Want a tutor to help you ace this exam? www.teachme2.co.za/matric

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2014

MEMORANDUM

MARKS: 70

This memorandum consists of 9 pages.

Copyright reserved

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

NOTE:

- **This marking 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.

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised unless such errors change the meaning. Errors must still be indicated.

- 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.

- NO marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation/quotation is what should be considered.

- 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 is acceptable.

- Accept dialectal variations.

- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND the answer written out in full.

- **NB: The ½ mark must be rounded to the next whole number only in the final total.**

Copyright reserved

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 The writer involves the reader more personally./He uses 'I' to show that he is about to present his own views. (2)

1.2 The phrase 'now barely disputed' implies that the effect of global warming is hardly ever debated./It is uncontested science. It is accepted as fact.

[Award 1 mark if reference is made only to the factual element.] (2)

1.3 The writer validates his view that it is easy to be involved in putting measures in place to save the planet./He believes that every individual, including himself, should take action./The writer makes this statement to enhance his image by showing how easy it was to have taken action. (2)

1.4 The word ‘emit’ is normally used to refer to the discharging of (harmful) gases into the atmosphere. Likewise, the messages sent are doing more harm than good. (2)

1.5 The writer’s attitude is one of irritation/resentment/indignation/defiance etc. He is of the opinion that the average person is not convinced of the importance of making a contribution to the fight against pollution. The common man's lack of concern arises from the indifference of prominent companies to saving the planet.

[Award 1 mark for the writer’s attitude.]
[Award 2 marks for discussion; the ½ mark may be awarded in this part of the response.]
[Accept cogent alternative responses.] (3)

1.6 Agree.
The government’s role is not clear. They have not taken ownership of the problem and their interventions are often ineffective.

OR

Disagree.
Accept relevant cogent responses. For example, candidates could argue that governments have addressed the matter of climate change, but individuals and companies have not bought into the initiatives.

[Credit cogent alternative responses.] (3)

1.7 The writer uses emotive words to reinforce the gravity of climate change. Words/phrases such as 'frightening' and 'irreversible calamity' evoke a sense of horror at the imminent destruction of the earth. The metaphor 'sky-choking' further emphasises the devastating impact of pollution. The diction effectively captures a sense of impending doom.

[Award full marks only if the candidate provides a critical evaluation.] (3)

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

1.8 The reference to Socrates, a source of wisdom, in the opening and closing sentences, creates a sense of cohesion. The opening sentence poses the timeless question about man's reluctance to do the right thing. Having given ample evidence that man requires rewards for his efforts, the writer concludes by answering the initial question with an emphatic response.

[Award no more than 1 mark for reference to Socrates as a wise man.]
[Award full marks only if reference is made to both the opening and closing sentences.] (3)

1.9 C – Alarm (1)

1.10 The alarming statistics lend validity to the view that climate change is a critical issue. (2)

1.11 The broken egg symbolises the fragility of the earth. The heat of the frying pan is associated with global warming. The hand that cracks the egg symbolises man's role in global warming. Once the egg is cracked, it cannot be restored to its original form; similarly, the earth cannot be rejuvenated once it is destroyed by global warming.

[Award 1 mark for each of the three points.]
[Award 1 ½ marks for any one point, well developed.]
[Award 3 marks for any two points, well developed.] (3)

1.12 **TEXT A**
The style is logical, concise and cohesive, but includes an emotive appeal when the writer points out the consequences of global warming. The writer has modelled the desired behaviour, which further encourages the reader to take action.

TEXT B
The text contains a blend of emotive language and factual evidence that confronts the reader with the destructive effects of global warming. The striking symbolism of the image speaks more loudly than words. The use of the superlative degree in the text emphasises the fact that global warming is an urgent issue facing mankind.

[Award full marks only if the candidate makes reference to both TEXT A and TEXT B.]
[The ½ mark may be awarded.] (4)

TOTAL SECTION A: 30

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

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 in paragraph or point form.

NB: Sentences and/or sentence fragments must be coherent.

	QUOTATIONS		OWN WORDS / POINTS
1	technology should be viewed as an enhancer, and never a replacement	1	Technology improves/enables good teaching, but cannot substitute the teacher.
2	teachers are still needed to adapt their lessons to learners' needs	2	Teachers are able to tailor their lessons to meet their learners' needs.
3	it requires a person to appreciate another person's unique characteristics	3	Teachers appreciate and accept learners' diversity.
4	...provide more comprehensive feedback to students.../...talk to the student afterwards	4	Teachers are better able to provide constructive feedback.
5	only a teacher … can properly mark a written essay	5	Only a teacher can assess an essay and provide feedback./Computers cannot assess creativity.
6	humans actively seek human contact	6	We need human interaction.
7	Children enjoy positive engagement with an adult...encouragement of someone./...the kind of input that makes all the difference when it comes to motivating a child.	7	Computers cannot provide motivation as a human can.
8	teachers … impart soft skills such as respect communication, socialisation, interactive abilities and conflict resolution	8	Teachers inculcate values, attitudes and inter-personal skills in learners.
9	teachers … show children how to use [computers] to make their lives easier	9	Teachers show learners how technology can facilitate their lives.
10	Computers cannot be passionate.	10	A human being adds an affective element.

PARAGRAPH-FORM

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

Competent teachers use technology effectively to ensure good teaching. They accept and appreciate the diversity of their learners and adapt their lessons accordingly. Moreover, they are able to provide feedback after assessing a piece of work. Because teaching involves human interaction, values and attitudes are inculcated by teachers. Technology merely facilitates learners' lives.

(53 words)

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

Marking the summary:

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for seven 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

NOTE:

- **Format:**
  Even if the summary is presented in the incorrect format, it must be assessed.

- **Word Count:**
  - 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 five words above the stipulated upper limit and ignore the rest of the summary.
  - Summaries that are short but contain all the required main points should not be penalised.

TOTAL SECTION B: 10

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

SECTION C: LANGUAGE IN CONTEXT

Marking SECTION C:

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

3.1 The advertiser gives the jacket the attributes of energy/motion/athleticism. These qualities make the jacket appealing to the target market/people who like clothing which is associated with outdoor adventures.

[Award full marks only if reference is made to both motion/energy/athleticism and intention.] (2)

3.2 Taking twenty years to develop a product suggests that it has been made with great care/that it is superior./It shows that the company has invested time and resources to manufacture a jacket of outstanding quality. (2)

3.3 The advertiser contrasts heaviness and lightness. The word 'heavy' is depicted as being composed of feathers, signifying the lightweight quality of the product. Wordplay on the idiom 'light as a feather' draws attention to the denial of the standard notion that a jacket is heavy.

[Award 2 marks for a well developed point and 1 mark for the second point.]
[Award full marks only if reference is made to both image and words.] (3)

3.4 Yes.
The style is narrative. The anecdotal statements are meant to engage the reader. The use of informal language, e.g. 'haul their stuff', appeals to a wide target market. The dialogue creates a conversational tone. The advertiser blends casual expressions with sophisticated language to appeal to upmarket clients as well.

OR

No.
(Although an unlikely response, assess on merit.)

[Credit cogent alternative/mixed responses.]
[Award full marks only for a discussion of any two examples of style.] (3)
[10]

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 In frames 1/4/7, Dilbert's hands are folded in front of him. However, in frame 2 he has unfolded his arms/in frame 6 his arms are outstretched/in frame 8, his arms are at his side/he is seated.

[Credit **interpretations** of Dilbert's body language.]
[Candidates do not have to identify the frames in their responses.]

(2)

4.2 Dilbert uses 'genius' to manipulate his boss, whereas the boss arrogantly/pompously applies the term to himself.

[Credit responses that state that Dilbert thinks that his idea is smart, whereas the boss thinks that he is smart.]
[Credit reference to the tense and how it relates to the intentions of the characters.] (2)

4.3 Yes.
The boss's pompous/arrogant stupidity is funny, especially since he has all the formal authority./Dilbert cleverly manipulates the boss into believing that his (Dilbert's) ideas were originally thought of by the boss./The word 'bossify' adds to the humour as it is a silly coinage that mocks the boss./He uses adjectives 'wise', 'great' and 'genius' to describe his ideas and ascribe them to the boss – to achieve his goal.

OR

No.
(Although an unlikely response, assess on merit.)

[Credit cogent alternative responses.]
[The ½ mark may be awarded.]
[Award 3 marks for a comprehensive discussion.] (3)

4.4 The cartoonist satirises the tourists who exploit underdeveloped countries. The bolded words 'love', 'basic', 'unspoilt', 'cheap' and 'poor' are indicative of their smugness and ignorance of the plight of the poor. The fact that they want the country to remain poor is selfish as it benefits only the rich.The beach seems out of the reach of the local community, since these two tourists are the only visitors.

[Consider the following points, cogently discussed:
When tourists flock to a place and it becomes popular, locals exploit tourists./The tone of the second speaker is cynical/he mocks the first speaker's view./The characters mock the rich who find poverty attractive.]

[Accept other cogent alternative responses.]
[The ½ mark may be awarded.] (3)
[10]

Want a tutor to help you ace this exam? www.teachme2.co.za/matric

QUESTION 5: USING LANGUAGE CORRECTLY

5.1 'a group of people **was** ironically dancing to the Worst Music of the 'Nineties'/ groups of people **were**.../... where **people were** (1)

5.2 *spinning tracks* – **playing** tracks/records/songs/music

[Assess only the change from 'spinning' to 'playing'] (1)

5.3 'Barbie Girl'

[Mark the following correct, even though they are, technically, not punctuation marks:
Underlining/Bold Print] (1)

5.4 Error – era (1)

5.5 I'd like to throw a rock at all of them/at them.
I'd like to throw rocks at them. (1)

5.6 I can understand longing sentimentally for **past times**.

OR

I can understand longing sentimentally for **times gone by**. (1)

5.7 intellectually (1)

5.8.1 The children did nothing other than play outside./Action is qualified/modified.

5.8.2 Those who played outside were children and nobody else./Children without siblings./The noun is qualified/modified. (2)

5.9 D – paradox (1)
[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

Copyright reserved