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# basic education

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

## NATIONAL SENIOR CERTIFICATE

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**FEBRUARY/MARCH 2012**

**MEMORANDUM**

**MARKS: 70**

**This memorandum consists of 9 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 in terms of decisions taken at the standardisation meeting.
- The memorandum will be discussed before the commencement of marking.

## INSTRUCTIONS TO MARKERS

### Marking the comprehension:

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- Incorrect spelling and language errors in longer responses should not be penalised, because the focus is on understanding.
- 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.
- For TRUE/FALSE or FACT/OPINION questions, the mark should be split, i.e. award 1 mark for TRUE/FALSE or FACT/OPINION and a mark for the reason/substantiation/motivation/quotation. The mark for the reason/substantiation/motivation/quotation should only be awarded if the TRUE/FALSE or FACT/OPINION part of the question is correct. One cannot award a mark for substantiation or an interpretation (TRUE/FALSE or FACT/OPINION) that was wrong in the first place.
- 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.
- 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.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND the answer written out in full.

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

- 1.1 He wanted to see predators killing other animals (for food).  
[Award full marks even if no reference to food is made.] (1)
- 1.2 People have an innate desire to see animals kill other animals./It reminds us how our ancestors used to hunt/appeals to 'enjoyment' of blood and violence.  
[Any 2 responses] (2)
- 1.3 The writer suggests that we:  
knew about killing from a young age./  
consider killing to be acceptable from a very young age./  
have always been a species that kills.  
[Any 2 responses.] (2)
- 1.4 People like to believe/pretend that they do not commit violence against animals. (1) But our consciences should not be clear because we support the killing of animals/violence against animals/blood sport by eating meat. (1) (2)
- 1.5 The writer wishes to get the reader to reflect on why people visit game parks./The questions build up to the dramatic, single-word answer, 'No'./To emphasise that the reasons provided in the questions are not the reasons people visit the game park.  
[Award 2 marks for any of the above responses.] (2)
- 1.6 These animals are accustomed to seeing hundreds of people daily./They are not as wild as one would imagine.  
[Accept reasonable alternatives.] (2)
- 1.7 1.7.1 B Excitement and anticipation (1)
- 1.7.2 The 'cavalcade of cars' suggests the large number of people who wanted to see the lions./That there were people 'craning their necks' shows that people were very eager to see the lions./The phrase, 'the kings of the jungle', emphasises the majesty of the sight, as well as the feeling of excitement and anticipation.  
[Credit any 2 images.] (2)
- 1.8 The word 'boiling' emphasises how high temperatures can get inside a car/how patient people were to sit in a car on a very hot day, waiting two hours for a leopard to make a kill.  
[Award 1 mark for a focus on 'boiling' and 1 mark for a focus on 'waited'.] (2)

- 1.9 The article is about the sudden excitement people get from seeing animals making a kill. (1) The writer believes that this bloodlust is inborn. (1)  
[Award marks for a well-substantiated response.] (2)
- 1.10 The writer expresses his own opinions/describes his own experiences/emotional responses./This is evident from the use of personal pronouns. The use of strong verbs and adverbs such as 'goring' and 'colliding loudly' captures the 'spectacle'./The content focuses on an experience which the writer shared with his family./The writer does not offer any alternative points of view on this issue.  
[Open-ended question. To earn full marks, the candidate must respond to both content and language. Award 2 marks for content and 2 marks for language.] (4)

## TEXT B

- 1.11 The picture shows the horizon in the background. The slogan suggests very wide open spaces in Namibia. The man appears to be staring into the distance. There appears to be nothing that would block the man's view of the horizon. The picture and the slogan suggest there are endless possibilities for adventure in Namibia.  
[Mark globally. At least 2 ideas should be discussed for full marks.] (3)
- 1.12 The man looks very small in relation to the landscape. This emphasises the vastness of Namibia/the opportunities for adventure in Namibia.  
[Accept other valid responses.] (2)

## TEXTS A AND B

- 1.13 TEXT A – The narrative style has more detail than a mere picture and is able to build up a richer sense of the experience. Moreover, the average modern reader would not have any direct experience of serious bloodshed and would be captivated by the idea of seeing an animal kill another.

Referring only to being in the outdoors is not as emotionally appealing.

**OR**

TEXT B – Most readers do not have much experience of the outdoors and the idea of adventure in the untamed natural world would be thrilling.

This is more exciting than being safely in a car with family and surrounded by others in cars.

[Award 3 marks only if relative effectiveness is clearly discussed.] (3)

**TOTAL SECTION A: 30**

## SECTION B: SUMMARY hg

### QUESTION 2: SUMMARISING IN YOUR OWN WORDS

#### TEXT C

Use the following main points as a **guideline**. Candidates should include any seven of these points in the summary.

**NOTE:** Seven of the following core ideas apply to both point-form **and** paragraph-form summaries.

- Madikwe Game Reserve north of Zeerust/between Groot Marico and Dwarsberg Mountains/in the North West Province (only ONE mention of location) is managed by the North West Parks and Tourism Board.
- Government, private companies and the local community maintain the reserve for posterity.
- It is South Africa's only game reserve known for its economic viability.
- It is South Africa's fourth-largest game reserve/65 000 ha.
- It is malaria-free.
- It is excellent game-viewing territory.
- There is a large number of animals and bird species.
- Accommodation in the reserve is luxurious.
- The reserve is easily accessible.

## Marking the summary

The Summary must be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)  
[NOTE: Sentences and/or sentence fragments must be coherent.]
  - 3 marks for language
  - Total marks: 10
- **Distribution of language marks:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

## NOTE:

- **Format:**
  - 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 is indicated incorrectly.
  - If the word limit is exceeded, read up to a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.

**TOTAL SECTION B: 10**



## SECTION C: LANGUAGE IN CONTEXT

### QUESTION 3: ANALYSING ADVERTISING

#### TEXT D

- 3.1 The photograph of the boot is in the foreground and in the centre of the advertisement. The four smaller photographs in the background all have nature/outdoor activities as their subject matter, implying that these boots will provide or lead the wearers to similar adventures.  
[Award 1 mark for discussion of boot, 1 mark for discussion of smaller photographs and 1 mark for discussion of how they promote product.] (3)
- 3.2 Readers might be influenced to buy the boots as they might save the wearer's feet from pain or injury in the various outdoor activities in which they will be worn./They might even save the wearer's life in rugged terrain./It is a punchy, powerful, catchy phrase which will draw the reader's attention to the boots, and possibly lead to their being purchased.  
[Accept any ONE of the above responses. Consider other valid responses.] (2)
- 3.3 The font used on the photographs of outdoor activities mimics handwriting such as can be found in a photo album/scrapbook. (1) This is appropriate for this advertisement as the boots would be worn in all activities which would form the subject matter of the photo album. (1)  
[Award marks for SIZE of font, BOLD lettering and UPPER CASE.] (2)
- 3.4 These Afrikaans words give the advertisement a South African flavour./It targets South African readers, who would certainly know what these Afrikaans words mean.

#### OR

This is an English advertisement/question paper. Some may not understand the Afrikaans words./The use of Afrikaans words might suggest that the boots and the outdoor adventures are in some way meant only for English and Afrikaans speakers – excluding speakers of other languages.

[Award marks for a reasoned response. Allow for different points of view – appropriate or not appropriate or equivocal with substantiation.]

(3)  
[10]



## QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

### 4.1 TEXT E: CARTOON

- 4.1.1 In frame 2, Mr B is standing, but his shoulders droop and he has a concerned look on his face. This shows that he is worried by what Elmo says. (1) In frame 3, Mr B has slumped into the armchair to show that he has been completely deflated by what Elmo has said about his hair. (1) (2)
- 4.1.2 The cartoonist uses **irony** (1) to create humour: in frame 1, Mr B advises Elmo not to let teasing bother him; yet, in frame 3, he is bothered by what Elmo had said about his hair. (2) (3)

### 4.2 TEXT F: CARTOON

- 4.2.1 The space may lead the reader to believe that Garfield has gone to do a good deed, but in fact he has only gone to put on a sweater before returning. (2)
- 4.2.2 There is a belief that people generally feel good when they do good deeds for others. (1) However, this requires effort (1) and there are some who choose not to make the effort. (1) (3)  
**[10]**

## QUESTION 5: USING LANGUAGE CORRECTLY

### TEXT G

- 5.1 Weather reports must be watched with a beady eye. (1)
- 5.2 liquid  
[Synonym must be appropriate in context.] (1)
- 5.3 body absorb (½) – body absorbs (1) (1)
- 5.4 He said that **they** (½) **had** (½) monitored **their** (½) water intake and **had** (½) sipped small amounts regularly. (2)
- 5.5 'It's' is the contraction of 'it is'. (½) Here we need a word with no apostrophe meaning 'belonging to it'. (1) (1)
- 5.6 C preparation. (1)
- 5.7 one (½) – you (½)  
[No mark is to be awarded for 'you' in isolation.] (1)
- 5.8 'The guide,' said the tourists, 'must watch the weather reports with a beady eye.'
- The guide said, 'The tourists must watch the weather reports with a beady eye.'
- (2)  
**[10]**
- TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**