



# basic education

---

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

## **SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH HOME LANGUAGE P1**

**2016**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 10 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 TO MARKERS****Marking the comprehension:**

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change meaning/understanding. (Errors must still be indicated.)
- 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.
- For **open-ended questions**, no marks should be awarded for YES/NO or I AGREE/I DISAGREE. The reason/substantiation/motivation/justification is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation/justification is what should be considered.
- 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.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

**SECTION A: COMPREHENSION****QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

- 1.1 Nostalgia (1)
- 1.2 The writer's intention is to highlight the false memories that people have./We often look more favourably on the past than is warranted. (2)
- 1.3 The writer expresses his view./It is a subjective account of the nostalgia experienced by those who prefer the print medium. (2)
- 1.4 Younger people are scornful of the older generation's sentimentality about the past./Younger people react cynically (by rolling their eyes) to the older generation's nostalgic references to the past. (2)
- 1.5 The changes that occurred in the music industry did not affect the industry. Although the medium changed, the art was not diminished. Similarly, although the hard copy of the newspaper will give way to electronic copies, news will not go away./Music appeals to most readers. The writer introduces music as an analogy and it is more accessible. (2)
- [Credit cogent alternative responses.] (2)
- 1.6 The repetition of the phrase reinforces the topic sentence of paragraph 8. The repetition suggests that news is ever-present. In paragraphs 9 and 13, the writer underlines the fact that news content and quality are not influenced by the medium (e.g. a newspaper). (3)
- [Award 3 marks for any TWO points, well expressed.]  
[Award 3 marks only if candidate gives a critical discussion.] (3)
- 1.7 YES  
The writer confesses that he prefers books in hard copy to e-books. He becomes sentimental ('own romance') when personally affected by the issue. His 'indulgent' reaction is contrasted with the logical argument in paragraphs 1–9 and in the final sentence of paragraph 11. (3)
- [Credit cogent alternative responses.]
- OR**
- NO  
In paragraphs 10 and 11, the writer confesses to a sentimental/emotional preference for traditional artefacts. This is not a contradiction of his presentation of what he takes to be objective reality – what his mind tells him. (3)
- [Credit cogent negative responses.]  
[Credit mixed responses.]
- [Award 3 marks for TWO points, well discussed.] (3)

- 1.8 The writer suggests that his view contradicts that of his peers. He acknowledges that his view is controversial among the intellectual/sophisticated readers. He debunks the notion that print media are superior to online publications.

[Award 3 marks for TWO points, well discussed.] (3)

- 1.9 YES

The writer effectively closes his argument with an assertive statement. The time for debate has passed. After presenting varying perspectives, he takes an uncompromising stance on the inevitability of digital news. The very brevity of the conclusion adds to its forcefulness.

[Award 3 marks for TWO points, well discussed.]  
[Credit cogent alternative responses.]

**OR**

NO

[Credit valid negative responses.] (3)

- 1.10 The psychologist/psychiatrist is presented as a stereotype of the elderly man. His use of a laptop reveals that he is technologically up-to-date but there is a disconnection between the doctor and the patient. The pervasiveness of cyber-technology is thus emphasised.

[Credit responses that refer to Freud.] (3)

- 1.11 The man who is lying down is anxious/apprehensive/nervous/concerned/disturbed/ frustrated/ (angry – with qualification). He implies that the print media are history. Although the content is watered down online, people still choose not to read. He is badly shaken by what he sees as the bizarre behaviour of the readers. He is exasperated with modern trends that he cannot fathom. This underscores the extent to which he is alienated from the digital age.

[Award 1 mark for a mere clarification of the tone.]  
[Award 3 marks only if a comment is presented.] (3)

- 1.12 Contradicts

TEXT B contradicts paragraph 9 of TEXT A. The publisher (TEXT B) believes that the **medium** is important, whether or not **content** is compromised. The writer of TEXT A, on the other hand, argues that the content of a publication is more important than the medium used.

The responses could focus either on the medium **or** the content **or** both.

[Credit cogent alternative responses.]

**OR**

Supports

[Evaluate responses on merit.] (3)

[Credit mixed responses.]

[Award 3 marks only if the candidate makes reference to BOTH texts.]

**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**.

Any 7 valid points in paragraph-form are to be credited.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	allows you to wade through the push and pull of different voices and opinions	1	One is able to avoid undesirable influences when making choices.
2	allows you to move forward and achieve your goals/ being confident means still moving forward toward achieving your goals and satisfying your desires	2	Progress is guaranteed.
3	defines self-confidence as having a positive attitude	3	A positive attitude is synonymous with self-confidence.
4	has a general sense of control of his/her own life	4	Self-confidence provides direction and control.
5	can do what he/she wishes, plans and expects	5	Self-confidence translates into self-actualisation.
6	even if things don't go your way, you still believe that eventually, somehow, some way, they will	6	One is not daunted by adversity.
7	this encourages self-reliance	7	A self-confident person becomes self-determining/self-reliant.

**PARAGRAPH-FORM**

**NOTE:**What follows is merely an example. It is not prescriptive and must be used very carefully.

Self-confidence enables one to be in a position to avoid undesirable influences when making choices. In this way, progress is guaranteed. Being self-confident affords one control over one's life, thereby affirming that one is not daunted by adversity. A self-confident person becomes self-determining and this, in essence, makes him/herself-reliant. Furthermore, one is in a position to envisage the future and work toward fulfilling one's dreams and goals. In addition to this, self-motivation and self-confidence translate into self-actualisation.

(78 words)

**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 when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks
- **Distribution of language marks when candidate has quoted verbatim:**
  - 6–7 quotations: award no language mark
  - 1–5 quotations: award 1 language mark

**NOTE:**

- **Format:**

Even if the summary is presented in the incorrect format, it must be assessed.
- **Word count:**
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
  - If the word limit is exceeded, read up to a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.
  - Summaries that are short but contain all the required main points should not be penalised.

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS****Marking SECTION C:**

- Spelling:
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

**QUESTION 3: ANALYSING ADVERTISING**

3.1 The crown is emphasizing superiority and reliability/reference to the crown and its relationship to the name of the company./It is placed strategically in the top-right corner and repeated beneath (1). (2)

3.2 The use of the alliterative 'f' highlights the contrast between the concepts of success ('flying') and failure ('falling')./The bold font creates a sense of confidence: bolder font indicating success downplays the risk of failure.

[Also credit responses which refer to the layout/rhythm/rhyme.]

[Award 2 marks for any ONE technique discussed.] (2)

3.3 Appropriate

The image of a child soaring with no constraint suggests the assurance of a trouble-free investment with Coronation. The reader is convinced that the value of his/her funds will escalate.

**OR**

Inappropriate

The image of a child on a swing could be viewed as frivolous/risky/insecure and unconvincing, given the serious nature of financial investment.

[Award 3 marks for any TWO points, well expressed.]

[Credit cogent alternative responses.] (3)

3.4 The anecdotal/narrative style persuades the reader to consider Coronation, since the daunting nature of financial investment is portrayed as being more accessible. The diction is emotive, e.g. "Higher!", 'rigidity', 'sturdiness', 'trust'. The extended metaphor of the swing connotes freedom from anxiety. The tone is conversational and engaging. Repetition of 'trust' reinforces the idea of the company's commitment to the investor.

[Credit responses that focus on the advertiser's style.]

[Award 1 mark for mere identification of the style and 2 marks for a well-developed response.]

(3)  
**[10]**



**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- 4.1 The automated prompts are indicated by the font. (2)
- 4.2 Frame 6: Gwen is annoyed/disgusted/shocked/frustrated. (1)  
Frame 8: Gwen is dismayed/subdued.(1)
- [Consider valid alternative synonyms.] (2)
- 4.3 Gwen's absence brings into sharp focus her utterance, 'AAAAAH!!', an interjection which conveys her extreme frustration at not succeeding. The final frame highlights a pivotal point raised by the cartoonist. Gwen's absence echoes her dilemma. While on the phone, there is no dialogue. She might as well not be present. The focus also shifts to the grandmother's question, which reinforces the sense of absurdity in the cartoon.
- [Consider valid alternative responses.]
- [Award 3 marks for 1 point distinctly developed OR 3 marks for 2 points, well developed.] (3)
- 4.4 **Anti-climax** is evident in frames 9–10, where Gwen's sympathy towards Siphó results in her call being terminated. In FRAME 11, **irony** is evident when the reader learns that Gwen's lengthy, fruitless battle has been fought for trivial information. The scenario resonates with readers who have experienced such frustration.
- The cartoonist effectively creates humour by highlighting the **absurdity** of the telephone answering service, when there is a surreal exchange between a supervisor and Siphó. Furthermore, the increasingly disturbed **look** on Gwen's face is the evocation of an experience that nearly all readers would have had.
- [Award 3 marks for TWO techniques, well developed.]  
[Award no more than 2 marks for one technique, well developed.] (3)  
[Credit valid alternative responses.]
- [10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

- 5.1 My mom and I/My mother and I (1)
- 5.2 Our (1)
- 5.3 (regular) customer/patron/visitor/client  
[Consider valid alternatives.] (1)
- 5.4 would visit/visited (1)
- 5.5 It creates a compound adjective/word. (1)
- 5.6 have authority/give instructions/be the boss  
[Credit correct alternatives.] (1)
- 5.7 they are also places/At a hospital ... it is a place (1)

- 5.8. the reason is that (1)  
[Accept answers that refer to the omission of 'the reason is'.]
- 5.9 It – the café (1)
- 5.10 Relief (1)  
**[10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**