



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2013

**ENGLISH HOME LANGUAGE P1
MEMORANDUM**

MARKS: 70

This memorandum consists of 6 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.
- The memorandum should 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.
- 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.

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

- 1.1 1.1.1 Juggling (1)
- 1.1.2 While we may think we are achieving more, we are actually far less efficient as we multi-task. (2)

- 1.2 1.2.1 He thinks we over-extend ourselves (crazy and busy have become one word), he uses the prefix “over” twice for emphasis and he forecasts disaster in “about to snap” – the stress will be too late to remedy. (3)
- 1.2.2 Illusion is not reality – we may fool ourselves that we are achieving more, but this is not the truth. (2)
- 1.2.3 “It’s like playing tennis with three balls” – a tennis player needs to focus on and hit only one ball at a time – trying to play with three will only spell disaster. (3)
- 1.3 D detached (1)
- 1.4 1.4.1
- They (smartphones and cellphones) are the product or offspring/creations which have developed from computers and all related technology.
 - There are many smartphones and cellphones – they are everywhere. They are a source of distraction that encourages multitasking. (2)
- 1.4.2 It is unusual to see an actual person in the office as nearly all communication is electronic nowadays. (1)
- 1.5 Just as a bottleneck narrows and makes it slower for contents of a bottle to escape, so multitasking can form a blockage/crowding of ideas as we try to deal with too much at the same time. The brain will not know which to process first. (3)
- 1.6 Too many interruptions/not being able to see each task through to its completion. (1)
- 1.7 This implies that we can no longer concentrate on one task at a time. We like to change tasks ourselves/we naturally change focus as we work. (2)
- 1.8 There will be less stress(1), less frustration(1) and less guilt(1). (3)
- 1.9
- Shoulders slumped/arms hanging – cannot decide on task. (1)
 - Downturned mouth – has given up, feels dejected. (1)
 - Being diverted by arrows – all tasks demanding his attention./All electronic devices demanding his attention – probably noisy and urgent. (1)
- (3)
- 1.10 Yes – shows how multitasking is counter-productive. Perhaps more exaggerated than TEXT A (especially as focus is largely on technology), but definitely conveys the message well. Also shows results of attempts at multitasking on the individual – distracted, dejected, exhausted. (3)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**Note:

Use the following main points as a guideline. Candidates must include seven points in either a point-form or a paragraph-form summary of 100 words. The imperative (instruction) format is to be credited.

POINTS TO INCLUDE:

- **Clearly announce that you have set yourself a deadline.**
- **Prioritise so that you do the most important task first.**
- **Constantly re-affirm yourself./Tell yourself to focus by repeating a mantra.**
- **Do not allow yourself to be side-tracked/get started immediately.**
- **Encourage yourself to work by using incentives.**
- **Plan your days carefully.**
- **Make sure that you book important events in time.**
- **Do not let those who will sidetrack you do so. /Tell people who need your attention that you have to meet a deadline before you can see them.**

Marking the summary

The summary must be marked as follows:

- 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
- **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.

NOTE:

- Abbreviations should not be used but should they appear in the summary they must be counted as the number of words they represent.
- Markers are required to verify the number of words used.
- 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.

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

3.1 3.1.1 Be clear about your future. (1)

3.1.2 Each letter (CLEAR) introduces the key word (choose, learn, earn, apply and register) which relates to the passing years of the learner's life/career. (2)

3.2 3.2.1 Books – relate to studies/ too many makes studying seem overwhelming. (1)

3.2.2 Stethoscope – career in medical field is possible after studying at UJ. (1)

3.2.3 Aeroplane – opportunity to travel with good education from UJ/career in aeronautics possible/not relevant because travel is not the point of studying/accessible to students living far away. (1)

3.3 3.3.1 Rethink education. Reinvent yourself. (No mark for quote alone.)

- Yes – implies you can start again with use of prefix “re” – gives hope for change.
- No – quite insulting to serious students who know the value of education and who have no desire to be someone they are not – “reinvent(ed)”. (2)

3.3.2

- Yes – seems upmarket/positive, offers good degrees, understands steps a learner must follow and implies that learner can re-invent himself.

OR

- No – too many books are off-putting, not enough detail about courses offered, does not offer what (I) want to study.

[Credit all reasonable opinions.] (2)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 Cartoonist (1)
- 4.2 Freedom of expression – the fact that Nell’s editor wanted to control what he was showing in his cartoons. (2)
- 4.3
- Better that he remains anonymous/simple a controlling power.
 - Allows the reader to imagine what such a bigoted, autocratic person would look like. (1)
- 4.4 Lack of individuality/no brains/constant optimism/uniform presentation of cartoons. (Any 2) (2)
- 4.5 All have same stance/facing same direction/appear robotic with no individuality. (1)
- 4.6
- No – he has conveyed it all in the graphic – he is merely making it clearer in the text.
- OR**
- Yes – this is good as it emphasises his points clearly. (2)
- 4.7 It is the name of the magazine/newspaper where Nell worked. (1)
- [10]**

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 “Anatomy of an Illness” or Anatomy of an Illness or use italics to indicate title of book. (1)
- 5.2 Direct quotation (1)
- 5.3 Prospective - perspective (1)
- 5.4 With (1)
- 5.5 No need for a prefix and a suffix to form an opposite/-less already implies opposite so -ir is redundant/correct word is regardless. (1)
- 5.6 “goes out” – could mean out of joint or attends a function (2)
- 5.7 He said that his (½) back went (½) out more than he (½) did (½). (2)
- 5.8 Lose (1)
- [10]**
- TOTAL SECTION C: 30**
GRAND TOTAL: 70