



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2024

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 10 pages.

NOTE:

- These marking guidelines are 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 in terms of decisions taken at the standardisation meeting.
- The marking guidelines will 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 longer 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.
- No marks should be awarded for TRUE/FALSE or FACT/OPINION. 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 to the correct answer AND/OR the answer written out in full.

SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

- 1.1 'Gratification' in the title can be defined as happiness/satisfaction/indulgence/pleasure.
[Accept suitable alternative definitions.] (1)
- 1.2 The writer believes that the younger generation has easy access to everything/lives an easier life. (1)
- 1.3 The older generation had to learn social skills from their parents (1); however, the younger generation learns from technology (1)./The older generation is able to function independently (1); however, the younger generation is dependent on technology (1).
[Award only 1 mark for lifting.] (2)
- 1.4 The writer is stating that the importance of social skills (1) has been compromised/eroded (1). (2)
- 1.5 The writer is reinforcing (1) how commonplace and clichéd people's 'lack of time' is (1)./He is being dismissive (1) of those who use their lack of time as an excuse for neglecting social skills (1). (2)
- 1.6.1 B – critical (1)
- 1.6.2 The writer uses words with negative connotations, such as 'parasites', 'shallow' and 'deficit' to convey his attitude towards current society's dependence on technology at the expense of authentic/meaningful relationships.
[Award 1 mark for the identification of diction and 2 marks for a comment on the writer's attitude.] (3)
- 1.7 The writer challenges the reader to reflect on how technology, as a measure of progress, devalues the contribution of the previous generation./The writer engages the reader on whether there is enough consideration given to the impact of technology on society.
[Award only 1 mark for a technical response.]
[Award 2 marks for ONE idea, well explained.] (2)
- 1.8 The paradox conveys the view that it is in doing what is deemed to be 'unnecessary' that we show our humanity and our connectedness to our fellow human beings. Living a life that just meets expectations is equivalent to existing and not living ('That is just following a formula').
[Award 1 mark for the identification of the paradox and 2 marks for the discussion.] (3)

- 1.9 The concluding paragraph supports the sub-heading that modern society ('we') is collectively responsible for devaluing 'genuineness'. The older generation has enabled this behaviour through allowing the younger generation to become dependent on 'instant gratification'/technology instead of inculcating the established values and morals that promote togetherness/humanity.
- [Award 3 marks for TWO ideas well-discussed.] (3)
- 1.10 The list given indicates how access to consumables/technology (1) has made life easy/effortless/convenient (1). (2)
- 1.11 The cab driver has accepted that impatience/the need for instant gratification has become the norm/nothing can be done to change human behaviour (2)./The cab driver's thoughts are focused on driving (1)./The cab driver's thoughts are focused on the same idea in all the frames (1). (2)
- 1.12 The cab driver is musing about society's obsession with instant gratification when the passenger asks him to speed up. This satirises how the modern world promotes instant gratification instead of a virtue like patience./The passenger demands that the cab driver speed up, thus depriving him (the driver) of the luxury of taking his time in completing this journey. The passenger illustrates that the modern world demands haste, whereas the driver wants leisure time.
- [Award 3 marks only if a comment on satire is provided.] (3)
- 1.13 TEXT B successfully illustrates the writer's view in paragraph 7, of TEXT A. The cab driver epitomises 'maturity and awareness' (line 52) since he understands the attitude of modern society, where people lack the patience to achieve anything beyond instant gratification. This is represented by the passenger, who lacks the 'core values' (lines 51–52) such as patience, tolerance and kindness. The passenger's abrupt question is devoid of 'kind mannerisms' (line 50) and other social skills.
- [Credit valid alternative responses.]
[Award 3 marks for a critical discussion of BOTH paragraph 7 of TEXT A and TEXT B.] (3)

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	'Contentment is a feeling accompanied by satisfaction and gratitude.'	1	Contentment goes hand in hand with a deeper feeling of fulfilment/appreciation.
2	'... contentment lasts indefinitely.'	2	Contentment is a timeless experience.
3	'... the calmer, longer-lasting feeling of contentment.'	3	Those who are content achieve a sense of serenity.
4	'... individuals who are willing to wait for rewards are more content than those who expect immediate gratification.'	4	Contented people are satisfied with waiting for rewards.
5	'... when people set lower, reasonable expectations, they will achieve contentment.'	5	Contentment encourages realistic goal-setting.
6	'... another theory defines contentment as the absence of greed and materialism.'	6	Contented people are neither materialistic nor greedy.
7	'Alternatively, people who are satisfied with what they have, find a baseline contentment of gratitude – a sentiment lacking in a competitive world.'	7	Contented people are not competitive.
8	'... there is safety in a world of warm, peaceful contentment.'	8	Contentment offers stability and comfort.
9	'... the long-lasting, meaningful feeling of contentment comes with purpose and resilience.'	9	People who are content show perseverance and determination./ Contented people are goal-driven.

PARAGRAPH FORM

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

Contentment goes hand in hand with a deeper feeling of appreciation and is a timeless experience. Those who are contented achieve an ongoing sense of serenity. Contented people are satisfied with waiting for rewards. Furthermore, contentment encourages realistic goal-setting. Contented people are neither materialistic nor greedy and are not competitive. Stability and comfort also stem from contentment. Lastly, people who are contented show perseverance and determination – they are goal-driven. [69]

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 quotations: award no language mark
 - 4–5 quotations: award 1 language mark
 - 2–3 quotations: award 2 language marks

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 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 to the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

- 3.1 The slogan '#PlayYourPart' encourages the reader (1) to become involved in making a positive contribution to South Africa (1).

[Credit valid alternative responses.]

[Do not credit a response that ONLY makes reference to the hashtag (#).] (2)

- 3.2
- The **bold font** in 'INSPIRING' foregrounds the initiative of uniting South Africa through sporting successes.
 - The advertiser uses **emotive diction/metaphors/bandwagon**, e.g. 'driving force'/'global stage'/'strives'/'Inspiration'/'Team' to appeal to the reader's sense of patriotism.
 - The **alliteration** in 'people ... positions ... positively' draws the reader's attention to their roles in creating positivity beyond South Africa's borders.
 - **Capitalisation of key words** such as 'Part'/'Team'/'Inspiration' and 'World' highlight the role that sport plays in fostering unity.
 - The use of **pronouns** such as 'our' and 'us' creates a sense of inclusion.
 - The **imperative sentence** ('Be Part of a Team') encourages the involvement of all South Africans.
 - The **repetition** in 'INSPIRING', 'inspires' and 'Inspiration' reinforces a sense of motivation.
 - The use of the **continuous present tense** in 'continues to be a driving force' creates a sense of momentum/emphasises the continuous role of sport in involving South Africans.

[Award 1 mark for the identification of a technique, 1 mark for an example and 1 mark for a comment.]

[A mark can be awarded for an example ONLY if it is linked to a technique or a comment.] (3)

- 3.3 C – complex sentence (1)

- 3.4 **You can/should/ought to/must** be part of a team.

[The clause, 'be part of a team', must be included in the response.]

[Accept valid alternatives.] (1)

3.5 TEXT D

The visual image is more effective as it includes diverse sporting codes. The dynamic portrayal of the figures in the graphic contributes to a sense of vibrancy and energy. The overlapping images represent unity, diversity and equality in sport which is the message of the campaign.

OR

TEXT E

The human figures are more convincing/relatable/identifiable. The team members depicted represent a successful team. They look assertive and confident which evokes pride, not only in the team, but also in national sporting success as indicated in the campaign.

[Credit valid alternative/mixed responses.]

[Award 3 marks for a justification of TWO ideas.]

(3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1.1 Elizabeth is disappointed/dissatisfied/unimpressed.

[Accept valid alternative responses, in context.] (1)

4.1.2 Elizabeth's friend is shocked/astonished/dumbfounded/taken aback (1) by her arrogance/sense of entitlement/lack of gratitude (1)./The friend does not respond to Elizabeth's rhetorical question (1).

[Accept valid alternative responses, in context.] (2)

4.2 In FRAME 5, the mother places her hand on her chest, leans forward and is smiling, expressing her romantic view of love.

OR

In FRAME 6, the mother is staring into the distance with her finger on her chin and clutching her chest reinforcing her painful longing for someone 'far away'.

[Award 2 marks ONLY if the visual cue and the attitude are discussed.]
[If the candidate responds to both FRAMES, mark ONLY the first response.] (2)

4.3 In FRAME 9, the father shows his interest/enthusiasm about his wife's views on love. He expects a positive response from his daughter. However, in FRAME 10, he is deflated by the girl's curt and unflattering response which is anti-climactic. The girl's literal misunderstanding of her mother's explanation creates humour.

[Award 3 marks for a critical discussion of BOTH FRAMES and the link to humour.] (3)

4.4 received/were given/were sent/obtained

[Accept suitable alternatives, in context.]
[Do NOT accept colloquialisms.] (1)

4.5 **more** (seriously) (1)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 benefits/gains/profits/rewards/results
[Accept a valid alternative, in context.] (1)
- 5.2 determine/consider/calculate/understand/find out
[Credit a valid alternative response.] (1)
- 5.3 one – **you**
[If 'you' is changed to 'one', the sentence should read: 'Every penny **one spends** on travel is an investment in **oneself**, and an investment in the world around one.'] (1)
- 5.4 Your social connections to different people **are expanded** by travelling. (1)
- 5.5 Remove either '**various**' or '**other**'/the second '**perspective**' (1)
- 5.6 compound adjective/compound word/joins two words (1)
- 5.7.1 'Practises' with an 's' is a verb./A noun should have been used in this sentence. (1)
- 5.7.2 Practices (1)
- 5.8.1 are – **is** (1)
- 5.8.2 You're helping to create jobs **because/as/since** one in ten jobs on the planet is in the travel and tourism industry!
[Credit valid alternatives.] (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70