



# education

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Department:  
Education  
North West Provincial Government  
**REPUBLIC OF SOUTH AFRICA**

## PROVINCIAL ASSESSMENT

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P1**

**JUNE 2024**

**MARKING GUIDELINES**

**MARKS: 80**

**These marking guidelines consists of 13 pages.**

## INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines serve as a guide to markers. Some responses may require a marker's discretion.
3. Candidates' responses should be assessed as objectively as possible.

## 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.
- 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/OR the answer written out in full.

**SECTION A: COMPREHENSION****QUESTION 1**

- 1.1 Coding and Robotics will expose learners to new technologies at school. ✓/  
It will also build a foundation of knowledge. ✓ (1)

**NOTE:** Accept ONE of the above answers.

- 1.2 1.2.1 Most underprivileged schools do not have /lack the basic technology resources. ✓  
Some schools do not have internet access; thus they will not be able to access the internet. ✓  
Other schools might only have outdated resources. ✓ (2)

**NOTE:** Accept any TWO suitable answers.

- 1.2.2 B/ Comprehensive ✓ (1)

- 1.2.3 Economic growth✓/ technological advantages✓/ independence✓/ a technologically inclined youth✓/ improved communication streams.✓ (1)

**NOTE:** Accept ONE of the above answers.

- 1.3 1.3.1 She is an expert/ the lead at Maskew Miller Learning.✓ (1)

- 1.3.2 The writer means that all avenues and plans will be implemented to try and curb any challenges, so that each learner receives a fair chance of being exposed to this curriculum. ✓✓ (2)

- 1.4 1.4.1 Publishers /educators.✓ (1)

**NOTE:** Accept ONE of the two answers.

- 1.4.2 It must be age-appropriate so that learners should be able to absorb or assimilate the information as the expected outcomes. ✓✓ / learners will be able to enjoy those activities and gain confidence in learning more. ✓✓ (2)

- 1.5. 1.5.1 The workbook is a supplementary resource that teachers can use to introduce the subject to young learners.✓  
Parents who want their children to learn and practice the skills required for coding and robotics can use it.✓ (2)

- 1.5.2 'supplementary' ✓ (1)
- 1.6.1 The passage mentions that Robo is proudly South African. ✓ (1)
- 1.6.2 Robo is a female; she is addressed as 'her' in the passage. She also has a silver exterior, pink bow, cute costumes, and glowing circuits that show young learners that both boys and girls can be tech-savvy superstars. ✓✓ (2)
- 1.6.3 It means being technologically advanced/ inclined. ✓ (1)
- 1.7 Robo brings excitement to young learners and makes coding and robotics a fun experience. Learners gain confidence and problem solving skills to assist learners in overcoming challenges and unlocking their creativity. ✓✓ (2)
- 1.8 Open-ended. Accept a suitable answer, e.g

**Yes.**

Teaching Coding and Robotics will increase knowledge and skills in the IT space, and learners will be technologically advanced from a young age. This will boost economic growth as it will lure more young people to the technological spectrum and broaden their opportunities for various expertise in this 4IR world. This will also contribute to being equipped with scarce skills in the country, thus leading to a boost in the economy.

**OR****No.**

Not every child will be equipped with these skills, especially those from disadvantaged backgrounds. The Department is still making measures on ensuring that children do not feel the wrath of coming from a disadvantaged background, however, this may take time to implement. Thus, Coding and Robotics may not entirely contribute to economic growth.

**NOTE:** Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated. (2)  
Accept a combination answer.

- 1.9 Open-ended. Accept a suitable answer, e.g

The title is suitable, because it is linked to the passage that discusses the benefits of teaching Coding and Robotics to learners from Grade R. It also reflects on how it will be implemented and how learners, parents and teachers will be empowered to overcome many/ all the challenges they would face.

**OR**

The title is not suitable because it could be misunderstood if one reads it out of context. It could be difficult to understand what Coding and Robotics is, as the passage does not explain what this subject entails.

**NOTE:** Accept other suitable responses. A candidate can score 1 mark for an answer that is not well-substantiated.

- Accept a combination answer. (2)
- 1.10 SASSA. ✓ (1)
- 1.11 Northern Cape. ✓ (1)
- 1.12 Some applications could have been incomplete, while some could have lacked the necessary documentation. ✓✓ (2)
- 1.13 Open-ended. Accept a suitable answer, e.g.  
**Yes.**  
The numbers reflect on how many applications were received in every province in the country. This clearly shows which provinces have the least and which had the most applications.

**OR**

**No.**

The numbers do not convey the relevant message. Not everyone can easily understand / analyse digits. Written words would have conveyed the information more effectively

**NOTE:** Accept other suitable answers. A candidate can score 1 mark for an answer that is not well substantiated. Accept a combination answer. (2)

**SECTION A: 30**

**SECTION B: SUMMARY****QUESTION 2**

The following points form the answer to the question.

	<b>QUOTATIONS</b>		<b>FACTS</b> <b>(NOTE: Candidates may phrase the facts differently.)</b>
1.	“Instead of taking harmful medication to help your insomnia, rub castor oil along your eyelids before going to bed.”	1.	Rubbing it on your eyelids before bed can assist with insomnia.
2.	“Corns on your feet can be painful and irritating. The hydrating abilities of castor oil can help to remove them.”	2.	Castor oil can remove corns.
3.	“Castor oil can relieve symptoms of migraines and headaches, rub a teaspoon of the oil into your forehead for about a minute.”	3.	It can relieve migraines.
4.	“Massaging warm castor oil over your abdomen can be an excellent way to relieve the symptoms of menstrual cramps or period pains.”	4.	Relieve period pains by massaging warm castor oil over the abdomen. / It can relieve period pains.
5.	“The antibacterial and anti-inflammatory properties of castor oil make it the perfect natural remedy for treating mouth sores”	5.	It can treat mouth sores.
6.	“When rubbed directly onto the skin, the ricinolein acid is better able to penetrate deeper, helping to relieve inflammation in the tissues.”	6.	Rubbing it deeply into the skin relieves inflammation.
7.	“Castor oil contains the biochemical agent undecylenic acid, which is used to stop fungal growth.”	7.	It can be used to stop fungal growth.
8.	“You can also create a soothing topical treatment by mixing castor oil, glycerine, and lemon juice.”	8.	Create a topical treatment by mixing castor oil, glycerin, and lemon juice.
9.	“Apply before bed to hydrate chapped lips.”	9.	It is a perfect moisturizer for cracked lips.

**MARKING THE SUMMARY**

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

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 quotes: award no language mark
  - 1–5 quotes: 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**

- **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.
- Sentence structures must be grammatically correct and given in full sentences/as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

**QUESTION 3: ANALYSING AN ADVERTISEMENT**

3.1 People who want to stop crime./ Victims of crime.✓ (1)

**NOTE:** Accept any suitable answer.

3.2 By using bold letters✓ and capital/ big letters/ larger font. ✓ (2)

3.3 Anonymous.✓ (1)

3.4 They can report crime by calling 08600 10111✓/ using the MySAPS app✓/ (1)  
by dialling \*134\*10111# and follow the prompts. ✓

**NOTE:** Accept ONE of the above.

3.5 D/ colon.✓ (1)

3.6 They are online campaigns against looting and trends to help the SAPS to deal with criminal activities/ spread the word. ✓✓ / They are included for communities to be aware of the dangers of law -breaking activities like spreading fake news, buying stolen goods, or inciting violence. ✓✓ (2)  
**NOTE:** Accept ANY suitable answer.

3.7 Open-ended. Accept a suitable answer, e.g.

**Yes.**

The visual shows looters running out of the store, and the next visual shows that they are being arrested for the crime that they committed. This supports the message that buying looted goods can lead to an arrest and criminal record. /We notice that these goods are stolen because they have price tags hanging on each side of the goods.

**OR**



**No.**

There is no clear link between the visual and the message because there is no image of individuals buying looted property. Instead, we only see people carrying these stolen goods. ✓✓

**NOTE:** Accept other suitable answers. A candidate can score 1 mark for an answer that is not well substantiated. Accept a combination answer.

(2)  
**[10]**

**QUESTION 4: ANALYSING A CARTOON**

- 4.1
- 4.1.1 The setting is at a retail/ retail store/ shop. ✓ (1)
- 4.1.2 Kelly uses words like ‘storeroom’ / ‘customer’.  
Kelly said, ‘ I just checked the storeroom for another customer.’  
Kelly is holding a notepad / She seems to be counting stock. (1)  
**NOTE:** Accept any of the above answers.
- 4.2 are not. ✓ (1)
- 4.3 **Visual:** She rolls her eyes. ✓ / Her mouth is wide open. ✓  
**Verbal:** she said, ‘WHAT!?’ ✓ / She says “aaarrgg” sorry but I won’t!!!.’ ✓  
The words are written in bold. ✓  
There is an exclamation mark/s. ✓  
The words are written in capital/ big letters or larger font. ✓  
**NOTE:** One **verbal** and one **visual** clue must be mentioned. (2)
- 4.4 Put the ice back into the freezer. ✓ (1)  
**NOTE:** Accept other suitable responses.
- 4.5 In Frame 3 her eyebrows are slanted inward. / Her mouth is wide open. /  
She is standing upright. / Her one hand is pointing, and the other one is  
holding the product.  
  
In Frame 7 her eyebrows are slanted outward. / Her mouth is closed. / She  
is slightly leaning forward. / Her hands are both hanging downward.  
**NOTE:**  
  - Accept ANY other suitable answer provided that the contrast is clear. (2)
  - Award 2 or 0 marks.
- 4.6 Open-ended. Accept a suitable answer, e.g.  
**Yes.**  
Marriam only needed more of the products that she was holding and asked  
Kelly to check if they had more, without checking Kelly simply responded  
that she had already checked for another customer. In Frame 4 and 5 Kelly  
asked Marriam to close her eyes when she opened them in Frame 7 Kelly  
was still standing there looking very bored and less interested in assisting  
Marriam.  
  
**OR**  
**No.**

Miriam should have just trusted Kelly from the get-go. Kelly seemed to be genuine since she is the store owner. Kelly even apologized to Miriam in Frame 8.

**NOTE:** Do not award a mark for Yes or No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)  
**[10]**

**QUESTION 5: LANGUAGE AND EDITING SKILLS**

- 5.1 5.1.1
- (a) company ✓ (1)
  - (b) an ✓ (1)
  - (c) was ✓ (1)
  - (d) is ✓ (1)
- 5.1.2
- found - verb ✓
- California – (Proper) noun ✓ (2)
- 5.1.3
- He said that Walt Disney had ✓ brought nothing but joy to their ✓ households world-wide. ✓
- NOTE:** Award one mark for each underlined change and ONE mark for correct punctuation (3)
- 5.1.4
- Dozens of groundbreaking and acclaimed films have been produced by Walt Disney. ✓ (1)
- 5.1.5
- hasn't it? / has it not? ✓ (1)
- 5.1.6
- Since then, Walt Disney has not / hasn't produced dozens of groundbreaking and acclaimed films. ✓ (1)
- 5.1.7
- Walt will move to Los Angeles. ✓ (1)
- 5.1.8
- old ✓ (1)
- 5.2 5.2.1
- the smartest ✓ (1)

- 5.2.2 Not only do my friends enjoy watching television, ✓ but also cartoons. ✓
- OR**
- Not only do my friends enjoy watching cartoons, ✓ but also television. ✓
- OR**
- Not only do my friends enjoy watching cartoons, ✓ but television as well / too. ✓
- OR**
- Not only do my friends enjoy watching television, ✓ but cartoons as well / too. ✓ (2)
- 5.2.3 observant ✓ (1)
- 5.2.4 Please send me your house address. ✓
- OR**
- The president will address the nation tonight. ✓ (1)
- 5.2.5 C/initialism. ✓ (1)
- TOTAL SECTION C: 40**  
**GRAND TOTAL: 80**