



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2023**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1  
MARKING GUIDELINE**

**MARKS: 80**

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This marking guidelines consist of 11 pages.

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## INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion.
3. Candidates' responses should be assessed as objectively as possible.

## 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.
- 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**

- 1.1 Through organ/tissue donation, ✓ the patient is given a chance to live. ✓ (2)
- 1.2 It refers to the gift of life. / It refers to someone given the chance to live longer/live a healthier life. ✓ (1)
- 1.3 1.3.1 We can become organ donors. ✓ (1)
- 1.3.2 'massive waiting list for patients' ✓ (1)
- 1.4 cornea/corneal tissues ✓ (1)
- 1.5 1.5.1 It is to emphasise how much of her liver she donated to her brother and still survived. /The writer wants to prove you can donate a large part of your liver and still live. ✓ (1)
- 1.5.2 It is false because she did not hesitate to donate part of her liver to her brother. ✓ (1)
- 1.5.3 It suggests that she is a kind/caring/loving/humble person. ✓ (1)
- 1.6 Donating part of her liver was the only chance left to save her dying brother. ✓  
The medication he was using was not helping him anymore. ✓ (2)
- 1.7 1.7.1 She was 64 years old and felt that she had had a good life. ✓  
She wanted to give people who were younger than her a chance to live. ✓ (2)
- 1.7.2 The liver can grow/regrow to its normal size ✓ (after part of it has been removed) and the donor can continue to live a normal life. ✓ (2)
- 1.8 1.8.1 It could be that the organ donor was not in his/her right state of mind when making the decision. ✓ It could be that not all family members were informed of the decision by the donor to donate his/her organs. ✓ (2)
- 1.8.2 D/donor ✓ (1)
- 1.9 Once patients/recipients have fully recovered from the operation in which they received an organ or tissue, they can go into the communities and share ✓ how organ donation saved their lives. ✓ (2)

1.10 Open-ended. Accept a suitable response, e.g.

Yes/Agree.

You would be leaving a wonderful legacy knowing you assisted a patient and his/her family as they are now able to spend more time together.

**OR**

No/Disagree.

It is not your decision. Some people believe that if it is your time to die, then that is how it should be. It is not about you deciding whether the person should get a second chance at life. ✓✓

**NOTE:** The above are merely examples. Do not award a mark for Yes or No. Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.11 Open-ended. Accept a suitable response e.g.,

The title, LEAVING A LIVING LEGACY, is suitable because you are giving someone who would have died, another chance to live his/her life and you are still alive to witness this.

**OR**

The title is not suitable because the article only uses an example of a lady who donated part of her liver to her brother, who unfortunately, died. There are no examples of people who received an organ or tissue transplant and lived for a long time. ✓✓

**NOTE:** The above are merely examples. Do not award a mark for Yes or No. Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.12 A plaster is used to cover a wound/an injury/a place where someone has been hurt. ✓ In this poster, the plaster implies that an injury caused by bullying can be hidden so that nobody knows about it. ✓ (2)

1.13 The child would want the parent to take him/her to school. ✓  
The child would not want to use the bus/transport to get to school. ✓  
The child would seem happier during weekends but sad/tense when it comes to Sunday. ✓  
The child prefers to be in the company of adults rather than children. ✓

Accept any ONE of the above. (1)

1.14 While riding on the bus/using transport to school. ✓ (1)

1.15 Open-ended. Accept a suitable response, e.g.,

Yes.

The visual shows a girl who is carrying a book which implies that she attends school. She looks sad and is crying. This article is about bullying at school therefore, she represents learners who are being bullied.

**OR**

No.

There is no indication that she has been bullied. She could be crying for some other reason. / It is not effective because boys can also be bullied, not only girls. ✓✓

**NOTE:** The above are merely examples. Do not award a mark for Yes or No. Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)

**TOTAL SECTION A: 30**

**QUESTION 2**

The following points form the answer to the question.

| <b>QUOTATIONS</b> |                                                                                                                           | <b>FACTS</b><br><b>(NOTE: Candidates may phrase the facts differently.)</b> |                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------|
| 1.                | 'You should do the things you love.'                                                                                      | 1.                                                                          | Do what you love doing.                                               |
| 2.                | 'Avoid fat-talk.'                                                                                                         | 2.                                                                          | Do not talk about how much weight you have gained or lost.            |
| 3.                | 'We can all be our own harshest judge, so stop the self-criticism.'                                                       | 3.                                                                          | We should stop criticising ourselves.                                 |
| 4.                | 'It is important to love yourself because true confidence comes from accepting every part of who you are.'                | 4.                                                                          | Being confident comes from loving/accepting yourself.                 |
| 5.                | 'Stay away from social media.'                                                                                            | 5.                                                                          | Avoid social media.                                                   |
| 6.                | 'Focus on the positives instead of worrying about the bad day you experienced.'                                           | 6.                                                                          | Concentrate on the positives. /Stop concentrating on your bad day.    |
| 7.                | 'Find an activity you enjoy which could boost your morale.'                                                               | 7.                                                                          | Look for something you could do to make you feel good about yourself. |
| 8.                | 'Help others whenever you can, whether it is visiting your local hospital or giving of your time for a charitable cause.' | 8.                                                                          | Help people whenever and wherever you can.                            |

**MARKING THE SUMMARY**

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should 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 a candidate has not quoted verbatim (word for word):**
  - 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
  - 4–5 quotes: award a maximum of 1 language mark
  - 1–3 quotes: award a maximum of 2 language marks

**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****• 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.
- Sentence structures must be grammatically correct and given in full sentences/ as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

- 3.1 People who need to freshen an area where there is an odour/who can afford to buy this product/who prefer this brand of product/pet owners. ✓ (1)

**NOTE:** The above are merely examples. Accept other suitable answers.

- 3.2 It could be used where there are pets/where there is a dustbin/at a store/in a restroom/in the kitchen. ✓ (1)

**NOTE:** The learner cannot merely answer pets, dustbin, store, restroom or kitchen. The answer must be in a sentence.

- 3.3 Does this air mist soothe your mind? ✓ (1)

**NOTE:** Answer must be 100% correct.

- 3.4 This product is in a liquid form and when sprayed, it would resemble mist. (Mist comes in the form of water droplets.) ✓ (1)

- 3.5 It emphasises that smells are totally removed (when using this product). ✓ (1)

- 3.6 The product destroys odours/bad smells in an area where you might be seated. / Using this product in the area where the odour is, and having the smell eliminated, would give you peace of mind.

**OR**

If you know that you will be receiving visitors, but there is an odour in your kitchen, you might become anxious. Using the product would give you peace of mind because it would eliminate the odour. ✓✓

**NOTE:** The above are merely examples. Accept other suitable answers. (2)

- 3.7 good/excellent/magnificent ✓ (1)



3.8 Open-ended. Accept a suitable response, e.g.,

Yes.

The reader can see that the product can be used in different areas and is safe to use around pets. There is also a variety to choose from.

**OR**

No.

Not everybody would want to purchase this brand of product. It could become quite expensive for a shop owner or the person in charge of a restroom to purchase the product as it would have to be used throughout the day and possibly at night. ✓✓

**NOTE:** The above are merely examples. Do not award a mark for Yes or No. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)  
**[10]**

**QUESTION 4: ANALYSING A CARTOON**

- 4.1 It might be because they have been working together for a long time and have become friends. ✓  
It might be the sergeant's nickname. ✓  
He feels comfortable with people calling him Sarge. ✓

**NOTE:** Accept any ONE of the above answers. (1)

- 4.2 It shows that Beetle is thinking about what he wants to say. /The sentence is incomplete. ✓ (1)
- 4.3 He bends backwards. ✓  
His mouth is wide open. ✓ (2)
- 4.4 B/to shout ✓ (1)
- 4.5 He was about to shave. ✓ (1)
- 4.6 In FRAME 6 he is calm and speaks calmly to Beetle explaining to him what he expects from him. ✓ In FRAME 8, he screams one word at Beetle, no explanation given. ✓ (2)
- 4.7 Open-ended. Accept a suitable response, e.g.,

Yes.

Sarge knew it was Beetle who was screaming/shouting. This gives the impression there might be other things that Beetle might be known for doing which could irritate Sarge.

**OR**

No.

Beetle had no idea where the sergeant was and had to call out to him. He called the first time, but the Sarge did not answer. Only after calling him for the second time, Sarge answered him. ✓✓

**NOTE:** The above are merely examples. Do not award a mark for Yes or No. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

**[10]**

**QUESTION 5: LANGUAGE AND EDITING SKILLS**

|           |       |                                                                                              |             |
|-----------|-------|----------------------------------------------------------------------------------------------|-------------|
| 5.1       | 5.1.1 | (a) popular ✓                                                                                | (1)         |
|           |       | (b) when ✓                                                                                   | (1)         |
|           |       | (c) an ✓                                                                                     | (1)         |
|           |       | (d) affect ✓                                                                                 | (1)         |
|           | 5.1.2 | A gap year meant taking a year off from studying. ✓                                          | (1)         |
|           | 5.1.3 | aren't they? / are they not? ✓                                                               | (1)         |
|           | 5.1.4 | Not only can you travel during your gap year, ✓ but also volunteer. ✓                        |             |
| <b>OR</b> |       |                                                                                              |             |
|           |       | Not only can you volunteer during your gap year, ✓ but also travel. ✓                        | (2)         |
|           | 5.1.5 | The student said it <u>was</u> ✓ <u>his/her</u> ✓ choice to be part of a gap year programme. |             |
|           |       | <b>NOTE:</b> Award ONE mark for each underlined change and ONE mark for correct punctuation. | (3)         |
|           | 5.1.6 | pennies ✓                                                                                    | (1)         |
|           | 5.1.7 | What is the weather for today? ✓                                                             | (1)         |
|           | 5.1.8 | Taking a gap year is enjoyed by some students. ✓                                             | (1)         |
| 5.2       | 5.2.1 | My cookbook does not contain ✓ many of the winning recipes.                                  | (1)         |
|           | 5.2.2 | entered – verb ✓<br>the – article (definite) ✓                                               | (2)         |
|           | 5.2.3 | It is the name/title of her book. ✓                                                          | (1)         |
|           | 5.2.4 | creative ✓                                                                                   | (1)         |
|           | 5.2.5 | most rewarding ✓                                                                             | (1)         |
|           |       |                                                                                              | <b>[20]</b> |

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 80**