



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**NOVEMBER 2023**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 9 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 The writer wants to create emphasis/curiosity/pique the reader's interest/create suspense/engage the reader. (1)
- 1.2 The previous generation processed information through **reading**, whereas the current generation prefers **listening** to information.  
[Award 2 marks only if the change is evident.] (2)
- 1.3 The writer means reading is automatically/generally/naturally (1) regarded as being superior/intelligent/sophisticated (1). (2)
- 1.4 The rhetorical question invites the reader to think about the argument./The rhetorical question prepares the reader for the counter-argument. (2)
- 1.5 Listening to audiobooks is seen as lacking commitment in some quarters. Very few acknowledge that it is the ideal way of 'reading' literature. However, people attending lectures/theatre-goers are not judged in a similar way./The writer highlights her argument that listening is undervalued; yet research shows that students absorb the same amount of information whether they read or listen to the same text.  
[Award 3 marks only if irony is discussed.] (3)
- 1.6.1 The writer uses a persuasive/assertive/matter-of-fact/conversational tone. (1)
- 1.6.2 The writer's tone highlights the benefits of listening in that it eliminates misinterpretations, thereby leading to greater clarity./The pronoun, 'you' addresses the reader directly thereby reinforcing the writer's view of the benefits of listening.  
[Credit valid alternative responses.]  
[Award 2 marks only if a comment is made.] (2)
- 1.7 The writer is sentimental and uses compound adjectives ('dog-eared', 'spine-cracked') to qualify the longevity of books/newspapers. The references to 'faded notes scribbled in the margin' and 'a long-forgotten postcard used as a bookmark' convey the writer's nostalgia. The writer thus emphasises the value of print media, which she believes cannot be replaced by audiobooks. The ephemeral nature of audiobooks is highlighted.  
[Award 3 marks only if TWO examples of diction and the attitude have been critically discussed.] (3)
- 1.8 YES  
The author asserts the belief that reading will never be entirely replaced by listening as books/print media have an authentic and purposeful quality. However, the final sentence humorously offers the reader an opportunity to differ from the writer's opinion ('But if it turns out that I am wrong –'). The conclusion supports the writer's balanced views presented throughout the article that both listening and reading have value in different contexts.  
[A NO answer is unlikely; however, credit valid responses on their merits.]  
[Award 3 marks for TWO ideas well-discussed.] (3)

- 1.9 The driver has the ability to listen to her favourite books/use her imagination, while driving.  
[Award only 1 mark for 'lifting'.] (2)
- 1.10 The graphic images depict the exploration of a jungle/ by a jaguar/wild cat at the window of her car/an explorer's hat superimposed on her head/anaconda around her shoulders/plants on the steering wheel (1). These images illustrate her thought processes/the content of the audiobook (1). (2)
- 1.11 The woman's calm/engrossed demeanour reveals that listening to an audiobook enhances her journey. Her ability to focus on both the story and driving is evident. The portrayal of the woman conveys the message that Audible.com can change a dreary commute into a flight of fantasy.

**OR**

The woman's expressionless face does not reveal her being entertained/enthralled by the audiobook. She appears to be more focused on her driving than on enjoying the experience.

[Credit mixed responses.] (3)

- 1.12 In TEXT B, the woman represents the millennials, who are easily able to multi-task by listening to an audiobook while driving. This supports the reference to the 'generational shift' in the subheading – showing a preference for listening, and the statement in paragraph 4, '[they] seem to be all ears'.

In paragraph 4 of TEXT A, the writer references a survey conducted by the Wall Street Journal president, which concluded that younger people preferred listening to reading. However, this phenomenon is not restricted to the younger generation. The statement, 'frantically multitasking mid-lifers ... going for a run or cooking dinner' (paragraph 4, lines 27–30) is echoed in the message of TEXT B, which shows the woman listening to an audiobook/multi-tasking while driving.

The subheading and paragraph 4 of TEXT A, as well as TEXT B, show that while reading is not 'dead', there is a shift in the market to listening to audiobooks.

[Award 4 marks only if the **subheading** and **paragraph 4** of TEXT A, and **TEXT B** are critically discussed.] (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 7 valid points are to be credited in paragraph-form.

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

NO.	QUOTATIONS	NO.	POINTS
1	'we need less noise in order to keep our concentration.'/'A silent environment helps one to concentrate optimally.'	1	A quiet environment assists with concentration.
2	'A little less noise is good for our well-being.'	2	Less noise is beneficial to our overall health.
3	'it provides one with the ability to focus'	3	Silence enhances one's focus.
4	'Studies have shown that solitude contributes to the success of the creative process.'	4	Being on one's own stimulates one's creativity.
5	'Quiet time for self-reflection is important to make a conscious improvement to the daily routines of life.'	5	Solitude provides the opportunity to introspect on ways to improve our daily living.
6	'A period of silence each day allows one the chance to relax, thereby reducing stress levels.'	6	Silence reduces stress, affording one relaxation.
7	'research suggests that remaining silent increases the production of new brain cells.'	7	Maintaining silence boosts the formation of brain cells.
8	'Taking time to daydream may improve productivity tenfold.'	8	Daydreaming is linked to optimal productivity.
9	'Learning to relish silence cultivates calm and peace.'	9	Tranquillity is achieved when one learns to enjoy silence.
10	'When silence is practised regularly, tolerance levels improve.'	10	Practising silence consistently allows one to become more tolerant.
11	'People will have more patience with daily irritations, like traffic jams and long lines at the store, if they learn to savour silent moments.'	11	People who have a habit of embracing silent moments, become less impatient in daily life.

**PARAGRAPH-FORM**

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

Silence assists with concentration, enhances focus and is beneficial to our overall health. Being on one's own stimulates one's creativity. Solitude provides the opportunity to introspect on ways to improve our daily living. Moreover, it reduces stress, affording one the opportunity to relax. Whereas maintaining silence boosts the formation of brain cells, daydreaming is linked to optimal productivity. Tranquillity is achieved when one learns to enjoy silence. When silence is embraced consistently, it helps one cope with everyday life, by promoting tolerance and decreasing impatience.

**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 flock of birds is flying in an unusual formation/the shape of the word, 'LEVI'S'. (1)
- 3.2 The term 'classic' refers to something that is traditional, while 'fashion' refers to something current./The phrase, 'fashion classic' indicates that the brand has remained popular over time with long-lasting appeal. (2)
- 3.3
- The use of **emotive diction** ('simple', 'honest', 'Timeless', 'Dependable', 'Uncomplicated') persuades the reader of the value of the product.
  - The use of the **rhetorical question** ('Sometimes, don't you wish everything was a little more like that?') shifts one's focus to the appealing, timeless quality of the jeans.
  - The **personification** of the brand ('honest', 'grows friendlier', 'Dependable' 'Uncomplicated') highlights its familiar and trustworthy qualities.
  - The use of **single words** ('Timeless. Dependable. Uncomplicated.') emphasises the quality of the jeans.
  - The **idiomatic/alliterative expressions/repetition/use of negatives**, ('NO ORDINARY FLIGHT OF FASHION./ 'never wear out their welcome'/ 'Never? No, never!') imply that the jeans are dependable/trustworthy/loyal/extraordinary, which creates a sense of reassurance.
  - The use of the **personal pronoun** ('you') engages the reader to think about the value of the brand.
- [Award 1 mark for the identification of the technique and 1 mark for the explanation.] (2)
- 3.4 The woman is standing casually/in a relaxed position. The comfortable fit of the jeans is emphasised by her outstretched body./She has her shirt tucked into her jeans, which focuses on the label and the fit./The woman has her back to the reader emphasising the universal appeal of the jeans.  
The way in which the woman is depicted reinforces her relaxed, comfortable state and links to the advertiser's message that Levi's Jeans are timeless and comfortable.
- [Award 3 marks only if a comment is made.] (3)
- 3.5 Accept any sentence in which the word 'welcome' is used as a **verb**.  
[Credit any form of the verb 'welcome'.] (1)
- 3.6 The apostrophe indicates possession. (1)
- [10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- 4.1 Hobbes is scratching his head./There is a question mark in the speech bubble. (1)
- 4.2 It would indicate that he is shocked/flabbergasted/surprised by Calvin's suggestion. (1)
- 4.3 In Frame 1, Calvin tentatively proposes his theory to Hobbes that Math is a religion ('I THINK IT'S A RELIGION.')
- In Frame 3, Calvin is convinced by his own argument. He asserts/concludes his argument with an affirmative 'IT'S A RELIGION!', further emphasised by the exclamation mark.
- [Award 3 marks only if the change is discussed.] (3)
- 4.4 Hobbes is being sarcastic when he says, 'CALL A LAWYER.' Calvin's real reason for the dramatic argument becomes apparent – he simply does not want to study Math./Hobbes reminds Calvin of the legal responsibilities of public schools to ensure learners' religious freedom. Calvin believes that the same rights that are assigned to people who reject religious practices should be afforded to him in order to reject Math.
- Calvin's over-simplified arguments, corroborated by Hobbes, culminate in a humorous conclusion.
- [Award 3 marks only if the candidate provides a critical discussion.] (3)
- 4.5 -ious/-ous/religious (1)
- 4.6 attorney/solicitor/legal practitioner/barrister/advocate/prosecutor (1)
- [10]**



**QUESTION 5: USING LANGUAGE CORRECTLY**

5.1	look/appeal/flavour/outlook	
	[Accept valid, formal synonyms in context.]	(1)
5.2	Cue	
	[Spelling has to be correct.]	(1)
5.3	dashes/brackets	(1)
5.4	offers – offer	(1)
5.5	Their products <b>have been tailored</b> to local tastes <b>by</b> some international chains.	(1)
5.6	superficial/shallow/basic/minimal/limited/insufficient	
	[Accept valid alternative responses.]	(1)
5.7.1	local/home-grown	
	[Accept only <b>ONE</b> of the words above.]	(1)
5.7.2	adapt – adept	
	[Spelling has to be correct.]	(1)
5.8	He added, ' <b>U</b> ltimately it <b>is</b> a gamble on the future.'	
	[Award 1 mark for the correct use of punctuation and 1 mark for the correct tense.]	
	[Credit valid alternative responses.]	(2)
		<b>[10]</b>
	<b>TOTAL SECTION C:</b>	<b>30</b>
	<b>GRAND TOTAL:</b>	<b>70</b>