

MARKING GUIDELINES

EXAMINATION	NATIONAL SENIOR CERTIFICATE
GRADE	12
DATE	JUNE 2024
SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER	1
MARK TOTAL	80
DURATION (HOURS)	2
NUMBER OF PAGES	9



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT



INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. Any omissions or queries regarding these marking guidelines should be referred to Chief Markers/Internal Moderators at the marking centre. All protocols must be followed.
3. Candidates' responses should be assessed as objectively as possible.

MARKING THE COMPREHENSION

- When marking the comprehension section, markers should remember that – for the candidates – the focus is on understanding. Therefore, incorrect spelling and language errors should not be penalised, unless these errors change the *meaning* and the *understanding* of the answers. Please indicate such errors by circling or underlining.
- No half marks are awarded.
- If a learner uses words from any other language, these words must be ignored. If the rest of the answer still makes sense, the learner must be awarded the marks. However, if a word from another language is used in a text and is required as part of an answer, the abovementioned will not apply.
- No marks should be awarded for YES/NO/ AGREE/DISAGREE/ TRUE/FALSE only. The substantiation is what should be considered.
- When the answer requires a single word/phrase, but the learner answers in a full sentence, a mark may only be awarded if the learner underlined the word/phrase.
- When two/three facts/points are required and the learner gives more than the required amount, mark only the first two/three. Accept dialectal variations.
- If the question asks for a quote and no quotation marks are used, the answer is incorrect.
- Where a learner gives two answers and the first answer is wrong, mark the first answer.
- If answers are incorrectly numbered, mark according to the memo. If, however, this occurs towards the beginning of a section, do not penalise the candidate for *all* the 'incorrect' answers. Penalise once (i.e. where the numbering mistake was made the first time) and ignore the rest of the incorrect numbers *if* the answers follow the correct sequence and the marker can clearly see that the candidate just made the one numbering mistake.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

SECTION A: COMPREHENSION

QUESTION 1

- 1.1 The Soweto Uprising. ✓ (1)
- 1.2 The right to a decent education. / The right to be taught in a language they understood. ✓ (1)
- 1.3 Global warming/climate change/crisis. ✓ (1)
- 1.4 It is more sustainable✓ / it also empowers local communities /and supports our local economy. ✓ (ANY 2) (2)
- 1.5 Slow fashion refers to well-made clothes/ handmade clothes, that take time to produce, are of higher quality, can be worn longer and are priced higher. ✓
Fast fashion is usually lower quality, mass-produced, lower-priced, machine-made garments that only last a season. ✓
(Any 2 differences – one description for each). (2)
- 1.6
- By spreading knowledge about slow and ethical fashion and beauty on social media platforms. ✓
 - Sharing generally accessible sustainability information on social media.
 - Simply sharing that sustainability is 'cool'. ✓
 - Normalising actions such as carrying reusables. (ANY 3) (3)
- 1.7 Beauty products/brands that do any of the following: animal testing✓ / false claims and misleading advertisements ✓/ingredients that are not sourced responsibly / do not treat their workers well / or pay unfair wages / do not take social and environmental impacts into consideration. ✓
(2 marks for a good description of one/mention of two unethical behaviours.) (2)
- 1.8 **Yes**, it can be realistic if everyone is educated✓ regarding sustainability / if everyone buys local✓ and only what they need. ✓✓

OR

No, the bad economy✓ forces people to rely on cheaper mass-produced goods✓ there are too many people on earth to stop mass production and people love shopping✓.

(Any relevant answer - showing their understanding of mass production and consumption and whether a decrease is a realistic goal). (3)

- 1.9 C – Effecting change✓ (1)
- 1.10 TRUE, 'Sometimes the sustainability community can seem intimidating'. ✓✓ (2)



- 1.11 She uses farming not only to provide food for her community√ but also as a tool to teach young people about farming / and finances / or being a mentor for them. (2)
- 1.12 Literally: to use space/land to farm/grow something/start a garden. √
Figuratively: to grab opportunities/stand up and make their voices heard. √ (2)
- 1.13 It means if everyone looks the other way / ignores a situation / is too scared to say something about a situation√, then even if there is just one person speaking up, √ it will make a difference. √
- Yes/No** with motivation as to whether the opinions of young people can make a difference in the world with motivation √, especially on the topic of climate change/sustainability - could refer to people in the article making a difference/ or not so much/ or to other influencers they know. √ (3)
- [25]**
- 1.14 Involvement in the community/Youth involvement. √ (1)
- 1.15 Volunteering = time/talents/self; √ Donating = money/goods/things. √ (2)
- 1.16 79.10% of youth indicated that they had helped a neighbour, while only 11% indicated that they are active in a trade union/ only 16.6% are involved in a political party. √√ (2)
- [5]**

TOTAL SECTION A: [30]

SECTION B: SUMMARY

NOTE:

- The facts must be coherent, i.e. they must make sense to the marker.
- Marking is based on the inclusion of valid matter and the exclusion of invalid material.
- Summaries that are short but contain all the required main points should not be penalised.
- Even if the summary is presented in the incorrect format, it must be assessed.
- Markers are required to verify the number of words used.
- If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.
- Marks may not be deducted if the candidate fails to indicate the number of words, if the number is indicated incorrectly or if bullets are used.

QUESTION 2

Mark allocation for facts – 7 marks for 7 points. The following points form the answer to the question:

QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently)	
1.	“Encourage children to interact with books from a young age.”	1.	Teach children how to work with books from an early age. / Teach children the value of books from an early age.
2.	“Make reading an essential part of children's lives.”	2.	Make reading part of a child's daily routine.
3.	“Read aloud to children until they feel they can do so on their own.”	3.	Keep reading out loud to young kids until they believe they can read by themselves.
4.	“When you read aloud to them, you become the role model, teaching them invaluable knowledge about how we read books.”	4.	When you read stories out loud, you become their guide/an example. / Show them how we enjoy books.
5.	“Do not give children books that are too difficult to read.”	5.	Do not offer children books that are too hard for them to read.
6.	“When children read on their own, ask them questions about the books that they have been reading. This will make them realise that you are proud of their reading abilities.”	6.	Ask children questions about the books they have read, showing them that you admire their efforts.
7.	“Children who choose their own reading material... engage better with what they are reading.”	7.	Allow children to pick their own books for they will get more involved with what they read.

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 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
- 4-5 quotes: award a maximum of 1 language mark
- 2-3 quotes: award a maximum of 2 language marks

NOTE – Word count – Markers are required to verify the number of words used.

TOTAL SECTION B: [10]

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 The target audience is women and girls. ✓ (1)
- 3.2 By calling the number 011 484 3195 ✓ or on social media by using the hashtag #SafeAtHome. (2)
- 3.3 If you turn a blind eye you pretend not to notice what is happening around you. ✓ (1)
- 3.4 The community can be engaged and/ national, regional and local leaders need to join discussions/ campaigns against violence can be launched. (Any positive suggestions supporting victims.) ✓✓ (2)
- 3.5 Yes, this advertisement speaks to the emotional side of anybody who reads it. ✓
The ad also communicates with people who have never experienced violence. ✓ (2)
- 3.6 Gender-Based Violence ✓ (1)
- 3.7 People Opposing Women Abuse. ✓ (1)

[10]

QUESTION 4: ANALYSING A CARTOON

- 4.1 4.1.1 She is drinking tea./ Her face is relaxed. ✓ (1)
- 4.1.2 A sarcastic tone. ✓ (1)
- 4.1.3 How is the studying going? ✓ (1)
- 4.2 4.2.1 First ✓ (1)
- 4.2.2 No, she clearly does not know what it means, she takes it literally. ✓✓ (2)
- 4.3 4.3.1 No, he does not agree. Worms are his choice of food ✓✓ (2)
- 4.3.2 The exclamation mark is used to show emotion/ to emphasise the word. ✓ (1)
- 4.4 Flock ✓ (1)

[10]

QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 5.1.1 believe ✓ (1)
 5.1.2 Harvard ✓ (1)
 5.1.3 is ✓ (1)
 5.1.4 who ✓ (1)
- 5.2 5.2.1 There ✓ + a sentence indicating the candidate's understanding of the word ✓ (2)
 5.2.2 earliest ✓ (1)
 5.2.3 was ✓ (1)
- 5.3 5.3.1 Adjective ✓ (1)
 5.3.2 (Abstract) noun ✓ (1)
 5.3.3 Pronoun ✓ (1)
- 5.4 The possibilities are endless, **aren't they?** / **are they not?** ✓ (1)
- 5.5 He told them to reach out to that family member **they** ✓ **hadn't** ✓ spoken to in years. Award a mark for quotation marks removed. ✓ (3)
- 5.6 Fights/arguments. ✓ (1)
- 5.7 Grudges **are often** ✓ **held** ✓ against family members (by people). (2)
- 5.8 **People live** ✓ good **lives.** ✓ (2)

[20]

TOTAL SECTION C: [40]

GRAND TOTAL: [80]