



Province of the
EASTERN CAPE
EDUCATION



**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2022

**ENGLISH HOME LANGUAGE P1
MARKING GUIDELINE**

MARKS: 70

This marking guideline consists of 10 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 marks 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 It is a document/written expression ✓ that is compiled by/released by the four organisations (ILO, FAO, IFAD and WHO) together. ✓ (2)
- 1.2 An event with such a huge international impact has not happened in the memory of anyone living now. / Nothing has ever happened in our lifetime to compare to this pandemic. ✓✓ (2)
- 1.3
- Millions of people may become extremely poor. ✓
 - The total number of people suffering from a lack of proper nourishment could increase to staggering numbers. ✓
- [Candidates must use their own words.] (2)
- 1.4
- These people do not have medical aids / the opportunity to enjoy good health care/hospitals/doctors. ✓
 - They have lost the ability to generate an income ('productive assets'), ✓ which means their families will have no food or an unbalanced diet. ✓ (2)
- 1.5 The availability of a variety of healthy food (locally and internationally) ✓ has been hugely impacted, since the whole chain of production, from the farmer buying seeds and selling his produce at the market to the workers who could not work in the fields anymore because of the lockdowns, ✓ has been disrupted. ✓

OR

The entire supply chain ✓ has been disrupted ✓ by trade restrictions/lockdowns. ✓

OR

Breadwinners have died from Covid-19, ✓ leaving their families ✓ destitute and vulnerable to malnutrition and even death. ✓ (3)

- 1.6 Small-scale farmers do not farm on such an extensive scale as commercial enterprises. ✓ These farmers, therefore, do not have so many resources to fall back on during the extensive trade restrictions caused by the pandemic. ✓ If someone falls ill, there will not be enough workers to carry the burden / they will be more affected by the decrease in production. ✓ The economic impact on these farmers has been enormous and the financial implications disastrous. ✓ (3)
- 1.7 The writer of the article wants to **express her sympathy** ✓ as she emphasises the irony of the agricultural work force producing food every single day ✓ and ensuring that the whole world has access to food while they themselves do not have enough food. ✓ They face extreme suffering because they are generally being exploited. ✓ The reader might admire their perseverance to continue working, even in unsafe conditions. ✓ The reader will also become aware of the necessity of protecting the agri-food workers. ✓ (3)

- 1.8 It is absolutely critical to manage the human element during this pandemic. If people – particularly the informal work force, and women – ✓ do not have access to health care ✓ / if they do not have jobs (an income) to support their families ✓ / and if the rights of the work force are not protected/if exploitation of the work force is not prevented, ✓ the world will face an even bigger disaster than Covid-19 posed after the pandemic is finally over. ✓ (3)
- 1.9 This is an effective conclusion as the writer of the joint statement uses it to call the whole world to action. ✓ The repeated use of the personal pronoun 'we' emphasises that this needs to be a joint effort. ✓ She uses a tone of motivation ('Now is the time') / a tone of encouragement ('solidarity and support') / a tone of urgency ('must recognise', 'need to develop', 'must rethink') ✓ as a call to the international community ('global solidarity and support') to realise that this is a crisis that requires everybody to work together to help the world to recover after the pandemic. ✓

OR

This is not an effective concluding paragraph. The tone of urgency ('must recognise', 'need to develop', 'must rethink') / the tone of motivation ('Now is the time') / the tone of encouragement ('solidarity and support') ✓ and the repeated use of the personal pronoun 'we' ✓ are merely persuasive techniques to convince the general population that they have to take responsibility for mistakes that governments have made and allowed for centuries, namely the exploitation of poor people and low-income workers. ✓

[Candidates must identify **tone** and refer to **specific examples of diction** to motivate whether this is an effective conclusion or not.]

[Mark globally. No mark is awarded for the candidate's opinion of whether or not this is an effective conclusion.] (3)

- 1.10 The **smoke columns** in the background indicate the destruction of civilisation/the economy/the world and will fill the reader with fear. ✓ The reader might sympathise with the protestors. ✓ The **elephant**, symbolic of the economy, is lying down defeated, possibly even dying): this might fill people with dread. ✓ The people (doctor/veterinarian, various mystics) trying to revive the post-pandemic economy will either make the reader smile in a superior way, knowing that what they are doing is doomed, OR it will make the reader feel hopeless. ✓ People might feel that all efforts are in vain as they are feeling the effects of the dying economy. ✓

[Candidates might refer to the idiom 'to flog a dead horse' and comment that the horse has been replaced by an elephant because the increased size indicates the scope of the economic disaster.]

[Candidates must refer to the visual alone.]
[The effect of the visual on the reader **MUST** be discussed.] (3)

1.11 Yes, TEXT B supports TEXT A.

TEXT B clearly shows the futility and absurdity of trying to revive the economy by foolish actions like trying to TELL the downed elephant to simply get up and function again. Much more is needed to get the economy on its feet again. ✓✓

In TEXT A the writer maintains that it is going to require the co-operation of the whole world – private sector, public sector as well as government departments – to help the economy to recover. ✓✓

[Although a 'No' response in which a candidate maintains that TEXT B does NOT support TEXT A is unlikely, judge all responses on merit.] (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 seven valid points are to be credited in paragraph form.

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

QUOTATIONS		POINTS	
1	'learning from mistakes enhances rather than detracts from learning.' / 'Whether it involves homework, developing friendships, or playing a sport, learning is enriched through error.'	1	Making mistakes contributes to learning. / All areas of life are enriched through making mistakes.
2	'Learning from mistakes is part of how we challenge ourselves to learn to do things differently.'	2	We learn to do things differently only if we make mistakes.
3	'It motivates us to try new, innovative approaches to problem-solving.'	3	Making mistakes spurs us on to be innovative at solving problems.
4	'Learning from mistakes helps develop wisdom and good judgment.'	4	Good judgment and wisdom are the outcomes of learning from mistakes.
5	'All children need encouragement to learn and succeed. / Positive words from parents, teachers, and mentors are essential for children's growth and development.'	5	Positive encouragement from role players is essential in the development of children.
6	'praising children for their intelligence can actually make them less likely to persist in the face of challenge.'	6	Intelligence should not be praised – it leads to a lack of persistence in children.
7	'praised for their effort worked very hard, even though they made a lot of mistakes.'	7	Effort should rather be praised – it leads to perseverance.
8	'Giving meaningful and specific praise motivates children who are learning from mistakes.'	8	Specific praise is motivating in the process of learning from mistakes.
9	'Praise should focus on developing their character strengths, helping them understand their internal abilities.'	9	The development of character and inherent ability should be the focus of praise.
10	'It is an opportunity to develop a child's resilience'	10	This type of praise develops a child's ability to bounce back from mistakes.

PARAGRAPH FORM

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

Children must make mistakes: this contributes to learning in all areas of life. Only by making mistakes do we learn to do things differently, be innovative at problem solving and acquire good judgment and wisdom. Positive encouragement is essential in children's development. However, for perseverance to develop, effort should be praised, not intelligence. Praise should be specific to be motivational. Character development should always be the focus of praise – it offers children an opportunity to gain insight into their inherent abilities. This, in turn, leads to resilience.

[87 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 quoted: 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 The commanding/imperative/forceful/insistent tone ✓ compels the reader to act on this instruction (encourages action) and to become part of the group who wants to stop this atrocity. ✓ (2)

3.2 The plantation boss/owner/overseer/trafficker is depicted as having been felled/crushed by the giant strawberry which has been dipped in chocolate sauce, made from cocoa. ✓ This is a campaign to make people aware of the illegal trafficking of children to the Ivory Coast. ✓ The incongruity of a strawberry large enough to crush the man will engage the reader who will then, hopefully, become part of the proposed fondue party to raise awareness of this tragic issue. ✓ People might be made aware of how much can be achieved if they stand together. ✓

[Award 3 marks only if the visual, the intention/message of the advertisement **and** the influence on the reader have been discussed.] (3)

3.3

- **Emotive diction** horrifies the reader when he/she realises the utter tragedy of this situation: ‘children’, ‘abuse’, ‘forced’, ‘long hours of hard labour’, ‘traffickers’, ‘giant’, people shouldn’t be bought & sold’.
- **Imperative diction** creates a sense of urgency in the reader to see an end to this practice.: ‘crush’, ‘must stop’.
- **Call to action:** “Join in and help us put a stop’. The reader will want to become involved.
- **Alliteration** resonates with the reader and enables him/her to remember the catchphrase: ‘**C**rush the **c**ocoa **t**rade **t**raffickers’
- **Use of pronouns:** ‘we’, ‘us’. Although the advertiser is referring to the organisation, the pronouns allow the reader to identify, especially if he/she decides to ‘join’. They help to create a feeling of unity.
- **Fonts and font sizes:** The two sentences that serve as the heading are in bold and a bigger font. This attracts the reader’s attention immediately, creating curiosity to read further. The final textbox has a different font, creating visual interest. (3)

- The **reverse print** at the bottom (white words on black background) draws the attention to the final imperative call to action.
- The spelling of the word, 'TRAFFIK' in the last text box is a unique way for the reader to identify the organisation in future awareness campaigns.

[Award 3 marks only if the learner has commented ✓ on two techniques. ✓✓]

[Do not award marks for only identifying techniques.]

- 3.4 The world's largest fondue party **is being held** (by us) in the final week of November 2008 (by us). ✓

OR

In the final week of November 2008, the world's largest fondue party **is being held** (by us). ✓

[The passive voice sentence must be completely correct to be awarded the mark.]

(1)

- 3.5 Seeing a UFO is not an **everyday** occurrence.

[Must be used as an adjective.]

[Must be ONE word and spelled correctly.]

(1)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 4.1.1 The scientific/mathematical problems in the test paper are indicated by this font. ✓✓

(2)

- 4.1.2 The line of her mouth becomes more jagged. / She looks increasingly disturbed. / She sags lower into her chair with each of the problems that she reads. ✓✓ This shows us that she becomes increasingly upset/stressed/shocked ✓ the more she reads through the test. ✓

[Candidates must refer to TWO aspects of her body language AND provide an explanation.]

(3)

- 4.2 Her reference to 'Chapter 100' implies that the test/the Mathematics is very advanced. ✓ In Frame 7 she is relieved, thinking that the teacher will give them an easier test. However, in Frame 9 of the cartoon she discovers that the first test was actually the remedial test. ✓ It is ironic that her relief turns to horror/panic/shock. ✓ / It is ironic that she thinks the first test is challenging, yet it is the remedial work test. The second test is even more difficult. ✓

(3)

- 4.3 Anti-climax/bathos ✓

(1)

- 4.4 Received (Spelling must be correct.) ✓

(1)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 And exams have a long history that we **have forgotten** about. ✓ (1)
- 5.2 There is a question that every student has thought of in **his/her** student life. ✓ (1)
- 5.3 It indicates that the question referred to in the sentence is now going to follow. ✓ (1)
- 5.4 He wanted to know who **had invented** ✓ **that** ✓ system called examination. (2)
- 5.5 The **man/person** who invented exams ✓ (1)
- 5.6 **to understand the ability** and learning of a student **better** ✓/better to understand the ability ... (1)
- 5.7 students' ✓ (1)
- 5.8 breath ✓ (1)
- 5.9 **an** examination ✓ (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70