



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION

ENGLISH HOME LANGUAGE P1

2015

MEMORANDUM

MARKS: 70

This memorandum consists of 9 pages.

NOTE:

- This marking memorandum 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 points awarded where applicable in terms of decisions taken at the standardisation meeting.
- The memorandum will be discussed before the commencement of marking.

INSTRUCTIONS TO MARKERS**Marking the comprehension:**

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised.
- 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.
- For TRUE/FALSE or FACT/OPINION questions, the mark should be split, i.e. award 1 mark for TRUE/FALSE or FACT/OPINION and a mark for the reason/substantiation/motivation/quotation. The mark for the reason/substantiation/motivation/quotation should be awarded only if the TRUE/FALSE or FACT/OPINION part of the question is correct. One cannot award a mark for substantiation or an interpretation (TRUE/FALSE or FACT/OPINION) that was wrong in the first place.
- 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.
- 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.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND the answer written out in full.

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

- 1.1 B/an extended metaphor (1)
- 1.2 The generation gap fluctuates/repeats itself/is consistent.(1) There is currently more tension between the generations.(1)
[Credit references to the topic, 'generation gap'.] (2)
- 1.3 He uses it to establish a conversational tone. It is a subjective account of the generation gap. (2)
- 1.4 There has been a dramatic change to the usual pattern of people's retiring at a specific age as younger people enter the workforce. Different generations are working together. (2)
- 1.5 Each generation has a different life experience which influences attitudes. Younger people have greater 'real' threats (bullying, molestation) than the older generation. The different generations do not understand one another. (2)
- 1.6 In the past, permanent jobs were seldom lost and skills were transferred from one job to another. The older generation would feel threatened by the fluidity/uncertainty of the job market.
Today, innovation can cause companies to become obsolete. The individual is responsible for his survival in the workplace.
[Award 3 marks only if there is a link between the older and the younger generations.] (3)
- 1.7 In paragraph 9, the writer indicates that, since they have to find common ground, there has to be interaction between the two generations. Both self-awareness and empathy are crucial. There must be an element of understanding and accepting of the characteristics of each generation. Furthermore, in paragraph 10, it is emphasized that one needs to guard against the stereotypical classification of generations. (3)
- 1.8 The tone is assertive/confident/self-assured/determined/grumpy/annoyed. (1)
In the opening line, the writer boldly states that it is a lame argument to single out 'age' as the only factor that needs to be considered when studying generation gaps. He is determined that individual traits play a more significant role. The use of the personal pronoun, 'I' adds a personal perspective to this paragraph. (2) [Tone could be indicated in the course of the response, and not necessarily as a separate point.] (3)
- 1.9 YES
Personal values transcend generations. The writer substantiates his view that there is no such thing as a generation gap as common ground exists between the different generations, once the channels of conversation have been opened.
OR
NO
[Accept a cogent, well-reasoned response.] (3)

- 1.10 To show that the relationship between parent and child has not changed over time/The power that parents think that they exert/wield over their children remains.
[Accept alternative cogent responses.] (2)
- 1.11 The younger generation prefers to be sent to their rooms as a form of punishment because they are fully equipped with technological devices. Adults are excluded by the younger generation's knowledge of technology and the pleasure the younger generation derives from the use of such technology.
[Credit responses that make reference to parenting/discipline and the influence of technology.]
[Award 3 marks only if reference is made to both generations.] (3)
- 1.12 Text A focuses on the generation gap within the workplace. It provides a personal view of the dynamics generated by generation gap/s. The writer acknowledges that there are differences; however, there are enough similarities for the generations to co-exist harmoniously. This text has a number of substantial points, which gives it the advantage over the much simpler Text B.

Text B is both more humorous (and therefore entertaining) and more capable of communicating efficiently and dramatically than the more complex verbal text.
[Award 4 marks only if reference is made to both texts.] (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.)

NO.	QUOTATIONS	NO.	POINTS
1	Leave will not be enough for recovery	1	Taking leave might not cure digital burnout.
2	Some people are hospitalised	2	It affects the physical health of individuals.
3	Others disappear into a dark hole of despair for months	3	Has an adverse/psychological impact on a person.
4	Invisible threats to productivity and a company's workforce	4	A company might suffer losses because of digital burnout.
5	Causes domestic disputes	5	Families become disconnected.
6	We're less and less present	6	People have become more distant.
7	We now spend more time on communication devices than we do sleeping	7	We suffer from sleep deprivation.
8	When we finally exit the virtual world, we discover that there's still an entire (neglected) physical world with which we have to deal.	8	Those who are constantly connected will still have to live in the real world.
9	We essentially work the equivalent of 24 months in 12, which is why we feel increasingly tired	9	The amount of work is exhausting.
10	There are now no boundaries between work and play/Our brains have had to become hyperactive... we no longer have transition periods	10	The lines between work and leisure are blurred/People find no time to relax as they are constantly busy.
11	... most employers (will) fire these 'weak' employees.	11	Employees might easily be dismissed.

PARAGRAPH-FORM

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

Digital burnout affects the medical and psychological health of people; merely taking time off work might not be enough for full recovery. Furthermore, a company might suffer losses and families become disconnected. An adverse result is that people become distant from one another and suffer from sleep deprivation. However, people still have to be in touch with reality. Moreover, the workload increases annually, blurring the lines between work and leisure because people are constantly busy. Employers should, therefore, find solutions to this malaise rather than dismiss the affected employees.

(89 words)

Marking the summary:

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:**
 - 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
 - 1–5 quotations: 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 a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.
 - Summaries that are short but contain all the required main points should not be penalised.

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**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 advertiser highlights the fact that **careersuite.co.za** allows individuals to discover their strengths and weaknesses (1) by means of competency assessment tests (1). (2)
- 3.2 It is meant to persuade the career-seeking reader that careersuite.co.za is the only service provider that can address their needs.
[Award 1 mark if the candidate mentions only that the reader needs to take the test.] (2)
- 3.3 The tone is reassuring/persuasive/convincing/assertive/conversational/encouraging/confident
The tone reassures the reader that the uncertainties of finding a suitable career can be dealt with.
The conversational approach of the advertisement could be seen as more effective than a hard-sell approach, and this appeals to many readers.
[Credit cogent alternative responses.] (3)
- 3.4 The collage of words emphasises the overwhelming thought processes that someone has to go through when planning a career.
The woman exudes confidence, as illustrated by her smile, suggesting that this service will help her to resolve the conflict in her mind.
Repetition of certain words, e.g. 'ambition', could be mentioned.
[Credit cogent alternative responses] (3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The bold print shows that the girl is shouting loudly, whereas Charlie Brown (the boy) speaks in a normal tone, as shown by the plain font. (2)
- 4.2 She is in a state of disbelief and at a loss for words./She is puzzled by his words and action(s). (2)
- 4.3 The boy affirms the truth of her statement in frame 2 by moving away from her. Her back is to the reader and we cannot see her face. This indicates that she has been silenced. The distance between the characters is emphasised by their relative sizes. (3)
[Link to visual elements must be explicit]
[Credit responses that include valid reference to the boy's facial expression.]
- 4.4 The word play on 'WASSUP' creates humour. Movement lines and sweat droplets indicate Mama's agitation in reaction to the boy's words. Anti-climax occurs in the last frame when the intended meaning is explained. [Credit answers that include valid reference to facial expressions and body language.] (3)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 you – **your**
Omission of 'you' (1)
- 5.2 **Were** ripples of movement/was **a ripple** of movement (1)
- 5.3 Master/Mistress of Ceremonies/Programme Director/Host (1)
[Accept suitable synonyms.]
- 5.4 Around the hall, **there were** mahogany boards ... and sporting pursuits.
OR
Around the hall, mahogany boards **celebrated** gilt-leafed ... and sporting pursuits.
[Award full marks if only the corrections are indicated.]
[Ignore any other errors.] (1)
- 5.5 It creates a compound adjective/word. (1)
- 5.6 It is a foreign/non-English/Latin expression/title. (1)
- 5.7 Scientifically (1)
- 5.8 Whose (1)
- 5.9.1 should be taught (1)
- 5.9.2 Teachers/Educators/They/Schools/We should teach the performing arts and not only algebra and grammar as a subject. (1)

[10]**TOTAL SECTION C: 30**
GRAND TOTAL: 70