



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	ENGLISH FAL
PAPER:	1 (ONE)
DURATION OF PAPER:	2 HOURS

SECTION 1: General overview of Learner Performance in the question paper as a whole.

Overall, candidates performed satisfactorily. The Rasch analysis indicates the following scores:
Average: $47,9/80 = 60\%$
Question 1 (Comprehension): $17,9/30 = 60\%$
Question 2 (Summary Skills): $6,2/10 = 63\%$
Question 3 (Analysing an Advertisement): $7,4/10 = 74\%$
Question 4 (Analysing a Cartoon): $6,6/10 = 66\%$
Question 5 (Language and Editing Skills): $9,7/20 = 49\%$

SECTION 2:

Comment on candidates' performance in individual questions.

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The Rasch average for this question was 60%. This indicates an average performance in the comprehension question. If compared to the 60,6% in 2019, there has not been an increase. In the light of our current situation, it is encouraging to note that there has not been a major decrease in marks obtained this year.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
1.2.1	Well-answered.
1.2.2	Majority of learners scored one mark but would have scored full marks had they read the entire paragraph.
1.3.1	This question was well answered. Learners provided many different responses. There were those who provided synonyms instead of antonyms and others provided two words, e.g., 'right now'.
1.3.2	Generally well-answered although many learners quoted.
1.4.1	Learners failed to answer the second part of the question which expected them to mention the type of relationship, so most scored only one mark.
1.4.2	'Quote a SINGLE word' means ONE word, but learners provided two words, for example 'highly insulting'. Unnecessary mark forfeited.
1.5.1	Easy question but misunderstanding of the word 'norm' led to incorrect answers and quoting.
1.5.2	Learners did not provide a full answer and only scored one mark. Many wrote that it is a rhetorical question which proves that it is taught in class.
1.6	Well answered, but some learners repeated the word 'False' in their answers and simply repeated the statement used in the question paper.
1.7.1	Well-answered. Despite the clear instruction to use 'OWN WORDS' many learners lost marks because they had quoted.
1.7.2	Well-answered. Many literal interpretations were given.
1.8.1	Many candidates scored one mark, but most could not score a mark. It was an easy question, but learners failed to infer. Many learners simply quoted.
1.8.2	Learners wrote general answers instead of linking it to the text. Many simply repeated the quotation as an answer.
1.9	Most candidates scored at least one mark but should have scored full marks as this is a frequently asked question. Many learners explained the meaning of the words in the title without commenting on its suitability or linking it to the passage. Learners need more insight into how this question should be answered.
1.10	Well-answered.
1.11	Well-answered.
1.12	Many learners lack the vocabulary, but they could explain why the arrows appear in the circle.
1.13	It was very encouraging to see that many learners answered this question and gave good reasons why a bar graph would be better. Good integration of Mathematics knowledge.

(c) Provide suggestions for improvement in relation to Teaching and Learning
➤ Comprehension tests understanding, so it is important that candidates read the texts more than once before attempting to answer the first question.
➤ Candidates answer questions without understanding what is being asked. Their answers must be grounded in the comprehension text.
➤ Candidates should have dictionaries at their disposal in the classrooms.
➤ Candidates lack reading skills, which becomes evident when they answer comprehension questions. Candidates should have more reading material like magazines available to them in class.
➤ When marking open-ended questions, read learners' entire response and place ticks at the end of the answer. Refrain from searching for keywords or answers that are in the marking guidelines. Credit candidates for relevant responses.
➤ Candidates should be reminded that they can express their views when answering open-ended questions. Those who mark these responses should award marks whether they agree with the candidate's response or not. Credit the candidate for his/her ability to express personal opinions.
Pages 28 to 30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
➤ Comprehension questions must have their responses derived from the text provided.
➤ Even though candidates can quote they should ensure that the quotation answers the question. Candidates should refrain from quoting multiple sentences for the same answer.
➤ Candidates should be mindful of mark allocation per question before answering.
➤ Open-ended questions should not have contradictory substantiations to their stance.
➤ Some candidates quote from the text when they answer open-ended questions. 'OWN WORDS' mean their own view or opinion is required.
➤ Candidates should be taught how to form responses to specific instruction words such as 'Discuss' and 'Explain'. Such questions cannot be answered using one-word answers, they should instead provide a detailed answer.
➤ Candidates should not quote from the text to answer open-ended questions as the response should be based on their own opinion.
➤ Consecutive (not tested in this paper), refers to words which follow one after the other.
➤ Candidates should follow instructions when asked to provide an exact count of words. For example, 'TWO consecutive words' means that a learner cannot have more than two words, which must follow each other.
➤ Candidates should provide answers using their OWN WORDS instead of quotes in questions which ask for such responses.
➤ Expose candidates to more visual texts in the classroom. This applies to ALL grades.
➤ Educators are advised to make use of Bloom's and Barrett's Taxonomies when setting their test and examination question papers, to ensure that they cover questions across all cognitive levels, that is the 40/40/20 provisioning.

Past PROVINCIAL and/or NATIONAL papers are valuable resources for teaching candidates how to form answers to frequently asked questions and for teachers to emphasise language skills.
Encourage learners to leave lines between answers and to follow the instruction to start each answer on a new page.

QUESTION 2 (Summary)

(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?

The Rasch average for this question was 63%. The percentage achieved for this year (2020), shows an improvement of 4,1% compared to 58,9% last year.

This summary was interesting because learners are aware of our plastic problem. It is unfortunate that learners' failure to read caused them to lose marks.

Instead of writing about how to reduce plastics, they wrote about the effects of plastic pollution. The text was relevant and easy to understand. There were only 9 distinguishable facts, making it easy to identify.

Many fared well in this question, but more candidates could have scored full marks , if they had not repeated facts or refrained from quoting.

Learners must be commended for improving on using the correct format. Based on learners' responses, it is evident that teachers have emphasised the fact that they should not have a quotation and a facts column. This was a common problem in the past which caused learners to lose marks.

It was encouraging to note that fewer learners used the paragraph format.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Some candidates performed poorly due to:

- Not following the six clear instructions stipulated in the question paper
- Failing to adhere to the number of words required
- Failing to cancel drafts of their summaries results in the draft being marked whereas candidates could score more marks for their final summary
- Quoting answers instead of rephrasing them
- Changing the meaning of facts when attempting to write in their own words
- Lack of ability to create structured sentences
- Writing multiple facts per line instead of one
- Drawing responses from sources other than the provided text, and;
Unclear responses not relating to the provided text.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Candidates should not be given the marking guidelines for Question 2, as many of them then attempt to answer the question in the format as stipulated in the marking guidelines.
- While doing this summary candidates were not mindful of the instruction 'how to reduce plastic pollution' so they included irrelevant facts in their answer. Candidates should use facts from the text provided.
- Candidates must number their points instead of using dashes.

Remind candidates that quoting all seven facts results in zero marks for language.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
<p>Candidates should be encouraged to count and indicate the number of words used at the end of their summary. They should not exceed the number of words required.</p> <p>Emphasise the importance of following instructions to learners.</p> <p>The summary is assessed as follows:</p> <ul style="list-style-type: none"> ➤ 7 marks for 7 correct facts ➤ 3 marks for language – awarded according to the number of correct facts. <p>Language and spelling errors can be indicated, but Candidates are not penalised in addition to what is stipulated in the marking guidelines.</p> <ul style="list-style-type: none"> ➤ See Marking Guidelines on how to mark the summary. ➤ It is commendable that compared to 2019, fewer candidates used a column for quotations and one for facts. This shows an improvement in teaching summary skills which resulted in higher marks. 	
QUESTION 3 (ANALYSING AN ADVERTISEMENT)	
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?	
<p>The Rasch average for this question was 74%. The percentage achieved for this year (2020), shows a remarkable improvement of 19% compared to the 54,4% achieved last year.</p>	
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
3.1	Learners performed well in this question. The term target audience seemed to be better understood by learners this year. They were able to provide a host of answers.
3.2	Well-answered and learners provided a range of answers.
3.3	This question was well answered by most learners. Some provided the meaning of the word 'Supreme' instead and failed to link it to the advertisement.
3.4	Most learners scored one mark. Many mentioned that it was good instead of writing that it is the best.
3.5	Well-answered but it is evident that many learners do not understand the term ,body copy.
3.6	Learners scored full marks except for those who confused the website address with an email address.
3.7	Many learners provided insightful answers while others concentrated on gender and the fact that it is mostly women who do the cleaning.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
<p>Refer to the CAPS Document, page 31 – 'Intensive reading of MULTIMODAL AND VISUAL TEXTS'. 'Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements.</p>	

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
<ul style="list-style-type: none"> ➤ Candidates should be taught how to derive valid reasons for their answers from the advertisement itself. ➤ Candidates must practise analysis skills from Grade 8 using more basic examples, gradually moving towards more in-depth advertisements. ➤ Candidates should consider visuals when answering questions. ➤ Emotive words are used to convince people to buy a product and should be focussed on when answering questions. ➤ For open-ended questions, it is important that the stance match the substantiation to score marks. <p>Candidates should be reminded that a stance (Yes/No), with no substantiation (reasons for Yes/No) will result in no marks.</p>	
QUESTION 4 (ANALYSING A CARTOON)	
(b) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?	
The Rasch average for this question was 66%. The percentage achieved for this year (2020), shows a remarkable improvement of 20% compared to the 45,6% achieved last year.	
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
4.1.2	Well-answered. Learners provided a range of answers.
4.2	Learners should be taught to refrain from using the word 'something' and rather be specific. Learners wrote that Calvin wants 'something' from his mother instead of saying money or a tip.
4.3.1	Well-answered but some failed to mention the contrast and scored only one mark.
4.3.2	Learners have shown a vast improvement in answering this question. Identifying the difference between verbal and visual was still a challenge for some.
4.4	The word justified appears in open-ended questions often, but learners still do not understand the meaning of the word. This results in a poorly answered question or completely incorrect answer. Those learners who understand the meaning of the word, scored full marks.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
Refer to the CAPS Document, page 31 – 'Intensive reading of MULTIMODAL AND VISUAL TEXTS'. 'Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment'.	
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
<ul style="list-style-type: none"> ➤ When referring to a specific frame in a cartoon, the answer cannot be derived from a different one – Candidates who do this cannot be awarded marks. ➤ Candidates should pay attention to verbal and visual clues within the cartoon. ➤ Candidates must be taught the difference between visual and verbal aspects. ➤ Candidates should read the entire cartoon before answering questions to understand fully. 	

QUESTION 5 (LANGUAGE AND EDITING SKILLS)		
(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?		
The Rasch average for this question was 49%. The percentage achieved for this year (2020), shows a remarkable improvement of 13% compared to the 36% achieved last year.		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
5.1.1	<p>(a) Well-answered.</p> <p>(b) Well-answered.</p> <p>(c) Many learners could not identify the error and changed a word that was correct. Apostrophe used incorrectly, so mark was lost.</p> <p>(d)</p>	Many learners still rewrite the entire sentence without underlining the correct answer, which causes them to lose marks. Learners answered the first three answers well, but the contraction was a problem. Learners do not know how to use the apostrophe. Learners should be encouraged to write the words in full.
5.1.2		Many learners only managed to score one mark. The basic rule of passive voice, that the subject takes the place of the object and vice versa, was not applied.
5.1.3		Learners forfeited one mark or both. Most learners omitted the comma.
5.1.4		Learners mostly provided the correct answer, but lost mark for incorrect spelling.
5.1.5		Learners performed well, but unfortunately some lost marks for incorrect spelling of the word 'encountered' and not using the correct tense.
5.1.6		<p>Incorrect use of the apostrophe caused learners to forfeit marks. Many learners still do not know the rules for adding a tag.</p> <p>As stated previously, candidates should be exposed to more exercises on tag questions.</p> <p>If a statement is positive, the tag provided should be in the negative.</p> <p>EXAMPLE: Sally is happy, is she not/ isn't she?</p> <p>Today's test was challenging, was it not/wasn't it?</p> <p>My grandmother loves flowers, does she not/doesn't she?</p> <p>IMPORTANT: Remind candidates to use the apostrophe correctly or else they will forfeit marks.</p> <p>If a statement is negative, the tag provided should be in the positive.</p> <p>EXAMPLE: Sally is not happy, is she?</p> <p>Today's test was not challenging, was it?</p> <p>My grandmother does not love flowers, does she?</p>
5.1.7		More learners scored full marks compared to previous years. There is still room for improvement. Changing the verb to the correct tense is a challenge. There is still a lot of carelessness, like not ending the sentence with a full stop or failing to omit inverted commas. As a result, the mark for punctuation is forfeited.
5.2.1		Well-answered.
5.2.2		Most learners could change the sentence to the negative form, but left the word 'makes' unchanged, so forfeited the mark.

5.2.3	Many identified the word 'dress' as a (common) noun because they failed to read the entire sentence. Candidates still confuse parts of speech with figures of speech, scoring low marks for this question. Adjective, instead of adverb, seemed to be a popular choice. Of those who managed to distinguish between the two, most failed to identify the correct parts of speech and simply guessed.
5.2.4	Slight improvement compared to last year, but learners still wrote sentences which showed the same meaning as the one provided.
5.2.5	Well-answered, but many learners did not apply the basic spelling rule.
(c) Provide suggestions for improvement in relation to Teaching and Learning	
Encourage learners to read over their work to rectify their own spelling errors and ensure that they have not left out important words in sentences.	
<ul style="list-style-type: none"> ➤ Do not just give learners language exercises and the correct answers. Explain why answers are incorrect and teach the correct language structures. ➤ Our learners must be assisted to improve on Reported Speech, Active and Passive Voice, Tag Questions, Tenses and Parts of Speech. ➤ Candidates should learn to follow instructions and only write what is required of them by the question. When a one-word answer is required, Candidates who write the whole sentence must underline the relevant word to obtain marks. ➤ Candidates should be taught the difference between homonyms, homophones, synonyms, and antonyms and how to use it in sentences. ➤ Emphasise to candidates that the tense of the introductory verb should serve as a clue as to the tense of their answer. An introductory verb in the past tense means that all other verbs must be changed to the past tense for the reported speech. ➤ Short spelling and punctuation exercises should be done in class as incorrect spelling in certain sections of the question paper could disadvantage the learner. ➤ Instead of giving students multiple exercises on language structures, they should be taught the rules of language structures in class from Grade 8. ➤ English teachers should not compromise the use of English as a teaching language at school; candidates should hear the language from their teachers as candidates may rarely hear it outside the classroom. 	
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.	
<p>Candidates cannot improve their language skills without sufficient education in the classroom. Teachers must <i>teach</i> language skills to candidates to improve learners' performance in this question.</p> <p>Challenges experienced by candidates cannot be addressed in Grade 12 because language skills should be emphasised from Grade 8.</p> <p>Teachers can formulate remedial spelling exercises based on the learners' written work.</p> <p>Teachers should have magazines in the classroom to stimulate learners' interest in reading.</p> <p>Refer to the CAPS Document, pages 46 to 48, for a list of Language Structures and Conventions.</p>	



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2020

MARKS: 80

TIME: 2 hours

This question paper consists of 13 pages.



* E N G F A 1 *



INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension (30)
SECTION B: Summary (10)
SECTION C: Language (40)
2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line after each answer.
6. Number the answers correctly according to the numbering system used in this question paper.
7. For multiple-choice questions, write only the letter (A–D) next to the question number in the ANSWER BOOK.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frame as a guideline:

SECTION A: 50 minutes
SECTION B: 20 minutes
SECTION C: 50 minutes
10. Write neatly and legibly.



SECTION A: COMPREHENSION**QUESTION 1**

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A**MANNERS MATTER**

- 1 The Collins Dictionary defines 'Etiquette'* as: 'The customs or rules governing behaviour regarded as correct or acceptable in social or official life'. This is related to how people behave in a particular group or in a specific setting.
- 2 When you show consideration for others, you display good manners. For example, speaking to other people sitting at the dinner table at a party is good manners. Writing a message or e-mail to the hosts of the dinner party the next day, expressing your gratitude for being invited, is polite. This would most likely lead to you being invited to their next dinner party. 5
- 3 Good manners have their origins in ancient history. For instance, it may be seen as hygienic to cover your mouth when yawning. However, centuries ago the act of yawning was believed to be the soul leaving one's body, allowing evil spirits to enter. The belief was that covering the mouth kept the soul inside the body. The habit of saying 'Bless you' when someone sneezes dates back to the time of Pope Gregory the First. He commanded that anyone who sneezed should be blessed in case they had contracted the plague, which was a deadly disease at that time. 10 15
- 4 Manners are often used as a means to judge people. For example, in Western culture, one is judged by the way one uses one's cutlery at the dinner table. However, there are some cultures that use their hands to eat their food.
- 5 In most African cultures, a child is expected to address adults with a certain level of formality, regardless of their relationship with them. Not using a title when addressing adults is considered to be highly insulting, yet in some cultures it is acceptable to address an adult by his or her first name. It is also a sign of respect not to look an elder in the eye but this may not necessarily be so in other cultures. 20 25
- 6 In Kenya and Nigeria, when greeting a person, it is the norm to ask about their general well-being. Skipping this part is considered very poor manners. In some cultures, presenting a gift to someone should be done with the right hand or both hands, but never with the left hand alone. The question is, whose manners are correct? 30
- 7 In a multicultural society like South Africa, the question of etiquette can be challenging when trying to understand one another. Therefore, with the many distinct cultural groups that make up this nation, the entire point of etiquette is to promote smooth social relations. If used correctly, manners can unite people



rather than cause conflict. This can be achieved if South Africans are willing to understand or learn about the behaviour of the many groups of people who live in this country. If not used correctly, different understandings of etiquette across cultures can affect everything from your relationship with others to your ability to get a job. 35

8 Research by a communication company, Commiceo, has found that there can be discrimination at job interviews due to differences in etiquette. The company noted how things such as eye contact or mentioning the names of important people during the interview, can be interpreted very differently. It further reports that while many cultures in Europe, North America and Asia emphasise the importance of punctuality, many other cultures do not engage in the same type of clock-watching. 40 45

9 To speak loudly and clearly may be viewed as a positive quality and not a sign of disrespect in the Western world. However, in many other countries, like Malaysia, people believe that speaking softly is a good quality. Therefore, instead of judging someone because they do something in a certain way, it is important to understand the reasons for their behaviour and actions. 50

10 We must remember that our ancestors developed etiquette over the years to foster social harmony and keep conflict at a minimum.

[Adapted from *Sunday Times, Lifestyle*, 27 January 2019]

Glossary: *Etiquette – politeness or good manners

1.1 Refer to paragraph 1.

Which ONE of the words below means the same as 'customs', as used in this context?

- A Taxes
- B Duties
- C Habits
- D Levies

(1)

1.2 Refer to paragraph 2.

1.2.1 What is meant by 'consideration for others'?

(1)

1.2.2 Using your OWN words, explain why it is important to express gratitude to your hosts for being invited to their dinner party.

(2)

1.3 Refer to paragraph 3.

1.3.1 Give an antonym for the word 'ancient'.

(1)

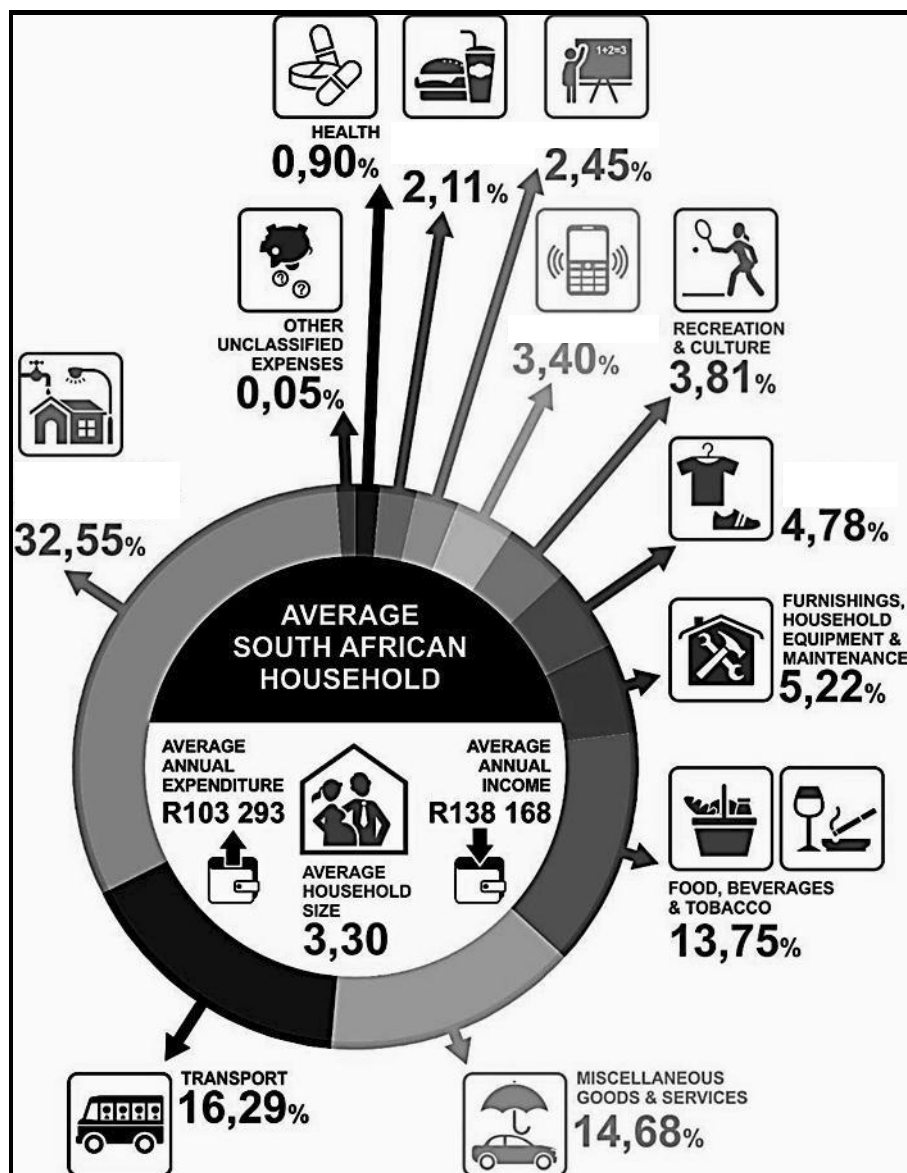
1.3.2 State TWO beliefs in this paragraph that may not be relevant today.

(2)



- 1.4 Refer to paragraph 5.
- 1.4.1 What do the words, 'address adults with a certain level of formality' (lines 20–21), suggest about the relationship between children and adults in African society? (2)
- 1.4.2 Quote a SINGLE word which means the same as 'offensive'. (1)
- 1.5 Refer to paragraph 6.
- 1.5.1 Why does the writer refer to Kenya and Nigeria? (1)
- 1.5.2 Why does the writer conclude paragraph 6 with a question? (2)
- 1.6 Refer to paragraph 7.
- Explain why the following statement is FALSE.
- A poor understanding of etiquette across different cultures only affects one's relationships with others. (1)
- 1.7 Refer to paragraph 8.
- 1.7.1 Explain the findings of Commiceo in lines 40–43 ('... has found that ... interpreted very differently'). Use your OWN words. (2)
- 1.7.2 Explain what is meant by *clock-watching*. (2)
- 1.8 Refer to paragraph 9.
- 1.8.1 Give TWO reasons why speaking loudly 'may be viewed as a positive quality in the Western world'. (2)
- 1.8.2 Do you agree with the writer's views in lines 49–51 ('Therefore, instead of ... behaviour and actions') of this paragraph?
- Substantiate your answer. (2)
- 1.9 Discuss the suitability of the title, 'MANNERS MATTER'. (2)



TEXT B[Adapted from www.statssa.gov.za]

- 1.10 Identify the percentage that is spent on fast food by the average South African household. (1)
- 1.11 What do the statistics suggest about the amount of money that is spent on education when compared to the expenditure on clothing and footwear? (1)
- 1.12 Why do the illustrations of wallets with arrows in the circle appear in this text? State TWO points. (2)
- 1.13 Discuss whether a bar graph would be more effective in conveying the statistics for average South African household expenditure. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

Plastics invade every part of our world.

Read TEXT C below and list SEVEN points on **how to reduce plastic pollution**.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using no more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C**FINDING SOLUTIONS TO THE PLASTIC PROBLEM**

Plastic pollution has a devastating effect on our planet. The South African World Wildlife Fund has started a campaign to show that by changing a few of our day-to-day choices, we can tackle the problem. When you support the campaign, you become part of a global movement that uses less plastic.

Plastic shopping bags cause serious damage to the environment and to sea creatures like turtles. The alternative is to use strong, reusable bags that are made of environmentally friendly materials.

Globally, over 100 billion plastic cups or those that have a plastic lining are discarded every year. Rather carry your own reusable cup or mug. It takes 26 litres of water to produce a one-litre bottle made out of plastic. A refillable glass or stainless steel bottle is a better choice.

Plastic straws cause the death of birds and fish when eaten. Instead, use reusable straws made of glass, steel or bamboo. Nowadays, plastic lollipop sticks and ear buds cause a similar problem as straws when swallowed by marine creatures. There are brands of lollipops and ear buds available where the sticks are made of cardboard. These are better alternatives to buy.

A huge amount of plastic sweet wrappers are found in our rivers, lakes and seas. It makes sense to buy unwrapped sweets and store them in a glass jar. Unrecyclable containers, sauce packets and plastic cutlery used in the takeaway industry add to the plastic problem. Avoid using these items. It is important for each of us to join the battle against plastic pollution.

[Adapted from *Sawubona*, October 2018]

TOTAL SECTION B: 10

SECTION C: LANGUAGE**QUESTION 3: ANALYSING AN ADVERTISEMENT**

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D

The secret to a cleaner, fresher home

From floors to counters and stoves to showers, you can rely on the new **Plush Supreme All Purpose Cream** to remove dirt and grime and leave all your surfaces sparkling clean again.

www.plush.co.za [@PlushSA](https://www.facebook.com/PlushSA) [@Plush_ZA](https://twitter.com/Plush_ZA)

plush SUPREME

[Adapted from www.google.com]

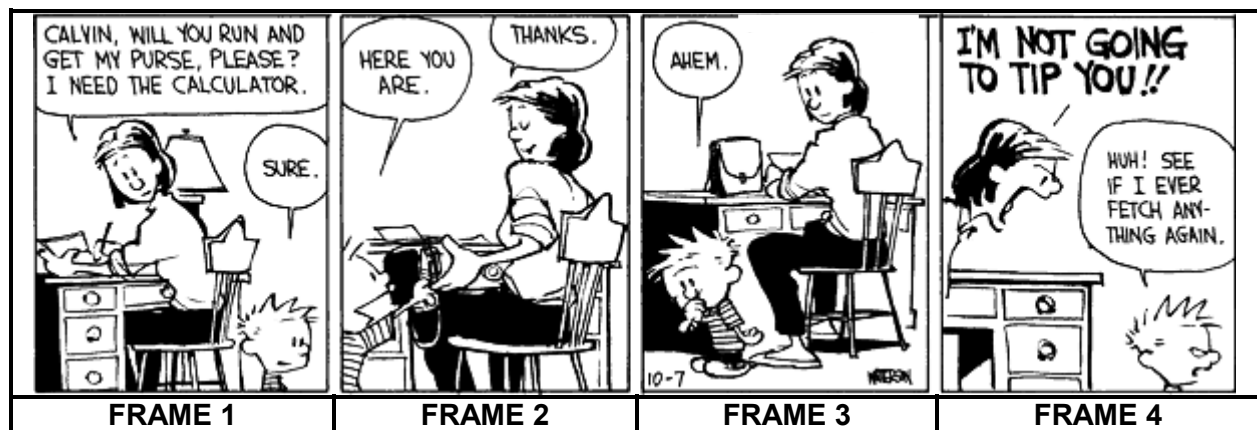
- 3.1 Who is the target audience in this advertisement? (1)
- 3.2 Why has the advertiser included four bottles of Plush Supreme Cream? (1)

- 3.3 How is the word, 'Supreme', intended to influence the reader? (1)
- 3.4 How does the advertiser reinforce the idea that Plush Supreme is an all-purpose cleaner? (2)
- 3.5 Quote a SINGLE word from the body copy which means the same as 'glittering'. (1)
- 3.6 How can the reader get more information about the advertised product? State TWO points. (2)
- 3.7 In your view, is the visual of the lady effective in conveying the message of the advertisement? Substantiate your answer. (2)
- [10]**



QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

TEXT E**CALVIN AND HOBBS**

[Source: www.google.com]

NOTE: In this cartoon, the boy's name is Calvin and the woman is his mother.

4.1 Refer to FRAME 1.

4.1.1 Choose the correct answer to complete the following sentence:

In the context of this cartoon, the word 'purse' means ...

- A cellphone.
- B handbag.
- C suitcase.
- D laptop.

(1)

4.1.2 What is Calvin's mother doing in this frame?

(1)

4.2 Refer to FRAME 3.

Explain why Calvin says, 'AHEM'.

(2)

4.3 Refer to FRAMES 1 and 4.

4.3.1 Explain how Calvin's attitude in FRAME 4 is a contrast to his attitude in FRAME 1.

(2)

4.3.2 How does the cartoonist use a visual and a verbal clue to convey the mother's feelings in FRAME 4?

(2)

4.4 Do you think Calvin's behaviour is justified in this cartoon? Substantiate your answer.

(2)

[10]



QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

HAKUNA MATATA		
1	From the moment you set foot out of the aeroplane in Zanzibar, you are warmly welcomed – not only by the warm tropical breeze, but also by the people themselves.	
2	'Welcome in our island. <i>Hakuna matata</i> '. That is the welcome you recieve wherever you go.	5
3	At first I thought the locals where just trying to relate to tourists because they knew we really liked Disney's, <i>The Lion King</i> . However, I soon realised that <i>hakuna matata</i> is truly the way they go about living their lives.	
4	In fact, when I think back, not once did we see a Zanzibari person get stressed or angry during our stay. Not when our taxi drivers would get stuck in traffic; not when stubborn goats wouldnt move out of the road. Not a single frown!	10
5	They just smile and say: 'No worries – <i>hakuna matata</i> '. What a way to live. Never have I seen such a community spirit.	15
[Adapted from <i>Juice</i> , November 2018]		

- 5.1.1 Correct the SINGLE error in EACH of the following sentences. Write down ONLY the question numbers and the words you have corrected.

- (a) Welcome in our island. (1)
- (b) That is the welcome you recieve wherever you go. (1)
- (c) At first I thought the locals where just trying to relate to tourists because they knew we really liked Disney's, *The Lion King*. (1)
- (d) Not when our taxi drivers would get stuck in traffic; not when stubborn goats wouldnt move out of the road. (1)

- 5.1.2 Rewrite the following sentence in the passive voice:

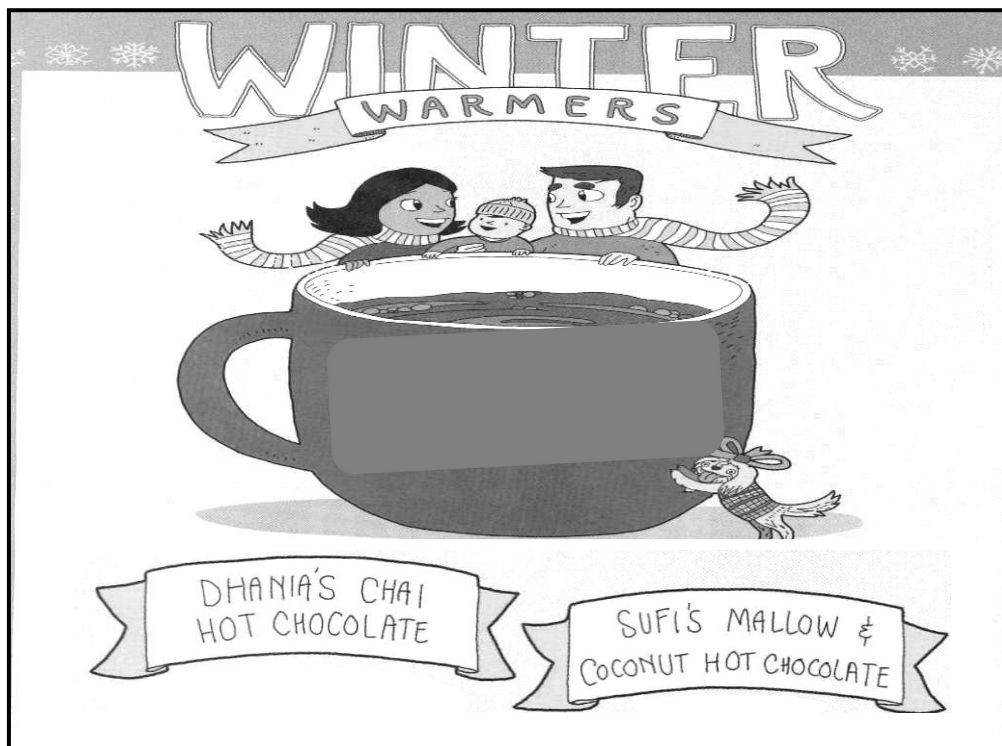
The people of Zanzibar extended a warm welcome to the tourists. (2)

- 5.1.3 Combine the following sentences into a single sentence:
My family and I stepped out of the aeroplane in Zanzibar.
My family and I were welcomed with fresh flowers.
Begin with the following words: When my family and I ... (2)
- 5.1.4 Give the correct degree of comparison in the following sentence:
Some tourists are (friendly) than others. (1)
- 5.1.5 Rewrite the following sentence in the simple past tense:
Zanzibari taxi drivers encounter many obstacles on the roads. (1)
- 5.1.6 Complete the following tag question. Write down only the missing words.
Hakuna matata means 'no worries', ...? (1)
- 5.1.7 Rewrite the following sentence in reported speech:
'I have never seen such a community spirit,' said the tourist. (3)



5.2 Study the text (TEXT G) below and answer the questions.

TEXT G



[Adapted from *Fresh Living*, July 2018]

- 5.2.1 Give the correct form of the word in brackets:
Supermarkets offer a wide (variant) of hot beverages. (1)
- 5.2.2 Rewrite the following sentence in the negative form:
Dhania makes a soothing cup of hot chocolate. (1)
- 5.2.3 Study the following sentence:
Mothers dress their children warmly.
State the part of speech of EACH of the underlined words used in the context of this sentence. (2)
- 5.2.4 Study the following sentence:
The weather is extremely cold this winter.
Use a homonym for the word cold in a sentence of your own. (1)
- 5.2.5 Give the plural form of the underlined word in the following sentence.
Pupils are allowed to wear scarf to school in winter. (1)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

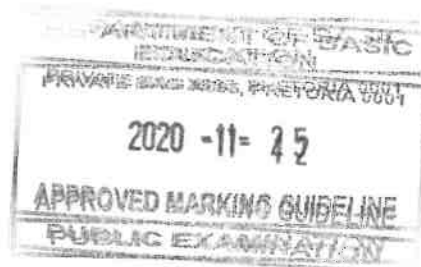
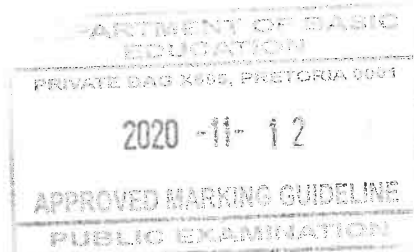
GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 80



Approved
MP Bembe (Meng)

Umalusi External Moderator
12 November 2020

Approved
[Signature]
Umalusi External Moderator
12 November 2020

These marking guidelines consist of 11 pages.

Approved *[S. Rykdlief]*
Internal Moderator
12 November 2020

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, while others may be expanded at the national marking guideline discussion.
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 C/Habits✓ (1)
- 1.2 1.2.1 To take into account the feelings of others./To show respect to others./To acknowledge others. ✓ (1)
- 1.2.2 This is to show courtesy/good manners.✓ This may result in being invited again. ✓ (2)
- 1.3 1.3.1 Modern/contemporary/recent/present✓
- NOTE:** Accept other suitable antonyms. (1)
- 1.3.2 The belief that when one yawns, the soul leaves one's body.✓
The belief that covering one's mouth when yawning prevents the entry of evil spirits into the body.✓
The belief that covering one's mouth keeps the soul within the body.✓
The belief that the term, 'Bless You' prevents one from contracting the plague. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.4 1.4.1 This indicates that in African society, children have a respectful relationship with adults.✓The relationship is also a strict one.✓ (2)
- 1.4.2 'insulting'✓ (1)
- 1.5 1.5.1 To show the similarities in etiquette between Kenya and Nigeria.✓

OR

Kenya and Nigeria serve as examples of how people behave in some African countries./The writer uses Kenya and Nigeria as examples to show how different and diverse manners can be across cultures and countries. ✓

(1)

- 1.5.2 To get the reader to understand that manners may differ✓and that there are no right or wrong manners. ✓

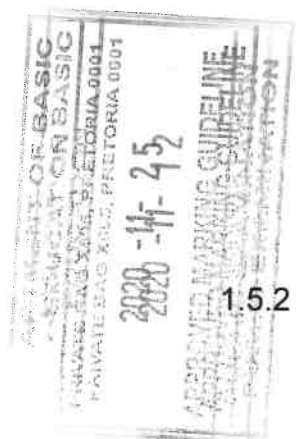
OR

This is a rhetorical question✓ and the writer leaves it to the reader to arrive at a conclusion on whose manners are correct/that different types of etiquette are acceptable. ✓

(2)

- 1.6 Poor understanding of etiquette can also affect one's employment prospects.✓

(1)



3
32

A

- 1.7 1.7.1 A misunderstanding of an interviewee's manners✓ can disadvantage him/her. ✓ (2)
- 1.7.2 A (high) regard for punctuality. /The strict adherence to time (is respected/revered in the workplace.) ✓✓ (2)
- 1.8 1.8.1 It may show confidence.✓
It may show respect.✓
It may indicate that one's message is conveyed clearly/with clarity.✓ (2)
- 1.8.2 Open-ended. Accept a suitable response, e.g.

Agree.

The writer believes that there can be unity in diversity. To a large extent, people of different backgrounds have learned how to coexist in harmony because of their acceptance of one another's cultural practices and manners.

OR

Disagree.

Not everyone is accepting of one another's cultural diversity. There are several instances in society, where the failure to accept the differences among cultures has led to conflict.

NOTE: Do not award a mark for Agree/Disagree.
Accept other suitable responses. A candidate can score a mark for an answer that is not well-substantiated.
Accept a combination answer. (2)

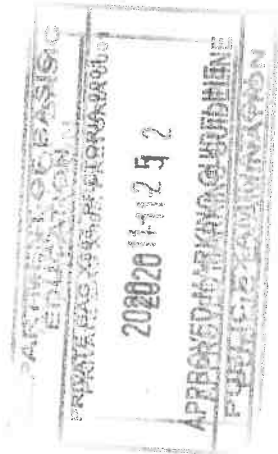
- 1.9 The title, 'MANNERS MATTER' is suitable because it summarises the fact that manners matter among different cultural groups and in different contexts. The passage also explores the conventions of behaviour that different cultures have to adhere to and that other cultures have to respect.

OR

The title is not suitable because it is not captivating enough. It creates the impression that the article is only about a set of manners whereas it also explores other ideas.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

- 1.10 2,11%✓ (1)



- 1.11 More money is spent on clothing and footwear than on education. ✓

NOTE: Accept other suitable responses.

(1)

- 1.12 The wallet with the arrow facing towards it, shows money coming in (income). ✓ The wallet with the arrow facing away from it shows money being spent (expenditure). ✓

(2)

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

Yes.

The given text is confusing. The bar graph would be easier to understand as the information would have been presented in order of the amount spent.

OR

No.

The text is accessible as there are illustrations that are easy to understand.

NOTE: 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



SECTION B: SUMMARY

QUESTION 2

The following points form the answer to the question:

QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)	
1.	'When you support the campaign, you become part of a global movement that uses less plastic.'	1.	Support the global movement campaigning for reducing the use of plastic.
2.	'... to use strong, reusable bags that are made of environmentally friendly materials.'	2.	Use recyclable/biodegradable bags (that are eco-friendly).
3.	'Rather carry your own reusable cup or mug.'	3.	Keep/Have a cup that you can reuse.
4.	'A refillable glass or stainless steel bottle is a better choice.'	4.	Use a glass/stainless steel bottle.
5.	'Use reusable straws made of glass, steel or bamboo.'	5.	Use glass/steel/bamboo straws.
6.	'There are brands of lollipops and ear buds available where the sticks are made of cardboard. (These are better alternatives to buy.)'	6.	Purchase ear buds/lollipops with cardboard sticks.
7.	'... buy unwrapped sweets and store them in a glass jar.'	7.	Purchase sweets that are not individually wrapped and keep them in a jar.
8.	'Unrecyclable containers, sauce packets and plastic cutlery used in the takeaway industry add to the plastic problem. Avoid using these items.'	8.	Use only recyclable take away items.
9.	'It is important for each of us to join the battle against plastic pollution.'	9.	Every person must fight against the use of plastic.



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 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 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.
- 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 want to clean their homes./Home executives/Domestic helpers.✓

NOTE: Accept other suitable responses. (1)

- 3.2 To indicate that Plush Supreme comes in four different fragrances/varieties.✓ (1)

- 3.3 It suggests that this product is superior to other similar products/is the best 'all purpose cleaner' on the market.✓

OR

The word 'Supreme' is written in capital/bold/in a white colour to attract the reader's attention. ✓ (1)

- 3.4 The advertiser states that the product can be used to clean✓ various surfaces (floors, counters, stoves, showers).✓

OR

The words **All Purpose** are written in bold✓ and the visual shows different surfaces. ✓ (2)

- 3.5 'sparkling'✓ (1)

- 3.6 Visit the website/www.plush.co.za✓
Facebook/@PlushSA✓
Twitter/@Plush_ZA✓

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



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

Yes.

The lady has her finger on her lips suggesting secrecy. The headline of the advertisement suggests the sharing of a secret about the product that can be used to have a cleaner, fresher home.

OR

No.

The visual is not effective because it has a fragile link with the written content of the advertisement. The visual of the lady has nothing to do with the effectiveness of the cleaning product.

NOTE: The above are merely examples. 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 4.1.1 B/handbag✓ (1)

- 4.1.2 She is working at her desk. ✓
 She is doing some written work. ✓
 She is doing some calculations. ✓
 She is talking to Calvin. ✓
 She is looking at Calvin. ✓

NOTE: Accept any other suitable answer. (1)

4.2 Calvin is trying to get his mother's attention✓ from whom he wants money for fetching her purse.✓ (2)

4.3 4.3.1 In Frame 1, Calvin obligingly/obediently accedes to his mother's request to fetch her purse (by saying the word, 'SURE').✓ In Frame 4 he scowls/has an angry expression on his face/(says, 'Huh' and threatens not to fetch anything for his mother again.)✓ (2)

4.3.2 Her feelings are revealed as follows:
 Visual: Her mouth is wide-open (showing that she is shouting)./Her eyebrows are raised./She is leaning forward. ✓
 Verbal: Her words are written in a larger/bolder font./Double exclamation marks are used.✓ (2)

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

No.

Calvin has an/a insincere/rude/disrespectful attitude towards his mother. He should not have expected money for assisting his mother. His behaviour is therefore highly inappropriate/ unacceptable.

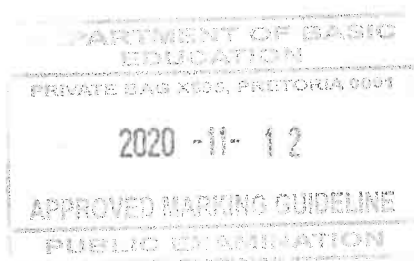
OR

Yes.

Calvin has done his mother a favour, therefore she should have tipped him. Consequently, he is justified in being angry.

NOTE: Do not award a mark for Yes or No.
 The above are merely examples. 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) to✓ | (1) |
| | | (b) receive✓ | (1) |
| | | (c) were✓ | (1) |
| | | (d) wouldn't/would not✓ | (1) |
| | 5.1.2 | A warm welcome was extended to the tourists✓ by the people of Zanzibar.✓/A warm welcome to the tourists was extended✓ by the people of Zanzibar. ✓ | |

OR

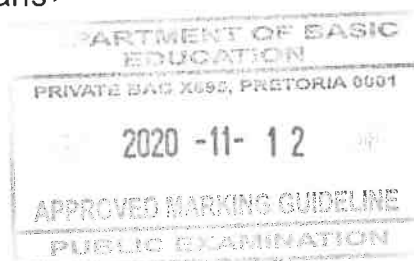
- | | | |
|-------|---|-----|
| | The tourists were extended a warm welcome ✓ by the people of Zanzibar. ✓ | (2) |
| 5.1.3 | When my family and I (had) stepped out of the aeroplane in Zanzibar, ✓ we were welcomed with fresh flowers. ✓ | (2) |
| 5.1.4 | friendlier/more friendly✓ | (1) |
| 5.1.5 | Zanzibari taxi drivers encountered many obstacles on the roads.✓ | (1) |
| 5.1.6 | doesn't it/does it not?✓ | (1) |
| 5.1.7 | The tourist said that <u>he/she</u> ✓ <u>had</u> ✓ never seen such a community spirit. | |

NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation. (3)

- | | | | |
|-----|-------|---|-----|
| 5.2 | 5.2.1 | variety✓ | (1) |
| | 5.2.2 | Dhanial does not make a soothing cup of hot chocolate.✓ | (1) |
| | 5.2.3 | dress – verb✓
warmly – adverb✓ | (2) |
| | 5.2.4 | One can catch a cold in winter./Jim's attitude towards his neighbour was cold.✓ | |
| | | NOTE: Accept any other suitable response. | (1) |
| | 5.2.5 | scarves/scarfs✓ | (1) |

NOTE: Accept any other suitable response. (1)

- 5.2.5 scarves/scarfs✓ (1)



TOTAL SECTION C:	40
GRAND TOTAL:	80



