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GRADE 12

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ENGLISH HOME LANGUAGE P1 MARKING GUIDELINE

MARKS: 70

This marking guideline consists of 9 pages.

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NOTE:

- This marking guideline 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. The marking guideline should 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 responses should not be penalised unless such errors change the meaning/understanding. (Errors should 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/quotation is what should be considered.
- 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.
- 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****QUESTIONS: TEXT A**

- 1.1 Creativity enables us to be resilient / it provides joy / and it contributes to fulfilment. ✓✓ It helps us to realise our potential.
[Any two. Candidates have to use their own words.] (2)
- 1.2 False
'many pieces to the puzzle of creativity' ✓ (1)
- 1.3 One part of creativity requires cognitive processing ('deliberate thought'), ✓ while the second part requires one to use one's imagination and just relax/enjoy ('spontaneous play and imagination'). ✓
[Candidates must use their own words.] (2)
- 1.4 personality ✓
biology ✓
life experience ✓ (Any 2 x 1) (2)
- 1.5 Creative people think AND act. /They are also energetic AND relaxed/playful AND disciplined/imaginative ('fantasy') AND realistic/passionate, yet objective about their work. ✓✓
[Any two contradictions explained in candidates' own words.] (2)
- 1.6 1.6.1 C / compulsion ✓ (1)
1.6.2 'curiosity, positivity, energy, persistence, and intrinsic motivation.'
[Candidates have to quote a PHRASE.] (1)
- 1.7 To be creative one needs to be open to new experiences and learning new things ✓ so that new possibilities can present themselves. ✓ People who are low in openness tend to stick to what is familiar and do not change their routine, so they do not open themselves to new possibilities and experiences, hence creativity is lacking. ✓
[Candidates have to use their own words.] (3)
- 1.8 The writer is of the opinion that creativity is largely dependent on applying knowledge in new ways. ✓ But in order to do so, one has to be open to adapting to new routines ('changing up your normal routine') ✓ and challenging one's comfort zones. ✓ (3)
- 1.9 The writer compares the idea of coffee percolating before it can be consumed to the creativity process. ✓ This effectively explains the writer's argument that creativity is most often a process that happens over time. As one thinks about a problem and allows the sub-conscious to mull over the conundrum, ✓ it will become ready for realisation and reveal itself at the correct time. ✓ (3)



- 1.10 It is a suitable conclusion as it mentions the various 'steps to be more creative' that have been established through research – the text discusses the various steps. ✓ It also mentions the importance of 'Openness to Experience' which is discussed in the text. ✓ The writer also refers to the default mode when the mind turns inward to reflect, which is what creative geniuses do. ✓ The final sentence ('Always keep in mind: if you are motivated to solve a problem, procrastinating, exercising, or sleeping on it can lead to divergent thinking and more possibilities.') also summarises the line of argument in the text. ✓

However, this paragraph mentions new information, which is not supposed to be in a concluding paragraph: this is the first time that the writer mentions that creative 'geniuses often produce their best works at their times of greatest output' ✓ and that they record their thoughts when they have great ideas. ✓ The warning against becoming too blinded by the 'rules and language' of their field of expertise is also a point that is mentioned only now. ✓

[Mark globally.]

[Credit insight into the requirements for writing a good conclusion.]

[Credit a mixed response.]

[Examples to prove arguments are crucial.] (3)

- 1.11 The caption of the cartoon tells the reader not to be concerned any longer since Eskom has appointed a technical task team to resolve the problem of loadshedding. ✓ However, contrary to expectations, the 'task team' consists of fictional characters who are either not known for their intelligence, or for their far-fetched creations. ✓ Obviously the loadshedding situation will not be resolved by this 'task team'. ✓ (3)

- 1.12 Yes, TEXT B is an example of 'light creativity'.

The cartoonist uses humour to expose a serious problem in society – the energy crises in South Africa and Eskom's inability to rectify the situation. ✓ The writer of TEXT A says in paragraphs 9 and 10 that 'light creativity' is to the benefit of society (as it does not 'detract' from the 'welfare' of society). ✓ The cartoon is of benefit because it makes people smile. Had the cartoon been 'dark creativity' the humour would have been to the detriment of society. ✓

OR

No, TEXT B is not an example of 'light creativity'.

The cartoon can be seen as an example of 'malevolent creativity' as it makes people more aware of the precarious power situation and the inability of Eskom to cope with the outages. ✓ It makes people even more disillusioned. ✓ It harms the image of Eskom even further. ✓

[Candidates have to discuss BOTH paragraph 9 AND paragraph 10 of TEXT A AS WELL AS 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 SEVEN valid points are to be credited in paragraph form.

(Sentences and/or sentence fragments must be coherent.)

QUOTATIONS		POINTS	
1.	'Gen Z does physically interact socially but those social moments must be shared online for consumption by their "digital squad"/ 'The need for a digital and physical squad is heightened by this group's interconnected life.'/ 'Gen Z has an infinite social network'/ 'their high-tech inter= action does not trump the need for authentic physical human connections.'	1.	Gen Z needs to interact physically, not just online./Gen Z needs friends in the real world and on social media.
2.	'Moments are not real until they are shared, which is why this generation is the pioneer of online content creation.'	2.	Gen Z shares everything online and excels at creating content.
3.	'constantly connected to and with their friends'	3.	They are constantly in touch with each other.
4.	'There is a constant need to secure social feedback instantly.'	4.	They continuously need instant feedback.
5.	'they are all engaged with each other and with the activity at hand. There is just a need to bring the rest of their circle into the moment.'	5.	They can be in with friends and online at the same time as they do not want anybody to miss out on the moment.
6.	'an infinite social network that fulfils different needs.'	6.	There are countless social networks, each fulfilling a different need.
7.	'They share their lives with people they'll probably never meet in person, and for them this is their normal.'	7.	They consider it normal to have friends they will never meet.
8.	'But they also use digital platforms to facilitate the process of actually physically meeting up.'	8.	They organise physical meetings via their social media.

Marking the summary

The summary must be marked as follows:

PARAGRAPH FORM

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

Although Gen Z appears pre-occupied with online connection, they still need physical interaction. Their constant engagement online might give the erroneous impression that they are not present in the moment, but they have a constant need to share experiences online. They do not want friends to miss out and they crave instant feedback. They have several social circles, each one meeting a different need. It is normal to them to have friends whom they will never meet. To prevent social isolation, they use social media to organise physical meetings.

[89 words]

- **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 quotes: award no language mark
 - 1–5 points quoted: award 1 language mark

NOTE:**Format:**

Even if the summary is presented in the incorrect format, it must be assessed.

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 with the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

3.1 The motto, 'The Professional's Choice' will cause any athlete (soccer player, in this instance) with aspirations of becoming a professional player one day, to want to buy these soccer boots. / It will create desire in the athlete to own this pair of soccer boots, as he might also become professional one day. ✓ / Any aspiring soccer player who has Messi as a role model would also want to buy these soccer boots. ✓ It instils confidence in the quality of the boots. ✓ It makes the consumer trust in their reliability. ✓ If it is good enough for a famous professional, it is attractive to the consumer. ✓ (2)

3.2 The use of ellipsis implies that something has remained unsaid. In this instance, it might be a suggestion/an implication ✓ that the reader will have the same beginning on the road to fame/stardom with these soccer boots as Messi had when he started on his journey of becoming a legend. ✓ (2)

3.3 'Choose your weapon' is usually used in the context of fighting/duals, etc. ✓ Using this expression when referring to soccer boots/soccer cleats, implies that the player is going to war/that playing the game is serious business. ✓ It also suggests the players determination to commit to the task and win. ✓ / Any (professional) sports team takes every game seriously and would consider this a suitable expression when choosing sports apparel. ✓

One usually wants any sports game/match to be played in good spirit, so this is not a good choice of words.

[Candidates can only be awarded full marks if a critical comment has been made.] (3)



- 3.4 TEXT D would be more effective as it features a very famous professional soccer player. Young soccer players who consider him a role model, would choose this brand. ✓ The athletic image implies that the boots will do the same for the aspiring player. The copy ('Every legend has a beginning ...') also has connotations of fame, something that most impressionable young players desire – they want to be as legendary as their role model. ✓ The use of 'IN STOCK NOW' galvanises the consumer into action to buy the boots before they are sold out. ✓

Text E has only shoes in the image, which does not have the same impact as a legendary role model. The copy is also unsuitable for a sport brand, as it is not a fight into which the players are entering, but professional sport, which is supposed to be played in good spirit. ✓

OR

TEXT E is more effective as it shows a variety of soccer boots/cleats. ✓ The product can be seen much more clearly than in TEXT D, which is what every prospective buyer wants to see before they go out to buy the product. ✓ The copy is effective as every team goes into a game determined to be victorious. ✓

[Mark globally. TEXT D and TEXT E must be discussed.]

(3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 Yes, it is a selfish way of thinking about life. It seems like justification for the desire for instant gratification. Living for the moment would justify his selfish desire to have what he wants immediately. ✓ This implies that only his desires are important. ✓

OR

No, it is not a selfish motto. As Calvin explains in FRAME 2, life is short and unexpected things happen. ✓ Therefore, one needs to live fully and enjoy every moment. ✓

(2)

- 4.2 Calvin uses the onomatopoeic word, 'WHAM!' ✓ to emphasise the idea of a bus hitting someone. His emphatic/forceful tone ✓ – as indicated by the bold font – is reinforced by his action of slamming his palms together. ✓

[Candidate must identify tone as well as the onomatopoeia. The body language must then be discussed in context.]

(3)

- 4.3 Calvin said that **had been** ✓ the right moment for **him**. ✓

[If candidate has NOT affected punctuation changes correctly, do not mark.]

(2)

- 4.4 4.4.1 B – bathos/anti-climax

(1)

- 4.4.2 Hobbes does not get caught up in Calvin's excitement in trying to justify his behaviour. He brings Calvin back to reality by using bathos, reminding Calvin that there is a very straight-forward solution – do not act irresponsibly/do not be reckless. ✓✓

[Mark globally]

(2)
[10]



QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 **an** enormous ✓ (1)
- 5.2 adjective/compound adjective ✓ (1)
- 5.3 They are the titles of publications. ✓ (1)
- 5.4 acquisition ✓ (1)
- 5.5 **needs** organising ✓ (1)
- 5.6 **whole** rooms ✓ (1)
- 5.7 neglected ✓ (1)
- 5.8 Planning ahead will help you / Planning for the future will help you ✓ (1)
- 5.9 will quickly help you **to identify** ✓ (1)
- 5.10 Walk through your house slowly with a notebook in hand **and identify** the strengths and problematic areas that you want to improve in each room. ✓ (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70