

Centre Number	Candidate Number	Candidate Name
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NAMIBIA SENIOR SECONDARY CERTIFICATE

ENGLISH AS A SECOND LANGUAGE ORDINARY LEVEL 4116/2

PAPER 2 Reading and Directed Writing (Extended)

2 hours 30 minutes

Marks 90

2019

No additional materials are required.

INSTRUCTIONS AND INFORMATION TO CANDIDATES

- Candidates answer on the Question Paper in the spaces provided.
- Write your Centre Number, Candidate Number and Name in the spaces at the top of this page.
- Write in dark blue or black pen.
- Do not use correction fluid.
- Do not write in the margin *For Examiner's Use*.
- Answer **all** questions.
- Dictionaries are **not** allowed.
- The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use		
Part 1	Exercise 1	
	Exercise 2	
	Exercise 3	
Part 2	Exercise 1	
	Exercise 2	
	Exercise 3	
Part 3	Exercise 1	
	Exercise 2	
	Exercise 3	
Total		

<i>Marker</i>	
<i>Checker</i>	

This document consists of **19** printed pages and **1** blank page.



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

PART 1**Exercise 1: Questions 1 – 7**

Read the following article about the best destinations for summer holiday and then answer the questions on the next page.

BEST DESTINATIONS FOR SUMMER HOLIDAY**Victoria Falls**

You will lose your heart to Zambia as you enjoy a cocktail by the pool and watch the Zambezi River flows past quietly. David Livingstone Lodge is set on the banks of the Zambezi, only a few kilometres upstream from Victoria Falls. Here you can enjoy a view of the beautiful river from your private balcony, which makes it a pleasure to visit. You can find out more about the waterfall by visiting their website and book accommodation online via booking.com.

Mozambique

When it is not hot in Mozambique, it is burning! However, when the weather is just right, it is pleasant. In Mozambique, you can find Massinga Beach covered by a forest of palm trees. This paradise, far from civilization, can be appreciated by the visitors seeking calmness. From the modern chalets found on top of the sandbank, you can get a better view of nature from your private splash pool.

Mauritius

On the north coast of Mauritius, you find Lux Grand Gaube Hotel which is a place where one can relax. Mauritius is best avoided during the wet season or in July to August when the wind is at its strongest. April is the ideal time for a Mauritian breakaway, with temperatures ranging between 26 and 36 degrees.

Zanzibar

Azanzi is the ideal Indian Ocean Island getaway for a romantic holiday on a silky beach. On the up North Eastern Coast of Zanzibar, there is a crystal-like sea which serves as surroundings of this luxury boutique beach hotel. The place offers great fun as the waters are perfect for diving and snorkeling.

Spain

Spain has produced well-known painters such as classical Velazquez and surrealist Picasso. Madrid, which is Spain's central capital, is widely known for its finest art museums in the world. Everyone loves Spain for its paintings, thus making Trafalgar's 15-day Spain tour priced from R31 350. 00 per person sharing, which includes hotel accommodation with breakfast daily, the ideal holiday destination.

Zambezi

Thorntree River Lodge is situated in the bush of Mosi-Oa Tuya National Park, only 12 kilometres from Livingstone. It is the most romantic hiding place Zambia has to offer. Here you can walk with lions and experience their amusing behaviour which makes this place worth visiting.

(Adapted from Essentials Magazine, April 2014)

- 1 Which exceptional sight can be appreciated from the David Livingstone Lodge?
..... [1]
 - 2 How can you get information about the Victoria Falls?
..... [1]
 - 3 Why would Massinga beach attract tourists looking for a quiet place?
..... [1]
 - 4 When is the best time to visit Mauritius?
..... [1]
 - 5 Which island will you visit if you like water sports?
..... [1]
 - 6 What is Madrid famous for?
..... [1]
 - 7 What is the exact location of the Thorntree River Lodge?
..... [1]
- [7]**

Exercise 2: Questions 8 – 13

Read the article about the livestock guarding dogs and then answer the questions on the next page.

LIVESTOCK GUARDING DOGS

Some organisations have been assisting rural Namibians to establish communal-area conservancies. These local institutions have allowed people to benefit from tourism and the sustainable use of wildlife in exchange for their commitment to wildlife conservation. However, conservation comes at a cost to these livestock farming communities as farmers often lose their livestock to these predators. It is, however, hard to safeguard livestock because the attacks usually occur during the day. This has resulted in the introduction of livestock guarding dogs in some parts of the country.

When you drive through the southern Kunene Region, take the time to observe the herds of goats and sheep you encounter – you are likely to see dogs with flocks. These dogs are generally small to medium size, of mixed genetic heritage. These dogs are formally known as livestock guarding dogs. Though livestock guarding dogs have been bred to be harmless to the herd, they have unique qualities such as displaying friendly behaviour and appearance and moving calmly and slowly around the herd. They have superior senses of sight, smell, and hearing. The dogs interact with the shepherd, but are capable of making their own decisions and functioning independently, as they are raised to live and work with the flock without close supervision from people.

Dogs have been guarding livestock for nearly as long as they have been domesticated to protect livestock herds from hunter attacks. The ancient practice of raising guarding dogs is especially simple – dogs that interact closely with livestock from a young age will be able to identify with the goats and sheep as their family.

Using livestock guarding dogs is therefore the kind of locally applicable solution to human-predator conflict we want to make use of. Yet, some aspects of the way dogs are used in the region need to be improved considerably before one can see success. These hard-working dogs experience challenges such as being underweight and they are not considered valuable enough to be sold, even puppies from good working lines are just given away. Many of the above issues are influenced by cultural norms and practices that are not easily changed.

However, there are some dog owners who support their dogs – not only do they know how to raise good guarding dogs, but also genuinely care for them. This kind of care helps them make sure to keep their dogs fit and healthy – as working dogs should be.

(Flamingo: 2013)

- 8 According to the text, why is it difficult for farmers to protect their livestock against predators?
..... [1]

 - 9 Why is it unnecessary for guarding dogs to be overseen by humans?
(a) [1]
(b) [1]

 - 10 For how long have livestock guarding dogs been used?
..... [1]

 - 11 What is the result of the guarding dogs' interaction with the livestock?
..... [1]

 - 12 Why is it difficult to change the way in which livestock guarding dogs are treated?
..... [1]

 - 13 How do dog owners ensure that their dogs are healthy?
..... [1]
- [7]**

Exercise 3: Questions 14 – 19

Read the following article about the cave dwellers of southern Spain and then answer the questions on the next page.

THE CAVE DWELLERS OF SOUTHERN SPAIN

Upon arrival at the bus station, I saw Guadix which looked like any other small Andalucian town, with townhouses painted in white and attractive, shaded open squares. But as I climbed to the top of the hill, a strange landscape resembling Planet Mars, appeared before me. This sight appeared as a result of reddish-brown rough hills which highlighted the skyline and huge desert-like plains as was framed by the Sierra Nevada mountain range. Upon closer inspection, I could see small white chimneys reaching out of the hills and front doors cut into the side of the rock.

I had arrived at the Barrio de Cuevas or the neighbourhood of Caves, where much of the town's population lives underground. As it is known as the cave dwellers, here the locals have been living in these caves for hundreds of years.

"Would you like to see the inside of the caves?" an old man called out to me from a chair on his patio, with words like Cueva de José (José's Cave) imprinted into a piece of wood next to his front door. He proudly led me around his home, showing off his various rooms and possessions. The muddy farm-style kitchen was modern yet simple. José then showed me into a dining room, where a long wooden table was covered with bowls of dried fruit and vegetables. The walls were decorated with cultural ornaments and religious images which are of great significance to him. I was amazed by it all.

The room he seemed most proud of though was his bathroom, which was small with a built-in shower. It seemed comfortable enough, but I couldn't help but wonder what it would actually be like to live in a cave.

José said, "My family has lived here for generations. I have everything I need here. I couldn't picture exchanging it for a normal house. It gets very hot here in the summer, but the caves act like a natural air-conditioner."

José said that he believed the cave was around 500 years old, but of course now it had been renovated and fitted with modern furnishings and appliances. He then took me up to his veranda, which sat just above his house. From here, I had a wonderful view over Gaudix. "Most of my friends live in caves and many of the public buildings are located in caves too. That is the church over there," José said, as he pointed to a small white chimney reaching up from a round, rocky exterior.

Until a few decades ago, Guadix's cave homes were seen as houses for the poor, considered less important to town's modern houses. Today, however, many local residents are changing these cave-like dwellings into restaurants, hotels and even holiday rentals.

(Adapted from: www.bbc.com/travel/story)

- 14** What made the landscape similar to Mars? Give **two** details.
- (a) [1]
- (b) [1]
- 15** What shows that religion is important to José?
- [1]
- 16** What was the writer's impression when he saw the inside of José's cave?
- [1]
- 17** Give **one** sentence from the text which indicates that José would not want to live in a typical house.
- [1]
- 18** Why don't the cave-dwellers have to worry about extreme temperatures?
- [1]
- 19** Compare the view people have of the caves in the past and that of nowadays.
- In the past:**..... [1]
- Nowadays:**..... [1]
- [8]**

PART 2

Exercise 1: Questions 20 – 28

Read the text below and then answer the questions on the next page.

ON THE WAY HOME

When I was 16, I desperately wanted to learn to drive, to be 17 and without a licence was unthinkable. I'd done a couple of hours around the local streets where we lived, but I was still pretty nervous. I was the first to admit that I felt more comfortable stuck in a book than behind the wheel of a car.

One Sunday morning Dad told me to get dressed, we were going to have a driving lesson. I grabbed the keys, a piece of toast and my bag and was ready. He directed me out of town. The road turned to dirt and gravel.

"Where are we going?" I finally asked after nearly an hour. "We're going home," he said excitedly. "Home to Coraki, where I grew up." This was where he had lived until his 20s, on my grandparents' dairy farm in Australia.

My father became more energetic as we drew closer, but I was bored and made it obvious, as only a teenager can.

Coraki's main street was very quiet but it hadn't always been that way, Dad explained. He shook his head at the world. "Anyway, got a minute? There is something I want to show you."

(Reader's Digest, June 2013)

20 Write the following words in full:

(a) I'd..... [1]

(b) we're..... [1]

21 The function of the apostrophe in "I'd" and "we're" is to indicate ...

Tick (✓) the correct box.

A omission

B plural form

C possession

[1]

22 Rewrite the following sentence into **Passive Voice**.

Dad told me to get dressed.

..... [1]

23 Which word in the text means "clear"?

..... [1]

24 Change the following sentence into the **negative form**.

He shook his head at the world.

..... [1]

25 Identify the **part of speech** of the underlined word.

My father became energetic as we drew closer to Coraki.

..... [1]

26 Write down the correct form of the word in brackets. Write only the word in the space provided.

I had great (admire) for my father's driving skills.

I had great for my father's driving skills. [1]

27 Give the **plural form** of the underlined word.

I could imagine the luxurious life the people had in Coraki.

life: [1]

28 Rewrite the following sentence into **Indirect Speech**.

"There is something I want to show you."

Dad said that.....

..... [1]

[10]

Exercise 2: Questions 29 – 34

Read the following article about taking a gap year and then answer the questions on the next page.

TAKING A GAP YEAR

A gap year is a period of time between high school and college when a student takes time away from the classroom to continue their education in other meaningful ways. Taking a gap year is becoming popular among American students as the New York Times newspaper reports. Harvard, for instance, has seen an increase of 33% in the number of students taking gap years, and their postponements could double.

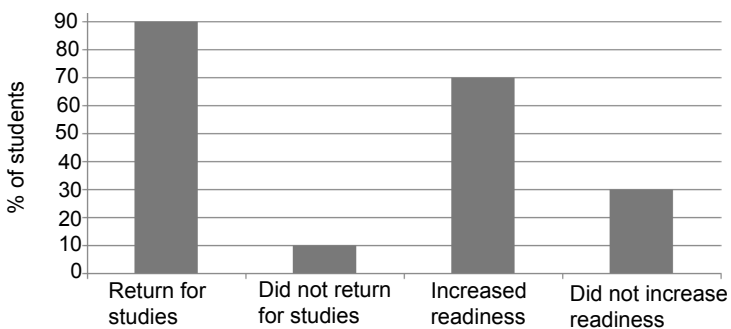
For some students, taking a gap year comes as a complete surprise, and other students intentionally take a gap year to gain perspective or to pursue another dream. Whether students travel abroad or work on a project, there are clear benefits of taking a gap year. When they take a gap year to travel in a foreign country, they are accomplishing two goals. First, they are giving themselves the opportunity to breathe a little before they experience university life. But it is not an extended vacation. A gap year provides students with the opportunity to learn in a completely different way. Instead of simply reading about other cultures and places in books, students in a gap year program learn by experiencing those cultures and places directly.

According to Robert Clagett, a former Dean of Admissions at Middlebury College and former Senior Admissions Official at Harvard, students who take gap years, will frequently be more focused, and more aware of what they want to do with their college education when they enroll. And data supports his observations.

At Middlebury College, some researchers found that students who took gap years have shown a clear pattern of attaining higher marks than those who did not take gap years, even better than their performance in high school.

Students who take a gap year also experience positive results, as it allows them a trial period without the pressure of homework, tests and deadlines. This helps them figure out what they are passionate about in their lives.

The bar graph below shows how students feel about gap year



While gap years are becoming more popular, many people are still cautious. A gap year can be pricey and volunteer programmes, for instance, are rarely free. Nine to 12 months away from the structure of a classroom can lead to loss of your academic momentum, so you might be a bit rusty when you return. The possibility is also there that you find the break to be interesting and end up not wanting to go back to formal education. Many people wrongly believe that taking a gap year is something that only wealthy families can afford and that students from poor backgrounds should just

get on with their studies.

Some people think it is more important for students to finish their education first and get some work experience before taking a year off. However, the advantages of taking a gap year far outweigh the disadvantages. Therefore, regardless of how students decide to spend their gap year, they are sure to benefit from the time off.

(Business Insider, May 2016)

29 What can students do during their gap year? Give **two** details.

(a) [1]

(b) [1]

30 What characteristics do students show after taking a gap year? Give **two** details.

(a) [1]

(b) [1]

31 Give a reason why Clagett's observations are based on facts.

..... [1]

32 According to the bar graph, what percentage of students felt that a gap year did not really prepare them for further studies?

..... [1]

33 Name **one** misconception associated with taking a gap year.

..... [1]

34 What drawbacks are there in taking a gap year? Give **three** details.

.....

.....

.....

.....

..... [3]

[10]

Exercise 3: Question 35

Read the following article and then write a summary about the role Penduka plays in the lives of the women. Your summary should be between **80** and **100** words in length.

PENDUKA, A PLACE OF HOPE

As we drive into Katutura, it feels like entering another world, a world that is louder, more vibrant and colourful; where kids play on the streets with empty plastic containers, men sit outside barbershops, women hang laundry in their yards, and people sell goods and vegetables on the roadside.

A gravel road leads us to Penduka. Never would we have expected such beauty at the end of the dusty street: green grass grows at the shore of Goreangab Dam, buildings with colourful drawings on their walls and a peaceful atmosphere welcome us.

“Penduka means wake up,” explains Kauna Simon, Managing Director of Penduka, while showing us the craft and gift shop. We admire handmade dolls and jewellery, all made by the women of Penduka. “We want to empower women to earn their own money.” Kauna tells us. She has worked at Penduka since 2007. “I think the knowledge that the women gain is most important. I want them to have a sense of the working world. They get training here and some of them want to open their own business. We want them to feel more meaningful”.

“The women who work at Penduka come from Katutura, and are single moms or disabled. Some have never had a job before. Now they have a job at Penduka,” tells Kauna, and guides us through the workshops.

In the first building, women are busy cutting, painting and sewing fabric. Colourful blankets and pillows are created. Over 100 women work here, 33 of them in the workshops and the salary a woman earns is about N\$1 700.

“We want to give women a chance, to see the world in a different way and to experience their own power. There are not many opportunities for disabled women in Namibia,” says Kauna as we walk over to the jewellery workshop. Necklaces and bracelets in all colours of the rainbow are lying on a table.

Olivia Kanime, a young deaf woman, explains how she makes glass pearls. Kauna translates the sign language for us. Kanime shows us an empty green glass bottle. The glass will be melted, formed into pearls and burned into pottery in the oven. Kanime’s face lights up with pride as she shows us the finished pearls.

We begin to understand what it means for the women to work here. They seem to be very happy and content. “Some women live here, others have their own places in Katutura,” Kauna tells us as she shows us the house where the women live. There is also a garden where they grow vegetables and breed chickens.

On the shore of the dam are red-painted guest houses built in the traditional way with grass roofs. “This is where tourists can stay,” Kauna says. She is always happy receiving visitors from all over the world: “We offer workshops in beading and fabric work. Visitors can also take a tour, or just relax at the terrace of the restaurant with a view of the water.” Visitors can also be entertained by a dance group which performs traditional dances. As we leave Penduka, we too, feel we have woken up, we see things clearer and feel grateful for our work and lifestyle which we often take for granted.

(Source: Flamingo, August 2016)

PART 3**Exercise 1: Question 36**

You have won a prize in a competition. Write a letter to a friend about this experience.

In your letter, you should:

- explain what the competition was about
- describe how you prepared for the competition
- say how you felt about winning.

Your letter should be about **150** words in length.

Exercise 2: Question 37

You went on a Grade 12 educational tour with your school. On your return the principal asked you to give a talk to the whole school, giving feedback about the tour.

Write your talk including the following:

- say where you went and the best thing you saw
- describe the activities you did
- give reasons why you would recommend the tour or not.

Your talk should be about **150** words in length.

Exercise 3: Question 38**Creating Responsible Citizens**

Teenagers must learn to help in their communities so they can become responsible citizens, therefore they should be involved in one charity project before completing school.

Write an article for your school magazine in which you state your views on the above statement. You may use the comments below as guidelines as well as your own ideas.

Your article should be approximately **200** words in length.

We get to give back to the community.

It is a burden because it interferes with our school work.

It is so frustrating because it is forced on us.

We learn to appreciate what we have.

We learn to accept people from different backgrounds.

Our free time is spent on a service we do not enjoy.

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