



# **basic education**

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

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH HOME LANGUAGE PAPER 1**

**2021**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 9 pages.**

**NOTE:**

- These marking guidelines are 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 marking guidelines will be discussed before the commencement of marking.

**INSTRUCTIONS TO MARKERS****Marking the comprehension:**

- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- 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.
- 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 is what should be considered.
- 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.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full.

**SECTION A: COMPREHENSION****QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

- 1.1 The episode in *Twilight Zone* illustrates the extent to which people go in the pursuit of perfection/in an attempt to conform to society's norms. (2)
- 1.2 The single-sentence paragraph gives prominence to the objective definition of conformity./It also links the example in paragraph 1 to the assertions made in paragraph 3. (2)
- 1.3 They do not want to be criticised by their peers (1) and they do not want to be alienated from groups/they want to fit in with groups (1).  
[Award only 1 mark for 'lifting'.] (2)
- 1.4 Unhealthy conformity is described as following the crowd without questioning the expectations, while healthy conformity is seen as obedience to authority figures. (2)
- 1.5 The phrase 'fake it until you make it' reinforces the idea that teenagers go to extreme lengths to pretend that they are similar to the models in magazines and on social media. They believe that they will 'make it', achieve an impossible goal, in order to accept themselves and be acceptable to others. The expression underscores the point that the image they wish to create is false and harmful.  
[Award 3 marks only if a comment is made.] (3)
- 1.6 Teenagers refuse to conform to their family's norms, and seek acceptance and approval within their friendship circle. They do not realise that in doing so, they are merely conforming to another set of values. They are selective about their allegiance: they do, in fact, conform when it suits them. (3)
- 1.7 The identities of unique groups have been lost in the need for ever-greater conformity. Cliques have shrunk to the 'cool' group and the 'misfits', whereas other distinctive groups, such as the goths, no longer exist. Teenage society has been polarised in the course of pursuing the norm. Individualism has become an anomaly. Diversity has been compromised in favour of a herd mentality.  
[Award 3 marks only if a critical discussion is included.] (3)
- 1.8 YES
- The experiment set forth a microcosm of society, where the individual is browbeaten by a greater group into submission. The experiment illustrated how easily the youth are persuaded to conform to majority opinions.

**OR**

NO

The part of the Ash Experiment referred to was limited in scope, as only one teenager was used to represent all teenagers in society. The experiment was skewed, since the one teen was outnumbered by several actors, whose presence would certainly be intimidating. Any individual would have doubted himself under these circumstances.

[Credit alternative/mixed responses.] (3)

- 1.9 The boy wearing the cap takes the lead and defiantly expresses his views without consulting his friend: 'I WILL **NOT** CONFORM TO THIS MADNESS!'; '**THEY ARE THE CRAZY ONES!**' He struts ahead of his friend and points his finger adamantly. He is domineering and opinionated.

[Award 3 marks only if the visual and verbal clues are discussed.] (3)

- 1.10 The boy implies that if an idea is repeated often enough, it will gain traction and people will accept it, even if it is preposterous. However, he looks unconvinced by the merits of his friend's novel idea. Furthermore, he contradicts his theory in Frames 1 and 2 that nobody is justified in imposing values and beliefs on others. The boy has thus undermined his own argument.

[Award 3 marks for TWO ideas, well-discussed.] (3)

- 1.11 YES

In Text B, the boy wearing the cap speaks strongly about the influence corporations wield over society. He expresses a need to reject the constraints placed on him and would resort to being called a 'lunatic' in the name of individualism. In paragraph 10, the writer refers to 'numerous outside influences' that influence teenagers, destroying their unique identities. The boy wearing spectacles is comfortable with his bizarre behaviour, which mirrors the idea in paragraph 11 that some individuals are unorthodox in their approach to life.

**OR**

A 'No' response is unlikely. However, credit candidates' response on merit.

[Credit valid alternative/mixed responses.]

[Award 4 marks only if the candidate has referred to paragraphs 10 and 11 of Text A and Text B.] (4)

**TOTAL SECTION A: 30**

**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-form.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	'Your stress response is crucial to your survival.'	1	Good stress is critical for endurance.
2	'It is important for alertness.'	2	Stress creates an awareness of challenges.
3	'Stress also prepares you to adapt to the next thing that comes along.'	3	Stress allows an individual to adjust to change.
4	'Stressful situations,' she says, 'actually tend to push our performance.'	4	Good stress enhances one's capacity to perform optimally.
5	'This effect ... takes one out of one's comfort zone and improves one's overall well-being.'	5	As a result of eustress, individuals explore other challenges, which results in greater satisfaction.
6	'we have to focus in a way that we've not done before.'	6	Stress motivates the individual to pay attention to alternative solutions.
7	'it is possible to convert distress into eustress by reframing stressful situations as positive challenges – and reaping the benefits.'	7	A shift in the mindset is a positive outcome of stress, since threats can be viewed as challenges.
8	'Get used to your emotions and learn to live with them and be more accepting of them rather than trying to over-manage them.'	8	Eustress teaches one to accept and control one's emotions.
9	'the energy and arousal associated with eustress can combat fatigue.'/ 'that's how we demonstrate that we are active in the world.'	9	Eustress energises the individual, boosting his/her participation.

**PARAGRAPH-FORM**

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

Good stress, which is critical for endurance, creates an awareness of challenges. Eustress allows an individual to adjust to change and enhances one's capacity to perform optimally. As a result of eustress, individuals explore other challenges, which results in greater satisfaction. Eustress also motivates the individual to pay attention to alternative solutions. A shift in one's mindset is a positive outcome of stress, since threats can be viewed as challenges. Eustress teaches one to accept and control one's emotions; it energises the individual, boosting his/her participation. (86 words)

**Marking the summary:**

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

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

**NOTE:**

- **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 STRUCTURES AND CONVENTIONS****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 uses the word 'natural' in the headline because the product is free of all **artificial** ingredients./The reader is prompted to make an **instinctive** choice to buy the product./The reader is assured that the product is good for her/his health.
- [Award 2 marks for ONE idea.] (2)
- 3.2 The slogan implies that Heinz ketchup is a superior product that is unmatched by other, unnatural products./Health-conscious/discerning buyers would be convinced that Heinz is a wise choice. (2)
- 3.3 The advertiser presents the tomato being infused into the bottle and sealed off to preserve its goodness./The healthy-looking plant is depicted as the source of the ketchup.  
The image thus reinforces the message that the product contains only natural ingredients. (3)
- 3.4
- The advertiser uses **repetition/anaphora**, e.g. 'No artificial ....', emphasising the health benefits of the product.
  - **The short staccato sentences** emphasise that the product is free of artificial ingredients.
  - The use of **personal pronouns**, e.g. 'you' as the first word in the first and last sentences, invites the reader to engage immediately and directly with the contents of the text.
  - **The logical structure** makes the advertisement convincing: the reader is presented with the exclusion of unhealthy additives, followed by the actual ingredients of the ketchup.
  - The **diction** is emotive. The reader's desire for wholesome food is evoked by phrases such as 'homely spices', 'good, ripe tomatoes', 'thick, rich' and 'good natural ingredients'.
  - The **size and boldness** of the font in '**It's only natural...**' captures the reader's attention.

- The word **‘natural’**, together with the **ellipsis**, conveys the wholesomeness of the product.
- The **visual image** of the tomato, being transferred directly into the bottle from the vine, highlights the nutritiousness of the product.
- The repetition of the **negation** ‘no’ in the sentences, ‘No artificial ... artificial flavour’, draws attention to the harmful artificial products that are generally used in sauces; thus highlighting the lack of any of these harmful preservatives in Heinz.

[Award 3 marks only if a comment is made on TWO techniques.]

[Award no more than 1 mark for the mere identification of TWO techniques that are not accompanied by supporting evidence.]

(3)  
[10]

#### QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 Frame 1 is elongated to signify the boy's ongoing tirade./He is in motion, resisting the instruction to go to bed. (2)

4.2 The father tries to allay the boy's fears and appease him by searching for monsters under the bed. However, he is unwilling to continue the search and compromise on his son's bed-time/entertain his insecurities. (2)

4.3 In Frame 6, Calvin's terror is depicted in ‘...they'll come out and kill us’/his wide-eyed expression and trying to hide his face under the blanket. In Frame 7, he confidently explains his strategy on how he and the tiger would attack the enemy. In Frame 8, his bravado is replaced by horror when he hears a ‘monster’ coming/illustrated by his widely opened eyes and mouth.

[Award 3 marks only if either the language or the visual images, or both, are discussed and linked to a change in attitude.]

[Award 3 marks only if reference is made to all three frames, either explicitly or implicitly.] (3)

4.4 In Frame 9, the father is mistaken for a monster because the boy has an overactive imagination; he has conjured images of monsters. The boy's reaction to the father is extreme. He shrieks in terror and shoots at the perceived monster. The father is at the end of his tether and calls on his wife to solve the predicament, while the boy is preparing to launch a further assault (Frame 10). The anti-climax at the end of the cartoon and the irony of the boy's tyrannous behaviour contribute to the humour.

[Award 3 marks only if reference is made to both frames.]

(3)  
[10]



**QUESTION 5: USING LANGUAGE CORRECTLY**

- 5.1 These definitions of the verb 'adult' have been offered by the linguistics journal *American Speech*. (1)
- 5.2 adulting (1)
- 5.3 A lexicographer at dictionary.com said that the millennials **were going** (1) through life stages that other generations **had gone** (1) through much later in life, like starting families and owning homes. (2)
- 5.4 historic/historical (1)
- 5.5 It provides additional information./It is used as parenthesis. (1)
- 5.6 concede **OR** admit (1)
- 5.7 their – his/her (1)
- 5.8 disinterested – uninterested (1)
- 5.9 fashionable
- [Credit valid alternative responses.] (1)
- [10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**