



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2020 NSC CHIEF MARKER'S REPORT

SUBJECT:	English Home Language
PAPER:	1
DURATION OF PAPER:	2 hours

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The question paper was accessible, relevant and a fair guideline of the level of the proficient English Home Language learner. Candidates from stronger centres generally fared well but weaker learners were challenged because of time constraints.

Text B was wordy which resulted in more time spent here and this meant 50/the remaining minutes for the completion of the question paper. If the average candidate spends an hour and ten minutes on Section A, there is hardly enough time for the rest of the question paper. The poor performance is not only related to competence but a lack of adequate time as well. This was definitely evident with even the stronger centres where the completion of the question paper was just within the stipulated time. 1.1 -1.3 was a fair way to earn marks. However, the higher order questions that demand more insight, (a discussion of the inclusion of the aside, assessing the writer's contradictory viewpoint, commenting on diction/tone, critically discussing/commenting : 1.4-1.11) still remains a great challenge and the only option for many learners is to lift blindly from the text.

Text C was also challenging as distinguishing the seven points was not that easy and, as a result, more than the suggested time allocation was used. Even weaker learners managed to score 50% or above after attaining 40% or lower in question 1. This is in keeping with the trend of past performance. Lifting without comprehension is not credited in question 1, whereas a lack of vocabulary does not negatively impact performance in the summary.

Question 3 was poorly answered as many responded generally by referring to talking/communicating/unity. The effectiveness of the visual image of the advertisement was poorly answered as learners were not guided by the visual clues: two boys playing soccer happily and oblivious of the barbed wire fence/barrier in the background. Many referred to the language/cultural barriers that is referred to in the body copy of the advertisement. In fact, the blind lifting was evident in literally all responses 3.1-3.4. More so in 3.4 where the term 'juxtaposition' was clearly not understood.

The cartoon in question 4 was accessible as learners managed to score well for 1.1-12 where interpretation of the visual clues : musical notes (frame 2), interjection, bold font and sweat droplets (frame 4) were correctly identified. 4.3 -4.4 were more challenging as mere paraphrasing of the frames were evident in answers.

Question 5 was very fair and accessible and generally learners who were not hampered by time constraints managed to score 40% and above. A basic knowledge of grammar meant that candidates were able to score here. The aspects of idiom, noun form, sentence structure, and formal language that were tested were not obscure. So a very fair chance of scoring was presented in question 5.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Text A for this question – on trial by social media – was very accessible and 1.1 -1.3 as entry level questions elicited some good responses from many of the learners. The 3-mark questions required a critical comment and some discussion, this is where many learners floundered (Q1.5, Q1.6, Q1.7, Q 1.8 and Q1.10).

1.1: A straightforward, good introductory question. The instruction word **account**/explain/justify did not cause confusion.

1.2: A basic, accessible question that was fairly well answered and marks were easily achieved.

1.3: One valid point was awarded TWO marks so two marks were easily achieved.

1.4: A perfect example of a question with embedded levels (Barret's level 1 and 4) few learners scored 3/3 but many scored 2/3. Those who understood the meaning of **finite** managed to score 1 mark.

- 1.5: A challenging higher-order question where the **contradiction** could not be picked up so It was not well answered. Learners were side-tracked by quoting from paragraphs 4 and 5 to prove the contradiction.
- 1.6: A higher-order question that requires specific identification of emotive/credible expressions e.g. '**our lives could be in tatters**' or colloquial phrases e.g. '**worked our socks off**' to either evoke **sympathy**/convey **frustration**. Average to strong candidates were able to deal with the question fairly well. Weaker candidates struggled.
- 1.7: A higher-order question that required identification of the writer's **tone** in paragraph 8. A well discussed answer would stem from identifying the **frustration/anger** the writer feels for those who **post false accusations that cross borders and face no consequences**. A multi-layered answer that must include the various levels.
- 1.8 A higher-order question that was very poorly answered. The impact of the staccato style/the isolation of each word as a separate sentence in, '**They.Do.Not.Like.It**' was not discussed, instead what the social media giants did not like was referred to. There as well it was the reference to publishers and not accountability.
- 1.9: A higher-order question that requires a deeper understanding of the situation in context and requires a decision on the **sincerity** of the **boss's thoughts**.
- 1.10: A higher-order question where the **assessment** of the appropriateness of the **judge's verdict** in the context of the whole cartoon has to be made. This was poorly answered with stronger candidates earning 2/3.
- 1.11: The comparison of two texts is higher order, stronger learners showed the link between the two texts but weaker learners just lift blindly.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Many described the tone and diction as **negative** – this must be strongly discouraged.
- Weaker candidates **lifted** more and commented/discussed less for 1.6 – 1.8.
- The cartoon created confusion because the boss's thought bubble was difficult to understand.
- The term 'programme' was not understood in the context.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Learners must be taught to focus on the whole question and on specific vocabulary. It is important to teach learners that the opening sentence/rhetorical question is to give the reader the **context** of the argument/involve the reader in the discussion that will follow.
- The stylistic techniques of the opening sentence/single word paragraph/rhetorical question must be taught as this is a very accessible lead-in type of question that is repeated.
- Blind lifting from the text must be discouraged.
- Quote from the relevant paragraph only when specifically instructed to do so.
- A **discussion** of why the writer **sympathises** with participants of #metoo movement must entail a discussion. Encourage learners to make valid deductions and refer to the specific paragraph too.
- Expose learners to different forms of writing where contradiction / diction / intention / impact in the context of the article is explained.
- Learners must not revert to their own personal experiences when framing the answers (Q1.4 , Q1.5) . This is unacceptable. The text is the reference.
- For Q1.11, learners must **specifically** refer to paragraph 7 of Text A and Text B when showing the link between the texts.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Encourage learners to use full sentences.
- Remind learners to leave a line between each answer and the next.
- Learners must pay attention to mark allocation and be guided by this.
- There were many questions carrying lots of marks :
 - ❖ 4 x 2
 - ❖ 6 x 3
 - ❖ 1 x 4
- Answers therefore needed both clear direction and sufficient detail.
- Learners must be able to adapt to different levels of questioning :
 - ❖ Sift or deduce the answer from the text
 - ❖ Also grasp what is required for a level 4/5 question where a value-judgement is required : Q1.9,Q1.10,Q1.11
 - ❖ When asked to give your view on something, also supply a good reason that is based on the text.

- Do not use abbreviations/slang/profanities.
- Key terminology for the comprehension of a written text :
 - ❖ **HEADING**
 - ❖ **SOURCE**
 - ❖ **GENRE**
 - ❖ **CONTENT**
 - ❖ **STYLE**
 - ❖ **ASIDE**
 - ❖ **PURPOSE OF THE TEXT**
 - ❖ **AUDIENCE OF A TEXT**
 - ❖ **WRITER'S ATTITUDE AND INTENTIONS**
- GENERAL GLOSSARY OF EXAMINATION TERMINOLOGY PERTAINING TO THIS EXAMINATION:

TERM	DEFINITION
State	Simply give the facts
Account for	Give reasons/say why
Explain	Say why
Discuss	Present an argument, express an opinion
Writer's intention	What message is the writer trying to convey?
Explain the effect	Show the result of ...
Comment on	Express an opinion based on the information given
Motivate your answer	Provide justification/substantiate your answer
After a close examination	Look in detail at ...
Justify your response	Provide sound reasons for ...
Critically discuss	Provide a detailed mature discussion
Register	Appropriate use of language in a particular situation
Diction	Word choice or vocabulary of the writer
Tone	The emotion behind the "voice"/expression/words

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Even though the initial reaction to the text for the summary question was that it was difficult to find the seven points, learners fared well in this question. This is in keeping with past performance trends for weaker centres: below 40% in Q1, Q3, Q4, and Q5 and above 50% in Q2. It was encouraging to note that stronger centres had marks that ranged from 70-100%.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Incomplete sentence: half idea/point
- Lack of vocabulary
- Meaning lost when attempted to put in own words
- Repetition of points
- Creative response /personal experience/opinions given
- Misinterpretation of the content: The passage was about social media/the use of technology instead of the reasons for improving communication
- Exceeding the word count

The following common errors were made:

- Point 3 was divided into 3 separate points:
 - ❖ The ability to articulate a message is your chance to translate
 - ❖ And transfer your ideas
 - ❖ Your knowledge and your requirements to others

Irrelevant introductions and conclusions were included in the word count.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Focus on the instruction, summarise, in your own words, **the reasons for every employee in the field of technology improving his/her communication skills.**
- Teach weaker learners to simplify the instruction: **Why should an employee learn communication skills?**
- Use full sentences.
- Learners tend to score more on point-form so encourage this format.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Follow the instructions carefully
- Leave out:
 - ❖ Examples
 - ❖ Figurative expressions
 - ❖ Lengthy descriptions
 - ❖ Quotations
 - ❖ Direct speech
- Avoid writing in the first-person voice ('I', 'we', etc.) Rather use the third person voice ('he', 'she', 'it', 'they' etc) or, when giving instructions, the second person-voice ('you', 'your', etc).
- Draw a line through your rough draft to make sure it does not get marked.
- Do not write more than the required number of words.
- Use correct grammar, spelling and sentence construction so that your summary can be understood.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was poorly answered as candidates misinterpreted the advertisement.

3.1 Rephrasing of the headline, '**When people talk barriers break**' was a very common response.

3.2 Learners focused on the '**future**' aspect and did not link it to **Airtel** revolutionising or Improving **communications** and leading to **unity**.

3.3 Learners failed to answer the question as to whether the **visual image is suitable for the advertisement**.

It is very clear that the concept of **juxtaposition** is not understood.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Candidates have no understanding of the concept that advertising aims at providing information about a particular product/service: **AIRTEL (communication network)**
- Candidates are unaware that it describes and promotes products/services in order to persuade/manipulate the reader.
- Candidates assumed that the advertisement was related to racial barriers as opposed to communication.
- There are general references to sport, families, communication, barriers and linking it to families/people.
- General reference to barriers that are broken between people.

For 3.3 the boys playing together and communicating is picked up from the visual image but then there is a reference to the language barrier that is broken.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Learners must be discouraged from quoting blindly from the text as was evident in many of the answers from 3.1-3.4.
- Exposure to a variety of advertisements from magazines/newspapers/past years' papers will sharpen skills to identify the **ADVERTISER'S INTENTION/PURPOSE** and how this **MESSAGE** is conveyed through the **IMAGE** and the **TEXT**.
- Introduce the following emotional appeals of advertising:
 - ❖ **BANDWAGON**: aims to persuade people to do a certain thing because everyone is doing it.
 - ❖ **SNOB APPEAL**: People are induced to buy a certain product so that they can stand out of the crowd.
 - ❖ **DIRECT ORDER**: Viewers/Readers are shown the steps to take in order to opt for a particular product/service.
 - ❖ **GLITTERING GENERALITIES**: Advertisers make use of misleading notions that seem logical.
 - ❖ **HALF TRUTH**: Deceptive statements (ambiguous words) are used to publicise the product .

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- The idea of the advertiser using **JUXTAPOSITION** is clearly not understood by the weaker/average learners. The only way this was answered was through blind lifting.
- Show learners how to focus on the image. It is important to comment clearly on the intention behind it. Details are vital: The concept of barriers is illustrated by the **barbed wire fence** in the background. The **two boys** are oblivious of the **barrier** and are communicating through the medium of **sport**. They are presented as **uninhibited** and **free** and **happy**. **Airtel** claims to transcend **barriers** and provide opportunities for international **communication**.
- Use the above example as a practice exercise and then use a past year paper with a similar question: Explain the advertiser's intention in using this image.
- Read questions carefully and provide specific answers.
- Provide learners with a vocabulary "toolkit" to answer questions.
- Basic knowledge of advertising techniques is lacking. Stress advertising techniques. Remember that not all advertisements advertise **products and are commercial advertisements**. There are **social consciousness and public service advertisements**, and it is very good idea to expose learners to a wide range of all of these.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The results varied with very few learners achieving full marks.

4.1 Candidates generally scored full marks here.

4.2 Most candidates identified the '**HUMPH!**' and the fact that the boy was not facing his father.

4.3 and 4.4 were poorly answered because the candidate had to focus on frames 6-10/11-12 and explain the boy's silence in these frames.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Answers are not substantial enough to earn 3 marks.
- For Q4.2 candidates think it is ' **HUMAN** ' and not **HUMPH!!**'
- For Q4.3 most candidates score 2 marks for the **astounded/amazed** idea coupled with the father's **boastful monologue about the contribution his generation made**.
- The following answer for 4.4 cannot earn 3 marks as it only deals with one aspect: the **boy is speechless**. Learners must be taught that in order to earn 3 marks, two points must be **well discussed**.
- For Q4.4 learners fail to identify the cartoonist's message and merely focus on the boy's response to his father in frame 4 that the father's generation 'just doesn't understand what's cool!'
- Paraphrasing must be discouraged.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Teach visual literacy (facial expressions: The father's tongue being stuck out shows the father's immaturity).
- Absence of speech/silence indicates **astonishment/amazement**
- When asked to refer to a frame/cartoon/picture/graphic, learners must look at the detail in the picture and avoid **generalisations** such as the noise caused the father to be ejected from his armchair.
- Learners must be taught vocabulary related to question formats and how to interpret.
- Learners must study mark allocation and actually study the frames and provide relevant responses.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Cartoon analysis needs to be taught with many varied examples so that learners realise that they need to focus on every detail.

- Facial expression, body language and speech convey attitude – learners must be able to describe, explain and say what they imply and show.
- The use of 'good'/'positive', 'bad'/'negative' to describe attitude must be totally discouraged.
- Learners need to be able to recognise **humour** and to discuss it in detail by focusing on literal and figurative language, facial expressions, hand gestures, background details, clothing, position of characters relative to one another and any other details, no matter how minor.
- Pay attention to style of language, omission of frame/words.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

5.1: Easy question, most learners earned the mark.

5.2.1 Here if the mark for describing **the manner** was not earned, it was usually picked up

In Q5.2.2 for ugly referring to the **physical description of the person**.

5.3 Very few learners came up with the correct word '**cited**'.

5.4 Many learners responded with the correct noun form of toxic.

5.5 Learners struggled here to actually add a clause so as to complete the sentence.

5.6 Generally well answered with formal alternatives.

5.7.1 Learners could not find the error of verb tense.

5.7.2 Also answered poorly or not attempted at all.

5.8 Very few learners knew the expression, '**silver bullet**' so could not come up with a suitable word such as '**solution**'.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Weaker candidates lack formal grammar knowledge and stronger candidates ran out of time for completion of this question.
- It is clear that punctuation is an area that is sorely neglected. This is evident in the responses in the rest of the question paper where sentence construction is poor and capital letters are used in the middle of a sentence even though the word is not a proper noun.
- Q5.3 : **sighted**
- Q5.2.2 : **You are ugly because you are crying**
- Q5.4: **intoxicated**
- Q5.6: **relaxed**

(c) Provide suggestions for improvement in relation to Teaching and Learning.

- Terminology to be revised
 - ❖ Juxtaposition
 - ❖ Synonyms/homonyms/homophones
 - ❖ Misrelated/dangling participle
 - ❖ Malapropism
 - ❖ Concord
 - ❖ Active/Passive voice
 - ❖ Direct/Indirect speech
 - ❖ Objective/subjective writing
 - ❖ Tautology/Redundancy
 - ❖ Adverbial/adjectival clauses
 - ❖ Parts of speech
 - ❖ Ambiguity
 - ❖ Hyperbole
 - ❖ Split infinitive
 - ❖ Comma splice error
 - ❖ Prefixes/suffixes
 - ❖ Spelling rules
 - ❖ Sentence structure
 - ❖ Literal/Figurative language

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Learners do not follow instructions and do not follow the numbering system correctly.
- Encourage learners to manage their time carefully so that they can finish question 5. Alternatively, suggest that they answer question 5 (but in its sequence) before tackling the time-consuming questions.
- If textual editing is practised regularly, the learner can earn full marks in this section.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2020

MARKS: 70

TIME: 2 hours

This question paper consists of 12 pages.



* E N G H L 1 *



INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language in context	(30)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling and sentence construction.
9. Suggested time allocation:

SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 minutes
10. Write neatly and legibly.

SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

Read TEXT A and TEXT B below and answer the questions set.

TEXT A**TRIAL BY SOCIAL MEDIA**

- 1 You're in court. A football-sized crowd is screaming obscenities at you from the public gallery. Some shout loudly that they want to do unmentionable things to you. The judge, jury and defence lawyer are nowhere to be seen. Your friendly smile and self-deprecating humour have long gone, replaced by fear and the beginnings of tears. Like an endangered species, you wildly look around for the exit. There isn't one. You're hunted and hated, in equal measure. 5
- 2 Welcome to the world of trial by social media.
- 3 This devastating trend is perhaps one reason why a legal expert has recently urged the justice system to 'catch up with the modern world'. In social media land, inhibitions are lost, opinions freely and brutally given and hard-fought-for reputations can be wrecked by a 'share' or 'angry face'. 10
- 4 Just to be really clear though: for the voiceless and unheard many, who have suffered deeply and endured appalling sexual harassment and abuse, social media can be a way of being heard at long last. It takes, and continues to take, huge courage to #metoo¹, and then detail the very abuse that destroyed precious confidence and career prospects. The powerful – be they film directors, politicians or TV hosts (sadly this is not a finite list) – know exactly what they did and are doing. So, I totally understand why many feel that their tweets will be taken more seriously than their talk would be. I too am disgusted by those who trivialise and taunt abuse victims. Abuse of any kind is the problem of the powerful and not that of the powerless. 15 20
- 5 As a lawyer, I am, however, also worried about those with whom I work, and often represent, who can also find themselves at the centre of a different kind of social media feeding frenzy. It could be the business person, whose divorce settlement becomes the focus of a frantic and vicious Facebook debate, or the actor or musician facing a drugs charge. In both cases, any supposed misdemeanours are detailed, documented and dissected on Twitter or Instagram², and after a few hundred, then thousand retweets, there's your verdict – 'Guilty!'. The 'trial' has not even reached the courtroom – it's in this sphere that things get tricky. 25 30
- 6 Because most people aren't lawyers and are just not familiar with the rules surrounding current court cases, anyone can allege that you or I are 'as guilty as sin', even before we've stepped inside a courtroom. Journalists representing the traditional media could be charged if their reporting and/or news coverage prejudices or influences a trial in any way. News organisations can be heavily fined if they break this code, and cases can be thrown out of court, at great expense to the taxpayer, if the judge feels that inappropriate reporting or comments has prejudiced the integrity of a trial. 35



- 7 Freedom of speech, of course, is paramount. But laws about defamation aim to protect reputations. If false claims are made, and we have worked our socks off building a credible brand or career for years, and we're rubbished unfairly, our lives could be in tatters. Defamation jeopardises not only our ability to earn, but also our mental health. Even the safety, privacy and dignity of our friends and family are compromised. The good news is, we have a right to reply, and can choose to take the accuser to court if we are brave enough to do so. 40 45
- 8 Social media knows no boundaries. You'll find the cyber-libeller³ potentially on every phone and on every discussion-focused app, virtually, anywhere in the world. It does not matter whether you're uploading an opinion in Cape Town or Cairo, subscribe to the feed, and you'll be fed whatever rage, bile or untruth the source spews about the alleged crime. 50
- 9 I hope the legal fraternity who are gathering evidence about defamatory comments will acknowledge that the social media giants have moved a long way from their original intention – to allow people to connect with one another. These organisations are now publishers, whether they like it or not, and, believe me, They. Do. Not. Like. It. 55
- 10 Of course, you and I ought and should be able to 'have our say' online. But, if we overstep the mark, perhaps more and more of us will face the legal consequences of our actions. However, is it not also fair that the Facebook and Instagram Twitterati take their share of the cyber-libel load too? I think so.

[Adapted from www.huffingtonpost.com]

GLOSSARY:

- ¹#metoo: In the context of the passage, #metoo refers to a group of people who have experienced abuse.
- ²Instagram: a social media platform on which people share images/photographs/media clips
- ³cyber-libeller: someone who spreads lies via electronic media

AND



TEXT B

FRAME ONE

**Thou shalt think about
the social
consequences of the
programme you are
writing or the system
you are designing.**

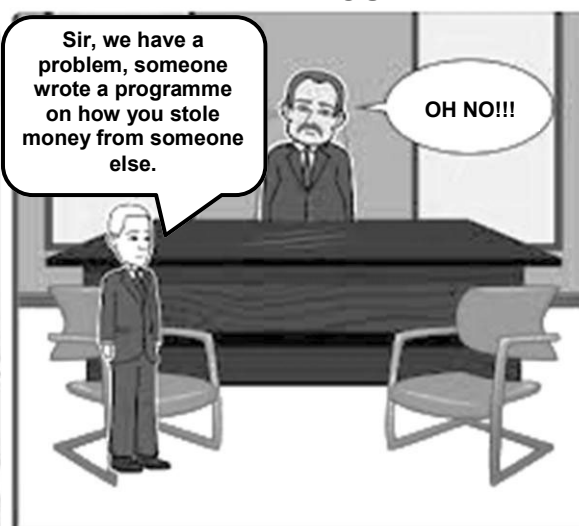
FRAME TWO



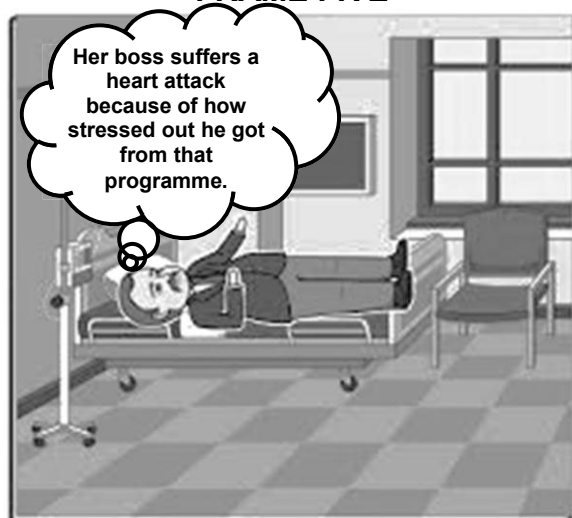
FRAME THREE



FRAME FOUR



FRAME FIVE



FRAME SIX

[Adapted from www.googlecomics.com]

QUESTIONS: TEXT A

- 1.1 Account for the writer's use of, 'You're in court' (line 1) as the opening sentence. (2)
- 1.2 Refer to paragraph 3.
Explain why the writer states that the justice system needs to 'catch up with the modern world' (line 9). (2)
- 1.3 Refer to paragraph 4.
Discuss why the writer sympathises with those who participate in the #metoo movement. (2)
- 1.4 Discuss the writer's inclusion of the aside '(sadly this is not a finite list)' (line 17). (3)
- 1.5 Refer to paragraph 4, lines 18–20 ('So, I totally ... taunt abuse victims') and paragraph 5.
Assess the extent to which the writer's viewpoint in paragraph 5 contradicts her sentiments expressed in lines 18–20. (3)
- 1.6 Comment on the writer's diction in lines 40–42, 'If false claims ... be in tatters'. (3)
- 1.7 Comment on the writer's tone in paragraph 8. (3)
- 1.8 Discuss critically the impact of 'They. Do. Not. Like. It.' (line 55), in the context of paragraphs 9 and 10. (3)

QUESTIONS: TEXT B

- 1.9 Assess the sincerity of the boss's thoughts in FRAME 5. (2)
- 1.10 Refer to FRAME 6.
Critically comment on the verdict passed by the judge in the context of the cartoon as a whole. (3)

QUESTION: TEXTS A AND B

- 1.11 To what extent does TEXT B support the writer's argument in paragraph 7 of TEXT A? Justify your response by making close reference to BOTH texts. (4)

TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

TEXT C provides insight into the importance of verbal communication in the field of technology. Summarise, in your own words, **the reasons for every employee in the field of technology improving his/her communication skills**.

- NOTE:**
1. Your summary should include SEVEN points and NOT exceed **90 words**.
 2. You must write a fluent paragraph.
 3. You are NOT required to include a title for the summary.
 4. Indicate your word count at the end of your summary.

TEXT C**SPEAK UP!**

Verbal communication poses a challenge to many people in the field of technology. This can prevent a technology rockstar from reaching his full potential. Honing one's ability for concise and effective communication at work is important.

In technology, like any other field, you are a leader or you are a follower. To be a leader requires effective communication. Effective communication isn't necessarily speaking in front of a large audience. The audience could be one co-worker, your manager, or a group of like-minded individuals. The ability to articulate a message is your chance to translate and transfer your ideas, your knowledge and your requirements to others. This is the protocol for exchanging information.

A technically astute individual may be overlooked in favour of his less proficient, but 'outgoing', counterparts. This creates a lot of frustration. Addressing personal challenges with effective oral communication is as important as sharpening technical skills. While many find public speaking frightening, they need to reaffirm their potential. There is absolutely no reason why a tech-savvy introvert cannot deliver an effective presentation, harnessing the full power of his thought processes.

The fear of speaking is said to be greater than the fear of death. Developing effective communication skills will help you become a bit more comfortable when addressing an audience. Maybe, just maybe, you can get to the point where you can compare speaking to something a little less dramatic than death (for example, paying taxes). In the end, the absolute best conversations that can be had are when you can simply be yourself. Nothing turns off an audience, especially a technical audience, more than when they sense that someone isn't being genuine.

A good speaker is receptive to signals from the audience, which will enable him to improve on his delivery. Our jobs are ultimately more than just technology. Our jobs involve many soft skills areas, including the ability to communicate effectively. Although verbal communication can be particularly challenging, it is also necessary. Many people who are successful in the world of technology have struggled with their ability to comfortably and effectively communicate with others. By identifying the problem and polishing these skills, anyone can become a more effective communicator. The skill of effective communication is very important and will allow an employee to unleash his full potential in a career in technology.

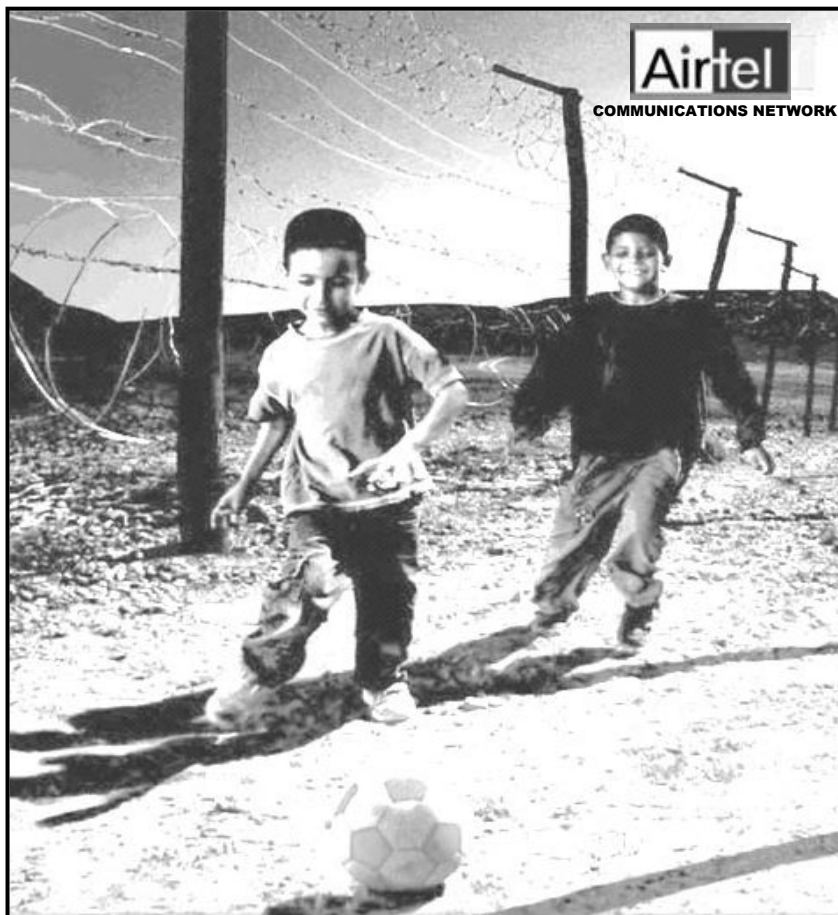
[Adapted from www.packetpushers.net]

TOTAL SECTION B: [10]



SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS**QUESTION 3: ANALYSING ADVERTISING**

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D

Airtel
COMMUNICATIONS NETWORK

**Barriers break
when people talk**

The simple act of talking can bring the world together. In the future, countries will no longer be divided by languages but shall be united in dialogue. Families will come together in lively conversations. And people will be set free by reason, understanding and speech. Simply put, the world will be a better place, if only we talk to each other.

[Source: www.business.rediff.com]

The text in small font reads as follows:

**Barriers break
when people talk**

The simple act of talking can bring the world together. In the future, countries will no longer be divided by languages but shall be united in dialogue. Families will come together in lively conversations. And people will be set free by reason, understanding and speech. Simply put, the world will be a better place, if only we talk to each other.

QUESTIONS: TEXT D

3.1 'Barriers break/when people talk'

Explain how this headline is intended to influence the reader. (2)

3.2 What is the advertiser's intention in referring to future events? (2)

3.3 Is the visual image suitable for this advertisement? Substantiate your response. (3)

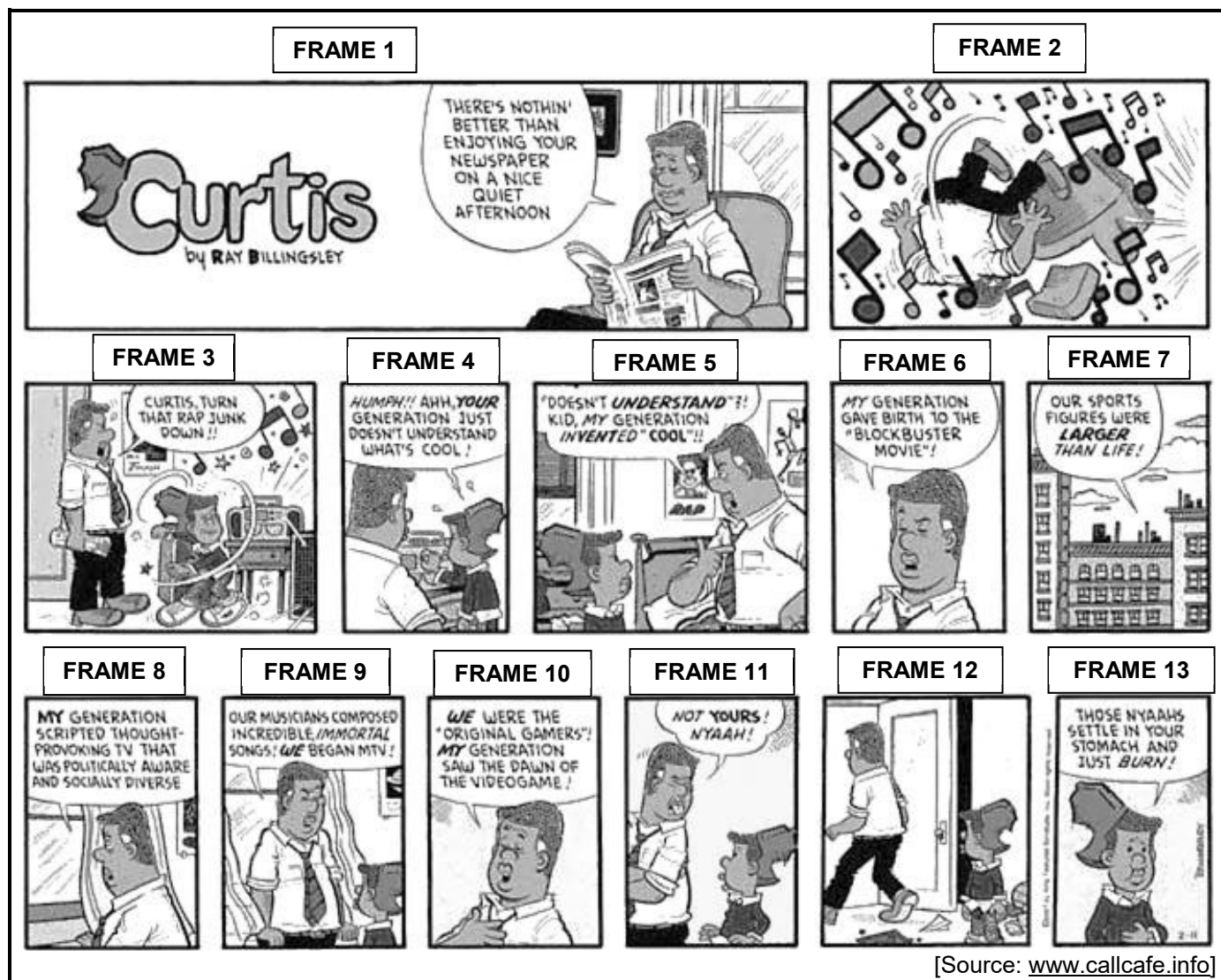
3.4 Study the language in the written text: 'The simple act ... to each other.'

Discuss how the advertiser succeeds in juxtaposing division and unity to convey his/her message. (3)
[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the set questions.

TEXT E: CARTOON

[Source: www.callcafe.info]

QUESTIONS: TEXT E

- 4.1 Account for the father's being ejected from his armchair, in FRAME 2. (2)
- 4.2 Refer to FRAME 4.
Identify TWO ways in which the cartoonist shows the boy's annoyance. (2)
- 4.3 Refer to FRAMES 6–10.
Why do you think the boy does not say anything in these frames? (3)
- 4.4 Refer to FRAME 11 and FRAME 12.
In your view, is the absence of speech in FRAME 12 effective in conveying the cartoonist's message? Justify your response by a close study of FRAME 11 and FRAME 12. (3)

[10]



QUESTION 5: USING LANGUAGE CORRECTLY

Read TEXT F, which contains some deliberate errors, and answer the set questions.

TEXT F**IT'S TIME TO BREAK UP ... WITH PLASTIC**

- 1 'There are plenty of fish in the sea', or so the saying goes – frequently used words to give comfort when you're ugly-crying into your pillow after having a difficult break-up. What's perhaps not comforting is the frequently cited figure that there will be more plastic in the sea than fish by 2050. A humbling statistic, and it's no surprise considering one rubbish truck of plastic is dumped into the sea every minute. 5
- 2 We need to break up with plastic – ending the toxic relationship. Here's a quick task – open the fridge and grocery cupboards and take out everything you find that's made of plastic. Cartons of milk, tubs of yoghurt, bags and punnets of fruit and vegetables, packets of pasta, polystyrene-clad meat and fish. 10
- 3 It's totally chilled, though, because you recycle, right? Of all the plastic that you found in your kitchen alone, more than 60% are unable to be recycled. Recycling is the fairy tale we've all been brainwashed into accepting as a silver bullet: that if we separate our waste, it will all be taken somewhere by some magical people.

[Adapted from *Cosmopolitan*, May/June 2019]

QUESTIONS: TEXT F

- 5.1 Explain the idiom, 'There are plenty of fish in the sea' (line 1). (1)
- 5.2 Refer to lines 2–3.
 - 5.2.1 'you're ugly-crying into your pillow after having a difficult break-up.'
 - 5.2.2 'you're ugly; crying into your pillow after having a difficult break-up.'

Explain the differences between the two sentence fragments quoted above. (2)
- 5.3 A word has been used incorrectly in the second sentence, 'What's perhaps not ... fish by 2050.'
- Write down the correct word. (1)
- 5.4 Give the noun form of 'toxic' (line 7). (1)
- 5.5 Refer to lines 9–10: 'Cartons of milk, tubs of yoghurt, bags and punnets of fruit and vegetables, packets of pasta, polystyrene-clad meat and fish.'
- Rewrite the above as a complete sentence. (1)



- 5.6 Refer to line 11.
Replace the word 'chilled' with a formal English word. (1)
- 5.7 Refer to paragraph 3.
5.7.1 Identify and correct the error of verb tense.
5.7.2 Correct the concord error. (2)
- 5.8 Provide a suitable word for the expression 'silver bullet' (line 13). (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

NOVEMBER 2020

MARKING GUIDELINES

MARKS: 70

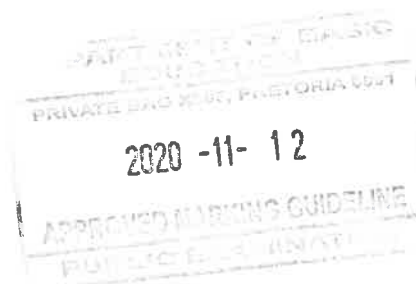
These marking guidelines consist of 9 pages.

UMALUSI EXTERNAL MODERATORS:

S. MAHARAJ

F. SULIMAN

12 NOVEMBER 2020

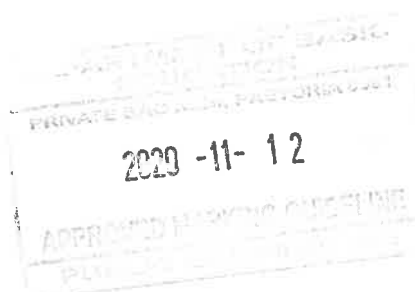


NOTE:

- 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 The writer gives the context of her argument/involves the reader in the discussion that will ensue./The writer uses a short 3-word sentence for a dramatic start or introduction/gives an immediate setting/evokes curiosity.

[Award 2 marks for any ONE point.] (2)

- 1.2 The justice system is lagging behind. (2)

- 1.3
- Participants in the #metoo movement were victims of abuse, and by joining #metoo, they are reliving their own abuse.
 - The writer sympathises with the victims because some people taunt and trivialise their experiences when they share it on social media.
 - It is difficult to share traumatic experiences of very sensitive, private issues; it requires great courage and strength to do so.
 - The victims of abuse ('voiceless and unheard many') are powerless in the face of powerful people and have no choice but to revert to social media.

[Award 2 marks for any ONE point.] (2)

- 1.4
- The writer implies that there are many powerful people, in addition to well-known public figures, who are guilty of abuse. The word 'sadly' implies that it is a travesty of justice that not all perpetrators are brought to book.
 - Credit candidates who make reference to the aside as a stylistic device, e.g. the writer uses the aside to emphasise his attitude toward powerful people who abuse others./The writer is confiding in the reader.

[Credit a mixed response.] (3)

- 1.5 In paragraph 4, the writer is sympathetic toward victims of abuse and justifies their exposure of perpetrators. Trial by media is deemed acceptable in these instances. In paragraph 5, as a lawyer, her sympathy is directed to those whom she knows and represents. She opposes the 'social media feeding frenzy' that is unleashed before an actual hearing in court. Her partisan approach is evident. (3)

- 1.6 The writer uses emotive/credible expressions, e.g. 'our lives could be in tatters' to evoke the reader's sympathy for those unfairly targeted by social media users. Colloquial phrases, e.g. 'worked our socks off' and 'rubbished unfairly' engage the reader in the writer's frustration that his hard work was to no avail. It also conveys the writer's indignation at the impact of character assassination on individuals.

[Award 3 marks for a discussion of any TWO examples of diction.] (3)

- 1.7 The writer's tone is one of frustration and anger as he acknowledges that there is no recourse or consequences for what people post on social media platforms. The neologism 'cyber-libeller' hints at a menacing presence on social media. False accusations cross borders, reaching global audiences, as highlighted in 'Cape Town or Cairo'. The writer's rejection of this practice is evident in the metaphors relating to vile images of 'bile' being 'spewed' out by those who wish to destroy others. The writer is disgusted.

[Award 3 marks for the identification of tone, and a discussion.]

[Accept synonyms that have negative connotations.]

(3)

- 1.8 Initially, social media were created to connect people on a global scale. They were not held accountable for posts on these platforms. Their defiance at being regarded as publishers who can be held accountable, is emphasised by the staccato style/the isolation of each word as a separate 'sentence' in, 'They. Do. Not. Like. It.' In paragraph 10, the writer concludes that social media giants should take responsibility for libellous acts stemming from the abuse of their platforms. She appeals to the reader personally, by posing a question which she answers in a definitive, subjective manner.

[Credit valid alternative responses.]

(3)

- 1.9 The boss seems insincere and appears to over-react to his circumstances. He is already thinking of a headline that will negatively affect his employee.

[Consider 'sincere' as a response, with convincing motivation.]

(2)

- 1.10 The main message of the cartoon is the impact of using social media as a platform to malign someone without justification. An appropriate verdict is passed as the judge finds the young woman guilty of defaming her boss. This is significant as the wrongdoer is correctly identified.

[Consider valid well-motivated responses that show that the woman was unfairly judged.]

(3)

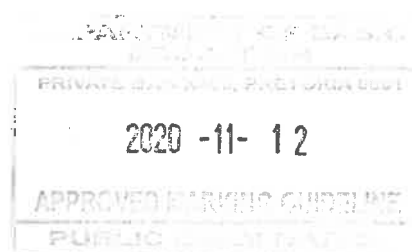
- 1.11 Text B fully supports the writer's argument in paragraph 7 of Text A that people are judged without a fair trial. The judge presents a verdict arising from the woman's actions. The fate of the CEO is determined by an individual's personal feelings which damaged his reputation and had serious consequences for his health.

[Consider valid, alternative responses.]

[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	'reaching his full potential.'	1	Effective communication enables one to maximise one's potential.
2	'To be a leader requires effective communication.'	2	A good communicator stands a better chance of being a leader.
3	'The ability to articulate a message is your chance to translate and transfer your ideas, your knowledge and your requirements to others.'	3	Knowledge/ideas/requirements is/are shared through verbal communication.
4	'A technically astute individual may be overlooked in favour of his less proficient, but 'outgoing', counterparts.'	4	A more articulate employee will be favoured over a technologically knowledgeable individual.
5	'Addressing personal challenges with effective oral communication is as important as sharpening technical skills.'	5	A good speaker can overcome obstacles easily.
6	'they need to reaffirm their potential'/ 'The skill of effective communication is very important and will allow an employee to unleash his full potential in a career in technology.'	6	The full potential of the employee comes to the fore.
7	'There is absolutely no reason why a tech savvy introvert cannot deliver an effective presentation, harnessing the full power of his thought processes.'	7	The technically minded employee who improves his oral communication will stimulate his cognitive processes.
8	'Developing effective communication skills will help you become a bit more comfortable when addressing an audience.'	8	Improving communication will put the employee at ease in the presence of an audience.
9	'you can simply be yourself'/Nothing turns off an audience ... more than when they sense that someone isn't being genuine.'	9	Being more fluent allows the individual to be more authentic and credible.
10	'A good speaker is receptive to signals from the audience, which will enable him to improve on his delivery.'	10	A speaker who can interact with the audience develops more confidence.
11	'Our jobs are ultimately more than just technology. Our jobs involve many soft skills areas, including the ability to communicate effectively.'	11	Soft skills are enhanced through effective communication.

PARAGRAPH-FORM

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

Effective communication enables one to maximise one's potential, therefore, a good communicator stands a better chance of being a leader. Knowledge is shared through verbal communication thus a more articulate employee will be favoured over a technologically knowledgeable individual. Furthermore, s/he can overcome obstacles easily. The technically-minded employee who improves her/his oral communication will stimulate her/his cognitive processes, unleashing her/his full potential. Improving communication will allow for credibility and authenticity. Furthermore, interaction with the audience results in the speaker developing more confidence. Finally, soft skills are enhanced through effective communication.

(90 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 use of alliteration/large font encourages the reader to reflect and to communicate freely/without restraint.

[Award only ONE mark for a mere identification of the literary device/font.] (2)

- 3.2 The advertiser wishes to convince the reader that Airtel will revolutionise communications across the globe./The advertiser makes the reader optimistic that their children can look forward to a future where improved communication can lead to unity.

[Award 2 marks for any single point.] (2)

- 3.3 YES

The concept of barriers is illustrated by the barbed wire fence in the background. The two boys are oblivious of the barrier and are communicating through the medium of sport. They are presented as uninhibited and free and happy. Airtel claims to transcend barriers and provide opportunities for international communication.

OR

NO

No communication is evident in the visual. The two boys are presented within the confines of a barbed wire fence. The product is not clearly represented in the visual.

[Award 3 marks ONLY if both the boys and the fence are well discussed.]
[Accept valid, alternative/mixed responses.]

(3)

- 3.4 The advertiser acknowledges that language is used as a barrier to living in harmony. The use of emotive phrases, such as, 'simple act', 'set free', 'bring the world together' and 'united in dialogue' persuades the reader that a communication network such as Airtel is a necessity. Unity and division are juxtaposed: countries would be 'united in dialogue' instead of being 'divided by languages'. This antithesis contrasts the concepts of separation and harmony.

[Award 3 marks for TWO points, well-discussed.]

(3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The father has been jolted from his armchair by the volume of his son's rap music./His peaceful afternoon has been disrupted by the loud rap music.

(2)

- 4.2
- The interjection 'HUMPH!!'
 - The word 'YOUR' in bold font
 - The droplets flying from the boy's head
 - Turning his head aside
 - The jagged line in the speech bubble

[Award 2 marks for any TWO points.]

(2)

- 4.3 Curtis is silent in frames 6–10 during his father's boastful monologue about the contribution his generation made to the world. He is so astounded/amazed by his father's passionate response in defending his generation that Curtis has no words to say.

[Consider valid alternative responses, on merit.]

[Award 3 marks for TWO points well-discussed.]

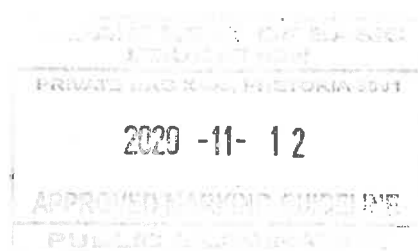
(3)

- 4.4 YES

The cartoonist wishes to portray the wide gap between generations and uses the difference between the boy's and his father's choice of music. In Frame 12, the father has had his say and leaves the room, leaving Curtis speechless. In Frame 11, the childish 'NYAAH!' and the tongue being stuck out shows the reader the father's immaturity. Curtis's silence indicates how dumbfounded he is.

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

(3)
[10]



QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 There are many alternatives/other options/choices/people.
[Credit valid alternative responses.] (1)
- 5.2 5.2.1 ugly-crying: participle/compound word/
It describes the manner in which the person cries.
- 5.2.2 ugly; crying: adjective and verb/
'Ugly' refers to the physical description of the person and 'crying'
shows the action. (2)
- 5.3 'sited' – cited
[The spelling must be correct.] (1)
- 5.4 'toxic' – toxin/ toxicity/toxicology/intoxication
[Credit valid alternative responses.] (1)
- 5.5 You will find .../There are .../There will be ...
[The main clause may be at the end of the sentence.]
[Accept valid alternative responses.] (1)
- 5.6 fine/acceptable/satisfactory
[Accept valid alternative responses.]
[Do not accept 'okay'.] (1)
- 5.7.1 found – find (1)
- 5.7.2 '60% are' – 60% is (1)
- 5.8 'silver bullet' – solution/panacea/ (an) answer/remedy
[Accept valid alternative responses.] (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70

