



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2018

**ENGLISH HOME LANGUAGE P1
MARKING GUIDELINE**

MARKS: 70

This marking guideline consists of 9 pages.

NOTE:

- This marking guideline 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 marking guideline 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 should 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 1.1.1 The film does not comply with what is popular at the box office ('counter to box-office trends'), ✓ it is sentimental ('hokey') ✓ and old-fashioned ('old-school'). ✓
(Any **TWO** reasons IN **OWN WORDS**.) (2)
- 1.1.2 The author uses the adjective 'all-dancing' ✓ to describe the film, which implies that it is something **enjoyable to watch**. ✓/
'Spectacle' would then be a good choice to describe something that people **enjoy watching**. ✓
[Must refer to 'all-dancing' **and** the suitability of the word 'spectacle'.] (2)
- 1.2 1.2.1 Condescending/patronising ✓
'stodgy'/'slumming' ✓ (2)
- 1.2.2 B surreptitious (1)
- 1.3 False ✓
'after inauspicious beginnings' ✓ (2)
- 1.4 Colloquial/informal ✓ The writer has chosen to avoid a formal style to keep in line with the casual tone he has used to convey the information about the musical so far. He reaches a wider audience in this way. ✓
'sort of charming'/'all the fuss'/'the kitsch factor'/'about every other minute'/'into schmaltz'/'in an easygoing, *Dirty Dancing* kind of way'/'never too sassy'/'particularly camp' ✓
[NOTE: 'dips into schmaltz' *contains a verb*, and is, therefore, not a phrase. It is **not** an option.] (3)
- 1.5 P.T. Barnum is described as being close to a saint ✓ ('hagiographic') as opposed to his nasty, exploiting personality in real life. ✓ The likeable character in the film makes people feel good about life and its possibilities of success. ✓

OR

The close-knit community of characters in the film ('togetherness') and the possibility of success for even the greatest misfit is emphasised. ✓ This glosses over the oppression and inequality prevalent in that era ✓ (and today still). Audiences walk out of the theatre feeling good about life and the possibilities of success in life. ✓

[Award 3 marks only if the juxtaposition has been indicated and clearly explained.] (3)

- 1.6 The movie has been planned meticulously, ✓ from its cast right down to its music. ✓ (2)
- 1.7.1 Musicals are always popular. ✓
People still like to see traditional values in a movie. ✓ (2)
- 1.7.2 Hugh Jackman is a star. This made it easier for the film to get financial backing. ✓ The fact that he is well-known would also make it ideal to advertise the film, because audiences would want to see a film in which he features. ✓ (2)
- 1.8 In paragraph 1 the writer's tone is derogatory/critical/scathing ✓ but in paragraph 7 the tone changes to one of positivity/enthusiasm/praise. ✓ (2)
- 1.9 The film has made more money in the rest of the world (foreign) ✓ than in America (domestic). ✓ (2)
- 1.10 The rest of the world is much bigger than America, so it is logical that the gross total for foreign earnings would be more. ✓ (1)
- 1.11 Text A would be better to read.
Text A is an exposition on the reasons for the success of *The Greatest Showman*, ✓ even though it is not a particularly good film. ✓
Text B is merely a summary of gross earnings at the box office. ✓ The earnings do not explain the reasons for the popularity of this film. ✓

[MUST mention Text A and Text B in the answer for full marks.] (4)

TOTAL SECTION A: 30

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

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.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	'People's first theatrical experiences are musicals in school or church.'	1	People are introduced to musical theatre first.
2	'musicals have more advertising around them.'/ 'advertising machine is huge.'/ 'Those productions were profit-based and heavily marketed.'	2	Musicals usually have a bigger advertising budget/are advertised more broadly because of bigger budgets.
3	'Musicals are fun entertainment.'/ 'People want to be entertained.'	3	Musicals are usually very enjoyable.
4	'Musicals have happy endings'	4	Musicals end happily.
5	'and often offer escapism.'	5	Musicals allow people to escape from their everyday worries/cares.
6	'music can significantly enhance a moment onstage.'/ 'It can dramatise a moment or provide complete contextual comedy.'/ 'music has the ability to be entirely transporting'	6	The music in musicals can convey emotion in a way that words alone cannot.
7	'Dance... stands alone in its ability to convey expression or evoke emotion.'	7	The dance component of musicals can uniquely enhance events on stage.

PARAGRAPH-FORM

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully.

People are introduced to musical theatre first. Musicals usually have a bigger advertising budget and more people are exposed to them. They are without a doubt very enjoyable. Musicals end happily and allow people to escape from their everyday worries and cares. Music in a musical can convey emotion in a way that words alone cannot and the dance component of musicals can uniquely enhance events on stage.

[68 words]

Marking the summary

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

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 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 Image: The circus tent reminds the reader of something old-fashioned/a circus tent is traditionally old-fashioned as opposed to a building./ The 'WELCOME' banner is old-fashioned. There are skyscrapers in the background/behind the tent though, which is in contrast to the traditional circus tent. ✓

Copy: The font in which the word 'WELCOME' has been written is old-fashioned. This ties in with the traditional circus theme. The advertiser gives a website address, which is definitely modern. ✓

[Candidate must discuss BOTH the image AND the copy of the advertisement. To deserve the full mark, the combination/contrast of/between the traditional aspects and the modern must be clearly conveyed.] (2)

3.2 Usually we need 3D-glasses to view anything 3D. However, the advertiser is emphasising/drawing our attention to the fact that this is such new technology ✓ that these glasses are now obsolete. ✓ (2)

3.3 The design of the logo is quite ingenious as it connects the L and the G in such a way that they depict a stylised image of a human face winking conspiratorially at the prospective buyer. This is effective in welcoming and enticing the buyer to choose LG. (1½)
The slogan also echoes the L and the G in the company's name: Life is Good. This slogan is effective as it inspires the target market to buy their products because everyone benefits from a good life. (1½)

[Consider other responses on merit.] (3)

- 3.4 The advertiser has chosen a circus theme for this advertisement. (Consider the focus on the eye as a theme too.) ✓

The motion conveyed by the flying people shows a sense of fun/adventure, which is traditionally associated with circuses. ✓

The spectators and circus clowns flying together indicates that people feel part of this whole spectacle/involved in the action. ✓

The huge eye (with visible veins) which absorbs the flying circus figures and spectators indicates the life-like quality of the 3D-images of this phone. ✓

[Theme = 1; good, convincing discussion = 2]

(3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

TEXT F: CARTOON

- 4.1 hopelessness/defeat/resignation/fatalism/despair ✓ (1)

- 4.2 The elephant's sad, hopeless eyes and his raised brows. (½)

The clowns' downturned mouths. (½)

The clowns' hanging/stooped shoulders. ✓

The hopeless body language and their facial expressions reinforce the idea that there is not much hope for the future under their new government. ✓

[Facial expressions of elephant and clowns = 1; body language = 1; message = 1]

(3)

- 4.3 In the past people used to come to the circus to be entertained / the circus is synonymous with entertainment. ✓ However, with the farce of Donald Trump becoming the president in America, politics has become much more entertaining ('the Trump circus'). ✓ Therefore, people do not visit the circus any more ('we couldn't compete'). ✓ (3)

- 4.4 Malapropism ✓

The circus obviously had to hire a lion **TAMER** (confused with **namer**), but instead hired a person who **NAMED** the lions. ✓ The result was that the lions ate/killed him. That is why the **coroner** explained their mistake to them. ✓

[Literary device = 1; detailed explanation = 2.]

(3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 The inverted commas indicate an affectionate name by which people called her, because she was so popular and such an excellent singer. ✓
[Any similar answer, denoting that she was loved by the people/popular/an excellent singer.] (1)
- 5.2 clamoring – clamouring ✓ (1)
- 5.3 ... to catch a glimpse of the Swedish opera singer, Jenny Lind, as she disembarked ... ✓
(BOTH commas must be inserted) (1)
- 5.4 They form a compound (½) adjective (½). ✓ (1)
- 5.5.1 Biopic (1)
- 5.5.2 A biographical film/picture or a film/picture based on somebody's life or a film based on somebody's life. ✓ (1)
- 5.6 Fictionalised versions of Barnum's life ... have ✓ often relied on ... (1)
- 5.7 The writer said that, from unassuming origins, Jenny Lind had become the darling of European opera. (1)
- 5.8 [Candidates have to correct the dangling/misrelated phrase.]
Born out of wedlock and into a dismal childhood, **she/Jenny Lind** was *admitted* to the Royal Theatre in Stockholm ... ✓
[Note the use of the passive voice.]

OR

- The Royal Theatre in Stockholm admitted Jenny, **who was/had been born out of wedlock and into a dismal childhood**, as a voice student at the age of nine ... ✓
[Note the use of the parenthesis to indicate an adjectival clause.] (1)
- 5.9 The years between childhood and the teenage years (10–12 years of age). ✓ (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70