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GRADE 11

NOVEMBER 2016

**ENGLISH HOME LANGUAGE P1
MEMORANDUM**

MARKS: 70

This memorandum consists of 8 pages.

NOTE:

- This marking memorandum is 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. The memorandum should 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 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/quotation is what should be considered.
- For questions which require quotations from the text, do not penalise candidates for omitting the quotation marks or for an incorrect spelling within the quotation.
- 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****TEXT A**

- 1.1 **Identify the sound device used in the title.**
Alliteration (of s) (1)
- 1.2 **Explain by giving an example of each, what you understand under:**
- 1.2.1 **Intentional:** Interpersonal violence, child abuse / neglect, sexual violence, suicide are all forms of intentional injuries. (1)
- 1.2.2 **Unintentional injuries:** Accidental injuries to oneself e.g. falling, burning or hurting oneself while under the influence of a substance. (1)

- 1.3 **Do you think the factors causing substance abuse as mentioned in paragraph 1 are relevant? Explain your response.**
Yes: All of the factors lie at the heart of how a person would function, thus if anything goes wrong in society, at school or at home it could cause substance abuse. (2)
- 1.4 **Discuss any TWO individual factors you think would play a role in substance abuse.**
Any TWO of the following factors:
 - Socio-economic disadvantage
 - Low religious involvement
 - Short-term goals in life
 - Depression/poor sense of well-being
 - Self-esteem problems
 - Lack of nurturing in the home environment(Use discretion) (2)
- 1.5 **What are the implications of suffering from a substance use disorder?**
The word disorder suggests that substance abuse is an illness that will need specialised attention and care – it is a serious illness. (2)
- 1.6 **Name any psychoactive substance according to the definition of it.**
Cannabis, mandrax, heroin, cocaine, methamphetamine, etc. (1)
- 1.7 **Paragraph 2 mentions that young people have increased access to legal and illegal substances.**
1.7.1 **How do you think it is possible for this to happen?**
Young people get access to these substances through older people supplying them, or because there are no strict measures governing the sale of substances.
(For example over-the-counter pain medication) (2)
- 1.8 **If a teenager suffers delusions of being followed, which of the social problems mentioned in paragraph 2 is responsible?**
Mental problems (1)
- 1.9 **What do you understand under the term “binge drinking”?**
Drinking five or more drinks on one occasion / at one sitting rather than over a period of time. (2)
- 1.10 **Explain what is meant by, “Between one fifth and one quarter of the complement of patients in specialised treatment centres in South Africa are under 20 years of age”. (Paragraph 4)**
Between 20–25% of the remainder of patients in specialised treatment centres in South Africa are younger than 20 years. (2)
- 1.11 **Can the use of cannabis by teenagers lead to criminal activities? Support your answer with reference to paragraph 5.**
Yes, arrestees under 20 years of age were more likely to commit a crime while under the influence of drugs, with cannabis being mentioned first in the list. (2)

- 1.12 **Of the substance abuse examples given in paragraph 6, which one could possibly have the most devastating effect? Motivate your response.**

Own discretion: Alcohol might be chosen as it is mentioned in instances of bullying and sexual assault/abuse and these crimes leave lifelong emotional scars.

(2)

- 1.13 **In your own words, name three factors that have to be considered before substance abuse problems can be addressed.**

Interveners must first establish:

- Which drugs are commonly used/abused.
- Which problems are related to those drugs.
- What risk factors apply to teenagers using those drugs and how they can be protected from these risk factors.

(3)

TEXT B

- 1.14 **Critically discuss the use of cannabis in comparison to other substances as indicated on the graph.**

Cannabis exceeds the use of other substances. With any illegal drug use indicated as about 1:25, the use of cannabis is double that amount, at about 3 : 7. This shows that cannabis is the drug which is most commonly used / abused by South Africans.

(3)

TEXT A + B

- 1.15 **Does the information in the graph support the overall message of Text A? Substantiate your response.**

Yes. The article in Text A relates to drug use in South Africa, and gives examples of which drugs are abused and how these affect teenagers using them. The graph shows the use of illegal drugs and how the use of these drugs has escalated by 2013, with cannabis as mentioned in the article, being the predominant drug being abused.

(3)

[30]

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS.**

Candidates need to write in full sentences and in the form of instructions.
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.

	TEXT		Own words/Points
1	"the biggest and toughest step toward recovering is deciding to make a change"	A	Decide to make a change.
2	"it's time to explore your treatment options"	B	Decide on your treatment.
3	"with people you can turn to for encouragement ..."	C	Reach out for support.
4	"many people turn to alcohol and recreational drugs to unwind and relax after a stressful day"	D	Learn healthy ways to cope with stress.
5	"avoid people, places and situations that trigger the urge to use"	E	Keep triggers and cravings in check.
6	"support ... and protect yourself from relapse by having activities and interests that provide meaning to your life"	F	Build a meaningful drug-free life.
7	"while relapse is understandably frustrating, it can also be an opportunity to learn from your mistakes"	G	Do not let a relapse keep you down.

PARAGRAPH

It may seem difficult to overcome an addiction, but the following steps could help you on your way. Deciding to make a change is the first step in overcoming addiction. Further decisions such as choosing your treatment and where to reach out for support are also important. You will have to learn healthy ways to cope with stress as well as knowing how to keep triggers and cravings in check. If you build a meaningful drug-free life, it might keep you from relapsing.

[10]

Marking the summary

The summary must be marked as follows:

- **Mark allocation:**
 1. 7 marks for 7 points (1 mark per point)
 2. 3 marks for language
 3. Total marks = 10
- **Distribution of language marks when candidate has not quoted verbatim: words:**

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: words:**

6–7 quotes: award no language mark
1–5 points 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 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 with the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING**3.1 Explain the clever play on words in the title.**

Play on words on "game over" and "overdose". Game over when you play a game and lose. Overdose from drugs. (2)

3.2 Who would be the target market for this advertisement?

Teenagers
Parents of teenagers (Any 1) (1)

3.3 Why do you think, are there three lines of powder and three pills in the graphic?

Normally in a computer game, you have three lives and these visuals show that the person has used up his three lives. (2)

3.4 Comment on the age of the person given in the advertisement.

He is 21 years old – in the prime of his life but also the legal age of making his own decisions – coming of age – yet he made all the wrong decisions and lost his life. (2)

3.5 Discuss how effective the advertisement is in bringing across its message.

Very effective – expressionistic. Little detail given, but yet very poignant in its brevity. (1)

Title effective by playing on words – syringe shows cause of death – upturned palm of hand shows Thomas is dead.

Three powder lines and three pills showing he has used up all his options – no more lives left.

Using shock tactic to bring across message. (Any 2) (3)

[10]**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA****TEXT E: CARTOON****4.1 Write down ONE visual clue and ONE clue from the diction that shows the corporate environment of this cartoon.**

Visual clue(s): Corporate table

Suits, ties, high rise building (frame 8) (Any 1)

Diction: "company"; "budget"; "management"; "job" (Any 1) (2)

4.2 Which clues indicate that the man on the left is uninvolved in the meeting?

He doesn't take part in the discussion.

He drinks coffee. (Any 1) (1)

4.3 Do you think that Dilbert's concerns are viable?

Yes, he is worried about the fact that cuts are made to certain departments of the company while they have scored up to standard. Their department cannot be punished for another department's under-achievement. He understandably wonders if he would also be "punished" for doing his job well. (3)

- 4.4 **Explain what is meant by “*the bottom line*” (frame 5).**
The bottom line is the profit the business makes. (2)
- 4.5 **Which stereotype of big corporations is addressed in this cartoon strip?**
The employees are not to think for themselves or question company policy – they have to keep quiet and do their jobs. (2)

[10]**QUESTION 5: USING LANGUAGE CORRECTLY****TEXT F**

- 5.1 **Correct the spelling error in paragraph one.**
Beaming (1)
- 5.2 **Rewrite sentence two so that the grammatical error is removed.**
Teachers give the lessons in the university's telematics studio at Stellenbosch University which are broadcast to school. (1)
- 5.3 **Correct the concord error in paragraph two.**
Telematics services ... are one way (1)
- 5.4 **Correct the malapropism in paragraph two.**
Improvements (1)
- 5.5 **“*The lessons are carefully planned to address shortfalls in the learners’ knowledge*”.**
- 5.5.1 **Give the function of the apostrophe in the above sentence.**
Possession (1)
- 5.5.2 **Rewrite the sentence in the active voice.**
They/Teachers plan the lessons carefully to address shortfalls ... (1)
- 5.6 **Supply a more formal term for “*to click*”.**
Understand (1)
- 5.7 **Supply the adverbial form of “*emphasise*” (paragraph 5).**
Emphatically (1)
- 5.8 **“*It’s a partnership between technology and teacher*”, said Antoinette van der Merwe.**
- 5.8.1 **Rewrite the above sentence in reported speech.**
Antoinette van der Merwe said it was a partnership between technology and teacher. (1)
- 5.9 **The register in which the article is written is:**
C Colloquial (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70