



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2016

**ENGLISH HOME LANGUAGE P1
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.
- 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/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.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to 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 **Refer to the heading and discuss the clever play on words. A pun is used: “on the cards” could mean:**
- A cashless society is “likely to happen”
a cashless society will be run by “paying with cards” (2)
- 1.2 **Comment on the writer’s use of short phrases at the end of paragraph 1.**
- They provide a sense of anticipation and keep the reader’s interest.
The items mentioned range from less expensive to more expensive. (2)
- 1.3 **Give the reason why there is a cashback transaction available in supermarkets.**
- Cashback transactions are there for disposing of cash in a till and at the bank in an effective way because card transactions are cheaper than cash. (2)
- 1.4 **Explain why the writer was “stumped” by Steve Perry’s reply.**
- He was taken aback by the real reasons behind cashback transactions. He thought they were for people who had already drawn the limit of cash for the day at an ATM and could in this way get hold of more cash. (2)
- 1.5 **Refer to “the death of the cheque.”**
- 1.5.1 **What is the implication behind the fact that the cheque would be ‘dead’?**
- People would no longer be able to pay per cheque and so bad cheques would also be a thing of the past. (1)
- 1.5.2 **In your own words, explain how the announcement that the cheque would be dead, was received by the public.**
Word to be put in own words are “anguished outrage”.
- People were distressed and felt angry and resentful about the announcement. (2)
- 1.6 **Discuss whether the report released by Visa is credible or not with reference to paragraph 4.**
- It is credible as Visa has quoted findings by consultants and governments as proof of the cost of cash. (2)
- 1.7 **Give TWO reasons why retailers would prefer their customers to use cards.**
- Cards are less of a risk as they cost less per transaction.
 - Cards encourage spending because people do not walk around with a fixed amount of cash. (2)

- 1.8 **Quote ONE word to show that Visa are the leaders in the field of cashless payments.**
- “pioneering” (1)
- 1.9 **Explain in your own words what contactless payments involve.**
- You wave your card over a reader– the payment machine – and enter your pin on its keyboard. (2)
- 1.10 **Do you agree with Jenkins’s view that mobile phones should be the preferred way of doing business in the future? Give reasons for your answer.**
- YES.
It is easier to pay via cellphone because most people are in possession of cellphones. It is safer because you do not have to withdraw cash from a teller or walk round with several cards.

OR

- NO.
It is risky as criminals go after cellphones and especially if all the banking details and personal information would be on the phone. (3)
- 1.11 **The tone expressed in paragraph 8 is ...**
- B – Confident (1)
- 1.12 **Explain why authorities would like to see the end of cash transactions.**
- Cash transactions are used on the black market – where stolen goods are bought and sold – and therefore if there are no more cash transactions, the black economy would also no longer be viable. (2)

TEXT B

- 1.13 **With reference to the graph, critically discuss South Africa’s position on the road to a cashless society.**
- South Africa is in the transitioning phase, so 40–60% of all consumer payments are done via card transactions. We are lower down in the category with 43% transactions done this way. There is still a way to go before we reach the nearly cashless category. (3)

TEXTS A AND B

- 1.14 **Does the information found in the graph in Text B support the message of the article in Text A? Give reasons for your answer.**
- YES.
- The message of text A has to do with countries becoming cashless and why cash is costly and should be phased out, while Text B shows 33 countries’ position on this road to cashlessness, and the four categories involved in becoming cashless.
- NO.
- Credit alternative negative responses. (3)

TOTAL SECTION A: 30

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

Candidates need to write in full sentences and in the form of instructions.

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.)

SUMMARISE THE TIPS FOR IMPROVING YOUR MEMORY

	Quotations		Own words/Points
1	'getting a routine going will help ...'	A	Establish routine to remember better.
2	'Lots of foods improve your memory '	B	Eat more brain food.
3	'Your brain needs downtime to stay sharp'	C	Get more sleep.
4	'challenging your brain makes you sharper:	D	Engage in mental challenges to keep you alert.
5	'be aware of the surroundings and possible details'	E	Associate new information with details or surroundings linked to it.
6	'The actual act of physical writing something down helps to register text'	F	Write things down.
7	'making up poems, songs and mnemonics to lock important facts in ...'	G	Use memory aiding techniques to internalise facts

PARAGRAPH

You can improve your memory by doing a few basic things right. Establish a routine to remember where things are placed. Eat more brain food to feed your memory. Get enough sleep to stay focused. Engaging in mental challenges will keep your brain alert. If you associate new information with details or surroundings linked to it, you will remember it better. Write things down and use memory aiding techniques to internalise facts.

(71 words)

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 points 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 STRUCTURES AND CONVENTIONS**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 **What is the logical conclusion one would come to after reading the question:**
‘Guess which one’?
- One would logically think they are referring to the gun. (1)
- 3.2 **What irony is evident in the advertisement?**
- Something seemingly innocent (Kinder chocolate eggs) is banned from a country but something deadly and destructive (rifle) is not. (2)
- 3.3 **Give the reason that Kinder chocolate-eggs are not sold in America.**
- They each contain a small toy which could become a choking hazard for children. (2)
- 3.4 **Discuss how the expression on the children's faces and their body language enhance the overall message of the advert.**
- Both have the same expression – deliberately void of expression – to bring across the message that Kinder eggs and dangerous weapons are treated the same by the government.
 - Their body language is different – the boy is nestling the Kinder joy egg in his hands while the girl is cradling the gun with her finger on the trigger to show that one is dangerous, the other is not.
 - Message: Appeal to better judgement – allow harmless chocolate eggs; Get rid of destructive weapons. (3)
- 3.5 **Identify and suggest why the particular setting has been chosen for the advert.**
- The setting is a classroom. This is the place where children are taught about right and wrong. They should be informed here about the danger of guns. (2)

[10]

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

- 4.1 **What tone of voice is indicated by the bold printed word wrong?**
• Tone of hostility / confrontation / intimidation (1)
- 4.2 **Explain why Rosie's expression is deadpan in frames 2–4.**
• She is not willing to change the title as she feels there is nothing wrong with it. (2)
- 4.3 **Discuss what the man's body language suggests by referring to the visual in frame 4.**
• He feels despair / frustration / exasperation.
Eyes closed, hand on head. (2)
- 4.4 **Humour in the cartoon is created by:**
• A – Anti-climax (1)
- 4.5 **Rosie's title for her article indicates a few stereotypical views held about corporate environments? Name them using your OWN WORDS.**
- Corporate world is run by people who are:
- Out-dated – old fashioned / dinosaur.
 - Abusing certain privileges or people – exploitative.
 - Gender discriminative – sexist
 - Women haters – misogynist
- (4)

[10]

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

- 5.1 **What is the function of the dashes in paragraph 1?**
• Parenthesis / extra information (1)
- 5.2 **Rewrite sentence 2, removing the colloquial redundancy.**
• Then she seemed to be monopolising the conversation. (1)
- 5.3 **What tone is conveyed by "NEVER SHUT UP!" (Line 3)**
• Frustration / Exasperation (1)
- 5.4 **Correct the following:**
- 5.4.1 **Punctuation error in paragraph 1.**
• Husband's (1)
- 5.4.2 **Concord error in paragraph 3.**
• Second group is (1)
- 5.4.3 **Malapropism in paragraph 3.**
• Prescribe → ascribe (1)
- 5.5 **"They smell social interaction and go into a feeding frenzy."**
- 5.5.1 **Rewrite the sentence in reported speech, starting with:
Art Markman said ...**
• Art Markman said they smelled social interaction and went into
a feeding frenzy. (2 x ½) (1)
- 5.6 **Quote an example of neologism from paragraph 5.**
• Yakaholic (1)
- 5.7 **Name the error of style found in paragraph 6.**
• Comma splice error (1)
- 5.8 **The register in which the article is written, is ...**
• A – colloquial (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70