



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**NOVEMBER 2017**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 9 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 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 Cultural appropriation is a popular topic in the media./It is a complex issue./It is not fully discussed./It is not understood.  
[Award 2 marks for any ONE point.]  
[Award 1 mark for 'lifting'.] (2)
- 1.2 The writer distinguishes between cultural appropriation and cultural exchange./Cultural appropriation is the unauthorised use of elements of another culture, whereas cultural exchange refers to the borrowing of elements from another culture./Cultural appropriation is equivalent to stealing, whereas cultural exchange is borrowing./There are no clear boundaries between cultural appropriation and cultural exchange.  
[Award 2 marks for any ONE point.]  
[Award 1 mark for 'lifting'.] (2)
- 1.3 The wealthy/powerful take control of cultural elements./The marginalised/more vulnerable are powerless to oppose the exploitation.  
[Award 2 marks for any ONE point.] (2)
- 1.4 Celebrities make cultural appropriation acceptable and fashionable./Their popularity allows them to shape perceptions that are not acceptable.  
[Award 2 marks for any ONE point.] (2)
- 1.5 The writer is dismissive of/sarcastic toward/politely rejects foreign chefs appropriating African dishes and presenting them as their own. The West Africans jealously guard their recipes and it should be their right to make them internationally popular. A foreign chef should not be appropriating their dishes.  
[Award 3 marks for THREE distinct ideas or TWO ideas well-discussed.] (3)
- 1.6 The writer uses strong, assertive expressions ('cultural annihilation' and 'loss to colonisation') to display his criticism/rejection of the practice. He acknowledges the importance of culture ('cultures cannot be viewed as simply occurring in a vacuum') and accuses Shriver of being culturally insensitive ('This fact is certainly lost on novelist Lionel Shriver'). He is also derisive of people like her, whom he describes as 'culturally tone-deaf'.  
[Award 1 mark for 'attitude' and 2 marks for a well-developed discussion.]  
[Credit reference to the repetition of 'liberty' and the irony therein.] (3)
- 1.7 Shriver refutes the seriousness of the concept of cultural appropriation and defends cultural insensitivity. She is unaware of the impact of cultural appropriation and appears oblivious of the disrespect imposed on cultural groups.  
[Consider cogent alternative responses of Shriver's view.] (3)

## 1.8 YES

The writer is promoting mutual respect between cultures. Keeping a 'distance from and relationship to it' implies your ability to revere/admire a culture without transgressing established boundaries.

**OR**

NO

The person borrowing from the culture could 'amplify the beauty' of that culture by promoting awareness of it. The concept of culture is fluid and is constantly evolving. One cannot keep one's distance from it. All cultures should be embraced. There should be no clearly defined boundaries between cultures.

[Credit valid alternative responses.]

[Consider mixed responses on merit.] (3)

## 1.9 D – resentful (1)

## 1.10 By wearing a headdress of another culture, the girl is trivialising a significant artefact/disrespecting a culture, or showing her admiration for the culture. (2)

## 1.11 This statement alerts the reader to/creates awareness of the damage caused by cultural appropriation. The indigenous people become insignificant ('invisible') when their artefacts are exploited. It is ironic that it is the artefacts, and not the people, that are celebrated.

[Credit relevant alternative responses.] (3)

## 1.12 YES

Both texts are highly subjective in their condemnation of cultural appropriation.

Throughout Text A, the writer equates cultural appropriation with theft. He provides anecdotal evidence of people in positions of power exploiting cultures for personal gain. The writer uses emotive terms with a negative bias such as 'demonised and excluded', 'cultural annihilation' and 'no reverence for history'. He concludes his article by urging the reader to acknowledge and respect the cultures of others.

In Text B, the writer outlines the consequences/results of stealing someone's cultural identity, e.g. 'TRIVIALIZES & ERASES HISTORY'. Although the headline poses a potentially balanced view, the details reflect the idea of 'THEFT'. In the writer's view, 'THERE IS NOTHING COOL, RESPECTFUL, OR FASHIONABLE ABOUT IT.'

**OR**

NO

[A 'NO' response is unlikely. However, mark each response on its merits.]

[Credit alternative responses.]

[Award 4 marks only if reference is made to both texts.] (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   | 'our fear that all children are budding narcissists has caused an unhelpful counter-reaction'                                                                                                                  | 1   | There is a perception that all children are potential narcissists.                                                                  |
| 2   | 'seek to make our children and teens feel good about themselves.'                                                                                                                                              | 2   | Strength-based parenting boosts the children's self-esteem.                                                                         |
| 3   | 'it is common for people to wrongly label strength-based parenting as a recipe for self-entitlement.'                                                                                                          | 3   | It is believed that strength-based parenting will give rise to narcissistic tendencies/children who think that the world owes them. |
| 4   | 'children who know their strengths will automatically view themselves as better than everyone else.'                                                                                                           | 4   | It is perceived that confident children will have a superior attitude.                                                              |
| 5   | 'the self-assurance that comes with identifying and using their positive qualities will make children arrogant, selfish and uncaring.'                                                                         | 5   | Assertive children are incorrectly viewed as egotistical/narcissistic.                                                              |
| 6   | 'Genuine confidence about one's strengths is categorised as over-confidence'                                                                                                                                   | 6   | Confidence in one's abilities is seen as a negative trait.                                                                          |
| 7   | 'desirable self-knowledge is branded as excessive self-admiration.'                                                                                                                                            | 7   | If children are aware of their abilities, they are accused of being conceited.                                                      |
| 8   | 'The fear that a strength-based approach will cause narcissism also occurs because we unwittingly fall prey to binary thinking./We mistakenly believe that one cannot be <i>both</i> confident and humble.'    | 8   | People believe that confidence and humility cannot co-exist.                                                                        |
| 9   | 'when we assume that strength-focus is the same as self-focus, we fail to entertain the idea that people who know their strengths are, actually, more likely to be pro-social and focus on helping others.'    | 9   | There is ignorance about the likelihood that strength-based parents produce better-socialised and empathetic children.              |
| 10  | 'It is tempting to conclude that every young person is at risk of becoming a narcissist but there are thousands of young children who are caring, thoughtful and humble – even when they use their strengths.' | 10  | There are many confident young children who remain grounded in all situations.                                                      |

**PARAGRAPH-FORM**

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

There is a perception that all children are potential narcissists, despite strength-based parenting boosting children's self-esteem. It is believed that strength-based parenting will give rise to children who feel entitled. It is incorrectly perceived that confident children have a superior attitude and assertive children are egotistical. Children who have confidence in their abilities are viewed negatively and regarded as being conceited. Although people believe that confidence and humility cannot co-exist, strength-based parents are more likely to produce better-socialised and empathetic children, who remain grounded irrespective of the situation.

(88 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
  - 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**

**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 advertiser's intention is to lure consumers into believing that no effort is needed to get into shape when Skechers are worn./It appeals to people who have no time to go to the gym. (2)

3.2 The personal accounts support the claims highlighted in the main body of the advertisement ('tone', 'weight loss' and 'posture')./The anecdotes attest to the effectiveness of the product./They carry a sense of 'real life', which makes the advertisement more convincing.

[Award 2 marks for any ONE point.] (2)

3.3 The image is effective as it depicts a leg that is 'in shape' wearing a Skechers shoe, which reinforces the name of the shoe ('Shape-Ups'). The leg is an artistic graphic depiction and the writing on the leg promotes the selling point of the shoe (i.e. walking and not having to go to the gym.) The shoe, however, is realistically presented. The image shows both action and direction, illustrating the desired outcome of wearing the shoe.

[Award 3 marks for any TWO ideas well-developed.]  
[Credit valid alternative responses.] (3)

3.4 The words 'Huletts sweetness' have the appearance of being written in sugar, representing the actual product. The phrase features prominently in the upper segment of the advertisement. The choice of font (i.e. flowing handwriting) is intended to lure the reader through its personal appeal.

[Award 3 marks for THREE distinct ideas or TWO ideas well-discussed.] (3)

**[10]**

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

- 4.1 The text shows Calvin's contempt for his opponent. He refers to Hobbes as 'FUZZ FACE'./He regards Hobbes as his inferior and is condescending towards him ('WATCH AND WEEP')./It reveals that Calvin shares an intimate/familiar relationship with Hobbes. This creates a comfortable and safe space for him to use derogatory language without hatred or malice.

[Award 1 mark for identification of attitude and 1 mark for substantiation.] (2)

- 4.2 Hobbes is calm and nonchalant./Although he wins the game, he does not gloat. Calvin, on the other hand, is stressed and competitive. (2)

- 4.3
- The cartoonist uses a variety of **speech bubbles** to highlight Calvin's tirade, e.g. the jagged speech bubble in frame 4 that conveys his aggression and the frameless text in frame 5 that effectively indicates his uncontrollable ranting.
  - **Three images** of Calvin are included in frame 4 to illustrate clearly Calvin's frenetic reaction to losing the game.
  - The **sound effects** in frames 4, 5, and 7 e.g. 'AAUGGHH!' emphasise Calvin's anger and highlight his inability to articulate his emotions.
  - The **hyperbole** ('I HATE THE WHOLE WORLD!!') emphasises Calvin's extreme emotion at losing the game. The cartoonist effectively defines Calvin's inability to accept a loss.
  - **Repetition** of the word 'HATE' in frames 4–6 shows that Calvin is out of control and vindictive. Extreme misplaced emotion is reinforced.
  - Calvin's **facial expressions**, e.g. gritted teeth and slanted eyes, and **body language**, e.g. clenched fists and pointed finger, reveal his hostile, accusatory attitude.
  - The use of **bold font**, **dark shading** and **exclamation marks** reveals the intensity of his emotion, effectively illustrating his lack of restraint.

[Award 3 marks for ONE technique, well-developed.] (3)

- 4.4 YES

The final frame is anti-climactic after the emotional flare-up in the previous frames. After Calvin's frenzied behaviour, he appears to be rational and subdued at the end of the cartoon. His speech is normal and he is facing Hobbes in a conversational manner. In light of his extreme reaction to losing a game, the reader is left imagining how Calvin would react to losing in real life. A satirical comment about those who want to win at all costs has been driven home.

[Credit valid alternative responses.]

**OR**

NO

[A 'NO' response is unlikely. However, mark each response on its merits.] (3)

**[10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

|                         |                                                                                                                                                                   |             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 5.1                     | published – have/have published/have just published                                                                                                               | (1)         |
| 5.2                     | The (most) all-inclusive <b>OR</b> The (most) comprehensive                                                                                                       | (1)         |
| 5.3                     | The colon in line 4 indicates that an explanation will follow/additional information. (1)<br>The colon in line 7 introduces a quotation/direct speech. (1)        | (2)         |
| 5.4                     | Uninterested: having no interest/negative attitude (1)<br>Disinterested: unbiased/neutral (1)<br><br>[Credit candidates if the response is contextually correct.] | (2)         |
| 5.5.1                   | Adjective                                                                                                                                                         | (1)         |
| 5.5.2                   | involves – <b>involve</b>                                                                                                                                         | (1)         |
| 5.6                     | excess – access                                                                                                                                                   | (1)         |
| 5.7                     | Stepping away/This change/Change/A shift in focus/This step<br><br>[Consider valid alternative responses.]                                                        | (1)         |
|                         |                                                                                                                                                                   | <b>[10]</b> |
| <b>TOTAL SECTION C:</b> |                                                                                                                                                                   | <b>30</b>   |
| <b>GRAND TOTAL:</b>     |                                                                                                                                                                   | <b>70</b>   |