



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2015

**ENGLISH HOME LANGUAGE P1
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.
- 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 to the correct answer AND/OR the answer written out in full.
- NB: The $\frac{1}{2}$ mark must be rounded to the next whole number only in the final total.

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

1.1 What would your immediate reaction to this instruction be? Justify your answer.

- Depending on the age of the candidate the responses will vary. Accept any response that is justified with relevant evidence.
- As teenagers, most will feel indignant/angry that parents do not trust them and feel the need to monitor their Facebook use. Teenagers might also feel threatened because “everyone else” is stalking them.
- As parents, most will feel vindicated/reassured that they are right to be concerned about their children’s Facebook use and that they should monitor it closely.

(2)

1.2 Describe what a good digital parent (line 3) would do, to get the approval of the many parents who applauded Julianne Moore.

- A good digital parent would monitor his child’s online activities very closely. (Not just “stalk” the child online.)
- Children of sixteen could still be at risk from online danger so a good digital parent would not recognise the privacy demands of his sixteen-year-old.

(2)

1.3 Explain the concept of “helicopter parenting” (line 4).

- Just as a helicopter hovers above the ground when used in investigations or rescues, parents who feel that their children are at risk online monitor them very closely – they “hover” over their children’s online interactions

(2)

1.4 In your own words, explain why controlling a teenager’s access to the digital world has become a challenge to parents.

- Access to the internet is not limited to the home or school where the use can be controlled to a certain extent. Digital devices (cellphones, i-pads, etc.) are taken everywhere so parents have very little opportunity to control their children’s access to the internet.

(2)

1.5 How could selfies or status updates impact both a child’s immediate and long-term future?

- In the immediate future, inappropriate selfies or status updates could make the child a victim of online predators or bullies. The child could experience physical harm or just general unhappiness that they would experience problems their youthful inexperience could not handle. (1)
- In the long-term, inappropriate selfies or status updates could impact their chances of employment and have serious financial implications. Physical and psychological damage incurred during youth often persists throughout life. (1)

(2)

- 1.6 **What is it about the nature of the internet that makes children’s digital mistakes have such severe impact on their future?**
- Nothing is private on the internet. (1)
 - So many people have access to the internet that a child’s digital mistake cannot just be erased. Even if a status is deleted, it could be anywhere on the net for future retrieval. (1)
 - Despite its apparent autonomy, the internet is navigated by people and thus impacts on the real world where people interact and children can be affected socially and psychologically by their digital interaction. (1)
- (3)
- 1.7 **What could be “worse” than the offline problems listed in the last sentence of paragraph 4?**
- Death could result from suicide spurred by depression or murder from online predators. (1)
- (1)
- 1.8 **What tone is expressed in the parenthesis in paragraph 5?**
- C – Authoritative (1)
- (1)
- 1.9 **Despite the shortcomings of parental control software, why does the writer recommend installing it?**
- Parental control software does offer the concerned parent some measure of control. At the very least they can rest assured that they are doing something to keep their children safe. (2)
- (2)
- 1.10 **Paragraphs 5 and 6 focus on two ways – education or denial – that parents can choose to respond to the online lives of their children. Which of these ways would Julianne Moore choose to use? Give reasons for your answer.**
- Julianne Moore would definitely choose to do something because she is obviously very concerned, so denial would not be an option.
 - She is promoting stalking her children online so she is already taking an active course.
 - She would probably choose to engage with her children and educate them about safe internet use because she cares so much about their safety online. (3)
- (3)
- 1.11 **Why is the information supplied in paragraph 7 reassuring to parents?**
- The information is about the writer and confirms that she is “Head” of Corporate Social Responsibility so she is in a commanding position. (1)
 - The writer works for *Qustodio* which is a parental control software company so she is actively involved in the monitoring of children’s online activity. (1)
 - She has four children so she has experience in raising children safely in a digital world./ Despite her credentials she sees protecting children in a high-tech world as a challenge. (1)
- (3)

QUESTIONS: TEXT B**1.12 Why would Twitter supporters be pleased with the site's statistics?**

- Very little variation in support of Twitter has occurred in the last two years; the site shows a steady support base.
- The lack of fluctuations in the support base gives supporters confidence that their site is consistent.

(2)

1.13 Discuss what has happened to Facebook's popularity among American teens over the two years illustrated in the graph.

- Facebook's popularity decreased considerably between 2012 and 2013.
- However, Facebook's popularity from 2013 to 2014 has remained steady, although much below the other two sites cited.

(2)

QUESTIONS: TEXTS A AND B**1.14 In terms of the information supplied in the graph on the three social network sites, would Julianne Moore and Melissa Maypole be encouraged to stalk their children less online? Give reasons for your answer.**

- Yes. Facebook has been the main concern and the statistics for Facebook's popularity have dropped in recent times. Instagram, Twitter and Facebook all display fairly low popularity ratings – on or below 30%. With less social network use, their need to stalk their children would be reduced.
- No. Both these parents are obsessive about monitoring their children's online use. Even if Facebook's popularity has declined, Instagram's popularity has increased considerably so there still are threats to their children's online safety.

(3)

TOTAL SECTION A: 30

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

- Summarise the reasons (one from each of the bulleted paragraphs) that **promote thinking ahead**.

	Quotes		Own words/Points
1	“get what you really want if you have your goals clearly set ahead of time”	A	You can achieve your goals if you think ahead.
2	“you create the path and the inspiration to make it happen”	B	You will be inspired to create your life’s path.
3	“you may be too focused on the present to see the opportunities lying before you”	C	Thinking ahead lets you see opportunities.
4	“will help you confirm what’s important and to stay focused”	D	Thinking ahead will help you to stay focused on the important things.
5	“you always achieve more when you plan effective ways to use your time”	E	Planning/Thinking ahead leads to creativity and efficient use of time.
6	“you can respond more quickly and appear smarter and better-prepared as well”	F	You can respond more quickly and be smarter and better-prepared, if you think ahead.
7	“don’t be afraid to look into the future”	G	Thinking ahead might mean your happiness in the future.

Paragraph:

You can achieve your goals if you think ahead. Thinking ahead inspires you to create your life’s path. It lets you see opportunities and helps you to stay focused on the important things. Thinking ahead allows you to use your creativity to get more out of life. You can respond more quickly and be smarter and better-prepared, if you think ahead. Thinking ahead might mean your happiness in the future.

(70 words)

Marking the summary

The summary must 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 quotes: award no language mark
 - 1–5 points quotes: award 1 language mark

NOTE:

- **Format**

Even if the summary is presented in the incorrect format, it must be assessed.

- **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

QUESTIONS: TEXT D

3.1 “SEE THE REALITY BEFORE IT’S TOO LATE”

Describe the “reality” that the graphic depicts by discussing the format of the graphic.

- The reality is that the African penguin is an endangered species; the numbers of penguins are rapidly diminishing.
- At the top of the graphic, there are many penguins. All are in pairs. Promise of mating, generating offspring.
- The lines of the graphic become blurred and the many, paired penguins end up apart and the final image is of a single penguin. No chance of procreation, if something is not done.
- The colour at the top of the advert is light (more white) but changes to black at the end which is symbolic of the dire consequences of annihilation of the species.

(2)

3.2 **How does the advertiser direct his appeal to the reader through the slogan and the copy? Discuss THREE techniques.**

- The advertiser uses imperatives: “See the reality ...”, “Act now ...”, “Adopt a penguin ...”.
- He uses the “your” to make it clear the reader’s help is needed.
- He uses the cliché/patriotic hook with “proudly South African” to appeal to national pride to persuade the reader to help.

(3)

3.3 **To what emotion does the SANCCOB logo appeal? Explain your answer.**

- Caring/kindness/compassion. (1)
- The adult bird is sheltering a baby bird. Baby birds need to be protected to ensure the future of the species.

(2)

3.4 **Discuss to what extent this advertisement is effective.**

- It is very effective. The monochromatic colour clearly shows how easy the transition from plenty of penguins to too few penguins can be. The focus of the advert is entirely on the penguins and how alarming their endangerment is. The copy is short and direct. There is no doubt about the role the public can play to save the penguins.

(3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**QUESTIONS: TEXT E**

- 4.1 **How do Calvin's words, facial expression and body language in Frame 2 reflect the rebel stereotype?**
- Calvin's words and body language are insistent and indicative of his discontent. (1)
 - He asks a question that is focused on self-interest. He selfishly uses "I want" to state his demands. The exclamations point to his discontent. (1)
 - Calvin's mouth is wide open and he is vociferously expressing his dissatisfaction. His arm is extended upright and the fist also is typical of the rebel salute. (1)
- (3)
- 4.2 **What does Calvin realise in Frame 3?**
- Calvin is disconcerted by the realisation that he is required to work hard to become prepared for his future. (1)
- (1)
- 4.3 **Explain how Calvin's disillusion is evident in his facial expression and body language in Frame 4.**
- His face is twisted up in disgust. (1)
 - He is slumped over the desk leaning on his hand. (1)
- (2)

QUESTIONS: TEXT F

- 4.4 **Carefully explain why this English teacher "snapped"?**
- This English teacher finds grammatical errors on billboards unacceptable and she took action by crossing out and correcting the error. She in fact vandalised the billboard to ensure that the question was grammatically correct. (2)
- (2)
- 4.5 **Discuss how humour is created in this cartoon.**
- The teacher's action to correct the grammar error on the billboard is probably justifiable. Her arrest for an action that has benefitted society is excessive and therefore humorous.
 - It is ironic that she should be punished so severely for an action that is actually improving the quality of the billboard for the public. (2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 **Explain the neologism in paragraph 1.**
- Teenspeak has been created from the words teenager and speak. This refers to the language (often slang/colloquial/texting) that is spoken/used by teenagers. (1)
- 5.2 **Identify and correct the split infinitive in paragraph 2.**
- to effectively communicate ($\frac{1}{2}$) – to communicate effectively (1) (1)
- 5.3 **Rewrite paragraph 3 in reported speech. Begin with: Mrs Gross said that ...**
- Mrs. Gross said that teenagers were spending more time communicating through text messaging, which is/was short and brief.
Note: If inverted commas, then 0. (1)
- 5.4 **Rewrite this sentence in the passive voice:**
We need to help today's teenagers to understand the difference between their textspeak and the formal language they need to succeed in life.
- Today's teenagers ($\frac{1}{2}$) need to be helped ($\frac{1}{2}$) to understand the difference between their textspeak and the formal language they need to succeed in life (by us). (1)
- 5.5 **Give the correct form of the word in brackets in paragraph 5.**
- majority (1)
- 5.6 **Identify and correct the spelling error in paragraph 5.**
- Rised ($\frac{1}{2}$) – raised (1) (1)
- 5.7 **Correct the participle error in paragraph 6.**
- Planning to launch a campaign next year, Mrs. Gross will be targeting primary and secondary schools. (1)
- 5.8 **What is the function of the dash in paragraph 7?**
- Provides an explanation/additional information. (1)
- 5.9 **Identify and correct the concord error in paragraph 7.**
- Make ($\frac{1}{2}$) – makes (1) (1)
- 5.10 **Why is 'significant' in paragraph 7 written in parenthesis?**
- The word is quoted from the study. (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70