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# **basic education**

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Department:  
Basic Education

**REPUBLIC OF SOUTH AFRICA**

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

**ENGLISH HOME LANGUAGE P1**

**2023**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 9 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 is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/OPINION. 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 to the correct answer AND/OR the answer written out in full.

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

- 1.1 The response of a South African, is to lighten the tension through humour (1), when facing a crisis (1).

[Award 1 mark for lifting.] (2)

- 1.2 People have access to news around the world through social media platforms. (1)/Social media allows people to find interesting ways to comment on the news. (2)

[Award 1 mark for lifting.] (2)

- 1.3 The use of a question at the beginning of the paragraph introduces the writer's argument/engages the reader's interest.

[Award 2 marks for one idea.] (2)

- 1.4 The writer presents a favourable (biased) view of 'pavement radio', where he suggests that it is an uncensored form of communication which challenges official information. This view ignores the possibility of misinformation being spread via unofficial channels.

**OR**

The writer cites academic research on 'pavement radio' in the South African context which objectively presents this form of communication as an effective method of social and political commentary to counteract propaganda.

[Award 3 marks only if a comment is made.]  
[Credit mixed responses.] (3)

- 1.5 Humour helps to build the community through integrating the traditional practices of storytelling and the communal interpretation of the narratives into the creation of humour. This practice unifies people in their common experience of enduring stressful situations.

[Award 3 marks for two ideas well-discussed.] (3)

- 1.6 The diction conveys the writer's distrust of the mainstream media. He refers to it as tainted: it is 'tightly controlled' by the authorities and 'compliant' which causes 'widespread distrust'. 'Widespread corruption' limits the credibility of the mainstream media and so generates a lack of respect on the part of the citizens.

[Award 1 mark for identification of attitude and 2 marks for any ONE example of diction well-discussed.] (3)

- 1.7 The paragraph underscores the writer's argument that the people were easily manipulated by mainstream media. It is a concise assertion that draws the reader in by showing empathy with the common plight of the man in the street/there is a distrust of official channels and humour is used as an antidote to disturbing issues.  
[Award 1 mark for impact and 2 marks only if a critical comment is made.]  
[Credit valid alternative responses.] (3)
- 1.8 The conclusion is valid as the writer cautions us that we need to take 'pavement' media seriously. He further recommends that an understanding of this culture and how it functions will enable us to address the current problems more effectively. He ends off with the paradox that humour and jokes are actually deadly serious which suggests their immense impact as well as the serious issues they are addressing.  
[Award 3 marks only if two valid aspects are discussed.]  
[Credit valid alternative responses.] (3)
- 1.9 The woman is depicted as suffering hardship/being trapped by deadly forces/looking anxious/holding a begging bowl in her hand/carrying a baby on her back/wearing broken shoes/crying. These reveal her poverty and vulnerability.  
[Award 2 marks for two distinct points.]  
[Credit reference to the position of the woman in the cartoon.] (2)
- 1.10 The poor character is hemmed in by the looming monster made up of Covid-19 viruses and the figure of the grim reaper (poverty and hunger) with outstretched arms and a scythe. The cemetery in the background represents death. These threats suggest that her situation is hopeless and she is caught between 'a rock and a hard place'. This captures the cartoonist's message that there is no way out of her dire situation.  
[Award 3 marks only if both the visual and verbal cues are commented on.] (3)
- 1.11 Paragraph 9 of Text A highlights the trauma and stresses caused by Covid-19/racial and socio-economic inequalities. In Text B, the crises of poverty and hunger are presented alongside the deadly Covid-19 pandemic. 'The daily tally of the infected and dead' referred to in Text A, is represented by the cemetery in Text B. Text B depicts the seriousness of the situation in a graphic manner.  
**OR**  
Paragraph 9 of Text A discusses how humour is used as 'a coping mechanism' for removing the 'sting' of the problems caused by Covid-19/racial and socio-economic inequalities. However, Text B foregrounds the pain and suffering caused by Covid-19; it does not use humour as 'a coping mechanism'. Text B shows that there is nothing humorous that could alleviate the sense of anguish or diminish the harrowing situation which is represented.  
[Award 4 marks only if the candidate has made reference to both paragraph 9 of Text A and Text B.]  
[Credit a mixed response.] (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	'Less obvious, but more important is to understand that the brain of teenagers is only about 80% complete by adolescence.'	1	Teenagers do not have a fully developed brain.
2	'Teenagers are wired for risk-taking, novelty and reward-seeking.'	2	Teenagers engage in risky behaviour.
3	'But the frontal and pre-frontal cortex, the parts of the brain responsible for executive functions, cause and effect, empathy and impulse control, are not fully connected until the mid-20s.'	3	Key areas of the brain which control actions, understanding and impulsivity are undeveloped until young adulthood.
4	'They lack the split-second decision-making ability that might warn them of possible danger.'	4	They are unable to act decisively in a tricky situation.
5	'Teens are impressionable which makes them absorb information easily.'	5	Teenagers are impressionable and are more receptive to information.
6	'But being so open also makes them susceptible to danger.'	6	Their lack of discernment makes teenagers vulnerable.
7	'... the digital invasion has resulted in the most overstimulated generation in history. Their heightened reward centres will respond to good marks at school, but will also keep them hooked to 'likes' on their phones and to the repetition of playing and winning digital games.'	7	Teenagers respond positively to rewards due to the influence of the digital age.
8	'The teen brain can get addicted harder, faster and for longer than an adult brain, with permanent damage in some cases.'	8	Teenagers are prone to harmful, addictive tendencies.
9	'But they're also at an age of self-discovery and identity-seeking, and respond well to scientific facts and data.'	9	Teenagers are drawn to scientific information, on their journey of self-discovery and identity-seeking.
10	'... teen rebellion, withdrawal, or a stubborn lack of communication is often the result of parents getting in the way via preaching, knowing better, or just wanting to be protective.'	10	Parents who are overbearing cause rebellious behaviour from their teenager.
11	'Teens are in a period of preparation towards integrated behaviour and realistic goal setting.'	11	Teenagers are being prepared for the real world.

**PARAGRAPH FORM**

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

Teenagers do not have a fully developed brain. Key areas of the brain which control actions, understanding and impulsivity are undeveloped until young adulthood. Consequently, teenagers engage in risky behaviour. They are unable to act decisively in tricky situations. Although teenagers are able to absorb scientific information easily, their lack of discernment makes them vulnerable to various media and they respond positively to rewards due to the influence of the digital age. In addition, they are prone to addictive tendencies. Parents must avoid being overbearing, as this will encourage rebellious behaviour. They should acknowledge that their teenager is preparing to take on adult responsibilities.

(104 words including all possible points)

**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 quotations: award no language mark
  - 4–5 quotations: award 1 language mark
  - 2–3 quotations: award 2 language marks

**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 It is a mail service that delivers post directly to clients./It is a mail service that distributes promotional material.

[Award 1 mark for the correct identification of the service and 1 mark for the description.]

(2)

- 3.2 The advertiser claims that advertising on a screen can be easily ignored by the viewer. However, direct mail is compelling and cannot be cast aside/ignored. This makes it a more aggressive/bolder medium of advertising and hence more effective.

[Award 3 marks only if a comment is made.]

(3)

- 3.3 **YES**

The advertiser is encouraging the consumer to use direct marketing to advertise as it promotes immediate marketing in real time. The woman in the picture is enjoying the experience one can have as a benefit of direct marketing ('in a one-on-one personal and measurable way'). The lollipop is foregrounded/is the focal point of the advertisement. The thought bubbles invite/entice the reader to 'imagine' the sensory experience as well.

**OR**

**NO**

The image has no direct relationship with the advertiser or the service being offered. Sweets are universally desirable and anticipated whereas the products which could be distributed via the Post Office's direct mail, could be spam or irrelevant to the customer, and so immediately discarded. There is no guarantee that the customer will be more engaged through this service than through electronic marketing.

[Award 3 marks only if the candidate refers to both the visual image and the message of the advertisement.]

[Credit a mixed response.]

(3)



- 3.4 The ellipsis is used to indicate ongoing thought/stimulate the imagination. (1)
- 3.5 You (can)/He (can)/She (can)/We (can)/They (can)/One (can)/  
A customer (can)/Customers (can)
- [Credit the use of a person's name.] (1)  
[Accept valid alternative responses.] [10]

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

- 4.1 Charlie Brown is happy/self-assured/excited as shown by his jaunty step/beaming smile/desire to change/outstretched arm showing the note/spoken words ('PROUD OF ME'/'MY YEAR OF DECISION').
- [Award 1 mark for the mood and 1 mark for an explanation.] (2)
- 4.2 In FRAME 4, Charlie's viewpoint is that he is committed to being a better and more decisive person. This is shown by his self-satisfied smile and bold stance. The cartoonist places him in a frame of his own. Lucy, by contrast, has chosen to wallow in self-pity and regret. This is indicated by her despairing look and outstretched arms, in FRAME 5. This decision is further highlighted in FRAME 6 by her downturned mouth and folded arms. Her verbal retort ('I'm going to cry over spilt milk') reinforces this view.
- [Award 3 marks only if reference is made to the viewpoints and depiction of both characters.] (3)
- 4.3 Despite Charlie's initial optimism in the introductory frames, in FRAME 10, he abandons his decision to be a better person after being defeated by Lucy's fatalistic attitude. Charlie is unable to convince himself or Lucy by the end of the cartoon. His weakness adds to the anti-climax of the final frame.
- OR**
- Charlie asks for validation from Lucy in FRAME 3, but is side-lined by Lucy's dominant and opinionated/self-absorbed personality. This leads to the ironic conclusion that Charlie becomes a victim of his own question and discards the paper in defeat.
- [Award 3 marks only if a critical comment is provided.] (3)
- 4.4 Lucy said (that) **she was** (1) going to spend **that** (1) whole year regretting the past. (2)
- [10]

**QUESTION 5: USING LANGUAGE CORRECTLY**

- 5.1 A TikToker with the username @papierice shared a video of a gadget **she/he** encountered while at an Airbnb.

**OR**

A TikToker with the username @papierice shared a video of a gadget encountered while at an Airbnb. (1)

- 5.2 host's/hosts' (1)

- 5.3 digitally (1)

- 5.4 air conditioner/air conditioning (1)

- 5.5 most accountable (1)

- 5.6 To upset someone considerably.

[Accept valid alternative responses that indicate the severity of the expression.] (1)

- 5.7 vacate/vacation (1)

- 5.8 declined/plummeted/dropped/dwindled

[Accept valid alternative responses in context.] (1)

- 5.9 With over 5.6 million active listings worldwide, Airbnb is filling a very important gap in the market, offering rentals perfect for flexible, adventure travellers looking for fuss-free bookings.

[Accept valid alternative responses.] (1)

- 5.10 A very important gap in the market **is being filled by** Airbnb. (1)

**[10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**