KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE

COMMON TEST MARKING GUIDELINES

MARCH 2022

MARKS: 50

TIME: 1½ hours

This marking guideline consist of 8 pages.

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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.

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 The rhetorical question engages the reader on the issue of speaking without thinking adequately which is brought under sharp focus./

The rhetorical questions introduce the topic of the passage by reminding readers of situations where they regretted speaking without thinking.

[Award 1 mark for function of rhetorical question and 1 mark for link to topic.]
[Credit valid alternative responses.] (2)

1.2 The writer is showing how futile it is to retract our words. Just as a shut gate will not bring back a horse that has already escaped, so too it is with our words, once they have been 'blurted' /escaped, they cannot be regained.

[Award 2 marks if futility of retracting words is mentioned and a discussion of the imagery.] (2)

1.3 The writer argues that someone who lacks a filter is insensitive and inconsiderate to the people around them. They do not think about how their words will be hurtful to others. As a result, the people around them are wary of their insults and thoughtless words.

[Award 1 mark for stating argument. Award 1 mark for discussion of writer's argument.] (2)

1.4 The writer's attitude is disapproving /harsh/stern/ critical / condemning of 'unfiltered' teenagers.

The writer compares the 'unfiltered' teenagers to 'bulls in life's china shop of fragile relationships'. These words emphasise their carelessness, inappropriate speech and ignorance of the consequences of their words./

The words 'stomp on communicative etiquette' indicates a blatant disregard and disrespect for rules of communication/

The words 'merry, unphased bulls' indicate that they are unaffected by the consequences and may even enjoy the chaos they cause.

[Award 1 mark for stating attitude and 2 marks for any TWO ideas well discussed. Do not award marks for merely stating the diction.] (3)

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1.5 The writer wishes to highlight what will happen to 'unfiltered' teenagers if they continue to speak without thinking. Just as radios playing to empty houses provide nothing of value because no one is listening to what they are broadcasting, so too will 'unfiltered' teenagers be ignored and have no one to listen to their voices or ideas. They will lose the opportunity to be heard.

[Award 3 marks for linking the consequences of 'unfiltered' speaking to the image of radios playing in the empty house.] (3)

1.6 Yes, The Internal process of pausing and reflecting on one's thoughts would be effective for teenagers as a practical exercise that can help teenagers visualise their situation and re-examine it. This method also has practical steps that will calm teenagers down and allow them to respond less impulsively.

OR

No, the method requires calmness and the ability to physically and mentally pause and reflect. Teenagers may be too impulsive to be able to perform this strategy on their own. They may be also unaware of the consequences of their actions so re-examining the situation may not make much difference to them.

[Accept responses where candidates disagree and justify by citing the THINK strategy as a better technique.]
[Credit valid alternative response or mixed responses with substantiation]
(3)

1.7 The sentence is relevant since it highlights the need and importance for the questions in the THINK strategy to be constantly asked since it is a way to combat problems that are threatening to overwhelm our world./

Our world is inundated with false news, slander, bogus information and negativity and there is a dire need to use the THINK strategy to ensure that we halt the deluge that threatened to drown us.

[Award 3 marks for a critical discussion of the relevance of the diction in the sentence and the need to adopt the THINK strategy.] (3)

1.8

1.8.1 The writer is being sarcastic/condescending or shows annoyance/ disbelief that anyone could disagree with his analogy that our minds are like gardens. His use of the words 'cannot fathom why' illustrates his conviction that he cannot agree with nor understand why anyone would disagree with his belief.

[Award 1 mark for stating correct tone. Award 2 marks for linking diction to the tone.] (3)

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1.8.2 The final paragraph is an effective conclusion since the writer reminds us that our minds can be linked to 'garden beds', where our words will take root in either a negative way and breed unhappiness like 'weeds,' or foster a positive impact and inspiration like the beauty of blossoms./

The paragraph questions the reader, inviting them to make a choice to plant weeds or flowers. The rhetorical question compels the reader to reflect on the power of words and the need for us to make a crucial choice. This strongly emphasises the writer's position that we have the power to choose our words wisely./

[Award 3 marks if any 2 reasons are discussed with focus on the diction or rhetorical question.]
[Credit valid alternative responses.]

(3)

1.9 The message of the text is that words are brutal and can cause great injury. The verbal texts 'Words, What they really feel like' is accentuated by the visual image of the young girl with the sad face, being cut or battered by the insults./

The insults are arranged in the shape of knives/daggers that stab into her back./

The font used resembles cuts that are dripping with blood./

The girl's posture indicates that the wounds and weight of the knives (insults) are so heavy and painful that she is bent over from them and lacks the strength to confront them/overwhelmed by the brutality of the onslaught of words./

The unkempt hair, the bare feet and the position of the left leg indicate the extent of the trauma the girl experiences.

[Award 2 marks if candidate discusses the impact of the visual and verbal text, and 1 mark if candidate shows the link to the message.]
[Consider a valid discussion of the symbol in the right-hand corner of Text B.]

(3)

1.10 The image in Text B supports the title in Text A to a large extent as it shows the harmful/hurtful effect of words which are similar to 'weeds'. While the words 'weeds and flowers' in Text A are not clearly linked to the image in Text B, there is a link between the destroying effect of weeds and words that can bring harm./

Just as weeds can choke or injure good plants in Text A, so too, the insults as seen in the image in Text B, can choke and destroy a vulnerable person./

(3)

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A symbolic reference: The girl in Text B may be viewed as a flower that is injured by hurtful words that weigh down upon her or incapacitate her like the invasiveness of weeds chokes plants.

[Award 3 marks for any TWO ideas well discussed.]
[Credit valid alternative responses as well as mixed responses.]

TOTAL SECTION A: [30]

SECTION B

QUESTION 2: SUMMARY

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	'Acknowledge your fears.'	1	Accept/know/confess your fears.
2	'The next step is confronting your fear'	2	Try to understand what causes your fears. / Challenge your fears.
3	'Consistent, positive self-talk will build your confidence'	3	Use positive self- motivation to overcome fears.
4	'put yourself in situations that intimidate you'	4	Force yourself to do things you are afraid of.
5	'Surrounding yourself with people who exude courage can inspire your courage levels'	5	Spend time with people who are courageous.
6	'Build a mentorship relationship with someone fearless'	6	Establish a coaching relationship with someone brave.
7	'truly courageous people embrace failure'	7	Be motivated by your failures.
8	'turn it into a learning opportunity.'	8	Turn failure into a lesson.
9	'do not aim for perfection'	9	Accept that things will not be perfect.

PARAGRAPH-FORM

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

Accepting your fears and trying to understand what causes your anxiety will help boost your courage levels. Overcome your fears by using positive self- motivation and forcing yourself to do things you are afraid of. Spending time with people who are courageous and establishing a coaching relationship with them can also build bravery. Instead of fearing failure and always expecting perfection, accept your failures and allow them to become lessons. (70)

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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 mark 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]

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SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: USING LANGUAGE IN CONTEXT

3.1 ineffective /incompetent (1)

3.2 Remove "actively" or "enthusiastically" (1)

3.3 To show additional information/ in parenthesis (1)

3.4 considerably → considerately (1)

3.5 People often say that they are unsure and do not know what to think. (2)

OR

People often said that they were unsure and did not know what to think.

[Award one mark for the change in pronoun and award one mark for the use of the correct verb.]
[Do not award marks if the candidate has not removed the speech marks.]

3.6 A lack of listening skills **impacts** relationships negatively … (1)

3.7 Misunderstandings that otherwise could have led to big blowouts could be prevented by active listening and summarizing what the person said.

OR

Misunderstandings that otherwise could have led to big blowouts could be prevented. (1)

3.8 significance (1)

3.9 inappropriate/ silly/ ridiculous /humiliating/ foolish/ irrelevant/ uninteresting/ boring
[Credit valid alternative responses.] (1)

TOTAL SECTION C: [10]

TOTAL MARKS: 50
MARK CONVERSION TO TOTAL OUT OF 35
= (CANDIDATE'S TOTAL MARK ÷ 50) x 35

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