



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

FEBRUARY/MARCH 2015

MEMORANDUM

MARKS: 70

This memorandum consists of 9 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:**

- 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 would be acceptable.
- 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****QUESTIONS: TEXT A**

- 1.1 The writer wishes to show that the taking of 'selfies' is not restricted to a particular target audience but has universal appeal. It transcends social barriers. (2)
- 1.2 People who do not know the meaning of 'selfie' have not kept abreast of new and popular terms. The implication of this is that one becomes technologically disadvantaged. (2)
- 1.3 The frequent use of words on social media by the youth results in the incorporation of such words in dictionaries. This is done by publishers who search social media as well as Internet sites. (2)
- 1.4 The tone changes from factual and informative to humorous/tongue-in-cheek. This makes the article more appealing to a wider audience/makes it more conversational and inclusive. (3)
- 1.5 He has no respect for them, as they have not earned their right to be called stars. Their self-promotion and cheap publicity have given them fame. (3)
- 1.6 The writer portrays girls as being unthinking persons who would do anything to gain the approval of others, and who mimic adults in order to gain this approval. The generalisation stereotypes girls as being pathetic followers of celebrities. (3)
- 1.7 Selfies can be regarded as an integral part of youth culture in establishing romantic relationships. Furthermore, they instil a sense of identity and self-esteem in teenagers. (3)
- 1.8 Yes.
- Celebrities and world leaders ought to be more responsible in the public eye. Adults ought to be more circumspect and less narcissistic. They are seen as role models; therefore their behaviour should be exemplary as young people are impressionable.

OR

No.

The concluding paragraph could be considered highly opinionated/biased. There is insufficient evidence in the passage to substantiate the claim that adults' preoccupation with selfies is cause for concern.

[Accept any cogent alternative responses.] (3)

1.9 B – matter-of-fact (1)

1.10 The boy perceives selfies as a medium of communication ('picture-chatting'). Pictures have replaced verbal communication. Much time is invested in taking selfies, yet he is of the opinion that they are easily disposed of. (2)

1.11 The final frame focuses on the generation gap. This is emphasized by both the verbal and non-verbal clues.

Verbal: The mother fails to understand her child's actions even though an explanation has been given by her son. Her lack of understanding is indicative of the generation gap.

Non-verbal: The parents value face-to-face communications and this is indicated by their facing each other. The boy, on the other hand, is completely self-absorbed and pays no attention to what his mother says. He turns his back on his parents and focuses only on his phone.

[Candidates may refer to facial expressions and body language.]

[To be credited with full marks, the candidate must make reference to verbal **and** non-verbal clues.] (3)

1.12 Yes.

The young boy in Text B embodies the narcissistic nature of modern society, referred to in paragraph 4 of Text A. The satirical comment on the boy's posturing in Text B reinforces the writer's criticism of selfies as a 'worrying trend'. In addition, the absence of dialogue in frames 1 – 4 highlights the boy's obsessive self-regard. He is a product of the latest trend.

OR

No.

[Credit any valid negative responses.] (3)

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.

	QUOTATIONS		OWN WORDS/POINTS
1	jobs that may exist in 15 years' time ... What can parents do to prepare children for their 21 st century lives	1	Children should be prepared for the unconventional job market in the 21 st century.
2	learning as a life-long process	2	Life-long learning needs to be valued.
3	to proficiently filter, interpret, and evaluate information	3	Developing critical thinking skills is essential.
4	Embrace opportunities for learning and self-improvement at home, at school, and in the community.	4	Children should be open to learning from a wide variety of sources.
5	The importance of effective communication cannot be over-emphasised.	5	The ability to communicate effectively is vital.
6	important for children to think globally	6	Children should recognise the reality of globalisation.
7	If they work hard, they can learn and improve.	7	Diligence will be rewarded.
8	Examples set by parents teach volumes ... ready to embrace or adapt to the inevitable waves of change.	8	Children should learn from role models, like their parents, to prepare for a rapidly changing world.

PARAGRAPH-FORM

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

Parents should prepare their children for the unconventional job market in the 21st century. Therefore life-long learning needs to be encouraged. Furthermore, developing critical thinking skills is essential and children should be open to learning from a wide variety of sources. Diligence is the avenue to success. Inevitably, the ability to communicate effectively is vital. Moreover, children should transcend local boundaries. Lastly, parents who are role models prepare their children for a rapidly changing world.
(75 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 a maximum of 5 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

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 introductory line challenges the reader to explore something novel, the Chevrolet brand, by appealing to his/her sense of adventure. (2)

3.2 The font resembles free handwriting. The font is unconventional and reinforces the idea of new roads that need to be explored. (2)

3.3 Effective.

It indicates that the driver of a Chevrolet will be able to explore any terrain, however remote. It implies that drivers of Chevrolet are more daring and adventurous than other drivers.

OR

Not effective.

The target market would prefer to see the product being advertised as opposed to just a winding road in a rural setting. Appearance is important to an assessment of desirability. (3)

3.4 An emotional appeal is made because the product is seen as going beyond borders. The clause, 'when imagination can take you everywhere' dares the reader to transcend his limitations. The rhetorical question compels the driver to consider new experiences. The use of the words, 'imagining', 'ingenuity', 'inspire' and 'empower' challenge the driver to explore new terrain. (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 Jughead is uninterested in studying. This is indicated by his half-closed eyes and his out-stretched arm. He values satellite TV more than studying. (2)
- 4.2 Archie's attempt to study is foiled by the intrusive nature of the noise emanating from the TV. This is illustrated by the jagged speech bubbles. The diction and sound effects (onomatopoeia) denote that the TV programme is action-packed and riveting. The more Archie's interest in the programme grows, the more the reader sees of his face. The reduced size of frames 7 and 8 indicates how swiftly Archie loses interest in his book. Studying is no longer a priority.
- [Credit responses referring to the change in font.]
- [Award 3 marks for any three valid points.] (3)
- 4.3 The cartoonist shows the self-centred nature of commuters. Every driver believes that it is someone else's responsibility to use the bus. It is ironic that each driver thinks that he/she is a victim yet he/she contributes to the problem. (2)
- 4.4 The layout highlights the underlying message of the cartoon. The cartoonist stresses the value of and need for effective public transport. This is indicated by the traffic jam and the repetitive speech bubbles. The reality is that the traffic problem could be solved if more people used public transport. (3)
- [10]**

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 **We understand** that the footage is staged and edited, yet we're all affected by the influence of TV.
- [The answer must be a grammatically correct sentence.] (1)
- 5.2 5.2.1 Good-looking, slender women tend to be favoured by reality TV. (1)
- 5.2.2 The emphasis would shift from reality TV (in the active) to the appearance of the women featured (in the passive).
- [Reference to the appearance of the women is necessary for the mark.] (1)
- 5.3 whom (1)
- 5.4 Comparable/comparative (1)
- 5.5 us – our/omitting 'us' (1)

- 5.6 **sub**consciously/**un**consciously (1)
- 5.7 Is **not** acceptable/plausible/believable (1)
- 5.8 others' (1)
- [If the candidate writes out the sentence, focus only on others'.] (1)
- 5.9 Although Reality TV is not good for us, we love it since it tastes great. (1)
- [Accept grammatically correct alternatives.] **[10]**
- TOTAL SECTION C: 30**
GRAND TOTAL: 70