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**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2015

MEMORANDUM

MARKS: 80

This memorandum consists of 9 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This memorandum has been finalised at a memorandum discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

SECTION A: COMPREHENSION**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 dialectical variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

QUESTION 1

- 1.1 Families ✓ and even business people ✓ use digital communication. (2)
- 1.2 Texting ✓
e-mail ✓
Facebook/social networks ✓ (3)
- 1.3 People spend most of their time ✓ on technology. ✓
All aspects (e.g. work, home, play) of our lives depend ✓ on/are ruled by
technology/technological devices. ✓ (2)
- 1.4 gadgets ✓ / smartphones ✓ (1)
- 1.5 Young people fear (real/physical) conversation/criticism. ✓ / They do not know
how to interact personally. ✓ (2)
- 1.6 A tribe usually consists of many people but the word 'one' in the passage
refers to an individual. ✓ A 'tribe' implies connection to a group of people ✓;
however, one is alone while connected to this group. ✓ (3)

- 1.7 He says he wants to learn to communicate✓ but the words 'someday' and 'certainly not now' indicate that he is unwilling to have direct communication.✓ (2)
- 1.8 C/online communication✓ (1)
- 1.9 1.9.1 A sip is a small amount while a gulp is a large amount.✓ (1)
- 1.9.2 Online communication is quick and it takes place in small/short moments like sips✓while a real conversation is longer and more fulfilling like a gulp.✓ (2)
- 1.10 Communication via technology, unlike face-to-face communication, does not always allow you to know and understand the person better.✓
It does not allow you to create a realistic/viable relationship.✓
It prevents real companionship from developing.✓
It does not refine social skills.✓
It robs you of real human contact.✓
- NOTE:** Accept any TWO answers. (2)
- 1.11 Open-ended.
- Accept suitable responses that reflect the candidate's understanding of the entire passage. Responses must be grounded in the text AND must include the candidate's opinion on communication via technology/face-to-face communication.
- NOTE:** Do not award a mark for Yes/No only. A candidate can score 1 or 2 marks for an answer that is not well-substantiated. (3)

TEXT B

- 1.12 R4 400✓/four thousand four hundred rands✓ (1)
- 1.13 To get the reader's attention.✓/People are more attracted to a picture of a heart than the word, 'love'/ seeing a picture of a heart is more effective than seeing the word 'love'/a heart is a symbol for love.✓ (1)
- 1.14 The graph shows that the selling price of the coins has increased/
appreciated✓ which suggests that the value of the coin will keep increasing/
appreciating/it will be a good investment.✓ (2)
- 1.15 It shows people queuing/lining up to vote✓ in the first democratic election/the 1994 election/ when Mandela voted for the first time.✓ (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.	'It is important to identify the triggers that set off bad habits.'	1.	Establish the causes of your bad habits.
2.	'... the best and most effective way to change a habit is to change the routine.'	2.	A change of routine can change a habit.
3.	'You must believe that change is possible.'	3.	Be optimistic about change.
4.	'You also need to take consistent action'/ '... do not just give up after one attempt.'	4.	Do not despair if your first attempt is not successful./ Keep on trying to change.
5.	'You must ignore how difficult it is to change and focus on the reasons why you want to change.'	5.	Focus on the reason for change and not on the difficulty of changing.
6.	'Be aware of your resistance to change.' 'When you start making excuses for not wanting to change, argue with yourself rationally.'	6.	Accept that there will be reluctance to change./Realise that change is difficult. Dispute the excuses you make for not wanting to change.
7.	'Keep the changes simple and manageable.'	7.	Make your changes easy and controllable.
8.	'Do not try to change more than one habit at a time.' 'Rather, focus your energy on changing one habit successfully and then move to the next.'	8.	Focus on changing one habit at a time./ Deal with one bad habit successfully before attempting a second change.
9.	'Beware of potential obstacles and challenges ...'	9.	Be aware of possible problems/difficulties.
10.	'Create reminders for yourself that will assist in changing bad habits.'	10.	Find ways that can help you remember to change your bad habits.

Marking the summary

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:

- **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 the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

SECTION C: LANGUAGE**NOTE:**

- 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.

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 Parents/Guardians.✓ The advertisement addresses parents/guardians on how to take care of children's health.✓ (2)
- 3.2 Parents/Guardians must support their children by supplying them with the necessary vitamins✓ to enhance/boost their health.✓ (2)
- 3.3 The word 'scientifically' makes it more authentic/credible/convincing.✓
It will persuade parents to buy the vitamins. ✓
To emphasise that the product is healthy.✓
The product has been (scientifically) tested.✓
It is reliable.✓
It is safe to use.✓
- NOTE:** Accept any TWO answers.
Credit combination answers. (2)
- 3.4 By visiting the website.✓/ Visit/Go to www.centrum.co.za.✓ (1)
- 3.5 'great-tasting'✓ (1)
- 3.6 Open-ended. Accept a suitable response which shows that the candidate has understood the connection between the father literally lifting the child in the picture and the uplifting effect that Centrum can have on the health of the child. (2)

[10]

QUESTION 4: ANALYSING A CARTOON

- 4.1 Hägar points his finger/raises his hand/closes his eyes. ✓ (1)
- 4.2 4.2.1 The words 'KNOCK KNOCK' are in large/bold font. ✓
There are lines (coming from the direction of the door) to indicate the loud sound. ✓ (2)
- 4.2.2 She is excited to leave the kids and go off on a vacation. (1)
- 4.3 Helga feels apprehensive/unhappy/speechless/dumbstruck. ✓ Her husband is the cause of the problem./ She knows that she will have to take care of the children/orphans and she is not looking forward to it. ✓ (2)
- 4.4 They appear to be happy ✓ while the stereotype is that children from an orphanage are sad/unhappy. ✓

OR

- Children from an orphanage are expected to be well-disciplined/well-behaved ✓ while these are ill-disciplined. ✓ (2)
- 4.5 Open-ended. Accept a suitable response which shows that the candidate has understood the cause for Hägar's eventual situation and is able to show his/her feelings regarding this.
- NOTE:** Do not award a mark for Yes/No only. A candidate can score 1 mark for an answer that is not well-substantiated. (2)
- [10]**

QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 5.1.1 (a) is (1)
(b) consumers' (1)
(c) allocated (1)
(d) (of) course (1)
- 5.1.2 (a) It is a title /name of a documentary/film/TV programme. (1)
(b) Adjective (1)
- 5.1.3 Accept a suitable response e.g.
The family prays every Sunday.
- OR**
- They received much praise for their achievements.
- NOTE:** Award ONE mark for the correct homophone and ONE mark for the correct sentence construction. (2)
- 5.1.4 Unprocessed (1)
- 5.1.5 He said (that) when he ate a bowl of cornflakes, it was like eating a bowl of sugar.
- NOTE:** Award ONE mark for each of the underlined changes and ONE mark for removing the comma, removing the quotation marks and inserting the final full stop as well as the correct use of capital and small letters throughout. (4)
- 5.1.6 poor/unhealthy/deficient/unbalanced (1)
- 5.2 5.2.1 (a) non-governmental (1)
(b) happiest (1)
(c) were (1)
- 5.2.2 C/world wide web (1)
- 5.2.3 A message of hope is sent to families by Make-A-Wish International.
- OR**
- Families are sent a message of hope by Make-A-Wish International. (1)
- 5.2.4 Make-A-Wish International is creating hope and happiness. (1)

[20]**TOTAL SECTION C: 40**
GRAND TOTAL: 80