



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2018

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 10 pages.

NOTE:

- These marking guidelines are intended as a guide for markers.
- They are by no means prescriptive or exhaustive.
- Candidates' responses should be considered on merit.
- Answers should be assessed holistically and marks awarded where applicable in terms of decisions taken at the standardisation meeting.

INSTRUCTIONS TO MARKERS**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. (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/justification 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 Traditionally, diversity was seen in terms of race, religion and gender. Currently, many other criteria such as personality, skills, age, cognitive style, education and background are considered.
[Award 2 marks only if the distinction between the TWO aspects is provided.] (2)
- 1.2 Each individual brings distinctive talents and skills to benefit the organisation./ All employees complement one another in an enabling work environment. (2)
- 1.3 In the single-line paragraph, the writer directs the reader's attention to the focal point of the article – the advantages of diversity.
[Accept valid alternative responses.] (2)
- 1.4 The employer is challenged to evolve, as he adapts to the transformed work environment. He is well-positioned to accommodate the entire workforce, for example, scheduling staff rosters around religious holidays, thus increasing productivity. (3)
- 1.5 The writer uses emotive diction to convey the contrast between the notion concerning diversity and the actual implementation thereof. Phrases with positive connotations, e.g. 'feel-good images', 'effortless synergy' and 'fantastically delicious mix of ingredients', highlight the idealistic perception of diversity. However, he cautions that in practice, it could be an 'operational nightmare'.
[Credit reference to the repetition of the word 'however' as a stylistic device.] (3)
- 1.6 The phrase 'hidden biases' refers to the personal prejudices that cloud employers' judgement. Personal biases prevent managers from making informed decisions. The writer draws the reader's attention to the detrimental effect of not embracing diversity in the workplace. Managers need to focus on skills needed rather than on personal characteristics. Both the business and the employer will experience negative consequences, as personal and professional growth will be stunted.
[Award 3 marks only if a valid comment is included.] (3)
- 1.7 'Conflicting ideas' are viewed positively since the healthy exchange of opposing ideas will prevent 'tunnel vision'. All the team members will also feel as though they have contributed to the development of the organisation. Preconceived ideas undermine objective decision-making. Employees also have a responsibility to recognise and accept individual differences. (3)

- 1.8
- The use of the personal pronoun in the last paragraph is significant, as the writer departs from a generally objective style, to a more personal/inclusive mode.
 - The tone is persuasive and encouraging, e.g. 'Let us take some time ...'
 - The use of metaphor in 'auto-pilot' and 'manual mode' effectively challenges the reader to replace the status quo with a proactive approach.

[Award 1 mark for identification and 2 marks for discussion.]
[Credit valid alternative responses.]

(3)

- 1.9
- The three characters are puzzling over the possible responses to the questions. Each candidate could be viewed as a potential puzzle piece in the structure of the company. From the employer's perspective, he needs to find two employees who would 'fit' into his organisation. Each puzzle piece is different, representing the attributes of each candidate.

[Award 3 marks for two ideas well-discussed OR any three distinct ideas.]

(3)

- 1.10 YES

Although Jeff has the highest score, Spencer is selected because his and Rose's aptitudes are complementary, illustrated by their test answers. Together, Rose and Spencer fulfil the needs of the company through their 'diverse strengths', whereas Jeff and Rose would be too similar in their thinking.

OR

NO

The assessment of the tests reveals that Jeff scores the highest mark. Despite this, Jeff is not regarded as a suitable candidate as the employer's criterion changes from looking for 'problem solvers' to looking for candidates with 'individual flair'. Ideally, Jeff and Spencer should have been selected as together they meet the employer's criteria. Ignoring Jeff's strengths is unfair as he scored the highest in the aptitude test.

[Accept valid alternative responses.]

(3)

- 1.11 YES

In TEXT B, the employer makes a selection based on the needs of his company. He chooses two candidates who have different perspectives, yet complement each other, thus embracing diversity. This selection will 'encourage teamwork and collaboration'. He has also identified the skills needed by his company before making his selection as recommended in paragraph 10.

OR

NO

Goals have not been clearly defined before the candidates are tested. Therefore, the candidates are unaware of the requirements for appointment. The selection could be perceived as arbitrary. His perspective on diversity is not clear until the manager makes his final decision, which contradicts the writer's view 'that employees understand what is needed to succeed'.

[Credit valid alternative responses.]

[Award 3 marks only if reference is made to both texts.]

(3)

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 in paragraph-form are to be credited.

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

| NO. | QUOTATIONS | NO. | POINTS |
|-----|---|-----|---|
| 1 | 'It's partly due to blended families, with partners arriving with all their baggage.' | 1 | New households are established with each member bringing his/her possessions. |
| 2 | 'they are perpetually encouraged to accumulate possessions.' | 2 | Partners feel obliged to acquire more possessions. |
| 3 | 'Magazines tell us to decorate and then redecorate our homes' | 3 | The media influences us to upgrade our homes constantly. |
| 4 | 'We keep the replaced items just in case we need them.' | 4 | We tend to hoard old items for possible future use. |
| 5 | 'The growth in the past 18 years of mass market décor stores means you no longer have to be wealthy to keep re-inventing your home – only relatively well-off.' | 5 | More décor stores are available to a larger consumer market. |
| 6 | 'advertising that offers us time-saving devices that soon clutter up kitchen cupboards' | 6 | Advertisers convince consumers to purchase unnecessary gadgets. |
| 7 | 'Being surrounded by these possessions makes us feel anchored' | 7 | Having possessions validates us. |
| 8 | 'The items we have around us tell a story' | 8 | People feel that their possessions are significant/part of their identity. |
| 9 | 'we are pushed by retailers to keep buying more stuff ' | 9 | Consumers are coerced into purchasing more goods by retailers. |
| 10 | 'But it's the attachment to things that makes it so hard to part with them!'/we are afflicted with sentimentalism' | 10 | People attach sentimental value to objects. |

PARAGRAPH-FORM

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

New households are established with each member bringing his/her possessions. Partners moreover feel obliged to acquire more possessions. The print media entice us to constantly redecorate our homes, causing us to retain replaced items for fear that we may need them in future. The increased number of décor stores encourages splurging by a larger consumer market. Hence we are coerced into purchasing more goods. Having possessions also validates us. Finally, the sentimental value of objects makes it difficult for people to get rid of them.

(85 words)

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
 - 1–5 quotations: 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 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 word 'BIG' connotes both the age and stature of human rights advocates.

[Award 2 marks for one connotation well-discussed OR identification of two connotations.]

(2)

3.2 The phrase 'RIGHTS IN THE EYE' refers to the camera's eye focusing on the subject of human rights, highlighting Amnesty International's quest for awareness of human rights especially among school-going children.

[Credit candidates who refer to the pun on RIGHTS: human rights and the focal point.]

(3)

3.3 The logo, the lit candle, symbolises hope, while the barbed wire represents repression. It brings into sharp focus the plight of young children and the endeavour to assist them.

[Award 2 marks only if the candidate refers to both the logo and the message.]

(2)

3.4 TEXT D

The image depicts a young boy, whose dress and demeanour reflect that of an older person. His bald head, spectacles and traditional attire lend an impression of wisdom beyond his years. His clasped hands and confident/forthright expression show his determination to succeed. The image effectively conveys the message of the potential of children and the fact that all great leaders were once young. The image in Text D emphasises that the fight for human rights can be peaceful and dignified, whereas Text E focuses on the violence in which young children are forced to participate.

TEXT E

The silhouette of a young, armed child portrays the stark reality of children involved in war. The fact that the child is faceless conveys his anonymity; he is representative of the 250 000 children, whose rights have been violated. The child is vulnerable, as he is barefoot and wearing civilian dress. He has nothing other than the gun to protect himself. The image in Text E highlights the violence experienced by children whose rights should be protected and contrasts radically with the calm, reverent portrayal of the young boy in Text D.

[Award 3 marks only if the comparison is discussed.]

(3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 Dilbert uses the personal pronoun 'I' frequently to indicate that his interests and needs are paramount./Dilbert is self-absorbed and attempts to avoid any form of interaction with his co-workers. (2)
- 4.2 The cartoonist foregrounds the structure, showing the workplace, without characters, to emphasise the effort Dilbert has placed in his strategy to avoid his colleagues. (2)
- 4.3 In FRAME 4, the colleague seems indifferent to Dilbert's expansive answer, and is awaiting the reply to the initial question. In FRAME 7, the colleague's facial expression has changed to one of anger/annoyance, as it has dawned on him/her that his/her name could be on Dilbert's list.
[Award 1 mark for a change in the facial expression and 2 marks for the comment.] (3)
- 4.4 Humour is created through the use of irony: despite Dilbert's meticulous planning, he has not managed to avoid one of the listed colleagues. His strategy has backfired as a colleague, whose name is on the list, approaches him. When confronted by his colleague, he replies in a nonchalant manner. (3)
- [10]**

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1
- The single inverted commas indicate the use of direct speech/ quotation. (1)
 - The word "cruel" is quoted within a quotation/direct speech. (1) (2)
- 5.2 One reader responded that **that** man **sounded** brain-dead.
[Award 1 mark only if the entire response is correct.] (1)
- 5.3 change – changes (1)
- 5.4 corroborate – correlate (1)
- 5.5 The word 'gaming' would be a gerund instead of an adjective./The words 'gaming' and 'devices' would denote two separate entities. (1)
- 5.6 Sleep deprivation **has always affected** impulsive behaviours, lack of empathy, sense of humour and mood. (1)
- 5.7 Adolescence
[Spelling must be correct.] (1)
- 5.8 deprivation (1)
- 5.9 ...if **one's** behaviour is overly impulsive.../
... it means **you are** not getting enough sleep.
[Award 1 mark only if the pronoun and the verb are both correct.] (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70