



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**NOVEMBER 2009**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 9 pages.**

**INSTRUCTIONS FOR MARKERS**

1. This marking memorandum is intended as a guide for markers.
2. It is by no means prescriptive, exhaustive or complete.
3. The chief marker will discuss the memorandum with the markers before the commencement of marking at the marking centre.
4. Candidates' responses should be considered on merit.
5. Wherever appropriate, marks should be awarded on a holistic basis.

**Marking the comprehension:**

- Incorrect spelling in one-word answers should be marked wrong.
- 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.
- For questions which require quotations from the text, **do not** penalise candidates for omitting the quotation marks.
- 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 another 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****TEXT A**

- 1.1 It is not important to remember when we played the first game but rather to know that we all have played a game – and that had to have a first time. This was probably when we were so young that we have forgotten the exact time and event. (2)
- 1.2 Our earliest memories are of play (1). Sport is a form of play and a communal activity. It involves people. We start off by being involved in solitary sporting activities. This is later a shared activity but moves on to us being part of a team. (2)  
(Award marks according to the depth of the candidate's response.) (3)
- 1.3 It is more important for people to enjoy being involved in sport than to be concerned about when it started. (2)
- 1.4 D – made accessible less familiar sports (1)
- 1.5 Some games are played by only a few people (1). Yet, because of the electronic media, everyone can now be involved in watching and being part of that game by watching it on TV (2). (3)
- 1.6 Blair says that sport teaches useful habits to occupy our leisure time. It helps countries that are less developed. It creates a sense of excitement that cannot be found elsewhere (1).  
(This is the starting point of the response which the candidate could make. The rest of the answer should be an EVALUATION of the point of view the candidate takes. This must be assessed according to the candidate's response (2), e.g. Sport can bring great change into the lives of individuals and nations. Individuals can be seen as champions or heroes, and this, coupled with great wealth, can forever change the lives of these athletes. The images of nations can also be altered in the minds of others when some of their citizens are sports champions.  
Candidates should not just quote from the passage.) (3)
- 1.7 The opening lines establish the essence of the article (1). It refers to the fact that sport brings people together – even communities and countries. It changes the future of individuals and nations (2).  
(Consider candidate's response.) (3)

**TEXT B**

- 1.8 The writer is making the point that sport should be seen as a priority for the youth of South Africa (1). There should be specific objectives, and schools and communities should become more involved (2). (3)
- 1.9 (Allow for personal opinion with appropriate justification.)  
Yes, sport and culture do go together as they bring people of diverse backgrounds together. Knowing about other cultures can only enrich one's understanding of the game.  
No, sport and culture do not go together as sport is a separate entity. One does not have to have any knowledge other than that of the game to enjoy it. (3)
- 1.10 'Healthy' here refers not only to physical well-being but also to the well-being of individuals and the country as a whole. It encourages healthy attitudes and outlooks. (2)

**TEXTS A, B AND C**

- 1.11 Both texts stress the importance of sport for youth and country. In addition, sport is shown to have a positive influence. (2)
- 1.12 (Allow for personal response with appropriate justification. Answers to be assessed holistically. A well-argued response that adopts both views must be considered.)  
Yes. Candidates may agree on the suitability of the emblem in terms of creating a symbol that represents not only South Africa but also the African continent. At the same time it is based on a local art form, taken from the Khoi-San.  
No. Candidates could argue that the emblem is too culture bound. The figure is also placed at an angle and distorted. (3)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY**

2.1 Use the following main points that the candidate should include in the summary as a **guideline**.

1. Johannesburg is the headquarters of soccer in South Africa.
2. The city will host the opening and the closing games.
3. Many of the games will be played in the city.
4. Match venues and the transport system are being upgraded.
5. It is hoped to make the World Soccer Cup an environmental event.
6. The planting of trees in Soweto is a major project.
7. Long after the occasion is over it is hoped that the greening impact will be felt.

**Marking the summary:**

- Candidates must present the summary in the required format (i.e. a paragraph). Summaries presented in the incorrect format **will not be assessed**.
- Award marks only for those points that are presented in **full sentences**.
- Planning/Drafts must be clearly indicated. If not, mark the first summary presented.
- Candidates **must** indicate the word count **correctly**.
- *Award marks as follows:*
  - 7 marks for 7 points
  - 3 marks for language

**Penalties:**

- For summaries that are **too long**, read only up to **5 words** beyond the required length and **ignore the rest of the answer**.
- Summaries that are short but contain all the required main points **should not** be penalised.
- 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

- For direct quotations of **whole sentences**, penalise as follows from the total mark awarded for the points and language usage:
  - 1 – 3 whole sentences quoted: no penalty
  - 4 – 5 whole sentences quoted: deduct 1 mark
  - 6 – 7 whole sentences quoted: deduct 2 marks
- Subtract 1 mark from the total marks awarded for the points and language usage, if the word count is not indicated or is incorrect.

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

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE IN CONTEXT****QUESTION 3: ANALYSING ADVERTISING****3.1 TEXT E: MILKYBAR**

3.1.1 Natural ingredients are used (1).  
No artificial colours/flavours/additives (1). (2)

3.1.2 Yes. Close-up of chocolate. Shows milky appearance. Makes chocolate appear tasty and appealing.  
No. Monochrome advertisement makes it unappetising. Colour would make it more appealing.  
(Assess according to candidate's response with appropriate justification. A well-argued response that adopts both views must be considered.) (2)

**3.2 TEXT F: AERO**

By posing a question in bold/outstanding letters the advertiser is appealing directly to the reader. It draws our attention to the chocolate bar. The choice of the font creates the effect of a chocolate that is melting.  
(Do not consider the illustration as a response.) (2)

**3.3 TEXTS E AND F**

(Allow for personal response with appropriate justification. Candidate must include a discussion of both illustration (2 marks) and text (2 marks). Credit candidates who find the advertisements equally appealing/unappealing, but they should not be given more than 2 marks if they discuss one advertisement only.)

**TEXT E: MILKY BAR**

Text: The text appeals to the sense of taste to create images of chocolate bars that are both tempting and deliciously different.

Illustration: The extreme close-up of the Milkybar makes the chocolate seem very appealing.

**TEXT F: AERO**

Text: The text appeals to the sense of taste to create images of chocolate bars that are both tempting and deliciously different.

Illustration: The photograph may be considered appealing in that it uses a good-looking young man (consider candidate's opinion).

(4)  
**[10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA****4.1 TEXT G: OPINION AND ANALYSIS: FILM REVIEW**

- 4.1.1 Consider a discussion of any TWO of the following FOR 1 MARK EACH:
- Background: Smoke, people running away from something/ the man in the background is cowering/the lady's hands are outstretched.
  - Body language: The two men running away, under threat/clenched fists of both men.
  - Facial expression: Indicating fear, the lady in the background seems to be screaming – mouth is open. (2)
- 4.1.2 Consider relevant responses:
- Buying and selling illicit diamonds.
  - The relationship between people, e.g. the two men of different races/the two men and the female journalist. (2)

**4.2 TEXT H: CARTOON**

- 4.2.1 He hopes that the teacher will listen and respond to his request. (2)
- 4.2.2 Appearance: The teacher wears glasses, is middle-aged/dresses in an old-fashioned manner/responds without looking at Calvin.  
Speech: The teacher gives a curt reply/continues with the lesson/ choice of her name 'Wormwood'.  
(Award 1 mark for Appearance and 1 mark for Speech.) (2)
- 4.2.3 (Allow for personal response with appropriate justification.)  
Yes. Calvin's response changes so that he focuses on himself. In Frame 4, he appears more intent and serious.  
(Consider possible negative response.)  
No. His response is intelligent as he is able to distinguish between the plural 'we' and the singular 'me'. (2)

**[10]**



**QUESTION 5: TEXTUAL EDITING**

- 5.1 B adjective. (1)
- 5.2 His parents had a farm in one of the most breathtakingly beautiful parts of the Central Drakensberg./His parents had a farm in one of the most breathtakingly beautiful parts of the Central Drakensberg, Champagne Valley./His parents had a farm. (1)
- 5.3 John Turgay said **that** (½ mark) many years ago **he** (½ mark) **had had** (1 mark) a vision to start a school for musical boys in Africa. (2)
- 5.4 existence (1)
- 5.5 B Administering (1)
- 5.6 *Drakie* is a nickname, a term of endearment./It is not the original name given. (1)
- 5.7 Auditions for every candidate **are** held ... (1)
- 5.8 The second part of the sentence is dependent on the first to establish meaning and importance./It qualifies the sentence that precedes the semi colon./It joins two main clauses./It joins two simple sentences. (1)
- 5.9 Shows plural possession. (1)

**[10]****TOTAL SECTION C: 30****GRAND TOTAL: 70**