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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**FEBRUARY/MARCH 2018**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 10 pages.**

**NOTE:**

- These marking guidelines are intended as a guide for markers.
- It is by no means prescriptive or exhaustive.
- Candidates' responses should be considered on merit.
- Answers should be assessed holistically and points 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 longer 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/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 Younger children now own smartphones. (2)
- 1.2 The teenagers have a false sense of bravado and they do not feel responsible for what they say/post./They feel invincible because of the anonymity of social media./Teenagers will say anything on social media because they believe that in their anonymity, there will be no repercussions.  
[Award 2 marks for any single point.] (2)
- 1.3 The writer brings the topic into focus as it highlights the damaging effect of self-obsession which has been brought about by social media. The single line indicates a dramatic change from one aspect of the topic to another. [Award no more than 1 mark.] (2)
- 1.4 Those who should avoid exposure actually put themselves in the spotlight, which jeopardises their already fragile self-esteem. The ones most fragile are the ones most affected. [Award no more than 1 mark.] (2)
- 1.5 The writer's use of deprecating terms such as 'selfie-holics', 'democratiser' and 'curating' underscore her aversion to the narcissism and dishonesty presented by the range of applications. She is critical of the teenagers' obsession with social media. She is contemptuous of the illusion of perfection that is afforded by the applications on social media.  
[Award 3 marks for TWO points well-discussed OR for THREE distinct ideas.] (3)
- 1.6 The writer's tone is critical/satirical/concerned. Teenagers have an unhealthy obsession ('Teens can spend hours fixating') with image. The writer is of the opinion that teenagers are willing participants who are brainwashed by social media.  
[Award 1 mark for the identification of a tone and 2 marks for a well-developed discussion.] (3)
- 1.7 Paragraph 9 fully supports the idea that social media can be seen as 'a toxic mirror'./The poison ('toxic') spread by social media is responsible for the damage caused to people's health. The writer has established that the wellness industry, which pervades the internet, paradoxically makes people unwell. The claim that wellness is a 'stealthy cover' for unhealthy habits is justified and validated by the factual information provided, e.g. the analysis of 50 websites. (3)

1.8 YES

The conclusion is cautionary and advisory. After the negative concerns raised, the writer gives constructive advice to parents on how to engage their children in dialogue on their self-image. The rhetorical questions allow the reader to reflect and the conclusion presents the role parents have to take, which is more comprehensive than their 'digital parenting', referred to in paragraph 1.

**OR**

NO

A good conclusion often gives an answer to the problem posed in the preceding paragraphs. The conclusion is not a good conclusion because instead of solving the problem of children's self-esteem by giving concrete advice, it starts off with four questions. After the questions there is only flimsy advice on how to deal with the situation.

[Credit valid alternative/mixed responses.] (3)

1.9 The woman has no discerning features; this makes her representative of women in general and attracts the attention of a wider female audience. (2)

1.10 The statistics reveal the negative impact of social media on body image. The revelation that 80% of women are disheartened by their image in the mirror is alarming and a matter of concern./Statistics often get used to give credibility to claims. It makes an argument more believable as it is not based on opinions, but facts. The statistics emphasise that the majority of women suffer from a low body image and the percentage is on the rise. (2)

1.11 The combined effect of the elated figure and the positive connotations of the written text reinforce the importance of well-being and self-worth. (2)

1.12 YES

Text B supports and clarifies the views expressed in paragraphs 6 and 7. The quotation, 'If I could, my body would look different' reveals that the woman feels inadequate and therefore has to 'really work' at improving herself. In addition, an illusion is created to influence the perceptions of others. The quest for improvement has been brought about by negative perceptions of their body image, as depicted in Text B. Statistics such as '64% of women ... about their body' mirror the dissatisfaction with body image expressed by the young woman in paragraph 6 of Text A. The 'thumbs-down' icon in Text B gives the converse of the 'like' mentioned in paragraph 7.

[A NO response is unlikely, but consider each response on its merit.]

[Award full marks only if **both texts** are discussed.] (4)

**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 are to be credited in paragraph-form.

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

NO.	QUOTATIONS	NO.	POINTS
1	'Assertive communication is not about dominating a situation but rather allowing for collaboration between employees.'/'Open dialogue must be created so that all employees can participate.'	1	Assertive communication allows for open discussion and co-operation.
2	'Everyone should be encouraged to brainstorm to find solutions.'/'creates a platform where all possible solutions can be considered.'	2	Everyone should be encouraged to participate in finding solutions.
3	'Constructive criticism guides people rather than breaking them down.'/'it's more accurate to think of it as effective feedback.'	3	People are given direction when constructive criticism is given and this allows for growth.
4	'it is better to communicate with someone on a personal level first.'	4	A personal approach initially is important.
5	'To avoid one-sided dominance, go into each communication with an understanding of your goal and an open mind about how to get there.'	5	Always have an objective in mind and consider alternative perspectives.
6	'This includes understanding the context in which the communication occurs.'/'This requires you to get into a meeting with all the facts.'/'Conflict is reduced when there is a focus on facts.'	6	Be aware of the context/facts before embarking on a discussion.
7	'During the conversation be decisive rather than uncertain.'/'If you think and talk about yourself positively it creates an impression of credibility.'	7	Being assertive adds value to the impression made on others.
8	'When starting a conversation be careful of being accusatory.'/'You need to talk about the behaviour that is problematic, not the person.'	8	The issue should be the focus point in the conversation without being personal and emotional.
9	'Afterwards, draw up clear points about what was discussed and what is expected. This clarifies understanding and minimises confusion.'	9	A systematic approach will obviate misunderstanding between parties.

**PARAGRAPH-FORM**

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

Assertive communication allows for open discussion and everyone should be encouraged to participate in finding solutions. In this way, people are given direction and opportunities for growth. While it is important to have a personal approach, an objective must always be borne in mind and alternative perspectives must be considered. This means that the contextual facts must be ascertained prior to any discussion. Being assertive is an invaluable attribute. Furthermore, the issue should be the focus without being personal and emotional. This systematic approach will obviate misunderstanding between parties.

(85 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:**

- **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 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 rhetorical question engages the reader from the outset to identify with a common childhood experience./The rhetorical question encourages the reader not only to identify with the speaker but also to do introspection/reflect over personal experiences. (2)

3.2 YES

The advertiser's description of the persona's father as 'our kind of guy' shows the qualities and values to which the company subscribes, such as commitment and perseverance.

**OR**

NO

The advertiser's reference to the persona's father as 'our kind of guy' is disingenuous. Their alleged approval of an unknown person does not conform to the criteria that apply in the world of finance. (2)

3.3 The image of the two children in the foreground is striking and bold. Their pose and facial expression reveal strength and resolve. Their stances are synchronised, suggesting that they are being guided. The reader is struck by the determination and enthusiasm of the young 'go-getters'. Allan Gray purports to promote these qualities./The two children, differing in sizes, colour and possibly gender broaden the target market/audience spectrum and allow (future/possible investors) to engage with the text.

[Credit responses that refer to the setting.] (3)



- 3.4
- The advertiser cleverly involves the reader through the **anecdotal style** and frequent use of the **second-person pronoun**.
  - A **narrative style** is achieved, by including a realistic scenario, making the text accessible to a wider audience.
  - The writer uses a **variety of long and short sentences** that adds **credibility** to the passage; the passage flows because of conjunctions such as 'and' and 'so'. The **repetition of conjunctions** adds a rhythmic effect to the text.
  - The **tone** is **conversational**, e.g. 'Did you ever ...', and the diction is informal, e.g. 'nagged your folks' and 'And it was awesome.'
  - The use of **alliteration**, e.g. 'whole wide world wanted ...' is catchy and engages the reader/it is also **hyperbolic**. This makes the advertisement more appealing as the expression resonates with parents.

[Award 3 marks for TWO styles, well-elaborated.]

(3)

**[10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- 4.1 Initially, the boy and girl are riveted to the screen and are eagerly waiting for their programme to restart. The reclining position of the children indicates that they have let their guards down leaving them more susceptible to absorb what is being said. (2)
- 4.2 The woman in Frame 4 is smiling broadly as she promotes the product. The mother, on the other hand, is horrified at the antics of her children as they slide down the hill. She realises that they are creating more work for her.
- [Credit reference to appearance versus reality.]
- [Award only 1 mark if a candidate provides descriptions of the facial expressions such as 'enthusiastic' and 'horrified'.] (2)
- 4.3 The visual elements are effective as the cartoonist depicts the impact of the advertisement on the observers. The small silhouetted figures show that the children's stature has been diminished in the face of the overwhelming message of the advertiser. They are dwarfed by the large speech bubble emanating from the television broadcast. They are willing participants who have reacted unthinkingly.
- [Award 3 marks only if a comment is made.]
- [Award no more than 2 marks if one element is discussed.] (3)
- 4.4 The cartoonist ridicules the manner in which children react to advertising. The folly of blindly following persuasive advertising is illustrated effectively by highlighting the children's gullibility. The children are bemused by the mother's realistic reaction to their escapade./The writer is critical of advertisers who distort reality in order to sell their products. He satirises the misleading nature of television advertisements. versus real life. The washing powder only works with a real effort of applying labour. The children are fooled by the advertisement and believe that they could also experience the happy world of television characters. However, their mother is angry because she has to deal with the reality of dirty clothes. Not everything that is presented on television should be believed.
- [Credit cogent alternative responses.] (3)

**[10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

5.1	is – are	(1)
5.2	I was rushing around .../I was clutching.../People were rushing around.../People were clutching ...  [Credit a contextually valid subject]	(1)
5.3	You  [Award a mark if the candidate has added an appropriate verb, e.g. You (must/should).]	(1)
5.4	I have often been advised by well-meaning people.	(1)
5.5	You either get cabin fever or you see something that needs fixing./One either gets cabin fever or sees something that needs fixing.	(1)
5.6	It indicates plural possession	(1)
5.7	The brackets enclose additional information/An aside	(1)
5.8	Amount – number	(1)
5.9	leave/ignore  [Accept suitable contextually valid alternatives.]	(1)
5.10	delete – deplete	(1)
		<b>[10]</b>
<b>TOTAL SECTION C:</b>		<b>30</b>
<b>GRAND TOTAL:</b>		<b>70</b>