



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2010

MEMORANDUM

MARKS: 80

This question paper consists of 11 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 answer questions in their own words, unless a quotation is asked for.

- 1.1 He is SA Tourism's '2010 Ambassador to the World'. (1)
He was the Bafana Bafana captain./He is a former Bafana Bafana captain./He captained the South African team to two World Cups/the African Cup of Nations. (1)
He was a hero at Kaizer Chiefs./He was one of the top players at Kaizer Chiefs. (1)
He was a star player for Leeds United. (1)

NOTE: Accept any TWO of the above answers. (2)

- 1.2 False. (1) Lucas Radebe has been one of South Africa's most well-known/recognisable football figures for the past two decades/twenty years. (1)

NOTE: Award 1 mark for the reason/motivation only if the first part of the answer (False) is correct.

Award 1 mark only if 'False' is given without a motivation/if the motivation is incorrect.

Accept the quotation 'Lucas Radebe is one of South Africa's most well-known football figures of the past two decades.' (2)

- 1.3 Lucas Radebe is famous/successful/recognisable. (1) His image will promote the company/company's products/will appeal to a large number of people. (1)

NOTE: Candidates must focus on Lucas Radebe's fame for the first mark AND on the fact that companies want (him) to promote sales of their products for the second mark. (2)

- 1.4 (In) Soweto. (1)

- 1.5 He was given a warning to reconsider his lifestyle.

NOTE: Award 2 marks or 0. (2)

- 1.6 Doctors placed a defibrillator in his chest. (1)

- 1.7 He is unable to go to the gym/exercise because of his heart condition.

OR

He struggles to adapt to an inactive lifestyle.

NOTE: Award 2 marks or 0. (2)

- 1.8 1.8.1 Open-ended. Accept a suitable title, e.g.
Success against all odds
OR
Lucas Radebe: South African hero
OR
South Africa's most well-known/recognisable football star
NOTE: Accept ANY suitable title which is no more than SIX words. (1)
- 1.8.2 Accept a well-substantiated response, e.g.
The passage describes Lucas Radebe's successes despite the hardships he suffered.
OR
Lucas Radebe is well-known in South Africa and he sets a good example to the youth/people of our country/and many people regard him as a hero.
OR
The passage focuses on Lucas Radebe's achievements as a football player.
NOTE: The response must be related to the title suggested in 1.8.1. (2)
- [15]

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 A/anxious to see what the fisherman had caught. (1)

2.2 Sharks love to feed on seals./There are many seals on Seal Island in False Bay. (1)

2.3 He is not afraid of sharks while most ordinary people are.

OR

Most people would be intimidated by the sight of a shark breaching but he sees it as an 'awesome' spectacle.

OR

He believes sharks are not the aggressors that people think they are.

NOTE: Award 2 marks or 0. The candidate must make a comparison of the norm and what is unusual about Esterhuizen's attitude. (2)

2.4 There is no proof/scientific evidence (that shark meat has medicinal properties).

OR

It is false/a myth/not true. (2)

2.5 He wants to warn people that sharks can become extinct like dinosaurs./The extinction of dinosaurs was a great loss to the world. (1)

Sharks and dinosaurs are both pre-historic creatures; sharks have survived longer than dinosaurs and therefore need to be protected./It would also be a great loss to the world if nothing were done to conserve/protect sharks and they became extinct. (2) (3)

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

It succeeds to a large extent as people are now aware that sharks are not the aggressors they are made out to be. It emphasises that sharks are an endangered species and it is important to protect them/conservate all forms of marine life.

OR

It does not succeed at all. People will not be convinced by just this article alone. Many people may not even read this article. Frequent media reports on sharks being aggressors condition people to have a negative perception of sharks.

NOTE: Do not award a mark for only "It succeeds to a large extent"/"It does not succeed at all". Consider the response as a whole and award marks accordingly. (3)

2.7 Open-ended. Accept a suitable response, e.g.

Educate children from a young age about the importance of conservation. (1)

Use the media to alert people to the plight of sharks. (1)

Encourage/organise funding for research on sharks and their habitat. (1)

Impose fines on people who accidentally catch sharks. (1)

Remove myths/superstitions surrounding the medicinal properties of shark meat. (1)

Provide financial/other incentives to countries which promote shark conservation. (1)

NOTE: Accept THREE valid points.

(3)

[15]

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 3**

The following points form the answer to the question:

QUOTATIONS	FACTS (NOTE: Candidates may phrase the facts differently.)
1. 'To succeed, present yourself with passion./'It is simply about selling yourself with conviction.'	1. Impress the interviewer by presenting yourself with passion.
2. 'Feeling good about how you look will boost your confidence levels./'Dress professionally...'	2. Looking good boosts your confidence./Dressing professionally boosts your confidence.
3. '...conduct in-depth research into the company and the job./'The more you know about the company, the more prepared and confident you will be.'	3. The more you know about the company, the more confident you will be.
4. 'Tell yourself you have what it takes to make the interviewer want to employ you./'Repeatedly acknowledging your personal features and benefits will increase your confidence levels.'	4. Have faith in yourself./Believe in yourself.
5. '... tell your image about your abilities and the lessons you have learnt.'	5. Practise presenting yourself in front of a mirror to improve your confidence levels.
6. 'Use your hands to demonstrate certain points.'	6. Use your hands to express yourself.
7. 'Substitute negative verbal and body language with positive language.'	7. Use only positive verbal and body language./Do not use negative verbal or body language.
8. '...passion does not equal loud, over-the-top, in-your-face, forceful behaviour.'	8. Avoid being excessively loud and forceful.

NOTE: Accept ANY SEVEN of the above points.

Marking the summary:

- Candidates should present the summary in the required format. Summaries not presented in the required format **should also 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 penalised by **deducting 1 mark** from the total mark awarded.

- For direct quotations of **whole sentences**, penalise 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
- For summaries that are too long, read only up to 5 words beyond the maximum required length of 70 and ignore the rest of the answer.
- 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 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 for an incorrect word count.

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

TOTAL SECTION B: 10

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

- 4.1.1 He is waving/wagging a finger at the dog in frame 1. (1)
He has an angry look on his face/he is frowning/his mouth is turned downwards in both frames. (1)
He moves his hand to indicate where Fred has caused damage to the garden/flower beds/furniture. (1)

NOTE: Accept any ONE of the above.

AND

- The exclamation marks in both frames suggest he is using an angry tone. (1)
The man is scolding Fred. (1)
The man's words to the dog are all in capitals/upper case/block letters, suggesting his angry tone/he is shouting at Fred. (1)
The man mentions things Fred has done wrong. (1)

NOTE: Accept any ONE of the above.

Candidates MUST focus on BOTH the body language AND the words used. (2)

- 4.1.2 To show how angry the man is with Fred.

OR

The man wants Fred to feel really ashamed/sorry for what he has done.

OR

The man wants to emphasise to Fred that the chair belongs to him – not Fred. (1)

- 4.1.3 A/indifferent (1)

- 4.1.4 Open-ended. Accept any suitable response, e.g.

Yes. The dog has stopped listening a long time ago just like humans often do.

OR

Yes. Whatever the man is saying will have no effect on Fred, just like parents' words often do not have an effect on their children.

OR

Yes. The man is becoming very angry but the dog has stopped listening a long time ago.

OR

No. I feel sorry for the dog because its master does not treat it well.

NOTE: Do not award a mark for YES/NO. Consider the answer as a whole and award the marks accordingly. (2)

4.2 ANALYSING AN ADVERTISEMENT

4.2.1 At people/parents who are health-conscious/want to increase their intake of Omega 3 & 6/want to take care of their hearts/have heart problems. (1)
The advertiser claims that the product is filled with Omega 3 & 6 which are very healthy/good for you/your heart. (1) (2)

4.2.2 (a) The picture emphasises/stresses/highlights how 'full' Flora is of 'seed goodness'. The lines next to the seed man/his foot against the tub show how hard he is trying to tie the seed goodness into the tub, but he is not succeeding/the tub is still bursting open. (2)

(b) The seed man has a heart-shaped head./The Flora logo is heart-shaped./The Heart Foundation logo is a heart shape. The tub bursting open emphasises the high seed/Omega 3 & 6 content of Flora. This emphasises that seeds are good for your heart. (2)

4.2.3 It is meant to persuade readers to buy Flora (1) by convincing them that if they are concerned about their hearts they will buy/use this product. (1) (2)

4.2.4 Open-ended. Accept a suitable response, e.g.

Yes. It is a product which contains essential fats that we need/are good for you.

OR

No. I do not believe that you will have a healthy heart just by using this product alone.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. (2)

[16]

QUESTION 5: LANGUAGE AND EDITING SKILLS

NOTE: Spelling in this question should be correct.

- 5.1 5.1.1 which/that (1)
- 5.1.2 ordered (1)
- 5.1.3 were (1)
- 5.1.4 calmly (1)
- 5.2 Our conversation was interrupted at that moment by his worried secretary. (1)
- 5.3 weren't they (1)
- 5.4 C/finalised (1)
- 5.5 The young lady said that she couldn't/could not give her baby a good life there.
NOTE: Award 1 mark for each underlined change. Subtract 1 mark if the inverted commas and/or the comma have/has been retained. (4)
- 5.6 Those mothers and babies still move in our thoughts.
NOTE: Award 1 mark for each of the underlined changes. (4)
- 5.7 The mother loved her child dearly, **but** poverty forced her to give him/her/it up for adoption.
NOTE: Do not penalise for omission of the comma. (1)
- 5.8 5.8.1 (a) Adopting (1)
- (b) responsibility (1)
- 5.8.2 most beautiful (1)
- 5.9 The child does not/doesn't belong with her mother. (1)
- 5.10 in (1)
- 5.11 She was healthy and I loved her.
NOTE: Award 1 mark for each of the underlined changes. (2)
- 5.12 A/Definite article (1)

[24]**TOTAL SECTION C: 40**
GRAND TOTAL: 80