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# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**NOVEMBER 2019**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 9 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 The rhetorical question engages the reader on the topic under discussion./The issue, namely man versus machine, is brought into sharp focus.  
  
[Award 2 marks for any well-developed point.] (2)  
[Credit valid alternative responses.]
- 1.2 Human beings cannot compete with machines since they lack the precision and speed of machines.  
  
[Award only 1 mark for 'lifting'.] (2)
- 1.3 Despite all the security features found in smart devices, the user's privacy is still jeopardised since personal information is relayed to the manufacturers. (2)
- 1.4 Valuable intelligence is important to manufacturers who make use of targeted advertising. The manufacturer benefits by collecting data on consumers' preferences so that their production is directed by an advertising ploy. (3)
- 1.5 The aside engages the reader personally/creates a conversational tone. It alerts the reader to a shocking revelation about the power that machines will wield over human beings. The writer wants to convince the reader that a potentially fatal situation could arise.  
  
[Award 3 marks for any TWO ideas well-discussed.] (3)  
[Credit valid alternative responses.]
- 1.6 It is ironic that machines would have power over human beings who are their creators. Instead of humans retaining control of the machines' functions, machines would be able to see humans as deficient. Mankind would be disempowered ('desperate need') and at the mercy of machines.  
  
[Award 3 marks only if irony is well-discussed.] (3)
- 1.7 The Fourth Industrial Revolution will cause major unemployment, especially among the vast majority of workers if they are not prepared to be retrained. This will have detrimental effects on society. The divide between social classes, the 'elite' and working class, will be exacerbated. A dilemma is created for mankind concerning the 'rights' of machines. There will be fewer tax-payers, which will ultimately affect the economy.  
  
[Award 3 marks for any TWO ideas well-discussed.] (3)  
[Credit valid alternative responses.]

1.8 YES

The writer argues convincingly that South Africa is not ready for the Fourth Industrial Revolution because it has such unreliable electricity grids which will impact negatively on the technological/digital infrastructure, for example 'fibre connectivity'. The writer's argument is reinforced by the example that South Africans cannot even manage basic practices such as switching off lights in corporate buildings.

**OR**

NO

The writer views electricity as the sole source of power and does not recognise alternative sources of energy. The writer cites the 'lit buildings' as a failure to manage electrical power, which has no bearing on participation in the Fourth Industrial Revolution.

[Credit valid alternative/mixed responses.] (3)

1.9 The setting is a social gathering/work environment; this is evident in the shadows behind the foregrounded characters and serving of food and drink. The man and the robot are comfortably socialising/interacting on an equal social level.

[Award 2 marks only if reference is made to BOTH the setting and the relationship.] (2)

1.10 The man prioritises human life. Initially, he believes that the robots would be discerning in making ethical decisions, for example about which of the two humans should be saved. The robot, on the other hand, is more concerned about the car, which is a machine similar to 'him'. Human beings have created robots but robots will take dominance and thus humans will be responsible for their own demise.

[Award 3 marks only if reference is made to BOTH characters and a critical discussion ensues.] (3)

1.11 YES

The man in Text B believes that robots could make split-second decisions, whereas human beings would grapple with ethical issues. Similarly, Text A presents the views of military experts who endorse mechanised military decisions which are seen as accurate and devoid of emotion. The man's realisation that Artificial Intelligence could be dangerous is aligned with the writer's scepticism regarding the autonomy of Artificial Intelligence.

**OR**

NO

[A 'NO' response is unlikely. However, credit candidates' responses on merit.]  
[Award full 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	'As the internet continues to gain considerable power and agency around the world, many governments have moved to regulate it.'	1	Several governments have censored the internet because it has become so powerful and persuasive.
2	'Governments often claim that internet access is blocked in the interest of public security and order.'	2	Governments justify censorship of a perceived threat, citing safety concerns.
3	The first strategy is that 'the state completely blocks access to the internet on all platforms.'/'some states resort to internet shutdowns/or deliberate disruptions.'	3	The most drastic censorship is a total shutdown/disruption of the internet.
4	'It's arguably the most punitive, with significant social, economic and political costs.'/'The financial costs can run into millions of dollars for each day the internet is blocked, damaging businesses, discouraging investments, and hindering economic growth.'	4	Censorship by governments can damage a country economically, socially and politically.
5	The second strategy is that 'governments restrict internet access (is) by applying content-blocking techniques.'/'They restrict access to particular sites or applications.'/'The idea is to stop or limit conversations on these platforms.'	5	Governments block access to certain platforms to restrict social discourse.
6	'The third strategy, done almost by stealth, is the use of what is generally known as "bandwidth throttling".'	6	An insidious means of censorship is sabotage of the functionality of internet systems.
7	'the desire to control the internet is rooted in governments' determination to control the political narrative.'	7	Governments wish to censor the internet so that they can dominate political discourse.
8	'Many see the internet as an existential threat that must be contained'.	8	Many believe that the internet poses a threat and its usage should be restricted.
9	'The irony, however, is that as these shutdowns continue, even proliferate, there is scant evidence they actually work.'/'they seem to animate dissent and encourage precisely the kind of responses considered subversive by many governments.'	9	Ironically, clamping down on the internet actually encourages the dissent governments wish to avoid.
10	'The absence in many African countries of enforceable constitutional guarantees that protect the public's right to information means there are few opportunities for legal redress.'	10	Citizens' right to information is not protected by law.

**PARAGRAPH-FORM**

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

Several governments have censored the internet because it has become so powerful and persuasive. Governments justify censorship of a perceived threat, citing safety concerns. The most drastic censorship is a total shutdown of the internet, causing severe economic losses. Secondly, governments block access to restrict social discourse or stop it completely. A third, insidious means of censorship is sabotage of the functionality of internet systems. Governments censor the internet to dominate political discourse; ironically, this practice encourages the dissent governments wish to avoid. However, citizens' right to information is not protected by law.

(93 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 repetition of negative words shows the resilience of the runner./No obstacle will deter him from running. (2)

3.2 The tone in the first paragraph is conversational/motivational: the use of the pronoun 'you' engages the reader, inviting him/her to step into the narrative. The reference to 'a little torrential downpour' is tongue-in-cheek.

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

- 3.3
- The advertiser repeats the **second person pronoun/uses colloquial language** to involve the reader and to create a conversational tone.
  - The advertiser uses short, active **sentences**, e.g. 'You hit the road.' These are intended to get directly to the point.
  - **Jargon**, e.g. 'All Conditions Gear Gore-Tex suit', is used to convince the reader of the product's superiority and uniqueness.
  - **Anti-climax** in the headline as well as the conclusion ('You're warm. You're dry. You're nuts') lends a sense of adventure in a humorous manner.
  - The **diction** is emotive, e.g. the superlative 'most popular'. This will appeal to a wider audience.
  - The **visual image** portrays the hostility of the elements which are **contrasted** with the protection offered by the shoe against the snow and rain.
  - **Bandwagon advertising**: the advertiser persuades readers to be part of a majority/group/popular brand.

[Award 1 mark for the identification of ONE technique and 2 marks for a critical discussion.] (3)



## 3.4 YES

The individual in the visual is running in a bleak, desolate environment. He has not allowed the threatening clouds to 'get in the way of a run'. He is warmly clad in protective gear. The runner's commitment attests to the claim that the weather is not a deterrent when the product is worn.

**OR**

NO

A more explicit visual of a runner caught in torrential rain or snow would have reinforced the message more effectively. The reader cannot discern the brand of shoe the runner is wearing.

[Credit valid alternative/mixed responses.]

(3)  
[10]

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- 4.1 The boy is dismissive/evasive/elusive/vague/secretive and feels that his mother is meddling in his business/and hopes that he can keep his mother away from questioning him.

[Award 1 mark for the identification of the attitude and 1 mark for an explanation.]

(2)

- 4.2 The mother is being sarcastic as she assumes that her son will be attending a party.

(2)

- 4.3 The bold/over-sized font/exclamation mark/the creation of a double-syllabic word in '**MO-OM!**' effectively portray the boy's over-reaction to his mother's query, his indignation/annoyance/frustration and his attempt to mask his guilt.

[Award 1 mark for the identification of the technique and 1 mark for the discussion.]

(2)

- 4.4 **Visual cues:**

The boy's forked tongue and closed eyes show that he is being untruthful and cannot be trusted./ The mother is unconvinced by his response, illustrated by her hooded eyes, downturned mouth and upturned nose.

**Verbal cue:**

The boy's response, 'YETH', supports the snake-like, deceptive image/his uneasiness because he is guilty of lying.

[Award 2 marks for a visual cue (identification and comment) and 2 marks for a verbal cue (identification and comment).]

(4)  
[10]

**QUESTION 5: USING LANGUAGE CORRECTLY**

5.1.1 The hyphen forms a compound adjective/word. (1)

5.1.2 The dash indicates additional information/explanation/emphasises the information that follows. (1)

5.2 differently (1)

5.3 in – into (1)

5.4 heavy **OR** leaden **OR** over (1)

5.5 But first one needed food as there was no choice when **one was** that young and that hungry.

**OR**

But first **you** needed food as there was no choice when you were that young and that hungry. (1)

5.6 The bread **would be scooped out** (by us) and (**be/would be**) **stuffed** (by us) with the other ingredients.

[Award a mark only if the **entire** sentence is correct.] (1)

5.7 **I was sitting** around with my friends... / **I sat** around with my friends... / **I would sit** around with my friends... / **I used to sit** around with my friends... (1)

5.8 We overate./We ate greedily./We gorged./We feasted.

[Consider valid alternative responses.] (1)

5.9 took was/makes (1)

**[10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**