



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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**2022 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH</b>		
<b>QUESTION PAPER</b>	<del>1</del>	2	3
<b>DURATION OF QUESTION PAPER</b>	<b>2 HOURS</b>		
<b>PROVINCE</b>	<b>EASTERN CAPE</b>		
<b>DATES OF MARKING</b>	<b>8/12/22-22/12/22</b>		

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

<b>SUMMARY OF THE SURVEY OF A RANDOM SAMPLE OF 102 SCRIPTS</b>							
Questions	Q1	Q2	Q3	Q4	Q5	TOTAL	
Total mark	30	10	10	10	10	70	
Average mark	16.6	8.3	6.1	6.1	4.5	41.5	
Percentage	55.2	82.5	60.9	61.4	45	59.3	
Levels	1	2	3	4	5	6	7
Incidence	9	12	9	19	15	22	16

The question paper was favourably received because the chosen topics were interesting and accessible. It would appear that candidates enjoyed answering this paper as they could easily engage with the age-appropriate and topical texts. A passage that has a relevant message and can be clearly understood, **'THE AGE OF INTIMACY FAMINE**, instils confidence and sets the tone for the rest of the question paper. Learner performance in this question paper showed a marked improvement in the pass rate compared with past years. Strong candidates excelled and even weak candidates managed to score despite grappling with the challenges of a limited vocabulary. Texts A and B were well selected, and it was easy for candidates to motivate how Text B supports the title and paragraph 6 of Text A. Weaker candidates who did not fare well in Question 1 tackled the summary competently and scored here as quoting verbatim is not heavily penalised. There was no confusion in terms of the instructions of the summary. Seven or more points were easily identifiable. Learner performance in **Q3** *Analysing Advertising* and **Q4** *UNDERSTANDING OTHER ASPECTS OF THE MEDIA* was fair as the texts were very relevant and the message of the visual texts -

**indestructability of plastic waste and the oblivion to the power of the imagination because of entertainment apps** - was clear. This was indicated in the wide range of the quality of the answers and the ability to unpack the higher order questions: Q3.2, Q3.3, Q4.2 and Q4.3. The inclusion of grammar questions in questions 3 and 4 also affords candidates a very fair opportunity to score. Question 5 was well answered with many strong candidates only losing the mark for Q5.3: changing from **active to passive voice**. In the past strong candidates usually performed well in the first four questions and then a marked decrease in marks would be evident in Q5. It is encouraging to note this year that Q5 was the above average performance indicator. Many learners who are not at an ENGL level are severely disadvantaged as they struggle with the subtle nuances of language, and this is reflected in their overall performance.

## **SECTION 2: Comment on candidates' performance in individual questions**

### **QUESTION 1**

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

Text A ( **THE AGE OF INTIMACY FAMINE**) and Text B for this question were very accessible and 1.1-1.3 as entry level questions elicited some good responses from many of the learners. 1.4 as a middle-order question requiring a DISCUSSION of the DICTION was well answered and the majority of candidates attained 2/3 (66%) if not 100% in this question. The following higher order questions: 1.5, 1.6, 1.8 and 1.10 presented a challenge, where answers were lifted and not contextualised. Q1.7 was poorly answered as the message, technical aspect and the critical comment could not be clearly unpacked.

1.1 A basic accessible question that was either given as a direct quote or was well answered, incorporating the emotional and physical well-being.

1.2 A straightforward lower order question that was generally well answered. The intense engagement in an ONLINE WORLD was understood.

1.3 A straightforward accessible question that tested the stylistic technique of a SINGLE-LINE paragraph. The stylistic aspect was not linked to the context.

1.4 The transition from lower to middle order was very accessible for most candidates who could identify the DICTION and the parent-child relationship.

1.5 A perfect example of a question with embedded levels (Barret's levels 2 and 4). Many candidates misunderstood 'messages' as text messages.

1.6 A very accessible higher order question where the PARADOX was not difficult to pick up: TECHNOLOGY ENABLES CONNECTIVITY; however, it can lead to LONELINESS and DEPRESSION.

1.7 A complex question in which the writer's argument and development (VALIDATION and REPETITION OF THE ASIDE) were not understood by the majority of candidates from both stronger and weaker centres.

1.8 An accessible higher order question that was well answered by stronger centres, clearly showing how the FINAL paragraph is appropriately linked to article as a whole.

1.9 A basic entry level question to understanding TEXT B. Very well answered as Dilbert's OBSESSION with his CELLULAR PHONE was clearly understood.

1.10 A very challenging higher order question as SATIRE is not understood.

1.11 A very accessible higher order question with many stronger candidates earning the full 4 marks. Even weaker candidates who attempted this question managed to score at least 50% of the total mark.

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

- Terminology is not understood
  - DICTION
  - PARADOX
  - SATIRE
- Learners paraphrase the text without understanding what the question requires.
- Inability to cope with the different demands of the different cognitive levels in a question.
  - LEVEL 1: Identify the DICTION in paragraph 5.
  - LEVEL 2: What does the DICTION reveal about the RELATIONSHIP?
  - LEVEL 3: DISCUSS the QUALITY of the RELATIONSHIP.
- For higher order questions where a COMMENT/ CRITICAL DISCUSSION/SUBSTANTIATION is required, there is too much lifting from the text and there is no depth of DISCUSSION.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Practise questions with different cognitive demands.
- Teach learners how to unpack phrases used in a question as part of the answer.
- Instruction verbs like ACCOUNT, DISCUSS, COMMENT, CRITICALLY DISCUSS, SUBSTANTIATE should be HIGHLIGHTED as PAST PAPERS are worked through on a regular basis in grades 11 and 12.
- Questions must NOT be REWRITTEN as ANSWERS.
- Use full sentences when answering.
- VOCABULARY LISTS must be incorporated into teaching practices as this is a gaping inadequacy that has a ripple effect on the candidates' ability to perform.
- Incorporate VOCABULARY LISTS from the PRESCRIBED TEXTS.
- Expose learners to examples of TEXT A and TEXT B where there is a LINK between the TWO TEXTS and OUTLINE how one should JUSTIFY that TEXT B (visual) SUPPORTS the TITLE and PARAGRAPH 6 of TEXT A.

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

- Inability to understand CONTEXT because of a limited vocabulary. The INTIMACY in 'THE AGE OF INTIMACY FAMINE' misunderstood to have sexual connotations.
- ACCOUNT for the SINGLE-LINE PARAGRAPH in Q3 required that the answer be CONTEXTUALISED and the IMPACT of the short paragraph related  
The following lengthy answer is a typical answer that is VAGUE:  
'Paragraph 3 consists of two short sentences placed in a single line, to place emphasis on the writer's first point in the text and is strategically placed in this manner to immediately draw the attention of the reader.'  
THERE IS NO MENTION OF THE LACK OF INTIMACY.
- For Q1.11 another answer that is vague and does not REFERENCE TEXT A and the TITLE.
  - In order to approach the COMPREHENSION QUESTION, a sound knowledge of BASIC TERMINOLOGY is required.

- CONTEXTUALISATION
  - DICTION
  - STYLE
  - INTENTION
  - TONE
  - SIMILE
  - METAPHOR
  - PERSONIFICATION
  - PARADOX
  - OXYMORON
  - IRONY
  - SARCASM
  - HYPERBOLE
  - SATIRE
  - RHETORICAL QUESTION
  - JUXTAPOSITION
- The use of “negative” and “positive” In responses must be discouraged. Learners must be taught to elaborate, especially in 3/4-mark questions. Both texts in such a question must be given equal attention – and named and discussed separately before having a conclusion drawn on the content.
  - Re-read answers because if a word is omitted accidentally, the meaning of the sentence can change: Q1.11 Text A mentions the relationship with phones ..., Text B shows how a man has fallen with his phone.
  - Learners must practise past papers as this consolidates terminology.
  - Learners must be guided by the mark allocation; a two-page answer for a 3-mark response is excessive! Learners either do not answer fully enough or provide too long answers which tend to go off topic. Some answers are very convoluted; keep it simple and to the point.

## QUESTION 2

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

The selected topic for the summary was well received and this was further illustrated by the good quality of the answers. Learners fared very well in this question and some of the stronger centres even had more than the 7 points in their responses. It was encouraging to note that stronger centres had marks that ranged from 70-100%.

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

- 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 instruction was to include SEVEN TECHNIQUES NEEDED TO DELIVER AN EFFECTIVE SPEECH.
  - Focus on how to exude the right energy (TECHNIQUE) **NOT information** the audience will take away will be from your energy.
- Lifting irrelevant sections of the summary
- Not sticking to word count and dishonest about it : 89 words is actually 120 words.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Follow the instructions carefully: **SUMMARISE TECHNIQUES NEEDED TO DELIVER AN EFFECTIVE SPEECH**
- Encourage learners to draw a line through the rough draft to make sure it does not get marked.
- Do not waste unnecessary time setting out answers with QUOTES, OWN WORDS and PARAGRAPH FORM.
- Avoid writing in the first person ('I', 'we', etc). Rather use the third person ('he', 'she', 'it', 'they', etc.) or when giving instructions, the second person ('you', 'your', etc)

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

- Teach learners to read and follow all instructions precisely.
- Learners must be taught to bracket/highlight salient points and work from there.

### **A USEFUL APPROACH TO SUMMARISING**

#### **STEP 1: ANALYSING THE QUESTION**

In order to answer a question properly, you need to understand what it is asking you to do. You will need to analyse what it requires of you.

#### **STEP 2: READING THE PASSAGE**

Skim the text so that you know what it is about. Then read the text again, scanning for the information required in the question.

#### **STEP 3: WRITING A ROUGH DRAFT**

As you scan the text, make a list of the important points according to the requirements of the question. Note the following:

- If you have too few words, go back to the text to see if you have left out anything important.

- If you have too many words, edit your summary. Do this by using
  - a single word to replace a phrase
  - using a phrase to replace a clause
  - creating compound words or
  - expressing complicated ideas more simply.
- If you make a note of the number of words that you delete from your summary, you will not have to recount over and over again. This will save you a great deal of time!

**STEP 4: WRITING A FINAL DRAFT**

Once your summary is the correct length, rewrite it neatly. Include the final word count in brackets beneath your summary. (Do **NOT** lie about the word count. Markers ACTUALLY COUNT the number of words.)

### QUESTION 3

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

It is encouraging to note that generally the message of the advertisement was understood and an above-average performance was reflected in this question.

3.1: Not a difficult lower order question. The message of **useful** versus **destructive** OR **clean** versus **dirty** was understood.

3.2 Quite an accessible question where the technique could easily be identified: The letters are in **BOLD FONT/ THE USE OF AN EXCLAMATION MARK** and the comment **DRAWS THE READERS** was well within the reach of even the weaker candidates.

3.3 A challenging question for those who did not **DISCUSS** the **APPEARANCE** of the container and relate critically to the **MESSAGE** of the ADVERTISEMNET.

3.4 An easy question on parts of speech yet weaker centres could not get the correct part of speech.

3.5 A gift question here and yet the weaker learners failed to earn a mark.

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

- Both parts of the caption are not addressed.
- Some learners cannot identify **ADVERTISING TECHNIQUES**.
- The appearance of the container is **old** but with no evidence from the visual to support this claim.
- Inability to differentiate between **PARTS OF SPEECH** and **figures of speech**.
- The basic functions of the apostrophe are not known: To indicate **CONTRACTION/OMISSION** or **POSSESSION**.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Exposure to more advertisements from magazines/newspapers/past papers. What is the **ADVERTISER'S INTENTION/PURPOSE** and how is this **MESSAGE** conveyed through the **IMAGE** and the **TEXT**?
- An advertisement or poster should always grab the reader's **ATTENTION**. This may be done through various advertising VISUAL TECHNIQUES:
  - An eye-catching image or picture (**battered container but is still intact**).
  - Catchy headlines (**IT'S BACK!**)
  - An attractive layout (**Medallion/rosette shape**)
- **LIINGUISTIC TECHNIQUES**
  - Punchy headlines and captions
  - Puns
  - Repetition
  - Clichés
  - Alliteration
  - Opinion stated as fact
  - Rhetorical questions
  - Slogans
  - Emotive language
  - Exaggeration
  - Jargon

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

- Limited vocabulary is clearly a problem
  - Q3.3: The container is rusty
  - Q3.4: collective noun
  - Q3.5: It indicates omission of a vowel
  - Q3.5: to shorten two words
- Learners must be taught to paraphrase: Weaker learners answered 3.1 'it made shoes shine in the 70s and it makes beaches dirty today' – the **clean** versus **dirty was not** explained clearly.

#### **QUESTION 4**

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

This question was generally well answered as the choice of cartoon was very accessible. Stronger centres picked up on the nuances of the body language to convey Mother Anderson's attitude and Thandi's responses to Mother Anderson.

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

4.1 – If learners did not analyse the visual clue, then an easy mark was lost. However, most Learners inferred that **with the newspaper in front of her face** Mother Anderson was **uninterested in Thandi's ordeal**.

4.2 – Most learners connected Thandi's facial expression with surprise/shock.

4.3 – Stronger learners scored full marks here as they picked up on the irony of Mother Anderson convincing Thandi to use her imagination only to discover that Thandi uses her Imagination to cope with her technology addiction.

4.4 Weaker candidates struggled with the figurative connotation of **rusty**.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Teach visual literacy (facial expressions, body language – learners must be able to describe, explain and say what it implies or shows).
- When asked to refer to a picture/cartoon /graphic, learners must look at the detail in the frame and avoid generalisations such as facial expressions/ the "way" she is looking.
- Learners must be taught vocabulary related to question formats and how to interpret.
- Learners must study the mark allocation and actually study the frames and provide relevant responses.
- Learners must be exposed to **SATIRE/IRONY/BATHOS** in cartoons.

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

- Learners must reference the frames clearly.
- When revising visual literacy, it is a good idea to remind learners to focus on all details in the frame/graphic. The movements and attitudes of the body often communicate meaning that is not expressed in words. This is called body language.
- The topics are human activities and behaviour, public figures, politics, fashion and sport among many others. Humour often features.



## QUESTION 5

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

Stronger centres performed extremely well in this question with either 9/10 or full marks. It is encouraging to note that learners generally completed this question and performed well. Weaker centres fare poorly because learners lack formal grammar knowledge.

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

5.1 Easy question, most learners with the necessary vocabulary earned the mark.

5.2 The function of the hyphen: joining the **prefix** to the verb was picked up by stronger learners.

5.3 Fortunately the mark allocation for rewriting the sentence in the PASSIVE VOICE was just a single mark. Even the stronger learners did not get this correct.

5.4 The redundancy was easy to spot: safe/secure OR people/nation

5.5 An easy mark to score if the comma-splice error was identified.

5.6 A challenge for weaker learners.

5.7 An easy mark.

5.8 An easy mark to score

5.9 It was clear here that the basic fundamentals of sentence structure are not understood.

5.10 Most scored here because any form was accepted; however, it remained a challenge for learners with a limited vocabulary.

- John took **stock** of what happened.
- I **stocked** my head out of the window and was met with a grisly sight.
- You need to **stock** these chairs in order.

Q5.2 To create a compound word

**(b) Provide suggestions for improvement in relation to Teaching and Learning TEXTUAL EDITING MUST BE PRACTISED**

- Vocabulary extension
- Synonyms/homonyms/homophones
- Function of the hyphen: prefixes/suffixes
- Concord
- Active and passive voice
- Redundancy/tautology
- Parts of speech
- Adverbial/adjectival clauses
- Sentence structure
- Objective/subjective writing
- Ambiguity
- Split infinitive
- Comma splice error
- 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.**

- ❖ Encourage learners to manage their time carefully so that they can finish Question 5. Alternatively suggest that they answer Q5 (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.
- ❖ Learners must read the questions carefully, analyse them and respond as instructed.
- ❖ Pointers to answering a passive voice question:  
*Example sentence: The boy kicks the ball in the backyard.*

Step 1: **Find the finite verb and underline it.**

*The boy kicks the ball in the backyard.*

Step 2: **Find the subject and underline it.** (ask "Who/what + verb?")

Who/what kicks? Answer: The boy

subject      verb  
↓              ↓  
*[The boy]    [kicks]    the ball in the backyard.*

Step 3: **Find the object and underline it.** (ask "Verb + who/what?")

kicks + who/what? Answer: the ball.

subject      verb      object  
↓              ↓              ↓  
*[The boy]    [kicks]    [the ball]    in the backyard.*

Step 4: **Determine the tense of the verb.**

Kicks = simple present tense

Step 5: **Start your answer with the OBJECT.**

*The ball ...*

Step 6: **Passive voice form of the verb (REMEMBER CONCORD!).**

The ball = singular

Passive voice of Simple Present Tense = is/am/are + past participle of KICK

*The ball is kicked ...*

Step 7: by + original subject

*The ball is kicked [in the backyard] by the boy.*

REMEMBER: Everything that was not touched (analysed) in the original sentence, stays EXACTLY THE SAME and IN THE SAME PLACE.

<b>PASSIVE VOICE FORM OF TENSES</b>		
<b>SIMPLE PRESENT TENSE</b> is/am/are + past participle	<b>SIMPLE PAST TENSE</b> was/were + past participle	<b>SIMPLE FUTURE TENSE</b> will/shall + be + past participle
<b>PRESENT CONTINUOUS TENSE</b> is/am/are + being + past participle	<b>PAST CONTINUOUS TENSE</b> was/were + being + past participle	<b>FUTURE CONTINUOUS TENSE</b>
<b>PRESENT PERFECT TENSE</b> has/have + been + past participle	<b>PAST PERFECT TENSE</b> had + been + past participle	<b>FUTURE PERFECT TENSE</b> will/shall + have been + past participle





# basic education

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

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**NOVEMBER 2022**

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 13 pages.**



**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:  

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language structures and conventions	(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 TEXTS A and B below and answer the questions set.

**TEXT A****THE AGE OF INTIMACY FAMINE**

- 1 Like most humans, I want intimacy. But as a developmental psychologist, I consider intimacy a fundamental human need. Intimate moments are often the touchstones of a rich human experience. Yet, millions of people worldwide are isolated and lonely, woefully lacking in the meaningful and diverse social experiences that help support emotional and physical health. 5
- 2 As modern life has grown more distanced through technological innovation, our opportunities for deep, intimate moments have dwindled. The pandemic has only exacerbated this trend, sending many of us deeper into our online worlds.
- 3 This has left many of us starving. We have entered an intimacy famine.
- 4 Though the pandemic might have accelerated our feelings of social deprivation, we were already on this course, staring at our phones as if they held the answer to our woes. And, ironically, perhaps they do. 10
- 5 My phone is probably the most demanding entity in my world. I have taught my students that responsiveness is one of the crucial elements of parenting and one of the most important things you can do as a parent to nurture a child. Hence, through my responsiveness to my phone's demands, I have nurtured it as well. But it is not only responsiveness that has solidified our relationship. I carefully wipe its screen to remove smudges (social grooming). I carry it with me everywhere – in either my purse, hand or pocket (skin-to-screen bonding). I get nervous if I cannot find it (separation anxiety). We are bonded. 20
- 6 This relationship has not gone unnoticed by others in my orbit. Since 2016, researchers around the world have found some consistent trends in the ways in which technology is interfering in relationships. Specifically, people sometimes choose to interact with their phones over the humans in their lives, and this can cause conflict and jealousy. This, in turn, relates to lower levels of relationship satisfaction, and it also compromises intimacy. 25
- 7 Why might we feel so rebuffed when someone chooses to interact with a phone as opposed to us? According to the theory of symbolic interactionism, our interactions with others are laced with messages, and those messages help us determine our role in that person's life. When people elect to attend to their phone rather than to us, it sends the signal that the phone is more important than we are. Even if this is only a momentary experience, it can feel like rejection – registering as a relationship cost. 30



- 8 Our decision to stay in a relationship involves a constant evaluation of the costs and benefits of that relationship. Essentially, we are keeping tally of pluses and minuses for our partners – and to stay invested and committed, a balance must be struck. 35
- 9 From a larger, societal standpoint, phones and technology use may also be causing discontent. Since the early 21<sup>st</sup> century, there has been much media attention directed to the research of psychologist, Jean Twenge, and colleagues. Their studies have demonstrated a rise in rates of depression and anxiety corresponding to increased rates of technology use among young people over the past decade. 40
- 10 According to the researchers, technology certainly helps people form relationships. Yet, now they are sitting in their bedrooms and connecting with others online. They are missing out on the face-to-face interactions that help keep them happy and feeling socially connected. Even worse, going online and on social media is making them stressed, lonely and depressed. 45
- 11 As humans, we spend a good amount of time thinking about what other people think. Although this is not meant to be a controversial proposition, I am sure that some of you are saying to yourselves, 'No, I don't do that,' or 'I don't care what other people think.' This is understandable. However, it is absolutely normal to think (and care) about what other people think. It is a sign that you are attuned to your social surroundings. More than that, you need (and care about) people and their feelings. You are attached, and attachment to others can help us weather all kinds of storms. This is why I would never propose giving up your smartphone or doing a phone detox. Instead, accept your attachment to your phone for what it is: you are clinging to a lifeline that connects you to important people in your world. 55
- 12 For some, the shape of intimacy is morphing so much that the drips they get through texts and social media are enough to sustain connection. For others, in-person interactions are craved. But for all of us, we need to strike a balance, letting our daily technology drips supplement and facilitate deeper, in-person moments. And whether we are texting our friends or meeting a loved one for dinner, it is our desire to connect, and our vulnerability once we get there, that are the makings of an intimate life. 65

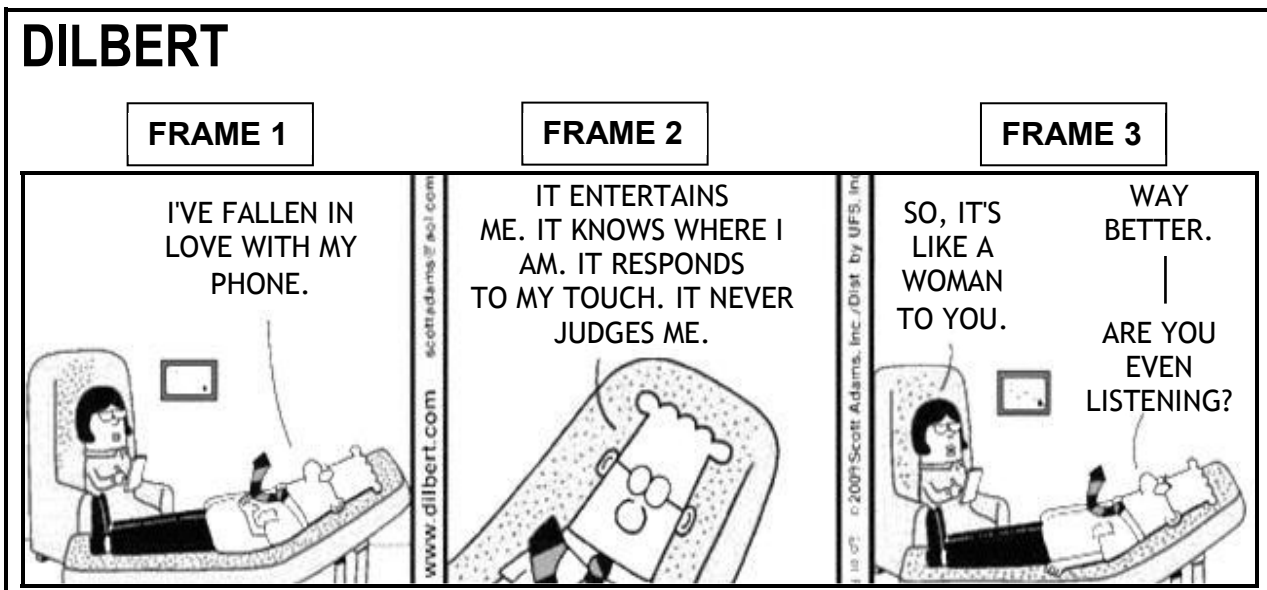
[Adapted from [theguardian.com](http://theguardian.com)]

**AND**





**TEXT B**



[Source: [digitalsynopsis.com](http://digitalsynopsis.com)]

**QUESTIONS: TEXT A**

- 1.1 Refer to paragraph 1.  
Why does the writer consider intimacy 'a fundamental human need'? (2)
- 1.2 Explain your understanding of the expression 'sending many of us deeper into our online worlds' (line 8). (2)
- 1.3 Refer to paragraph 3.  
Account for the single-line paragraph. (2)
- 1.4 Discuss how the diction in paragraph 5 reveals the writer's relationship with her phone. (3)
- 1.5 Refer to paragraph 7.  
Discuss how the 'theory of symbolic interactionism' may be used to explain the loss of intimacy in a technological age. (3)
- 1.6 Comment on the paradox in paragraph 10. (3)
- 1.7 Critically discuss how the writer develops her argument in paragraph 11. (3)
- 1.8 In your view, is the final paragraph an appropriate conclusion to the article as a whole? Substantiate your response. (3)



**QUESTIONS: TEXT B**

- 1.9 What does FRAME 2 reveal about Dilbert? (2)
- 1.10 Comment on the satire evident in the cartoon. (3)

**QUESTION: TEXTS A AND B**

- 1.11 Refer to both TEXT A and TEXT B.
- Does TEXT B support the title and paragraph 6 of TEXT A? Justify your response. (4)

**TOTAL SECTION A: 30**



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

TEXT C discusses good public speaking skills. Summarise, in your own words, **the techniques needed to deliver an effective speech.**

- 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****THE GIFT OF THE GAB**

You are standing in an auditorium packed with friends, family, colleagues and peers. You are about to walk onto the stage and address them. If you are shaking and looking for the exit, you are normal. Nowadays, being able to address a crowd is no longer the domain of the brave – if you want to get ahead in your career, you need to master it.

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. Then run through it and note which of your bullet points are relevant and can be included in your speech. Adapt your notes and try again. Without this kind of preparation, you will not have a structured speech.

If you film yourself, you will be able to see the points of your speech that need attention. Having a camera on hand is useful. This is how you will see the points that need work and how you can improve your delivery. It will also teach you this: most of the information the audience will take away will be from your energy, a little will be from your tone and a fraction will be from your words. Once you have sorted out the words, focus on how to exude the right energy. Do you need confidence, gravitas or humour?

Five minutes before a talk, try to recall a success you have had, focusing on the details of that success. Being confident about the delivery of your speech will assist to bring that feeling of competence to life.

We cannot speak without breath, yet it is the first thing we let go of when we are nervous. Settle your breathing before you start. 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.

The only way to get over a fear of public speaking is to do it, again and again. You will have good experiences and bad ones but, if you do it enough, you will realise that occasionally, it is fun.

[Adapted from *Psychologies*, December 2019]

**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**



[Source: [greenpeace.com](http://greenpeace.com)]

The text in small font reads as follows:

**It made shoes shine in the 70's. It makes beaches dirty today.**

This plastic packaging was recently found on a beach after 50 years floating in the ocean.

Help us fight plastic waste at [greenpeace.nl/plasticisback](http://greenpeace.nl/plasticisback)



**QUESTIONS: TEXT D**

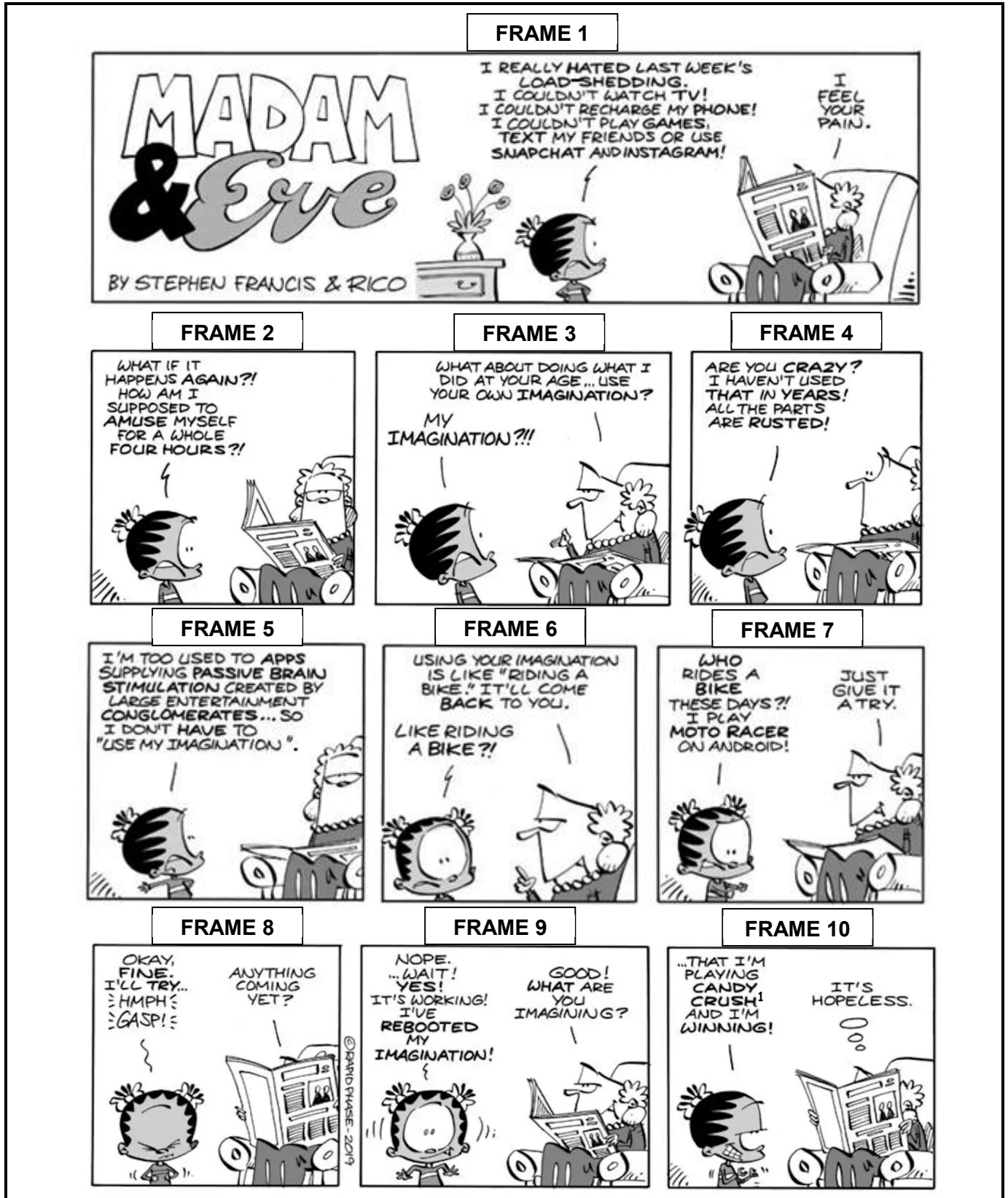
- 3.1 Why does the advertiser make the claim, 'It made shoes shine in the 70's. It makes beaches dirty today'? (2)
- 3.2 Comment on ONE advertising technique used in the presentation of, '**It's back!**' (3)
- 3.3 Critically discuss how the appearance of the container supports the message of the advertisement. (3)
- 3.4 Identify the part of speech of the underlined word:  
'This plastic packaging was recently found on a beach after 50 years floating in the ocean.' (1)
- 3.5 What is the function of the apostrophe in '**It's back!**'? (1)
- [10]**



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

Study the cartoon (TEXT E) below and answer the set questions.

**TEXT E**



[Source: [dailymaverick.co.za](http://dailymaverick.co.za)]



**GLOSSARY:**

<sup>1</sup> Candy crush (FRAME 10) – a gaming application

**CHARACTERS:**

Young girl – Thandi

Old lady – Mother Anderson

**QUESTIONS: TEXT E**

4.1 Refer to FRAME 1.

What does Mother Anderson's body language convey about her attitude toward Thandi? (2)

4.2 Refer to FRAMES 3 and 5.

Comment on Thandi's responses to Mother Anderson in these frames. (3)

4.3 Discuss how humour is created in FRAME 10, in the context of the cartoon as a whole. (3)

4.4 Refer to FRAME 4.

What does the expression 'all the parts are rusted' mean, in the context of the cartoon? (1)

4.5 The words, 'apps', 'android' and 'rebooted' are examples of ...

A acronym.

B jargon.

C colloquialism.

D malapropism. (1)

**[10]**



**QUESTION 5: USING LANGUAGE CORRECTLY**

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

**TEXT F****JANUARY ... DOES IT BRING YOU JOY?**

- 1 January is the time for renewal on many fronts. It's the time of the year to re-evaluate everything. If something or someone doesn't bring you joy, it's pretty pointless carrying on with it. If we want the best, we must do our best. We must keep our family space safe and secure so that we are thriving as a people and as a nation. 5
- 2 In order to live their best lives, people are spreading themselves thinner and thinner with multiple streams of income. In the process we earn more but live less, we lose our focus of what is important.
- 3 With social media, keeping up with other Instagrammers are having a devastating effect on self-perception. Everything appears to be real perfect, but the fabric of our society is frazzled. Use January to take stock and start navigating new ways of doing things. Instead of multiple streams of sole sessions, travel more, and connect with people and places that bring you joy. 10

[Adapted from *The Juice*, January 2020]

**QUESTIONS: TEXT F**

- 5.1 Refer to line 1.  
Provide a synonymous phrase for 'on many fronts'. (1)
- 5.2 What is the function of the hyphen in 're-evaluate' (line 2)? (1)
- 5.3 Rewrite the following sentence in the passive voice.  
'If something or someone doesn't bring you joy, it's pretty pointless carrying on with it' (lines 2–3). (1)
- 5.4 Remove the redundancy in paragraph 1. (1)
- 5.5 Refer to lines 7 and 8: 'In the process ... what is important.'  
Correct the error of punctuation. (1)
- 5.6 A verb has been used incorrectly in paragraph 3.  
Rewrite the sentence so that it is grammatically correct. (1)





5.7 'Instead of multiple streams of sole sessions, travel more, and connect with people and places that bring you joy' (lines 12–13).

Replace a word in the above sentence with a homophone that is contextually correct. (1)

5.8 Provide the correct form of the word 'real' in line 10. (1)

5.9 Choose the most appropriate response from the list of alternatives below:

'Everything appears to be real perfect, but the fabric of our society is frazzled,' (lines 10–11) is an example of a ... sentence.

- A simple
- B complex
- C complex-compound
- D compound (1)

5.10 Refer to line 11.

Use the word 'stock' as a verb in a full sentence. (1)  
[10]

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







# 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.

Umalusi External Moderators:

Dr V. Moodley

Miss S. Maharaj

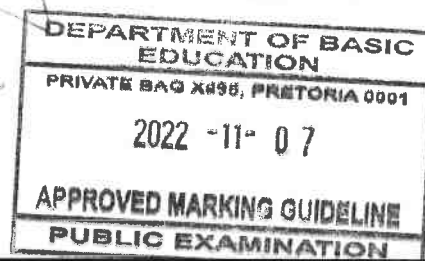
Mrs F. Suliman

Date: 07 November 2022

DBE Internal Moderator:

Ms I. van der Berg

Date: 07 November 2022



**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.

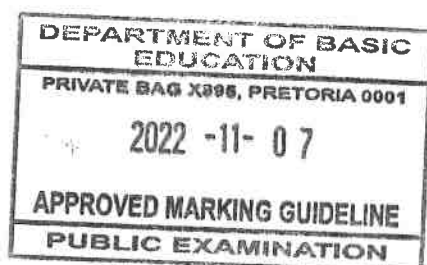
**INSTRUCTIONS TO MARKERS****Marking the comprehension:**

- 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.

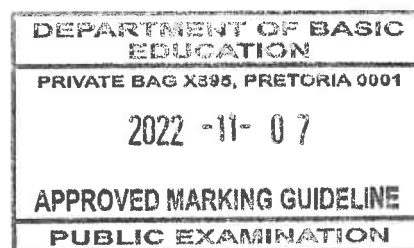
[Credit valid alternative responses.]

(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

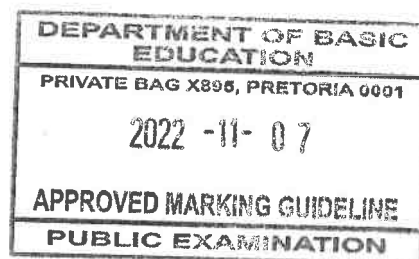
NO

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:**

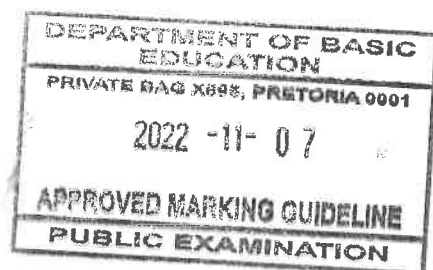
Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

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**

A handwritten signature in black ink, appearing to be 'A. J. Am J'.

**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.]  
[Credit responses that refer to time only if it is linked to pollution.]

(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.]

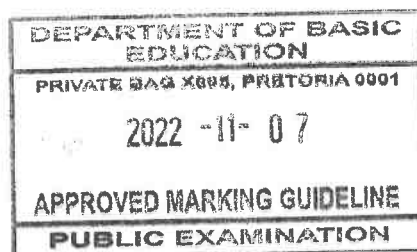
(3)

- 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.

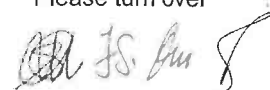
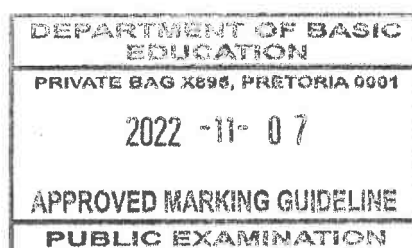
[Credit responses that make reference to anti-climax/bathos.] (3)

- 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**

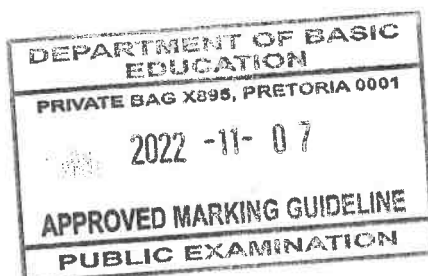
In the process we earn more but live less – we lose our focus of what is important.

**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)



A handwritten signature in black ink, appearing to be "J.S. Am".

- 5.6 With social media, keeping up with other Instagrammers **is** having/**has** 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 '**stock**' must be used as a verb in a sentence.  
[Accept alternative forms of the verb '**stock**'.] (1)

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

