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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

EXEMPLAR 2014

MEMORANDUM

MARKS: 70

This memorandum consists of 8 pages.

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NOTE:

- **This memorandum is intended as a guide for markers.**
- **It is by no means prescriptive or exhaustive.**
- **Candidates' responses should be considered on merit.**
- **Answers should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.**
- **The memorandum will be discussed before the commencement of marking.**

INSTRUCTIONS TO MARKERS

Marking the comprehension:

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- Incorrect spelling and language errors in longer responses should not be penalised, because the focus is on understanding.
- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
- For TRUE/FALSE or FACT/OPINION questions, the mark should be split, i.e. award 1 mark for TRUE/FALSE or FACT/OPINION and a mark for the reason/substantiation/motivation/quotation. The mark for the reason/ substantiation/motivation/quotation should only be awarded if the TRUE/FALSE or FACT/
  OPINION part of the question is correct. One cannot award a mark for substantiation or an interpretation (TRUE/FALSE or FACT/OPINION) that was wrong in the first place.
- For questions which require quotations from the text, **do not** penalise candidates for omitting the quotation marks or for an incorrect spelling within the quotation.
- When one-word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark **only** the first two/three.
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND the answer written out in full.

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SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 C. blatant (1)

1.2 The writer substantiates his view that education has not changed since ancient times. The current education system is regarded as being outdated. (2)

1.3 The hyperbole underlines the disastrous outcome of the lack of technology and the writer's frustration with the status quo. (2)

1.4 The sarcastic tone emphasises the insignificance of the technological advances adopted by educational institutions. In comparison to the strides made by other industries, education lags far behind in offering technologically-advanced learning experiences. (2)

1.5 Schools have not met the demands of modern society, such as incorporating technology into teaching and learning. They are regarded as the 'worst', as other industries have embraced advances in technology. (2)

1.6 Higher education is so outdated that it is due for a dramatic failure, with its weaknesses blatantly obvious. It has lost touch with reality and does not provide students with the skills which will prepare them for a technologically-challenging world. (2)

1.7 It is absolutely essential that the classroom prepares the student for the environment where she will spend most of her life – her workplace. Furthermore, learning is taken beyond the classroom. (2)

1.8 YES,
Online learning is more attractive because it saves time and enhances the learning process. It is also a more effective way of teaching because it appeals to young people and assists them to grasp complex concepts easily.

OR

NO,
If there is a concept that is not understood, the learner can engage actively with a teacher and this will not be possible with an online tutorial. (3)

1.9 Although the writer is a proponent of online learning, he does not dismiss the importance of traditional institutions of higher learning as these universities have survived for centuries and have established and retained their reputations. Their reputations will ensure that many will continue to flock to them.

A critical discussion of the writer's view is essential for full marks.
(Accept cogent sceptical arguments.) (3)

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1.10 He feels intimidated by the overwhelming pressure to use modern technology and to abandon books/traditional learning methods. This is indicated by his wide open eyes and the nervous glance towards the hi-tech equipment behind him. (2)

1.11 It suggests the way in which people are bullied and intimidated by modern technology. It also highlights the rejection of books in a technologically oriented society. (2)

1.12 The overall message of the cartoon is the overwhelming power of technology. The layout used by the cartoonist reinforces this notion by depicting the equipment as dominating the scene, while the boy, reading a book, is drawn in isolation.

Credit a cogent reference to the speech bubble's position above his head. (3)

1.13 Text B supports Text A:
In Text B, the boy relies solely on a single book for information, yet he has access to a variety of technological aides, as schools have, to assist him. The print-based education system has conditioned him to be a technophobe.

Text B contradicts Text A:
Text A is promoting the use of technology in education, yet Text B shows that despite the ubiquitous nature of technology, many people still rely on books as a source of information and they are not losing out on education.

NB: For full marks, candidates MUST make at least oblique reference to the title of Text A.

Credit mixed responses. (4)

TOTAL SECTION A: 30

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SECTION B: SUMMARY

QUESTION 2: SUMMARISING IN YOUR OWN WORDS

Use the following main points that the candidate should include in the summary, as a **guideline**.

Any 7 valid points are to be credited. The summary should be in paragraph form.

FACTS	QUOTATIONS
1. Personalities and belief systems influence how one experiences time.	Part of this is to do with our personality ... part is to do with our beliefs
2. A life filled with events and activities is a fulfilled life.	people who hate the idea of lost time ensure they fill every last minute
3. Doing nothing can be constructive.	... it allows our feelings and thoughts to mature and our creativity to thrive.
4. A busy schedule affects one's health.	Too much stimulation ... can negatively affect your health
5. Poor planning leads to a waste of time.	they have had no time for themselves and are disillusioned with life, [and] can become very unhappy
6. Individuals must reserve time for themselves.	
7. Participating in relaxing activities rejuvenates one.	Our wellbeing can be improved by slowing down
8. Suitable hobbies help people to slow down and de-stress.	There are those who spend their weekends gardening

PARAGRAPH

Personalities and belief systems influence how one experiences time. Furthermore, a life filled with events and activities is a fulfilled one. If one does nothing, that can also be constructive, because a busy schedule affects one's health. However, poor planning leads to a waste of time. Moreover, individuals must reserve time for themselves. In addition to this, participating in relaxing activities, such as having a hobby, rejuvenates one and allows people to slow down.

(74 words)

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Marking the summary:

The summary should be marked as follows:

- **Mark allocation**:
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10

- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

- **Distribution of language marks when candidate has quoted verbatim:**
  - 6–7 quotations: award **NO** language mark
  - 1–5 quotations: award **1** language mark

- **Word Count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
  - If the word limit is exceeded, read up to a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.

- **Approach to marking the summary:**
  - Mark the summary irrespective of the quotations and/or own words.
  - Determine how many language marks can be awarded.
  - Now consider the number of quotations and deduct from the language marks awarded.

TOTAL SECTION B: 10

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SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

3.1 SAA is a dynamic company (FOREVER YOUNG) and it is the preferred airline of young people (THE YOUTH HAS SPOKEN).

[Candidates must address both parts of the statement to be credited with full marks.] (2)

3.2 The flight attendant is happy and proud to represent a young, dynamic company: this is revealed by her confident smile. It is an advertising technique used to portray SAA in a favourable light. (2)

3.3 These words are supported by the visual imagery, which shows the flight attendants' postures – tilting forward. The aeroplane in the background and the flight attendants' actions (cases on wheels, bent legs) reinforce the sense of movement. The modernity of the airline is revealed by the young, vibrant-looking and fashionably dressed attendants. (3)

3.4 The advertiser uses the colloquial expression, 'COOLEST AIRLINE' to appeal to a younger target market. SAA's achievement in the *Sunday Times* Generation Next Awards is based on the youth's responses to a survey. The colloquial language supports the overall register of the advertisement and reinforces the idea that SAA is a 'modern, forward-thinking airline'. (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 It is one continuous thought from Frame 1 to Frame 3./The girl's voice tails off at these points. (2)

4.2 Action: In frame 2, the speaker is contemplative and passive. In Frame 4, the scene is in stark contrast to Frame 2. The girl shouts, as indicated by her wide open mouth, and it results in the boy's tumbling on the bed. The action lines clearly demonstrate the difference between Frames 2 and 4.
Font: The font in Frame 4 is bold as opposed to the smaller font in Frame 2. This highlights how the girl shouts out her statement.
Text: The diction in Frame 2 denotes her sincere (or apparently sincere) 'caring' concern at waking her brother, whereas, in Frame 4, she is bullying and this is shown by the domineering tone.

Mark globally. (3)

4.3 His fury is indicated by his clenched fists; he gnashes his teeth; he is sweating, as shown by the droplets. The action lines around his arms and legs reinforce the sense of his anger. (3)

4.4 The speaker expresses the stereotyped view that big companies use dishonest means to be successful.

Candidates may agree/disagree with the above view. Award marks for a cogent substantiation. (2)
[10]

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QUESTION 5: USING LANGUAGE CORRECTLY

5.1 This drug is a mixture/concoction made from a lethal/deathly combination of substances that could include rat poison. (1 and 1) (2)

5.2 *Nyaope* is not an English word. (1)

5.3 It is difficult to imagine anyone's using... (1)

5.4 habitually (1)

5.5 In the context of the passage, the word 'vying' has a positive connotation. It implies healthy competition among the youth to achieve academic success. (1)

5.6 to indicate the irony of the phrase OR quoting of a common expression meaning 'a respectable family' (or words to that effect) (1)

5.7 Schools cannot be places of learning if they also function as centres of drug distribution.

OR

A school cannot be a place of learning if it also functions as a centre of drug distribution. (1)

5.8 Learners must be kept busy with extramural activities, high performance should be encouraged **and** achievement should be recognised.

OR

Learners must be kept busy with extramural activities; high performance should be encouraged; achievement should be recognised. (1)

5.9 hopefully – it is hoped/it is to be hoped (1)
[10]

TOTAL SECTION C 30
GRAND TOTAL: 70

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