



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2009

MEMORANDUM

MARKS: 70

This memorandum consists of 9 pages.

INSTRUCTIONS FOR MARKERS

1. This marking memorandum is intended as a guide for markers.
2. It is by no means prescriptive, exhaustive or complete.
3. The chief marker will discuss the memorandum with the markers before the commencement of marking at the marking centre.
4. Candidates' responses should be considered on merit.
5. Wherever appropriate, marks should be awarded on a holistic basis.

Marking the comprehension:

- Incorrect spelling in one-word answers should be marked wrong.
- Incorrect spelling and language errors in longer responses should not be penalised because the focus is on understanding.
- 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.
- For questions which require quotations from the text, **do not** penalize candidates for omitting the quotation marks.
- 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 another language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalize. 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 with the correct answer AND the answer written out in full.

SECTION A: COMPREHENSION**TEXT A**

- 1.1 We were too young to remember when we played the first game.
OR
Playing is an unconscious/ instinctive/ inherent activity.
(2 marks for any one part) (2)
- 1.2 Our earliest memories are of play. Sport is a form of play and a communal activity. It involves people. We start off by being involved in solitary sporting activities. This is later a shared activity but moves on to us being part of a team.
(Award marks according to the depth of the candidate's response; mark globally). (3)
- 1.3 It is more important for people to enjoy being involved in sport than to be concerned about when it started. (2)
- 1.4 D – made accessible less familiar sports. (1)
- 1.5 Some games are played by only a few people/ Sport has spread (1). Yet, because of the electronic media, everyone can now be involved in watching the game on TV and being part of that game either by playing or viewing (2). (3)
- 1.6 Blair says that sport teaches useful habits to occupy our leisure time. It helps countries that are less developed. It creates a sense of excitement that cannot be found elsewhere (1). (This could be the starting point of the response but not necessary).

The focus of the answer should be an EVALUATION of the point of view the candidate takes. This must be assessed according to the candidate's response e.g. Sport can bring great change into the lives of individuals and nations. Individuals can be seen as champions or heroes, and this, coupled with great wealth, can forever change the lives of these athletes. The images of nations can also be altered in the minds of others when some of their citizens are sports champions).
(Candidates should not just quote from the passage.)

(Accept well-substantiated negative comments). (3)
- 1.7 The opening lines establish the essence of the article. It refers to the fact that sport brings people together – even communities and countries. It changes the future of individuals and nations.
(Mark globally. Answer must be well substantiated).

OR

(Accept well-substantiated negative comment.) (3)

TEXT B

- 1.8 The writer is making the point that sport should be seen as a priority for the youth of South Africa (1). There should be specific objectives, and schools and communities should become more involved (2).

Accept also references to crime/ health/ upliftment of community/ create a future. (3)

- 1.9 Yes, sport and culture do go together as they bring people of diverse backgrounds together. Knowing about other cultures can only enrich one's understanding of the game.

OR

No, sport and culture do not go together as sport is a separate entity. One does not have to have any knowledge other than that of the game to enjoy it.

(Allow for personal opinion with appropriate justification). (3)

- 1.10 'Healthy' here also refers to the well-being of individuals and the country as a whole. It encourages healthy attitudes and outlooks. (2)

TEXTS A, B AND C

- 1.11 Sport is shown to have a positive influence/ The texts stress the importance of sport for the country.

OR

If candidates respond to each text separately, award 1 mark for each. (2)

- 1.12 Yes. Candidates may agree on the suitability of the emblem in terms of creating a symbol that represents not only South Africa but also the African continent. At the same time it is based on a local art form, taken from the Khoi-San.

OR

No. Candidates could argue that the emblem is too culture bound.

(Allow for personal response with appropriate justification. Answers to be assessed holistically.) (3)

TOTAL SECTION A: 30

SECTION B: SUMMARY

2.1 Use the following main points that the candidate should include in the summary as a **guideline**.

1. Johannesburg is the headquarters of soccer in South Africa.
2. The city will host the opening and the closing games/ ceremonies.
3. Many of the games will be played in the city/ quarter games played.
4. Johannesburg will be the host city for one team.
5. Match venues and the transport system are being upgraded.
6. Preparations are underway/ government guarantees honoured.
7. It is hoped to make the World Soccer Cup an environmental event/
continued greening.
8. The planting of trees in Soweto is a major project.

Marking the summary:**NB.**

- If candidates have responded to 2.1 and 2.2 as separate questions, the marker must please read both responses and assess the fluently written paragraph.
- Draw a line through the point form summary and state “incorrect format”.
- If candidate has written more than one paragraph, assess only the first paragraph. Draw a line through the remaining paragraphs and state “incorrect format”.
- If candidate provides a title, ignore i.e. do not penalize.

- Candidates must present the summary in the required format (i.e. a paragraph). Summaries presented in the incorrect format **will not be assessed**.
- Award marks only for those points that are presented in **full sentences**.
- Planning/Drafts must be clearly indicated. If not, mark the first summary presented.
- Candidates **must** indicate the word count **correctly**.
- *Award marks as follows:*
 - 7 marks for 7 points
 - 3 marks for language

Penalties:

- For summaries that are **too long**, read only up to **5 words** beyond the required length and **ignore the rest of the answer**.
- Summaries that are short but contain all the required main points **should not** be penalized.
- Language errors (grammar, spelling, punctuation): deduct from the 3 marks for language as follows:

0 – 4 errors – no penalty

5 – 10 errors – subtract 1 mark

11 – 15 errors – subtract 2 marks

16 errors or more – subtract 3 marks

- For direct quotations of **whole sentences**, penalize as follows from the total mark awarded for the points and language usage:

1 – 3 whole sentences quoted: no penalty

4 – 5 whole sentences quoted: deduct 1 mark

6 – 7 whole sentences quoted: deduct 2 marks

- Subtract 1 mark from the total marks awarded for the points and language usage, if the word count is not indicated or is incorrect.

NOTE: Abbreviations should not be used but should they appear in the summary, they must be counted as the number of words that they represent.

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING****3.1 TEXT E: MILKYBAR**

3.1.1 Natural ingredients are used (1).
No artificial colours/flavours/additives (1). (2)

3.1.2 Yes. Close-up of chocolate/ Milky appearance/ Chocolate appears tasty and appealing/ 'Nestle' is imprinted on the chocolate/ Tumbling effect of pieces of chocolate

OR

No. Monochrome advertisement makes it unappetising/ Colour would make it more appealing

(Assess according to candidate's response with appropriate justification). (2)

TEXT F: AERO

3.2 By posing a question in bold/outstanding letters the advertiser is appealing directly to the reader. It draws our attention to the chocolate bar. The choice of the font creates the effect of a chocolate that is melting.
(Could be linked to the illustration). (2)

TEXTS E AND F**3.3 TEXT E: MILKY BAR**

Text: Appeals to the health conscious consumer/ Appeals to the sense of taste to create images of chocolate bars that are both tempting and deliciously different.

Illustration: The extreme close-up of the Milkybar makes the chocolate seem very appealing.

TEXT F: AERO

Text: Appeals to sensual pleasure.

Illustration: The photograph may be considered appealing in that it uses a good-looking young man (consider candidate's opinion).

(Allow for personal response with appropriate justification. Candidate must include a discussion of both illustration (2 marks) and text (2 marks).)

(4)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**4.1 TEXT G: OPINION AND ANALYSIS: FILM REVIEW**

- 4.1.1 Consider a 'discussion' of any TWO of the following (from one or more of these categories) FOR 1 MARK EACH:
- Background: Smoke/ People running away from something/ The man in the background is cowering/ The lady's hands are outstretched/ 'Watch It' on left hand side of the still.
 - Body language: The two men running away, under threat/ Clenched fists of both men.
 - Facial expression: Indicating fear, the lady in the background seems to be screaming – mouth is open. (2)
- 4.1.2 Consider relevant responses:
- Buying and selling illicit diamonds.
 - The relationship between people, e.g. the two men of different races/ mercenaries/ identification with African setting. (2)

4.2 TEXT H: CARTOON

- 4.2.1 He hopes that the teacher will listen and respond to his request/ Anticipates a positive response from the teacher. (2)
- 4.2.2 Appearance: The teacher wears glasses, is middle-aged/dresses in an old-fashioned manner/ responds without looking at Calvin.
Speech: The teacher gives a curt reply/ continues with the lesson/ choice of her name 'Wormwood'.
(Award 1 mark for Appearance and 1 mark for Speech.) (2)
- 4.2.3 Yes. Calvin's response changes so that he focuses on himself. In Frame 4, he appears more intent and serious.

OR

No. His response is intelligent as he is able to distinguish between the plural 'we' and the singular 'me'.

(Allow for personal response with appropriate justification.) (2)
[10]

QUESTION 5: TEXTUAL EDITING

- 5.1 A. adverb (1)
- 5.2 His parents had a farm in one of the most breathtakingly beautiful parts of the Central Drakensberg, Champagne Valley. (1)
- 5.3 John Turgay said **that** (½ mark) many years **previously/ earlier/ before** (½ mark) (**he** (½ mark) **had had** ((½ mark) a vision to start a school for musical boys in Africa.
(Use of any quotation marks must be awarded '0') (2)
- 5.4 existence (1)
- 5.5 B Administering (1)
- 5.6 *Drakie* is a nickname/ A term of endearment/ It is not the original name given/ Colloquialism/ Slang. (1)
- 5.7 **Auditions** for every candidate **are** held .../ **An audition** for every candidate **is** ... / ... **are** ... (1)
- 5.8 The second part of the sentence is dependent on the first to establish meaning and importance/ It enhances the sentence that precedes the semi colon/ It joins two main clauses/ It joins two simple sentences/ To indicate contrast. (1)
- 5.9 Regardless of candidate's answer, award 1 mark. (1)

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