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# basic education

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

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**2021**

**MARKING GUIDELINES**

**MARKS: 80**

**TIME: 2 hours**

**These marking guidelines consist of 11 pages.**

## INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion.
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      1.1.1      C/2000 to 2099✓ (1)
- 1.1.2      'senior citizens'✓ (1)
- 1.2      The population of Africa will increase.✓ (1)
- 1.3      The increase in the number of youth✓ is likely to have a positive impact on the economy (of the African continent).✓ (2)
- 1.4      1.4.1      To emphasise the huge responsibility✓ that Masala has in raising many children.✓ (2)
- 1.4.2      The children's shoes are described as 'battered'.✓ (1)
- 1.5      1.5.1      The children's lives revolve around Masala.✓
- NOTE:** Accept other suitable responses that show an understanding of the word 'orbit'. (1)
- 1.5.2      Masala is kind/caring/committed/selfless✓ as she is prepared to sacrifice her time/money/energy to care for the children.✓
- NOTE:** Accept other suitable synonyms that show Masala's positive characteristics. (2)
- 1.6      The elderly have an important role to play in sharing✓ information and expertise.✓ (2)
- 1.7      1.7.1      To indicate that the grannies do not arrive at the youth organisation at the same time./They come in slowly.✓ (1)
- 1.7.2      Crafts✓  
Support groups✓  
Sports/soccer✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.8      1.8.1      Homework✓  
Preparation of meals✓  
Drawing up a family budget✓  
Listening to Masala's problems.✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.8.2      She has a limited source of income to raise a large family.✓  
Her house is too small for such a large family.✓ (2)

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

Yes.

The passage is mainly about the Masala family; therefore, it is fitting that the concluding paragraph should make reference to them. The essence of the passage is captured in the reference to the grandchildren composing a rap song showing appreciation to their grandmother.

**OR**

No.

The concluding paragraph is not appropriate because it ends the passage abruptly, with direct speech. It does not consolidate the passage by focusing on the general idea of the role that the elderly play in shaping the lives of the youth.

**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. Accept a combination answer.

(2)

- 1.10 The title, is suitable because the passage focuses on the important role that the elderly play in supporting and shaping young people. In order to assist young people, senior citizens must be supported.

**OR**

The title is not suitable because it is generalised. The passage, however, focuses mainly on the case study of the Masala family. If the passage contained more examples of the support of the youth by the elderly, then the title would have been suitable.

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

(2)

- 1.11 The person in the visual is lying in bed and is awake.✓  
 The clock indicates that it is late (and the person is not yet sleeping).✓  
 The lamp is still on.✓  
 The person is looking sleepy (eyes are partly closed) but is still awake.✓

**NOTE:** Accept any TWO of the above.

(2)

1.12 The line that appears across Visual 3 indicates beverages (like wine and a caffeinated hot drink) that must be avoided to prevent insomnia.✓ (1)

1.13 One must not use a cellphone before going to bed./An insomniac can use a cellphone to search the internet for tips on how to deal with insomnia.✓ (1)

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

Yes.

The visual of people jogging is effective because it suggests that when people jog/exercise, they can sleep better, thus avoiding insomnia.

**OR**

No.

The visual of people jogging is vague. It is not clear to the reader whether jogging can cause insomnia or prevent it, as there is no heading.

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

**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.	'The younger generation needs to be able to change jobs more often as companies are hiring workers on a contract basis.'	1.	Be able to seek new employment frequently.
2.	'... workers will have to be flexible and constantly adjust to new work environments.'	2.	Be able to adapt to different places of employment.
3.	'Companies will look for people who can work creatively.'	3.	Be creative/innovative/imaginative in the work that one does.
4.	'...the ability to work with different people will become more valuable in order to relate to changing teams in the workplace.'	4.	Be able to work with diverse teams that regularly change.
5.	'People who have interpersonal skills will be in demand by employers.'	5.	Have good human relations.
6.	'... those who are constantly keeping up with technological changes will be the ones to succeed in the workplace.'	6.	Keep abreast of changes in technology./ Constantly upgrade your technological skills/qualifications.
7.	'... showcasing oneself and one's skills online is what is needed to build one's professional brand.'	7.	Be able to build your own brand on social media.
8.	'One must be competitive to stand out in an increasingly changing job market.'	8.	Strive to perform better than others in the workplace.

**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 Parents/Children✓

**OR**

People who prepare meals/people who eat fish/people who are health conscious.✓ (1)

3.2 C/alliteration✓ (1)

3.3 Fish fingers are made from fish that are harvested✓ from the sea.✓ (2)

3.4 'Big on Brain power'/'High in Omega 3'✓ (1)

3.5 Fish Fingers are personified as superheroes (Incredible Hake, Captain Crisp and Omega Mind)✓ that assist moms to provide meals that are tasty and nutritious.✓

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

3.6 The number **24** indicates the number of fish finger portions (in the box).✓ (1)

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

Yes.

The nutritious benefits of fish fingers are clearly indicated by the fact that the product has protein and Omega 3. This will appeal to mothers/parents who will buy the product because it is healthy for their children.

**OR**

No.

Fish fingers are processed foods therefore, the advertisement will not appeal to mothers/parents who prefer to give their families 'healthier' food.

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

(2)  
**[10]**

**QUESTION 4: ANALYSING A CARTOON**

- 4.1 4.1.1 The ellipsis is used to suggest that Helga has not completed listing the many/different chores she has to do.✓/The ellipsis is used to show Helga's build-up of frustration. (1)

- 4.1.2 Helga's arms are outstretched while Hagar has his arms folded.✓✓  
Helga's mouth is wide open while Hagar's is closed/not visible.✓✓  
Helga is standing/leaning forward but Hagar is sitting on a chair.✓✓  
Helga is angry while Hagar is calm/relaxed.✓✓

**NOTE:** Accept any ONE of the above combinations. The contrast must be clear. Award 2 or 0 marks. (2)

- 4.2 Helga's words are printed in bold.✓  
The use of an exclamation mark /double punctuation marks (question mark and exclamation mark).✓  
Her mouth is wide open.✓  
The lines in front of her mouth (indicate that she is shouting).✓

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

- 4.3 4.3.1 Hagar's words, in FRAME 6 are an anti-climax to/the opposite of✓ what Helga is expecting as an answer from him.✓ (2)

- 4.3.2 The doctor treated the patient.✓

**NOTE:** Accept other grammatically correct sentences. (1)

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

Yes.

Helga has been busy doing all the household chores. Hagar does not assist her, yet he expects her to bring him a snack. Her anger towards him is, therefore, justified.

**OR**

No.

Helga does not have to shout at Hagar. She should have spoken to him politely stating that she is busy and that he should fetch/prepare his own snack.

**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. Accept a combination answer.

(2)  
**[10]**

**QUESTION 5: LANGUAGE AND EDITING SKILLS**

5.1	5.1.1	(a) healthier✓	(1)
		(b) It's/It is✓	(1)
		(c) a✓	(1)
		(d) unhealthy✓	(1)
	5.1.2	A month later, you found yourself back at the fast-food drive-through.✓	(1)
	5.1.3	isn't it /is it not?✓	(1)
	5.1.4	Diabetes can be caused by foods with high amounts of sugar.✓	(1)
	5.1.5	important/significant/vital✓	
		<b>NOTE:</b> Accept any other suitable synonym.	(1)
	5.1.6	Lila does not/doesn't eat fast-food meals.✓	(1)
	5.1.7	Greig Jansen said that bad lunch choices <u>could</u> affect <u>his/her</u> health.	
		<b>NOTE:</b> Award ONE mark for each underlined change and ONE mark for correct punctuation.	(3)
	5.1.8	ingredients – noun✓	
		healthy – adjective✓	(2)
5.2	5.2.1	production✓	(1)
	5.2.2	Deforestation, which is the act of cutting trees without replacing them,✓harms the environment.✓	
		<b>NOTE:</b> Accept ANY other grammatically correct combination.	(2)
	5.2.3	better✓	(1)
	5.2.4	eight hundred and forty✓	(1)
	5.2.5	child✓	(1)
			<b>[20]</b>
<b>TOTAL SECTION C:</b>			<b>40</b>
<b>GRAND TOTAL:</b>			<b>80</b>