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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P1

2019

MARKING GUIDELINES

MARKS: 70

These marking guidelines consist of 8 pages.

NOTE:

- These marking guidelines are intended as a guide for markers.
- The guidelines are 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 Creativity is not a constant state. It only happens when an individual's inspiration is aroused and artistic awareness is awakened. (2)
- 1.2 The question engages the reader and invites him/her to consider similar experiences. (2)
- 1.3 The reference to 'muse' implies that it is the source of inspiration, while 'elusive' suggests that creative inspiration can be difficult to hold on to. (2)
- 1.4 The writer contrasts our potential with our unwillingness to realise our abilities. Everybody has innate creative freedom; however, our fear of failure or appearing foolish restricts us from developing to our full potential. (3)
- 1.5 The metaphor likens the problem-solving process to the reduction of the temperature of the pot. The process will unfold in the unconscious mind. This image effectively illustrates how the intensity of the thought process is decreased, and it is left to time to reveal a solution. (3)
- 1.6 The writer uses various stylistic techniques to convey his viewpoint:
- The writer uses a relaxed/calm **tone**, which links with the idea of daydreaming and waiting for inspiration. This tone changes to excitement with the exclamation, 'This is it!'
 - A **paradox** is presented: relaxation fosters productivity. Passivity allows for solutions to present themselves.
 - The use of a **concrete example** ('Nolan Bushnell ... was inspired while idly flicking sand on the beach') validates the abstract content in the rest of the paragraph.
- [Award 3 marks for any two techniques, well-discussed.] (3)
- 1.7 YES
- The example of 'the cook in her kitchen' performing a menial task in a creative manner clearly conveys the writer's viewpoint. Although she does not have spectators, and is not regarded as an artistic genius, her inventiveness is still evident. People generally disregard their own creative genius in situations where creativity is not publically recognised.
- [A 'NO' response is unlikely. However, consider responses on merit.]
[Credit valid alternative responses.] (3)

- 1.8 The concluding paragraph effectively sums up the content of the passage. The manner in which everything 'clicks' in the conclusion, connects with the idea of bringing 'dreams to reality' in the introductory paragraph. The writer's reference to a 'harmonious, unified and effortless' state echoes 'letting imagination roam freely' in paragraph 3. Expressions such as 'illumination' and the 'This is it!' moment in paragraph 5, link with the realisation of the 'white moment' in the conclusion. He refers to our skills being 'perfectly suited to the challenge', which reinforces the ideas in paragraph 6: '...everyone is capable of tapping into his or her creative spirit'. (3)
- 1.9 Creativity is spontaneous and cannot be controlled at will. (2)
- 1.10 The boy is outdoors in a recreational space. This is in line with his comment that he is 'waiting for inspiration', rather than actively working on his assignment. The setting highlights his choice of playing rather than working: he is procrastinating, and waiting until the last minute before he applies himself to the task. (3)
- 1.11 The writer of Text A states in paragraph 5 that day-dreaming and idleness will lead to inspiration, which cannot be rushed. The boy in Text B echoes this sentiment when he says he is 'waiting for inspiration'. According to paragraph 5, inspiration needs time to manifest itself. However, the boy takes this to the extreme, stating his intention to use delaying tactics until panic sets in. This strategy is in contrast to the writer's stance that a relaxed attitude is conducive to inspiration and productivity.
- [Award 4 marks only if reference is made to paragraph 5 of TEXT A, and TEXT B.]
- [Credit valid alternative responses.] (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	'Students who take time off tend to do better academically'/'academic preparation for college'	1	Scholars perform better academically when they return from a gap year.
2	'they are more likely to be satisfied with their choices after graduation.'	2	After graduating, they will be happier with their choice of career.
3	'Students who take time off may be able to make better choices'/'have a better understanding of what they want from university.'/'students form their own understanding of why they're going to university, and what they want once they get there.'	3	Their expectations of university and future goals are more focused.
4	'A gap year needs to provide either meaningful work experience'/'some students can find meaningful work experience'	4	A well-considered gap year equips the school-leaver with more opportunities and experience in his/her field of study.
5	'travel that opens up the horizon to the rest of the world.'	5	Travel broadens the school-leaver's perspective of the world.
6	'Others might secure odd jobs with the goal of funding, or partially funding, a paid gap experience.'	6	Even odd jobs contribute to funding the gap year.
7	'Even if parents end up paying all or most of the bill, an investment in a gap year might be money saved later if students are more directed when they eventually go to university.'	7	An investment in a gap year pays off when the student makes wiser choices at university.
8	'parents and students should think of a gap year not as a break in an education, but as a part of it.'	8	A gap year forms part of one's life-long education.

PARAGRAPH-FORM

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

School-leavers who take a gap year can perform better academically, be happier with their choices at university and after graduation. Travel broadens the school-leaver's perspective of the world. Furthermore, their expectations of university and goals are more focused. A well-considered gap year equips the school-leaver with more opportunities: some school-leavers benefit by the experience they gain by working, while even odd jobs contribute to funding the gap year. Finally, a gap year forms part of one's life-long education. (78 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
 - 1–5 quotations: award 1 language mark

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 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/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 cat is personified to evoke the reader's sympathy. (2)

3.2 Yes.
The cat's expression, eye contact and head-tilt evoke sympathy, which supports the advertiser's message that animals need human beings to adopt them. The cat's face is foregrounded, emphasising the perspective given in the rest of the advertisement.

OR

No.
The cat has no meaningful expression from a human viewpoint.

[Credit valid alternative responses.] (2)

3.3 The logo has a paw print, superimposed on the hand to show that pets are dependent on human beings for love and care. It is appropriate because only human beings can be entrusted with adopting abandoned pets. The image of the larger hand symbolises the protection offered by humans to vulnerable pets.

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

3.4 The slogan is effective as the advertiser uses irony. It implies that human beings will alleviate the problem of neglected and abandoned pets, yet these pets are in a shelter because they have been abandoned by human beings. In order to address the challenge of abandoned pets, the advertiser instructs the reader to adopt a pet. Thus the brand name serves as an instructional verb.

[Credit cogent alternative responses.]

[Award 3 marks only if both the slogan and the brand name are discussed.] (3)

[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The man is rushing out of the door with a concerned expression, holding the bag in the air. The speed lines and bubbles emphasise his haste. The exclamation marks in the speech bubble convey his urgency. (2)
- 4.2 Dagwood addresses the woman, 'MA'AM', assuming that the bag is a woman's purse. He has ignored the possibility that men may also own bags. (2)
- 4.3 In Frame 3, Dagwood runs confidently and purposefully, determined to get the couple's attention. In Frame 6 he appears to be deflated: his slumped shoulders and dejected expression signal his defeat. His good intentions have backfired. (3)
- 4.4 The unintended consequence of Dagwood's concern was that he was insulted ('YOU BUMPKIN') instead of being thanked. Furthermore, he is accused of having outdated views. The ungrateful couple are effectively satirised as representatives of the unappreciative modern age. (3)
- [Award 3 marks only if a critical comment is given.] **[10]**

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 Spies/intruders/interfering people
[Accept alternative synonyms.] (1)
- 5.2 It's been a **really** bad week for Facebook. (1)
- 5.3 The hyphen forms a compound word. (1)
- 5.4 worse – worst
[Spelling must be correct.] (1)
- 5.5 Facebook's dilemma has been summed up in a blog post by two vice-presidents this week. (1)
- 5.6 technological (1)
- 5.7 demanded/commanded (1)
- 5.8 If I **were** the creator of Facebook, I would **have** made the tools easier to find. (2)
- 5.9 C – complex sentence (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70