



education

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**NORTH WEST PROVINCIAL
MID-YEAR EXAMINATIONS**

GRADE 11

**ENGLISH HOME LANGUAGE
PAPER 1 (LANGUAGE IN CONTEXT)
MARKING GUIDELINE
JUNE 2019**

TIME : 2 HOURS

MARKS : 70

This question paper consists of 08 pages (including this cover page).



NOTE:

- This marking memorandum 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 points awarded where applicable.
- The memorandum will be discussed before the commencement of marking.
- No ½ marks may be awarded.

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 questions. 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 with the correct answer AND the answer written out in full.

SECTION A: COMPREHENSION**QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

- 1.1 The idea of reflecting suggests to the reader that the writer's focus is going to be on his (the writer's) account of how South African society has transformed ✓✓ (2)
- 1.2 The writer means that as much as democratic South Africa struggled to form an inclusive identity, it is made to last longer by the outcome of the 2019 election results. ✓✓ (2)
- 1.3 The purpose of mentioning Archbishop Desmond Tutu and President Nelson Mandela is to reiterate the notion that even though South Africa has global icons of social justice and champions of reconciliation, ✓ we are still finding it difficult to deal with it (reconciliation). ✓ (2)
- 1.4 '...we know something isn't quite right with our country.' ✓
'...there is no single problem that explains our current tension.' ✓ (2)
- 1.5 1.5.1 Ruth Hill Useem is credible as she is a sociologist (someone who studies the relationships of people living in groups) ✓/ She was an American living in India; her children had to adjust to a new environment just as South Africans have to ✓ / Her home country has gone through the same socio political changes as South Africa. ✓ (ANY TWO) (2)
- 1.5.2 A 'theory' is a formal statement of the rules on which a subject of study is based or of ideas which are suggested to explain a fact or event. ✓✓ (2)
- 1.6 Paragraph 6 marks a volta in the passage: The earlier paragraphs have been theoretical ✓ and have laid the basis for the more practical arguments that are to be raised on the paragraphs that continue after it. ✓ (2)
- 1.7 Alexandra is a poverty stricken underprivileged settlement situated a few metres away from Sandton – a posh suburb. ✓ The two settlements are reflective of contrasting lifestyles and the writer finds moving from one to the other to be similar to going abroad. ✓ (2)
- 1.8 OPEN-ENDED
- Yes, I AGREE with the writer.
- If South Africans are for social cohesion, it is therefore contradictory on their part to have any form of xenophobia as it goes against the principle of reconciliation. It is man's inhumanity to man. ✓✓✓

OR

No, I DISAGREE with the writer.



Reference may be made to any other valid reasons that may instigate xenophobia, such as criminality. However, the argument must be well substantiated. ✓✓✓

[Use global marking to assess this question] (3)

1.9 The tone of paragraph 12 is imperative to all South Africans. / The writer involves himself by using personal pronoun, 'we'. It convinces the reader that the writer practises what he preaches. / The second sentence of the paragraph is less forceful in its presentation as it uses 'can be'. This approach is likely to be more pleasant and admissible to the reader. ✓✓ (ANY TWO) ✓✓ (2)

1.10 Sport is a unifying aspect in South Africa. This is the image of the historical win of the rugby World Cup by the Springboks in 1995. Everyone rallied behind the team because of the achievement. / The first black president opted to use a predominantly white sport (rugby) to unify the country. ✓✓ [Credit any other cogent responses] (2)

1.11 OPEN-ENDED
It would be naïve to think that someone would come from anywhere to "fix" South Africa. It is up to South Africans in their individual spaces to make a difference. ✓ [Credit any other cogent responses] (2)

1.12 NO, TEXT B is not likely to reach majority of South Africans. Therefore, the impact will not be considerable. ✓✓

OR

YES
[Credit cogent 'YES' responses with valid reasons] ✓✓ (3)

1.13 The rugby game reflected in TEXT B is symbolic of the aspired social cohesion in South Africa. The colours referred to on TEXT A's introduction relate to those worn by the Springboks, "green". The individuality of South Africans is referred to in "rich hues of individual brown", an earthy colour that shows our humaneness. On the conclusion, the shaking hands of the first black South African president and a rugby national team's white captain is indicative of the need to reach for the ideal of an inclusive society. As much as the green team was supported by all South Africans, it did not matter what skin colour supporters were. Likewise, all other issues must be dealt with in the same spirit.
[Reference must be made to the introduction and conclusion of Text A as well as to Text B] (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 7 valid points are to be credited in paragraph-form.
(Sentences and/or sentence fragments must be coherent.)

	QUOTATIONS		OWN WORDS / POINTS
1	Arrive at work on time...	1	Never be late for work.
2	...don't leave until your shift is over.	2	Knock off at/after knock off time.
3	Call in to give notice if you can't make it in...	3	Communicate your absence in advance.
4	Call in to give notice...if you are going to be delayed.	4	Communicate your being late.
5	...be honest...	5	Honesty is integral.
6	...conduct yourself professionally...	6	Practise professionalism at work.
7	...dress appropriately for the position.	7	Adhere to your job's dress code.
8	...try to cultivate a cheerful and flexible attitude.	8	Always display a positive attitude.
9	If any of those expectations are not met, you should have a conversation with your supervisor to discuss things. / Discussing these expectations and differences in preferred employer-employee style is likely to make both the employer and the employee more effective.	9	Make use of open communication channels between yourself and your employer for more efficiency.

PARAGRAPH-FORM

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

As an employee, never be late for work. It is important to knock off at/after knock off time at all times. Communicate your absence and/or your being late with your supervisor in advance. Honesty is also an integral virtue at any workplace. Practising professionalism at work speaks well of any employee. Employees must also adhere to the job's dress code. Always display a positive attitude. Make use of open communication channels between yourself and your employer for more efficiency.

(79 words)

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 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:**

- **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 structures must be grammatically correct and given in full sentences/as per instruction.

QUESTION 3: ANALYSING ADVERTISING

- 3.1 Experienced veterinary surgeons. ✓ (1)
- 3.2 veterinarian / veterinary surgeon ✓ (1)
- 3.3 The images of a puppy held by a gentleman wearing a stethoscope next to the image of a cat ✓ show that the advert is about professionals in animal healthcare. ✓ (2)
- 3.4 The amounts written on the advertisement use the British pound currency symbol (£)✓ (1)
- 3.5 His / her role would be to lead a team of animal healthcare professionals at Medivet Dalston Centre. ✓ (1)
- 3.6 An email address and name of contact person are stated on the advert for correspondence purposes. ✓ (1)
- 3.7 Yes, it is a good technique. Interested parties would react knowing what the job has to offer. ✓✓ (ALLOW COGENT NEGATIVE RESPONSES) (2)
- 3.8 It uses state-of-the-art equipment. ✓ (1)
- [10]**

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF MEDIA

- 4.1 **"THIS ONE"** is bolded to show emphasis. ✓ (1)
- 4.2 It means I want a word with you (about a problem) ✓ (1)
- 4.3 Hagar mistakenly thinks that the bone referred to by his wife is the one he is holding, ✓ whereas she is using the word figuratively to mean there is a problem she would like them to discuss. ✓ (2)
- 4.4 Frames 2, 3 and 4 each individually portrays the chore Hagar's wife has to do. ✓ This assists the reader to clearly realise the said chores and the

- extent to which doing them may seem cumbersome. / The chores' identifications are supported by images relating to them (a cooking pot, washing on the line and in the washing basket and groceries). ✓ (2)
- 4.5 This cartoon achieves humour by using an anti-climax. ✓ Everything the wife has been complaining about ultimately turns out to be in agreement with Hagar's presumed attitude of not being a team player in their home environment. ✓ (2)
- 4.6 They are both wearing similar helmets with horns – this makes them uniform. ✓ (1)
- 4.7 The female character is presented as being talkative and nagging. / The female character is presented as the one to do all the household chores. / The male character is presented as a superior figure at home as he assumes the position of "team manager" (ANY ONE) ✓ (1)
- [10]**

QUESTION 5: USING LANGUAGE CORRECTLY

- 5.1 "inspire" must be used instead of "aspire". ✓ (1)
- 5.2 People believe the 27-year-old to be one of the youngest BP fuel dealers in the country. ✓ (1)
- 5.3 The dash is used to separate additional/extra information from the rest of the sentence. ✓ (1)
- 5.4 forty ✓ years (1)
- 5.5 Khumalo said that at that ✓[^] moment she ✓[^] thought ✓[^] she was ✓[^] the youngest black female in fuel and convenience.
(NOTE: AWARD ONE MARK FOR ALL THE THREE CORRECTLY CHANGED PRONOUNS: "...that...she ...she...". THE SECOND MARK MUST BE ALLOCATED IF THE TENSE ON THE TWO VERBS IS CONSISTENTLY AND CORRECTLY CHANGED: "...thought...was...") (2)
- 5.6 5.6.1 complex-compound sentence ✓ (1)
- 5.6.2 It has two independent/main clauses joined together by a co-ordinating conjunction, "and". ✓ It also has a relative/subordinate clause introduced by a relative pronoun, "who". ✓ (2)
- 5.7 realization/realisation/reality/realism/realist ✓ (ANY ONE) (1)

[10]

TOTAL SECTION C:	30
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GRAND TOTAL:	70
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