



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

FEBRUARY/MARCH 2018

MARKING GUIDELINES

MARKS: 80

These marking guidelines consist of 10 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This marking guideline 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.

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 1.1.1 A learner's academic ability. ✓
Their field of interest. ✓
The field that offers the best opportunity. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.1.2 Matric learners have a wider choice of career opportunities. ✓ (1)
- 1.2 To attract young people to careers in this field of study ✓ and to help protect invaluable ocean resources and the coastline. ✓ (2)
- 1.3 1.3.1 'piloted' ✓ (1)
- 1.3.2 The format is the same. ✓ (1)
- 1.3.3 Not much research has been done on the ocean (and its resources.) ✓ (1)
- 1.4 1.4.1 The learners are not real biologists. ✓ They only completed the five- day course successfully. ✓ / The term is used in a unique way ✓ because a distinction is being made by using the word 'young'. ✓ / It is the name of the course. ✓ (2)
- 1.4.2 They were volunteers and were therefore not paid. ✓ (1)
- 1.4.3 B/ being impressive. ✓ (1)
- 1.4.4 The course must give learners practical experience ✓ in order to give them a better understanding of the ocean and its resources. ✓ (2)
- 1.5 She is passionate about what she does/penguins. ✓
She is committed to her work./She is hardworking. ✓
She does not expect money/remuneration for the work she does. ✓
She is willing to share her expertise/experience/knowledge freely. ✓
- NOTE:** Accept any ONE of the above answers. (1)
- 1.6 To show how learners can benefit from the course by being awarded bursaries. ✓
It also inspires learners to pursue this course. ✓
It shows the progress/success of the course. ✓
- NOTE:** Accept any TWO of the above answers. (2)

- 1.7 No. Marine scientists spend about three weeks in the ocean✓ and the rest of the time they do research and analysis of information and data. ✓

NOTE: Do not award a mark for No only. (2)

- 1.8 Students enrolled for Marine Sciences would need to be close to the ocean for practical experience in the subject.✓ (1)

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

Yes. Learners are made aware of the possibilities the Young Biologists course offers. It shows them how it can lead to job creation. It explains the benefits of doing the course.

OR

No. Learners might not want to study Marine Sciences as it is a fairly new subject and it is still in the implementation phase. The article does not state clearly how learners who stay away from the coast will be able to pursue this course.

NOTE: Do not award a mark for Yes/No. Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)

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

The title is suitable because the article focuses on marine/ocean studies for learners./The title is suitable as there is a pun on the word 'diving'. Marine studies involve some diving and it could also suggest that youngsters are very keen to do ocean studies.

OR

It is not suitable as not many youngsters are doing Marine Sciences at the moment as it is still being introduced./ Marine Sciences does not involve much diving as more time is spent doing research.

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

- 1.11 teenagers✓ (1)

- 1.12 No. The graph indicates that fewer than 200 teenagers are concerned with the cost of making a call. (1)

- 1.13 The bar graph conveys the idea that the largest number of teenagers text because they are able to multitask. (2)

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

Yes.

The image of the cellphone is linked to the contents of the bar graph and therefore, will give the reader an immediate indication of what the graph is about.

OR

No.

The bar graph is self-explanatory and the image of the cellphone does not serve any purpose.

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

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.	' Asking a good question tells the speaker that the listener has not only heard what was said, but also understood it well enough to want additional information. '	1.	Ask relevant questions to show understanding (and a desire for more information).
2.	'Good listening is characterised by the creation of a safe environment in which issues and differences could be discussed openly. '	2.	Create a safe environment (to allow for open discussion).
3.	'Good listeners may challenge assumptions and disagree , but the person being listened to feels the listener is trying to help, not wanting to win an argument. '	3.	Question assumptions and raise different views politely./Be polite when disagreeing.
4.	'Good listeners never try to hijack the conversation so that they or their issues become the subject of discussion.'	4.	Avoid taking over a conversation (by deviating from the current subject matter/by discussing your issues).
5.	' Good listening includes some feedback provided in a way others would accept and that opens up alternative paths to consider.'	5.	Give acceptable feedback.
6.	'However, a good listener makes the speaker feel better by not merely passively absorbing, but by being actively involved. '	6.	Be actively involved (instead of just accepting whatever is said).
7.	' A good listener clears away distractions like phones and laptops, focusing attention on the other person.'	7.	Put away any item that will distract you./Focus undivided attention on the speaker./Focus on the speaker.
8.	' Appropriate eye-contact is made to show attentive listening.'	8.	Make proper eye-contact with the speaker.

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**NOTE:**

- **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 Sore Throat Spray/A.Vogel Sore Throat Spray✓ (1)
- 3.2 To attract the reader's attention./It is used for emphasis. ✓ (1)
- 3.3 The image of the thorny stem conveys the idea of a sore/painful throat/severe pain/irritation in the throat ✓ which feels as if there are thorns in one's throat. ✓ (2)
- 3.4 prefix✓ (1)
- 3.5 'Clinically proven'✓ (1)
- 3.6 This proves that A.Vogel is an established brand in the manufacture of natural health products./A brand that has enormous experience in the manufacture of natural health products. ✓ (1)
- 3.7 By calling the telephone number provided/by visiting the website provided. ✓ (1)
- 3.8 Open-ended. Accept a suitable response, e.g.

Yes. The advertisement is convincing because it is about a product manufactured by a well-established brand (since 1923)./ It promises to be 'fast acting' to relieve the pain and inflammation of a sore throat/is made of natural and organic ingredients/is clinically proven and therefore reliable. As a result, one would be persuaded to use this product.

OR

No. It is not effective because the information provided is not conclusive enough/ there is not enough evidence that this product will work/the information provided is contradictory because the headline states that the pain will be sprayed away while the body copy refers to the product providing relief and not stopping the pain entirely.

NOTE: Do not award a mark for Yes/No. 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 The newspaper covers her face. ✓ (1)

4.2 She scares/shocks Mother Anderson with the life-size emoji. ✓ (1)

4.3 Thandi expects Mother Anderson to buy her first emoji ✓ / Thandi expects Mother Anderson to invest in this venture to create life-size emojis. ✓

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

4.4 4.4.1 The cartoonist uses the word 'SLAM'. ✓
The word 'SLAM' is written in large font. ✓
The word 'SLAM' is written in bold font. ✓
Double exclamation marks are used. ✓
The movement lines.

✓

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

4.4.2 The shape of the mouth of the emoji ✓ shows that Thandi is not happy. ✓

OR

The raised eyebrows of the emoji ✓ show that Thandi is angry. ✓ (2)

4.4.3 Entrepreneur/entrepreneurship/entrepreneurism/entrepreneurialism ✓ (1)

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

Yes. Thandi has scared Mother Anderson with the emoji. Mother Anderson is relaxed while reading the newspaper and does not deserve to be disturbed./ Thandi has used the wrong approach to ask Mother Anderson to support her venture.

OR

No. Mother Anderson should support Thandi as she is making an attempt to start a business./ Thandi does not deliberately try to scare Mother Anderson.

NOTE: Do not award a mark for Yes/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) than✓	(1)
		(b) recently✓	(1)
		(c) an✓	(1)
		(d) had✓	(1)
	5.1.2	celebrity✓	(1)
	5.1.3	B/century✓	(1)
	5.1.4	Huge/massive/colossal/enormous/big/gigantic/large✓	
		NOTE: Accept any ONE of the above answers.	(1)
	5.1.5	Did the officer return to claim his pets? ✓	(1)
	5.1.6	Children and adults are entertained by Admiral. ✓	(1)
	5.1.7	Accept a suitable response, e.g. They do not know whether he will return.✓	
		NOTE: The homophone must be used correctly in the sentence.	(1)
	5.1.8	She said that Admiral <u>was</u> the oldest tortoise in the country <u>then/at that time</u> and <u>played</u> a significant role in drawing tourists to the zoo.	
		NOTE: Award ONE mark for each underlined change and ONE mark for correct punctuation.	(4)
5.2	5.2.1	(a) I - (Personal) Pronoun✓ answer - (common) Noun✓	(2)
		(b) Apostrophe ✓	(1)
	5.2.2	more interesting✓	(1)
	5.2.3	The students did not/didn't know the answer. ✓	(1)
	5.2.4	doesn't he (?)/does he not (?)✓	(1)
		TOTAL SECTION C:	40
		GRAND TOTAL:	80