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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF BASIC
EDUCATION
PRIVATE BAG X895, PRETORIA 0001
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APPROVED MARKING GUIDELINE
PUBLIC EXAMINATION

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P1

2024

MARKING GUIDELINES

*Approved
MP Bembe (Moeng)
Umatusi External Moderator
07 May 2024*

MARKS: 80

*Approved
NC Zindela
Umatusi External Moderator
07 May 2024*

These marking guidelines consist of 11 pages.

O. Maharajh
O. MAHARAJH
DBE INTERNAL MODERATOR
07 MAY 2024

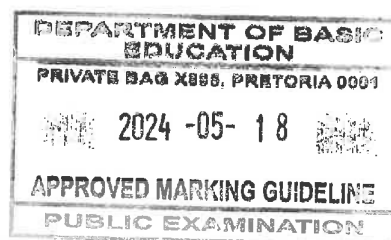


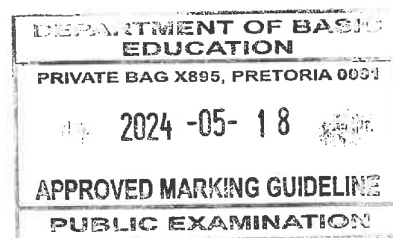
INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
3. Candidates' responses should be assessed as objectively as possible.

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 dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.



SECTION A: COMPREHENSION**QUESTION 1**

- 1.1 1.1.1 D/popular✓ (1)
- 1.1.2 Plogging helps people to save the environment✓by collecting litter while they are exercising.✓ (2)
- 1.2 1.2.1 'scan the streets' refers to the action of the ploggers examining the area✓quickly✓ (as they look for litter whilst jogging). (2)
- 1.2.2 Ploggers dispose of litter in an/a (appropriate) recycling bin.✓ (1)
- 1.3 1.3.1 Runners feel a sense of purpose (as they are contributing to a good cause).✓
They are (mentally) motivated/inspired (to do more for the environment).✓
They are encouraged to exercise for a longer period. ✓
- NOTE: Accept any TWO of the above answers. (2)
- 1.3.2 The plogger will have to get off his/her bicycle in order to pick up the litter.✓
His/Her pace will therefore be disrupted.✓
- NOTE: Accept other suitable responses related to cycling. (2)
- 1.4 1.4.1 Reusable bags are environmentally friendly/do not add to (plastic) litter.✓
The bags can be used repeatedly.✓
Ploggers can save money.✓
- NOTE: Accept any TWO of the above answers. (2)
- 1.4.2 'buddy'✓ (1)
- 1.5 A jogger has to bend down repeatedly to pick up litter✓causing him to exercise more.✓ (2)
- 1.6 1.6.1 When ploggers post about their participation on social media,✓it reaches more people/makes plogging a trend/becomes popular/motivates other people to plog.✓ (2)
- 1.6.2 To show/prove the popularity of plogging/encourage more people to plog.✓ (1)
- 1.7 The writer means that if everyone works together/co-operates/helps✓it would be easier to reduce pollution/save the environment.✓ (2)

1.8 Open-ended. Accept a suitable answer, e.g.

Yes.

Ploggers will actively contribute to saving the planet. This popular trend will help in reducing the litter that pollutes the environment, thus saving the planet.

OR

No.

Plogging will reduce some waste, especially plastic litter, however, it will not be enough to save the planet. Not all people enjoy exercise/will be interested in plogging.

NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.9 Open-ended. Accept a suitable answer, e.g.

The title, which is phrased as a question, is suitable because it captures the readers' attention and arouses their curiosity. The article then answers the question by explaining what plogging is.

OR

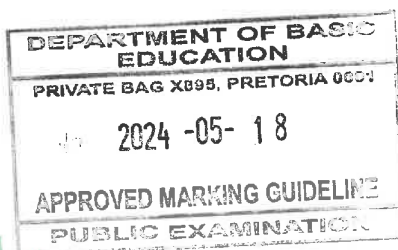
The title is not suitable because it is unusual to use a question as a title. It gives the impression that the writer is also uncertain about the meaning of the concept. Plogging is a foreign concept which might confuse some readers.

NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.10 People should consume less sugar.✓ People should choose to drink water.✓ (2)

1.11 They represent the number of teaspoons/cubes of added sugar each drink contains.✓ (1)

1.12 Energy drinks have more sugar than the prescribed daily limit.✓ (1)



1.13 Open-ended. Accept a suitable answer, e.g.

Yes.

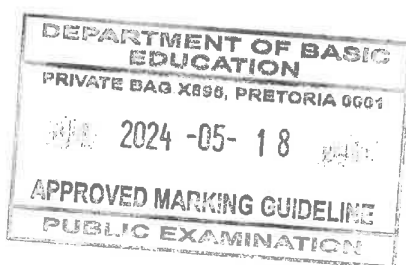
It shows the sugar content in each of the drinks so that the reader is guided on which drink contains less/more sugar. The number in the heart and the sugar cubes clearly indicate the amount of sugar contained in each drink. The hearts suggest the link to the Heart and Stroke Foundation. Drinking water is the healthiest option as it contains no sugar.

No.

It does not succeed as sugar is known to provide energy. People who require energy will still consume drinks with a high sugar content. The text does not completely discourage people from drinking sugary drinks as the Heart and Stroke Foundation only makes a recommendation. The arrows between the drinks are confusing as they move from one drink to the next.

NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

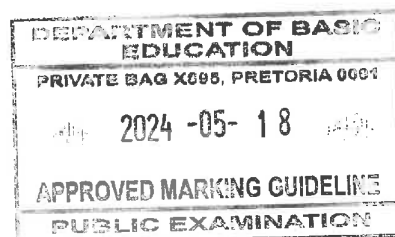
TOTAL SECTION A: 30



SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'To utilise your free time more productively, you can conduct research to get a clear vision of the gap year possibilities.'	1.	Conduct research to see the possibilities of a gap year.
2.	'You do not have to do all the work; a gap year consultant can offer planned packages and support you throughout the year.'	2.	Get a gap year consultant to help you.
3.	'A gap year can be used as an opportunity to obtain more information about your dream career.'	3.	Learn more about your preferred career.
4.	'Consider what career path you want to follow and what qualifications are required in that field.'	4.	Think about the job you prefer and the relevant education/training you need.
5.	'Use the time off to learn a new skill.'	5.	Spend your free time to learn something new.
6.	'If you decide to travel overseas, learn a new language.'	6.	Study a new language whilst you are abroad.
7.	'Carry out a project you are passionate about as it can be a possible source of income.'	7.	Pursue your favourite project to make money.
8.	'Take time to talk to the people you meet; making a connection could help you find a friend and possibly increase your future professional network.'	8.	Interact with people thereby fostering friendships from which you can also gain professional expertise.



MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

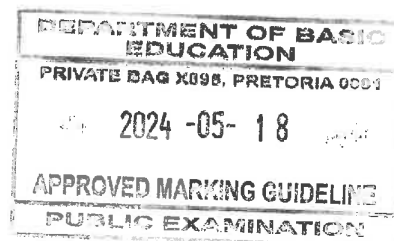
The summary should be marked as follows:

- **Mark allocation:**
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- **Distribution of language marks when a 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 a candidate has quoted verbatim:**
 - 6–7 quotes: award no language mark
 - 4–5 quotes: award a maximum of 1 language mark
 - 2–3 quotes: award a maximum of 2 language marks

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

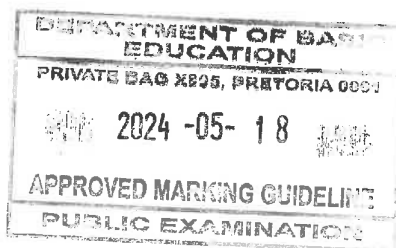


SECTION C: LANGUAGE• **Spelling:**

- 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.
- Sentence structures must be grammatically correct and given in full sentences/ as per instructions.
 - For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
 - Where an abbreviation is tested, the answer must be punctuated correctly.

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 People/Families who need/use batteries.✓ (1)
- 3.2 The headline suggests that the batteries will last for a very long time.✓
It means that the family will be able to watch their favourite shows without interruption.✓ (2)
- 3.3 The number '20' would stand out/attract the reader's attention quicker than the word 'twenty'.✓ (1)
- 3.4 To show that the batteries are the most durable/reliable (in the world).✓
To persuade/influence the reader to buy the batteries.✓
- NOTE:** Accept any ONE of the above answers. (1)
- 3.5 A/simple✓ (1)
- 3.6 The battery with arms is used to represent its strength/power.✓
The battery has a smiley face to show that it is 'confident' about the joy that the user/family will experience when they use it.✓
- NOTE:** Accept other suitable answers. (2)



3.7 Open-ended. Accept a suitable answer, e.g.

Yes.

The visual is effective as it clearly shows the family lying together on the couch, seemingly enjoying a show on television. The man has a television remote in his hand which suggests that he is using an Energizer battery.

OR

No.

The visual is not effective as there is no evidence that they are watching any show; they could just be lying on the couch. It is not clear that they have used the advertised product at all. They could have used any battery brand.

NOTE: Do not award a mark for Yes or No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]



QUESTION 4: ANALYSING A CARTOON

4.1 There is a lamp/chest of drawers.✓ (1)

4.2 It indicates that Jeremy is shouting/shocked/annoyed/horrified.✓ (1)

4.3 **Verbal:** He tells his mother that she has ruined his driver's license.✓/
He uses an exclamation mark (to show that he raises his voice).✓

Visual: He is pointing at the crumpled-up paper in his hand.✓/His eyes
are wide open (from shock).✓/His mouth is wide open (in disbelief).✓

NOTE: One **verbal** and one **visual** clue must be mentioned. (2)

4.4 you – pronoun✓
emptied – verb✓ (2)

4.5 In FRAME 3 her mouth is closed. In FRAME 4 her mouth is (wide) open.✓✓

In FRAME 3 her eyes are open. In FRAME 4 her eyes are closed.✓✓

In FRAME 3 she is leaning towards/facing Jeremy. In FRAME 4 she is
upright/has turned her back on Jeremy.✓✓

NOTE: Accept any ONE of the above answers.
The contrast must be clear. (Award 2 or 0) (2)

4.6 Open-ended. Accept a suitable answer, e.g.

Yes.

It is humorous that Jeremy is angry with his mother and shouts at her while he
is the one who should have kept his driver's license safe. He is trying to make
his mother feel guilty, but his trick is not working.

OR**No.**

It is not funny that Jeremy blames his mother for his carelessness and wants
her to take responsibility. It is not humorous that Jeremy's friend believes that
the mother's age is the reason Jeremy is failing to make her take
responsibility for his actions.

NOTE: Do not award a mark for Yes or No.
The above are merely examples. A candidate can score 1 mark
for an answer that is not well-substantiated. Accept a combination
answer. (2)

(2)
[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

- | | | | |
|-----|-------|--|--------------------------|
| 5.1 | 5.1.1 | (a) appear✓
(b) is✓
(c) of✓
(d) itself✓ | (1)
(1)
(1)
(1) |
| | 5.1.2 | don't they/do they not✓ | (1) |
| | 5.1.3 | Book lovers are discussing the books they enjoy reading.✓ | (1) |
| | 5.1.4 | Watching the sun rise is a beautiful <u>sight</u> ✓ to behold. | |

OR

Students must cite✓ an article to support their findings.

NOTE: Accept other suitable responses. (1)

- | | | |
|-------|---|-----|
| 5.1.5 | The recommended books are shared by young users.✓ | (1) |
| 5.1.6 | TikTok doesn't/does not reach millions of potential readers.✓ | (1) |
| 5.1.7 | Kirk said (that) <u>they</u> ✓ <u>were</u> ✓ scrambling around local publishers for the recommended titles. | |

NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation. (3)

- | | | | |
|-------|---|---|-----|
| 5.1.8 | insignificant/minimal/limited/negligible/small✓ | (1) | |
| 5.1.9 | It is the name/title of a book.✓ | (1) | |
| 5.2 | 5.2.1 | suffix✓ | (1) |
| | 5.2.2 | While learners dream of success,✓ they do not work hard.✓ | |

OR

While learners do not work hard,✓ they dream of success.✓ (2)

- | | | |
|-------|--------------------------------|-----|
| 5.2.3 | more difficult/less difficult✓ | (1) |
| 5.2.4 | importance✓ | (1) |
| 5.2.5 | classes✓ | (1) |

[20]

**TOTAL SECTION C: 40
GRAND TOTAL: 80**

