basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P1

FEBRUARY/MARCH 2014

MEMORANDUM

MARKS: 70

This memorandum consists of 8 pages.

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NB:

- **This marking memorandum 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 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:

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- Because the focus is on understanding, incorrect spelling and language errors in longer responses should not be penalised.
- 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.
- For TRUE/FALSE or FACT/OPINION questions, the mark should be split, i.e. award 1 mark for TRUE/FALSE or FACT/OPINION and a mark for the reason/substantiation/motivation/quotation. The mark for the reason/substantiation/motivation/quotation should only be awarded if the TRUE/FALSE or FACT/OPINION part of the question is correct. One cannot award a mark for substantiation or an interpretation (TRUE/FALSE or FACT/OPINION) that was wrong in the first place.
- 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.
- 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.
- Accept dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND the answer written out in full.

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SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

1.1 Pop music has changed/developed over the years. (2)

1.2 It incorporated a variety of different music styles, resulting in its world-wide reach. (2)

1.3 Pop music transcends boundaries and has a powerful impact on people throughout the world . (2)

1.4 The piano, as the 'home entertainment centre', created a need for sheet music, which led to the growth of the music industry. (2)

1.5 Its unusual rhythm took people by surprise. Its black origins and characteristics were disturbing to many whites. (2)

1.6 Pop music was multi-cultural and diverse, yet there were those who chose to label categories of music and cause divisiveness among races. While pop was regarded as 'white' music, jazz was labelled as 'black' music. This was regarded as offensive by many. (3)

1.7 'Spurring' suggests that the music industry propelled pop groups to stardom. The word 'ascension' reflects the rise of pop groups such as The Beatles and The Rolling Stones. These words indicate the acceleration with which the rock and roll genre advanced. (3)

1.8 Yes
From its inner-city roots, rap bulldozed its way into the music industry and forced everyone to take notice of it. The image of a 'juggernaut' conveys the idea of an aggressive, overwhelming force that threatened all other genres. It generated huge economic profits.

OR

No
Rap is still less profitable than pop music. The word 'juggernaut' is used as a hyperbole. In spite of its popularity, its effect on pop music has been limited.

[Credit other valid responses.] (3)

1.9 The writer is making a sweeping statement without any substantiation. He exaggerates the role that pop music plays in society. Pop music and refinement do not go hand-in-hand. Individual tastes differ. The writer implies that pop defines taste. The public is dictated to by the trends set by pop music.

[For full marks, a critical element must be present.]
[Consider well-reasoned responses.]
[Mark globally.] (3)

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1.10 The fist grasping the microphone signifies the power of music. The jewellery shows the cultural identity of the genre.

[Credit responses that refer to the hand.] (2)

1.11 Yes.
The dialect reflects a genre of music/origin of the music. It adds a particular kind of rhythm to the text, thus appealing to a particular audience. The message of empowerment is rooted in this music.

OR

No.
Irrespective of the dialect, the message is clear that music liberates all people.
The dialect could be a barrier to those who are unfamiliar with it. (3)

1.12 TEXT A: paragraph 5 shows how genres were labelled in order to segregate people. However, paragraph 6 and TEXT B show how music was used to unite and liberate people. The poster in TEXT B promotes the belief that music transcends all barriers. This idea of music as a means of crossing boundaries and cultures is expressed in paragraph 6 of TEXT A.

[Credit other valid responses.] (3)

TOTAL SECTION A: 30

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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**. Accept other valid points.

(Any 7 valid points are to be credited in either paragraph-form or point-form.)

POINT FORM:

	FACTS		QUOTATION
1	Outfits reflect people's feelings and personalities.	1	'clothes every morning that say a lot about them and how they feel that day.'
2	There are different practical reasons for choosing an outfit.	2	'There are many reasons we wear what we wear'
3	Ideas on fashion originate from a variety of media.	3	'new fashion ideas from music, videos, books and television. Movies...'
4	Celebrities influence fashion trends.	4	'Musicians and other cultural icons / political figures and royalty'
5	Choice of fashion can create stereotypes and polarise groups.	5	'they also create stereotypes and distance between groups.'
6	Society has an impact on fashion styles and trends.	6	'Acceptance or rejection of a style is a reaction to the society we live in.'
7	Fashion is a form of non-verbal communication.	7	'Clothes create a wordless means of communication'
8	Fashion generates more business than any other industry.	8	'More people are involved in the buying, selling and production of clothing than any other business in the world.'

PARAGRAPH FORM:

Outfits reflect people's feelings and personalities. However, there are different practical reasons for choosing an outfit. Furthermore, ideas on fashion originate from a variety of media. Celebrities also influence fashion trends. While people's choice of fashion can create stereotypes and polarise groups, society has an impact on styles and trends. Fashion is a form of non-verbal communication. It is big business and generates more commerce than any other industry.

[10]

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Marking the summary:

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:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks

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 a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.
  - Summaries that are short but contain all the required main points should not be penalised.

TOTAL SECTION B: 10

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SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

3.1 It adds credibility to 7-Up – if it is good enough for the baby, it is good enough for anyone. (2)
The advertiser emphasises the safety of the product. (1) (2)

3.2 It shows that they meet more than the legal requirements for credible advertising. This is affirmation that their product is superior./The use of second-person pronouns suggests that the reader is treated as a person with whom the advertiser has human contact. (2)

3.3 The advertiser uses a personal conversational tone when addressing an individual mother. The word 'coaxed' implies that a mother has to 'bribe' her child to drink his/her milk. This suggests that frustration could be alleviated by using the advertiser's formula. The mom is convinced that there is an easy solution to feeding problems. The credibility of the product is emphasised by 'wholesome combination' and 'it works'.

[Credit alternative responses.] (3)

3.4 The concluding sentence creates a sense of friendship (the drink and the mother), made possible by 7-Up. The play on the word 'like' emphasizes the likeability of this soft drink. The statement captures the happy times associated with the drinking of 7-Up, further illustrated by the child's drinking 7-Up eagerly and by including an image of toys. (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 His words 'one tough cookie' and 'sigh' show that he feels intimidated/afraid/fearful/scared/anxious. (1)
His body language: his hand on his chest and wide-open eyes reveal his insecurity/he looks stressed. (1) (2)

4.2 Initially, Bumstead is apprehensive, but now he is fired up to take action. The boss has convinced him to be assertive. (2)

4.3 In frame 7, only Bumstead's foot is shown and this indicates the speed with which he has rushed off to take action. He is overeager and zealous after his initial reluctance.
In frame 8, Mr Hammerdown is sneaking a peek at the defeated Bumstead. He is the conniving character Bumstead refers to in frame 4. (3)

4.4 It is ironic that, after being inspired and ready to take charge, Bumstead still has to wait for Mr Hammerdown. Mr Hammerdown still has the upper hand despite Bumstead's determination to confront him. The use of irony is effective in creating humour since Bumstead's statement in frame 4 actually comes true, despite his determination to convince Mr Hammerdown. (3)
[10]

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QUESTION 5: USING LANGUAGE CORRECTLY

5.1 We live in a materialistic society. Take a trip to your local shopping centre or watch television for a few minutes and this fact will become quite evident.

OR

We live in a materialistic society; take a trip to your local shopping centre or watch television for a few minutes and this fact will become quite evident.

OR

We live in a materialistic society – take a trip to your local shopping centre or watch television for a few minutes and this fact will become quite evident.

OR

We live in a materialistic society: take a trip to your local shopping centre or watch television for a few minutes and this fact will become quite evident. (1)

5.2 Our society **is placing** significance on what you own – not who you are. (1)

5.3 Undoubtedly/doubtlessly/indubitably (1)

5.4 The influence of the mainstream media reverberates most with young people, **who** are generally more impressionable than persons of any other demographic group are. (1)

5.5 It is, therefore, conceivable

OR

It is conceivable (1)

5.6 Influential

[Credit phonetically correct answers.] (1)

5.7 extend (½) extent (1) (1)

5.8 'It is very easy for a young person to become impressed by the constant exposure to the **glorification** of material belongings.'

OR

'It is very easy for a young person to become impressed by the constant exposure to the **adoration** of material belongings.' (1)

5.9 Has – have (1)

5.10 The youth need to value people and not possessions. (1)

[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70

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