



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2017

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 10 pages.

NOTE:

- These marking guidelines are intended as a guide for markers.
- They are by no means prescriptive or exhaustive.
- Candidates' responses should be considered on merit.
- Answers should be assessed holistically and marks awarded where applicable in terms of decisions taken at the standardisation meeting.
- The marking guidelines 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 the meaning. (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 to the correct answer AND/OR the answer written out in full.

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

- 1.1 Bullying is mostly associated with children and it is not considered relevant by adults in the workplace. (2)
- 1.2 'Terrorising' is a highly emotive word and it implies that bullying has a severe effect on victims.
[Award 2 marks for TWO ideas OR 2 marks for ONE idea, well-discussed.] (2)
- 1.3 The writer gives an anecdotal account of research that she has conducted./ The pronoun, 'we', suggests the inclusive nature of her approach./It also indicates personal observation, which enhances the sense of authenticity conveyed. (2)
- 1.4 Bullying encompasses a wide array of concepts which could easily be misconstrued or confused with harassment. Workplace bullying needs to be understood in the context of the workplace. (2)
- 1.5 There are no laws against bullying as such. Laws against harassment do not necessarily protect employees against bullying. Therefore, a cycle of bullying is perpetuated and this leaves room for abuse by hierarchical superiors.
[Award no more than 1 mark for lifting.] (3)
- 1.6 The writer's readership is South African and can, therefore, relate to the context. The political and social context of South Africa perpetuates and influences bullying in the workplace. In a South African context, bullying in the workplace mirrors the challenges faced by citizens. Individuals find it difficult to construct shared identities. Ultimately, this gives rise to conflict.
[Award full marks only if a critical comment is given.] (3)
- 1.7 YES
It is understandable that the respondents use euphemistic terms to avoid the harsh reality of bullying. One cannot blame them for not wanting to be stigmatised as weaklings and victims. The victims are left in a vulnerable state.
OR
NO
Bullying is a severe form of victimisation and no euphemistic terms could remove the severe emotional impact it has on victims. The term 'bullying' needs to be understood if it is to be combatted.
[Accept cogent alternative/mixed responses.] (3)

- 1.8 The use of the personal pronouns, 'we' and 'I', is relatively informal. In paragraph 2, the conversational tone, e.g. 'or something to that effect' clearly shows that the writer uses a distinctly informal style. 'So what, exactly, is bullying?' (paragraph 3) creates a fairly informal style. Paragraph 3 is presented as a single line/rhetorical question to focus the reader's attention on the topic of bullying.
- [Credit valid alternative responses.] (3)
- 1.9 **Effective**
The writer defends her argument that bullying is not age-specific. Bullying is as prevalent in the workplace as it is at school level. The title effectively encapsulates the notion that bullying could affect any part of an individual's life and development. Moreover, the workplace is a fertile environment for bullying to flourish because of its hierarchical structure.
- OR**
- Not Effective**
The title does not reflect the content of the text. The title refers to playgrounds and boardrooms, both of which are far removed from the concept of bullying.
- [Credit valid alternative/mixed responses.] (3)
- 1.10 B/a pun and metaphor (1)
- 1.11 It is an image of a computer keyboard that is found in a professional environment. The delete key is appropriate since it encourages decisive action. Just as one deletes mistakes, one needs to eradicate workplace bullying.
- [Credit valid alternative responses.] (3)
- 1.12 **NO**
- Paragraph 11 of TEXT A highlights the culture of fear that is entrenched in the South African workplace. The quotation underscores/emphasises the helplessness of victims of bullying. The fact that it is presented as a dilemma reinforces the difficulty of identifying and solving this on-going problem.
- TEXT B, on the other hand, calls for swift action by the individual concerned to confront the issues of bullying.
- OR**
- YES**
- [Consider candidates' responses on merit.]
- [Award 3 marks only if the candidate makes reference to BOTH texts.] (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**.

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

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

| NO. | QUOTATIONS | NO. | POINTS |
|-----|---|-----|--|
| 1 | 'closely examine the causes of migration' /'focusing on the root causes in problematic countries' | 1 | We need to understand the nature of global migration./We need to focus on the main causes of migration in problematic countries. |
| 2 | 'we need an international approach to dealing with challenges related to migration.'/ 'We can best live up to that promise with an intelligent plan centred on international co-operation.' | 2 | Countries cannot operate in isolation to deal with the challenges of migration. |
| 3 | 'Controlling the flow of migrants' | 3 | The influx of refugees should be regulated. |
| 4 | 'caring for them in humane ways' | 4 | Team effort is required when ensuring that human rights are not violated. |
| 5 | 'fairly judging whether they qualify as refugees' | 5 | The true status of migrants must be assessed. |
| 6 | 'We must apply both resources and technology to these challenges in creative and innovative ways.'/'increasing the number and training of civilians who work in border control.' | 6 | The innovative use of resources and technology is imperative./ More civilians need improved training to control migration. |
| 7 | 'convene a summit to address solutions and ideas for coping with the flow of migrants.' | 7 | A summit of leading organisations dealing with human migration should be convened. |
| 8 | 'We should use biometrics, monitoring of social networks and our militaries to help reduce security risks to a minimum.' | 8 | Security risks should be addressed by using militaries and intelligence sources. |
| 9 | 'we need to hold to our values.' | 9 | We cannot compromise our values. |

PARAGRAPH-FORM

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

Firstly, we need to understand the very nature of global migration, and countries cannot operate in isolation. We need to focus on the main causes in problematic countries. Team effort is required when ensuring that human rights are not violated. In addition, the innovative use of resources and technology is imperative and more civilians need improved training to control migration. Furthermore, a summit of leading organisations dealing with human migration should be convened. Moreover, security risks should be addressed by using military and intelligence sources. Lastly, we cannot compromise our values.

(89 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 the last sentence 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 advertiser evokes the sympathies of the reader by focusing on the disturbing number of child-headed households, caused by HIV. (2)

3.2 The image is effective as the letter is obviously written by a child and this is supported by the toys and crayons surrounding the letter. This links with the text where children have to assume the role of parents. Therefore, the reader is persuaded to assist the Topsy Organisation in helping these children lead normal lives.

[Award 3 marks for THREE distinct ideas OR 3 marks for TWO ideas well-developed.] (3)

3.3 The advertiser uses the \pm symbol to indicate neutrality. The + sign creates ambiguity in the minds of the readers as to whether the project's name is STIGMA or SIGMA. It links directly to the text, 'I AM HIV NEUTRAL'.

[Credit candidates who make reference to the cross/positive sign/neutrality and link it to the context.]

[Consider valid alternative responses.] (2)

3.4 The advertiser uses the following techniques:
Personal pronoun: the personal pronoun is used to emphasize that each person has to take responsibility for removing the stigma of HIV.
Adjectives: the adjectives describe a positive attitude that the advertiser intends to evoke in the reader so as to remove the stigma associated with HIV.
Different-sized fonts: the most positive attitudes that will effect the change are highlighted in bold font, culminating in the ultimate realisation that to help this initiative, one has to be HIV neutral.
Repetition: the repetition of 'I AM' appeals to the individual so that he/she could seriously take responsibility for de-stigmatising HIV.

Visual of two hands stretching out: in creating an HIV neutral society, collaboration and support are crucial.

[Award 1 mark for identification of techniques and 2 marks for a comment on each technique.]

[Award full marks only if a candidate has commented on TWO techniques.]

(3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The informal register shows the casual/everyday context/setting/relationship between the two characters.
The informal register makes the cartoon accessible to all. (1 mark) (2)
- 4.2 The cartoonist satirises the abuse of the law. The character who wears a cap deliberately misinterprets the road sign. The parking is designated for people who are physically challenged, not for decrepit cars. Cars cannot be disabled. (3)
- 4.3 In FRAME 1, the armed man is still approaching the car and it shows that the occupants of the car will be caught off guard./It also creates humour by focusing on the preconceived idea (being hijacked) that the reader has in reaction to the utterance in FRAME 1. In FRAME 4, the armed man makes his getaway./The absence of the hijacker forces the reader to focus on the facial expressions of the characters in FRAMES 1 and 4. (2)
- 4.4 The armed man emotionally blackmails the occupants of the vehicle for financial gain. His nonchalant attitude (e.g. 'Thanks. Have a nice day.')
- depicts how comfortable criminals have become in taking advantage of their victims. The cartoonist satirises the harsh reality of hijacking by depicting the extreme lengths to which criminals resort to achieve their goals.
- [Credit responses that make reference to the insensitivity of the cartoonist in addressing a serious topic like hijacking in a humorous manner.]
- [Credit valid alternative responses.]
- [Award full marks only if **BOTH** visual and verbal aspects are discussed.] (3)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- | | | |
|------|---|-----|
| 5.1 | less – fewer | (1) |
| | like – as though/as if/that | (1) |
| 5.2 | A/introduce explanations that are not part of the grammatical structure of the main clause. | (1) |
| 5.3 | The world is a .../It is .../It should be ... | (1) |
| 5.4 | Parenthesis/transitional phrase | (1) |
| 5.5 | When a group of children is OR When groups of children are | (1) |
| 5.6 | toddlers/pre-schoolers | (1) |
| 5.7 | assess (Spelling must be correct.) | (1) |
| 5.8. | Remove 'not real ones.' | |
| | [Credit candidates who rewrite the sentence removing the tautology.] | (1) |
| 5.9 | Regardless | (1) |

[10]**TOTAL SECTION C: 30**
GRAND TOTAL: 70