higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

ENGLISH FIRST ADDITIONAL LANGUAGE

(First Paper)

NQF LEVEL 3

(4101113)

5 March 2018 (Y-Paper)
13:00–15:30

This question paper consists of 18 pages.

Copyright reserved

TIME: 2½ HOURS
MARKS: 150

INSTRUCTIONS AND INFORMATION

1. Answer ALL the questions.

2. This question paper consists of FIVE sections.

SECTION A	:	COMPREHENSION	40
SECTION B	:	SUMMARY	10
SECTION C	:	VIEWING	30
SECTION D	:	LANGUAGE IN PRACTICE	40
SECTION E	:	COMMUNICATION IN PRACTICE	30

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.

Copyright reserved

SECTION A: COMPREHENSION

QUESTION 1

Read the passage 'Workplace Readiness' and then answer the questions. A glossary of the underlined words is provided at the end of the passage.

WORKPLACE READINESS

ARE YOU READY?

In the not too distant past, qualification was king, but that is not so in today's job market. The early bird does not necessarily get the worm, unless that bird knows how to work in a team and put together a coherent e-mail or presentation.

Workplace readiness can often be a major challenge for first-time entrants into the workplace. This often results in additional pressure for employers and employees alike when embarking on a skills development or empowerment programme. A lack of exposure, limited knowledge of the business environment and the underdeveloped interpersonal or soft skills of many young entrants (especially those from disadvantaged backgrounds) are just some of the challenges facing previously unemployed candidates.

'Bridging the gap into the working world is thus an important first step in addressing the need for larger talent pools within business and industry and certainly a step that corporate South Africa can actively participate in,' says Imogen Rossam, business development consultant at *Progression*. So how can this transition into the workplace be made smoother?

Workplace readiness programmes offer great opportunities for organisations to prepare first-time entrants into the workplace, as they aim to develop critical soft skills that provide a sound basis to a successful career.

A recent collaboration between Strategic Skills, a KZN-based training provider, and *Progression* has seen the creation of an 'incubation-style' workplace readiness programme. The programme aims to take previously unemployed youth, some of whom have disabilities, and facilitate their entry into the production and manufacturing industries. In this instance, the programme is implemented through various skills development initiatives with *Progression's* clients, the aim of which is to allow learners to develop industry-related skills and experience that will increase their employment opportunities.

Although this style of learning is not entirely new to the market, the project is unique in that it aims to develop both industry skills and soft skills. The learnership courses currently being implemented are Manufacturing, Engineering and Related Services, NQF L1 and Production Technology, NQF L2. 'Although these are entry-level qualifications, they provide the learners with a strong base or introduction to the topics, whilst also gaining valuable insight into the bigger picture of business,' says Imogen.

Learners are placed on an introductory short course which provides theoretical training in preparation for entry into the workplace. Although the theory is critical to the learners' successful completion of their qualification, practical exposure provides a transition into real understanding and development. Jithern Singh, a director at *Strategic Skills*, comments: 'The learners are generally quite 'green' when they complete theory training. However, once they are exposed to the workplace and are able to start applying the theory that they have been learning, suddenly real understanding starts taking place.'

'This approach to skills development is a real 'across-the-board' collaboration,' adds Imogen. 'There are multiple stakeholders involved, with the aim of creating experienced, skilled and, most importantly, employable candidates for the industry.'

The duration of the programme is 12 months. 'Our aim is to afford candidates, who have the potential, better opportunities to "compete" in the labour market by providing the platform to make the successful transition into the workplace,' states Imogen.

From the employer's perspective, it is a real 'ground-up' approach to skills development and creating a committed workforce. It is a 'grow your own' long-term investment, but with tangible and sustainable benefits.

Adapted from: *https://www.skillsportal.co.za/content/workplace-readiness-critical-successful-skills-development*

GLOSSARY OF DIFFICULT WORDS

coherent (adj):	having clarity or intelligibility: understandable
embarking (verb):	beginning or starting (a course of action). 'She embarked on a new career'
soft skills:	soft skills is similar to 'people skills.' Examples are good manners, optimism, common sense, a sense of humour. Good communication skills and interpersonal skills are also part of it.
pools (noun):	a combination of resources, funds, etc. for common advantage
incubation (noun):	• a bird sitting on eggs in order to keep them warm and bring them to the point of hatching • a process which assists hatching and the full development of the eggs into chicks
stakeholder (noun):	a person, company, etc. with a concern or interest in ensuring the success of an organisation, business, system, etc.
tangible (adj):	real and not imaginary; can be shown, touched or experienced
sustainable (adj):	can be maintained

Copyright reserved

1.1 Various options are given as possible answers to the following questions. Choose the most correct answer and write only the letter (A–D) next to the question number (1.1.1–1.1.4) in the ANSWER BOOK.

1.1.1 The passage above serves mainly to:

A entertain
B inform
C inspire
D criticise

1.1.2 The passage is saying that …

A employees are unqualified with regard to theoretical knowledge.
B the employers do not have time to teach the new employees how to do their work.
C the new programme will allow inexperienced people to enter the job market gradually and learn soft skills and what it is like to be in a real workplace.
D students do not know their field well enough.

1.1.3 The apostrophe in 'learners' successful completion' (paragraph 7) indicates that …

A learners do not need the theory to complete the qualification.
B all the learners fail their qualification.
C only one learner can complete the qualification.
D all the learners can complete the qualification.

1.1.4 There are two figures of speech in paragraph 1 and both are examples of …

A alliteration.
B assonance.
C simile.
D metaphor.

(4 × 1) (4)

1.2 Name the THREE challenges facing new employees. (3)

Copyright reserved

1.3 Choose an item from COLUMN B that matches a description in COLUMN A. Write only the letter (A–E) next to the question number (1.3.1–1.3.5) in the ANSWER BOOK.

COLUMN A	COLUMN B
1.3.1 KZN training provider	A progression
1.3.2 One of the courses belonging to this programme	B Jithern Singh
1.3.3 A consultant at *Progression*	C Imogen Rossam
1.3.4 Director at *Strategic Skills*	D strategic skills
1.3.5 A company dealing with business development	E production technology, NQF2

(5 × 1) (5)

1.4 What does KZN stand for? (1)

1.5 *Progression* and *Strategic Skills* are collaborating with each other.

What does *collaborating* mean? (2)

1.6 In what way is the programme one of a kind? (2)

1.7 The glossary provides a literal meaning of incubation.

Explain the figurative meaning of the word 'incubation-style' as used in the passage in paragraph 5. (2)

1.8 Indicate whether the following statements are TRUE or FALSE and QUOTE from the passage to prove your answer. Write only 'true' or 'false' and a QUOTE to support your response, next to the question number (1.8.1–1.8.2) in the ANSWER BOOK

1.8.1 The programme is completely new.

1.8.2 The programme runs for one year.

(2 × 2) (4)

1.9 'The learners are generally quite 'green' when they come out of the theory training' (paragraph 7).

1.9.1 Explain the word 'green' as used in the context above. (2)

1.9.2 Is this usage literal or figurative? (1)

1.9.3 Create a sentence using the word 'green' in another context to clarify another meaning. (2)

1.10 Paragraph 1 refers to soft skills that are needed in the workplace.

State the THREE soft skills that are mentioned. (3)

1.11 Give the word in the second last paragraph that means 'give' or 'allow'. (1)

1.12 Refer to the last paragraph.

1.12.1 Explain what is meant by a ‘ground-up’ approach.

1.12.2 Suggest two hyphenated words which mean the opposite of ‘ground-up’.

(2 × 2) (4)

1.13 What do the words 'adapted from' before the source mean at the end of the passage above? (2)

1.14 Name TWO lessons you learnt from the passage above. (2)

[40]

TOTAL SECTION A: 40

SECTION B: SUMMARY

QUESTION 2

We all experience loss at some time in our lives. One of your colleagues lost a family member and you want to offer your support.

Read through the passage: 'Ways to deal with the loss of a loved one' and state SEVEN tips to cope with the loss of a loved one from the passage.

INSTRUCTIONS

1. State the SEVEN tips in full sentences.
2. Number your sentences from 1–7.
3. Write down only one 'tip' per sentence numbered.
4. Use your own words as far as possible.
5. Do not use more than 70 words as only the first 70 words will be marked.
6. Indicate the total number of words that you have used in brackets at the end of your summary.

WAYS TO DEAL WITH THE LOSS OF A LOVED ONE

There comes a time to come out of the shadows and to remember that in nature, there is always a cycle of life and death.

Nature lets a forest fire burn as quickly as it lets a flower bloom. It's nature's way. New growth recurs constantly. Spending time in nature will also help lower your stress responses and raise your feel-good neurotransmitters such as dopamine and serotonin and will help to elevate your mood.

Your living loved ones can also help you remember the good times you shared with the one you lost. Spend time with family and friends. Happy memories will fill your heart.

Exercise is helpful to your brain and emotions, so consume a healthy diet that helps you stay well and sleep until you are rested. It is all about being healthy mentally and physically.

Remember: they haven't left you, they are just not present in their physical form. After a brief meditation where you can calm your mind, write down a conversation with them.

Become more spiritual and allow this to become a focal part of life while you release negative thoughts and emotions.

Copyright reserved

Release and heal. Talk about it if you need to. You are allowed to be real about how you feel. There is no right or wrong. Scream. Cry. Punch. Draw pictures. Express your feelings in a way you need to.

Often when we experience loss, we also experience emptiness and a loss of hope. Find a purpose by doing something for the greater good.

Meditation is very relaxing. Imagine the sun shining down on you, showering you with love and light so that when you breathe in, you breathe this light into your heart's centre. Bask in the love, breathing in and breathing out.

Adapted from: *http://www.huffingtonpost.com/eva-m-selhub-md/8-tips-for-dealing-with-the-loss-of-a-loved-one_b_6978120.html*

[10]

TOTAL SECTION B: 10

SECTION C: VIEWING

QUESTION 3: CARTOON

Study the cartoons below and answer the questions.

3.1

https://s-media-cache-ak0.pinimg.com/736x/57/7e/b7/577eb7913f0271fd6b1c888c03b59594.jpg

3.1.1 To reflect means, among other meanings, to 'throw back'.

What is reflective listening?

3.1.2 What does the first speaker (the lady holding the bottle) mean when she says that the chief executive officer has a 'screw loose'?

3.1.3 Why is it obvious that the CEO is probably correct about the first speaker?

(3 × 2) (6)

3.2

https://s-media-cache-ak0.pinimg.com/736x/57/7e/b7/577eb7913f0271fd6b1c888c03b59594.jpg

3.2.1 What does the man's body language suggest? (2)

3.2.2 Judging from the image, comment on his age. (1)

3.2.3 Support your response with evidence from the image. (2)

3.3

3.3.1 Which of the labels given by the lady in the cartoon is the politically correct term for disabled people? (1)

3.3.2 According to the cartoon what would disabled people prefer to be called? (2)

[14]

QUESTION 4: INTERNET TEXT AND ADVERTISEMENT

Study the following advert and answer the questions:

Conover®

Product Description

Research shows that only 15% of worker success is determined by what they know (hard skills). The other 85% of success is determined by soft skills. Conover® Workplace Readiness is evidence-based and the culmination of almost 40 years of research and development in the area of job readiness, combined with the latest advantages of cloud-based technology. Give your programme participants an advantage in preparing for and seeking and securing the career of their choice. Furthermore, the Workplace Readiness system is recognised by the National Soft Skills Association as an effective tool for assessment and skill intervention of necessary and important soft skills.

Research-Based Effectiveness

Download the White Paper on Workplace Readiness – The Need for Soft Skills Assessment and Skill Intervention.

DOWNLOAD RESEARCH

Pricing

Credits never expire and can be Click Here anything in the Conover Online product catalogue. Credits start at just $5.00 per credit with quantity discounts available. Pay only for what you want to use. Click here to learn more about credits.

Learn the top 8 most sought-after soft skills that are absolutely critical for success in today's workplace.

Why a Conover Credential™?

For close to four decades, the Conover Company® has been a leader in the career planning, soft skills and life skills areas. For the first time we are offering a Conover Credential™ to successful participants in the Workplace Readiness system.

Give your programme participants an advantage in seeking and securing the career of their choice.

The Workplace Readiness programme currently has three components:

- The Job-Readiness Series
- The Job-Seeking Series
- The Job-Keeping Series

National Soft Skills Association™

More Information

Want more information about the Workplace Readiness system? Our PDF brochure explains the pre-assessment and post-assessment process and the powerful skill intervention systems that make up the core of the Workplace-Readiness programme.

Adapted from: https://www.conovercompany.com/education/workplace-readiness/

Upon successful completion of one of the series, participants will receive a Conover Credential™.

CONOVER® CREDENTIAL™
WORKPLACE READINESS
JOB READINESS

THIS CERTIFICATE IS PRESENTED TO

Marcus Anderson

Has exhibited skills in the following areas:

Attitude	*75%*	*Interpersonal/Social Skills*	*88%*
Communication	*88%*	*Teamwork*	*100%*
Planning and Organizing	*88%*	*Professionalism*	*75%*
Critical Thinking	*88%*	*Media Rules*	*75%*

DATE January 30, 2015

CONOVER CREDENTIAL

SIGNATURE *Christopher Volkman*
Your Company Name

4.1 What is the name of this service provider? (1)

4.2 What service is offered by this service provider? (1)

4.3 All companies will provide information to encourage or persuade potential clients to use their product or service.

State TWO points of information that this service provider gives to prove its value to clients. (2 × 2) (4)

4.4 What does the ® represent behind the company name? (1)

4.5 Give a word that means 10 years. (1)

4.6 Study the certificate and provide THREE of the eight soft skills that you will improve by doing the Job Readiness series. (3)

4.7 What is the name of the person who received a certificate? (1)

4.8 During what year did this person receive this certificate? (1)

4.9 How do you get more information about the Workplace Readiness programme? (2)

4.10 Judging from the text, how do we know that this was taken from the internet? (1)

[16]

TOTAL SECTION C: 30

SECTION D: LANGUAGE IN PRACTICE

QUESTION 5

5.1 Complete the passage below by answering the questions in ONE of the following ways:

- Giving the **correct form** of the word
- Giving the **missing word**
- **Choosing** the correct answer

Write only the answer next to the question number (5.1.1–5.1.10) in the ANSWER BOOK.

HUMOUR AT WORK

We learn from the book, *301 Ways to Have Fun at Work,* that 96% of executives surveyed believed that people with a good sense of humour do better at their jobs than those who have little or **(5.1.1) (know/no)** sense of humour.

Various experts have pointed out that the **(5.1.2) (antonym for low)** stress levels of many/most jobs can be **(5.1.3) (significant)** reduced by working through negative emotions such as anger, resentment, conflict and boredom, with a good sense of harmless humour. It is a **(5.1.4) (well known)** fact that humour brings all sorts of psychological, physical and social benefits.

So, if you are the boss or manager and you catch someone looking **(5.1.5) (…)** this webpage, consider this part of 'employee development' or 'company subsidised healthcare' and grant that employee some time to fool around on the net! Then you can go back to your own computer and view this webpage too! I will not **(5.1.6) (advise/advice)** you to look over your **(5.1.7) employees/employee's** shoulder and join in reading these jokes, as the two of you may not find the same items equally funny for obvious reasons!

Much of the workplace humour posted on the internet has an angry, venomous, even vicious edge to it due to the obvious fact that **(5.1.8) (differ)** types of people are in great stress and misery due to unreasonable bosses, lazy co-workers, difficult managers, toxic work environments, job overloads, insufficient pay, mind-numbing work, **(5.1.9) (add a prefix to possible)** deadlines, unpleasant team members, et cetera.

Some of the jokes and quips on the webpage reveal a bit of the pain and 'edginess' of work and organisational life and are rather cynical or sarcastic. But chiefly represented are friendly examples of humour that anyone can laugh at, especially if you have learned the ancient wise art of being able to laugh first and foremost at **(5.1.10) (you)**!

Adapted from: *http://www.rare-leadership.org/humor_on_work-business-leadership-success.html*

(10 × 1) (10)

5.2 Write the following sentences in reported speech:

5.2.1 The CEO insisted, 'Take a course on reflective listening next week.'

5.2.2 'Why are we still losing staff?' he asked.

(2 × 3) (6)

5.3 Write the following sentence in the passive voice:

The CEO gave her an instruction.
Start with: An … (3)

5.4 Explain the difference in meaning between *loose* and *lose*. (2 × 2) (4)

5.5 Refer to the text 'Humour at Work'.

5.5.1 Why is *301 Ways to Have Fun at Work* written in italics? (2)

5.5.2 In paragraph 4 the writer writes 'et cetera'.

Explain what this Latin expression means (stands for). (2)

5.5.3 Write down the abbreviation of et cetera next to the question number, 5.5.3. (1)

5.5.4 Find a synonym in the last paragraph of the above text for each of the following two words.

5.5.4.1 Aged (1)

5.5.4.2 Sayings (1)

[30]

QUESTION 6: EDITING AND LANGUAGE STRUCTURES

Read the passage below which has some **deliberate errors** and answer the questions. **Note:** A footnote is provided at the bottom of the page.

THE SHREDDING MACHINE

A young executive was leaving the office late one evening when he found the CEO standing infront of a *shredder with a peace of paper in his hand.

Listen, said the CEO, 'This is a very sensitive and important document here, and my secretary has left. Can you make this thing work.'

'Certainly,' said the young executive, eager to be seen as helpless. He turned the machine on, inserted the paper and pressed the start button.

'Excellent, excellent!' said the CEO.

As his paper disappeared inside the machine, he added, 'I just need one copy.'

Adapted from: *http://www.rare-leadership.org/humor_on_work-business-leadership-success.html*

Correct the errors in each of the following sentences.

6.1 There are TWO spelling errors in the first sentence. Correct them by writing down only the corrected words. (2)

6.2 Listen, said the CEO, 'This is a very sensitive and important document here, and my secretary has left. Can you make this thing work.'

There are TWO punctuation errors in this sentence. Rewrite the sentence and correct the errors. (2)

6.3 In sentence 3, an incorrect suffix was used. Correct the word by adding the correct suffix. Only write the correct word. (1)

6.4 What does the exclamation mark indicate in the following sentence:

'Excellent, Excellent!' (1)

6.5 In paragraph 2 the CEO says that his secretary has left.

Write a **sentence** using the word 'left' but with a **different** meaning to the one given in the above passage. (2)

6.6 Explain the joke in the last sentence. (2)

[10]

TOTAL SECTION D: 40

***Footnote:**
Shred (verb): tear or cut into pieces.
Shredder (noun): a machine that shreds.

Copyright reserved

SECTION E: COMMUNICATION IN PRACTICE

QUESTION 7: INTERVIEWS

Source:
https://www.google.co.za/search?q=animated+image+of+three+people+in+an+interview&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjaxpv3tdPUAhUjOsAKHU38A6gQ_AUICigB&biw=1034&bih=615#tbm=isch&q=animated+image+showing+body+language+of+interviewees+for+a+job

7.1 In the above image, the male on the right displays certain body language. Even if he performs well later on in the interview, he will still be seen in a particular way. (2)

Explain TWO ways in which he can be seen.

7.2 Give TWO reasons with regard to his body language. (2 × 2) (4)

7.3 Comment on the appropriateness of his physical appearance and grooming. (2)

7.4 What do you call the person conducting an interview? (1)

7.5 When there is more than one person interviewing a person, what is the collective noun for this group? (1)

7.6 When an interview is conducted when someone is suspected of having done something wrong, what is this type of interview called? (1)

7.7 Name ONE of the types of questions that is asked at an interview. (1)

[12]

QUESTION 8: PRESENTATIONS

8.1 Choose the correct answer from the options below and write only the letter (A–D) next to the question number (8.1) in the ANSWER BOOK.

In order to stress an important point in a presentation, the presenter should …

A adjust the volume of his/her voice and/or pause.
B adjust the tempo at which he/she is speaking.
C move his/her head a lot.
D make eye contact with someone in the audience. (2)

8.2 Describe the following nonverbal aspects of communication:

8.2.1 Projection

8.2.2 Gesture

8.2.3 Tempo

(3 × 2) (6)
[8]

QUESTION 9: MEETINGS

Complete the following passage by choosing the correct word from the options below.

interaction; convened; gathering; purpose; documents; record; resolutions; chairperson; next; minutes

A meeting is a (9.1) … of two or more people that has been (9.2) … by a (9.3) … for the (9.4) … of achieving a common goal through verbal (9.5) … and sharing information or reaching (9.6) …. A written unbiased (9.7) … must be kept of the meeting. These are referred to as (9.8) … and are official (9.9) …. These are signed by the chairperson at the (9.10) … meeting.

(10 × 1) **[10]**

TOTAL SECTION E: 30
GRAND TOTAL: 150

Copyright reserved