

**NW PROVINCE MID-YEAR**

**EXAMINATION**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**JUNE 2017**

**MEMORANDUM/ MARKING GUIDELINES**

**MARKS: 70**

**This memorandum consists of 8 pages.**

**MEMORANDUM**

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| 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 may be awarded.
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| **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.)
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| * 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.
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| 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/ DISAGRE. The reason/ substantiation/ motivation is what should be considered.
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| * When one-word answers are required and the candidate gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.
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| * When two/three facts/points are required and a range is given, mark only the first two/ three.
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| * Accept dialectal variations.
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| * For multiple –choice questions, accept BOTH the letter corresponding with the correct answer AND the answer written out in full
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| **SECTION A: COMPREHENSION** |
| **QUESTION 1: READING FOR MEANING AND UNDERSTANDING** |
| **QUESTIONS: TEXT A** |
|  | The writer wishes to show that Debra is one of the most well-respected, credentialed researchers and is an expert in environmental health√, and she’s made a career out of the idea that cancer often has more to do with what’s happening to us than what’s going on inside our genes. √  | (2) |
|  | ‘pilloried’√ | (1)  |
|  | The writer implies that we have underplayed√ the possible treat from cell phones for too long. We’re disconnected –even as worrying studies have begun to pile up√, however quietly, the message has been slow to reach those in public health and even slower to reach the government. | (2) |
|  | As the writer indicates that the mobile phone still has an advantage of responding during emergencies at anytime,√ anywhere whereas smoking has no advantage and does not benefit man.√  | (2) |
|  | C√ | (1) |
|  | According to the writer in paragraph 5, she suggests we use a hands free option, √ such as a speaker phone, √ the supplied headphones√ or other similar accessories. (Any 2)  | (2) |
|  | Mobile phone radiation causes cancer, √ effects male fertility√, on children and on unborn babies. (any 2)  | (2) |
|  | The (rhetorical) questions invite the reader to consider the issues under discussion. √The questions draw attention to how the over use of cell phones have adverse effects on the health. √  | (2)  |
|  | False; √ she is an ardent user of technology as well√.  | (2) |
|  | The passage is factual and relatively formal√ (with the exception of the use of tone (paragraph 5)-which indicates something light hearted and playful, as it represents the findings of research studies. It contains a number of rhetorical questions√ to keep the reader interested. The sentences vary from complex to compound sentences. √The intention of the passage is to inform and therefore there is some use of jargon ‘e zombies’ and ‘gadgets’.√ The diction is clear and understandable and makes for register that is understood by most readers. √ [Award 2 marks for any two points fully discussed.] | (2)  |
|  | The writer’s intention in paragraph 11 is to indicate that some of the best medical minds played down the environmental factors behind cancer-from cigarette smoke to chemical exposure-far too long,√ in part because of deception and delay from industry, therefore the future generation is at risk for research and further studies.√  | (2) |
|  | Cell phone√ | (1) |
|  | texted**√**, tweeted**√**, facebooked**√**, emailed**√** (any two)  | (2) |
|  | “What generation did you say you were from?”**√√**  | (2) |
|  |  Behind the boy / in front of the father behind the boy**√**  | (2) |
|  | Open-ended. Credit answers which show understanding and insight, e.g. some candidates may argue that Text A is more effective because it is less scientific and imparts information in an informal and interesting way. Other candidates may prefer Text B for those same reasons. The more visual approach of Text B may also be mentioned. | (3) |

  **Sub-Total: (30)**

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| **QUOTATION** | **No.** | **OWN WORDS** |
| ‘Do not allow children to use a cell phone, except for emergencies’ | 1  | Children should only use a cell phone for an emergency. |
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 ‘Avoid using your cell phone in places, like a bus, where you can passively expose others to your phone’s electromagnetic fields’ | 2 | Avoid usage of cell phone where others can be exposed to electrometric fields. |
| ‘Avoid carrying your cell phone on your body at all times. Do not keep it near your body at night such as under the pillow or on a bedside table, particularly if pregnant’. | 3 | Keep your cell phone away from your body. |
| ‘You can also put it on “flight” or “off-line” mode, which stops electromagnetic emissions’. | 4 | Opt to put your phone on ‘flight’ or ‘off line’ mode. |
| ‘Only use your cell phone to establish contact or for conversations lasting a few minutes, as the biological effects are directly related to the duration of exposure’. | 5 | Have short conversations on the cell phone. |
| ‘For longer conversations, use a land line with a corded phone, not a cordless phone, which uses electromagnetic emitting technology similar to that of cell phones’. | 6 | Rather use a land line. |
| ‘Switch sides regularly while communicating on your cell phone to spread out your exposure. Before putting your cell phone to the ear, wait until your correspondent has picked up’. | 7 | Switch sides when using the phone, place phone on ear only when it is answered. |
| ‘Avoid using your cell phone when the signal is weak or when moving at high speed, such as in a car or train, as this automatically increases power to a maximum as the phone repeatedly attempts to connect to a new relay antenna’. | 8 | Do not use phone when signals are weak or in motion at a high speed. |

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| PARAGRAPH –FORMNOTE: What follows is merely an example. It is not prescriptive and must be used very carefully. |

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| Children should avoid using a cell phone unless it is an emergency. Avoid passive exposure of electromagnetic radiation onto others. Keep your phone away from your body and on “flight mode’ or ‘off line’. Keep cell phone conversations short; rather use a land line for prolonged conversations. When on the phone switch sides and place on the ear only when the correspond answers. Avoid using cell phone when the signals are weak or when in motion at a high speed. (80)  |

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| **Marking the summary**The summary should be marked as follows:* Mark allocation
* 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
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| 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.

   Sub -Total: **10** |
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| **SECTION** **C**: **LANGUAGE** **IN** **CONTEXT**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 language structure being tested.
* Where 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.
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| **QUESTION 3: ANALYSING ADVERTISING** |
|  | The woman’s clothes are outdated √and her hairstyle is particularly old-fashioned.√  | (2) |
|  | The target audience therefore is anyone who is not acquainted/ familiar to technology/√ the older generation. √  | (2) |
|  | The amount√ of Gigabytes is supported by a very strong word ‘future’√ so this should inspire the reader to become involved and embrace technology especially the sceptics. √ | (3)  |
|  | The visual image /picture enhances what the text claims√, namely that the older generation is looking forward to technology √and the future√.  | (3)  |
|  **(10)**  |

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| **QUESTION 4** |
|  | In Frame 2, the large eyes, frowning eye brows, hands on the hips √reveal an attitude of shock / astonishment / disbelief/ frustration. √  | (2) |
|  | The humour is in the twist√ when the teacher also experiences what the child did in Frame 1 and 2 did;√ there is a shift in their roles.√  | (3)  |
|  | The cartoonist shows the narcissistic nature of modern society. The bold comments reinforces the cartoonist’s criticism of computers as the modern society believe they have everything they need,√ however it is ironic as the machine/device is unable to substitute the humane factor. √  | (2) |
|  | In all frames, the larger font shows the bombastic attitude √of all the users. Their body language (large smiles, teeth) √shows their satisfaction from the device they are using and the results they are receiving thereof. √  | (3) |
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| **QUESTION 5** |
|  | The hyphen forms a compound noun.  | (1) |
|  | Sizable | (1) |
|  | pharmacy | (1) |
|  | Vulnerably | (1) |
|  | additional information | (2) |
|  | possessive adjective  | (1)  |
|  | Special pre caution should be taken by men and women to have healthy children. | (2)  |
|  | The dash precedes an explanation.  | (1) |