itself the Mamelodi Concerned Residents.' (2)

7.6 Add a prefix to each of the following words to make it negative.

7.6.1 organised

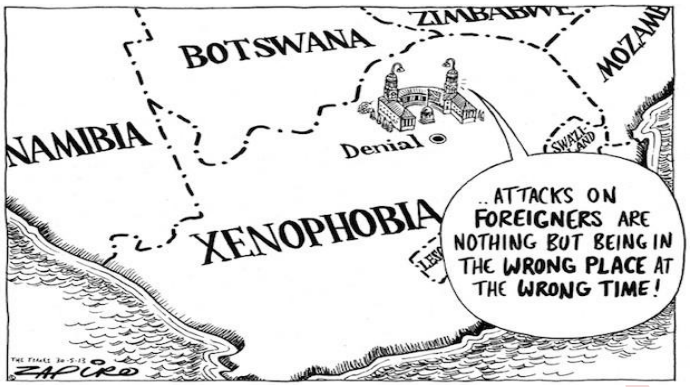
7.6.2 employment

(2 × 1) (2)

7.7 Name the parts of speech of each of the following underlined words (if it is a noun, specify the type of noun):

Last (7.7.1) <u>Friday</u>, foreign nationals (7.7.2) <u>and</u> South Africans (7.7.3) <u>were</u> fighting (7.7.4) <u>with</u> each other (7.7.5) <u>fiercely.</u> (5 × 2) (10)

7.8 Look carefully at the following image which shows government's denial of xenophobia, then answer the questions.



7.8.1 Change the noun 'denial' into its verb form. (1)

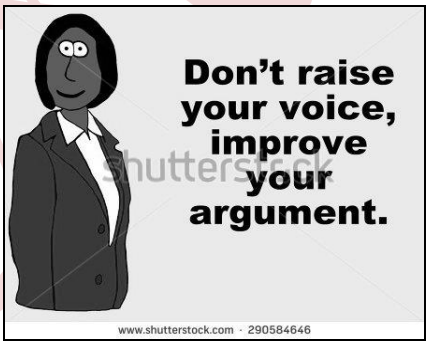
7.8.2 Why does the sentence in this cartoon end with an exclamation mark? (1)

[30]

TOTAL SECTION D: 40

SECTION E: COMMUNICATION IN PRACTICE

QUESTION 8



8.1 What does the image above suggest about how to communicate your viewpoint effectively? (2)

8.2 The wrong method of communicating your view can create a communication barrier.

Name any FOUR possible communication barriers. (4)

8.3 The cartoon below depicts the tendency some people have to use incorrect methods of communication when they are angry with someone.

8.3.1 Explain how the situation in the cartoon above could affect the communication between the two people in question. (2)

8.3.2 Identify the type of communication that takes place between humans and other species? (2)

8.3.3 Name THREE other types of communication. (3)
[13]

QUESTION 9

9.1 The cartoon above shows several different forms of communication other than just verbal communication.

9.1.1 Name TWO other ways of communication that are used by people during meetings to communicate their feelings. (2)

9.1.2 Does it look like the people in the cartoon above are successfully resolving their conflict? Motivate your answer. (3)

9.1.3 Name THREE other ways of communicating that these people are not using. (3)

9.2 Meetings are supposed to be a form of formal communication within a company or between representatives from different companies.

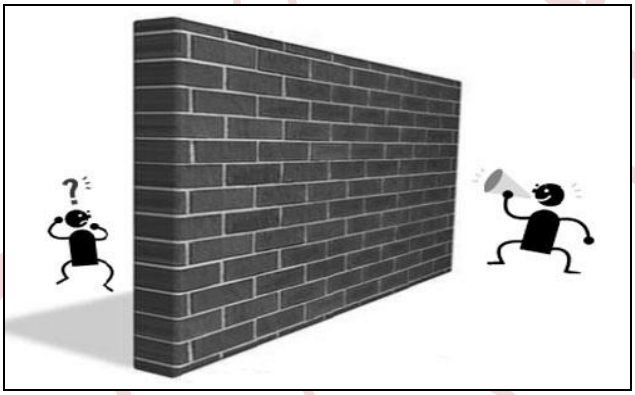
Communication can be vertical or horizontal or both, depending on the attendees.

9.2.1 Define *vertical communication*.

9.2.2 Define *horizontal communication*.

(2 × 2) (4)

9.3 Consider the picture depicting the communication process below and answer the questions.



9.3.1 Who is the sender? (1)

9.3.2 Who is the receiver? (1)

9.3.3 What does the wall represent? (1)

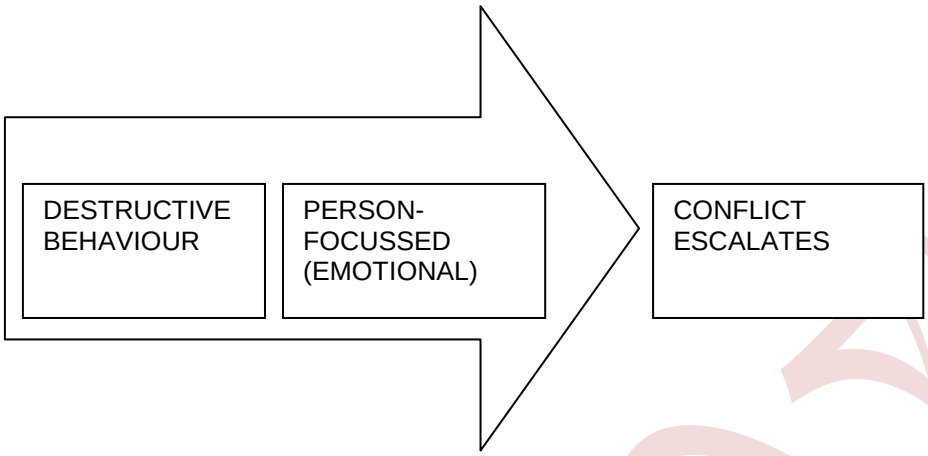
9.3.4 What is the effect of the wall on the message being conveyed? (2)

[17]

TOTAL SECTION E: 30
GRAND TOTAL: 140

ADDENDUM A

DEALING WITH CONFLICT: THE NEGATIVE PROCESS



There are two broad approaches for dealing with conflict: negatively or positively. The negative approach detailed in the diagram above is characterised by destructive behaviour. That behaviour can be either active or passive in nature. In the conflict, there's a focus on the person rather than the problem.

Active destructive behaviour shows itself in these staff room situations:

1. Demeaning others: In a staff room, staff members may unfairly criticise or ridicule a fellow staff member or refuse to make eye contact with the person talking.
2. Displaying anger: A staff member raises her voice, gets flushed in the face or even starts waving her hands.
3. Retaliating: A staff member inflicts physical or emotional pain on the person who has allegedly wronged him.
4. Winning at all costs: A staff member refuses to budge or change from a standpoint even when there are better options.

Passive destructive behaviour seen in a staff room could include:

1. Avoiding: A person deliberately tries to avoid interaction with someone.
2. Hiding emotions: A person uses her facial expressions to hide her true feelings, which makes it difficult for others to know how to interact with her.
3. Self-criticising: A person blames herself for the conflict situation, which causes stress which may lead to depression, insomnia and even a sense of worthlessness.
4. Yielding: A person simply 'gives up' on what she believes to be right, with the attitude of 'do what you like'. This reflects a desire to avoid conflict at all costs.

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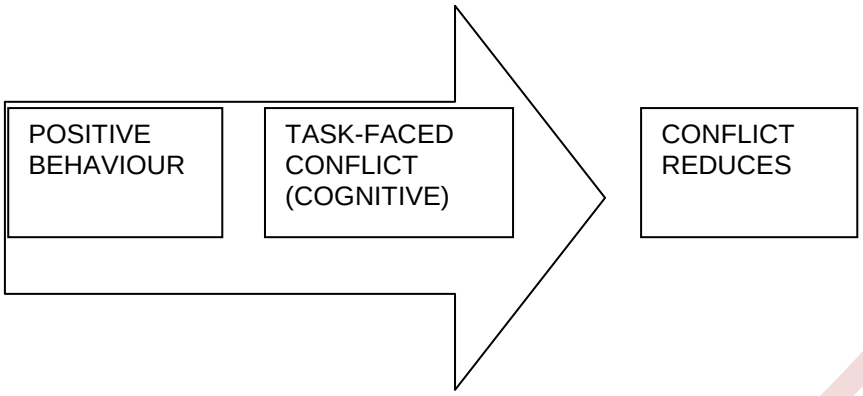
DEALING WITH CONFLICT: THE POSITIVE PROCESS



The positive approach is to focus on the problem rather than the person.
Active constructive behaviour that reduces conflict includes:

1. Creating solutions: Here people in conflict discuss possible solutions.
2. Expressing emotions: Everyone has the right to express their emotions without being rude.
3. Perspective taking: A person 'walks in the other person's shoes' in order to see things from their perspective.
4. Reaching out: Many mini-moments of conflict are solved by saying ‘sorry’ and a hug/handshake.

Passive constructive behaviour to help reduce conflict includes the following:

1. Adapting: A person decides to compromise/‘go with the flow’.
2. Delay responding: A person uses delayed response to avoid the uncontrolled physical and verbal reactions that often occur when we react instantly to something.
3. Reflective thinking: A person considers the pros and cons before taking decisions.
4. Change your attitude: Ensure that you have the right attitude to resolving conflict situations.

[Adapted from: *www.saqi.co.za: Quality Education News*, Issue 40]

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