



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**FEBRUARY/MARCH 2010**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 9 pages.**

## **INSTRUCTIONS TO MARKERS**

1. Candidates are required to answer ALL the questions.
2. This memorandum serves as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the memo discussion.
3. Candidates' responses should be assessed as objectively as possible.

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

NOTE: Incorrect spelling and language errors should not be penalised, because the focus is on understanding.

Candidates are required to use their own words to answer questions, unless a quotation is asked for.

- 1.1 1.1.1 He is involved in other projects besides his job./He is not confined to routine duties./He goes beyond the call of duty./He is different to other cops/policemen. (2)
- 1.1.2 Fighting crime without using violence/force.  
OR  
Starting a fight against crime without using violence/force.  
OR  
Dealing with crime through other projects, e.g. youth support/ community involvement. (2)
- 1.2 False. (1) 'Maluleke aspired to be a singer and stage actor.' (1)
- NOTE: Award a mark for the quotation only if the first part of the answer (False) is correct.  
The quotation must be correct.  
Do not penalise candidates for omitting the quotation marks. (2)
- 1.3 Yes. (1) He is now a police captain./He has made a difference to the lives of children in Johannesburg, particularly street children. (1)
- NOTE: Award a mark for the reason/motivation only if the first part of the answer (Yes) is correct. (2)
- 1.4 Young people did not trust the policemen.  
OR  
Young people did not like attending police meetings.  
OR any other relevant answer. (2)
- 1.5 The number of street children decreased. (2)
- 1.6 1.6.1 To ensure that street children became involved in activities that would have a positive influence on their lifestyles./To get the street kids off the streets. (2)
- 1.6.2 There are no proper playing fields. (1)

- 1.7 It will influence the youth to help fight crime and become part of the solution to the problem.  
OR  
There is a shortage of policemen and policewomen in South Africa.  
OR  
South Africa has a serious crime problem./South Africa has a high crime rate. (2)
- 1.8 Open-ended. Accept a well-substantiated response, e.g.  
  
Yes. The police alone cannot solve the problem of crime./Crime is a community problem, not only a problem of the state.  
OR  
No. It is the responsibility/duty of the police to fight crime.  
  
NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.  
The motivation/reason must suit the initial YES/NO response. (2)
- 1.9 defeat/overcome/reduce (1)

**[20]****QUESTION 2**

NOTE: Incorrect spelling and language errors should not be penalised, because the focus is on understanding.

Candidates are required to use their own words to answer questions, unless a quotation is asked for.

- 2.1 People do not have time to prepare home-cooked meals because of their busy schedules. (1)  
Fast foods are tasty. (1)  
Fast foods are fairly affordable. (1)  
Fast foods are filling. (1)  
There are many fast-food outlets. (1)  
  
NOTE: Accept any TWO of the above answers. (2)
- 2.2 Unhealthy food/An unhealthy diet/Eating foods which are high in fats/Eating too little fresh fruit and vegetables. (1)  
Less time is spent on physical activities. (1)  
Lack of exercise. (1)  
Stress. (1)  
  
NOTE: Accept any TWO of the above answers. (2)
- 2.3 The writer wishes to show that poor eating habits are a global problem and not only a South African one. (2)

2.4 Killing oneself with the unhealthy food one eats. (2)

2.5 Open-ended. Accept a well-substantiated response, e.g.

Yes. This is a logical conclusion to the writer's argument./The writer is promoting healthy eating habits./The writer is not against spoiling oneself occasionally (once in a while).

OR

No. People have the right to choose what they want to eat, and when./No one has the right to tell readers what to eat.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.

The motivation/reason must suit the initial YES/NO response.

(2)  
[10]

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY WRITING****QUESTION 3**

The following points form the answer to the question:

QUOTATIONS	FACTS
1. '...be sensitive to any change of behaviour ...'	1. Parents must look out for any change of behaviour in a child.
2. '...to teach them self-confidence.'	2. Parents must teach their children self-confidence.
3. '...enrolling them in activities outside of school ...'	3. Parents should enrol their children in extramural activities.
4. '...listen to their children when they complain about bullying.'	4. Parents must listen to their children.
5. 'If they see that something is wrong... they should keep on asking until they find out.'	5. If they see something is wrong they must keep on asking.
6. 'Parents should speak to other parents about the bullying.'	6. Parents must speak to teachers and other parents about the bullying.
7. '... parents should insist on an investigation.'	7. Parents must insist that the school investigate bullying.

**MARKING:**

- Candidates must present the summary in point form. Summaries presented in any other format must also be assessed.
- To penalise for the incorrect format, deduct 1 mark from the total mark.
- Points that are correct but not presented in full sentences must be penalised as language errors.
- Plans or drafts must be clearly indicated. If not, mark the first summary presented.
- Candidates must indicate correctly the total number of words they have used.

- **Award marks as follows:**

(a) 7 marks for 7 points

(b) 3 marks for language:

- 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.

- **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 – subtract 1 mark
    - 6 – 7 whole sentences quoted – subtract 2 marks.
  - Subtract 1 mark from the total number of marks awarded for not indicating the word count, or for an incorrect word count.
  
- **NOTE:** Even though the use of abbreviations is not encouraged, they must be counted as complete words and the word count represented accordingly.

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE****QUESTION 4: VISUAL LITERACY****4.1 ANALYSING A CARTOON**

- 4.1.1 To emphasise the loudness of the knock/that the knock woke Helga up. (2)
- 4.1.2 He brings a lawyer to speak on his behalf/to explain to Helga why he is late. (1)  
Hägar hides behind the tree (in frame 8). (1) (2)
- 4.1.3 Helga is irritated at being disturbed so late at night. (1)  
She has nothing to smile/be happy about. (1)  
She is angry/upset with Hägar. (1)  
She has been disturbed by the knock on the door. (1)  
Hägar has hired a lawyer, who will have to be paid. (1)  
Hägar is hiding behind a tree as he cannot face her. (1)  
Hägar has returned home very late. (1)  
She is used to/accustomed to Hägar's strange behaviour. (1)

NOTE: Accept ANY TWO of the above answers. (2)  
**[6]**

**4.2 ANALYSING AN ADVERTISEMENT**

- 4.2.1 It grabs the reader's attention. (1) It is easily noticeable on the corner of the page. (1) (2)
- 4.2.2 (a) It appeals to their sense of patriotism/love for their country.  
OR  
It influences people to believe that if they buy this tea, they will be supporting the economy of South Africa/South Africans. (2)
- (b) To emphasise the good quality of the tea./To suggest the best quality leaves are used to make this tea. (2)
- 4.2.3 It suggests the feeling of satisfaction a tea lover would get when drinking this tea. (2)
- 4.2.4 To help readers recognise and buy the products (2)
- 4.2.5 The tea has a good taste and buying it helps support the community. (2)
- 4.2.6 D/ventecofoods (2)

**[14]**



**QUESTION 5: LANGUAGE AND EDITING SKILLS**

NOTE: Spelling in this question should be correct.

- 5.1 B/noun (1)
- 5.2 5.2.1 fethers – feathers (1)
- 5.2.2 has – have (1)
- 5.2.3 been – being (1)
- 5.2.4 there – their (1)
- 5.2.5 cough – coughs (1)
- 5.3 5.3.1 pleased/satisfied (1)
- 5.3.2 wild/uncontrollable (1)
- 5.4 Wilson said (that) he would know when the true owner came.  
NOTE: Award ½ a mark for each of the underlined changes and ½ a mark for omitting **both** the inverted commas. (2)
- 5.5 Wilson’s relatives, who found the bird seven or eight months ago, asked him to take care of it.  
NOTE: Do not penalise candidates who omit the commas. (2)
- 5.6 C/possession (1)
- 5.7 He had (1) a ring on his leg and didn’t/did not (1) like males. (2)
- 5.8 Wilson said, “I know someone is looking for him. You can see he’s very tame.”  
NOTE: Award ½ a mark for each of the underlined changes and ½ a mark for **both** the inverted commas. (3)
- 5.9 5.9.1 proud (1)
- 5.9.2 of (1)

**TOTAL SECTION C: 40**

**GRAND TOTAL: 80**