



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**FEBRUARY/MARCH 2013**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 10 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 national marking guideline discussion.
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.

**QUESTION 1**

- 1.1 1.1.1 'current and former school children'
- NOTE:** Do not penalise candidates for omitting the quotation marks. However, the quotation must be correct. (1)
- 1.1.2 He mentions a variety of backgrounds✓ from which teachers in these stories come.✓/He mentions a range✓ of teachers that is included in this book✓./They come from rich and poor✓, white and black backgrounds✓. (2)
- 1.2 1.2.1 Teachers who are:
- masters of their subjects/experts in their field/who enrich minds with subject knowledge. ✓
  - who prepare youth for life. ✓
  - who care for their learners/are substitute parents. ✓ (3)
- 1.2.2 They taught things they were not allowed to/that were not prescribed./They taught beyond the official syllabus. (1)
- 1.3 1.3.1 Readers of *The Sunday Times* were invited✓ to submit stories about teachers. ✓ (2)
- 1.3.2 The teachers had changed their lives so much/made such a great impact ✓ that people could not wait to share their memories.✓ (2)
- 1.4 1.4.1 The beliefs about apartheid education which are challenged are that:
- There was no productive teaching in black schools during apartheid times. ✓
  - Children were losing out academically. ✓
  - Teachers were not dedicated. ✓
  - Education was not considered as important as politics./Education was ignored or sidelined for liberation or freedom. ✓ (2)
- NOTE:** Accept any TWO of the above answers.
- 1.4.2 B/limited view (1)

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

Yes. If a person does not study while young, it is unlikely to happen later.

**OR**

No. It is impossible to study if one is not free.

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

1.5 1.5.1 The signs that all is not well are:

- Children are unable to read and write at expected levels. ✓
- Many drop out of school. ✓
- The government is overspending on education while results are poor. ✓

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

1.5.2 False ✓ "...though learning materials matter, dedicated teachers matter more"/"...teachers are our most important learning resource". ✓

**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.  
Do not penalise candidates for omitting the quotation marks. (2)

1.6 'Material benefits' include money/salaries and benefits ✓ while 'social benefits' include serving the community/developing principles (of democracy and decency). ✓ (2)

1.7 Accept a suitable response, e.g.

- It would make readers curious to read the positive stories. ✓
- Misconceptions about teaching have been cleared. ✓ (2)

1.8 He says they are heroes./He does not mention any negative stories. (1)

1.9 The black rhino has a longer/sharper horn. ✓

**OR**

The white rhino has a blunter snout than the black rhino. ✓

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

- 1.10 The repetition emphasises the large number of rhino that are killed every year. (1)
- 1.11 The weight of a rhino is equal to the weight of 2 medium cars or 28 people. (1)
- 1.12 Rhino horn can make one younger/cure one of certain illnesses. (1)
- 1.13 It is effective because the rhino is becoming extinct/on its way out. (1)

**TOTAL SECTION A: 30**

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

The following points form the answer to the question:

	<b>QUOTATIONS</b>	<b>FACTS</b> <b>(NOTE: Candidates may phrase the facts differently.)</b>
1	'Many people believe that drinking large quantities of water improves the skin.'	Drinking lots of water does not necessarily improve your skin.
2	'There is also no basis for the common belief that you need eight glasses of water a day to be healthy.'	You should just drink enough water to quench your thirst.
3	'Some people believe that a water filter clears water from all harmful substances.'	A filter does not necessarily remove all bacteria from water.
4	'Bottled mineral water is also not necessarily safer than tap water.'	Mineral/bottled water is not always cleaner/safer than tap water.
5	'It is untrue that drinking water prevents heat stroke. A very high body temperature causes heat stroke, and not the lack of water.'	Drinking water does not prevent heat stroke.
6	'Drinking too much water can even kill you because it dilutes the sodium or salt concentration in your body.'	Drinking too much water can be dangerous/fatal as it dilutes the sodium in your body.
7	'Water makes up 50% of a woman's body weight and 60% of a man's.'	Water makes up a large percentage of body weight.
8	'The body loses water regularly, but not only through sweating. It can also be lost through breathing and other bodily functions, so it must be replaced daily.'	Water in the body is lost in many ways other than sweating and should be replaced regularly.

**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 candidates have used their own words:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

**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 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****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 the language structure being tested.
- Sentence structures must be grammatically correct.

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

3.1 multivitamins✓ and minerals ✓ (2)

3.2 The advertiser uses a big picture.✓  
He uses humour – the boy is going to step into the pool/pond/ going to fall.✓  
Different font sizes in the text✓  
He uses a pun/play on the word 'Bettaway'/'better way'.✓

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

3.3 Yes. Students need products like this to boost their energy. ✓

**OR**

No. Students should rather follow a healthy diet than drink pills or supplements. ✓

**NOTE:** The above are only examples. Allow for the candidates' own interpretation. Do NOT award a mark for YES or NO only. (1)

3.4 The pair in the background is rushing, indicating time pressure/a busy schedule.✓  
They all have heavy books/academic pressure.✓

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

3.5 It works slowly/over a long period of time. (1)

3.6 'no artificial preservatives, colours or flavours'✓

**NOTE:** Do not penalise if quotation marks are omitted. (1)

3.7 The boy in front ✓ because he is not concentrating properly.✓

**OR**

The boys in the background ✓ because they look stressed/rushed.✓

**OR**

The girls because they are not focusing.✓

**NOTE:** Accept any ONE of the above. (2)  
**[10]**



**QUESTION 4: ANALYSING A CARTOON**

- 4.1 4.1.1 A/it is his nickname for her. (1)
- 4.1.2 He is carrying a ball/wearing sports attire/refers to a match. (1)
- 4.2 4.2.1 (a) She looks angry/upset/furious. (1)
- (b) Andy dirties the floor that Flo had just mopped. (1)
- 4.2.2 (a) He scored two goals. (1)
- (b) No, he is messing all over the floor. (1)
- 4.3 He feels hurt/upset/disappointed/sad.✓

**AND**

He expected to be praised, but instead he was punished.✓

**OR**

He really did not think that his wife would be angry.✓

**OR**

His actions were not intentional.✓

**NOTE:** Award ONE mark for the feeling and ONE mark for the reason. (2)

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

Yes. He deserves the treatment he gets, because he is selfish. She has been working hard and he does not consider her hard work.

**OR**

No. She is being abusive. Nobody deserves to be treated so disrespectfully.

**NOTE:** The above are merely examples.

(2)  
**[10]**

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

- |           |       |  |             |
|-----------|-------|--|-------------|
| 5.1       | 5.1.1 | (a) child's  | (1)         |
|           |       | (b) diaries  | (1)         |
|           |       | (c) are  | (1)         |
|           |       | (d) more accurate  | (1)         |
|           | 5.1.2 | (a) practice   | (1)         |
|           |       | (b) an   | (1)         |
|           | 5.1.3 | on   | (1)         |
|           | 5.1.4 | don't we   | (1)         |
|           | 5.1.5 | Since e-mail, fax, SMS and phone are faster, we use these methods to communicate.      |             |
| <b>OR</b> |       |  |             |
|           |       | Since it is faster to communicate by e-mail, fax, SMS and phone, we use these methods. | (1)         |
|           | 5.1.6 | My grandmother does not/doesn't write thank-you notes.                                 | (1)         |
|           | 5.1.7 | The ballpoint pen was preceded by the fountain pen.                                    | (1)         |
|           | 5.1.8 | Steven Miller said that they✓ did not know✓ how long it would✓ survive.                | (3)         |
| 5.2       | 5.2.1 | (a) polluted   | (1)         |
|           |       | (b) tragedy  | (1)         |
|           | 5.2.2 | (a) Always   | (1)         |
|           |       | (b) clean  | (1)         |
|           | 5.2.3 | The children can also assist in these✓ efforts✓.                                       | (2)         |
|           |       |  | <b>[20]</b> |

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