



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 80

These marking guidelines consist of 11 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
3. Candidates' responses should be assessed as objectively as possible.

MARKING THE COMPREHENSION

- Because the focus is on understanding, incorrect spelling and language errors in 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.
- 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 with the correct answer AND/OR the answer written out in full.

SECTION A: COMPREHENSION**QUESTION 1**

- 1.1 C/Habits✓ (1)
- 1.2 1.2.1 To take into account the feelings of others./To show respect to others./To acknowledge others. ✓ (1)
- 1.2.2 This is to show courtesy/good manners.✓ This may result in being invited again. ✓ (2)
- 1.3 1.3.1 Modern/contemporary/recent/present✓ (1)
- NOTE:** Accept other suitable antonyms. (1)
- 1.3.2 The belief that when one yawns, the soul leaves one's body.✓
The belief that covering one's mouth when yawning prevents the entry of evil spirits into the body.✓
The belief that covering one's mouth keeps the soul within the body.✓
The belief that the term, 'Bless You' prevents one from contracting the plague. ✓ (2)
- NOTE:** Accept any TWO of the above answers. (2)
- 1.4 1.4.1 This indicates that in African society, children have a respectful relationship with adults.✓The relationship is also a strict one.✓ (2)
- 1.4.2 'insulting'✓ (1)
- 1.5 1.5.1 To show the similarities in etiquette between Kenya and Nigeria.✓

OR

- Kenya and Nigeria serve as examples of how people behave in some African countries./The writer uses Kenya and Nigeria as examples to show how different and diverse manners can be across cultures and countries. ✓ (1)
- 1.5.2 To get the reader to understand that manners may differ✓and that there are no right or wrong manners. ✓

OR

- This is a rhetorical question✓ and the writer leaves it to the reader to arrive at a conclusion on whose manners are correct/ that different types of etiquette are acceptable. ✓ (2)
- 1.6 Poor understanding of etiquette can also affect one's employment prospects.✓ (1)

- 1.7 1.7.1 A misunderstanding of an interviewee's manners ✓ can disadvantage him/her. ✓ (2)
- 1.7.2 A (high) regard for punctuality. /The strict adherence to time (is respected/revered in the workplace.) ✓✓ (2)
- 1.8 1.8.1 It may show confidence. ✓
It may show respect. ✓
It may indicate that one's message is conveyed clearly/with clarity. ✓ (2)
- 1.8.2 Open-ended. Accept a suitable response, e.g.

Agree.

The writer believes that there can be unity in diversity. To a large extent, people of different backgrounds have learned how to coexist in harmony because of their acceptance of one another's cultural practices and manners.
- OR**
- Disagree.

Not everyone is accepting of one another's cultural diversity. There are several instances in society, where the failure to accept the differences among cultures has led to conflict.
- NOTE:** Do not award a mark for Agree/Disagree.
Accept other suitable responses. A candidate can score a mark for an answer that is not well-substantiated.
Accept a combination answer. (2)
- 1.9 The title, 'MANNERS MATTER' is suitable because it summarises the fact that manners matter among different cultural groups and in different contexts. The passage also explores the conventions of behaviour that different cultures have to adhere to and that other cultures have to respect.
- OR**
- The title is not suitable because it is not captivating enough. It creates the impression that the article is only about a set of manners whereas it also explores other ideas.
- NOTE:** Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)
- 1.10 2,11% ✓ (1)

- 1.11 More money is spent on clothing and footwear than on education. ✓
NOTE: Accept other suitable responses. (1)
- 1.12 The wallet with the arrow facing towards it, shows money coming in (income).✓ The wallet with the arrow facing away from it shows money being spent (expenditure).✓ (2)
- 1.13 Open-ended. Accept a suitable response, e.g.

Yes.

The given text is confusing. The bar graph would be easier to understand as the information would have been presented in order of the amount spent.

OR

No.

The text is accessible as there are illustrations that are easy to understand.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'When you support the campaign, you become part of a global movement that uses less plastic.'	1.	Support the global movement campaigning for reducing the use of plastic.
2.	'... to use strong, reusable bags that are made of environmentally friendly materials.'	2.	Use recyclable/biodegradable bags (that are eco-friendly).
3.	'Rather carry your own reusable cup or mug.'	3.	Keep/Have a cup that you can reuse.
4.	'A refillable glass or stainless steel bottle is a better choice.'	4.	Use a glass/stainless steel bottle.
5.	'Use reusable straws made of glass, steel or bamboo.'	5.	Use glass/steel/bamboo straws.
6.	'There are brands of lollipops and ear buds available where the sticks are made of cardboard. (These are better alternatives to buy.)'	6.	Purchase ear buds/lollipops with cardboard sticks.
7.	'... buy unwrapped sweets and store them in a glass jar.'	7.	Purchase sweets that are not individually wrapped and keep them in a jar.
8.	'Unrecyclable containers, sauce packets and plastic cutlery used in the takeaway industry add to the plastic problem. Avoid using these items.'	8.	Use only recyclable take away items.
9.	'It is important for each of us to join the battle against plastic pollution.'	9.	Every person must fight against the use of plastic.

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 quotes: award no language mark
 - 1–5 quotes: award 1 language mark

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**• 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.
- Sentence structures must be grammatically correct and given in full sentences/ as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

QUESTION 3: ANALYSING AN ADVERTISEMENT

3.1 People who want to clean their homes./Home executives/Domestic helpers.✓

NOTE: Accept other suitable responses. (1)

3.2 To indicate that Plush Supreme comes in four different fragrances/varieties.✓ (1)

3.3 It suggests that this product is superior to other similar products/is the best 'all purpose cleaner' on the market.✓

OR

The word 'Supreme' is written in capital/bold/in a white colour to attract the reader's attention. ✓ (1)

3.4 The advertiser states that the product can be used to clean✓ various surfaces (floors, counters, stoves, showers).✓

OR

The words **All Purpose** are written in bold✓ and the visual shows different surfaces. ✓ (2)

3.5 'sparkling'✓ (1)

3.6 Visit the website/www.plush.co.za✓
Facebook/@PlushSA✓
Twitter/@Plush_ZA✓

NOTE: Accept any TWO of the above answers. (2)

3.7 Open-ended. Accept a suitable response, e.g.

Yes.

The lady has her finger on her lips suggesting secrecy. The headline of the advertisement suggests the sharing of a secret about the product that can be used to have a cleaner, fresher home.

OR

No.

The visual is not effective because it has a fragile link with the written content of the advertisement. The visual of the lady has nothing to do with the effectiveness of the cleaning product.

NOTE: The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]

QUESTION 4: ANALYSING A CARTOON

- 4.1 4.1.1 B/handbag✓ (1)
- 4.1.2 She is working at her desk. ✓
She is doing some written work. ✓
She is doing some calculations. ✓
She is talking to Calvin. ✓
She is looking at Calvin. ✓
- NOTE:** Accept any other suitable answer. (1)
- 4.2 Calvin is trying to get his mother's attention✓ from whom he wants money for fetching her purse.✓ (2)
- 4.3 4.3.1 In Frame 1, Calvin obligingly/obediently accedes to his mother's request to fetch her purse (by saying the word, 'SURE'.)✓ In Frame 4 he scowls/has an angry expression on his face/(says, 'Huh' and threatens not to fetch anything for his mother again.)✓ (2)
- 4.3.2 Her feelings are revealed as follows:
Visual: Her mouth is wide-open (showing that she is shouting)./Her eyebrows are raised./She is leaning forward. ✓
Verbal: Her words are written in a larger/bolder font./Double exclamation marks are used.✓ (2)
- 4.4 Open-ended. Accept a suitable response, e.g.
- No.
Calvin has an/a insincere/rude/disrespectful attitude towards his mother. He should not have expected money for assisting his mother. His behaviour is therefore highly inappropriate/ unacceptable.

OR

Yes.
Calvin has done his mother a favour, therefore she should have tipped him. Consequently, he is justified in being angry.

NOTE: Do not award a mark for Yes or No.
The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1	5.1.1	(a) to✓	(1)
		(b) receive✓	(1)
		(c) were✓	(1)
		(d) wouldn't/would not✓	(1)
	5.1.2	A warm welcome was extended to the tourists✓ by the people of Zanzibar.✓/A warm welcome to the tourists was extended✓ by the people of Zanzibar. ✓	
OR			
		The tourists were extended a warm welcome ✓ by the people of Zanzibar. ✓	(2)
	5.1.3	When my family and I (had) stepped out of the aeroplane in Zanzibar, ✓ we were welcomed with fresh flowers. ✓	(2)
	5.1.4	friendlier/more friendly✓	(1)
	5.1.5	Zanzibari taxi drivers encountered many obstacles on the roads.✓	(1)
	5.1.6	doesn't it/does it not?✓	(1)
	5.1.7	The tourist said that <u>he/she</u> ✓ <u>had</u> ✓ never seen such a community spirit.	
		NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation.	(3)
5.2	5.2.1	variety✓	(1)
	5.2.2	Dhania does not make a soothing cup of hot chocolate.✓	(1)
	5.2.3	dress – verb✓ warmly – adverb✓	(2)
	5.2.4	One can catch a cold in winter./Jim's attitude towards his neighbour was cold.✓	
		NOTE: Accept any other suitable response.	(1)
	5.2.5	scarves/scarfs✓	(1)
			[20]
TOTAL SECTION C:			40
GRAND TOTAL:			80