



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH FIRST ADDITIONAL LANGUAGE P1

2016

MEMORANDUM

MARKS: 80

This memorandum consists of 9 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This memorandum has been finalised 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.

MARKING THE COMPREHENSION

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the 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 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**

1.1 The youngsters feel positive/hopeful✓

AND

cheerful/excited/enthusiastic✓

NOTE: Accept any combination of TWO of the above answers.

Award 1 mark if neither 'happy' nor 'optimistic' has been changed. (2)

1.2 That it is a way of living where the youth are always✓ engaged with some form of electronic media. ✓

OR

That one can always ✓be reached via cell phone or other gadgets.✓ (2)

1.3 One would not expect✓ the youth to be interested in anything else but cell phones and clothes. ✓

OR

It seems unbelievable that /unlikely that✓ the youth would prioritise family and parents above cell phones and clothes.✓ (2)

1.4 C/third✓ (1)

1.5 'Education'

'Sport'

'Social engagements'

NOTE: Quotations must be accurate. However, do not penalise if quotation marks are omitted. (3)

1.6 Multitasking is when you perform different assignments/tasks/duties **at the same time.**✓ (1)

1.7 They do not have positive ways to manage a busy lifestyle.✓
They develop unhealthy eating habits.✓
They do not engage (in face-to-face communication) with their families.✓
They spend too little time with their families.✓

NOTE: Accept any THREE of the above answers. (3)

1.8 Social media relationships/ relationships with people on the internet/ via cell phones✓ have become more important than direct/personal relationships/relationships with people you physically encounter.✓ (2)

1.9 The youth want to be up to date with everything that happens. As a result they are continually engaged with social media. This might be a challenge because they neglect tasks or other social skills and relationships may suffer.

NOTE: The above is merely an example. A candidate can score 1 mark for an answer that is not well-substantiated. For full marks the response must be based on the text. (2)

1.10 The curriculum demands/expectations at schools are greater ✓ than in the past with many assignments and projects having to be completed. ✓ (2)

1.11 youth/teenagers/youngsters

NOTE: Quotations must be accurate. However, do not penalise if quotation marks are omitted. (1)

1.12 The writer tries to tell us to manage our time properly/to slow down the pace ✓ to avoid anxiety ✓ and start living a meaningful life. ✓ (3)

1.13 Trains. ✓ The bar graph indicates that (4.4 %). /They are slow/not safe/reliable/easily accessible ✓

NOTE: The above substantiations are merely examples. Accept other suitable answers. (2)

1.14 There is a picture of a taxi. /The picture of the taxi is big. ✓ The column indicating 'Taxi' on the bar graph is the highest. ✓ (2)

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

A bar graph is effective because you can see the different columns showing the main modes of transport clearly. You do not have to read through complicated facts and figures to understand how South Africa gets around.

OR

A bar graph is not effective because some people may not be able to interpret it and would, therefore, prefer a written text.

NOTE: The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Combination answers are acceptable. (2)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'Encourage children to interact with books from a young age.'	1.	Introduce children to books from an early age.
2.	'Take them to the public library and bookstore to teach them the importance of books.'	2.	Teach children the value of books by taking them to libraries and bookstores.
3.	'Make reading an essential part of children's lives/. If you are a working parent, aim to set aside at least fifteen minutes before bedtime to read to your child.'	3.	Make time to read to your child daily/ regularly.
4.	'Read aloud to children until they feel they can do so on their own./ '...make the experience imaginative and comical.'	4.	Read to your children until they are confident enough to be independent readers. / Make reading a positive experience.
5.	'Do not give children books that are too difficult to read.'	5.	Choose books that are easy to read.
6.	'When children read on their own, ask them questions about the books they have been reading./ This will make them realise that you are proud of their reading abilities.'	6.	Show an interest/pride in what children are reading by asking questions about what they have read.
7.	'Children who choose their own reading material, regardless of whether it is a novel, a comic book, or a magazine, engage better with what they are reading.'	7.	Allow and encourage children to select their own material to read.
8.	Encourage them to read menus, movie names, roadside signs, weather reports and other practical everyday information.'	8.	Expose children to everyday reading material.

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 quotes: award no language mark
 - 1–5 quotes: award 1 language mark

NOTE:

- **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.
 - 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 the last sentence above the stipulated upper limit and ignore the rest of the summary.

TOTAL SECTION B: 10

SECTION C: LANGUAGE**NOTE:**

- 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.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 Anyone who discards used oil into drains/gets rid of used oil in an unsafe manner/ wants to know how to dispose of used oil/ uses motor oil/ (motor) mechanics. (1)
- 3.2 The advertiser cleverly illustrates how dumping oil can eventually contaminate our drinking water. This is shown through the picture of oil being poured from a gallon into the pipeline ending up in a glass of drinking water.
- OR**
- The font style initially appears dark and resembles water pipes and then becomes lighter resembling drinking water. (2)
- 3.3 Open-ended. Accept a suitable response, e.g.
- This word is effective because it makes the reader realise the dangers of dumping used oil irresponsibly. Therefore, the reader will be influenced to dispose of used oil in a responsible manner.
- OR**
- This word will not be effective if the meaning is not understood by the reader. As a result the message of the advertisement may be lost.
- NOTE:** The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Combination answers are acceptable. (2)
- 3.4 B/acronym✓ (1)
- 3.5 The South African dialling code / 021✓
The website address which has the South African country code 'za' at the end. /www.rosefoundation.org.za.✓ (2)
- 3.6 Don't (1)
- 3.7 Company (1)
- [10]**

QUESTION 4: ANALYSING A CARTOON

- 4.1 Indoors/ in the living room/lounge/sitting room/home. ✓
There is a lamp in the room. /Calvin's father is sitting in an armchair. ✓ (2)
- 4.2 He wants to ask his father something/get his attention/ wants to win his favour/wants to create an atmosphere of trust/ secrecy /confidentiality/ reassurance. (1)
- 4.3 Frame 3: The ellipsis indicates a pause between words/hesitation/suspicion of the father.
Frame 4: The ellipsis indicates that Calvin has not completed his sentence/ has been interrupted.
- NOTE:** If the frame is not mentioned, the sequence must be correct. (2)
- 4.4 4.4.1 Verbal clues: The use of very bold font for 'DO'. / The exclamation mark (and the question mark side by side.)/ The words are all in bold font and 'DO' is in a darker font.
Visual clues: The jagged speech bubble (to show anger)/ the large bold font to show that he is shouting/ his mouth wide open to show that he is shouting/his arms are outstretched /his head is tilted back to show tension and frustration.
NOTE: Accept THREE of the above answers that discuss both verbal and visual techniques. (3)
- 4.4.2 Open-ended. Accept a suitable response, e.g.
The father is justified. He knows his son's behaviour ✓ and expects that Calvin has done something seriously wrong. ✓
OR
The father is not justified in his reaction because Calvin has not yet told him what he has done ✓/he jumps to conclusions. ✓
NOTE: The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

[10]

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

- 5.1 5.1.1 (a) received/ receives (1)
- (b) farmer's (1)
- (c) them (1)
- (d) at/on (1)
- 5.1.2 Brackets✓and dashes✓ (2)
- 5.1.3 pronoun✓
adjective✓ (2)
- 5.1.4 The mechanic gave the Land Rover her first professional
makeover.✓ (1)
- 5.1.5 Pieter told the mechanic that he✓ had been✓ looking for him✓ the
whole day.
- NOTE:** Award ONE mark for each underlined change and ONE
mark for the correct use of punctuation. (4)
- 5.1.6 D/personification (1)
- 5.2 5.2.1 The entire country knew when the Springboks were playing. (2)
- 5.2.2 divides/fragments/splits/separates (1)
- 5.2.3 Accept a suitable response e.g.
- He has a sore throat.
- She saw him at the rugby match.
- He went to the hardware shop to buy a saw.
- NOTE:** The homophone must be used correctly in the sentence. (1)
- 5.2.4 Watching the Springboks at the stadium is better than watching
them on television. (1)
- 5.2.5 don't they/do they not (1)
- [20]

TOTAL SECTION C: 40
GRAND TOTAL: 80