



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATION**

**ENGLISH SECOND LANGUAGE P1**

**STANDARD GRADE**

**MAY/JUNE 2008**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 6 pages.**

**SECTION A**

## PASSAGE 1

- 1.1 The unique value of the site. (1)  
The ability of the country to meet the high standards of protection of the site. (1)
- 1.2 United Nations Educational, Scientific and Cultural Organisation (1)
- 1.3 The cot/crib/bed that a baby sleeps in. (1)
- 1.4 It represents the place where humankind was born and nurtured just like a baby is in a cot. /The place where humankind began/originated. (2)
- 1.5 D – Visitors to Maropeng can take a journey to the centre of the earth and see how continents developed. (2)
- 1.6 It symbolises the triumph of democracy and freedom over oppression. (2)
- 1.7 It means that there are many different kinds/a variety of (1) life forms/species/living creatures. (1) (2)
- 1.8 It has cultural significance because of the San rock art found there. (1)  
It has natural significance because of the beauty of the mountain range. (1) (2)
- 1.9 The writer wants to challenge the idea that Africa remained in the dark ages for much longer than the rest of the world by showing that there was a civilization in South Africa many years ago. / He challenges the idea that Europe was civilized before Africa. (Or words to this effect) (0 or 2) (2)
- 1.10 "indigenous" (No mark if quotation marks are left out.) (1)
- 1.11 True (1)  
"advanced indigenous society" (1) (No mark if quotation mark is left out.) (2)
- 1.12 The area is so small (0,04% of the world's land area) but has an amazing number of plant species (3% of those found in the world). (0 or 2) (2)
- 1.13 "vaporised" (1)
- 1.14 The writer wants to convey the idea that the heritage sites are precious/valuable/of great value. (2)
- 1.15 To preserve/look after the sites for future generations. (2)
- 1.16 The term is more gender sensitive. / The term "humankind" includes men and women which " mankind" does not. (Or words to this effect) (2)

## PASSAGE 2:

- 1.17 "mull" (1) "ponder" (1) (No mark if quotation mark is left out.) (2)
- 1.18 He suggests that we originate from the ape or monkey. (2)
- 1.19 True (1)  
"... should give you plenty to mull over on your ride home."  
Or  
The centre is only open from 9h00 to 17h00. (1) (2)
- 1.20 It is the name of a publication. (1)

**Criteria for TRUE/FALSE questions:**

1. If True or False is correct and there is a quote, but it is wrong – candidate gets 1 mark.
2. If True or False is incorrect – **No** mark irrespective of quote.
3. If True or False is correct and quote is correct – 2 marks.
4. Words must be quoted from the passage and not contextualised.  
True or False is correct but contextualisation is given – candidate gets 1 mark.
5. If only True or False and no quote – no marks.
6. If **Yes** or **No** instead of True or False – no marks.
7. If **T** or **F** instead of True or False – **AWARD MARK!**
8. Words contained in the quotation **MUST BE SPELT** 100% correctly.
9. If only the quotation is given without True/False – **NO MARKS.**

**TOTAL SECTION A: 35**

**SECTION B: SUMMARY – QUESTION 2**

QUOTE		Mark these CORE IDEAS	
1.	"Tell me its over instead of giving me some far-fetched excuse." / "tell me if you want to end things, rather than confusing me with excuses."	1.	Don't make excuses.
2.	"Have the guts to tell me face-to-face." / "Please don't let me hear about our break-up from a friend or even worse a colleague at work!"	2.	Tell the person personally.
3.	"everyone would prefer a calm, sympathetic farewell to a shouting, unpleasant kind."	3.	Tell the person in a kind way.
4.	"I would prefer total honesty even though it may hurt."	4.	Be honest.
5.	"Although breaking up is likely to focus on some negative aspects, there must have been something positive in the relationship. You could mention some good things about our time together."	5.	Try and be positive. / Think of positive things to say.
6.	"Whatever you do, don't make insulting or hurtful comments that you will regret later."	6.	Don't say insulting or hurtful things.
7.	"There is nothing as hurtful as friends returning gifts received from each other. Even worse is the demand that the other person returns tokens given in love and friendship."	7.	Don't demand your gifts back.

**INDICATION OF MARKS:**

- **Count the number of words up to the maximum and draw //.** Ignore the rest.
- **The candidate must rewrite the core idea in his OWN WORDS as far as possible.** There should be some evidence that the candidate has rephrased each core idea – e.g. changing the word order or a word.
- **Points must be given in FULL SENTENCES.**
- **Changes in the word order of the quote are acceptable.**
- **Mark for any seven correct facts, ONE mark for each different fact.**
- **The facts need not be in a specific order.**
- **Number of words correctly indicated, earns ONE mark, provided the candidate used the required number of words or fewer.**
- **Write down the number of the credited fact next to the tick.**
- **Indicate direct quotes by placing a capital Q in the left-hand margin.**
- **Mark only ONE fact per sentence – ignore any other facts in the same sentence. If an incorrect fact occurs first, the candidate forfeits the mark for his second possibly correct fact.**
- **If given in paragraph format, treat one sentence as one fact. The candidate automatically forfeits both language marks.**

**PENALTIES:**

- *If the maximum of 45 words is exceeded, no mark is allocated for length, OR if number of words isn't indicated or is obviously incorrectly indicated, the candidate also forfeits the mark.*
- ***Indicate ALL grammar, spelling and punctuation errors:***  
*0 – 3 errors = award 2 marks*  
*4 – 6 errors = award 1 mark*  
*7 – more errors = 0 marks awarded*
- *If facts have not been numbered, minus one language mark.*
- *Each quote should be regarded as a language error.*
- *An incomplete sentence should be regarded as a language error.*
- *The marks for language and number of words combined MAY NOT exceed the mark obtained for the facts.*

**TOTAL SECTION B : 10****SECTION C: LANGUAGE (Spelling counts)****QUESTION 3**

- |      |                               |     |
|------|-------------------------------|-----|
| 3.1  | often                         | (1) |
| 3.2  | knowledge                     | (1) |
| 3.3  | amazingly                     | (1) |
| 3.4  | are                           | (1) |
| 3.5  | most                          | (1) |
| 3.6  | years                         | (1) |
| 3.7  | accessible                    | (1) |
| 3.8  | scientists                    | (1) |
| 3.9  | over                          | (1) |
| 3.10 | have formed/ have been formed | (1) |
| 3.11 | highest                       | (1) |
| 3.12 | tumbles                       | (1) |
| 3.13 | an                            | (1) |
| 3.14 | third                         | (1) |
| 3.15 | world's                       | (1) |
| 3.16 | which                         | (1) |

3.17	less	(1)
3.18	of	(1)
3.19	geologically	(1)
3.20	old	(1)
		<b>[20]</b>

**QUESTION 4 (Spelling counts)**

4.1.1	Most	(1)
4.1.2	Least	(1)
4.1.3	As	(1)
4.1.4	Fewer	(1)
4.1.5	Italian	(1)
4.1.6	More	(1)
4.1.7	to	(1)
4.2	Many <u>companies</u> provide skills training for their employees. Each learner <u>receives</u> theoretical and workplace training. Most trainees get some form of compensation while <u>studying</u> . Perhaps <u>it's too</u> early to tell if <u>these</u> courses are all of a high standard but <u>research</u> is being done <u>continuously</u> .	(8)
		<b>[15]</b>

**TOTAL SECTION C: 35**