



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2012

**ENGLISH HOME LANGUAGE P1
MARKING GUIDELINE**

MARKS: 70

This marking guideline consists of 5 pages.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

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 marks awarded where applicable in terms of decisions taken at the standardisation meeting.
- The memorandum will be discussed before the commencement of marking.

INSTRUCTIONS FOR 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

- 1.1 1.1.1 She is stereotyped as having a full figure, which is not very realistic (rather sexist image). (2)
- 1.1.2 The doll is not typical – in fact, it may be too realistic, but beauty is seen in the reality/not hiding the truth. (2)
- 1.1.3 D moving (1)
- 1.2 1.2.1 Many parents are buying them as quickly as they can (“snapping them up”)/more than 2000 special dolls are sold on just one site a year. (1)
- 1.2.2
- YES – perhaps children can identify with them and see that there are dolls which look just like they do. **OR**
 - NO – they might make children more self-conscious, especially when they see that most children are “normal”.
[Look for logical reasoning in response.] (2)
- 1.3 She has a fun personality, she is up-to-date and she represents her age/type perfectly. [No marks for “jazzy”, “modern” or “now”.] (3)
- 1.4 1.4.1 This indicates that a contradiction/refutation will follow. (1)
- 1.4.2 Both indicate a certain typecasting/lack of individuality or not allowing individuality/they emphasize the point about labelling people. (2)
- 1.5 She finds their appearance rather grotesque. To her, Down Syndrome is more about a disability than about appearance. (2)
- 1.6 It appears that parents have more difficulty coming to terms with disabilities and so have more need for these dolls than do their children who are able to accept and love any kind of doll.
[Answer must be ONE complete sentence – beware of comma splicing.] (2)
- 1.7 She is a very poor role model and they might feel that her behaviour and appearance are unacceptable. (2)
- 1.8 C fashion disaster. (1)
- 1.9 It is a joining of two words – meat and sandwiches (so meat sandwiches) to form a new one. (1)
- 1.10 YES – they do represent a certain reality (even a sense of humour). We see people like this in certain areas or on television shows. Although she is not altogether appealing, there are women like this. (2)
- 1.11 “A man’s accessory”/“has to be pink”/“dolly dress-up”
[Answers must be PHRASES.] (2)
- 1.12 To enhance her image as someone learned/intelligent. [Accept “geek”.] (1)
- 1.13
- YES – they show a sense of reality/humour. They are more realistic and less stylised. They give children insight into real-life issues.
OR
 - NO – dolls are supposed to offer escapism. Children need to be sheltered from harsh reality. In fact, these dolls are stereotypes too.
[Look for well-reasoned answer.] (3)

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.

- **The Desmond Tutu Peace centre will be a centre for world peace.**
- **Over 1,5 million visitors will be able to engage in/be involved in its many activities.**
- **It will be situated near the Cape Town Convention Centre.**
- **The architects aim to blend different styles based on justice themes.**
- **There will be rooms for many varied purposes.**
- **Tutu's office and his archives will be situated there.**
- **Different exhibitions on peace will be mounted there.**

Marking the summary:

- Candidates should present the summary in the required format. Summaries not presented in the required format but reflecting another format of summarizing as prescribed in the Subject Statement for languages **should be assessed and not penalised.**
- Candidates **must** indicate the word count **correctly.**

Award marks as follows:

- **7 marks for 7 points**
- **3 marks for language**

For direct quotations of **whole sentences**, penalize as follows from the total mark awarded for the points:

- | | |
|--------------------------------------|-----------------------|
| 1 – 3 whole sentences quoted: | no penalty |
| 4 – 5 whole sentences quoted: | deduct 1 mark |
| 6 – 7 whole sentences quoted: | deduct 2 marks |

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 if the summary is too long. **Do not mark over 95 words.**

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

TOTAL SECTION B: 10

SECTION C: LANGUAGE IN CONTEXT**QUESTION 3: ANALYSING ADVERTISING**

- 3.1 3.1.1 This emphasises the fact that no-one will be able to eat bluefish tuna as it will be extinct because of over-fishing. It will literally not be on the menu as a dish = 1 (2)
- 3.1.2
- Fish looks terrified – open mouth/staring eye.
 - Chopsticks hint at eating of sushi – because of this delicacy, tuna is being over-fished.
 - Human hand – indicates that it is people who are responsible. (3)
- 3.2 3.2.1
- Red = blood (life blood)/violence – leaking out of fish.
 - Fish is seen as small because reserves are shrinking. (2)
- 3.2.2 Cannot make new pronounceable word. Here, the initials are simply used to represent the organisation. (1)
- 3.3 3.3.1 World Wildlife Foundation/WWF (1)
- 3.3.2 It is a creature which is also near extinction. (1)

[10]**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- 4.1 4.1.1 He has written “cartoonist” above his door/he is signing for the delivery. (1)
- 4.1.2 He will need to deal with the topic at hand (the Arms Deal) in a round-about way/cartoonists often make use of figures of speech. (2)
- 4.1.3
- (a) They would lead one off the track/trail/away from the truth. (1)
 - (b) They would be used to take the blame/detract from the truth. (1)
 - (c) Rewards given to those who assist (often dishonestly). (1)
- 4.2 4.2.1 Resigned/defeated/crestfallen/disillusioned (1)
- 4.2.2 His students’ results are poor and they don’t even realise this! (1)
- 4.2.3
- One student spends a lot of time and energy trying to work out the result.
 - One is fast asleep – has no reaction or feelings.
 - One erroneously thinks this is good news!

[Any 2 statements] (2)

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

- 5.1 Stropy/real scary (1)
- 5.2 It could even cause mental illness. (1)
- 5.3 Real – really (1)
- 5.4 Halted/observed/formed (any 2) (2)
- 5.5 It is a scientific term. (1)
- 5.6 Adolescence (1)
- 5.7 A lot (1)
- 5.8 It functions as a verbal noun/does not have a verbal function. (1)
- 5.9 As if/as though (1)

[10]**TOTAL SECTION C: 30****GRAND TOTAL: 70**