



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2018**

**ENGLISH HOME LANGUAGE P1  
MARKING GUIDELINE**

**MARKS: 70**

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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 points 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 True – ‘any age and social group’ ✓  
[True + quote of EXACTLY FIVE CONSECUTIVE words = 1] (1)
- 1.2 Music helps to influence teenagers’ perception of the **world**, ✓ their perception of **themselves** ✓ and their perception of **their friends** (‘peers’). ✓. (3)
- 1.3 Playing a musical instrument helps one to learn to concentrate better, which would be excellent for children who struggle with concentration. ✓✓ (2)
- 1.4 When you study, you need to focus on the words/work in front of you. ✓ If the music has words, they will distract you from focusing, because you will listen to the words so instrumental music is a better choice. ✓ (2)
- 1.5 Dopamine is a **chemical the brain releases** during various activities which makes a person **feel good**. ✓  
[Own words.] (1)
- 1.6 Whenever the brain **releases dopamine, you feel better**. ✓ **Listening to music** lets the brain release dopamine, ✓ so you will **feel better** if you are in a bad mood. ✓ (3)
- 1.7 The writer of the article wants to emphasise Dr Susan Rogers’ credentials. ✓ She used to be the sound engineer for Prince, a very famous/successful singer. ✓ (2)
- 1.8 metaphor ✓  
A switchboard is a system used to enable communication. ✓ Music is being compared to a switchboard that allows someone’s emotions to be accessed and communicated. ✓ (3)
- 1.9 People who are risk-takers like to do things that are new and/or unconventional. ✓ Since avant-garde music is something new and unusual/out of the ordinary, these people would like to listen to it. ✓ (2)
- 1.10 Cautionary tone/warning ✓  
Since music has such a huge effect on people, they should choose wisely the music to which they listen. ✓ (2)
- 1.11 She is sitting next to a wall, looking very dejected, ✓ listening to music (as suggested by the earphones). ✓ (2)

- 1.12 The brackets separate the question from the answer. ✓ (1)
- 1.13 The letters of the word grow bigger as the word nears its end./There are arrows pointing upward on both sides of the word. ✓ This suggests the literal action of standing up. ✓
- [Only one of the comments on the visual representation is required for 1 mark. The second mark is awarded for the interpretation.] (2)
- 1.14 Text B does support the writer's view in paragraphs 10 and 11 of Text A.
- In Text A the writer says that music becomes a teenager's 'buddy' (line 52) or friend or 'private coach' (line 55), someone from whom he/she will take advice regarding his/her behaviour in certain social situations ✓✓
- The girl in Text B, who seems to be going through a difficult time, is listening to a song which tells her what to think/is encouraging her in the situation she seems to be going through. ✓✓
- [MUST mention Text A and Text B in the answer for full marks.] (4)
- [Consider answers indicating that TEXT B does not support the writer's view in paragraphs 10 and 11 of TEXT A on merit.]

**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.)

|    | <b>QUOTATIONS</b>                                                                                                                                 |    | <b>POINTS</b>                                                                                                          |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------------------------|
| 1  | 'Authors in literature aren't just entertaining us.'                                                                                              | 1  | Literature has entertainment value.                                                                                    |
| 2  | 'give us great knowledge'                                                                                                                         | 2  | Literature teaches us new things/ provides knowledge.                                                                  |
| 3  | 'They are helping us understand people .... from other times and cultures.'/ 'about other genders and other trades, other times and other ideas.' |    | Literature teaches/helps us to understand other people better.                                                         |
| 4  | 'helps our imagination fly'                                                                                                                       | 4  | Literature fosters our creativity.                                                                                     |
| 5  | 'Literature expands our minds.'/ 'inspirational books, and (auto) biographies .... in leading a successful life.'                                 | 5  | Reading literature about other people/role models expands our minds/ personalities and contributes to success in life. |
| 6  | 'Literature increases our vocabulary without our knowing it.'                                                                                     | 6  | Literature expands our vocabulary.                                                                                     |
| 7  | 'Literature helps us in our waking life, giving us heroes, a catharsis, an escape, and sometimes a laugh.'                                        | 7  | Literature helps us to face our everyday lives.                                                                        |
| 8  | 'The more students read the better they write.'                                                                                                   | 8  | Literature improves our writing.                                                                                       |
| 9  | 'And the more they read, the better they get at reading.'                                                                                         | 9  | Literature improves our reading ability.                                                                               |
| 10 | 'it has supported the downtrodden and labourers to unite and fight against corrupt rulers.'                                                       | 10 | Literature can encourage people to fight against corruption/despotism.                                                 |

**PARAGRAPH FORM**

**NOTE:** What follows is merely an example and does not even include all the points provided. It is not prescriptive and must be used very carefully.

Literature teaches us new things and helps us to understand other genders and types of people better. Reading about other people and role models also develops our minds and personalities and leads to greater success in life. Literature helps us to cope better with everyday situations. It also expands our vocabulary. The more we read, the better we read and write. Literature can encourage people to fight corruption or despotism.

[70 words]

**Marking the summary**

The summary must 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 quotes: award no language mark
  - 1–5 quotes: 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 People who are health conscious/people who want to eat healthy foods/people who want to look younger for longer. ✓

The advertisement says that the chocolate contains antioxidants (which 'reduce free radicals in your body and keep your skin looking younger longer'), which is beneficial to maintaining health/longevity/youthful appearance. ✓

[Target market **and** motivation required.] (2)

- 3.2 The tag on the chocolate states that it is 'dark' chocolate, which is known to be full of antioxidants and, therefore, healthier and thus promotes the health aspect of the product./There are two Hershey's Kisses shown in the visual and the written text indicates that two per day are all that is needed to experience health benefits. ✓✓

**OR**

The visual image will not promote the health aspect of the product, because the Hershey's Kisses are still chocolate – which is generally considered to be unhealthy. ✓✓

[Consider other answers on merit.] (2)

- 3.3 The advertiser wants to convince the reader that this product is 'healthy', just like cabbage (or any other vegetable) would be. ✓ If the reader is convinced that the product, a candy bar and, therefore, considered unhealthy, has the same healthy qualities as a cabbage, the product would sell. ✓

[Candidates need to address both 'candy bar' and 'head of cabbage'.]  
[Consider other answers on merit.] (2)

3.4 The product is called 'Balance Gold', which implies that consumers should make wise/clever/rational decisions (Eat with your head.) ✓ to balance a healthy diet and at the same time to eat delicious food. ✓ (2)

3.5 Text D is more effective **visually**, because the presentation of the product itself looks sophisticated/classy/stylish, while the wrapping of the chocolate bar in Text E looks crumpled. ✓✓

**OR**

The **caption** of Text D is more effective, because it is short and to the point ('Eat healthy'), whereas the caption of Text E (Everything ... cabbage.) is too long and could be confusing. ✓✓

**OR**

The **written text** of Text E is probably more effective. In the written text of Text D, the only thing that can be considered a fact is that there are antioxidants present. The other statements are all just opinions. In Text E the written text is more factual in that they say there is a balance between carbs, protein and dietary fat (40-30-30) and it includes 23 vitamins and minerals. ✓✓

[Both Text D and Text E must be discussed in the answer.]  
[Mark globally.]

(2)  
[10]

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

4.1 Thandi is emphasising the word. ✓ (1)

4.2 Mother Anderson's hooded eyes staring at the reader ✓ give the impression that she is amazed that Thandi would accept her example of a stereotype as a fact and then be impatient with her for not providing the definition as an answer. ✓

[Facial expression of Mother Anderson = 1; interpretation = 1] (2)

4.3 Thandi's tone is rather rude/impatient/disrespectful. ✓ She is standing with her arms crossed in a challenging manner. ✓ (2)

4.4 It is a nonsense word which conveys that the speaker thinks the other person is stupid/has said something which should go without saying. ✓ (1)

4.5 The absence of any dialogue is meant to convey Thandi's surprise/speechlessness at what Mother Anderson has just said. ✓ She obviously thinks that everything Mother Anderson has mentioned in frame 7 is rubbish/untrue. ✓ (2)

4.6 Mother Anderson gives examples of stereotyping in order to answer Thandi's question. Thandi, however, accepts all of these examples as facts. ✓ This shows us that stereotyping is so ingrained that people do not even know that they are accepting stereotypes as facts – thus perpetuating the problem. ✓

**OR**

Mother Anderson gives many examples of stereotyping in order to answer Thandi's question. She endures Thandi's persistence and even her rudeness. Yet it is in her eviction of Thandi that the child eventually understands what stereotyping is. Thandi's non-plussed/crestfallen facial expression at her realisation of the truth in Frame 11 adds to the humour.

(2)  
[10]

#### QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 The tone is sceptical/doubtful/ironic/sarcastic/mocking. ✓ (1)
- 5.2 'Snapchat dysmorphia' **makes** ✓ (1)
- 5.3 technology ✓ (1)
- 5.4 perceive ✓ (1)
- 5.5 B – initialism ✓ (1)
- 5.6 **seriously** ✓ (1)
- 5.7 That's – omission  
person's – possession (2)
- 5.8 Those dealing with disorders like BDD are more prone to try to find ways to look like their filtered photos permanently. ✓ (1)
- 5.9 The writer said that, in extreme cases, they **might** ✓ even seek plastic surgery. (1)

[10]

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