



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

**ENGLISH HOME LANGUAGE P1
PREPARATORY EXAMINATION 2008
MEMORANDUM**

MARKS: 70

This memorandum consists of 7 pages.

- THIS MARKING MEMORANDUM IS INTENDED AS A GUIDE FOR MARKERS.
- IT IS BY NO MEANS PRESCRIPTIVE, EXHAUSTIVE OR COMPLETE.
- THE CANDIDATES' RESPONSES SHOULD BE CONSIDERED ON THEIR MERIT.
- QUESTIONS SHOULD BE ASSESSED HOLISTICALLY BUT IN THE CONTEXT OF THE ENTIRE QUESTION AND PART MARKS AWARDED WHERE POSSIBLE.

SECTION A: COMPREHENSION**QUESTION 1****QUESTIONS ON TEXT A:**

- 1.1 There used to be little violence in schools. Now schools have become more dangerous and deadly instead of being a safe and secure environment for children. The teacher is also threatened today. (3)
- 1.2 Schools and communities mirror each other. What happens in the communities happens in the schools. Behaviour patterns in the community are copied and become part of school life. (3)
- 1.3 The Trauma Centre would be an organisation that has researched the subject and its researchers have the authority to know what they are talking about. It gives her article credibility. (2)
- 1.4 Boys have been socialised or taught by authority figures to believe that aggression is an acceptable way of asserting themselves and of handling conflict. Girls are less aggressive and overall more caring. (2)
- 1.5 D (stereotype) (1)
- 1.6 Violence is not physical but rather manifests itself through unacceptable behaviour, insolence and cheek. Learners push the boundaries and create a threatening or fearful atmosphere but do not usually act. (3)
- 1.7 Violence is still a part of our society today because of our violent history of apartheid. (3)
- 1.8 The mass media creates the opportunity for young people to view violence. It makes it acceptable. It encourages and allows violence. Because there is so much violence in the mass media, children are desensitised. They have become immune to violence. (3)

- 1.9 The writer sets out to show how schools can assist with bullying. Schools have a positive role to play in curbing bullying. Schools and educators have an important part to play by setting an example of positive disciplining. Schools can work with bullies in a positive way. (3)
- 1.10 Common concerns: violence and bullying on the increase at schools. Schools and educators must set a positive example. (3)
- 1.11 TEXT A is concerned with violence in schools and offers reasons for it but does not offer survival strategies. Title is ironic in that one should not have to 'survive' the playground – it should be a safe environment.
- TEXT B is clear and factual and in line with its subject: that schools should have a positive role to play in curbing bullying. (2 x 2) (4)
- TOTAL SECTION A: 30**

SECTION B: SUMMARY

- 2.1 Use the following main points that the candidates should use in the summary as a guideline. The candidates must provide at least SIX (6 x ½ mark = 3 marks) points.
1. For 1 000's of pupils, school is a battleground where they are subjected to all forms of bullying.
 2. Until recently, not much was known about the extent and type of bullying in SA schools.
 3. Bullying can have negative lifelong consequences for both bully and victim.
 4. The consequences for the bullied ones vary from refusing to go to school to committing suicide or murdering their bullies.
 5. Many victims are hesitant to tell parents or educators for fear of further victimisation.
 6. Many victims therefore take fellow learners into their confidence, thus leaving adults ignorant of the bullying.
- (Award ½ mark per point – up to 6 points/3 marks). (3)

2.2 Use the holistic marking grid below to assess the written paragraph.

Category	Mark	Descriptors
Outstanding	7	Flawless. Concise. Logically presented. Excellent understanding of context requirements of question. Has all the salient points.
Meritorious	6	Has all the above points, but with minimal errors.
Substantial	5	Reads well. Concise to a large extent. Has most of the above points. Some irrelevant information.
Average	4	At least 50% of the main points. Cannot be placed in the 'good category'. Irrelevant information tends to spoil.
Moderate	3	Lacks flow. Much irrelevant information. Just about manages a pass mark.
Elementary	2	Lacks coherence. Not logically presented. Rambling. Lacks number of main points. Has at least one main point.
Not achieved	1	No understanding of summarising. No salient points.

Penalties:

½ mark for omission of, or incorrect, word count.

½ mark for every multiple of 5 words beyond 105.

Word Count	Penalty
106 – 110	0
111 – 115	- ½
116 – 120	- 1
121 – 125	- 1½
126 – 130	- 2
131 – 135	- 2½
136 – 140	- 3
141 – 145	- 3½
146 – 150	- 4
151 – 155	- 4½
156 – 160	- 5
161 – 165	- 5½
166 – 170	- 6
171 – 175	- 6½
176 – 180	- 7

(3 + 7) (10)

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING****3.1 yumchums**

3.1.1 Typical small boy / injured in games or fight / beaten up / deserves reward / reader feels sympathy. (2)

3.1.2 Poem could have been written by a child. It encourages the reader to find out more about the product. It adds important information. It is cute and child-like. It promotes the product, using emotive language. (Any two)
Accept opposite opinion. Takes time to read, is not really poetry, detracts from the picture, adds little more of value – difficult to make this argument against the poem. (2)

3.1.3 Presents facts.
Then appeals to reader's sense of taste / aim to stimulate reader's senses, feelings, responses. Emotive language. (2)

3.2 Poster for anti-bullying campaign**3.2.1 Visual:**

- Various situations involving children and which depict positive and negative situations have been represented.
- Pictures are drawn by children, thus suggesting the relevance of the problem to their lives.
- Pictures are also childlike in quality and presentation.
- Use of animals which always form part of a happy childhood.
- All genders and ages are represented in the poster – bullying is not gender or age specific. (2)

3.2.2 Verbal:

- Several languages that are spoken in South Africa have been represented – bullying cuts across all of S.A.'s communities.
 - Language is simple, direct and child-like, making it accessible to all children. The message is clear, simple and readable. The use of speech bubbles suggests a conversation taking place. (2)
- [10]**

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**TEXT E: Opinion and Analysis**

- 4.1 4.1.1 Violence is an everyday occurrence. It is ironic that sweets are seen to be more harmful than weapons. It is an expectation that there will be violence at schools. Learners have to protect themselves from violence at school. And the mother seems unconcerned. (2)
- 4.1.2 The discovery: large, bold, with triple exclamation marks. She is furious.
Followed by: still bold, but smaller font for question. She is angry, and her words are forceful. (2)
- 4.1.3 He seems bewildered / uncertain how to respond / confused / taken aback. (1)
- 4.2 4.2.1 The grandmother is surprised / shocked as she pulls away from the girl. This is indicated by: her eyes are open wide in shock, protective body language, as well as the crumpled newspaper. (3)
- 4.2.2 The little girl is keen and enthusiastic. She has just learnt something new that she wants to share. She is then disillusioned. The grandmother is resistant. She is not interested. She puts the girl out. (2)
- [10]**

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 Personalises the text and encourages self-questioning; asks/encourages reader to provide answers / arouses reader's interest. (1)
- 5.2 Title of a book. (1)
- 5.3 Colon + semicolon + full stop (1)
- 5.4 In the first sentence 'even' is related to her coming clean as opposed to any other action. In the second sentence, 'even' refers specifically to Amy – in addition to the others, so did Amy. (2)
- 5.5 discusses (1)
- 5.6 children/youngsters (1)
- 5.7 A (1)

5.8	awareness	(1)
5.9	Contraction or omission	(1)
		[10]
	TOTAL SECTION C:	30
	GRAND TOTAL:	70