



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tlhabololo ya Metshameko
NORTH WEST PROVINCE

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GRADE 12

**ENGLISH HOME LANGUAGE P1
JUNE 2018**

MEMORANDUM

MARKS: 70

TIME: 2 HOURS

This MEMO consists of 8 pages.

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 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 penalized, unless such errors change the meaning or 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 penalize. 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 AGREE/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 dialectical 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**

No.	Suggested answer	Mark	Level
1.1	“meteoric rise”	1	1
1.2	Dazzling → bright, impressive, successful, skillful, brilliant, exceptional ✓ Street poet → lyrics of rap music rhyme and his topics cover the life on the street / the issues ordinary people have to deal with ✓	2	3
1.3	His first album was a huge success. ✓ People eagerly awaited his second release with the hope of it being another masterpiece. ✓	2	2
1.4	His music covers wide subject material ✓ and showcases a diverse array of musical and artistic genres ✓	2	3
1.5	1. They wish to show that the analysis of the lyrics of rap artists (Lamar) ✓	1	1
1.6	Genetic risk factors ✓ and environmental factors ✓	2	3
1.7	The cover of his first album is a picture of his grandfather and uncles drinking beer. ✓ He grew up around people who were dependant on alcohol. ✓ (any 1 of the 3)	1	2
1.8	Cognitive distortions ✓, black and white thinking/thinking in absolutes ✓, negative bias ✓ [any 2]	2	1
1.9	Resilience factors for the resolution ✓ prevention of depression ✓ suicidal thoughts. ✓	3	2
1.10	Internal locus of control ✓ The belief that you can control the events around you is empowering / gives you confidence to face any situation. ✓ OR Religion ✓ God protects you from harm / heals your broken spirit / uplifts your soul ✓ [1 mark for factor and 1 mark for appropriate explanation]	2	3
1.11	Yes. Knowledge gained through this venture enables quality mental-health care ✓ and provides a pathway for youth to self-discovery ✓	2	3
1.12	Figure 1. ✓ He orders figure 2 to get back to work. ✓	2	1
1.13	No. He knows he cannot carry a tune / his music is hurtful to the ear ✓ It can be used as a threat / leverage to make people productive / cut their tea break short. ✓	2	3
1.14	Figure 2 seems surprised / annoyed. ✓ Firstly at being reprimanded ✓ and secondly at the irony of the threat. ✓	3	5
1.15	Text B supports Text A. Both texts are about music. Text B illustrates how music can influence behaviour. OR	3	4

	Text B contradicts text A Text A explains how music helps to understand behaviour not cause behaviour. Text B has nothing to do with Kendrick Lamar. [Mark globally. Learners must clearly state if text supports or contradicts. Award 0 if not stated]		
TOTAL SECTION A:			30

Level 1	Level 2	Level 3	Level 4	Level 5	
(1)	(2)	(2)	(2)	(3)	
(1)	(1)	(2)	(3)		
(2)	(3)	(2)			
(2)		(2)			
		(2)			
		(2)			
6	6	12	3	3	30
	12	12		6	30
	40	40		20	100

SECTION B: SUMMARY**QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

- Use the following main points that the candidates should include in the summary as a **guideline**.
- Any 7 valid points in paragraph-form are to be credited.
- Sentences and/or sentence fragments must be coherent.

QUOTATION	No.	OWN WORDS
“Songs usually build energy as they proceed.”	1	Songs build energy.
“A song’s chord progressions should proceed from fragile to strong.”	2	The chords should progress from fragile to strong.
“A song should show a steady harmonic rhythm.”	3	The harmonic rhythm should be steady.
“A song should show a strong relationship between melodic shape, lyrics and chords.”	4	A strong relationship between melodic shape, lyrics and chords should be obvious.
“A song’s chorus will feature the tonic note and chord more often than the verse.”	5	The tonic note and chord will be more prominent in the song’s chorus.
“Chorus melodies usually sit higher in pitch than verse melodies.”	6	Chorus melodies are arranged higher in pitch than verse melodies.
“Innovation... sets you apart from other songwriters.”	7	Innovation makes a song writer unique.
“...listeners need to feel that pleasant sense of predictability.”	8	A sense of predictability is essential.

PARAGRAPH FORM**NOTE:**

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

Songs build in energy. The chords should progress from fragile to strong while the harmonic rhythm should remain steady. A strong relationship between melodic shape, lyrics and chords should be obvious. The tonic note and chord will be more prominent in the song’s chorus. Chorus melodies are arranged higher in pitch than verse melodies. Innovation makes a songwriter unique but a sense of predictability is essential.

[Words: 65]

The summary should be marked as follows:



Mark allocation:

- 7 marks for 7 points (1 mark per 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 language 1 mark.

NOTE:**Format:**

- If the summary is presented in the incorrect format, mark as follows:
 - If points are numbered, or every point is written in a new line, only mark the first point.
 - If a line or lines are left open in the summary, only mark up to last point before the open line.

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 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 all the required facts should not be penalized.

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 not be penalized if the error is in the language structure being tested.
 - When 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 to the correct answer AND/OR the answer written out in full as correct.

QUESTION 3: ANALYSING ADVERTISING

No.	Suggested answer	Mark	Level
3.1	Music lovers / people who are interested in learning to play a musical instrument	1	1
3.2	“Hands-on fun” – actual involvement / practical experience that promises to be enjoyable. “FREE” – no cost / money involved. People love free things. [Award 1 mark for quote and 1 mark for reason.]	2	2 / 3
3.3	ALL AGES / WHOLE FAMILY – No exclusions / everyone welcome. Free musical gift for all participants! – The promise of a gift is very alluring and creates positive expectations. Stop by anytime – Welcoming and inviting. [Award 1 mark for part of advertisement and 1 mark for persuasive appeal explained.]	2	2 / 3
3.4	Telephone number, physical address, e-mail address, GPS location [Any two.]	2	1
3.5	Stars, music notes and images of musical instruments are very eye-catching/striking. Curvy font, bold lettering in different sizes and frames capture attention. Use of exclamation marks creates emphasis. Rhetorical questions make the reader pause and think. [Mark globally. Two features mentioned and at least one discussed for full marks.]	3	4 / 5
			[10]

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

No.	Suggested answer	Mark	Level
4.1	Eyebrows drawn downwards ✓ Corners of mouth drooping ✓ Shoulders slouched/hanging ✓ Head down/staring at the floor ✓ [Any two.]	2	2
4.2	The humour is effective as his response is ironic / opposite of what we anticipate. ✓ If the song depresses him so much he should request a different song to be played. ✓ It illustrates how people like to wallow in their sadness. ✓	3	3 / 4
4.3	The young man with his spiky hairstyle is a stereotype of young people who are anti-establishment and like loud music and alcohol. ✓ On the contrary he is sitting down and enjoying a cup of tea. ✓ However, the unexpected source of the noise is the elderly couple who lives downstairs. Old people are stereotypically quiet and reserved. ✓ On the contrary the old lady is playing the guitar loudly while the old man is dancing to the music in his underwear. ✓ Humour is created by the reversal of roles as we expect the young man to be noisy the noisy musician and the elderly couple to sit quietly and enjoy a cup of tea. ✓	5	2 / 4
			[10]

QUESTION 5: USING LANGUAGE CORRECTLY

No.	Suggested answer	Mark	Level
5.1	The semi-colon separates two main clauses with closely-related meanings.	1	3
5.2	reserve / modesty / restraint / inhibition	1	4
5.3	The DJ/producer explained <u>that</u> it <u>was</u> sad that people over <u>there</u> <u>didn't</u> realize how popular SA music <u>was</u> overseas. [Mark negatively: minus half a mark for every mistake.]	2	3
5.4	Dashes ✓ and brackets ✓ indicates parenthesis ✓	3	1 / 2
5.5	People of all ages, everywhere, listen to gqom. [Learners are required to use "people" and "listen". Accept any suitable answer.]	1	3 / 4
5.6	homely	1	2
5.7	its → it's	1	3
			[10]

TOTAL SECTION C: 30
GRAND TOTAL: 70