



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**NOVEMBER 2013**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 11 pages.**

**INSTRUCTIONS TO MARKERS**

1. Candidates are required to answer ALL the questions.
2. This memorandum has been finalized at a memorandum discussion session at DBE at which all provinces were represented. Any omissions or queries should be referred to Chief Markers/analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

**SECTION A: COMPREHENSION**

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

If TWO responses are asked and the candidate gives more than two, mark only the first two.

**QUESTION 1****TEXT A**

- 1.1 He read a novel/book/*Journey to Jo'burg: A South African Story* ✓  
that focuses on the hardships/poverty/difficulties many South Africans  
experience. ✓ (2)
- 1.2 The book made him sad./It had an emotional impact on him./It touched/  
inspired him. ✓ (1)
- 1.3 Their baby sister/Dineo is ill ✓ and they want to find their mother. ✓

OR

For ONE mark only:

They did not have any other means of transport. ✓ (2)

- 1.4 Harrison  
He attends an elite school./He lives in an (elite) suburb/urban area./He lives  
with his parents. ✓

Naledi

She comes from a (poor) village/rural area./She faces hardships./She takes  
care of her younger siblings./She does not live with her parents. ✓

**NOTE:** For full marks, the candidate must refer to both Harrison and Naledi. (2)

- 1.5 He collected money from his neighbours and celebrities. ✓ His parents and  
their friends doubled the amount of money he had raised. ✓ (2)

## 1.6 Opinion

He respects their privacy.✓ They want to remain anonymous.✓/ They donated the money for charity✓ and not for fame. ✓

**NOTE:** The above are merely examples of possible responses. Allow for the candidate's own but relevant interpretation. (2)

1.7 1.7.1 They helped him to buy at/get a discount✓and to ship/send the wheelchairs to South Africa.✓ (2)

1.7.2 He has good business skills.✓  
He has good negotiation/communication skills.✓  
He has good people skills.✓  
He is persuasive.✓  
He has good organisational skills.✓

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

1.8 A/in large numbers. ✓ (1)

1.9 'overwhelmed'

**NOTE:** Do not penalise if inverted commas are omitted. (1)

1.10 He wants to do more for them. ✓ He realises that by helping others, he will improve his own life. ✓ (2)

1.11 True. ✓ '... what better gift could there be...'/ He asks what better gift there could be than giving people mobility.✓

**NOTE:** If the first part of the answer (True) is incorrect, do not award any marks. If only 'True' is given, award ONE mark. (2)

1.12 The wheelchairs have changed/improved the quality of their lives✓ by making it possible for them to move around.✓ (2)

1.13 Open-ended response

Yes. We all have a social responsibility to care for others. It will also make us happy and improve our lives. It is important to help others.

**OR**

No. I was already aware of my social responsibility before reading this. I am already helping other people.

**NOTE:** Do NOT award a mark for YES or NO only.  
The above are merely examples of possible responses. Allow for the candidate's own but relevant interpretation. (2)

**TEXT B**

- 1.14 Many children do not attend school. ✓  
They have not developed basic reading skills. ✓  
They have not received an adequate level of education. ✓

**NOTE:** Accept any ONE of the above. (1)

- 1.15 The boy holds the book upside down ✓ showing that he does not know how to read/he is illiterate/ and the expression on his face shows that he is puzzled/confused. ✓ (2)

- 1.16 Open-ended response

Yes. It widens one's horizons. It equips one with the necessary skills.

**OR**

No. Not all well-read/literate people become leaders.

**NOTE:** Do NOT award a mark for YES or NO only.  
The above are merely examples of possible responses. Allow for the candidate's own but relevant interpretation. (2)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY****QUESTION 2**

The following points form the answer to the question:

	<b>QUOTATIONS</b>	<b>FACTS</b> (NOTE: Candidates may phrase the facts differently.)
1	'... allow yourself enough time to study.' '... plan well so that you will also have enough time to take breaks and revise.'	Plan your study time/breaks/revision.
2	'Trying to guess what questions will or will not appear in the exams is extremely dangerous.'	Do not guess questions/spot./Study all the work.
3	'... try to lower your stress levels by taking a natural vitamin supplement'	Take vitamins.
4	'exercising regularly.'	Exercise regularly.
5	'... it is not a good idea to listen to music while studying.'	Do not listen to music.
6	'... studying out loud is a great way to remember your work./Reading out loud helps improve memory and knowledge retention.'	Read/study out loud.
7	'Another helpful technique is dividing your work into smaller and more manageable sections.'	Divide your work into smaller sections.
8	'... it is important to get between seven and nine hours of sleep before an exam./If you plan to get up early to revise go to bed early.'	Make sure that you get between seven and nine hours of sleep.

**Marking the summary**

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:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

**NOTE:** The points must be coherent, i.e. they must make sense to the marker.

- **Format:**

Even if the summary is presented in the incorrect format, it must be assessed.
- **Word Count:**
  - Markers are required to verify the number of words used.
  - If the word limit is exceeded, the summary must be read up to a maximum of five words above the stipulated upper limit and the rest of the summary must be ignored.
  - Marks must not be deducted if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
  - Summaries that are short but contain all the main points **should not** be penalised.

**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****NOTE:**

- One-word answers must be marked wrong if the spelling is incorrect.
- 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 instruction.

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

3.1 Pure Sugar – Pure Sweetness ✓ (1)

3.2 C/Life is ✓ (1)

3.3 It claims to be the best product. ✓ / By using this product your life would be the best. ✓ (1)

3.4 It has concentrated sweetness. ✓

**OR**

It dissolves quickly. ✓

**OR**

It offers great value. ✓

**OR**

It has a delicious taste. ✓

**OR**

It is pure. ✓

**NOTE:** Accept any ONE of the above. (1)  
Accept quotations.

3.5 It will allow the reader to obtain more information about the product/company.

**OR**

It shows that the advertiser is willing to communicate with the reader. ✓ (1)

3.6 The pictures portray sweetness/happiness✓ in the same way as Huletts makes your life happier/sweeter.✓

**NOTE:** For full marks, candidates must refer to BOTH aspects (2)

3.7 You need only a little/small quantity of sugar to get the desired effect. (1)

3.8 Open-ended response

Yes. Some people may be negatively affected when they consume too much sugar.

**OR**

No. You should be responsible and make your own decisions. The advertiser has the right to promote his product.

**NOTE:**

- Do not award a mark for YES or NO only
- Accept a well-substantiated response for full marks.
- The above are merely examples of possible responses. Allow for the candidate's own but relevant interpretation.

(2)  
**[10]**

#### QUESTION 4: ANALYSING THE CARTOON

4.1 4.1.1 She is pointing her finger at Jeremy/her son. ✓

**OR**

Her mouth is open. ✓

**OR**

Her eyes are opened wide. ✓

**OR**

She is leaning forward. ✓

**OR**

The use of the exclamation mark indicates/shows that she is shouting. ✓

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

4.1.2 A/rebellious✓ (1)



- 4.2 The mother is shocked/surprised to hear that her son/Jeremy has secrets. ✓  
Jeremy is silent because he realises his mistake. ✓

**NOTE:** For full marks, reference must be made to BOTH characters. (2)

- 4.3 4.3.1 His head is hanging. ✓

**OR**

His shoulders are hunched. ✓

**OR**

He is holding his hands over his eyes. ✓

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

- 4.3.2 He realises that he has no choice but to tell his mother the truth/his secrets.

**OR**

He has revealed that he keeps secrets from his mother/ He has spoken without thinking.

**OR**

He is cornered. ✓ (1)

- 4.4 Open-ended response

No. Jeremy should be honest. His mother is concerned and only wants the best for him.

**OR**

Yes. He is old enough to look after himself and should face the consequences of his actions.

**NOTE:**

- Do not award a mark for YES or NO only.
- Accept a well-substantiated response for full marks.
- The above are merely examples of possible responses. Allow for the candidate's own but relevant interpretation.

(2)  
**[10]**

**QUESTION 5: LANGUAGE AND EDITING SKILLS****NOTE:** Spelling in this question must be correct.**5.1 TEXT F**

- 5.1.1 The idea of a universal bond of sharing connected all humanity. ✓ (1)
- 5.1.2 (a) were – where ✓ (1)  
 (b) let's – lets ✓ (1)  
 (c) have – has ✓ (If 'in' has been changed to 'into', do not penalise.) (1)  
 (d) simalarity - similarity ✓ (1)
- 5.1.3 Survival of the fittest ✓ (1)
- 5.1.4 A study has found that a helpful person is less likely to fall ill. ✓✓ (2)
- 5.1.5 Professor Stephen Post wrote that a strong correlation existed between happiness and health. ✓
- NOTE:** Award one mark for the correct use of punctuation marks. (2)
- 5.1.6 Kindness is not only a matter of choice but (it is) also an attitude. ✓✓
- OR**
- Not only is kindness a matter of choice but (it is) also an attitude. ✓✓
- OR**
- Kindness is not only an attitude but also a matter of choice. ✓✓
- OR**
- Not only is kindness an attitude but (it is) also a matter of choice. ✓✓
- NOTE:** Accept any ONE of the above. (2)
- 5.1.7 Kindness does not/doesn't make a difference in your life. ✓ (1)
- 5.1.8 Kindness/difference ✓ (1)
- [14]**

**5.2 TEXT G**

- 5.2.1 We can find partnerships in unlikely places, can't we/can we not?✓ (1)
- 5.2.2 decrease/reduce✓ (1)
- 5.2.3 less✓ (1)
- 5.2.4 conservation✓ (1)
- 5.2.5 Our country can be kept beautiful✓ (by us). (1)
- 5.2.6 A/persuasive✓ (1)
- [6]**

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