



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2015**

**ENGLISH HOME LANGUAGE P1  
MEMORANDUM**

**PUNTE: 70**

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This marking guideline consists of 9 pages.

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## 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:
  - 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. 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/OR the answer written out in full.

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

- 1.1 Describe a typical Generation Z person **in your own words**.
- Generation Z people are independent, goal-directed, humble, compassionate and ethical. (At least 4 synonyms must be found for the adjectives in the title and rider.) (2)
- 1.2 Three teenagers are mentioned in paragraph 6. Which of the three would be the best example of each of the following? Give a reason for your choice.
- 1.2.1 A self-starter
- Logan Laplante – designed his own curriculum (2)
- 1.2.2 A socially aware person
- Adora Svitak – campaigned to promote literacy and feminist values (2)
- 1.3 Explain how the two international events mentioned in paragraph 1 have influenced the characters of Generation Z young people.
- 9/11 made the world aware of the horrible reality of terrorism and the great recession showed how economically vulnerable society is. These young people need to be “socially aware” and “driven” to stop threats of violence and they need to be “sober” and “less vain” to make economically viable decisions. (3)
- 1.4 Discuss the neologism by explaining who or what a “screenager” (line 9) is.
- Neologism – Screen and teenager melded together. A “screenager” is a young person (teenager) who has grown up in the digital world where screens are the media through which information is acquired. (2)
- 1.5 Refer to paragraph 2.
- From what the writer says about the members of Generation Z in the first sentence of paragraph 2, it is clear that his attitude towards them is ...
- C respectful. (1)
- 1.6 What could account for the fact that Generation Z members are “smarter than the baby boomers” (line 10)?
- They have been brought up with technology at their fingertips that allows them access to the internet to acquire all sorts of information. This type of easy access to knowledge was not available after the Second World War. (3)

- 1.7 Describe the “millennial generation”.
- This generation was unmotivated (not “driven”), very egotistical, financially extravagant, addicted to narcotics, promiscuous, violent, selfish and vain. (At least 4 descriptors.) (3)
- 1.8 Identify TWO aspects about Generation Z members mentioned in paragraph 5 that prove that these youngsters are neither selfish nor egotistical.
- They want to change the world for the better through their jobs. They do not think only of themselves; they volunteer.
  - They would rather be smarter than better looking.
- [Any TWO aspects.] (2)
- 1.9 Explain why the generation gap mentioned in this paragraph will be the most extreme ever.
- Access to technology makes knowledge more accessible to Generation Zs. They know much more about many more topics than adults do and this knowledge gap exacerbates the generation gap. (3)
- 1.10 What do people in GI Generation and those in Generation Z have in common?
- They have been exposed to wars.
  - They have experienced financial calamity. (2)
- 1.11 If major traits are considered, with which generation would Generation Z have most in common? Give reasons for your answer.
- Millennial Generation – they both have had the major influence of technology on their lives.
- [Accept other answers, depending on reasons given.] (2)
- 1.12 Would members of the GI Generation and the Silent Generation (Text B) have also found *The Hunger Games* (Text A, paragraph 7) a “perfect” film for their generations? Provide reasons for your answer.
- Yes. *The Hunger Games* is a film about very bad (“dystopian”) and violent events. Both the GI Generation and the Silent Generation experienced the horror of the Second World War so they will be able to relate to *The Hunger Games*. (3)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY**

**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

The passage below (TEXT C) is titled “How to Plan a Successful event”. Write down the **SEVEN points** (one from each of the numbered paragraphs) that you need to consider.

Quotes		Own words/Points	
1.	“Knowing your budget...”	1.	Determine the budget so that only necessities are included.
2.	“... creating a timeline.”	2.	Create and follow a timeline.
3.	“... determining your target audience.”	3.	Identify your target audience because it will help you to make decisions regarding the event.
4.	“... choosing a venue.”	4.	Choose the venue carefully.
5.	“...assign different roles to the people who will help you.”	5	Assign different roles to the people who will help you.
6.	“...stay on track and to stay organized.”	6	Stay organised.
7.	“... clear communication with your helpers and client will allow everyone to stay on the same page.”	7.	Communicate clearly so that you can run a successful event.

**PARAGRAPH**

<p>Determine the budget so that only necessities are included. Create and follow a timeline. Identify your target audience because it will help you to make decisions regarding the event. Choose the venue carefully. Assign different roles to the people who will help you. Stay organised and communicate clearly so that you can run a successful event.</p> <p>(56 words)</p>
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**Marking the summary:****The summary should be marked as follows:**

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per 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 quotes: award no language mark
  - 1–5 quotes: 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 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 with the correct answer AND/OR the answer written out in full as correct.

**QUESTION 3: ANALYSING ADVERTISING**

- 3.1 Discuss the significance of the alphabet block in convincing the target market of the message of the advertisement.
- The alphabet block, typically used by children at play, is placed behind the trigger of the gun. This would prevent the trigger from being pulled and the gun from firing. The message is that war can be stopped if a childhood for every child is promoted. The target market will be convinced that war can be stopped by promoting childhood activities and not violence. (2)
- 3.2 Explain how the silhouettes in the form of shooting range targets visually depict the tagline (slogan) of the advertisement.
- “Bullets leave bigger holes than you think” implies that not just the target is the victim. Each target is part of a family – father, mother, child. The death by bullet of any one of them impacts on the others. (3)
- 3.3 The only colour in this monochrome advertisement is red around the X in the centre of the target. Why is the use of this colour in the monochrome advert effective?
- This use of colour is effective because red is the colour of blood and the resultant damage made by the bullet as it kills its target would be red. The monochrome (black) colour is symbolic of death – of the victim - and the resultant sadness that would pervade the family impacted by the violence. (2)

3.4 Which advertisement would be more effective in preventing gun violence? Give TWO reasons for your answer.

- D1 – the simplicity of the alphabet block placed as it is at the trigger of a truly violent-looking weapon shows how easily gun violence can be stopped. The irony of the simplicity of the solution would make the target audience take note.

Or

- D2 – the family – particularly the addition of the baby - depicted in the silhouettes makes an emotional appeal to the target audience and will convince the government to institute gun control laws to prevent gun violence.

[Accept a combination of answers.]

(3)  
[10]

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

4.1 By referring to the facial expressions of the “Earth” character, describe the feelings experienced in each of the frames.

- Frame 1: Feels happy (1) – mouth is smiling broadly (1)
- Frame 2: Feels stressed/miserable (1) – no mouth visible/sweat droplet on brow (1).

(2)

4.2 Identify and discuss TWO other aspects depicted in the frames that account for the “Earth” character’s feelings in each of the frames.

- Frame 1: Farmer’s Market and in Frame 2: Mega Superstore  
He is happy with the natural purchases directly from the source – the farmers; he is conserving the earth in Frame 1. The megastore will contain all manner of processed products in huge supply that are produced at risk (plastics/toxins) to the planet. (2)
- Frame 1: Bicycle and in Frame 2: Car  
The bicycle is nature friendly but the car is polluting the atmosphere. (2) (4)

4.3 What is the purpose of this cartoon?

- The cartoon is promoting Earth Day and the advantages to the earth if everyone uses natural products and vehicles that do not pollute the atmosphere. (2)

4.4 Discuss the irony in this cartoon.

- Although the man with the solar-powered chainsaw is pleased about being able to conserve energy by using solar power and so save the planet, he is still chopping down trees which adversely affects conservation and has a negative effect on saving the planet. (2)

[10]



**QUESTION 5: USING LANGUAGE CORRECTLY**

- 5.1 Provide alternative punctuation for the names of the television series referred to in paragraph 1.
- F.R.I.E.N.D.S, Breaking Bad /“F.R.I.E.N.D.S”, “Breaking Bad”  
(or single inverted commas) (1)
- 5.2 Correct the concord error in paragraph 1.
- Who hasn't spent ... (1)
- 5.3 Choose the correct word from those in the brackets in paragraph 1. effects (1)
- 5.4 Correct the pronoun error in paragraph 2.
- People who watch ... (1)
- 5.5 Commas have been omitted from the second sentence of paragraph 2. Rewrite the sentence with the commas in the correct places.
- Laptop screens, if stared at for too long, can cause eyestrain and headaches. (1)
- 5.6 Correct the spelling error in paragraph 3.
- behaviour (1)
- 5.7 Rewrite the third sentence of paragraph 3 in the passive voice.
- The risk of depression and anxiety is increased by staying indoors for long periods of time. (1)
- 5.8 Correct the error in the first sentence of paragraph 4.
- Binge-watching TV distracts you from other parts of your life. (1)
- 5.9 Write “hygiene” (paragraph 5) as an adjective.
- hygienic (1)
- 5.10 Should “number” replace “amount” in the last sentence of paragraph 6? Give a reason for your answer.
- Yes. Calories can be counted.
  - No. Although intrinsically countable, calories can be treated as uncountable, a mass noun. (1)
- [10]**

**TOTAL SECTION C: 30**  
**GRANDTOTAL: 70**