



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P1

NOVEMBER 2012

(GAUTENG)

MEMORANDUM

MARKS: 120

This memorandum consists of 15 pages.

INSTRUCTIONS AND INFORMATION

1. Candidates are required to answer ALL questions in SECTIONS A, B and C. and only ONE question in SECTION D.
2. This memorandum was discussed and finalised at a marking memorandum standardization meeting convened by the Department of Basic Education. No further amendments may be made at the marking centre.

SECTION A: COMPREHENSION**QUESTION 1**

- 1.1 1.1.1 He jumped into an overflowing river to save 44 schoolchildren from drowning. (1)
- 1.1.2 He received the Order of Mendi (silver) for bravery. (1)
- 1.1.3 "humble"
- NOTE:** Do not penalise candidate for omitting the quotation marks. (1)
- 1.2 1.2.1 C/ make her appear helpless. (2)
- 1.2.2 The bus was at the top of a steep hill.
The brakes of the bus failed. (2)
- 1.2.3 His attitude is that he does not see his act as brave./He believes that he only did what any other father would have done under the circumstances./He was not trying to be brave./He was only responding to his fatherly instinct.
- NOTE:** Accept any ONE of the above answers. (2)
- 1.2.4 Yes. This shows that he was not a proud, arrogant man who acted bravely just so that he could be acknowledged and well-known.
- OR**
- No. By not giving someone his name made it difficult for him to be acknowledged, and for people to look up to him and to learn from his good act.
- NOTE:** These are only examples. Consider other relevant responses. Do not award a mark for only YES or NO. Consider the whole answer. (2)
- 1.2.5 The river was overflowing.
The waters were cold and powerful.
The bus was sinking fast.
- NOTE:** Accept any TWO of the above answers. (2)
- 1.3 1.3.1 They wanted to keep memories of this remarkable day alive./They were proud of their father and probably wanted to show their children one day./They wanted to keep them as proof for future reference. (2)
- NOTE:** Accept any ONE of the above answers.

- 1.3.2 FALSE.(1) When he drives past the scene of the accident, he notices that they have put up a wall and that there are also flowers.(1)

NOTE: Do not award any marks if the motivation/substantiation is NOT preceded by FALSE.

Award 1 mark only for FALSE without the motivation/substantiation.

Award 1 mark if the candidate uses 'F' instead of FALSE.

Do not award a mark if the candidate uses NO instead of FALSE.

(2)

- 1.4 He put his hand into the water and grabbed her. (1)

- 1.5 A humble hero/A heroic act of a father/A brave rescue

NOTE: These are only examples. Accept any suitable title.

(2)

[20]

QUESTION 2

2.1 She did not have a job./She had to take care of her child without any money. (1)

2.2 She went back to school to finish her diploma even though she did not know how she would pay her fees. (1)

2.3 TRUE.(1) She sold earrings that she had made.(1)

NOTE: Do not award any marks if the motivation/substantiation is not preceded by TRUE.

Award 1 mark only for TRUE without the motivation/substantiation.

Award 1 mark if the candidate uses 'T' instead of TRUE.

Do not award a mark if the candidate uses 'YES' instead of TRUE. (2)

2.4 They loved the earrings that she made./They were happy with the service they received from her therefore, they wanted to support her.

NOTE: These are only examples. Consider other relevant responses.

(2)

2.5 She managed to pay her fees.(1)

She was able to save money.(1)

(2)

2.6 Yes. Most people are too fearful to take a step that might help them solve a problem. They are afraid of failure and this makes them end up not even trying.

No. Even though life challenges are intimidating, we can still take a brave step which might help us overcome our problems. People who face their challenges are not necessarily those who are unafraid.

NOTE: These are only examples. Consider other relevant responses. Do not award a mark for only YES or NO. Consider the whole answer.

(2)

[10]

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 3**

The following points form the answer to the question. Accept ANY SEVEN points. The points need not be in any specific order.

NOTE: The quotations in the first column are intended to remind markers of what the direct quotations are.

QUOTATIONS	POINTS
1. "The basic information to be included are your personal details ..."	1. Include your personal details.
2. "You also need to include your contact details...."	2. Give the details of where and how you can be contacted.
3. "Therefore include a list of languages ... speak, write and read."	3. State your language abilities.
4. "Including your qualifications is important."	4. List your qualifications that are related to the job.
5. "(D)etail your employment history ..."	5. Say where and when you have worked before.
6. "You will have to state any other relevant experiences ..."	6. Include other experiences that may be relevant to the job.
7. "Listing at least three names of people who know you, is also important"	7. End with a list of three referees.

NOTE: Accept any SEVEN of the above points.

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

NOTE:

- If the point is incoherent do not award a mark for language.
- **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**QUESTION 4: CARTOON AND ADVERTISEMENT**

- 4.1 4.1.1 Bud is crying.
Bud has stars/twirls above his head.
Bud is holding his head.
Bud is sitting on the ground.
- NOTE:** Accept any TWO of the above answers. (2)
- 4.1.2 Bud's sister sees three tracks on the ground. (1)
- 4.1.3 (a) Bud's attacker is on a tricycle. (1)
- (b) C/too embarrassed to tell what really happened. (2)
- (c) They emphasise how angry Bud's attacker is./They show us that Bud is in danger. (2)
- (d) Her eyes are wide in all three frames.
Her mouth is turned down.
Her arms are held stiffly against her body.
There are lines above her head.
- NOTE:** Accept any ONE of the above answers. (1)
- (e) She did not expect Bud's attacker to be a young girl. (2)
- 4.1.4 Yes. Bud is terrified of being attacked again./Bud was only teasing and does not deserve to be hurt so badly.
- OR**
- No. Bud teased the little girl so he deserves to be punished./
Boys usually bully girls so at least the tables are now turned.
- NOTE:** These are only examples. Consider other relevant responses. Do not award a mark for only YES or NO. Consider the whole answer. (2)
- 4.2 4.2.1 Oral B/Vitality (1)
- 4.2.2 C/liveliness (1)
- 4.2.3 Teeth get cleaner.
Smile becomes shinier.
Gums get healthier. (3)

- 4.2.4 FALSE.(1) Oral-B toothbrush helps you to reach and remove plaque more effectively and even from hard-to-reach places.(1)
- NOTE:** Do not award any marks if the quote is NOT preceded by FALSE.
Award 1 mark only for FALSE without the quote.
Award 1 mark if the candidate uses 'F' instead of FALSE.
Do not award a mark if the candidate uses NO instead of FALSE. (2)
- 4.2.5 gums (1)
- 4.2.6 It has a cup-shaped brush head.
It has 7600 oscillating movements per minute. (2)
- 4.2.7 (a) Brush like a dentist (1)
- (b) The advertiser uses this slogan to convince the consumer that if they use this product, their teeth will be as healthy and clean as if they had been to a dentist.
- NOTE:** Consider other relevant responses. (2)
- 4.2.8 The regular manual toothbrush bows down to the advertised one (1) to acknowledge that using it will result in a healthier smile.(1) (2)
- 4.2.9 People who have gum problems/disease.
People who want healthier and cleaner teeth.
- NOTE:** Accept any ONE of the above answers. (2)
- [30]**

QUESTION 5: LANGUAGE USAGE**NOTE:** Spelling in one-word responses must be correct.

5.1 D/adjective (1)

5.2 5.2.1 found (1)

5.2.2 finding (1)

5.3 The sport shoes and cricket bats are then handed out (1) by him.(1) (2)5.4 Even though they could (1) not afford equipment, they dreamed (1) of becoming like Tsolekile. (2)5.5 Tsolekile said that it was very important that he encouraged young people in Langa because there were still many hardships there.**NOTE:** Award 1 mark for any FOUR of the underlined changes. (4)

5.6 5.6.1 come (1)

5.6.2 goes (1)

5.7 Easy/Simple/Comfortable (1)
remember/recall (1) (2)

5.8 5.8.1 theirs (1)

5.8.2 wicket-keepers (1)

5.9 Could they have chosen anyone? (1)

5.10 5.10.1 Their (1)

5.10.2 choose (1)

[20]

QUESTION 6: EDITING**NOTE:** Spelling must be correct.

6.1 6.1.1 does (1)

6.1.2 loses (1)

6.2 6.2.1 being (1)

6.2.2 reach (1)

6.3 6.3.1 through/via (1)

6.3.2 with (1)

6.4 "Cellphones have become an important part of our young people's lives,"
says Liesel Adams, a Cape Town educational psychologist.**NOTE:** Award 1 mark for each of the underlined changes and 1 mark for the
open and closed inverted commas together. (3)

6.5 who (1)

[10]**TOTAL SECTION C: 60**

SECTION D: LITERATURE – SHORT STORIES

NOTE: Candidates are required to answer EITHER QUESTION 7 OR QUESTION 8.

QUESTION 7: IN THE WITHAAK'S SHADE – Herman Charles Bosman

- 7.1 He thought that he saw a huge cloud, shaped like an animal's head with spots on it,(1) settled on top of Abjaterskop.(1) (2)
- 7.2 He was looking for his strayed cattle.(1) He decided to rest in the shade of the withaak tree.(1) (2)
- 7.3 He stopped laughing because he realised that there was nothing to laugh about(1) because he was not looking at a spotted cloud, but at a real leopard.(1) (2)
- 7.4 Because if this were a dream, it would help him escape the reality of the dangerous leopard standing next to him. (2)
- 7.5.1 "large-sized" (1) "hungry-looking"(1) (2)
- 7.5.2 The leopard was sniffing suspiciously at his feet. (1)
- 7.5.3 True. (1) 'My legs wouldn't work.'(1)

NOTE: Do not award any marks if the motivation/substantiation is NOT preceded by TRUE.

Award 1 mark only for TRUE without the motivation/substantiation.

Award 1 mark if the candidate answers 'T' instead of TRUE.

Do not award a mark if the candidate answers YES instead of TRUE. (2)

- 7.6 His legs wouldn't work. (1)
- 7.7 B/an animal hunted for food. (2)
- 7.8 Yes. The humour is in the type of lies told by both Oom Schalk Lourens and Krisjan Lemmer about how wild, dangerous animals were friendly towards them./The humour is in the fact that Lourens is telling the truth but no one believes him.

OR

No. The lies told by both men are too obvious to be funny./There is a possibility that Oom Schalk Lourens's story could be true, therefore making it more serious than funny.

NOTE: These are only examples. Consider other relevant responses. Do not award a mark for only YES or NO. Consider the whole answer. (2)

- 7.9 The main action takes place in the shade of the withaak tree. Both the leopard and the narrator are drawn to that spot because of the shade that they were looking for.

OR

The main idea of this story focuses on the lies and exaggeration which have nothing really do with the shade of the withaak tree.

NOTE: These are only examples. Consider other relevant responses.

(2)
[20]

OR

QUESTION 8: THE JACKAL – Hannah Browne

8.1.1 The three cubs/baby jackals/jackal cubs (1)

8.1.2 "vermin"
"lethal"

NOTE: Do not penalise if quotation marks have been omitted. (2)

8.1.3 He wanted to crush/smash/beat them with a large stone. (2)

8.2 There is a drought. (1)
A jackal has been killing their sheep. (1) (2)

8.3.1 He is a sensitive/kind/compassionate boy (1) who hates to harm/hurt others. (1) (2)

8.3.2 FALSE.(1) His unhappiness can be seen in his sagging shoulders.(1)

NOTE: Do not award any marks if the motivation/substantiation is NOT preceded by FALSE.
Award 1 mark only for FALSE without the motivation/substantiation.
Award 1 mark if the candidate answers 'F' instead of FALSE.
Do not award a mark if the candidate answers NO instead of FALSE. (2)

8.4 D/he was playing with the cubs. (2)

8.5 He lies to her by shaking his head, implying that he did not see anything related to the jackal. (2)

8.6 Yes.(1)
Taboets sets a trap that catches and kills the jackal.(1)

NOTE: Do not award any marks if the candidate does not answer YES. (2)

8.7 Yes. Klasie is torn between his responsibility towards and love for his mother. and his inability to kill the cubs because they are so beautiful and helpless.

OR

No. Klasie's first priority should have been towards his mother and the farm. He should not have told a lie because he knew what could happen when the cubs grew bigger.

NOTE: These are only examples. Consider other relevant responses. Do not award a mark for only YES or NO. Consider the whole answer. (2)

- 8.8 I feel sorry for the cubs because they needed their mother to feed them, in order for them to survive./Making them starve to death was a cruel act./They were young and innocent and were not a threat to the lambs at that moment.

OR

I do not feel sorry for the cubs because if they were allowed to live, they would kill the lambs when they grew up. This was a less cruel form of death compared to being crushed with a stone.

NOTE: These are only examples. Consider other relevant responses. (2)

TOTAL SECTION D: 20
GRAND TOTAL: 120