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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**FEBRUARY/MARCH 2011**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 9 pages.**

**NOTE:**

- This marking memorandum is intended as a guide for markers.
- It is 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.
- The memorandum will be discussed before the commencement of marking.

**INSTRUCTIONS FOR MARKERS****Marking the comprehension:**

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- 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. The mark for the reason/substantiation/motivation/quotation should **only** be awarded if the TRUE/FALSE or FACT/OPINION part of the question is correct. (One cannot award a mark for substantiation or an interpretation (TRUE/FALSE or FACT/OPINION) that was wrong in the first place.)
- For questions which require quotations from the text, **do not** penalise candidates for omitting the quotation marks or for an incorrect spelling within the quotation.
- 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 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.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND the answer written out in full.

**SECTION A: COMPREHENSION****QUESTION 1****TEXT A**

- 1.1 The writer has come to a new understanding of the concept of ubuntu and he hopes other people will do the same. (2)
- 1.2 The two conceptions are:
- Simple community-mindedness – a way of behaving so that you are aware that you are part of a community
  - Individualistic/Do unto others – treat others as you wish to be treated/focus on how others behave towards one (3)
- 1.3 B colloquialism (1)
- 1.4 The rhetorical questions point out that we judge other people by external appearance, possessions etc, which is contrary to the spirit of ubuntu, which implies acceptance of others. (Mark globally) (2)
- 1.5 The writer understands ubuntu to mean that we are all joined to each other; everyone is united with everyone else. (1)

Yes, the candidate agrees with this:

The writer wants ubuntu to be a concept and a way of life that works for all of us collectively, and not each of us individually. (2)

OR

No, the candidate disagrees with this:

People are different and may perceive the concept of 'ubuntu' in different ways. Some might be individualistic and not be interested in the spirit of ubuntu; yet others might believe in the spirit of ubuntu but become involved in ways other than those described by the writer. (2) (3)

**TEXT B**

- 1.6 South Africans are born with an innate affinity for music ('music is in our blood'); they are naturally talented. (2)
- 1.7 His choir is an African choir and so will use typically African harmonies which are unique. There is much energy in the music. A variety of voices takes the lead in songs.
- (Candidate should not merely lift from the text; they should demonstrate understanding.) (2)
- 1.8 They have developed as human beings; they have learnt unity and togetherness; they have travelled together; they have learnt about each other's cultures and shared 'wonderful experiences'; they have learnt to be grateful.  
(Any THREE points) (3)

- 1.9 Agree/Appropriate:  
The magazine is titled *Proud!* and the passage is about being proud of the choir featured and of African music; therefore, the title is appropriate.
- Disagree/Inappropriate:  
This is highly unlikely. However, consider the validity of candidates' responses/arguments. (2)

**TEXTS A AND B**

- 1.10 Both are colloquial.  
**Text A:** Text A is colloquial/conversational/informal. This is seen in the writer's choice of vocabulary, e.g. 'nifty, but tricky', 'fab', 'wannabe'. The writer speaks directly to the reader.  
(Accept other substantiation.)
- Text B:** Text B is more formal than Text A. The text presents information as statements – the reader is not directly addressed. Although contractions are used, it does not detract from the formal nature of the text.

**OR**

The style is colloquial but not as casual as that of Text A. Relaxed style, but spelling, punctuation, grammar, diction, etc. are correct. Candidates may even say 'formal', but not stiff or Latinate.  
(The candidate may refer to style and/or register, with substantiation. Mark globally.) (4)

- 1.11 Agree:  
The members of the choir see themselves as a family; they are inclusive, not judgemental; they share experiences; they learn about each other's cultures; the leader sees herself as a mother; there is 'the human factor of travelling together'; she claims that they grow and develop 'as artists and as human beings'. (any TWO points = TWO marks)
- Disagree:  
Consider candidates' responses, although this would be an unlikely response. (2)

**TEXT C**

- 1.12 He is not in a formal situation. He is interacting with the choir in an easy manner. (Accept other substantiated answers.) (2)
- 1.13 The characters are bees and so they all hum when they make a noise. It would normally be called sing/hymn sheet but he calls it a 'sting sheet', alluding to the fact that they are bees. (2)

**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**.

- A national survey has established that South Africans do not read in their spare time.
- Many other leisure activities replace reading.
- Some of the reasons for people's not reading books include the high cost of books, the inability to access books easily, and the lack of availability of books in indigenous African languages.
- Libraries are not buying enough or suitable books.
- To address these problems and increase readership, the government is stepping in to finance libraries, making more books available.
- In addition, the government has launched a project aimed at producing books in all South African languages.
- The government has invested money in improving library infrastructure across the provinces.

**Marking the summary:**

- Candidates should present the summary in the required format. Summaries not presented in the required format but reflecting another format of summarizing as prescribed in the Subject Statement for languages **should be assessed**.
- Candidates **must** indicate the word count **correctly**.

**Award marks as follows:**

- **7 marks for 7 points**
- **3 marks for language**

**Penalties:**

- If the candidate has not presented the summary in the required format, the candidate should be penalized by deducting 1 mark from the total mark awarded.
- For direct quotations of **whole sentences**, penalize as follows from the total mark awarded for the points:

**1 – 3 whole sentences quoted: no penalty**

**4 – 5 whole sentences quoted: deduct 1 mark**

**6 – 7 whole sentences quoted: deduct 2 marks**

- 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
- **To avoid the anomaly that a candidate is able to score more marks for language than for the summary which is the core assessment task, please take note that the language mark distribution shall be as follows:**
  - To be awarded **1 language mark**, at least **1 – 3** points should be correct.
  - To be awarded **2 language marks**, at least **4 – 5** points should be correct.
  - To be awarded **3 language marks**, at least **6 – 7** points should be correct.
- Subtract 1 mark from the total marks awarded for the points and language usage for not indicating the word count or if the summary is too long.

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

**TOTAL SECTION B: 10**

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

- 3.1 The customer will be able to boast about how much information he/she has on the origin of potatoes and chocolates. (1)
- 3.2 The tone is humorous/funny/amusing/light-hearted/tongue-in-cheek. This comment is not intended to be taken seriously; the ridges do not make the crisp easier to hold onto./The fact that the comment is written in parenthesis indicates that the advertiser is not being serious. (2)
- 3.3 The potato sounds technologically advanced/is associated with advanced technology. (2)

**TEXT F**

- 3.4 The advertisement appeals to those who are concerned about their health and their weight (100% pure fruit/no added sugar/preservative free/low GI/ 'guilt free'/'good for me').
- Also appeals to those who want pleasure: 'ultimate reward of the day'/indulgence/exquisite taste/deliciously good.  
(Any ONE of the points with relevant motivation = TWO marks) (2)

**TEXTS E AND F**

- 3.5 Agree:  
The *Appletiser* advertisement shows the apple exploding with sparkle and juice; the graphics show the juice spurting out.

**OR**

Disagree: The crinkle cut crisps advertisement shows the crisps changing each time, suggesting their twirling delightfully; the dots suggest the whirling lightness of the crisps.

**OR**

The candidate could argue that the graphics are equally good. The full 3 marks may be awarded for this approach, well supported; BOTH advertisements must be discussed.

(3)  
**[10]**



**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA****TEXT G: BOOK REVIEW**

- 4.1 Yes:  
The illustration shows the love-struck Romeo and Juliet. It also makes the lovers look very dejected and pining for each other. The back cover makes the point that the story concerns two lovers, kept apart by their families and the feud that has torn the city apart.
- No:  
(An unlikely response; however, consider response and mark with discretion.) (2)
- 4.2 Assess responses on their merits.  
Possible ideas include: The text modernises the story by making it sound contemporary and up-to-date. It also uses emotive language to highlight the themes and concerns of the play. This is in contrast to the quotation from the play in the original language. (2)
- 4.3 Yes:  
This edition gives background information about Shakespeare and his times. It introduces the reader to the play. There is a reading list. An essay looks at the play on stage and on film.
- No:  
The edition seems very academic; the illustration is not very exciting/appealing to a young audience. (3)

**TEXTS H and I: *Charlie Brown* and *Six Chix* cartoons**

- 4.4 Both cartoons make the point that it is too easy to use clichés. In the *Charlie Brown* cartoon, the dog (Snoopy) simply changes one word ('shot' to 'kiss') to make the story less violent, but he replaces it with another cliché/the story still starts with clichéd writing. However, the story still starts with clichéd writing. (1½ marks)
- In the second cartoon, the point is made that words and phrases are simply recycled, without much thought regarding originality. (1½ marks) (3)
- [10]**

**QUESTION 5: USING LANGUAGE CORRECTLY****TEXT J**

- 5.1 D/the word's derivation (1)
- 5.2 penalty/penalization/penalisation (1)
- 5.3 Added information/an explanation of 'text-speak'/parenthesis (1)
- 5.4 'has', not 'have' (1)
- 5.5 Plural possession (1 mark)  
Just the answer 'possession' (½ mark)  
No mark for the answer 'plural'. (1)

- 5.6 Debbie says, 'The move reflects (½) the situation in the classroom, where teachers are (½) grappling every day with the use of text-speak.' (½)  
The closing inverted comma: (½)
- Full stop = ½ mark  
Opening and closing inverted commas = ½ mark (½ x 4) (2)
- 5.7 Full English needs to be written and understood by students. (1)
- 5.8 Here is an example of text-speak. (1)
- 5.9 5.9.1 We shall fight them on the beaches.
- OR**
- 5.9.2 To be or not to be.
- There are no half marks for this question. The answer is either correct – both spelling and grammar – or incorrect. (1)  
**[10]**
- TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**