

# Soek jy 'n fantastiese tutor?

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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**NOVEMBER 2022**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 11 pages.**

**NOTE:**

- These marking guidelines are 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 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 Intimacy is the basis of human experience and supports emotional and physical health./Without intimacy, loneliness and isolation are experienced.  
[Award only 1 mark if a direct quotation is provided.] (2)
- 1.2 People prefer to engage on virtual/digital platforms./People start avoiding face-to-face encounters. (2)
- 1.3 The short paragraph emphasises the impact of the lack of intimacy./It highlights the writer's argument that people are devoid of close human connection./It reinforces the link to the 'intimacy famine' metaphor in the title.  
[Consider responses that focus on the technical aspects of the single-line paragraph.] (2)
- 1.4 The writer shares a parent-child relationship with her cellular phone. She refers to it as demanding, requiring her attention all the time. She uses psychological jargon, such as 'social grooming', 'skin-to-screen bonding' and 'separation anxiety', to indicate her special attachment to her cellular phone. The emotive word 'nurture'/'nurtured' reveals the personal nature of the relationship.  
[Award 1 mark for the identification of diction and 2 marks for the discussion.] (3)
- 1.5 The theory implies that there are nuances/underlying messages when we interact with someone. Physical cues are obvious with face-to-face encounters. When we interact with our cellular phones instead of a person, we send the signal that the recipient is less important. The theory sheds light on the relationship cost caused by the dominance of cellular phones.  
[Award only 1 mark for an explanation of the theory.]  
[Award 3 marks only if the theory is discussed in terms of relationships.] (3)
- 1.6 While technology enables connectivity, the connectivity is online and lacks face-to-face interaction which is necessary for authentic relationships. The purpose of connecting with others online is to find intimacy. However, there is a loss because the possibility of physical intimacy is abandoned for the sake of online intimacy, which then leads to both loneliness and depression.  
[Award 1 mark for the identification of the paradox.]  
[Award 3 marks only if a comment on the paradox is evident.] (3)

- 1.7 The writer emphasises that human beings need approval, despite their claims to the contrary. Her argument is further strengthened by the repetition of the aside in parenthesis, '(and care)'. Finally, she acknowledges that technology is needed to stay connected to those who are significant to us.

[Award full marks only if a critical discussion is included.]

[Credit valid alternative responses.]

(3)

- 1.8 **YES**

The concluding paragraph links to the article, inviting the reader to question whether we are connected or isolated socially. It sums up the writer's view that we can 'strike a balance' between the use of technology and maintaining social relationships. She succeeds in convincing the reader that we need to acknowledge our need to connect and to accept our vulnerability in order to achieve intimacy in our lives.

[Credit valid alternative responses.]

[A **NO** response is unlikely. However, consider each response on its own merit.]

(3)

- 1.9 FRAME 2 reveals Dilbert's self-isolation/obsession with his cellular phone.

[Credit valid alternative responses.]

(2)

- 1.10 The cartoonist satirises the apparent failure of human relationships. Dilbert feels that the relationship with his cellular phone is far more beneficial to him than a relationship with any person/woman. Society's attachment to technology is illustrated by Dilbert's anti-social behaviour./The psychologist's assumption in FRAME 3 that Dilbert is referring to a woman in FRAME 2, possibly satirises the stereotypical role that women are seen to play in relationships.

[Award full marks only if satire is discussed.]

[Credit valid alternative responses.]

(3)

**1.11 YES**

In paragraph 6 of TEXT A, research findings are presented. Technology interferes with relationships, as people prefer interacting with their phones rather than with humans. This is effectively conveyed in TEXT B when Dilbert opts for a relationship with his phone rather than with a person. Furthermore, Dilbert and his counsellor cannot communicate effectively, causing a misunderstanding. The 'famine' of intimacy is evident.

**OR****NO**

Dilbert is totally satisfied with having a relationship with his phone. He does not value having relationships with humans. This contradicts the message of paragraph 6, where the use of cellular phones is seen as purely detrimental. Dilbert appears not to suffer from 'conflict and jealousy'; 'intimacy famine' does not affect him.

[Award 4 marks only if the candidate has referred to TEXT B, the title and paragraph 6 of TEXT A.]

**(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	'You do not have to write out your speech word by word but get the headline, three key points and the concluding sentence on paper and put bullet points under each.'	1	The planning for the speech must include a headline, key/main points and a conclusion.
2	'Then run through it and note which of your bullet points are relevant and can be included in your speech.'	2	A public speaker should focus on including important and relevant points in the speech.
3	'Adapt your notes and try again.'	3	In order to be effective, a speaker should make changes to her/his notes and rehearse again.
4	'If you film yourself, you will be able to see the points of your speech that need attention.'	4	It is important to observe oneself objectively in order to improve the content of the speech.
5	'Once you have sorted out the words, focus on how to exude the right energy.'	5	It is important to work on an effective delivery of the speech.
6	'Five minutes before a talk, try to recall a success you have had, focusing on the details of that success.'	6	Public speakers should focus on past success to build confidence and competence.
7	'Being confident about the delivery of your speech will assist to bring that feeling of competence to life.'	7	A confident delivery of a speech indicates competence.
8	'Settle your breathing before you start.'	8	A speaker should control her/his breathing prior to speaking.
9	'If you lose control of your breath in the middle, say, "Let's take a moment to think about the last point." That gives you a pause point to collect your breath and no one will be any wiser.'	9	A speaker should regulate her/his breathing by taking unobtrusive pauses.
10	'The only way to get over a fear of public speaking is to do it, again and again.'	10	Greater exposure to speaking opportunities boosts one's confidence.

**PARAGRAPH-FORM**

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

A public speaker should work toward a clear structure which includes a headline, main points and a conclusion. The key to an effective delivery is making notes and adapting them. Self-observation assists one to identify points on which to work and improve. Practise the effective delivery of a speech. In order to build confidence and competence, focus on past successes and take opportunities to address groups of people. A speaker should control her/his breathing prior to speaking. Public speakers should regulate their breathing by taking unobtrusive pauses. (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:**
  - 6–7 quotations: award no language mark
  - 4–5 quotations: award 1 language mark
  - 2–3 quotations: award 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 contents of the product, shoe polish, made shoes shine in the 1970s. However, the container is now littering the beaches.

[Award 2 marks only if both parts of the caption are addressed.] (2)

- 3.2
- The expression is in **bold font/reverse print/white printing on a black background** which draws the reader's attention to/piques the reader's interest in the return of an old product.
  - **Medallion/rosette shape**: The presentation of the product makes it appear as though it is popular and its reappearance is to be celebrated.
  - **Apostrophe**: The contraction makes the expression informal and more appealing to a wider audience.
  - The **exclamation mark/dramatic statement** conveys excitement/alarm/cynicism/fear at the reappearance of the shoe polish.

[Award 1 mark for the identification of any ONE of the above techniques and 2 marks for the comment.] (3)

- 3.3 The container appears battered but is still intact after surviving 50 years in the ocean. This indicates the indestructibility of plastic waste. Whilst the product was useful in the 70s, it is detrimental to the environment. The accumulation of non-recyclable plastic in the ocean over a period of time poses a threat to the environment.

[Award 3 marks only if a critical discussion is included.] (3)

- 3.4 noun/gerund/verbal noun (1)

- 3.5 The apostrophe indicates contraction/omission. (1)

**[10]**

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

- 4.1 She remains seated with the newspaper in front of her face. She is disinterested/uninterested/nonchalant about/dismissive of Thandi's ordeal.

[Award 1 mark for a reference to body language and 1 mark for the attitude.] (2)

- 4.2 In FRAME 3, Thandi is surprised/outraged when Mother Anderson suggests that she use her imagination. In FRAME 5, she asserts that she does not need to use her imagination as the apps designed by the large companies do it for her. Thandi is oblivious to the power of the imagination, preferring the conditioning of the entertainment app.

[Award 3 marks only if a comment is made on both frames.] (3)

- 4.3 The humour is conveyed when Mother Anderson thinks she has convinced Thandi to use her imagination – only to find, in the last frame, that ironically Thandi's imagination is being used to cope with her technology addiction./ Mother Anderson appears defeated ('it's hopeless'). She returns to her position behind the newspaper without verbal engagement, as she realises that it is difficult to change Thandi's mindset.

[Credit responses that make reference to anti-climax/bathos.] (3)

- 4.4 It means that she is unable to use her imagination./Her imagination is in a state of disuse.

[Credit valid alternative responses, in context.] (1)

- 4.5 B – jargon (1)

**[10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

5.1 in various ways/aspects/spheres/areas

[Consider valid alternative answers in the context of the sentence.] (1)

5.2 The hyphen joins the prefix to the verb/separates two vowels/assists in pronunciation. (1)

5.3 If joy is not brought to you by someone or something, it's pretty pointless carrying on with it.

**OR**

It's pretty pointless carrying on with it, if joy is not brought to you by someone or something.

**OR**

If you are not brought joy by something or someone, it's pretty pointless carrying on with it.

[The entire sentence must be provided for the mark to be awarded.] (1)

5.4 We must keep our family space **safe/secure** so that we are thriving as a **people/nation**.

[Credit either response.] (1)

5.5 In the process we earn more but live less; we lose our focus of what is important.

**OR**

In the process we earn more but live less – we lose our focus of what is important.

**OR**

In the process we earn more but live less. We lose our focus of what is important.

**OR**

In the process we earn more but live less: we lose our focus of what is important. (1)

5.6	With social media, keeping up with other Instagrammers <b>is</b> having/ <b>has</b> a devastating effect on self-perception.	(1)
5.7	sole – soul	(1)
5.8	really	(1)
5.9	D – compound sentence	(1)
5.10	The word ' <b>stock</b> ' must be used as a verb in a sentence.	
	[Accept alternative forms of the verb ' <b>stock</b> '.]	(1)
		<b>[10]</b>
<b>TOTAL SECTION C:</b>		<b>30</b>
<b>GRAND TOTAL:</b>		<b>70</b>