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Basic Education
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NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

FEBRUARY/MARCH 2013

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 points awarded, where applicable, in terms of decisions taken at the standardisation meeting.
- The memorandum will be discussed before the commencement of marking.

INSTRUCTIONS TO 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 with the correct answer AND the answer written out in full.

SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

- 1.1 The controversy is around how to prevent poaching, which is contributing to the decrease in the number of rhinos. (2)
- 1.2 Poaching has increased dramatically, which leads to dwindling rhino numbers, with the result that they could become extinct. (2)
- 1.3 The poaching had become uncontrollable and there was a need for greater force in fighting it. (2)
- 1.4 Rudimentary weapons can wreak havoc with everyday/easily accessible objects.
[Accept other valid responses.] (2)
- 1.5 Trophy hunting: a big-game hunter exhibits the head of his kill as a 'trophy'/ It is his sport/hobby. (1)
Pseudo-trophy hunting: someone who uses the guise of trophy hunting to harvest the rhino's horn for profit. (1) (2)
- 1.6 **Valid**
Conservation is extremely expensive; when people are hungry they are not concerned with conservation. Those employed to combat poaching are sometimes involved in the criminal activity themselves ('undermined by corruption').
- OR**
- Invalid**
Environmental issues should be prioritised, not detracted from. Game parks generate tourism which creates jobs in the tourism sector, etc.
[Mark globally. Credit well-substantiated responses.] (2)
- 1.7 South Africa's unique selling point is wildlife. Exporting live rhinos suggests that we are prepared to sacrifice that which could be most beneficial to us.
[Mark globally. Credit well-substantiated responses.] (2)
- 1.8 **A Vietnamese hunters:** They pretend to be trophy hunters while their objective is exploiting our natural heritage for their own selfish gain.
- B CITES:** This body allows trophy hunting, which is often a means to acquiring rhino horn (paragraph 4). By banning the legal trade in rhino horn, CITES causes illegal hunting (paragraph 8).
- C The South African population:** They have scant regard for conservation issues and are often involved in corrupt activities, e.g. poaching for their own gain.

D Chinese importers: They imported live rhinos under the pretext of using them for educational purposes, but were actually shaving their horns for commercial gain.

[No marks to be awarded for the identification of a role-player. Credit well-substantiated responses.] (2)

1.9 The phrase 'it would not be an auction' implies that rhinos would not be regarded as mere objects for the highest bidder. The writer is justifying a policy that some would deem immoral. It suggests his concern for the plight of the rhino, which could be questioned in the light of his arguments. (3)

1.10 Yes.
Using existing stocks (from dead rhinos) would be more humane. It would be a pragmatic measure that would reduce poaching. Regulations in place would deter poachers and smugglers. Supply would then meet the demand.

OR

No.
Illegal activities are not thwarted by regulation. The greedy poacher is only aware of an immediate reward. South African authorities should be protecting the rhino at all costs instead of satisfying the market for rhino horn.

[Mark globally. Credit well-substantiated responses] (3)

1.11 The baby rhino is used to evoke sympathy – the reader's concern about the diminishing numbers of the rhino population is aroused. The baby rhino represents the future generation – needs to be protected from poachers.

[Mark globally. Credit well-substantiated responses.] (2)

1.12 This information is included to remind readers of the stark reality of the rapid decline of the rhino. It makes a plea to the public to take note of how serious rhino poaching is in South Africa alone. (2)

1.13 Text A: The style is matter-of-fact, argumentative and clinical. The writer uses statistics to substantiate his arguments. Diction is formal. Examples cited are illustrative.

Text B: The style is emotive. The word 'Baby' evokes sympathy and hope for the survival of rhinos in future. 'Run Baby Run' gives a human touch.

[For full marks, candidates should refer to both texts. Credit well-substantiated responses.] (4)

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 are to be credited in either paragraph-form or point-form.)

POINT FORM

- Friends provide us with necessary **human interaction**.
- Friends provide us with necessary **closeness and friendships**.
- They share **our happy and our difficult moments**.
- Friends are a **reflection** of who we are (our mirrors).
- Friends are those with whom we **can share our ideas**.
- We should select friends who **reflect our own positive lifestyles**.
- They **set trends** for our behaviour.
- Friends who influence us positively could **keep us motivated**.
- As long as we tolerate **mediocrity** in our friends, we will carry on being satisfied with mediocrity in our own lives.
- Friends could have a **conscious or an unconscious influence**.
- Some friends might not share our visions, in which case they should not be allowed to hinder our **personal growth**.

PARAGRAPH FORM

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

Friends provide us with necessary human interaction, closeness and friendships. They share our happy as well as our difficult moments. It is important that friends could have both conscious and unconscious influences on us. In fact, they are a reflection of who we are (our mirrors) as well as people with whom we can share our ideas. We should therefore select friends who reflect our own positive lifestyles; otherwise, we could be adversely influenced, whereas we desire to be positively influenced. Some friends might not share our visions, in which case they should not be allowed to hinder our personal growth. We must face the fact that, as long as we tolerate mediocrity in our friends, we will carry on being satisfied with mediocrity in our own lives.

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:**
 - 1–3 points correct: award 1 mark
 - 4–5 points correct: award 2 marks
 - 6–7 points correct: award 3 marks

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 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 IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

- 3.1 The signatures emphasise the collaboration between Chevron and UNAIDS./
Creates trust and credibility./Signifies authority, validating the advertisement. (2)
- 3.2 The tone is assertive and confident. This gives extra force to the statement of
intent to fight hard against AIDS. (2)
- 3.3 Yes. The child without a mother figure appears more vulnerable. She could
be a victim of AIDS, which has claimed her mother's life. The image of the
child evokes sadness.

OR

No. If the mother were included in the image, it would add credibility to
Chevron's cause. It would capture the idea that AIDS affects all ages.

[Credit well-substantiated responses.] (3)

- 3.4 The large print helps to assert confidence that the campaign against AIDS will
succeed. The phrasing, 'is going to lose' is unequivocal – there is absolute
certainty about the outcome of the battle.

[Credit well-substantiated responses.] (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The father looks baffled by his son's clothing, because it seems really strange to wear torn clothes as fashion items. The son is at ease and good-humoured because he is rather amused by his father's old-fashioned reaction. (2)
- 4.2 The son explains that 'experts' who have 'professional training' are the ones who mutilate jeans. The father would have expected the destructiveness to be done by clumsy amateurs/the son himself/inexpert and unprofessional people. (3)
- 4.3 The mother is sitting calmly and continues reading/with her activity. She is unperturbed by the idea of slashing jeans. The father is bemused/fazed/puzzled by the differences between what the generations regard as normal.
[Credit well-substantiated responses.] (2)
- 4.4 Yes.
In frames 1 and 2, the dog reacts in tandem with the father. This reinforces the reader's sense of the father's reactions. In Frame 3, she snoozes/relaxes, suggesting that all is well and normal, even if the generations have different practices.

OR

No.

The dog plays too minor a role. She is silent and small. The important ideas are conveyed through dialogue and comparative human expressions.

OR

A mixed/equivocal response that concedes a small degree of effectiveness.

(3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 phenomena (1)
- 5.2 customary/customised/customized (1)
- 5.3 Perhaps it shouldn't be offensive to you or me. (1)
- 5.4 Therefore they are often baffled by the close physical contact.

OR

- Therefore they are often confused by the close physical contact. (1)
- 5.5 Parents say, 'Teenagers seem to have very few rules governing bodily touch.'(1)

AND

'Parents,' say teenagers, 'seem to have very few rules governing bodily touch.' (1)

[½ mark: Understanding of concept in each case.
½ mark: Correct use of punctuation in each case.] (2)

- 5.6 A small minority of learners has also objected to ... (1)
- 5.7 Hugging has been banned by some schools (1), while prescriptive rules have been imposed by others (1). (2)
- 5.8 Good, old-fashioned physical contact with their friends is most desirable. (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70