



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2015

MEMORANDUM

MARKS: 70

This memorandum consists of 10 pages.

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:**

- Because the focus is on understanding, incorrect spelling and language errors in 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 questions. 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 with the correct answer AND the answer written out in full.

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

- 1.1 The repetition of 'and' reinforces the view that we are constantly bombarded./There is a dreary disparagement of the stereotypes./It gives a list of items. (2)
- 1.2 Companies increase their profit (by means of gender stereotyping)./Different gender roles influence their choices, doubling the merchandise bought.
[Credit answers that allude to 'at the expense of our children's self-definition'.]
[Award only 1 mark if the candidate merely quotes.] (2)
- 1.3 The phrase 'breathtaking act of psychological vandalism' strongly emphasises the notion that damage is caused by gender stereotyping. The writer suggests that the media are guilty of a criminal/violent/harmful act. The word 'breathtaking' conveys a sense of powerful impact.
[Award 2 marks for responses that explain both 'breathtaking act' and 'psychological vandalism'.]
OR
[Award 2 marks for a full explanation of either 'breathtaking act' **OR** 'psychological vandalism'.] (2)
- 1.4 The (rhetorical) questions invite the reader to consider the issues under discussion. The questions draw attention to how the media have adverse effects on parenting.
OR
The short paragraph serves as a link between the introduction and the discussion. It reinforces the writer's view that the media have adverse effects on parenting. (3)
- 1.5 The writer invites the reader to consider the radical transformation the media have undergone and recognise the significant influence of the media on people's lives.
[Credit valid alternative responses, for example, responses that focus on the metaphor.] (2)
- 1.6 The diction is emotive; for example, 'untamed beast' connotes the manner in which the detrimental influence of the media has been unleashed. The repeated use of superlatives, e.g. 'greatest' and 'biggest', emphasises the dramatic impact of the media. The word 'saturated' implies that children are inundated by the influence of the media, while 'shove in front of their faces'/'game changer' reinforces this idea.
[Award only 1 mark for mere identification of diction.]
[Award 3 marks only for a well-developed response.] (3)

1.7 YES

The writer is justified in boldly asserting that rebellion is essential. The all-pervasive media are violating children's mindsets and parents, who are outdone by the media and the corporate world, have to take charge of their children's awareness of the role of the media.

[Credit cogent alternative responses.]

OR

NO

[Credit cogent negative responses.] (3)

1.8 B – assertive. (1)

1.9 YES

The writer acknowledges that parents have an onerous task in ensuring that the power of the 'third parent in the room' (the media) is lessened. They need to be encouraged to take up the challenge of responsible parenting with gusto. The expressions 'let's hear it' and 'self-high-fives' suggest approval and self-motivation. The light-hearted conclusion rounds off a serious topic on a positive note.

[Credit well-reasoned alternative responses.]

OR

NO

There is no reason for self-congratulation. The writer does not indicate that parents challenge the gender stereotypes presented by the media. Rather, he suggests that parents need to be more informed and critical of the influence of the media.

[Credit well-reasoned alternative responses.] (3)

1.10 The building sets are not only recreational/fun, but also educational/realistic./They challenge a child's creative process./They give a sense of accomplishment, which is important for the development of the child.

[Award only 1 mark if candidate merely refers to the LEGO design in the visual.] (2)

- 1.11 The girl's attire is unisex as opposed to traditional/stereotyped dress. It challenges the perception that LEGO is suitable only for boys. The advertiser debunks conventional perceptions of beauty and gender. LEGO thus broadens its target market.

[Award only 1 mark for a mere identification of the manner (her facial expression/body language/poise/the element of success/attire) in which the girl is presented.]

[Award a maximum of 2 marks for a well-developed answer which does not, however, contain a critical comment.]

[Award 3 marks only if a critical comment is presented.] (3)

- 1.12 YES

The writer of Text A maintains that companies should not benefit by gender stereotyping. Parents support the ideology that different genders have different needs. Text B similarly dispels the notion that gender stereotypes should dictate the kinds of product that parents should buy for their children. Aspects such as creativity and personal potential are highlighted while gender should be immaterial when purchases are made for children.

OR

NO

[Consider valid negative arguments.]

[Award 4 marks only if the candidate makes reference to BOTH texts.] (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 in paragraph-form are to be credited.

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

NO.	QUOTATIONS	NO.	POINTS
1	'turning out better than their counterparts'	1	Adolescents turn out better (than their peers).
2	'higher-quality relationships with friends, parents and romantic partners'	2	Adolescents exposed to peer pressure have healthier relationships with others later in life.
3	'Their need to fit in, in the early teens, later manifested itself as a willingness to accommodate others.'	3	Those who felt a need to conform were more willing to consider the views of others.
4	'attuned to subtle changes in others' moods'	4	They are sensitive to the mood changes in others.
5	'That heightened sensitivity later led to empathy and social adeptness.'	5	Children who are self-conscious develop social skills/become more empathic.
6	'Many pressures felt by teens pull them in the right direction/to perform well at school and sport and act maturely.'	6	Learning to compromise with peers develops a child socially and academically.
7	'negotiating with one's peers teaches true negotiation skills'	7	Interacting with one's peers is important to develop communication skills./They learn the skills of good-humoured negotiation.
8	'able to stand up to friends, maintaining their autonomy while doing so in an amicable way, preserve their friendships.'	8	Self-assertive individuals are able to preserve their friendships.

PARAGRAPH-FORM

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

Adolescents exposed to peer pressure turn out better than their peers and have healthier relationships with others later in life, since those who feel a need to conform are more willing to consider others' views. Self-conscious children develop social skills and become more empathic. Moreover, learning to compromise with peers develops a child socially and academically. Interacting with one's peers is important to the development of communication skills. Peer pressure prepares a child for the demands of society, equipping him/her with good-humoured negotiating skills.

(84 words)

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

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 the last sentence 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

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 not 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 wishes to emphasise the speed at which the bicycle can travel./This bicycle can hold its own among leading bicycles./The advertiser's metaphor, 'the F29 is pure speed' puts the bicycle in a class of its own.

[Award 1 mark for mere identification of a concept.]

[Award 2 marks for both identification and elaboration.]

(2)

- 3.2 The advertiser has linked the distinctive qualities of the horse to the bicycle. The manufacturers of the bicycle are renowned for the creation of technologically advanced vehicles. Famous brand names appeal to the reader's desire for excellence/quality.

[Credit answers making reference to the Ferrari insignia.]

[Award 1 mark for reference to eye-catching font.]

(2)

- 3.3 'handcrafted'/'hand built':

The quality of the product is guaranteed because the manufacture of the individual bicycle has been directly under the control of experts/does not depend on mass-production techniques.

'unique'/'exclusively':

The advertiser reinforces the exclusivity of the bicycle. It would appeal to the snobbishness of some buyers. The word 'exclusive' underscores the claim that this bicycle is 'the preferred choice of world champions'.

[Award 3 marks for a reference to both the quotations and a critical comment.]

(3)

- 3.4 YES

The stallion, on its hind legs/raised tail/flowing mane, exemplifies strength and beauty. The bicycle mirrors this stance and in doing so the reader is led to believe that the F29 is both strong/durable and fast.

[Credit responses that refer to the stallion as the insignia of Ferrari.]

OR

NO

[Credit cogent alternative responses.]

(3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 The domestic setting clearly defines the mother's role. She takes responsibility for all work done in the kitchen while her son sits idly at the table. (2)

4.2 The boy displays contempt for his mother's aspiration to further her studies. He has an indignant expression on his face; his raised finger signals his incredulity/rudeness at his mother's 'madness'. His disrespectful questions, e.g. 'Didya hit your head?' highlight his disbelief.

[Award 1 mark for merely identifying the attitude.]

[Award 3 marks only if **attitude** is discussed with reference to both body language and speech.] (3)

4.3 Curtis is overwhelmed by the girl's domineering manner. He is intimidated by her assertiveness. Her tone becomes more threatening towards frame 3 and leaves no room for debate. The exclamation marks, italics and bold 'I' indicate her overbearing approach.

[Award 1 mark if the candidate merely states that the boy is eating/chewing.]

[Award 2 marks for TWO ideas.] (2)

4.4 In Text E, the mother is stereotyped as someone who needs to fulfil domestic demands and perform tedious chores. Her desire to further her studies is frowned upon by a young male character. The mother's sarcasm in frame 4 further highlights the sensitive nature of gender stereotypes.

In Text F, the female character debunks the notion that stay-at-home mothers be content with limited possibilities, e.g. future studies. As the dominant character, the girl discredits gender stereotypes.

[Award 3 marks only if the candidate makes reference to BOTH texts.]

[Award a maximum of 2 marks if the candidate refers to only one cartoon.]

[Credit candidates who make reference to the stereotyping of the boy.] (3)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 important/significant/essential/problem
[Accept alternative suitable synonyms/synonymous phrases.] (1)
- 5.2 D – dashes. (1)
- 5.3 Have mansions and expensive cars ever guaranteed contentment? (1)
- 5.4 Acquisition(s)/acquirement/acquirer/acquirability/acquisitiveness (1)
- 5.5.1 Possessions, **as** the song goes, have a way of weighing one down. (1)
- 5.5.2 **If/When you think about it**, the times when you had little were often when you were happiest.
Think about it: the times when you had little were often when you were happiest.
[Accept all suitable pronouns.] (1)
- 5.6 The adjective 'pretty' would modify 'clever' as an adverb of degree.
(It changes the meaning of 'pretty'.)
[Accept appropriate explanation.] (1)
- 5.7 when we were young (1)
- 5.8 'We've got' should be 'We have' or 'We've'. (1)
- 5.9 The word 'this' should be 'these' or 'those'. (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70