



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2010

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 FOR 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 dialectical 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 COMPREHENSION****TEXT A**

- 1.1 His intention is to provide information/enlighten the reader on the form and purposes of comic strips and comic books / It stresses the differentiation between comic strip and comic books / cartoon. (2)
(Informs us about comics and cartoons.)
- 1.2 One is the 'gag strip' which is a series of frames which narrates a complete incident and which ends in a joke (1). The other forms part of a serialised story/episode (1). (2)
(Direct quoting from text must be given a zero.)
- 1.3 There is the fact that Sunday papers can 'inflate' (expand on) what appears in the daily newspapers / they have more space/more pages / are usually much bigger / affordable. (2)
(If a candidate focuses on cartoons, the answer must be carefully considered. For lifting of sentence, 'The American Sunday page ... complete gag sequence' give candidate one mark.)
- 1.4 Newspapers rather look down on the comic book/see the comic book as a children's item. (2)
(NB The question is open-ended. Candidates should express an opinion and the answer must be evaluated accordingly.)
- 1.5.1 The term suggests that cartoons do not set out to accomplish/perform a noble/significant/important purpose/role in society. (2)
- 1.5.2 Agree. Cartoons are meant only for enjoyment. Readers are not meant to look for other meanings or criticisms/satire. (Mark according to personal but **substantiated** opinion
OR
Disagree. Cartoons are meant only for enjoyment. Readers are not meant to look for other meanings or criticisms / satire. (Mark according to personal but **substantiated** opinion.)
OR
Disagree. Cartoons fulfil a social purpose by criticising or satirising current events / politics / people in a humorous manner. By amusing readers we are made aware of important issues.
In marking this question, take into consideration that candidates might refer to the article for substantiation. The article says that comic strips do not 'fulfil' any 'high-flown social purpose' 'for the most part', i.e., mostly they do not - but this does not apply to all cartoons. Some comic strips do have a satirical or social purpose, although mostly are for 'pure light relief'.
(Mark according to personal but **substantiated** opinion.)
OR
Consider responses that embrace both views.
(Mark according to personal but **substantiated** opinion.) (3)

- 1.6 Walt Kelly's comic strips have a serious aspect. He comments on the limitations of American society. He ridicules American politics. (2)

TEXT B

- 1.7 The writer both admires/respects and pities Mandela: he was 'incarcerated', a powerful word suggesting limitation of freedom; the word 'apartheid' also evokes the might of the regime Mandela opposed. The writer also respects his achievements: 'the first democratically elected leader' suggests his admiration and respect. Mandela overcame 'oppression', which evokes respect and sympathy. 'Madiba' used as a term of endearment. (1 mark for attitude. 2 marks awarded only for a well balanced discussion.) (3)

- 1.8 They want as many children as possible to read them/they do not want to exclude people who cannot afford them/they think it is important for the youth to know about our great heroes. (Any two points. However, if any one point is elaborated – two marks should be awarded.) (2)

TEXTS A AND B

- 1.9 This question depends on an understanding of, and distinction between, 'great human beings' (as in biographies) and 'heroes' (as in comic books). Yes. (Candidate shows that there is a distinct difference between biographies and comic books. Biographies tell the stories of great people and events. They serve as an example for readers to follow. They highlight momentous achievements of real people. Comic books do portray heroes, but the characters portrayed are fictitious, exaggerated, stereotypes. OR No. Biographies can also be about ordinary people who have achieved. Comic books can also serialise the life of 'great human beings'. These can be the 'heroes' of our times or the past. (The more aware candidate will recognise that there is little difference between 'great human beings' and 'heroes', as suggested in the rest of the quote which indicates that Mandela is just that – a hero – and that his biography can also be successfully translated into a comic book. For full marks, the candidate should be aware of the latter association emphasised by Text B. (4)

TEXT C

- 1.10 He is energetic; despite his age, he gets things done quickly. This is shown by the fact that he is ahead of the other super-heroes. He is smiling as he strides along, full of vigour and good humour. He is well travelled. (3)

TEXTS B AND C

1.11 Yes. It is shown that Nelson Mandela is a larger-than-life character, and the comics have been created to capture that. Text C suggests he has unlimited, 'super human' energy.

No. Text B does not have as much to say about Nelson Mandela that is really specific about his amazing qualities. It seems that the writer expects the readers to know about him. However, Text C refers specifically to his great capacity for energy.

(3)

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**.

- People should have freedom, provided they do not harm others.
- This freedom involves respecting other people and their property.
- Parental views on the rights of the child differ widely.
- Children also have freedoms and rights, and these should be respected.
- Children should be protected on account of their lack of experience.
- These limitations should be known to, and respected by, both parents and children.
- If this is done, children will understand the benefit of these rights, and apply them.
- When these rights to freedom are not respected, conflict arises between adults and children.
- Harmony arises from mutual freedom and respect.

Marking the summary:

- Candidates should present the summary in the required format. Summaries not presented in the required format but reflecting another format of summarizing as prescribed in the Subject Statement for languages **should 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 penalized by deducting 1 mark from the total mark awarded.
- For direct quotations of **whole sentences**, penalize 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**

- 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 the 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 if the summary is too long.

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

TOTAL SECTION B: 10

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

- 3.1 The mathematical symbols underline the idea of how much an orphan can be provided with, at very little cost/draws the reader's attention to what a child needs and how much it will cost. (2)
- 3.2 The font imitates a child's handwriting which is appropriate for an advertisement that makes an appeal on behalf of children. (1)
- 3.3 Yes. The pictures show the child's basic needs and work on sympathy/pity/guilt/a sense of responsibility. These emotions will persuade the viewer to send money to support *HEARTBEAT*.
OR
No. Candidates might make the point that it is too childish, even child-like, in its depiction. (The intended audience is obviously adults. This group might pass over such an illustration without reading further. The amount of money shown in the illustration could also act as a deterrent as it is a fairly large sum. (3)

TEXT F

- 3.4 Yes. This is difficult to justify. Candidates could say that the young man is now content and at ease as the bank has helped him financially. Before he was concerned and money was no laughing matter. However, his problem has been resolved.
OR
No. Rather, it reinforces the text. The young man is shown to be without noticeable financial cares. He is well dressed, has on headphones and is wearing sunglasses. He is smiling and appears content. He has obviously had assistance from the bank. (2)

TEXTS E AND F

- 3.5 Standard Bank wants to be seen as Inspired, Motivated and Involved. The *HEARTBEAT* foundation wants people to be inspired and motivated to help orphans and to become involved in caring for them.
It is difficult to argue against the above. The slogan might be too terse and this could put off a possible donor. The brevity and directness could also be a factor in not choosing this as a slogan.
(Mark candidate's response on merit.) (2)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**TEXT G: CARTOON**

- 4.1 The cartoonist satirises people's obsession with modern gadgets such as cell phones. This obsession interferes with traditional/normal considerations. People cannot be separated from their cell phones, even for something as important as their own wedding. (2)
- 4.2 The bride has moved closer to the priest, suggesting her alienation from the groom. The upper parts of the bride's and groom's bodies are tilted away from each other, and the groom has turned away to take his call. He is talking to her over his shoulder (1½).
The expression on the groom's face is one of surprise or bewilderment; that on the bride's face is an expression of annoyance (1½). (3)

TEXT H: GRAPH

- 4.3 There has been a greater improvement in the awareness of rural teenagers than in that of the urban teenagers.
(Both groups have increased their awareness = 1 mark only.) (2)
- 4.4 The graph is better because the images are easier to grasp/more quickly and directly understood. The visual aspect of the graph makes it more accessible to many people than words.
Graphs may be easily misinterpreted. They are one-dimensional. They present the information in statistical form and not everyone is familiar with this mode.
Words can be read and interpreted, provided the reader is familiar with the language and jargon. They are more expressive. More information and detail can be given. Words may be used objectively.
Words depend on knowledge of the language and jargon. Words have connotations that could be confusing. (3)

[10]**TEXT I: USING LANGUAGE CORRECTLY**

- 5.1 you/one (1)
- 5.2 I bought a newspaper as I was interested in the locals. (1)
- 5.3 The sign is meant to say that many items can be exchanged, and that wives should be part of the selection process. Instead it implies that the wife can be exchanged for something. (2)
- 5.4 No. (No mark for 'no'.) An apostrophe is not used to create a plural. This is not a word indicating possession. (1)
- 5.5 reconciliation (1)

5.6	self/done by self	(1)
5.7	'ELEPHANTS! PLEASE STAY IN YOU CAR.'/ 'ELEPHANTS. PLEASE STAY IN YOUR CAR.'	(1)
5.8.1	C/phrase	(1)
5.8.2	There is no subject and no finite verb.	(1)
		[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70