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# **basic education**

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

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH HOME LANGUAGE P1**

**2022**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 10 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 It refers to the destruction of a popular public figure's reputation, after s/he has made a comment deemed to be unacceptable in the media.  
[Award 2 marks for a well-developed response.]  
[Award only 1 mark for 'lifting'.] (2)
- 1.2 Calling out and cancelling are their only recourse to exacting justice/redressing the imbalance of power.  
[Award only 1 mark for 'lifting'.] (2)
- 1.3 The paradox is evident in the idea that 'cancel culture' can have unforeseen effects on different individuals or groups in society. Strong criticism of a celebrity from one quarter may result in sympathy from another./The offender becomes the victim. This creates an opposing reaction to the original intention of the offended group.  
[Award 3 marks only if the paradox is fully discussed.] (3)
- 1.4 The rhetorical questions raise awareness around issues concerning 'cancel culture'./They invite the reader to consider the divergent views on the topic and make an informed decision on her/his own perspective./The rhetorical questions prepare the reader for the discussion on accountability that ensues in paragraph 5.  
[Award 3 marks for any single point.] (3)
- 1.5 The writer maintains that 'cancel culture' is not only about demeaning public figures; it is also about establishing acceptable moral standards which we can all follow. It also demands that the community become active citizens in monitoring socially acceptable behaviour. 'Cancel culture' transfers the power from the powerful public individuals into the hands of the general public.  
[Award 1 mark only for 'lifting'.]  
[Award 3 marks only if the response is well-developed.] (3)
- 1.6 The writer uses expressions to show the extreme effect of 'cancel culture' on people. The phrase, 'dramatic rhetoric' reflects emotional outpouring that is devoid of rational thinking. The effect of 'cancel culture' is 'pervasive' in its far-reaching impact. It affects both the perpetrator (the influential public figure) and the victim (individual/community) differently. It is seen as 'deeply disturbing' that on-going resentment is harboured by victims. The detrimental nature of the lasting consequences is highlighted.  
[Award 3 marks for a critical discussion of any TWO examples of diction.]  
[Award only one mark if diction is not provided but the candidate shows understanding of the concept in context.] (3)

- 1.7 The arguments in paragraphs 9 and 10 fully support the title, which questions the impact of 'cancel culture'. Aaron Rose believes that 'cancel culture' should bring about a form of social justice by transforming attitudes and behaviours of both the 'cancelled' and the aggrieved. However, he acknowledges that publicising someone's offensive behaviour does not bring about the desired change in the perpetrator. 'We were still sad and mad. And the bad people were still bad.' In addition, victims will forever be held hostage to their trauma, 'never letting a wound close', instead of moving on. Therefore, according to Aaron Rose, 'cancel culture' can never be a tool for social justice unless people are willing to forgive.

[Award 3 marks only if the candidate makes reference to paragraphs 9 and 10 and the title.]

(3)

- 1.8 The two smaller characters are accosted/startled/frightened by the outbursts of the OFFENDEDISTAS.

(2)

- 1.9 In FRAME 3, the OFFENDEDISTAS' aggression is conveyed by their gritted teeth and intimidating gestures, as well as the hostile utterances, 'WE TAKE OFFENSE AT ANYTHING YOU SAY.', 'AND DESTROY YOU.' In FRAME 7, they are depicted as powerless, deflated and as having no purpose: 'NOW WHAT DO WE DO WITH OUR LIVES?'

[Award 2 marks only if the difference in attitude is addressed.]

(2)

- 1.10 YES

The last frame is suitable because the OFFENDEDISTAS' power, which is evident in FRAMES 3 and 4, has shifted to the two smaller characters. The two smaller characters have defeated the OFFENDEDISTAS' intention to destroy people they deem to be offensive with the simple logic expressed by the mouse. The OFFENDEDISTAS are left with only their attire intact: 'CAN I AT LEAST KEEP THE TIGHTS?' The two smaller characters are more confident and assertive than the OFFENDEDISTAS.

**OR**

**NO**

The last frame is not a suitable conclusion to the cartoon as the OFFENDEDISTAS should have had more courage to confront the smaller character's retort in FRAME 5 with conviction.

(3)

## 1.11 YES

The views expressed by Charity Hudley are fully supported by the mouse's response in FRAME 5 of Text B. Charity Hudley is of the opinion that an individual has choices; s/he only has power over her/his own reactions and ignoring an offensive remark or action is often more effective than responding to it. The mouse's observation aligns with Charity Hudley's stance, acknowledging that a single individual has the power beyond measure either to support or to reject powerful figures, at any given time.

**OR**

NO. [An unlikely response but credit valid responses.]

[Credit valid alternative responses.]

[Award 4 marks only if reference is made to both paragraphs 6 and 7, and Text B.]

(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	'We should be focusing on inter-generational work.'/'they should be involved in all discussions.'	1	Young people should be given the opportunity to engage in discussions with adults.
2	'more young people participating in decision-making at both local as well as global levels.'	2	The youth should be involved in local and international decision-making processes.
3	'should involve youth consultations, and advisory groups formed to work on youth issues.'	3	Discussions should involve the youth and teams should be established to give advice on youth-related matters.
4	'more intersectional youth-led organisations should be a priority.'	4	Organisations representing the youth should be more diverse and representative.
5	'young people have many different perspectives'/'Too often, however, their engagement is inhibited by traditional, customary and legal structures that do not value their perspectives.'	5	Because they have diverse views, their contributions must be appreciated and encouraged.
6	'Supporting young people to engage socially, politically and economically'	6	Youth participation in economic and socio-political discussions should be facilitated.
7	'creating opportunities for them to contribute to developmental processes create effective policy and build a generation of engaged citizens.'	7	Young people should be included in policy-making decisions.
8	'more experienced leaders can step in and provide assistance.'	8	Established leaders can facilitate the development of under-resourced young leaders.
9	'We are tired of spaces where we are the topic of the discussion, not the leaders of it.'	9	The young must lead conversations about their role in society.
10	'Listening means taking those voices seriously.'	10	The contribution of the youth must be taken into account.

**PARAGRAPH-FORM**

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

Young people should be allowed to interact with adults in order to be involved in local and global decision-making processes. Organisations representing the youth should be more diverse and representative. The youth should be guided by advisory teams because of their divergent viewpoints. More specifically, young people's participation in fiscal decision-making contributes to the socio-economic growth of the country. Established leaders should facilitate their development, while the youth lead conversations about their role in society. The contributions of the youth must be appreciated/encouraged and taken into account.

(87 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 to 7 quotes: award no language mark
  - 4 to 5 quotes: award a maximum of 1 language mark
  - 2 to 3 quotes: award a maximum of 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 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 phrase/headline draws the reader's attention to preserving the food source (tuna) required for making sandwiches.

[Award 1 mark for a valid response that refers to a stylistic technique.] (2)

- 3.2 The advertiser uses highly emotive words to convey the severe impact that will be felt if there is a failure to implement sustainable fishing. The terms, 'overfished' and 'brink of collapse' emphasise the dire consequences of unregulated fishing. The word 'driving' emphasises the forceful nature of overfishing and how the tuna are moving at a rapid and unavoidable pace toward extinction. A warning is issued that the destruction of marine life is imminent unless drastic action is taken.

[Award 3 marks for any TWO examples of language, critically discussed.] (3)

- 3.3 YES

The text in small print supports the visual. It focuses on the dire need to protect and preserve marine life. The image illustrates the fish swimming freely in their natural environment/swimming away in a frenzy from poachers. WWF, in collaboration with the Marine Stewardship Council (MSC), is determined to protect this marine life through sustainable fishing, which is the only means of ensuring that the fish are not depleted through overfishing.

**OR**

NO

[A 'NO' response is unlikely. However, credit responses on merit.] (3)

- 3.4 Depend (1)

- 3.5 industrialise/industrialize (1)  
**[10]**

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

- 4.1 The smaller of the two characters is dismissive/condescending, whereas the character in the black t-shirt is concerned about his customers. (2)
- 4.2
- **LAYOUT:** The cartoonist uses FRAME 3 to depict the smaller man's arrogance, large ego and superiority.
  - **IRONY:** The smaller man denies making demeaning comments and subsequently belittles his customers.
  - **FACIAL EXPRESSION/ BODY LANGUAGE/BOLD FONT:** In FRAME 4 the facial expression of the man in the black t-shirt is one of outrage, as indicated by the bold font, the wide-open mouth and the jagged speech bubble. The smaller man nonchalantly/dispassionately drinks his coffee and further insults his employee.
  - **ANTI-CLIMAX:** Despite the outrage of the man in black, the smaller man is apathetic and derisive.
- [Award 1 mark for identification of a technique/a valid description and 1 mark for effectiveness.] (2)
- 4.3 You've/ You have to stop **being** condescending to the customers. (1)
- 4.4 In FRAME 2, Thandi's eyes are wide open as she is trying to convince her teacher of her innocence. In FRAME 3, her hooded eyes and scowl on her face indicate that she feels insulted by her teacher's question./Thandi is dismissive of her teacher's question.
- [Credit valid alternative responses.] (2)
- 4.5 Although Thandi is attending virtual school, she still uses a typical excuse for not submitting her homework; this elicits a typical sanction of being sent to the Principal's office. Humour is created when Thandi is exposed as being deceitful by her teacher's sarcastic question.
- [Credit valid alternative responses.] (2)
- 4.6 **C** – The teacher told Thandi to hold her homework up to the camera so she could see it. (1)
- [10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

- |       |   |             |
|-------|---|-------------|
| 5.1   | The dashes indicate parenthesis./The dashes provide/emphasise additional information. | (1)         |
| 5.2   | It is hoped that .../I hope (that) ...  | (1)         |
| 5.3.1 | important – <b>importantly</b>  | (1)         |
| 5.3.2 | Adjective/present participle  | (1)         |
| 5.4   | worldwide/universal/international/world   | (1)         |
| 5.5.1 | pared – <b>paired</b>   | (1)         |
| 5.5.2 | between/among   | (1)         |
| 5.6   | Healthcare practitioners have promoted these kinds of changes for years.              | (1)         |
| 5.7   | has – <b>have</b>   | (1)         |
| 5.8   | various OR different  | (1)         |
|       |   | <b>[10]</b> |

<b>TOTAL SECTION C:</b>	<b>30</b>
<b>GRAND TOTAL:</b>	<b>70</b>