



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2011

**ENGLISH HOME LANGUAGE P1
MARKING GUIDELINE**

MARKS: 70

This marking guideline consists of 7 pages.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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 marks awarded where applicable in terms of decisions taken at the standardisation meeting.
- The memorandum will be discussed before the commencement of marking.

INSTRUCTIONS FOR MARKERS

Marking the comprehension:

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- Incorrect spelling and language errors in longer responses should not be penalised, because the focus is on understanding.
- 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.
- For TRUE/FALSE or FACT/OPINION questions, the mark should be split, i.e. award 1 mark for TRUE/FALSE or FACT/OPINION and a mark for the reason/substantiation/motivation/quotation. The mark for the reason/substantiation/motivation/quotation should **only** be awarded if the TRUE/FALSE or FACT/OPINION part of the question is correct. (One cannot award a mark for substantiation or an interpretation (TRUE/FALSE or FACT/OPINION) that was wrong in the first place.)
- 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 will be acceptable.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND the answer written out in full.

QUESTIONS: TEXT A

- 1.1 Amortality is postponing/ignoring mortality by trying to stay young for as long as possible and not giving in to the ageing process. (2)
- 1.2 1.2.1 These are seen as the starting and ending points of adult life. (1) Youth refers to innocence/freshness (1) and dotage to extreme old age, perhaps even heading towards senility. (1) (3)
- 1.2.2 There is no real answer to these questions as boundaries have been pushed. These questions make us think about traditional milestones, which are now constantly challenged. (2)
- 1.3 1.3.1 Appearances can be deceiving as older people refuse to give in to old age (in appearance and behaviour). (1)
- 1.3.2 In the same way, ageing people who refuse to show/act their age and who try everything to keep up appearances seem to have sold their integrity or honesty in this constant quest. (2)
- 1.4 It is they who influence and control this eternal quest for youth (1), scientists – through products and surgery (1) and celebrities – because they are the ones who parade this eternal youth before the public whom they influence. (1) (3)
- 1.5 Yes – all are well-known icons who are ageing well and who epitomise the quest for youth in their appearance and behaviour.
OR No – these icons are all showing their age/are not known to everyone (not a likely response, but consider on merit). (2)

QUESTIONS: TEXT B

- 1.6 Is it better to leave them innocent and unprotected without cellphones, or to trust them and perhaps let them suffer from bad influences or to give them cellphones and then show no trust by tagging their children? (3)
- 1.7 One can be both, so not a contradiction. Parents could be afraid of dangers facing their children and they could be afraid of dangers children may create or what they could do under bad influences. (2)
- 1.8 “mesmerised” (1)
- 1.9 B (neologism) (1)
- 1.10 Their refusal to act their age leaves their teenage children feeling confused and perhaps even embarrassed. (2)

QUESTIONS: TEXTS A and B

- 1.11 Orford does not approve of adults living the same way from adolescence to death. She instructs mothers to be adults and to look the part. She makes it clear that adults who try to look young are not “cool” but “weird”. (4)

QUESTION: TEXT C

- 1.12 TEXT A – Mother Anderson is not giving in to (or even acting) her age, as she is still trying to find a man of any age – she is even prepared to use the internet in her search. OR
TEXT B – Mother Anderson is embarrassing the young Thandi by doing what much younger people do. Even being on the internet is unexpected. (Thandi’s comments refer to the extent of Mother Anderson’s search). (2)

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**.

- **Words can cause far worse damage than physical injuries**
- **Harassment often comes from electronic devices**
- **It is becoming more widespread among teenagers everywhere**
- **Its anonymity makes it the more threatening**
- **Camera phones can be used to make false pictures**
- **Parents need to be on the look-out for tell-tale signs**
- **Open communication is vital**

Marking the summary:

- Candidates should present the summary in the required format. Summaries not presented in the required format but reflecting another format of summarising as prescribed in the Subject Statement for languages **should be assessed**.
- Candidates **must** indicate the word count **correctly**.

Award marks as follows:

- **7 marks for 7 points**
- **3 marks for language**

Penalties:

- If the candidate has not presented the summary in the required format, the candidate should be penalised by deducting 1 mark from the total mark awarded.

- For direct quotations of **whole sentences**, penalise as follows from the total mark awarded for the points:
 - 1 – 3** whole sentences quoted: **no penalty**
 - 4 – 5** whole sentences quoted: **deduct 1 mark**
 - 6 – 7** whole sentences quoted: **deduct 2 marks**

- Language errors (grammar, spelling, punctuation): deduct from the 3 marks for language as follows:
 - 0 – 4 errors: no penalty
 - 5 – 10 errors: subtract 1 mark
 - 11 – 15 errors: subtract 2 marks
 - 16 errors or more: subtract 3 marks

- **To avoid the anomaly that a candidate is able to score more marks for language than for the summary which is the core assessment task, please take note that the language mark distribution shall be as follows:**
 - 🕒 To be awarded **1 language mark**, at least **1 – 3** points should be correct.
 - 🕒 To be awarded **2 language marks**, at least **4 – 5** points should be correct.
 - 🕒 To be awarded **3 language marks**, at least **6 – 7** points should be correct.

- Subtract 1 mark from the total marks awarded for the points and language use for not indicating the word count or if the summary is too long.

NOTE: Abbreviations should not be used but should they appear in the summary they must be counted as the number of words they represent.

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

TEXT E

- | | | | |
|-----|-------|---|-----|
| 3.1 | 3.1.1 | Mining activities are not mentioned at all. | (1) |
| | 3.1.2 | <p>Yes: A miner appears in the graphic and it is his friendly face which we notice. A social issue (HIV/Aids) is the topic here – Anglo American supports this HIV/Aids prevention programme. The graphic supports the topic appropriately.</p> <p>No: The picture of the miner does not show a “baby” or the “people” (employees, spouses, dependants) who benefit from the HIV/ADIS prevention programme the advert mentions. The graphic does not support the topic appropriately.</p> | (2) |
| | 3.1.3 | At Anglo American, they care for people – those in their employ and their families – and want to make a difference in their lives. | (2) |

TEXT F

- 3.2 3.2.1 United Nations (add Development Programme – optional) or UNDP (1)
- 3.2.2 It makes the words stand out even more and increases their impact. (A graphic could have distracted from the words.)
OR A clever graphic could have elicited more sympathy and had more emotional appeal.
OR A clever graphic could have been seen as clichéd and, therefore, ignored. (2)

TEXTS E and F

- 3.3 Social consciousness – awareness of suffering of others in society.
Anglo American focuses on HIV/Aids pandemic and indicates concern for its workers and Water Alert focuses on difficulties some have in accessing water.
(1) Both give websites which can be accessed. (1) (2)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**TEXT G: CARTOON**

- 4.1 4.1.1 Both she and her boyfriend are covered in tattoos and she has a tongue stud. (1)
- 4.1.2 He has to translate/clarify her words, as she is incomprehensible because of the tongue stud. (2)
- 4.1.3 Vern enquired as to Trudy's nationality (1) and asked whether she was foreign. (1) (2)

TEXT H: FLYER: MAKE WAVES AT YOUR LIBRARY

- 4.2 4.2.1 They sign up via the website given. (1)
- 4.2.2 Yes – it literally depicts waves, a surfboard, fish and a bottle – all would appeal to teenagers and are a simple literal depiction of the figurative title. (2)
- 4.2.3 The book resembles a treasure chest – see the lock and the starfish – and, therefore, continues the sea theme of the main graphic. (2)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY**TEXT I**

- 5.1 It could refer to parents allowing their sons to return home OR to daughters allowing the sons to return home. (2)
- 5.2 “Flying the Nest” – name of study or article and “boomerang boys” – title or nickname given to returning sons. (2)
- 5.3 “finger” (1)
- 5.4 lazier (1)
- 5.5 Only/barely/just/almost. (No conjunctions!) (1)
- 5.6 Moms wash and iron their sons’ clothes and provide a taxi service. (1)
- 5.7 “Becoming” is a gerund (verbal noun) which must be qualified by a possessive adjective (“their”). (2)

[10]**TOTAL SECTION C: 30****GRAND TOTAL: 70**