

Centre Number	Candidate Number	Candidate Name
---------------	------------------	----------------

**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

**2018**

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		
<b>Part 1</b>	Exercise 1	
	Exercise 2	
	Exercise 3	
<b>Part 2</b>	Exercise 1	
	Exercise 2	
	Exercise 3	
<b>Part 3</b>	Exercise 1	
	Exercise 2	
	Exercise 3	
<b>Total</b>		

Marker	
Checker	

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 leaflet and then answer the questions on the next page.

**IN THE VALLEY OF THE SAINTS**

On St Helena, one of the earth's most isolated inhabited islands, breathtaking landscapes and a fascinating natural history paint a picture of our planet in a small way.

**Getting there**

At the moment, direct access to St Helena is only via the St Helena - a cruise ship, named after its main destination. Carrying 128 passengers and 58 crew, it is scheduled to sail up until April, but is to be shut down once the airport is fully operational.

**Need to know**

All visitors to St Helena are required to provide proof of medical insurance for the duration of their stay. This is presented to the Immigration Officer upon arrival. The currency is the St Helena pound and pound sterling. There are currently no ATMs. There is a bank which will cash travellers cheques and exchange rands for St Helena pounds. However, I would advise changing money into pound sterling before you travel as there are often long queues. Car rental, taxis and various tours can be booked at St Helena Tourism, at the top of Main Street in Jamestown. It is also where you will find out everything you need to know about your stay. The staff are friendly and helpful, which makes this apparently less interesting place to visit, a very enjoyable aspect of your holiday. So, make this your first stop upon arrival.

**Things to do**

Hike the island until you cannot anymore. There is no better way to explore St Helena than on foot. There are 21 marked walks on the island. They are known as post-box walks because at the summit of each of them there is a post box containing a stamp and a visitor's log. A booklet detailing the walks is available at both the St Helena National Trust and tourism office in Jamestown.

Go on a 4x4 ride with Aaron's Adventure Tour. It is a superb way to see the lesser-visited areas of the island and get a local's point of view. Visit the Millennium Forest where more than 10 000 gumwood trees were planted at the turn of the century as a conservation initiative by the St Helena National Trust. Tourists can contribute by planting a tree in the forest.

Take a historical tour of Jamestown with Basil George. It is highly entertaining and informative and, if you are lucky, he will show you the fastest way to descend Jacob's Ladder, a 699-stepped passageway that ascends from the town centre to an imposing gun battery on top of the cliff.

Go scuba diving or fishing with Into the Blue. There is an abundance of marine life and hawksbill turtles, whale sharks and humpback whales are common sights. Sport fishing is also exceptional.

Snorkel to the Papanui, a steam passenger ship that caught fire and sunk in James Bay in 1911. Visitors can head out on their own or contact Anthony Thomas for a guided swim to Papanui. This is one of the most popular dive sites around St Helena for both the beginner and the experienced diver.

*(Gateway, August 2015)*

- 1 What is the only means of transport at the moment to reach St Helena?  
..... [1]
  - 2 What is the money used in St Helena called? Give **two** details.  
..... **and** ..... [1]
  - 3 Why is it better to exchange money before arriving on St Helena?  
..... [1]
  - 4 Why is visiting the office of St Helena Tourism a pleasant experience?  
..... [1]
  - 5 How can visitors support the conservation of the Millennium Forest?  
..... [1]
  - 6 What is at the top of Jacob's ladder?  
..... [1]
  - 7 What does Anthony Thomas do?  
..... [1]
- [7]**

**Exercise 2: Questions 8 – 14**

Read the article about light and the way you see it and then answer the questions on the next page.

**LIGHT TO SIGHT**

Our blazing star floods Earth with sunlight and activates human vision. In other words, colour is light, which travels to us in waves from the sun. Nearly half the energy that shines into space from the sun vibrates at wavelengths that our eyes respond to and process into sight and colour.

Ancient Greeks thought that our eyes acted as lanterns, sending out light rays that made objects visible when struck. Isaac Newton's ground breaking work revealed that our eyes act as prisms to identify colour. Scientists were fascinated when they later found out that colours correspond to specific wavelengths. The colour we see is as a result of which wavelengths reflected back to your eyes.

Each kind of light moves with a different wavelength. Some x-rays move in short wavelengths, these waves have a huge amount of energy. Ultra violet waves from the sun are also another example of short wavelengths. If we get too much exposure from these kind of radiation our skin could be damaged. We can get sunburned or worse when overexposed to the ultra violet waves in sunlight. Then there are the longer wavelengths. These include radio and television waves and also microwaves.

Interestingly enough, humans are blind to longer and shorter wavelengths. Visible light moves at a more medium wavelength, that is why we can see it. This perhaps explains why we take it less seriously than the invisible power of the other rays.

Light waves that reach the eye are bent as they pass through the cornea and lens of the eye to reach the retina, which triggers neural impulses to the brain. The brain analyses the impulses to sensations of colour. Experts believe humans can identify as many as ten million shades of colour. But colour is more than just light. Colour is energy and the fact that it has a physical effect on us has been proved time and again in experiments – most notably when blind people were asked to identify colours with their fingertips and were all able to do so easily. The shorter wavelengths of visible light are violet – we might call them purple. Then as the wavelengths get longer and longer, the visible light changes in colour to blue, green, yellow, orange, and finally the longest, which is red. Thus, the shorter the wavelength, the stronger the underlying physical effect.

Colours are responsible for 62-90% of our first impressions of one another. That means that if you prefer black and neutrals to violets and oranges, it might be time to add a little colour to a boring wardrobe to make a better overall impression. Who knows? It could mean the difference between getting the job and meeting the mate of your dreams!

Therefore, we should be aware that we are influenced by colours around us and should make an effort to see how different colours can influence us differently.

*(Adapted from National Geographic, October 2001)*

- 8 What is the 'blazing star' referred to in the article?  
..... [1]
  - 9 What interesting fact did scientists discover about colour?  
..... [1]
  - 10 According to the article, what happens to humans when they get too  
much exposure from short wavelengths?  
..... [1]
  - 11 Why do humans hardly consider the importance of light?  
..... [1]
  - 12 Once light reaches the eye, what must it enter to reach the retina?  
..... **and** ..... [1]
  - 13 How do blind people recognise colour?  
..... [1]
  - 14 According to the article what can you do to make a good impression on  
people?  
..... [1]
- [7]**

**Exercise 3: Questions 15 - 21**

Read the following article and then answer the questions on the next page.

**THE RACE OF HER LIFE**

The people of the Pokot tribe in the northern Kenya follow ancient paths in search of grazing for their cattle which means that they have no formal settlement and not much opportunity for their children to go to school. Tegla Chepkite, a Kenyan athlete and a member of the Pokot tribe, had to overcome many difficulties to get her education.

When Tegla was four or five years old she looked after the younger children. When her brother came home from school he would teach her Mathematics. "I really wanted to learn, so I asked my father if I could go to school," she explains. Tegla had a vision for herself and wisdom well beyond her years. Determined to make a way for herself, she knew she needed an education. Tegla's father said, no. I went anyway, she says defiantly.

The family's other children would get up at 5:30 am to eat before they walked the ten kilometres to school. "I did not ask for food for fear that I would be found out," she adds. The dusty road to school became her first running track.

Not only did Tegla enjoy learning, she aimed to share this gift with others. This is a mission that she would like to accomplish in her life. "I convinced a friend to come with me to school, she was frightened at first, but she went." Soon there was a group of four school goers. Their parents complained because they took Tegla's advice. They all passed and are now successful adults. Now they say to her: "It is because of you Tegla."

Recognising her potential, the school coach believed she would be a good athlete. Sport was compulsory and Tegla had to take part in accordance with the rules. She did well in class and on the sports field, winning school races countrywide. After school Tegla qualified as an accountant and continued to run and win track events and cross-country races.

Tegla is famous for her athletic skills and the number of medals she has won, but what won her the admiration in Kenya is the fact that she refused the offers from European countries. This put her country on the map of the world athletics. At the age of 21 she made history when she took part in her first major race - the New York Marathon, becoming the first black woman to win this event.

But her vision goes beyond the track and road courses of the world. She is running the race of her life - for a better world. She has created a series of Peace Races, which aim to build trust in communities facing wars. It is impossible to explain the impact of this one, tiny woman on her community, her country, and indeed the world. She built a Peace Academy for children, many of whom are orphans, in Kenya. Here they will have the opportunities she fought for: education, sport, peace and hope.

Tegla has raised the status of oppressed women by ensuring education and bringing attention to women's rights. She has opened the door for runners from rural Kenya. She is humble, patient, hard-working and brave. Hers is a story of true struggle and real hope.

*(Adapted from Readers Digest, January 2008)*

- 15 Why do the children in Tegla's tribe have no opportunity to get formal education?  
..... [1]
- 16 Why did Tegla not eat before she went to school?  
..... [1]
- 17 What does Tegla want to achieve throughout her life?  
..... [1]
- 18 Name **two** kinds of races that Tegla participated in.  
(a) .....  
(b) ..... [1]
- 19 How did Tegla earn respect in her country?  
..... [1]
- 20 How did Tegla set a record as an African in her first major race?  
..... [1]
- 21 Apart from being an athlete, what else did Tegla accomplish for children and women in particular? Give **two** details.  
(a) ..... [1]  
(b) ..... [1]
- [8]

**PART 2****Exercise 1: Questions 22 - 30**

Read the following text and answer the questions on the next page.

**Riel Dance**

Born out of traditional Khoi and San ceremonial dances around the fire, the Riel Dance has been practised by successors of these indigenous cultures for many years. Recognised as a form of cultural expression, Riel dances include dating rituals, and imitating typical animal movements along with foot stomping in traditional outfits.

**History of 'Die Nuwe Graskoue Trappers'**

'Die Nuwe Graskoue Trappers' Riel dance troupe was born in 2012 when Bushmans Kloof chief Floris Smith made one of his frequent visits to the nearby village of Wupperthal, and saw a group of youngsters dancing the Riel. An ex-professional dancer, he was blown away by their energetic performance, and set about offering his assistance to choreograph and train the group.

Floris had his eye on the international stage right from the beginning. His principal purpose was to give them as much exposure as possible. 'I just know that we have something very unique to show the world', he says.

**Journey to the 2015 World Championships**

From humble beginnings in the remote, impoverished village of Wupperthal, choreographer, manager and coach Floris Smith and his 'Trappers' have taken the Riel dance scene by storm, winning award after award. They made their winning entrance on the national stage in SA when they were crowned as the Junior ATKV Riel Dance Champions in 2013, going on to win the top spot in the under-18 category in 2014. After winning numerous awards, they qualified to represent South Africa at the World Championships of the Performing Arts in 2015.

They returned as national heroes from Los Angeles, after having danced their way to victory - bringing back the Gold in the Ethnic Folk Dance category, and winning no less than three Gold medals and one Silver.

*(Bushmans Kloof page - internet)*



22 Give the singular form of the underlined words. Rewrite the sentence with the changes you would make.

These cultures practised for Riel for many years.

..... [1]

23 He saw a group of youngsters dancing the **Riel**. Why is Riel written with a capital letter?

..... [1]

24 Rewrite the following sentence in the negative form.

He has his eye on the international stage.

..... [1]

25 "Principal" is used as an adjective in the text. Use the same word in a sentence as a noun to show the difference in meaning.

..... [1]

26 Rewrite the following sentence starting with: He said that ...

"I just know we have something unique to show the world."

.....

..... [1]

27 Write a word from the passage with more or less the same meaning as **modest**.

..... [1]

28 Give the correct word derived from the one in brackets. Write only the word and not the sentence.

The (victory) dancers brought back many medals.

..... [1]

29 Rewrite the following sentence in the **active voice**.

Three Gold medals were won by the dancers.

..... [1]

30 Identify the part of speech of each of the underlined words in the following sentence.

He was blown away by the energetic performance and offered to choreograph the group.

energetic..... [1]

choreograph..... [1]

[10]

**Exercise 2: Questions 31 - 36**

Read the following article and then answer the questions on the next page.

**THE SECRET OF SCENTS**

**I never imagined the pursuit of a perfume would take me on such a fascinating journey ...**

I live in France – a country where perfume rules completely. In the telephone directory I discover that an olfactotherapy practitioner works at Versailles, not far from the capital. Ol-facto-therapy! Until now I did not even know such a word existed. Roughly translated it means to detect smell.

Sabine Le Camus uses scents and essential oils to help hospital patients who have suffered a neurological trauma to recover their memory. “Our olfactory system is directly linked to the area of the brain which controls emotion and memory,” she says. The brain can associate a scent with memories, even distant ones. Le Camus also lectures in olfaction (sense of smell) at the college of perfume, cosmetics and food flavour formulation that trains people to work in the perfume industry. The sense of smell, our most mysterious sense, holds no secrets for her.

“Scents are molecules contained in the air,” she tells me. When we breathe them in, these molecules attach themselves to tiny hairs in the nasal cavity which transmit the information they receive to the brain. I learn that the average person is able to recognise barely 100 scents. That is a long way from the 3 000 or so fragrances that, a “nose” is capable of remembering. “Nose” is the name for a perfume maker. These experts in scents belong to secretive closed circles that jealously guard their know-how. So imagine my surprise when one of these alchemists (perfume maker) of the perfume world agrees to meet me.

Patricia de Nicolaï runs an elegant shop in Paris. De Nicolaï is also the in-house “nose”, one of the very rare independent perfumers. As great-granddaughter of famous Pierre Guerlain she has, since childhood, been deeply involved in the search for exceptional essences.

“I have been expecting you,” she says. “Shall we begin?” A tall woman with short chestnut-brown hair, her white lab coat lending her a distinguished air, she extends a warm handshake and leads me into a brightly lit room at the back of the shop: her laboratory. Hundreds of tiny bottles line shelves on a 12m-long wall.

Each little bottle is labelled: sage, pine, rose essence, mandarin. But there are also stranger names. Just like a painter with his selected favourite colours, de Nicolaï works with a selection of some 150 natural and artificial essences, carefully chosen, which form the signature of her perfumes. I spot a laboratory burner, pipettes, two sets of scales, ethyl alcohol. “But this is a chemist’s equipment,” I say, surprised.

Sylvain, her assistant, also in a white laboratory coat, weighs out a formula. With a sure hand, he uses a long slip of paper folded in two, to guide an essence into a small holder placed on a set of scales. “Accuracy is one of the prime characteristics of a perfumer,” says de Nicolaï. She indicates several hundred tubes labelled and filed in plastic containers; trials underway. One of them includes a note of pine. She puts several drops on a perfume pad, which I bring to my nostrils. “No, no! Not like that!” de Nicolaï cries, alarmed. “The product should never touch the nose, otherwise your nostrils will be overwhelmed. Do it again with small back-and-forth movements,

broad and circular, to spread the scent beneath your nose. That way you will release measured amounts of the scented molecules.” The scent of fresh pine fills my nostrils.

The laboratory has two work spaces. The first space is dedicated to natural essences, the other space to artificial ones. “Artificial essences are necessary for instance, to recreate the perfume of a ‘mute flower’,” de Nicolai says. Lilacs, carnations, violets, honeysuckle and wisteria, although very fragrant, are known as “mute flowers” because drawing out their molecules does not produce scent. To create the scent of a carnation, for example, de Nicolai combines artificial and natural essences, such as eugenol, heliotropin and vanillin with rose or clove. In this way, the flower regains its “voice” in the form of a perfume.

What an amazing journey to discover the secrets of scent! I will definitely look at perfumes differently from now on.

*(Reader's Digest, February 2013)*

- 31 How can scents be used to help patients in hospitals? [1]
  - 32 How is scent carried to the brain from the time we breathe it in? Give **two** details. [2]
  - 33 Why was the writer surprised that a perfume maker agreed to meet him? [1]
  - 34 What makes a painter and a perfume maker similar? [2]
  - 35 What should you never do when you test a perfume's smell according to de Nicolai? [1]
  - 36 Name **three** qualities perfume makers have according to the passage. [3]
- [10]**

**Exercise 3: Question 37**

Read the text below about happiness and write a summary of ways in which people can become happier. Your summary should be between **80-100** words in length.

**CULTIVATING HAPPINESS**

We all want to be happy. But how does one do that? Is it even possible to become a happier person? And if so, what's the best way to go about it? Researchers in the field of positive psychology have been studying these questions and the answers are encouraging. Turns out you can increase your happiness and overall satisfaction with life - and it does not require a winning lottery ticket or some other drastic change of circumstances. What it takes is an inner change of perspective and attitude. And that is truly good news, because it is something that anyone can do.

Our brains are programmed to notice and remember the things that are wrong. It is a survival mechanism that helped keep our ancestors who lived in caves safe in a world where there were many physical threats. But in today's relatively safe world, this biological tendency to focus on the negative contributes to stress and unhappiness. While we cannot change our nature, we can train our brains to be more positive. This does not mean putting on a smiley face and whistling a happy tune no matter what is going on. You do not have to ignore reality or pretend things are wonderful even when they are not. But just as spending time thinking about negative things fuels unhappiness, choosing to notice, appreciate, and expect goodness is a powerful happiness booster.

Teaching yourself to become more grateful can make a huge difference in your overall happiness. Research shows that gratitude helps you experience more positive emotions, decrease depression and strengthen your immune system.

When someone goes above and beyond or does something to make your day easier, be quick to express your thanks and appreciation. Not only will it make the person feel good, it will give you a happiness lift, too. It makes you realise that we are all connected and that what you do matters.

Relationships are one of the biggest sources of happiness in our lives. The happier the person, the more likely that he or she has a large, supportive circle of family and friends. That is why nurturing your relationships is one of the best emotional investments you can make. If you make an effort to cultivate and build your connections with others, you will soon reap the rewards of more positive emotions. And as you become happier, you will attract more people and higher-quality relationships, leading to even greater positivity and enjoyment. It is the happiness gift that keeps on giving.

Research shows that happiness is contagious. You can literally catch a good mood, so make an effort to seek out and spend time with happy people. Before you know it, you will be feeling the happiness, too.

Build moments of enjoyment into your day with enjoyable activities. These can be very simple things like enjoying a cup of coffee in the morning or playing with your dog when you get home. It does not matter what you do, as long as you enjoy and appreciate it. Look for ways to be more compassionate and giving in your daily life. This can be something as small as brightening a stranger's day with a smile or going out of your way to do a favor for a friend.



**PART 3****Exercise 1: Question 38**

You have recently started a charity group called “Feeding the nation” in your school. The aim of your group is to help people who are less fortunate, especially senior citizens who struggle because there is no one to care for them.

Write a letter to your friend encouraging him/her to join your group.

Your letter must include:

- how you are planning to get funds
- a description of the activities of your group
- reason why your friend should join.

Your letter should be about **150** words long.



**Exercise 2: Question 39**

Litter has become a serious problem in your area. You have been asked to write a newspaper article for the local paper to address this problem.

In your article you must:

- give at least **two** reasons why there is so much litter
- describe how litter affects your neighbourhood
- give at least **two** suggestions to solve this problem.

Your article should be about **150** words long.





**Exercise 3: Question 40**

Cell phones have made life worse, not better.

Write an article for your school magazine giving your views on the above statement.

The article must be approximately **200** words long.

You may use the comments below as guidelines as well as your own ideas.

Can lead to sleep loss, teenagers keep their phones nearby while sleeping.

Foster a sense of self-esteem by showing social connectness.

Keeping you up to date with the latest information.

Can lead to addiction.

Sense of security if teenagers need to contact their parents in an emergency.

Interact with a lot of people.



**BLANK PAGE**

