



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**FEBRUARY/MARCH 2015**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 10 pages.**

## **INSTRUCTIONS TO MARKERS**

1. Candidates are required to answer ALL the questions.
2. This memorandum serves as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
3. Candidates' responses should be assessed as objectively as possible.

**SECTION A: COMPREHENSION**

**NOTE:** Incorrect spelling and language errors should not be penalised, because the focus is on understanding.

**QUESTION 1**

- 1.1 It plans to get South African families involved ✓ in separating their own waste into recyclable and non-recyclable material. ✓ (2)
- 1.2 1.2.1 Urban municipalities ✓/ cities ✓/ towns ✓ (1)
- 1.2.2 C/ very important. (1)
- 1.3 1.3.1 To obtain information ✓ about recycling ✓ in South Africa. /To determine the attitude ✓ of South Africans towards recycling. ✓ (2)
- 1.3.2 People may not have space to accommodate containers in which they can deposit their waste material. ✓
- People are restricted by their busy lifestyles which may not give them time to sort out their waste. ✓ (2)
- 1.4 Dry waste (recyclable material) and wet waste (non-recyclable material) are separated. ✓ This makes it easier for dry waste/recyclable material to be sent to the recycling plants/organisations. ✓ (2)
- 1.5 It is important for people to be educated on the value of recycling/why they must recycle ✓ and to understand how to recycle their waste. ✓ (2)
- 1.6 1.6.1 Instead of throwing away the 100 000/damaged mugs, ✓ they used them together with soil to produce bricks. ✓ (2)
- 1.6.2 Opinion. Accept a suitable text-based response, e.g.
- They did the right thing by putting consumer safety first. ✓  
They understand and support the recycling initiative. ✓  
They were acting in a socially responsible manner. ✓  
The company was irresponsible in producing poor quality mugs in the first place. ✓
- NOTE:** Accept any TWO answers which reflect an understanding of the incident. (2)
- 1.7 “rush home to do their 'jobs'” ✓ (1)

- 1.8 Opinion. Accept three suitable and relevant suggestions, e.g.  
 More incentives for participation/involvement in recycling projects  
 More awareness and educational programmes on recycling in schools and communities.  
 Intensive media coverage (newspapers, billboards, television advertising) promoting recycling.  
**NOTE:** Accept any THREE suitable and relevant suggestions. (3)
- 1.9 Every person's effort at home✓ eventually adds up to reducing waste in the environment. ✓ (2)
- 1.10 Open-ended. Accept a suitable response, e.g.  
 Yes.  
 The title shows that some South Africans are taking positive steps to dispose of waste correctly. It shows how waste can be recycled into useful or profitable ventures. It shows that initiatives in waste management make the government's 2016 target achievable.  
**OR**  
 No.  
 The article provides statistics which show that South Africans generally have a negative attitude towards recycling; therefore we are not winning with waste. The initiatives in waste management may not assist in making the government's 2016 target achievable.  
**NOTE:** Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. (2)
- 1.11 (The amount of) Plastic that is recycled ✓ and that is not recycled.✓ (2)
- 1.12 There is an increase in the amount of plastic that is not recycled.✓  
 There is an increase in the amount of plastic that is recycled. ✓ (2)
- 1.13 Open-ended. Accept a suitable response, e.g.  
 Yes.  
 Figures are easier to understand and interpret when presented in the form of a graph than when they appear in a written article./Graphs are more interesting than writing./People tend to pay more attention to illustrations rather than to written information./Graphs are easier to read than a written article.  
**OR**  
 No.  
 Not everyone may be able to interpret a graph, therefore, a written article will provide more detailed information.  
**NOTE:** Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY****QUESTION 2**

The following points form the answer to the question:

	<b>QUOTATIONS</b>		<b>FACTS</b> <b>(NOTE: Candidates may phrase the facts differently.)</b>
1.	'... nothing is a secret any longer, especially with internet enabled cellphones, because it is so easy to access information from a mobile device.'	1.	These days it is simple to access information from a cellphone.
2.	'... there is the possibility of meeting people online who have evil intentions.'	2.	Some people you meet online may have evil aims.
3.	'You need to be cautious about who you accept when you are on a cellphone chat site.'	3.	Do not accept unknown people on a chat site.
4.	'Do not use or send your personal information like your real name, home address or telephone number.'	4.	Do not exchange personal information with strangers on a chat site.
5.	'In order to protect your privacy, it is wise to use a nickname or initials instead of your full name – you do not want anyone knowing who you are.'	5.	Protect your privacy by using a nickname or initials.
6.	'When on a social network site like Facebook or Twitter, be careful about what information you give out on your profile.'	6.	Avoid giving out personal information on your social network profile.
7.	'Remember that sometimes the person you become friends with on a social network may not be who they say they are.' /  'Not everyone who is friendly is your 'friend'. Do not just accept any friend request from people you do not know.'	7.	You cannot trust everyone.  Do not accept friend requests from strangers.
8.	'Network providers and organisations, like the Film and Publications Board, are now fully equipped to assist with problems that subscribers may experience, like receiving unwanted or insulting texts.'	8.	Use the necessary services available to deal with unwanted or insulting texts.

**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 quotes: award no language mark
  - 1–5 quotes: award 1 language mark

**NOTE:**

- **Format: Even if the summary is presented in the incorrect format, it must be assessed.**
- **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 the last sentence above the stipulated upper limit and ignore the rest of the summary.

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE****NOTE:**

- 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.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

- 3.1 Love✓  
Health✓  
Happiness✓  
Education✓

**NOTE:** Accept any TWO of the above. (2)

- 3.2 Potential sponsors/donors✓  
People who can afford to make a donation.✓  
People who are charitable.✓  
People who like to help needy children.✓

**NOTE:** Accept any ONE of the above. (1)

- 3.3 To attract the attention of the reader. ✓  
To emphasise the message of the advertisement. ✓  
To emphasise that no child should be without love, health, happiness and education. ✓  
To influence/persuade the reader to donate to World Vision. ✓  
To appeal to the emotions of the reader so as to take action by donating to World Vision. ✓

**NOTE:** Accept any ONE of the above. (1)

- 3.4 The child is smiling with her hands up suggesting that she is happy. ✓  
The child looks healthy. ✓  
The child has a desk and a puzzle suggesting that she has already started some form of education. ✓  
She looks loved and well cared for. ✓

**NOTE:** Accept any THREE of the above. (3)

## 3.5 Open-ended. Accept a suitable response, e.g.

Yes.

The repetition of the word love appeals to the emotions of people who do not like to see children suffer.

The picture of a smiling child is appealing which could influence the reader to make a donation.

The words 'as little as R5 a day' convince the reader that sponsoring a child is affordable.

**OR**

No.

The advertisement is for needy children, yet it portrays a happy, healthy child and this may not achieve the desired effect.

The inclusion of 'R150 per month' in fine/small print may discourage potential donors/sponsors.

The donation of R5 a day is misleading if the reader does not notice the asterisk which points to the terms and conditions in fine print.

**NOTE:** Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 or 2 marks for an answer that is not well-substantiated.

(3)  
[10]**QUESTION 4: ANALYSING A CARTOON**

## 4.1 VERBAL (WORDS)

The exclamation marks in Helga's words suggest that she is shouting. ✓

She does not even greet Hägar but she immediately tells him that he is late. ✓

**NOTE:** Accept any ONE of the above answers.

## VISUAL (ILLUSTRATION)

She is pointing her finger at Hägar./She is leaning forward to make a point. ✓

**NOTE:** Accept any ONE of the above answers. (2)

4.2 4.2.1 She means that she will not tolerate/accept Hägar's late-coming. ✓ (1)

4.2.2 Open-ended. Accept a suitable response, e.g.

Hägar has interpreted Helga's words literally/wrongly ✓ thinking that she wants to sit down. ✓

**OR**

He has interpreted her words correctly/figuratively ✓ and he is bringing the chair just to annoy her. ✓ (2)



## 4.3 Open-ended. Accept a suitable response, e.g.

Yes.

She is justifiably upset because Hägar has arrived home late. She is shouting because she is frustrated. She is silent in the end because she realises that she cannot change Hägar's attitude.

**OR**

No

She is overreacting by shouting at Hägar who seems calm and polite. She does not even give him a chance to explain why he is late. She continues to shout even though Hägar is silent.

**NOTE:** Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 or 2 marks for an answer that is not well-substantiated.

(3)

## 4.4 Open-ended. Accept a suitable response, e.g.

Yes.

Helga is angry and is shouting at Hägar but he misinterprets her words and brings a chair for her.

**OR**

No.

There is nothing funny about Hägar's behaviour or Helga's shouting. It is annoying/rude/disrespectful.

**NOTE:** Do not award a mark for Yes/No only. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)  
**[10]**

**QUESTION 5: LANGUAGE AND EDITING SKILLS****5.1 TEXT F**

- 5.1.1 (a) stands (1)
- (b) governments (1)
- (c) its (1)
- (d) among (1)
- 5.1.2 He said that he had washed✓his✓hands with soap.  
Award ONE mark for the correct use of punctuation. ✓ (3)
- 5.1.3 (a) often
- (b) easy (2)
- 5.1.4 Infections are prevented by handwashing.✓ (1)
- 5.1.5 lesser (1)
- 5.1.6 Children are open to new ideas, aren't they? (1)
- 5.1.7 Brackets/commas (1)
- 5.1.8 of (1)

**5.2 TEXT G**

- 5.2.1 Sparking a✓ child's✓ potential can be achieved through storytelling and reading. (2)
- 5.2.2 They are the titles/names of newspapers (1)
- 5.2.3 (a) inspiring/inspirational (1)
- (b) imagine (1)
- 5.2.4 C (noun) (1)
- [20]**

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 80**