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GRADE 11

NOVEMBER 2019

**ENGLISH HOME LANGUAGE P1
MARKING GUIDELINE**

MARKS: 70

This marking guideline consists of 10 pages.

NOTE:

- This marking guideline 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 marking guideline 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 should 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 dialectical 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****QUESTIONS: TEXT A**

- 1.1 We have to be honest with ourselves that most of us procrastinate at times. ✓✓ (2)
- 1.2 Because our lives are so busy, there are more important/urgent priorities that need to be taken care of first. ✓
The thought of undertaking tasks is just too draining, so we avoid them. ✓ (2)
- 1.3 Debilitating procrastination hampers our actions/incapacitates us ✓ and negatively influences our careers, our relationships and the quality of our lives. ✓ (2)
- 1.4 It becomes a habit which we cannot break, ✓ which simply leads to more procrastination/we are caught up in a dilemma which we cannot resolve. ✓ (2)
- 1.5 Procrastination is compared to being stopped by a paper wall – something which should be easy to break through. ✓ However, we view this 'wall' as something which is impenetrable, ✓ making it impossible for us to act and increasing our frustration. ✓ (3)
- 1.6 Yes. People hate themselves for procrastinating ('all of that self-loathing') ✓ and lose faith in themselves ('I just can't do it!') ✓ (2)
- 1.7 It refers to the knowledge that procrastination is the avoidance of the stress we associate with a task. ✓✓ (2)
- 1.8 We should develop a 'self-awareness' in that we ask ourselves why we procrastinate/what scares us about performing a specific task/what is the worst that can happen if we try doing that which scares us? ✓ If we could answer these questions, we would realise that we do not need to fear anything and that would eliminate procrastination. ✓ (2)
- 1.9 It is satisfaction that is more immediate. ✓ It is appropriate as it reinforces how we attempt to achieve a temporary respite from stress ✓ but avoid the actions that would lead to long-term satisfaction. ✓ (3)
- 1.10 The writer's style is effective as it involves the reader/doesn't judge, but makes procrastination a common denominator among humans (e.g. 'our'). ✓
The informal language doesn't distance the reader (e.g. 'Chalk it up'/'they'd'). ✓
Colloquial expressions create humour (e.g. 'a nice corner to scratch out a few wall drawings'). ✓ (3)

- 1.11 The 'old you' would stick to old habits, which lead to anxiety/apprehension and doubt in oneself, ✓ because one would simply revert to automatic patterns if new challenges arise. ✓
However, the 'new you' would be focused and unafraid; there would be a willingness to establish and implement new thought/behavioural patterns, ✓ because the prefrontal cortex has been activated.

[Award 3 marks only if candidate has clearly outlined the contrast.] (3)

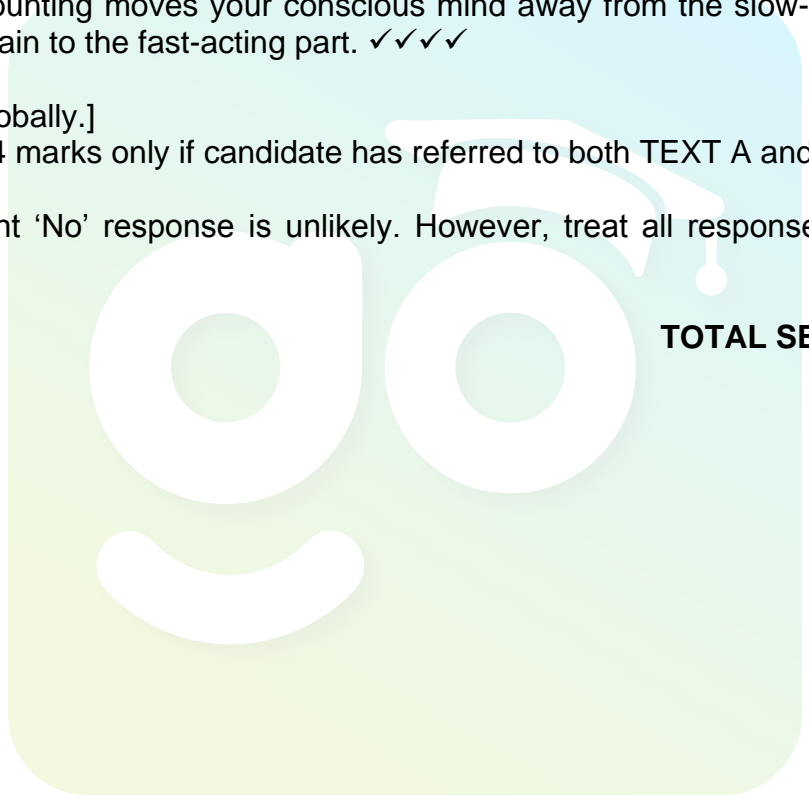
- 1.12 Initially it appears as if TEXT B does not support the last paragraph of TEXT A, because she says that making the decision to stop procrastinating is a decision ruled by the heart, and not the brain.
However, at the end she says that the decision and the act of counting backwards from five to zero activates the fast-acting part of the brain, which is exactly what is depicted in TEXT B. In TEXT B the arrow shows how the act of counting moves your conscious mind away from the slow-acting part of the brain to the fast-acting part. ✓✓✓✓

[Mark globally.]

[Award 4 marks only if candidate has referred to both TEXT A and TEXT B.] (4)

[A cogent 'No' response is unlikely. However, treat all responses on their merits.]

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 SEVEN valid points are to be credited in paragraph form.

(Sentences and/or sentence fragments must be coherent.)

QUOTATIONS		POINTS	
1	'The more time adolescents are engaged with social media outlets, the lower their self-esteem.'	1	A lower self-esteem is directly related to how much time an adolescent spends on social media.
2	'They develop poor sleep patterns'.	2	Too much time on social media may result in compromised sleep patterns.
3	'increase their risk of sinking into depression.'	3	Excessive involvement with social media increases the risks of anxiety and depression.
4	'The more emotionally invested teenagers are, the more pressure they experience to be available and up-to-date at all times.'	4	Teenagers experience increased pressure to be accessible and informed.
5	'The stress of these unrealistic expectations often results in anxiety and nervous disorders.'	5	The unrealistic expectations of social media result in nervous conditions and anxiety.
6	'Cyberbullying has become a concern for parents of adolescents.'	6	Cyberbullying is on the increase.
7	'It is common for teens, especially girls, to experience pressure to appear "perfect" online.'	7	All teenagers, but girls in particular, feel they have to be/look perfect on social media.
8	'Not meeting these invisible standards can cause self-loathing and self-doubt.'	8	If teenagers don't conform to the expected standards, they start to doubt and hate themselves.
9	'Social comparison, loneliness and jealousy can result when friends on social media "appear" more popular and attractive or are on a glamorous vacation, which can trigger feelings of inadequacy.'	9	If teenagers feel that they are not as good as their friends on social media, they suffer from loneliness and jealousy.
10	'Social media offers a safe environment and support for teenagers, which they may lack in traditional friendships.'	10	Sometimes, however, social media can be a teenager's safe place of support.

A lower self-esteem is directly related to the time adolescents spend on social media. Too much time may compromise sleep and increase the risks of anxiety and depression. Teenagers feel pressurised to be available and informed; girls, especially, feel they have to appear perfect on social media. If they don't, they doubt and hate themselves, resulting in loneliness and jealousy. The unrealistic expectations cause nervous conditions and increase anxiety. While cyberbullying is on the increase, sometimes social media can provide marginalised adolescents with safety and support. (86 words)

Marking the summary

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

- **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 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 or 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 The impression is that the company is caring/concerned and invested in the health of its consumers since it is promoting a product for people who are health conscious. ✓

‘Sugar in moderation is fine, too much isn’t good for anyone.’

‘We’ve reduced sugar across ...’

‘... will be either reduced sugar or no sugar.’ ✓

[Award 2 marks only if candidate refers to both the impression created AND the copy as justification.]

(2)

- 3.2 Yes, it is effective. It focuses on the Coke with ice floating in it. The bubbles make it look so refreshing that people will be tempted to buy the product. ✓✓

OR

No, it is not effective. The illustration is unclear. It does not show a bottle/can of coke, which is ultimately the product they are advertising. People will not be interested in an advertisement without a clear image of the product being advertised. ✓✓

[Use discretion.]

[Accept mixed responses.]

(2)

3.3 The effective language usage is tantalising and invites the reader to enjoy this unique experience with them. ✓

The advertiser addresses the senses to entice the reader: 'sunshine', 'tangy', 'tart', 'sweet', 'whiff'.

The imagery makes the product inviting/exciting: 'like a burst of sunshine'; 'like a delicious secret'; 'like an instant whiff'; 'a cool whiff of wind', 'a quick, sharp jolt of tart'.

Descriptive words and playful use of words make the product appealing: 'delicious', 'tingling', 'deliciously', 'happily', 'sugary-citrusy-sweetness'.

The advertiser involves the reader by asking: 'Are you still with us?' and then assuming the affirmative by responding: 'Great!'

The use of humour makes the product appear playful: 'Tear off a piece of this page and pop it into your mouth ...'. ✓✓

[Any TWO features should be discussed.]

[Award 3 marks only if a discussion of any two features AND a critical comment are provided.]

(3)

3.4 Text D

- The advertisement is short and to the point, containing relatively few words; it is, therefore, easy to understand.
- The graphic provides an inviting image of the product.
- The advertisement includes the reader by making the reduction in sugar a collaborative affair: 'we're listening', 'ourwayforward.com.au'.
- The advertisers focus on health awareness, thus inviting health-conscious people to buy a product which has always been notoriously unhealthy: 'too much isn't good for anyone'. ✓✓✓

OR

Text E

- The playful, vivid language is modern/exciting; it entices the reader to anticipate tasting the product. [Any suitable example may be given as evidence.]
- The unusual suggestion at the end gives the advertisement an element of fun: 'enjoy a Fanta by tasting this ad!' ✓✓✓

[Award 3 marks only if candidate has discussed which advertisement is most effective and has provided examples to motivate his/her opinion.]

[Mark globally.]

[Accept mixed responses.]

(3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 The world is a place in which people will do anything to be successful, ✓
even if their actions harm other people. ✓ (2)

4.2 The quotation marks indicate that a morally acceptable thing is actually a
very subjective concept. ✓✓ (2)

4.3 Reaction: Calvin is shocked. ✓

Visual clue: big eyes/open mouth/the plewds (drops of sweat) around
Calvin's head/his outstretched hands. ✓

Verbal clue: The word, 'HEYY' is written in a very large font/the exclamation
mark indicates that he is talking loudly. ✓

[Candidate's response must identify Calvin's **reaction** ✓ and refer to TWO
DIFFERENT techniques ✓✓ to convey his shock.] (3)

4.4 Hobbes's tone is mocking/ironic/sarcastic/patronising/condescending ✓
which shows that his suspicions that Calvin will demand ethical behaviour
from everybody else, except himself, have been confirmed. ✓ He is pleased
to have exposed Calvin's arrogance/hypocrisy and to have taught him a
lesson. ✓

[Candidate must identify tone ✓ plus provide an explanation. ✓✓] (3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 A – an initialism ✓ (1)
- 5.2 released – has released ✓ (1)
- 5.3 Technology – Technology ✓ (1)
- 5.4 No.
This sentence has only ONE finite verb: was chosen./
'Jump-starting' is a present participle, not a verb with a tense. ✓

[Accept any suitable explanation which refers to one finite verb.] (1)
- 5.5 His first big break ... ✓ (1)
- 5.6 Indicates the title of a song ("Happiness"). ✓ (1)
- 5.7 He launched his career with a remix of Hugh Masekela's 1972 hit, "Stimela". ✓ (1)
- 5.8 (Compound) adjective ✓ (1)
- 5.9 I don't actually know how to explain ... ✓ (1)
- 5.10 His second studio album titled, "*Have Another One*", was released in the same year. ✓ (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70