ENGLISH P1 MEMO

NATIONAL SENIOR CERTIFICATE

GRADE 12: ENGLISH FIRST ADDITIONAL LANGUAGE P1 Memo

FEBRUARY/MARCH 2011

MARKS: 80
TIME: 2 hours

This question paper consists of 10 pages.

INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. This memorandum serves as a guide to markers. Some responses may require a marker's discretion, while others may be expanded at the national marking guideline discussion.
3. Candidates' responses should be assessed as objectively as possible.

SECTION A: COMPREHENSION

NOTE: Incorrect spelling and language errors should not be penalised, because the focus is on understanding.

QUESTION 1

1.1 False (1) "… a mere 30-minute drive from suburban Johannesburg." (1)

NOTE: Award 1 mark for the reason/motivation only if the first part of the answer (False) is correct.
Award 1 mark only if 'False' is given without a motivation/if the motivation is incorrect. (2)

1.2 These fossils are very old and prove that man's earliest ancestors lived in this area. (2)

1.3 1.3.1 Ongoing research and excavations take place there. (1)
New discoveries are still being made. (1) (2)

1.3.2 To encourage school children to take an interest in fossils.

OR

To create awareness among school children of the new fossils that have been found/the origin of the human species.

OR

To create awareness of the importance of the heritage site for South Africa. (2)

1.4 This fossil may provide answers to some of the questions on the origins of man/man's earliest ancestors. (2)

1.5 It attracts tourists to the country. (1)
It boosts the economy of the country. (1)
It promotes scientific research in the country. (1)
It boosts the country's image. (1)

NOTE: Accept any TWO of the above answers. (2)

1.6 1.6.1 Open-ended. Accept a suitable title, e.g.

The Cradle of Humankind.

OR

The Origins of Man/Humans.

NOTE: Accept any suitable title which is no more than SIX words. (1)

1.6.2 Accept a well-substantiated response, e.g.

The article focuses on The Cradle of Humankind being the place where humans originated.

OR

The article focuses on the discovery of fossils which proves man's origin.

NOTE: The response must be related to the title suggested in 1.5.1.

(2)
[15]

QUESTION 2

2.1 People do not know much/Not enough is known about the important role insects play in the environment/ecosystem/world./People are ignorant about insects. (2)

2.2 Household insecticide companies profit/make money by leading people to believe that all insects are harmful/carriers of germs/diseases and that all insects must be exterminated with insecticides. (2)

2.3 The writer wishes to show that most insects mean no real harm when they enter your home.

OR

The writer wishes to show that he is quite happy to allow most insects into his home.

OR

It adds a touch of humour and relates the insect to a human visitor, the only difference being the number of legs. (2)

2.4 People assume that all insects are filthy when, in fact, most of them are clean; humans are the ones carrying germs, bacteria, diseases and filth.

OR

We spray insecticides on insects which are clean, but not on people who visit our homes who are most likely carrying bacteria/germs/diseases. (2)

2.5 D/kill other insects for food (1)

2.6 Insects are an important part of the food chain/ecosystem. (1)
Insects pollinate the flowers of our food crops. (1)
Some insects clean/tidy up, e.g. ants. (1)
Some insects feed on insects that are harmful to us. (1)
Insects provide food for insect-eating creatures such as birds. (1)

NOTE: Accept any TWO of the above. (2)

2.7 'So, the next time you reach for the insecticide spray, spare a thought for how important they are to us all.'

NOTE: Do not penalise candidates for omitting the quotation marks. However, the quotation must be correct. (1)

2.8 Open-ended. Accept a well-substantiated response, e.g.

This article will go a long way towards changing people's perceptions about insects. The writer tries to remove the myth that all insects are harmful/
carriers of diseases, and also points out how useful insects are to people/how important they are in the ecosystem/to the environment.

OR

I think the article will have little effect on people's negative perceptions about insects. It will not be easy to change a perception that has been held for so long/by so many people.

NOTE: The substantiation must suit the initial response. Consider the response as a whole and award a mark accordingly. (3)
[15]

TOTAL SECTION A: 30

SECTION B: SUMMARY

QUESTION 3

The following points form the answer to the question:

QUOTATIONS	FACTS (NOTE: Candidates may phrase the facts differently.)
1. '…but it does help if you are able to laugh at other people's jokes and at yourself.'	1. Cultivate a sense of humour to attract people to you.
2. 'Everybody loves an audience, so go ahead and ask people you meet about themselves.'	2. Be interested in others.
3. 'It feels good when someone pays full attention to what you have to say…'	3. Listen attentively to others.
4. '…people make the mistake of interrupting when others are talking.'	4. Avoid any interruptions when others are speaking.
5. 'Mind your manners.'	5. Good manners attract people to you.
6. 'maintain your stand gracefully without bulldozing the opinions of others.'	6. Stand up for yourself but be careful not to be overpowering.
7. 'A smile increases a person's attractiveness.'	7. A smile makes you more attractive.

Marking the summary:

- Candidates should present the summary in the required format. Summaries presented in any other format **should also be assessed.**
- Candidates **must** indicate the word count **correctly**.
- **Award marks** as follows:
  - **7 marks for 7 points**
  - **3 marks for language**
- **Penalties**:
  - If the summary has not been presented in the required **format**, the candidate should be penalised by **deducting 1 mark** from the total mark awarded.
  - For direct quotations of whole sentences, penalise as follows by deducting from the total mark awarded for the points and language usage:

1 – 3 whole sentences quoted – no penalty
4 – 5 whole sentences quoted – subtract 1 mark
6 – 7 whole sentences quoted – subtract 2 marks

  - For summaries that are too long, read only up to 5 words beyond the required length and ignore the rest of the answer.
  - Language errors (grammar, spelling, punctuation): deduct from the 3 marks for language as follows:

0 - 4 errors – no penalty
5 - 10 errors – subtract 1 mark
11 - 15 errors – subtract 2 marks
16 errors or more – subtract 3 marks.

  - ◊ **To avoid the anomaly that a candidate is able to score more marks for language than for the summary which is the core assessment task, please take note that the language mark distribution shall be as follows:-**
    - ➢ To be awarded **1 language mark,** at least **1 - 3** points should be **correct**.
    - ➢ To be awarded **2 language marks,** at least **4 - 5** points should be **correct**.
    - ➢ To be awarded **3 language marks,** at least **6 - 7** points should be **correct.**
  - Subtract 1 mark from the total marks awarded for the points and language usage for not indicating the word count, or for an incorrect word count.

NOTE: Abbreviations should not be used but should they appear in the summary, they must be counted as the number of words that they represent.

TOTAL SECTION B: 10

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SECTION C: LANGUAGE

QUESTION 4: VISUAL LITERACY

4.1 **ANALYSING A CARTOON**

4.1.1 To the dog's master/Hägar/owner/To the man (in the cartoon). (1)

4.1.2 The word **'STARVED'** is written in bold font for emphasis. (1)
The (bold) exclamation mark emphasises the dog's hunger. (1)
The dog thinks his master has forgotten his dinner again. (1)
The expression on the dog's face suggests he is sad./The dog looks very sad. (1)

NOTE: Accept ANY TWO of the above. (2)

4.1.3 (a) He is very happy/excited/full of love for his owner/master. (1)

(b) His legs are off the ground, suggesting he is running after his master in excitement. (1)
The heart shape above his head suggests he is very happy/ loves his master. (1)
His helmet has flown off his head, suggesting the speed at which he is following Hägar. (1)

NOTE: Accept any TWO of the above. (2)

4.1.4 Open-ended. Accept a suitable response, e.g.

I feel angry/upset/disgusted/disturbed that he shows no care/ concern for his dog which depends so much on him. (2)

4.1.5 Open-ended. Accept a suitable response, e.g.

Yes. It is important to take care of/feed/take responsibility for your dog/pets.

OR

Yes. The comment being made is that people often take care of their own needs and neglect their pets.

OR

No. The cartoon is only meant to entertain.

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly.
The motivation/reason must suit the initial YES/NO response.

(2)

4.2 **ANALYSING AN ADVERTISEMENT**

4.2.1 People who like chocolates/like having biscuits with their tea/coffee/people with a sweet tooth. (1)
The advertisement is for biscuits and the cups in the picture suggest this will be a good biscuit to have with tea/coffee. (1) (2)

4.2.2 To attract the reader's attention.

OR

To emphasise how delicious/irresistible these biscuits are. (2)

4.2.3 It convinces the reader that the product is very special/this is no ordinary biscuit/ this is a delicious biscuit. (2)

4.2.4 Open-ended. Candidates may answer YES/NO. The substantiation must focus on BOTH the pictures AND the text used, e.g.

Yes.

(Picture) The big picture and box make these biscuits look delicious/tempting./ The cups in the picture suggest this will be a good biscuit to have with tea/ coffee. (2)

AND

(Text) The advertisement promises these biscuits are 'irresistibly delicious' and that I will not be able to say no./The milk chocolate filling tempts me as I love chocolate./There is a promise that these biscuits have a unique taste and this will tempt me to buy it. (2)

OR

No.

(Picture) The picture does not look appealing to me at all because I do not like biscuits/chocolate./Biscuits are unhealthy/not good for you.

AND

(Text) The language used will not persuade me to buy the biscuits because there are no facts, only opinions./The advertiser has used language to manipulate the reader to buy the product. (2)

NOTE: Do not award a mark for YES/NO only. Consider the answer as a whole and award a mark accordingly. The motivation/reason must suit the initial YES/NO response.

(4)
[20]

QUESTION 5: LANGUAGE AND EDITING SKILLS

NOTE: Spelling in this question must be correct.

5.1 5.1.1 quite – quiet (1)

5.1.2 comitment – commitment (1)

5.1.3 make – makes (1)

5.1.4 women – woman (1)

5.2 The Ministers of Education worked tirelessly. (1)

5.3 B/to (1)

5.4 Graça Machel, the elegant wife of former president Nelson Mandela, was the Minister of Education of Mozambique.

OR

Graça Machel, who was the Minister of Education of Mozambique, is the elegant wife of former president Nelson Mandela. (2)

NOTE: For ANY incorrect/missing punctuation, subtract 1 mark.

5.5 Graça Machel said (that) it was something you gave a young girl that could never be taken away.

NOTE: Award 1 mark for each underlined change. Subtract 1 mark if the inverted commas and/or the comma have/has been retained. (3)

5.6 C/adverb (1)

5.7 It indicates possession/belonging./It was her commitment./It belonged to her. (1)

5.8 5.8.1 She will receive numerous humanitarian awards. (1)

5.8.2 few (1)

5.9 She didn't/did not become a Dame Commander of the Order of the British Empire. (1)

5.10 5.10.1 educating (1)

5.10.2 marriage (1)

5.11 isn't she (1)

5.12 The people of Mozambique admire Graça Machel a great deal. (1)
[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80