



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2017

MARKING GUIDELINES

MARKS: 80

These marking guidelines consist of 9 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines have been finalised at the marking guidelines 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 They are born around the same period of time. ✓
They 'are shaped by social events that occur during that period.' ✓
They share the same historical context. ✓
They share the same cultural context. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.2 Traditionalists preferred teamwork. ✓ (1)
- 1.3 A/time ✓ (1)
- 1.4 1.4.1 There was an increase in the birth rate during this period. / More people were born during this period than in the previous generation. ✓ (1)
- 1.4.2 Rock 'n Roll originated during this period. ✓
Rock 'n Roll grew in popularity during this time (because of the advent of television). ✓
Many stars were born during this time. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.5 Being able to adjust/adapt to different situations /survive/ being quick witted/being resilient. ✓ (1)
- 1.6 Both Beyonce and Bonang belong to the same generation (Generation Y/ Millennials) / were born between 1980 and 1994. ✓
They are both self-focused and optimistic. ✓ (2)
- 1.7 The 'born frees' are the (first) generation to be born after South Africa became a democracy / after South Africa gained freedom / after apartheid ended in South Africa. ✓ ✓ (2)
- 1.8 Generation Y only began engaging with technology when they were older ✓
but Generation Z has been interacting with technology from a very young age. ✓ (2)
- 1.9 Screen communication involves communicating with people using some form of technological device ✓ whereas personal communication involves face to face communication with people. ✓ (2)
- 1.10 'depending on the Internet for information' ✓ (1)
- 1.11 The writer refers to Sibusiso Radebe because he is an example of what Generation Z / the younger generation represents. ✓ They are independent/ go-getters/ risk-takers/ charitable. ✓ (2)
- 1.12 Generation Z/iGen/Gen Z/Centennials/hashtag generation/ Born Frees. ✓ (1)

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

Agree.

One does not know what the future holds, so one cannot say decisively what will characterise the future generation. One will not know what the world of the future generation will be like. Only time will determine what the future holds.

OR

Disagree.

It is quite possible to predict what the next generation and the world they live in will be like. We can do this by examining current trends, especially relating to the advances in technology. For example, it will be appropriate to forecast that the next generation will be the generation of robotics and artificial intelligence.

NOTE: Do not award a mark for Agree/Disagree.

Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)

1.14 The title is suitable because it is linked to the article which is about Generations X, Y and Z. The title creates an air of mystery which prompts the reader to read what the article is about.

OR

The title is not suitable because it is too vague and does not link to the idea of generations in any way. Some readers may not know what the writer is referring to. The Traditionalist and the Baby Boomer generations are not included in the title and therefore the title does not fully encompass what the article is about.

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)

1.15 On clothing tags/labels ✓ (1)

1.16 To show that the garment must not be ironed. ✓ (1)

1.17 It means that the garment/clothing can be ironed using warm/medium heat. ✓ (1)

1.18 A/personification ✓ (1)

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

The words would be easier because not all people know what the symbols are if these are not explained. ✓✓

OR

Symbols are visuals and are easier to understand. You do not have to work out the meaning of words to know what you should/should not do. ✓✓

NOTE: Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated.

(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.	'The first and most important step in planning a successful event is to think carefully about why you want to host it and what you want to achieve. '	1.	Decide on the purpose and goal of the event.
2.	Any event takes an intensive team effort to handle all of the details. Allocate roles and responsibilities early on in the process.	2.	Set up a team./Delegate duties and roles to different people.
3.	Give yourself enough time!	3.	Plan the event well in advance.
4.	Your event's date will have a big impact on how many people will attend. Keep public holidays, long weekends and school holidays in mind.	4.	Select a convenient date to allow many people to attend.
5.	When you choose a venue, look at the options from your guests' viewpoint./ Make sure that the location is safe and well-lit, easily accessible and with plenty of parking.	5.	Choose a venue that has many suitable facilities for your guests./ Choose a venue that is safe with easy access and sufficient parking.
6.	Costs can spiral out of control when you do not stay within a budget.	6.	Stay within your budget./Do not overspend.
7.	Test all technical equipment before the time to avoid a last-minute rush.	7.	Make sure that all technical equipment works properly.
8.	If you decide to serve food at your event, ensure that you respect cultural and religious variations; also accommodate those with special dietary requirements.	8.	Provide for the different dietary needs of the guests.

MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

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:

- **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**• 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.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 An online service aimed at preparing students for employment. ✓ (1)
- 3.2 Students who want to enter the world of work./People who have completed their studies and want to begin work. ✓ (1)
- 3.3 To emphasise the smooth transition from the world of learning to the world of work./'ReadytoWork' is the (brand) name that is given to a service (provided/offered by the bank/ABSA.) ✓ (1)
- 3.4 'transition from education into the world of work' ✓ (1)
- 3.5 critical ✓ (1)
- 3.6 The casual clothes the woman is wearing on the one side are appropriate for a student. ✓ The formal clothes on the other side are suitable for the working environment ✓ hence the advertisement prepares students for the working world. ✓

NOTE: Accept other suitable responses. A candidate can score 1 or 2 marks for an answer that is not well-substantiated. (3)

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

The slogan is effective because the words used are similar to those used at the start of a race: Ready. Set. Go. The word, 'Prosper' suggests a successful outcome to life with the support of ABSA./The slogan implies that life is like a race that you win and ABSA is going to support you on that race/journey.

OR

The slogan is not effective because not everyone is able to see the comparison with the start of a race. Therefore, the message/meaning of the slogan may be lost.

NOTE: The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated.

(2)
[10]

QUESTION 4: ANALYSING A CARTOON

- 4.1 4.1.1 Calvin is not smiling/is frowning./Calvin is gripping the page firmly/his arms are outstretched./ Calvin is staring at the page/wide – eyed.✓ (1)
- 4.1.2 Calvin does not know the answer to the question./Calvin does not know how to explain Newton's First Law of Motion.✓
- NOTE:** Accept any ONE of the above answers. (1)
- 4.1.3 D/explanation.✓ (1)
- 4.2 To show that Calvin has found a way to answer the question.✓ (1)
- 4.3 He has interpreted the question literally./He has provided meaningless words as an answer. ✓ (1)
- 4.4 4.4.1 Calvin is leaning backwards. ✓
Calvin's arms are folded behind his head. ✓
Calvin is laughing/smiling.✓
- NOTE:** The **action** must be described. Accept any TWO of the above answers. (2)
- 4.4.2 Calvin feels happy/relieved (because he thinks that he has answered the question correctly).✓
- NOTE:** The **feeling** must be explained. (1)
- 4.5 Open-ended. Accept a suitable response, e.g.

Yes

Humour is created when Calvin sees a loophole in the question. He uses his 'own words' which is a ridiculous response.

OR

No

Not everyone will know what a loophole is and will, therefore, not find this cartoon funny. Calvin's answer might seem foolish/meaningless.

NOTE: Do not award a mark for Yes or No.
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

- 5.1 5.1.1 (a) off✓ (1)
(b) is✓ (1)
(c) livelihoods✓ (1)
(d) It's/ It is✓ (1)
- 5.1.2 fungus✓ (1)
- 5.1.3 The taste and aroma will be altered by the climate change.✓ (1)
- 5.1.4 isn't it/is it not✓ (1)
- 5.1.5 Mario Cerutti said that they✓ had✓ a cloud hovering over their✓ heads.
NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation and word order. (4)
- 5.1.6 Climate change cannot/can not/can't have a significant effect in the short term.✓ (1)
- 5.1.7 Not only does she have a cup of coffee,✓ she also has toasted bread.✓
- OR**
- Not only does she have a cup of coffee,✓ she has toasted bread too/as well.✓
- OR**
- Not only does she have a cup of coffee,✓ but also toasted bread.✓
- NOTE:** The underlined phrases are interchangeable. (2)
- 5.2 5.2.1 Wayne van Niekerk will/is going to win an award for the best male athlete in the association of National Olympic Committees Awards.✓ (1)
- 5.2.2 (smashed) – verb ✓
(world) – adjective ✓ (2)
- 5.2.3 better✓ (1)
- 5.2.4 competition✓ (1)
- 5.2.5 In a democratic country, the race of a person does not matter.✓
- OR**
- They race against time.✓
- NOTE:** Accept other suitable responses. (1)

TOTAL SECTION C: 40
GRAND TOTAL: 80