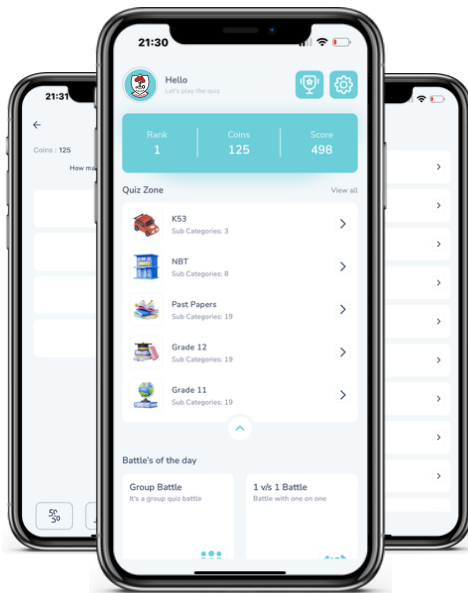




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GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2021

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 10 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's message is that world leaders are meeting to discuss climate threats, but are not showing any sense of urgency in dealing with the matter.
[Award 2 marks only if both ideas are discussed.] (2)
- 1.2 The writer is dismissive/contemptuous/scornful of the immature behaviour of the politicians.
[Credit valid alternative responses.] (2)
- 1.3 The common factor among all the participants is that they are either young or have young children, implying that the preservation of the Earth is crucial for future generations./Young people are committed to making a change toward preserving the earth for future generations. (2)
- 1.4 When humankind was primitive, a 'child', the destruction that was caused was minimal: 'it had limited capacity to harm'. In recent centuries, humankind's reckless destruction, likened to 'wild adolescence', has wrought irreversible damage. Humankind has no qualms about the destruction of the Earth, and pays no attention to those who point out the likely consequences of their actions.
[Award 3 marks only if both aspects are discussed.]
[Award no more than 2 marks if only one aspect is discussed.] (3)
- 1.5 The urgency of recognising the peril is foregrounded by emotively charged words ('on the brink') and ('act with restraint') in addressing the 'vulnerability' of the climate./The adjective 'dire', in conjunction with the list of disasters ('floods, fire ... super-storms') is intended to convey his feelings about the harsh reality of climate change, so that the reader will act responsibly.
[Award 3 marks for two examples of diction, well-discussed.]
[Award 3 marks for one example of diction, fully discussed.] (3)
- 1.6 The writer gives instructions in a prescriptive/commanding/persistent/urgent/motivational tone in, 'We must expand our imaginations' and 'Those who come ... cannot just annihilate'. The writer urges the reader to take action by repeating, 'we must'. He impresses upon the reader the need for a change in mindset toward climate change.
[Award 1 mark for identification of tone and 2 marks for a comment.] (3)

- 1.7 In paragraph 8, the writer depicts the youth as wise citizens who are cognisant of climate change. The youth are imaginative and less affected by economic factors – 'the status quo'. Similarly, the title deems the youth to be the saviours of the planet. The writer's argument throughout the passage has been supported by facts that indict the older generation for their pursuit of wealth at the expense of saving the Earth. The youth, on the other hand, have been shown to stand up for defenceless Mother Earth.
- [Award 3 marks only if reference is made to both paragraph 8 and the title.] (3)
- 1.8 The final sentence leaves no room for debate – it is a resounding vote of confidence in the ability of the youth to lead the revolution to save the planet.[3]/
It is effective, as the sentence sums up the argument that maturity is not synonymous with age, but with wisdom and responsibility.[2] (3)
- [An 'ineffective' response is unlikely; however, treat each response on its merit.]
- 1.9 The two hashtag slogans are Greta's weapons/online tools against the establishment: they represent defiance ('#HowDareYou!') and a call to action ('#Action!')./The resistance movement's slogans are depicted as physical weapons/online tools. (2)
- 1.10
- The global establishment (businessman) is depicted as an elevated, indomitable figure.
 - Greta is presented as a small individual, who has struck the head of her opposition.
 - Greta is looking at the man directly, indicating her fearlessness.
 - Struck by the speech bubble, the man is toppling backwards over the brink of the cracked crust of the Earth.
 - The positioning of these characters successfully conveys the potent impact of the youth on those who destroy the Earth.
- [Award 3 marks only if reference is made to BOTH characters and a comment ensues.] (3)
- [Credit valid alternative responses.]
- 1.11 Paragraph 7 of Text A focuses on the leading role that young people are playing in saving the planet. Text B fully supports the message in paragraph 7 of Text A. In Text B, Greta challenges the status quo and is undaunted by the power of global corporates who are compromising the environment. Her 'environmental maturity' and 'leadership' are evident. Her action in Text B emanates from her understanding 'the gravity and scale of the catastrophe'.
- The businessman/politician in Text B represents those who wield corporate power on boards, cast votes and own shares, referenced in paragraph 7. Despite their unlimited powers, they cannot withstand the young activists, who may be 'less visible', but are 'no less committed'.
- [Award 4 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	'Researchers have studied what they term 'rumour cascades'. A cascade starts with a Twitter user making an assertion about a topic – with words, images or links – and continues in an unbroken chain of retweets.'	1	Researchers focused on the chain reaction caused by a point made by a Twitter user.
2	'The researchers analysed cascades about news stories that six fact-checking organisations agreed were true or agreed were false.'	2	Organisations were appointed by the researchers to verify the authenticity of the stories.
3	'The study found that 'falsehood diffused significantly farther, faster, deeper and more broadly than truth in all categories of information.'	3	Research revealed that false news spread more rapidly and pervasively than authentic news.
4	'Of all categories of fake news, false political news reached more people faster and went deeper into the networks than any other category of false information.'	4	Fabricated political news spreads faster than any other kind of untrue news.
5	'The study compared the emotional content of replies to true and false rumours by using about 32 000 Twitter hashtags and a lexicon of about 140 000 English words that are associated with eight basic emotions: anger, fear, anticipation, trust, surprise, sadness, joy and disgust.'	5	Researchers analysed replies to rumours by studying hashtags and emotionally-charged words.
6	'Were automated processes, or 'bots', the main culprits in spreading falsity? No – the researchers found that humans were responsible for spreading false news.'	6	People, not robots, are responsible for spreading fake news.
7	'The researchers were more interested in identifying the factors that spread true and false news; they included interviews with users, surveys, lab experiments and neuro-imaging.'	7	Various methodologies were used to isolate the factors causing the spread of fake news.
8	'False news can drive misallocation of resources during terror attacks and natural disasters; the misalignment of business investments, and misinformed elections.'	8	False news can lead to devastating financial and political consequences for society.

9	'More openness by the social media giants and greater collaboration by them with suitably qualified partners in tackling the problem of fake news is essential.'	9	It is essential for social media giants to work together with all concerned to deal with fake news.
10	'Traditional journalists are potential partners too. Since they find, check and disseminate news, they are well placed to assess the reliability of the reports they receive.'	10	Research indicates that journalists can be useful in checking the reliability of news items.
11	'They also attract masses of comments online and generate discussions on social media platforms – they have a clear incentive to maintain trust in their own contributions to democratic life.'	11	Journalists have to maintain trust in their own contributions as they generate online discussions.

PARAGRAPH-FORM

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

Researchers focused on the chain reaction caused by Twitter users. Subsequently, organisations were appointed by the researchers to verify the stories' authenticity. Research revealed that false news, particularly fabricated political news, spreads more rapidly and pervasively than authentic news. Researchers analysed replies to rumours by studying hashtags and emotionally-charged words. Various methodologies were used to isolate the factors causing the spread of fake news: people, not robots, are responsible for spreading fake news, which can lead to devastating financial and political consequences for society./It is essential for social media giants to work together with all concerned to deal with fake news. Journalists, too, have to ensure the authenticity of the news that they receive and share.

(84/33 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
 - 4–5 quotations: award 1 language mark
 - 2–3 quotations: award 2 language marks

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 IN CONTEXT**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 commanding tone compels the reader to act on the instruction, namely reporting and curtailing bullying.

[Award 1 mark for the identification of the tone and 1 mark for the explanation.] (2)

- 3.2 The victim of the bullying is depicted as a puppet and the bully as a puppeteer. By severing the strings, the victim is taking a stand and attempting to break the cycle of bullying. The power of the bully is suggested by the larger-than-life arm. He is in a domineering position above the victim. The silhouette of the victim, a faceless representation of any employee, appeals to a wide audience. The point driven home is that the victim of bullying is the only person who can stop the cycle.

[Award 3 marks for TWO ideas well-discussed.] (3)

- 3.3
- Different **fonts** are used to differentiate the segments of information.
 - Different **font sizes** and **bold font** arrest the reader's attention.
 - The advertiser's use of the **pronouns**, 'you' and 'your', urges the reader to act against bullying.
 - The **layout** allows the reader to follow a logical sequence, firstly identifying the problem, defining it and then being presented with steps to alleviate the problem.
 - The **reverse-print** (white print on black background) draws attention to the content in the textbox/emphasises important points for consideration.
 - **Alliteration** of the **anagram** ('Spot it and Stop it!') is a catchphrase that resonates with the target audience.
 - The use of **assonance** in 'Spot it and Stop it!' enhances the internal rhyme and rhythm in the headline and makes it smooth and flowing.
 - The **repetition** of 'Speak' reinforces the persuasive impact of the advertisement.
 - The **exclamation mark** in the headlines creates a sense of urgency.
 - The **emotive diction** juxtaposes the ideal situation ('our hospital'; 'dignity and respect') with the harsh reality of bullying ('persistent, intimidating, humiliating behaviour').

[Award 3 marks only if a comment is made on any TWO techniques.]

[Do not award marks for a mere identification of a technique.] (3)

- 3.4 threatening/menacing/frightening
[Accept valid, alternative responses in context.] (1)
- 3.5 adjective (1)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The boy's intention is to convince himself that his teacher will be well./He wants to give his father the impression that he is confident that she will recover. (2)
- 4.2 Frame 8 is anti-climactic, since the boy's initial bluster, followed by his brave façade, ends when he comes to terms with his teacher's condition. The boy becomes emotional when the truth dawns on him. The role reversal depicted in Frames 4 and 6 falls away in the final frame, where he finds solace in his father's embrace.
[Award 3 marks ONLY if there is a critical discussion.]
[Credit valid alternative responses.] (3)
- 4.3 Curtis's father said (that) with the social-distancing policies, **they could not/couldn't** visit **his/Curtis's** teacher in the hospital.
[Award 2 marks only if the THREE conversions are made.]
[Award 1 mark if TWO conversions are made.]
[Award 0 marks if only ONE conversion is made.] (2)
- 4.4 The cartoonist ridicules the manner in which narcissism has encroached on relationships. The young man is self-absorbed and paying no attention to the woman. The satirical point is driven home when the woman thinks that there is a third party involved. However, the young man's vanity/self-love, evident in the manner he gazes at his mirror, is the reason for his lack of attention.
[Award 3 marks ONLY if the satire is discussed.]
[Credit valid alternative responses.] (3)
[10]

QUESTION 5: USING LANGUAGE CORRECTLY

5.1	Foe	(1)
5.2	A backlash against over-staged shots is being prompted by Instagram show-offs.	(1)
5.3	stuffed (and) OR (and) crammed	(1)
5.4	also known as	(1)
5.5	muscular/muscly/muscle-bound/musclebound	(1)
5.6	would have been – would be	
	OR	
	cleaned – had cleaned; made – had made	
	(Award 1 mark for correction of BOTH verbs in the latter response.)	(1)
5.7	The hyphen creates a compound adjective/word.	
	OR	
	Joins two (independent) words to create a new word.	(1)
5.8	are – is	(1)
5.9	parents	(1)
5.10	become (be) authentic/realistic/truthful	
	[Accept valid alternative responses.]	(1)
		[10]
TOTAL SECTION C:		30
GRAND TOTAL:		70