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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2020

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 writer gives the context of her argument/involves the reader in the discussion that will ensue./ The writer uses a short 3-word sentence for a dramatic start or introduction/gives an immediate setting/evokes curiosity.

[Award 2 marks for any ONE point.] (2)

- 1.2 The justice system is lagging behind. (2)

- 1.3
- Participants in the #metoo movement, were victims of abuse, and by joining #metoo, they are reliving their own abuse.
 - The writer sympathises with the victims because some people taunt and trivialise their experiences when they share it on social media.
 - It is difficult to share traumatic experiences of very sensitive, private issues; it requires great courage and strength to do so.
 - The victims of abuse ('voiceless and unheard many') are powerless in the face of powerful people and have no choice but to revert to social media.

[Award 2 marks for any ONE point.] (2)

- 1.4
- The writer implies that there are many powerful people, in addition to well-known public figures, who are guilty of abuse. The word 'sadly' implies that it is a travesty of justice that not all perpetrators are brought to book.
 - Credit candidates who make reference to the aside as a stylistic device, e.g. the writer uses the aside to emphasise his attitude toward powerful people who abuse others./The writer is confiding in the reader.

[Credit a mixed response.] (3)

- 1.5 In paragraph 4, the writer is sympathetic toward victims of abuse and justifies their exposure of perpetrators. Trial by media is deemed acceptable in these instances. In paragraph 5, as a lawyer, her sympathy is directed to those whom she knows and represents. She opposes the 'social media feeding frenzy' that is unleashed before an actual hearing in court. Her partisan approach is evident. (3)

- 1.6 The writer uses emotive/credible expressions, e.g. 'our lives could be in tatters' to evoke the reader's sympathy for those unfairly targeted by social media users. Colloquial phrases, e.g. 'worked our socks off' and 'rubbished unfairly' engage the reader in the writer's frustration that his hard work was to no avail. It also conveys the writer's indignation at the impact of character assassination on individuals.

[Award 3 marks for a discussion of any TWO examples of diction.] (3)

- 1.7 The writer's tone is one of frustration and anger as he acknowledges that there is no recourse or consequences for what people post on social media platforms. The neologism 'cyber-libeller' hints at a menacing presence on social media. False accusations cross borders, reaching global audiences, as highlighted in 'Cape Town or Cairo'. The writer's rejection of this practice is evident in the metaphors relating to vile images of 'bile' being 'spewed' out by those who wish to destroy others. The writer is disgusted.

[Award 3 marks for the identification of tone, and a discussion.]

[Accept synonyms that have negative connotations.]

(3)

- 1.8 Initially, social media were created to connect people on a global scale. They were not held accountable for posts on these platforms. Their defiance at being regarded as publishers who can be held accountable, is emphasised by the staccato style/the isolation of each word as a separate 'sentence' in, 'They. Do. Not. Like. It.' In paragraph 10, the writer concludes that social media giants should take responsibility for libellous acts stemming from the abuse of their platforms. She appeals to the reader personally, by posing a question which she answers in a definitive, subjective manner.

[Credit valid alternative responses.]

(3)

- 1.9 The boss seems insincere and appears to over-react to his circumstances. He is already thinking of a headline that will negatively affect his employee.

[Consider 'sincere' as a response, with convincing motivation.]

(2)

- 1.10 The main message of the cartoon is the impact of using social media as a platform to malign someone without justification. An appropriate verdict is passed as the judge finds the young woman guilty of defaming her boss. This is significant as the wrongdoer is correctly identified.

[Consider valid well-motivated responses that show that the woman was unfairly judged.]

(3)

- 1.11 Text B fully supports the writer's argument in paragraph 7 of Text A that people are judged without a fair trial. The judge presents a verdict arising from the woman's actions. The fate of the CEO is determined by an individual's personal feelings which damaged his reputation and had serious consequences for his health.

[Consider valid, alternative responses.]

[Award full marks only if the candidate has referred to BOTH texts.]

(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	'reaching his full potential.'	1	Effective communication enables one to maximise one's potential.
2	'To be a leader requires effective communication.'	2	A good communicator stands a better chance of being a leader.
3	'The ability to articulate a message is your chance to translate and transfer your ideas, your knowledge and your requirements to others.'	3	Knowledge/ideas/requirements is/are shared through verbal communication.
4	'A technically astute individual may be overlooked in favour of his less proficient, but 'outgoing', counterparts.'	4	A more articulate employee will be favoured over a technologically knowledgeable individual.
5	'Addressing personal challenges with effective oral communication is as important as sharpening technical skills.'	5	A good speaker can overcome obstacles easily.
6	'they need to reaffirm their potential'/ 'The skill of effective communication is very important and will allow an employee to unleash his full potential in a career in technology.'	6	The full potential of the employee comes to the fore.
7	'There is absolutely no reason why a tech savvy introvert cannot deliver an effective presentation, harnessing the full power of his thought processes.'	7	The technically minded employee who improves his oral communication will stimulate his cognitive processes.
8	'Developing effective communication skills will help you become a bit more comfortable when addressing an audience.'	8	Improving communication will put the employee at ease in the presence of an audience.
9	'you can simply be yourself'/'Nothing turns off an audience ... more than when they sense that someone isn't being genuine.'	9	Being more fluent allows the individual to be more authentic and credible.
10	'A good speaker is receptive to signals from the audience, which will enable him to improve on his delivery.'	10	A speaker who can interact with the audience develops more confidence.
11	'Our jobs are ultimately more than just technology. Our jobs involve many soft skills areas, including the ability to communicate effectively.'	11	Soft skills are enhanced through effective communication.

PARAGRAPH-FORM

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

Effective communication enables one to maximise one's potential, therefore, a good communicator stands a better chance of being a leader. Knowledge is shared through verbal communication thus a more articulate employee will be favoured over a technologically knowledgeable individual. Furthermore, s/he can overcome obstacles easily. The technically-minded employee who improves her/his oral communication will stimulate her/his cognitive processes, unleashing her/his full potential. Improving communication will allow for credibility and authenticity. Furthermore, interaction with the audience results in the speaker developing more confidence. Finally, soft skills are enhanced through effective communication.
(90 words)

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
 - 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 use of alliteration/large font encourages the reader to reflect and to communicate freely/without restraint.

[Award only ONE mark for a mere identification of the literary device/font.] (2)

- 3.2 The advertiser wishes to convince the reader that Airtel will revolutionise communications across the globe./The advertiser makes the reader optimistic that their children can look forward to a future where improved communication can lead to unity.

[Award 2 marks for any single point.] (2)

- 3.3 YES

The concept of barriers is illustrated by the barbed wire fence in the background. The two boys are oblivious of the barrier and are communicating through the medium of sport. They are presented as uninhibited and free and happy. Airtel claims to transcend barriers and provide opportunities for international communication.

OR

NO

No communication is evident in the visual. The two boys are presented within the confines of a barbed wire fence. The product is not clearly represented in the visual.

[Award 3 marks ONLY if both the boys and the fence are well discussed.]
[Accept valid, alternative/mixed responses.]

(3)

- 3.4 The advertiser acknowledges that language is used as a barrier to living in harmony. The use of emotive phrases, such as, 'simple act', 'set free', 'bring the world together' and 'united in dialogue' persuades the reader that a communication network such as Airtel is a necessity. Unity and division are juxtaposed: countries would be 'united in dialogue' instead of being 'divided by languages'. This antithesis contrasts the concepts of separation and harmony.

(3)

[Award 3 marks for TWO points, well-discussed.]

[10]**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- 4.1 The father has been jolted from his armchair by the volume of his son's rap music./His peaceful afternoon has been disrupted by the loud rap music.

(2)

- 4.2
- The interjection '*HUMPH!!*'
 - The word '**YOUR**' in bold font.
 - The droplets flying from the boy's head.
 - Turning his head aside.
 - The jagged line in the speech bubble

[Award 2 marks for any TWO points.]

(2)

- 4.3 Curtis is silent in frames 6–10 during his father's boastful monologue about the contribution his generation made to the world. He is so astounded/amazed by his father's passionate response in defending his generation that Curtis has no words to say.

[Consider valid alternative responses, on merit.]

[Award 3 marks for TWO points well-discussed.]

(3)

- 4.4 YES

The cartoonist wishes to portray the wide gap between generations and uses the difference between the boy's and his father's choice of music. In Frame 12, the father has had his say and leaves the room, leaving Curtis speechless. In Frame 11, the childish 'NYAAH!' and the tongue being stuck out shows the reader the father's immaturity. Curtis's silence indicates how dumbfounded he is.

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

(3)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 There are many alternatives/other options/choices/people.
[Credit valid alternative responses.] (1)
- 5.2 5.2.1 ugly-crying: participle/compound word/
It describes the manner in which the person cries.
- 5.2.2 ugly; crying: adjective and verb/
'Ugly' refers to the physical description of the person and 'crying'
shows the action. (2)
- 5.3 'sited' – cited
[The spelling must be correct.] (1)
- 5.4 'toxic' – toxin/ toxicity/toxicology/intoxication
[Credit valid alternative responses.] (1)
- 5.5 You will find .../There are .../There will be ...
[The main clause may be at the end of the sentence.]
[Accept valid alternative responses.] (1)
- 5.6 fine/acceptable/satisfactory
[Accept valid alternative responses.]
[Do not accept 'okay'.] (1)
- 5.7.1 found – find (1)
- 5.7.2 '60% are' – 60% **is** (1)
- 5.8 'silver bullet' – solution/panacea/ (an) answer/remedy
[Accept valid alternative responses.] (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70