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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**FEBRUARY/MARCH 2017**

**MEMORANDUM**

**MARKS: 80**

**This memorandum consists of 10 pages.**

## INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This memorandum 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 is 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 dialectical 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 Coca-Cola✓  
*Drum (Magazine)/DRUM*✓ (2)
- 1.2 They are famous/unique✓ brands that have enjoyed sustained/prolonged success✓ in the market place.  
They are successful✓, well-established✓ brands.  
The reader will be able to relate✓ to these recognisable✓ brands.  
To highlight the importance ✓of successful branding.✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.3 To show that a brand does not have to refer only to a product or company✓ but to individuals as well. ✓/To highlight ✓ the surprising fact that an individual can, in fact, be a brand. ✓ (2)
- 1.4 The way you carry yourself in public and at work. ✓  
The values that you possess. ✓  
The commitment/enthusiasm/ love you put into your work. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.5 1.5.1 Values inspire you✓ so that love and diligence come through in everything that you do. ✓  
Values motivate you✓ to keep doing what you love. ✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.5.2 Nike is a famous and successful athletics brand that sells the idea of winning. ✓ One can be inspired by this brand to be a winner and thus build a successful personal brand. ✓
- NOTE:** Accept other suitable responses. (2)
- 1.6 B/dancers (1)
- 1.7 One tends to follow/emulate/copy✓ role models and not establish one's own personal brand.✓/One may change one's mind later✓when one's individuality becomes more established. ✓/One's own brand ✓should be based on one's personal passion/beliefs. ✓ (2)

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

She gives good advice because if you have good values like respect then you will be treated with respect. This will lead to your aims being achieved, thus building a successful personal brand.

**OR**

Her advice will not always work because one may have good values like respect but this may not always lead to one being treated with respect.

**NOTE:** Accept any TWO of the above answers. Allow for the candidates' ways of expressing realistic opinions. (2)

1.9 Image (1)

1.10 People who think alike/the same/think along the same lines/think in a similar way. (1)

1.11 The writer has decided to use the advice of these three individuals because they are experts on the subject of personal branding.✓ They are also individuals who have developed their own successful personal brands, therefore, the advice they give is reliable./They are credible sources/references. ✓ (2)

1.12 The writer uses the personal pronouns 'you' and 'your' throughout the passage✓ and in so doing is able to connect with the reader directly/it is as if the writer is having a personal conversation with the reader/addressing the reader directly.✓ This is effective in motivating/influencing the reader/striking a personal note with the reader to build his or her personal brand.✓

**NOTE:** Accept other suitable responses which show knowledge and understanding of the writing style. (3)

1.13 Spur BBQ Sauce✓  
Crosse & Blackwell Mayonnaise✓ (2)

1.14 Tabasco Pepper Sauce. (1)

1.15 It has a high sugar content./It has 32,5 g of sugar. (1)

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

The graph is effective in conveying the message because it clearly illustrates the sugar content of the products in comparison to a can of Coca-Cola by using teaspoons of sugar. The higher the number of teaspoons of sugar, the greater the sugar content.

**OR**

The graph is not effective because it appears too cluttered and therefore may be confusing for the reader to interpret.

**NOTE:** The above are merely examples. 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:

	<b>QUOTATIONS</b>		<b>FACTS</b> <b>(NOTE: Candidates may phrase the facts differently.)</b>
1.	"The first step to saving electricity is to install energy-saving lighting in your household which will use about 8% less electricity and last six times longer."	1.	Have your home fitted with energy-saving light bulbs.
2.	'The geyser consumes the biggest amount of electricity so switch off the geyser during the day.'	2.	Turn off your geyser during the day.
3.	While a hot shower is comforting, ensure that the temperature of the water is not too hot.'	3.	Take a shower that is not very hot.
4.	'Electrical appliances, like the television, continue to consume energy when they are plugged in or on standby, therefore unplug them when not in use.'	4.	Remove the plugs of electrical appliances from the sockets when they are not being used.
5.	'Consider that a gas stove can cost half as much to operate in comparison to an electric stove.'	5.	Use a gas stove rather than an electric one when cooking.
6.	'When using the kettle, boil only the exact amount of water that is needed.'	6.	Pour only the required amount of water to boil in the kettle.
7.	'Do not overload your refrigerator as more electricity will be used.'	7.	Limit the contents of your refrigerator.
8.	'When you spend more time indoors, you are certain to consume more electricity. Enjoy time outdoors and save energy at the same time.'	8.	Spend more time outside the home to avoid using too much electricity.

**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 quotes: award no language mark
  - 1–5 quotes: award 1 language mark

**NOTE:**

- **Format:** Even if the summary is presented in the incorrect format, it must be assessed.
- **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:**

- 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.

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

3.1 Department of Water and Sanitation (1)

3.2 Visual: The picture of a petrol gauge which is used to indicate that water levels in South Africa are running low.✓

Verbal: The headline, 'Almost Empty' OR the slogan, 'What if it was the last drop?' which highlights that water supplies in South Africa are very low.✓ (2)

3.3 Yearly (1)

3.4 Drier (1)

3.5 Definite article (1)

3.6 So that people can be encouraged to call the number in order to report wastage of water/water leaks/ find out more about water related issues.  
The telephone call can be made at no cost to the caller. (2)

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

The use of statistics is effective because the numbers reveal how serious South Africa's water problem is.

**OR**

The use of statistics is not effective because many people may not take the time to read the statistics. Thus, the message of the advertisement may not be effectively conveyed.

**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 Madam is texting ✓while driving✓ (2)

4.2 The word 'SCREECH!!' has been written in big, bold letters with a double exclamation mark. This suggests the loud, screeching sound that was made when Madam applied brakes suddenly.✓/The movement lines behind the front tyre and above the bonnet illustrate that the car came to a sudden stop when the brakes were applied. ✓/The close proximity of Madam's vehicle to the car in front of hers shows that she barely stopped in time. ✓

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

4.3 Eve is emphasising those words when she speaks./For emphasis. (1)

4.4 Frames 1 to 3 show that Madam almost meets with an accident✓ because she is texting while driving. ✓ In frame 4, it is ironical that Madam has not learnt her lesson as she continues to text while driving. ✓ (3)

4.5 Open-ended. Accept a suitable response, e.g.  
The cartoon is effective in conveying the message that it is dangerous to text and drive at the same time./The cartoon is effective in conveying the message that one can meet with an accident if one texts and drives at the same time./The cartoon effectively conveys the message that human nature is such that, like Madam, we often do not learn from our mistakes and continue with harmful habits.

**OR**

The cartoon is not effective in conveying the message that texting while driving is dangerous because although Madam has had a close call, she did not learn her lesson.

**NOTE:** 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 TEXT F**

- 5.1.1 (a) museums (1)  
 (b) at (1)  
 (c) you've/you have (1)  
 (d) have (1)

5.1.2 Some children will be✓ spending✓ more than four hours playing with gadgets. (2)

5.1.3 That sounds bad, doesn't it?/  
 That sounds bad, does it not?

**NOTE:** Award only 1 mark if the correct tag has been added without the correct punctuation marks. (2)

5.1.4 attract/focus/fascinate (1)

5.1.5 technology✓ (1)

5.1.6 C/great value. (1)

5.1.7 Stephen said that there was✓ no doubt those✓ buckets and spades would✓ soon be forgotten.

**NOTE:** Award ONE mark for each underlined change and ONE mark for the use of correct punctuation throughout. (4)

**5.2 TEXT G**

5.2.1 per month (1)

5.2.2 independence (1)

5.2.3 The car does not/doesn't have seven airbags. (1)

5.2.4 The car has airbags which/that will protect the occupants in an accident./The car has airbags to protect the occupants in an accident. (1)

5.2.5 The windscreen wipers were used by the driver. (1)  
**[20]**

**TOTAL SECTION C: 40**  
**GRAND TOTAL: 80**