



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2017

**ENGLISH FIRST ADDITIONAL LANGUAGE P1
MARKING GUIDELINE**

MARKS: 80

This marking guideline consists of 9 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are expected to answer ALL the questions.
2. This memorandum serves 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

NOTE: Incorrect spelling and language errors should not be penalised, because the focus is on understanding.

QUESTION 1

- 1.1.1 'peculiar' ✓ (Spelling must be correct) (1)
- 1.1.2 The coffee shop is still busy/alive with activity, ✓ while things in the rest of the Central Business District are calming down/becoming more quiet. ✓ (2)
- 1.2 There will be many people/workers✓ who will visit the coffee shop (during their lunch time/lunch break).✓ (2)
- 1.3 The writer wants to emphasise that even if you are young ✓ you can still assist people with mental disabilities. ✓

OR

The writer wants to encourage young people ✓ to commit themselves to helping those with mental disabilities. ✓

NOTE: Accept any ONE of the above answers. (2)

- 1.4 The stereotypes surrounding people with disabilities that Wendy Vermeulen is trying to break down is that they are not employable/they cannot work ✓ and that they are stupid. ✓ (2)
- 1.5 A chef would be able to teach cooking skills✓ and a special-needs teacher would have been trained to work with mentally challenged young people.✓ (2)
- 1.6 Down's Syndromes ✓
Autistic young people ✓ (2)
- 1.7 Brownies & Downies want to train young people who are intellectually/mentally challenged to work in hospitality. ✓ They also want to allow these young people to interact with the public. ✓ (2)
- 1.8 The term 'household name' means Brownies & Downies has become very popular/well known. ✓ (1)

- 1.9 The statement is false because everyone √ has access to the coffee shop. (1)
- 1.10 C/are associated with them. √ (1)
- 1.11 The title is suitable because people are able to enjoy a cup of coffee √ and all proceeds go towards training √ the young people who are intellectually challenged. (2)
- 1.12 Wendy Vermeulen is trying to encourage South Africans to make a success of the concept of 'Brownies & Downies'. She also hints at the fact that it will be difficult and require perseverance but it is important that people with disabilities should not be excluded from society. √√

NOTE The above answers are merely examples of possible responses.
Allow for the candidate's own but relevant interpretation.
A candidate can score 1 mark for an answer that is not well-substantiated.

(2)

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

Yes, it is offensive because the name's rhyming nature creates the impression of ridiculing it. The diminutive form 'Downies' can also be considered as being belittling or degrading.

OR

No, it is not offensive because it explains the concept of eating brownies and being served by people with Down's syndrome. The name also makes people aware of those with intellectual disabilities.

NOTE The above answers are merely examples of possible responses.
Do not award a mark for YES/NO.
Allow for the candidate's own but relevant interpretation.
A candidate can score 1 mark for an answer that is not well-substantiated. Combination answers are acceptable.

(2)

- 1.14 (a) Twelve-year-olds/12 year olds. √ (1)
- (b) At the age of twelve there is still strict parental guidance so the children's time on their phones will be monitored by their parents. √

OR

Many twelve-year-olds do not own cell phones yet, so they cannot engage in texting. √

OR

Many twelve-year-olds spend most of their time doing their homework or they are involved in extramural activities at school so there is no time for texting. √

NOTE: Accept any ONE of the above answers.

(1)

- 1.15 Fifteen-year-olds are becoming more independent✓ and are allowed more freedom by their parents so they will communicate with friends more often. ✓

Many fifteen-year-olds may have just been allowed to own a cell phone✓ so texting is a novelty to them. ✓

NOTE: Accept any relevant answer.

(2)

- 1.16 The information has been presented in the form of a bar graph so that the readers can see the different columns showing the different age groups and their percentages who text their friends daily. ✓ You do not have to read through complicated facts and figures to understand which teens text their friends daily. / Visually more appealing/effective.✓

(2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question.

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1	'But you should show a positive attitude towards your classes and give your best effort to everything.'	1	Always try your best./Be positive.
2	'You may not agree 100% with your teachers and parents at all times, but you should always Maintain a respectful, pleasant attitude towards them .'	2	Be respectful to adults.
3	'If you know how to do something in class that others do not, offer to help them '.	3	Always be willing to help others.
4	' Being a trustworthy person is a quality of a good leader'.	4	Always be honest/reliable/dependable.
5	' Being consistent in how you treat everyone is an important way to build and maintain trust'.	5	Be fair to everyone./Treat everyone the same.
6	' A good leader is always positive '.	6	Stay positive.
7	'A leader does not participate in bullying or gossip but makes all students feel welcome and respected '.	7	Do not take part in bullying or gossip. /Show respect.

Marking the summary

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:**
 - 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 a 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**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 AN ADVERTISEMENT

- 3.1 Carnation ✓ (1)
- 3.2 Sportsmen/sportswomen/people who participate in sport.✓ The picture of the running shoes/takkies/sport shoes are worn by people who play sport./ The words 'game on'/'on and off the field'/'winning game' all refer to sport. ✓ (2)
- 3.3 A/get rid of blisters. ✓ (1)
- 3.4 If you use this product you will always be able to showcase your talent and succeed✓ because you will be able to prevent ✓ and treat blisters effectively.✓ (3)
- 3.5 The function of the exclamation marks is to strengthen the tone of the advertisement./Draw attention to the benefits of using Carnation Blister Care. ✓ (1)
- 3.6 Open-ended. The advertisement supports the slogan by showing pictures of the products that you can use to treat your blisters. The picture of the raised sports shoe shows someone is walking/running. This suggests that your feet have been healed of the blisters; that is why you are able to put on your sports shoes and walk/run.

NOTE: These are merely examples. Accept any relevant answer. A candidate can score 1 mark if the answer is not well-substantiated. (2)

[10]

QUESTION 4: ANALYSING A CARTOON

- 4.1 4.1.1 Visual clues: Her mouth is wide open/her arms are stretched out/her eyes are wide open. ✓
Verbal clue: There is a double question mark. ✓

NOTE: Accept TWO of the above answers that discuss both verbal and visual clues.

(2)

- 4.1.2 Until ✓ (1)

- 4.1.3 B/a serious problem. ✓ (1)

- 4.2 The music notes./The music notes indicate the sound of the cell phone's keypad. ✓ (1)

- 4.3 The words are written in bold /large font which implies that she is angry and will decline the invitation. ✓

OR

The three question marks suggest that she is angry so she will not accept the invitation. ✓

OR

Sara's wide open mouth shows that she is screaming (angry) so she will decline the invitation. ✓

(Accept any TWO of the above.) (2)

- 4.4 The smoke shows that Sara is still fuming/angry. (1)

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

Yes. I would have accepted the invitation because he desperately needed someone to accompany him to the dance. You cannot go to a dance alone because you would have no one to dance with so you would not enjoy yourself. I may need to ask him for a favour in the future then he would also help me out.

OR

No. I would not have accepted the invitation at the last minute. Girls have to prepare in advance for such an event and by him asking at the last minute it would make it very difficult to prepare yourself properly.

NOTE: These are merely examples. Accept any relevant answer. A candidate can score 1 mark if the answer is not well-substantiated✓✓

(2)

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS**TEXT F**

- 5.1 Brackets √ and commas. √ (2)
- 5.1.2 (a) accommodates √ (1)
 (b) its √ (1)
 (c) of √ (1)
 (d) is √ (1)
- 5.1.3 Lottie de Vries said that the school's doors were √ open because of the many volunteers who had √ supported the school.

NOTE: Award ONE mark for each of the underlined changes and ONE mark for removing the comma, removing the quotation marks and inserting the final full stop as well as the correct use of capital and small letters throughout. (3)

- 5.1.4 A speech therapist is employed √ by the therapy department. √ (2)
- 5.1.5 Although the school receives a subsidy from the Department of Education √ it is still heavily reliant on charitable donations. √

OR

- The school is still heavily reliant on charitable donations √ although it receives a subsidy from the Department of Education. √ (2)
- 5.1.6 who (1)
- 5.2 5.2.1 lionesses √ (Must be plural) (1)
- 5.2.2 departure √ (1)
- 5.2.3 pride √ (1)
- 5.2.4 can't they/can they not √ (1)
- 5.2.5 Did the two feline brothers make a home in Mountain Zebra Park? (1)
- NOTE:** No marks must be allocated if the candidate has omitted the question mark. (1)
- 5.2.6 B/an indefinite article (1)
- [20]

TOTAL SECTION C: 40
GRAND TOTAL: 80