

EXAMINATION		NATIONAL SENIOR CERTIFICATE	
GRADE		12	
DATE		NOVEMBER 2024	
SUBJECT		ENGLISH HOME LANGUAGE	
PAPER		1	
MARK TOTAL		70	
DURATION (HOURS)		2 hours	
NUMBER OF PAGES		9	
MARKING GUIDELINES			



SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE
 SUID-AFRIKAANSE KOMPREENSIEWE ASSESSERINGSINSTITUUT



NOTE:

- These 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 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

QUESTION: TEXT A

- 1.1 This single line paragraph allows the reader to fully understand the author's despair/helplessness at the sudden/unexpected news received./ The sentence stands out from the longer paragraphs drawing the reader's attention because of its brevity.

[Award 2 marks for ONE distinct point.]

(2)

- 1.2.1 The speaker received clichéd/common responses that were intended to be supportive and encourage her to think positively about her parents' illness. These generic, well-meaning responses did not address her specific emotional needs at that time.

[Award 2 marks for TWO distinct ideas.]

(2)

- 1.2.2 The advice that the writer received reinforces her emotions.(1) This is significant as it validates her feelings that it is acceptable to feel distressed in her situation.
(2)

[Award 2 marks only if the significance is well-explained.]

(2)

- 1.3 The rhetorical questions engage the reader to reflect about how the speaker felt about the clichéd responses./ They invite the reader to consider whether clichéd responses are ever truly sufficiently adequate and to reassess their use in the future./ The questions emphasise the speaker's real need for genuine and meaningful support in such difficult times.

[Award 1 mark for ONE distinct idea.]

(1)

- 1.4 Toxic positivity can have harmful effects causing someone to doubt her/his real emotions, and lead to increasing feelings of shame and guilt. People can also end up feeling isolated in times when they most need support from others thus reinforcing negative stereotypes about mental health.

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

[Award only 1 mark for lifting.]

(3)

K. Coetzee



- 1.5 Dr. Zuckerman's stance emphasises that emotional acceptance is important for one's mental well-being. It challenges the idea of toxic positivity and supports a more balanced and realistic approach to a person's feelings. This perspective can help individuals facing difficult/ anxiety provoking situations, as it validates their experiences and encourages healthy emotional processing rather than ignoring their true feelings.

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

- 1.6 Diction such as 'avoid'/ 'discomfort'/ 'isolated'/ 'anxious'/ 'depressed'/ 'pain'/ 'bad'/ 'dangerous' highlights the seriousness of the issue of toxic positivity and make the reader more likely to empathise with those affected by this.

[Award 1 mark only for the identification of at least TWO examples of diction and 2 marks for a comment.] (3)

- 1.7 The title is direct and emphatic, and immediately conveys the central message of the passage, challenging the idea of toxic positivity and normalising the acceptance of one's negative emotions. This establishes the tone for the entire passage, which includes authentic and valid feedback from experts while maintaining its informal/ conversational style. This is especially evident in paragraph 8, making the content easier to understand. In addition, phrases such as, 'If you are still not convinced' and 'consider its impact on the people you care about', engage the reader directly, making the argument more personal and compelling.

[Award 1 mark for identification of the register and 2 marks for the link between the title and paragraph.] (3)

QUESTION: TEXT B

- 1.8. The pandemic has left individuals highly anxious/emotionally distraught. The enforced separation from loved ones is particularly painful. The loss of loved ones has intensified their grief, leaving many people with persistent anxiety and fear about the future.

[Award 2 mark for any TWO ideas well-explained.]
[Do not award any marks for lifting.] (2)

- 1.9 The repetition emphasises that experiencing feelings of sadness/mournfulness/ anxiety/isolation is typical during stressful situations. This helps to reassure readers that their feelings are valid and are shared by others.

[Award 2 marks for a well-developed response.]
[Credit valid alternative responses.] (2)

K. Louw

Am

Please turn over



- 1.10 The monochrome scheme of black and white in the visual image allows the reader to perceive the themes of survival, grief and anxiety, and will resonate with readers who have experienced Covid related trauma. The dark tones effectively mirror the gravity of the diction such as 'shattered' and 'hurt', and the white font stands out against the dark background, conveying the message that amid emotional trauma, maintaining one's strength is an ongoing process and that there is hope for recovery.

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

[Credit valid alternative responses.]

(3)

1.11 YES

In paragraph 7 of Text A, Dr. Zuckerman emphasises the importance of acknowledging, accepting and processing negative feelings. She states that avoidance or lack of confrontation of such feelings can lead to a range of psychological issues. In Text B, the image of the maintenance worker suggests that just as equipment requires regular maintenance to function properly, people need to take care of their emotional well-being by seeking professional help. The verbal text of Text B also supports Text A in normalising emotional discomfort and promoting open dialogue for processing emotions effectively.

OR

NO

[A NO answer is unlikely; however, credit valid responses on their merits.]

[Award 4 marks only if reference is made to both texts and a justification is evident.]

[Accept valid alternative responses.]

(4)

TOTAL SECTION A: [30]

K. Loubser



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	'It is important to express feelings like sadness, fear, anxiety, and anger.'/ 'While it can be difficult or uncomfortable to cope with these emotions, sharing them can decrease negative consequences.'	1	It is important to express feelings and share them to reduce negativity.
2	'... it's important to pay attention to whether those highs and lows are affecting their ability to complete daily tasks or take care of what they need.'	2	One should be aware of sudden changes in emotions that might affect daily tasks.
3	'Educate them on how to be safe and to be aware of signs that social media can be taking a toll.'	3	Teenagers should be educated on the negative impact of social media.
4	'It is important to model self-compassion and confidence.'	4	Parents should set an example of how to be compassionate and confident.
5	'Remind teenagers that their worth is not based on their accomplishments or outcomes of their actions.'	5	Teenagers should avoid linking self-worth to achievements or victories.
6	'It is critical that your teenager feels comfortable coming to you with questions, concerns or thoughts.'	6	Parents should create a space where their teenagers feel comfortable to raise their issues.
7	'Ask open ended questions about school, their friends and activities, and physical and mental health, and then take the time to listen.'	7	Parents should make time to ask questions and listen to their teenagers.
8	'A creative outlet to convey thoughts and feelings, such as journalling, drawing, dance, and music, can help teenagers channel their emotions and process feelings in a constructive way.'	8	Parents should encourage their teenagers' creativity to channel their emotions.
9	'Teenagers should take a break from their smart phone and other technology.'	9	Teenagers should limit their use of technological devices.
10	'Taking part in activities together helps foster emotional connections with others and is important for proper mental health and growth.'	10	Teenagers should foster friendships and develop a healthy well-being.
11	'Nobody should ever be afraid to ask for help.'	11	Parents and teenagers should seek help when they feel overwhelmed.

K. Gumbel

Am



PARAGRAPH FORM

NOTE:

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

Express your feelings and share them to reduce negativity and be aware of sudden changes in emotions that might affect your daily tasks. Educate teenagers on the negative impact of social media. Parents should set an example of how to be compassionate and confident. Teenagers should avoid linking self-worth to victories. Parents should create a space where their teenagers feel comfortable to raise their issues. Parents should make time to ask questions and listen to their teenagers. They should encourage creativity to channel their teenagers' emotions. Teenagers should limit their use of technological devices. Instead, they should foster friendships and develop a well-being. Parents and teenagers should seek help when they feel overwhelmed. [113 words]

NB. This paragraph comprises 113 words to incorporate the eleven points provided. Candidates can include any 7 points.

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
 - 4–5 quotations: award 1 language mark
 - 2–3 quotations: award 2 language 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 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.

QUESTION 3: ANALYSING ADVERTISING

- 3.1 The woman, dressed in a pilot's uniform, is drinking the beverage that is purported to help her 'Take off' for a flight in an energised and refreshed manner.
 [Award 2 marks only if both the image and phrase are explained.] (2)
- 3.2
- **The use of emotive words:** The use of emotive words such as 'treat'/'ice-cold'/'familiar red coolers'/'enjoy'/'refreshed' make the experience of drinking Coca Cola appetising.
 - **The use of inclusivity:** The use of 'your' and 'you' engages the reader at an individual level, encouraging her/him to purchase the beverage.
 - **The use of pun:** 'Your thirst takes wings' and 'Take off refreshed' are phrases used in aviation and implies that Coca-Cola provides a refreshing lift or start for an individual.
 - **The use of italics in 'when' and 'where'** emphasises that the time and place is of no relevance to enjoying Coca Cola.
 - **The use of font in the logo/clear branding:** The use of the white and italicised name of the product in the logo draws attention to the brand and makes it recognizable.
 - **The association with convenience:** 'around the corner from anywhere' suggests how easily the product is available.
- [Award 1 mark for the identification of a technique and 2 marks for a discussion that includes an example.]
 [If only an example is provided, do not award any marks.] (3)
- 3.3 The unique, old-fashioned, vintage style of the advertisement evokes a sense of timelessness. Coca Cola has been in the market for a long time; it has an established and significant history, thus making it credible and trustworthy/nostalgic/ reassuring in popularity. The reader is motivated to seek out the same beverage in order to feel as refreshed as the pilot in the advertisement.
 [Award 3 marks only if a critical comment is evident.] (3)
- 3.4 Verb form: familiarise / familiarised / familiarising (1)



- 3.5 The ellipsis encourages a sense of anticipation of the refreshing effect that could be enjoyed when drinking the beverage./ It conveys the idea that Coca-Cola provides a lift or boost, much like taking off in an aeroplane.

(1)

[10]



QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- 4.1 The cartoon builds an anticipation of Thandi's eventual appearance./ Thandi speaks casually from off-screen, indicating her familiarity with Mother Anderson./ It gets the reader to focus on the words and Mother Anderson.

[Award 1 mark for any ONE idea.] (1)

- 4.2 Mother Anderson remains seated/turns her head away/looks away from Thandi/lowers her eyelids indicating that she ignores/is disinterested/is disregarding of what the girl is saying.

[Award 1 mark for body language and 1 mark for the attitude.] (2)

- 4.3 The irony lies in the fact that by asking this question, Thandi is indeed interrupting Mother Anderson who was reading her newspaper./Thandi's innocent question, meant to ensure she is not being a nuisance, ironically creates the very interruption she is trying to avoid.

[Award 2 marks only if irony is discussed.] (2)

- 4.4 The clever word play on 'stage', 'shedded' and 'grid' are well-known terms associated with the loadshedding process carried out by unreliable power supply companies. The cartoon is a critique of the inefficiency/ confusion/ frustration surrounding loadshedding in South Africa. This satirical approach makes the serious issue of loadshedding more relatable and engaging for readers.

[Award 1 mark for the identification of at least TWO words and 2 marks for a discussion of the satirical message.] (3)

- 4.5 What is happening?/What has been happening?

[Award 1 mark for a grammatically correct sentence.]
[Ignore the use of use of incorrect punctuation.] (1)

- 4.6 Concerned/apprehensive/nervous

[Credit valid alternative responses, in context.] (1)

[10]

K. Louw



QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1.1 tensions (1)
- 5.1.2 To indicate a title/name of a place/ It is a proper noun. (1)
- 5.2 **They had** respected each other, even though **their** countries **were** divided by war and conflict. (1)
- [Award 1 mark only if entire sentence is correct.] (1)
- 5.3.1 piece (1)
[Spelling must be correct.] (1)
- 5.3.2 inspire - **inspires** (1)
- 5.3.3 which – **who** (1)
- 5.4 discourage/ demoralise/ dishearten (1)
[Credit valid alternative responses, in context.] (1)
- 5.5 Creates a compound word./Creates a play on the word 'Seine' (a river in Paris) with 'sensational'./Joins two words./ Joins words to create a new word. (1)
- 5.6 C - initialism (1)
- 5.7 the **world's** youth (1)
- [10]

TOTAL SECTION C: [30]

GRAND TOTAL: [70]

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