

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		MAY/JUNE 2024	
SUBJECT		ENGLISH HOME LANGUAGE	
PAPER		1	
MARK TOTAL		70	
DURATION (HOURS)		2	
NUMBER OF PAGES		11	
MARKING GUIDELINES			



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
 SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT

**NOTE:**

- Marking guidelines are intended as a guide for markers.
- The guidelines are 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 The phrase suggests that what people commonly believe about the colours of the sky and trees might not be aligned with a more nuanced understanding of colour. / It implies that there is a surprising or counterintuitive reality about colour that deviates from common perceptions.

[Award 2 marks for any single idea.]

(2)

- 1.2 The confusion experienced is due to a fundamental misunderstanding about colour. The paragraph suggests that the traditional belief that colours are objective creates cognitive dissonance when faced with the reality that colour, in fact, is a neurological process that occurs inside our bodies, particularly in our eyes and brains.

[Award only 1 mark for 'lifting' from the text.]

[Award 2 marks only if both the traditional belief and the reality are identified.]

(2)

- 1.3 The writer is highlighting the prevailing belief that colours were thought to be a fundamental characteristic of the external world, with different objects possessing specific, inherent colour qualities. This understanding is contrasted with the explanation in the paragraph, which introduces the idea that colours result from a neurological process occurring within individuals, challenging the notion of objectivity in the perception of colour.

[Award 2 marks for ONE idea well-explained.]

(2)

- 1.4 Paragraph 5 offers that colour is a neurological process where light is perceived, transformed, and sent to our brains for interpretation. This process emphasises the subjectivity of colour, as it depends on individual perception and the unique functioning of each person's visual system. It supports the title by illustrating that colour is not a fixed or universally agreed-upon quality of the external world; instead, it is contingent on the viewer's sensory and neural processes. Thus, colour is quite literally in the eye of the beholder.

[Award 3 marks only if a clear link is established between the title and paragraph 5.]

(3)

- 1.5 The writer's inclusion of facts plays a crucial role in underscoring the significance of the complexity of colour perception. These facts provide scientific credibility to the discussion and emphasise that physiological and genetic factors influence colour perception. / By presenting statistics about colour blindness, the paragraph brings a basis to the argument that 'no two people will ever see the same colours'. These facts also challenge common assumptions about colour perception and show that it is a multifaceted and highly individualised process.

[Award 3 marks for any TWO ideas well-discussed.]

(3)



- 1.6 In paragraph 9, the writer points out that people generally name only the colours they consider socially or culturally important. For instance, the Tiv people in West Africa have only three basic colour terms (black, white, and red), showcasing how their language shapes their colour distinctions. Additionally, the writer introduces examples of other languages that handle colour differently, such as some lacking words for certain colours or combining terms for green and blue. According to the writer, this linguistic diversity indicates that the vocabulary of colour is not dictated by the prismatic spectrum but by cultural and linguistic influences on individual perception.

[Award 3 marks for a well-developed response.]

(3)

- 1.7 In paragraph 11, the writer invites readers to reconsider preconceived notions about colour, challenging them to recognise the intricate interplay of perception, language, and cultural influences. By discussing the subjective and culturally influenced nature of colour perception, the writer brings together the subjective nature of visual perception, the impact of language, and the role of social and cultural influences. By using examples, such as the changing associations of colours in different regions and historical periods, the writer adds depth to the argument that colour is indeed subjective. The reversal of gender associations with colours over time (pink for boys and blue for girls) further supports the notion that colour meanings are socially constructed and subject to change.

[Award 1 mark for identifying the writer's view and 2 marks for a well-discussed validation.]

(3)

- 1.8 Open-ended.

YES.

The concluding sentence encapsulates the central theme that colour is a subjective observation by cleverly playing on the dual meaning of 'pigment' – both as a substance used for colouring and as something produced by the imagination. The pun in the final sentence adds a touch of humour, engaging the reader and reinforcing the idea that colour is not an objective reality, but a mental construct influenced by individual perception and cultural factors. The final sentence effectively summarises the overarching argument of the article, bringing together the threads of visual perception, linguistic influence and cultural variability, making it a fitting and thought-provoking conclusion to the piece.

OR

NO.

A 'NO' response is unlikely. However, consider each response based on its own merit.

[Credit valid alternative responses.]

[Award 3 marks only if a valid justification is provided.]

(3)



QUESTIONS: TEXT B

- 1.9 The ticking time bomb with only 5 seconds left on the clock creates an immediate sense of urgency as the visual representation of the bomb, coupled with the countdown, establishes a high-risk situation. / The man's confused and concerned facial expression communicates the gravity of the situation, emphasising the tension. / The smaller person's stance, ready for action but with a concerned expression, further heightens the suspense, indicating that the imminent explosion is drawing closer.

[Award 2 marks for any ONE idea, well-explained.]

(2)

- 1.10 The use of black humour in the cartoon is evident through the use of a colourblind protagonist facing a situation where colour perception is crucial. The humour arises from the mismatch between the urgency of the bomb situation and the protagonist's inability to distinguish between the colours of the wires. The bomb suit on the smaller person, in FRAME 2, anticipating the imminent explosion, serves as both a safety precaution and a humorous exaggeration of the consequences of being colourblind in this instance.

[Award 3 marks only if a critical discussion is evident.]

(3)

QUESTION: TEXTS A AND B

- 1.11 PARAGRAPH 6 OF TEXT A SUPPORTS TEXT B.

In paragraph 6 of TEXT A, it is asserted that most experts agree that colour, as commonly understood, doesn't inhabit the physical world but exists in the eyes or minds of its beholders. In TEXT B, the protagonist's colour blindness becomes a central theme, creating a situation where the ability to distinguish between colours is crucial. This aligns with the notion in paragraph 6 of TEXT A, that colour exists in the eyes or minds of beholders. Therefore, TEXT B supports the idea presented in paragraph 6 of TEXT A that colour is a subjective experience rather than an objective property of the external world.

OR

PARAGRAPH 6 OF TEXT A DOES NOT SUPPORT TEXT B.

TEXT A 'DOES NOT SUPPORT' response is unlikely. However, consider each response based on its own merit.

[Accept valid alternative responses.]

[Accept mixed responses.]

[Award 4 marks only if the candidate refers 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**.

7 valid points are to be credited in paragraph form.

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

NO.	QUOTATIONS	NO.	POINTS
1	'Caffeine works by temporarily knocking all of the sleep signal (adenosine) off its receptor sites in the brain. That tricks the brain into thinking you've just awoken, giving you that feeling of alertness.'	1	Caffeine in coffee blocks adenosine receptors, creating a feeling of alertness by tricking the brain.
2	'It's even been suggested that caffeine helps consolidate memory, which means drinking coffee while studying could help form long-term memories.'	2	Some benefits of coffee include improved focus and potential memory consolidation.
3	'Sadly, once the caffeine boost wears off, all that adenosine you had displaced suddenly rushes back into the brain. The result? An energy crash.'	3	Once the caffeine wears off, a rush of adenosine leads to an energy crash.
4	'When we drink coffee, especially later in the day, it interferes with our actual sleep.'	4	Drinking coffee later in the day will interfere with your sleep.
5	'Caffeine can take up to 9 hours to clear from your body. That means any coffee you drink in the afternoon will likely still be in your bloodstream by bedtime.'	5	Caffeine takes up to 9 hours to digest from the body.
6	'The more coffee you habitually drink, the more you need to drink to feel the same kind of buzz as before. If you usually drink little or no caffeine, it may only take a single cup to give you a powerful kick, whereas it might take a heavy coffee drinker an entire pot.'	6	Habitual coffee consumption can increase tolerance.
7	'Coffee will give you a boost of energy and focus, which will undoubtedly help you study with more intensity.'	7	A rise in energy and concentration will intensify your study sessions.
8	'However, a combination of the energy swings and disrupted sleep could, overall, make your life increasingly difficult, especially if you're overdoing the caffeine intake.'	8	Energy swings and disrupted sleep from caffeine intake may make life challenging.



Paragraph form

NOTE:

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

Caffeine in coffee blocks adenosine receptors, creating a feeling of alertness by tricking the brain. Some benefits of coffee include improved focus and potential memory consolidation. Once the caffeine wears off, a rush of adenosine leads to an energy crash. Drinking coffee later in the day will interfere with your sleep. Caffeine takes up to 9 hours to digest from the body. Habitual coffee consumption can increase tolerance. A rise in energy and concentration will intensify your study sessions. Energy swings and disrupted sleep from caffeine intake may make life challenging.

(91 words)

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:

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.
- Summaries that are short but contain the required points should not be penalised.

TOTAL SECTION B: [10]



SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS

Marking Section C:

- No ½ marks may be awarded.
- 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 structure 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 By linking what goes into the ocean to what goes into the human body, the advertiser aims to raise awareness about the impact of plastic pollution on marine life and, in turn, on the food chain that includes fish consumed by humans.

[Award 2 marks for ONE idea well-explained.]

(2)

- 3.2 Referring to 'RECENT STUDIES' adds credibility and authority to the information, appealing to the reader's trust in scientific research. / The use of 'INGEST' underscores the direct impact of plastic pollution on marine life, fostering empathy and concern. / The specific mention of quantity, 'OVER 12,00 TONS', creates a sense of urgency that emphasises the severity of the issue and captures the reader's attention. / Including a time frame, 'A YEAR' emphasises the ongoing nature of the problem, suggesting that it is a persistent issue requiring immediate attention and action.

[Award 3 marks for TWO ideas well-discussed.]

(3)

- 3.3
- The **image** in this advertisement is highly effective in conveying the message about the impact of plastic pollution on the oceans and, by extension, on human health. The use of sushi rolls/fish-based dish cleverly serves as a metaphor for marine life affected by plastic pollution. The juxtaposition of plastic waste filling the sushi roll clearly communicates the contamination of the ocean.
 - The prominently placed **statement, 'WHAT GOES IN THE OCEAN GOES IN YOU'** in large, bold letters, directly connects ocean pollution and its potential impact on individuals. This enhances the resonance of the message.
 - The **smaller print** below the bold statement provides additional information about the quantity of plastic ingested by fish off the West Coast. This adds a factual and alarming dimension to the visual metaphor, reinforcing the issue's urgency.
 - The presence of the **SURFRIDER Foundation's logo, mission statement, and slogan** reinforces the message's credibility. It links the call to action with an organisation dedicated to environmental protection, giving the audience a tangible way to contribute.

[Award 3 marks for TWO ideas critically discussed.]

(3)

- 3.4.1 The hyphen is used to create a compound adjective/word.

(1)

- 3.4.2 To indicate possession/ownership.

(1)

[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 In FRAME 2, the man's facial expression, characterised by eyes half-closed and a sceptical demeanour reveals his cautious and dubious attitude toward the game. / His eyes being half-closed suggests suspicion or wariness, indicating that he approaches the game with scepticism.

[Award 1 mark for 'facial expression' and 1 mark for 'attitude'.] (2)

- 4.2 Thandi's tone in Frames 6 and 7 is goading/inciting/playful. In FRAME 6, when the man points to another cup than the one he chose previously, her response is playfully taunting when she implies that the cup represents a politician with an unremarkable and ineffective term in office. In FRAME 7, Thandi's response is marked by mischievous enjoyment as she continues to deceive the man, which adds an element of humour to the situation.

[Award 3 marks if 'tone' is discussed and reference is made to both frames.] (3)

- 4.3 In FRAME 9, Thandi's punchline, 'The joke's on us', humorously subverts the man's expectations: the man believed he was participating in a simple game when, in fact, he was being deceived. In Frame 10, the humour is accentuated by the man's reaction. After Thandi's revelation, the man loses his composure; his frustration and overblown response emphasise the absurdity of the rigged game. The rigged game is a humorous satire on the dishonesty and incompetence of politicians of the country which incites the frustration levels of its people. Hence, 'The joke's on us'.

[Award 3 marks only if the satirical humour is well-discussed with reference to both frames.] (3)

- 4.4 Frustrated / Frustrating / Frustrate / Frustrates (1)

- 4.5 Onomatopoeia (1)

[10]



QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 Google is removing Fitbit from South Africa.
[Accept valid alternative sentences.] (1)
- 5.2 cheaper / inexpensive / economical / low-cost
[Accept other valid alternatives in context.] (1)
- 5.3 Created

OR

Founded (1)
- 5.4 D. Incorporated (1)
- 5.5 5.5.1 enquired → acquired (1)
5.5.2 who → which (1)
- 5.6 To indicate a list that is about to follow. (1)
- 5.7 lengthily
[Award 1 mark only if the word is correctly spelt.] (1)
- 5.8 The company (has) said, '**We** are aligning our hardware portfolio to map closer to **our** Pixel smartphone's regional availability.'

OR

'**We** are aligning our hardware portfolio to map closer to **our** Pixel smartphone's regional availability,' **said** the company.

[Award 2 marks only if ALL SIX punctuation marks and pronouns are correctly used.]
[Award 1 mark for any THREE – FIVE punctuation marks and/or if pronouns are correctly used.] (2)

[10]

TOTAL SECTION C: [30]**GRAND TOTAL: [70]**