



**Western Cape  
Government**

Education

**METRO NORTH EDUCATION  
DISTRICT**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**SEPTEMBER 2019**

**MARKING GUIDELINES**

**MARKS: 70**

**This memorandum consists of 10 pages.**

**NOTE:**

- These marking guidelines are intended as a guide for markers.
- It is by no means prescriptive or exhaustive.
- Candidates' responses should be considered on merit.
- Answers should be assessed holistically and points awarded where applicable in terms of decisions taken at the standardisation meeting.
- The memorandum 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 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 questions. 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 with the correct answer AND the answer written out in full.

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

- 1.1 Suggest the 'game' that is referred to in the title of this article. Motivate your choice.

**'game' could refer various Social Media platforms ✓ - no longer simply used for the purposes of staying in contact with friends and family but has the potential to generate an income for those who have a significant following.**

**Could refer to the traditional employment field – social media has allowed those with a large contact-base to earn a significant amount of money with advertising. Influencers are now have earning power simply from being on social media and no longer have to resort to conventional forms of employment.**

**[1 mark for game + 1 mark for reason] (2)**

- 1.2 Refer to paragraph 1:

State the effect of the opening paragraph on the reader.

**The short paragraph ✓ grabs the readers' attention. ✓ OR**

**The short paragraph ✓ intrigues the reader to read more/ find out who James Charles is/ work out why Birmingham didn't know him. ✓ OR**

**It grabs the readers' attention ✓ and interests the reader into reading further.**

✓

**(There are 3 ways into this answer. Effect is important.) (2)**

- 1.3 Refer to paragraph 2:

Comment on the writer's choice of the word 'cult-like' (line 6) in the context of this paragraph?

***[A cult refers to a religious group, often living together, whose beliefs are considered extreme or strange by many people.]***

**The writer creates the impression that followers exhibit characteristics of those who belong to a cult. Followers of these social media stars may be fanatical/obsessive/ show extreme admiration/excessive or extreme enthusiasm ✓ (exceeding the parameters of what would be regarded as normal admiration).**

**Suggests a mindless act ✓ of following these social media personalities – following because others are following.**

**The intensity and magnitude of an influencer's power is created with the use of the word 'cult-like'. ✓**

**To show that influencers need not have conventional fame which celebrities enjoy but their followers show the same type of devotion to them. ✓**

**[one idea well-discussed or two separate ideas.] (3)**

- 1.4 Why, in your view, would the term ‘influencer’ be regarded as a ‘heated word’ (line 21)?

**The ‘job’ of being an influencer may not be regarded as acceptable employment in the conventional sense. ✓**

**The older generation cannot understand this social media driven job. ✓**

**This career choice does not require conventional subjects taught at school and is therefore cannot be regarded with any seriousness. ✓**

**A lot of people view influencers as unbearable/ arrogant. ✓**

**(Mark globally – any two reasons.) (Tone + diction + message.) (3)**

- 1.5 Explain how the tone and diction of paragraph 5 reinforce the main idea.

**Tone = matter of fact/objective/excited/enthusiastic. ✓**

**Diction = ‘buzz’/‘major (media)’/‘very (seriously) ✓**

**Main idea = Being an influencer is a bona fide job/Companies are investing in social media influencers/ sensing how popular influencers are becoming. ✓ /**

**Influencers have the capacity to generate an income from being on social media. (3)**

- 1.6 Refer to paragraph 6

Discuss the effectiveness of the similes used to describe ‘micro-influencers’ in this paragraph.

**Influencers are described as ‘a new breed’ – trendy/ superior/ elite/ novel/ fresh/ popular/ exciting. ✓ This creates the impression that they are an exclusive group who are able to command an income doing something that seems to be relegated to a select group.**

**‘as famous as a well-known celebrity’ – without as many followers, an influencer can still enjoy fame/ be known as a super star/ live a life of fame.**

**✓**

**[2 +1 or 1 + 2: discussion of simile/s + effectiveness for 3 marks] (3)**

- 1.7 Refer to paragraph 7:

Account for the writer’s intention for including Sophie Grace Holmes testimony as an influencer, in this article?

**To show readers that Sophie, as an influencer, is not ‘perfect’ (has an illness). ✓ To prove that if she is able to be an influencer – despite her illness – anyone can do it. Not necessarily a glamorous job. To highlight that some influencers try to make a positive contribution to society/community (like Sophie). ✓ She uses her platform to promote healthy living/preaches**

**positivity/ does not have millions of followers, but brands still want to work with her. ✓**

**OR To show that companies will work with influencers who have a specific following ✓ which has the potential for an income.**

**(Remember to read for the writer's intention.) (3)**

1.8 Critically comment on TWO elements of style used by the writer in this article.

**The writer uses various stylistic techniques to highlight the power of social media/to emphasize a growing change in trend in the function of social media/to inform, in an informal manner, a new form of legitimate employment albeit unusual/unconventional**

- **The style is informal/conversational, characterised by contractions – you've/ It's/ hadn't, colloquialisms – quitting/ 'The buzz surrounding influencers', 'So how should...' – article is written in this way to make it accessible to a wider audience, possibly a younger audience.**
  - **Use of questions to create curiosity – paragraphs 3 and 8.**
  - **Testimonies from influencers are candid/conversational. Meant to be inspirational.**
  - **Statistics and opinions from experts provide credibility.**
- [ award 3 marks for any two techniques well-discussed.]**  
**[award a maximum of 1 mark for an identification of TWO techniques.]**  
**Credit valid alternative responses.] (3)**

## **QUESTIONS: TEXT B**

1.9 Explain how the information provided in the table could be beneficial to prospective influencers.

**It provides valuable information on how to be successful as an influencer. Potential influencers will know what followers regard as important and will attempt to ensure their own success by using the categories as a guide to their own social media presence – like engaging more frequently on various platforms/ making their presence known to well-known people to improve the quality of their following etc. (2)**

1.10 Comment on the difference in impact between LOCATION and NUMBER OF FOLLOWERS.

**Location would have minimal impact as influencers are freely accessible on their social media platforms. The internet has levelled the playing-field and opened the world to all those who have access which means that irrespective of where an influencer is, they are never more than a click away. As opposed to LOCATION, NUMBER OF FOLLOWERS determines the 'power' of an influencer or the extent of their impact – a follower would place more value on how many followers an influencer has than where they are. (3)**

**QUESTION: TEXTS A AND B**

1.11 To what extent does paragraph 7 of Text A support the statistics presented in Text B.

**According to Text B, engagement is the most important factor when someone considers following an influencer. Sophie Grace Holmes is reported to receive many shares, likes and comments when she posts. ✓**

**According to Text B, industry or niche is important when someone considers following an influencer. Sophie's followers must be interested in healthy living and positivity if they follow her. ✓**

**According to Text B, industry is quite important when someone considers following an influencer. Famous brands collaborate with Sophie. ✓**

**According to Text B, number of followers is only fairly important when someone considers following an influencer. Sophie does not have as many followers as other famous people, but she still able to make a difference. ✓**

**(2 comparisons are enough for 4 marks – but both texts must be analysed.)**

**(4)**

**TOTAL SECTION A: 30**

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

The following points form the answer to the question.

	<b>Quotation</b>	<b>Possible Point</b>
1.	“Trees are the planet’s lungs, with one mature leafy tree producing enough oxygen in a single year for ten people to breathe.”	Trees produce/yield oxygen (O <sub>2</sub> ).
2.	“...they also improve the quality of our air.”	Trees ensure better air quality.
3.	“Trees ... are natural air conditioners.”	Trees cool the planet. / Trees release water into the atmosphere.
4.	“By absorbing water from the ground, trees lower the stress on storm drains and mitigate flood risk.”	Trees absorb water. / Trees lower the risk of flooding.
5.	“Their roots help improve the soil quality and prevent erosion”	Trees improve the quality of the soil. / Trees prevent soil erosion.
6.	“Trees play an important role in carbon dioxide absorption.”	Trees absorb carbon dioxide (CO <sub>2</sub> ).
7.	“More trees means that these creatures have more shade, more homes and a stronger ecosystem that can help protect them.”	Trees create a stronger ecosystem.
8.	“They make our towns and cities greener and leafier”	Trees make our living spaces greener.
9.	“Trees do not only benefit the environment; they’re good for us too.” “...they actually relax us as well.”	Trees improve our physical and emotional health. / Trees make us feel better.

**Example paragraph:**

Trees ensure healthy living by absorbing carbon dioxide and producing oxygen. They better the air quality. Water is released by trees into the atmosphere, cooling the planet. Trees absorb water; this lowers the risk of flooding. They also prevent soil erosion. The presence of trees creates a stronger ecosystem. Trees make our living spaces greener. They make us feel better, improving our physical and emotional health.

**MARKING THE SUMMARY**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.

## 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 not be penalised if the error is in the language structure being tested.
  - Where the 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

#### QUESTIONS: TEXT D

3.1 Comment on the effect of the anti-climax in the bold text of the advertisement.

**The advertiser states that the product has been designed to ‘Battle...depletion of the planet’s most valuable resources, money.’ – as the product lasts longer therefore saving the consumer money. A reader would have expected the focus to be on the environment. The advertiser understands that a consumer’s main concern is financial to contrast the importance of the planet – this antithesis creates confusion/humour but ultimately allows the reader the satisfaction of knowing that if this product is purchased, both money and planet are saved.** (2)

3.2 Evaluate how the image used in this advertisement reinforces the text in bold print.

**The image of arms extended toward the light bulb symbolises how it is able to save – the planet/money. Stretched out arms depict a gesture for help. The advertiser uses the word ‘battle’ to indicate hardship/suffering without light. ‘Dark’ and ‘dim’ both refer to a lack of light. This is reinforced by the darkness of the general image in the advert as well as the black arms stretched out (ostensibly at night/in the dark). Alliteration used to create an impact – harsh ‘d’ sound – to create the impression of harshness of a life without light.** (3)

#### QUESTION: TEXT E

3.3 Explain the intended impact of the emotive advertising technique used in TEXT E.

**The adult penguin with its chick (on an iceberg) pulling at the plug evokes sympathy in the reader. The chick stands closely behind its mother to indicate its vulnerability/need for protection. A feeling of guilt/culpability may influence a reader to accede to the request as state in the advertisement: to turn off and remove plugs when not in use, in order to save these beautiful creatures.**(2)

#### QUESTION: TEXT D AND TEXT E

- 3.4 In your opinion, which advertisement would have a greater impact on the reader? Justify your choice by making reference to both advertisements.

**TEXT D: The visual in this advertisement is striking – symmetrical (arms stretched towards the saving light bulb is very effective as this what the body copy alludes to – money and planet are saved. The stats on the energy usage and lifespan of the product give the advertisement credibility. The money saving aspect highlighted in the advertisement is probably what makes the advertisement most appealing to those who do not really care about the environment.**

**TEXT E: The threat to the planet is made real in this advertisement with the picture of penguin and chick. The use of the word ‘pollution’ (electrical) has negative connotations and has an impact on the reader as he/she realises the detrimental effect it will have on the two helpless creatures in the visual.**

**[Award 3 marks only if both texts are discussed.]**

**(3)  
[10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA****QUESTIONS TEXT F**

4.1 Refer to FRAMES 1 – 3.

Explain how the cartoonist creates the impression of the characters' movement in these frames.

- **The position of the shrub drawing in the background changes ✓ in every frame.**

- **The movement/positioning of their legs/feet – as if stepping/walking. This gives the reader the impression that the two characters are moving forward, as though they are walking. ✓ (2)**

4.2 Critically comment on how humour is created in this cartoon.

**Madam and Mother Anderson have walked straight into a door / wall. This action is ironic ✓ because Mother Anderson and Madam were laughing at an incident ✓ which emulates what they are experiencing. She passes judgement on the woman in the video referring to her as a 'moron' but she is doing exactly the same. ✓ (3)**

**QUESTION: TEXT G**

4.3 Refer to FRAME 1.

How does the man's body language and facial expression reinforce his tone in FRAME 1?

**The man stands arm akimbo/on hip, finger pointing, leaning forward – a commanding/authoritative tone is used. The use of imperatives - to indicate that he is in charge/ordering/commanding. Facial expression - a frown, wide mouth – indicating the seriousness of the commanding tone. (2)**

**QUESTION: TEXT F AND TEXT G**

4.4 Evaluate how the use of satire in TEXT G reinforces the message of TEXT F.

**The comment of Text G is that society believes that phones are objects which can be controlled by the user however it is apparent that this is not true. Text F shows Mother Anderson watching a video on her cell phone while she walks. She is not paying any attention to her surroundings and walks into the wall indicating that she is a 'slave' to her phone (Text G – Frame 2) Despite the potential for disaster, she chooses to watch the video. Text G captions 'IN YOUR MIND' and 'REALITY' reveal a stark contrast – suggesting that society is obsessed and controlled by cellular devices. This is accurately portrayed in the Text F, when Mother Anderson chooses to use her cell phone despite the potential danger of not watching where she is going.**

**[Answer must include references to both texts as well social comment for 3 marks.] (3)**

[10]

**QUESTION 5: USING LANGUAGE CORRECTLY**

5.1 Correct the concord error in the first paragraph. (1)  
*...everything is made. ✓*

5.2 Substitute the adverb in line 2, with a synonym. (1)  
*immediately, promptly, forthwith ✓*

5.3 Identify the grammatical error in paragraph 2 and correct it by rewriting the sentence. (2)  
**Comma splice ✓**  
*The ancient Greeks had a different idea; (semi-colon)... ✓*  
*Or a conjunction: and... ✓*  
*Or a fullstop and start a new sentence. They said... ✓*

5.4 Explain the ambiguity in paragraph 4, with reference to the use of 'yawn'. (2)

*Think of Chaos perhaps as a kind of grand cosmic yawn (common noun used to indicate that Chaos being boring/tiresome. ✓*  
*As in a yawning chasm or yawning void (gerundive used to indicate the width- vastness of the chasm or void) ✓*

5.5 Correct the homophone error in paragraph 5. (1)  
*whether ✓*

5.6 Correct the spelling error in the final paragraph. (1)  
*penicillin ✓*

5.7 Is the last sentence a complex or compound sentence? (2)  
 Motivate your answer.  
**Complex: ✓**  
**one main clause "It is enough to say..."**  
**and three subordinate clauses ✓**

"...that the Greeks thought it **was** Chaos **who**, with a massive heave, or a great shrug, or hiccup, vomit or cough, **began** the long chain of creation **that has ended** with pelicans and penicillin and human beings and daffodils and murder and art and love and confusion and death and madness and biscuits."  
*(the conjunction 'and' only links words not clauses)*

[10]

**TOTAL SECTION C: 30**