



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2020

**ENGLISH HOME LANGUAGE P1
MARKING GUIDELINE
(EXEMPLAR)**

MARKS: 70

This marking guideline consists of 9 pages.

NOTE:

- This marking guideline 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 marks awarded where applicable. The marking guideline should 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 should 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/quotation is what should be considered.
- 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.
- 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****QUESTIONS: TEXT A**

- 1.1 A conspiracy theory is a belief that the public is fed false information. ✓ This misinformation could be done on purpose by social, financial or political organisations. ✓

[Candidate is not allowed to quote. The question specifically states 'own words'.] (2)

- 1.2 Nowadays communication happens instantly because social media ✓ is so prevalent. ✓ (2)

- 1.3 At first the abnormal pattern causes confusion, ✓ followed by curiosity to discover the reason for the disruption. ✓ (2)

- 1.4 Research has shown that most people believe in at least one conspiracy theory. ✓ Looking down on somebody who believes in a conspiracy theory is therefore hypocritical, as the person who is judgemental probably also believes in one of these theories. ✓ (2)

- 1.5 When people suspect that something suspicious is occurring, ✓ they start looking for proof to support their suspicions or beliefs, ✓ even connecting events that are unrelated. ✓

[Candidate has to use his/her own words.] (3)

- 1.6 The coronavirus pandemic has been a traumatic experience. Humans need to find explanations for such events to give them a semblance of control. ✓ Conspiracy theories provide them with answers to such inexplicable random events. ✓✓

[Mark globally.] (3)

- 1.7 The writer puts this word in inverted commas to indicate his scepticism about the proof these people provide. ✓ In this way he influences the reader's attitude toward the Flat Earth Society and their theories. ✓ (2)

- 1.8 Having extensive documentation shows the public that the conspiracy theory is not just fiction, but that the claims can be supposedly scientifically proven. ✓ Also, if the particular group does not gain anything by circulating the theory in question, people will think this group has altruistic intentions, informing the world about the reasons behind an event that disrupts the "normal" pattern of life. ✓ This makes conspiracy theories seem legitimate. ✓ (3)

- 1.9 'Supposedly' indicates the writer's attitude of censure/disbelief, ✓ especially seen when considering the reason behind the publication of the book "Principia Discordia" (which started this particular conspiracy theory). This book was never intended to be taken seriously. ✓ The authors merely wanted society to question certain events/decisions. ✓ (3)

- 1.10 The writer does contradict himself.

In paragraph 10 the writer says that many conspiracy theories do not hold up under any degree of scrutiny. However, in paragraph 11 he says that conspiracy theories are difficult to 'debunk as they have a built-in defence against any arguments'. ✓✓

OR

He also says in paragraph 10 that some conspiracy theories originate from 'highly educated people'. This implies that less educated people will struggle to find specific problems in said theories. ✓✓ (2)

- 1.11 The first Reptilian seems to be stern and on guard, looking to the right suspiciously. This conveys a sense of secrecy/ clandestine activity. ✓

The second Reptilian has his hand on the man's shoulder and he is bending down and "smiling", seeming to create a bond of trust/goodwill with the man. ✓ He is also pointing to the document he wants the man to sign. He is coercing the official into signing the document. ✓ (3)

- 1.12 In paragraph 8 of TEXT A the writer says that Reptilians want to take control of governments and be the rulers of the earth. ✓ In TEXT B the two Reptilians are standing next to a man who is clearly a government official (the flag indicates this). It is clear that the Reptilians are in control of the situation. ✓

People who believe in conspiracy theories will be disturbed/afraid that such a thing is possible. They will see this as proof of what they have suspected all along. ✓

OR

People who do not believe in conspiracy theories will be amused by the ridiculousness of it all. ✓

[Candidates must discuss BOTH TEXT A paragraph 8 AND TEXT B. They must also discuss the visual impact of the image on the reader.]

[Mark globally] (3)

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 seven valid points are to be credited in paragraph form.

(Sentences and/or sentence fragments must be coherent.)

	QUOTATIONS		POINTS
1	'Parents who are lied to can feel hurt ... angry ... misled and frightened'	1	Teenagers who lie can lose their parents' trust.
2	'if ... found out, he or she is often punished twice – first for the offense, and second for lying about it.'	2	Lying can lead to double punishment.
3	'Keeping this distinction clear proves twice as complicated as telling the truth.'	3	It becomes complicated to remember the truth and the lie.
4	'liars have to live in hiding. They worry about whether their deception will hold'	4	The fear of being found out causes liars to start hiding.
5	'liars soon lose track of all the lies they've told.'	5	Telling too many lies leads to liars forgetting what untruths they have told.
6	'They find it harder to keep their story straight. It takes a lot of energy, attention and effort to keep up a false impression.'	6	It requires tremendous emotional energy to lead the double life required to keep up the pretense.
7	'lying can become confusing when liars start believing the untruths they told. The more they tell the lie, the more likely they are to believe it.'	7	There is the danger that liars can eventually start to believe their lies.
8	'lack the courage to own up to the truth ... lose track of all the lies ... finding it harder to keep their story straight ... lowers their self-esteem.'	8	Teens who lie eventually suffer from low self-esteem.
9	'liars distance themselves from those to whom the lies were told. ... isolated from family and friends they have deliberately misled.'	9	Liars become isolated from the people close to them.

PARAGRAPH FORM

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

Teenagers who lie can lose their parents' trust. When they are found out, they could be punished twice. Having to remember the distinction between truth and lie can become complicated. This leads to a double life where keeping up the pretense requires emotional energy. The fear of forgetting which lies have been told causes them to withdraw. The danger exists that liars may start to believe their own lies. Constant lying may lead to low self-esteem. Eventually liars might even become isolated from the people closest to them.

[88 words]

Marking the summary

The summary must 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 quotes: award no language mark
 - 1–5 points quoted: award 1 language mark

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 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 with the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

- 3.1 The teenage girl is entangled in plastic, which is what kills so many sea-animals. Moreover, these plastic rings are used to hold packs of alcohol. ✓
The message that teenagers are in mortal danger because of using alcohol irresponsibly is thus conveyed. ✓ (2)

- 3.2 The tone is commanding/authoritative. ✓

Considering that the target audience is adults (ParentsEmpowered.org), the tone is not suitable, as it implies that adults are treated like children. ✓✓

OR

Many parents are abdicating their authority these days and allowing their children to act irresponsibly. Therefore, the commanding tone is suitable as it might shock some parents into actually paying attention to their children's behaviour. It is a reminder to parents that they need to set firm boundaries to protect their children. ✓✓

[Candidates must first identify tone and give an explanation.] (3)

- 3.3 The alliteration emphasises that whisky and weekends are synonymous. ✓
The advertiser implies that drinking whisky makes the weekend fun. ✓ (2)

- 3.4 In TEXT D the setting is a polluted beach. This shows how alcohol can destroy lives – young lives in this instance. ✓

The setting in TEXT E is a boat. The young people in the advertisement are having a good time in luxurious surroundings. ✓ Whisky is associated with carefree times and an attractive lifestyle. ✓

[Both TEXT D AND TEXT E must be discussed to be awarded full marks.] (3)
[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 In FRAME 1 Calvin argues that 'bad' children do not receive presents from Santa Claus. The use of the word, 'bad' therefore puts these children in a poor light. ✓

In FRAME 3 he suggests that 'good' children still deserve presents because they do not always do 'bad' things – some things just make them look 'bad'. ✓

[Candidates must refer to BOTH frames, clearly indicating the difference between the meanings in these frames.]

(2)

- 4.2 In FRAME 1 Calvin is irritated/upset, ✓ because Santa classifies children as 'good' or 'bad' and he has obviously not been too good during the year: if he had, he would not even have mentioned this.

In FRAME 2 his tone is confident, ✓ since he wants to convey to Hobbs that he is not worried – he will definitely receive a Christmas present from Santa.

[Candidates must identify the tone in each frame (2 marks), suggesting a reason for the change in tone (1 mark).]

(3)

- 4.3 Hobbs has his hand in front of his mouth and he looks upward, ✓ clearly indicating that he does not believe that Calvin has been 'a paragon of virtue' ✓ at all – even though he says the words. His body language makes his words ironic. He realises that Calvin is trying to convince himself that he has nothing to worry about, but in actual fact he has not been that good during the year. ✓

[Candidates must refer to facial expression and body language in explaining the irony.]

(3)

- 4.4 No, Calvin is shifting the blame for his behaviour to his parents, ✓ while he has to take responsibility for his own actions. He tries to justify his misbehaviour. ✓

[Consider a 'yes' response on merit.]

(2)

[10]

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 (compound) adjective ✓ (1)
- 5.2 uninterested/half-hearted/indifferent/cool/unimpressed ✓ (1)
- 5.3 He was unenthusiastic, as were Mattel's directors. ✓ (1)
- 5.4 The italics indicate the title of a newspaper. ✓ (1)
- 5.5 C / complex-compound ✓ (1)
- 5.6 Separately ✓ (1)
- 5.7 The function of the brackets is to supply extra information in parenthesis. ✓ (1)
- 5.8 officious – official ✓ (1)
- 5.9 Wearing a black and white zebra striped swimsuit, the doll was marketed by designer Charlotte Johnson as a 'Teen-age Fashion Model'. ✓

OR

- Designer Charlotte Johnson marketed the doll, wearing a black and white zebra striped swimsuit, as a 'Teen-age Fashion Model'. ✓ (1)
- 5.10 They/Mattel sold around 350 000 Barbie dolls during the first year of production. ✓ (1)
- [10]**

TOTAL SECTION C: 30
GRAND TOTAL: 70