

2018 SSIP

**MEMORANDUM
TUTOR'S NOTES**



SESSION 1 CREATIVE WRITING (ESSAY)

SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to SECTION A: Rubric for Assessing an Essay found on page 4 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5
TOTAL	50

1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

NOTE:

- The points given below each topic in this memorandum serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

SECTION A: ESSAY

QUESTION 1

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, argumentative, discursive, or any combination of these.

- 1.1 The uncomfortable truth
• Forms of discomfort and their relationships to forms of truth. [50]

- 1.2 The most beautiful fruit may contain a worm.
(Zulu proverb)
• The idea of appearances as opposed to reality could be examined. [50]

- 1.3 The invisible man
• Credit both literal and figurative responses. [50]
- 1.4 ‘There is no moral authority like that of sacrifice.’
(Nadine Gordimer)
• Focus on the value of sacrifice. [50]
- 1.5 Burning bridges
• Different connotations of ‘burning bridges’
• Allow for literal and figurative interpretation of the topic. [50]
- 1.6 ‘Forgiveness is the fragrance the violet sheds on the heel that has crushed it.’
(Mark Twain)
• Discussion should centre on the beneficial nature of forgiveness.
• Disagreement is possible. [50]
- 1.7 NOTE: There must be a clear link between the essay and the picture chosen.
- 1.7.1 Figures seated on benches
• Credit literal/figurative/mixed interpretations. [50]
- 1.7.2 Man and bird
• May include reference to relationship between a character/mankind and other creatures/nature. [50]

TOTAL SECTION A: 50

ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 MARKS	Upper level	28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent, including introduction, body and conclusion	22–24 -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent, including introduction, body and conclusion	16–18 -Satisfactory response - Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion	10–12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Disorganised and incoherent
	Lower level	25–27 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including introduction, body and conclusion	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent, including introduction, body and conclusion	13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled

ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14–15 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	11–12 -Tone, register, style and vocabulary largely appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted	8–9 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Rhetorical devices used to enhance content	5–6 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language -Diction is inappropriate -Very limited vocabulary	0–3 -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well-crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text Paragraph development and sentence construction 5 MARKS		5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	3 -Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

SESSION NO: 2

TOPIC: COMPREHENSION

TESTING READING COMPREHENSION SKILLS PRE-ACTIVITY

1. A
2. A
3. B
4. B
5. C
6. B
7. A
8. D
9. C
10. D
11. C
12. B
13. A
14. C



SESSION NO: 3

TOPIC: COMPREHENSION

SECTION A: NOTES ON CONTENT

Tutor: Discuss notes in detail with examples where possible. (p.15-p16)

SECTION B: TYPICAL EXAM QUESTIONS

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.



QUESTION 1: 30 minutes TEXT A

SECTION A: COMPREHENSION

QUESTION 1: READING FOR MEANING AND UNDERSTANDING

Read TEXTS A and B below and answer the set questions.

TEXT A

PIRACY AND THE FUTURE OF THE FILM INDUSTRY

- 1.1 The film industry has failed to address the issue of the criminality of piracy.
[Award no more than 1 mark if the candidate lifts from the text.] (2)
- 1.2 Transgressors commit piracy without thinking of the harmful consequences that their actions have on those who work in the film industry. (2)

- 1.3 Studios are short of money (1) and therefore hesitant to take chances. (1) (2)
- 1.4 The writer casts doubt on the general respectability of people who commit online piracy. They have a veneer of respectability while they are in fact breaking the law. (2)
- 1.5 The words 'not without clout', 'threat' and 'hard legal measures' suggest a robust approach to addressing piracy. However, 'raising awareness of the consequences of piracy' is less emotive and anti-climactic after the initial hard-line approach. [No marks for mere identification of diction.] (3)
- 1.6 YES
People who are disgruntled with Hollywood ought not to be interested in downloading films at all. Their behaviour indicates that the films are worthy of being downloaded, thus contradicting their excuse for not supporting the film industry legally.
- OR
- NO [Credit cogent 'No' responses.] (3)
- 1.7 The phrase 'steal a lead' is effective since it relates to the theft inherent in film piracy. The stealthy nature of robbers is suggested by 'steal'. The well-known idiom indicates that film pirates have the upper hand. (3)
- 1.8 AGREE The writer has shown that film piracy cannot be curbed. Large film studios could follow the lead of independent studios by harnessing the Internet as a distribution tool/marketing mechanism. The writer has provided several examples of the benefits of allowing legal downloading of films.
- OR
- DISAGREE The arguments against piracy raised earlier in the passage have not been addressed. Because illegal downloading is free and difficult to prosecute, it will continue harming the film industry financially.
- [Credit an answer based on the moral perspective.] (3)
- 1.9 The boy's body language (hands behind his head/leaning backwards) displays a sense of achievement and self-satisfaction in downloading content from the Internet. (2)
- 1.10 The mother represents the general public/she is the mechanism used by the cartoonist to convey the information about the hidden cost factor. (2)
- 1.11 The boy's response is ironic. In the first two frames he condones his criminal activity. In the final frame he is outraged by the service provider's audacity in charging him for something he has perceived to be free. The cartoonist has effectively satirized the lack of conscience displayed by those who support and commit piracy. [Award 3 marks only if the candidate makes reference to tone.] (3)

1.12 YES

As the writer has explained, piracy flourishes through the anonymity of the user and the illegal act of downloading material. The boy represents the large number of people guilty of piracy referred to in Text A.

[Credit reference to the mob-mentality.]

OR

NO

Paragraph 5 maintains that piracy has no cost implications and undermines capitalism. However, in TEXT B, the service provider is a beneficiary of the act of piracy as there are monetary gains. The producers of both the music and the film industry do not benefit financially from piracy.

[Award marks for relevant alternative responses.]

[Award full marks only if the candidate has referred to both Texts A and B.]

(3)

TOTAL SECTION A: 30

SESSION NO: 4

TOPIC: SUMMARY

SECTION A: NOTES ON CONTENT

➤ **TUTOR: Discuss intensively with learners (pages 22-24)**

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	'a healing tool that can be used to identify and correct imbalances in our lives'	1	Colour has healing properties.
2	'effect of colour on our bodies has a scientific foundation'	2	The positive effects of colour on our lives are supported by scientific research.
3	'colour evokes or triggers certain memories and feelings (good and bad) associated with people, places and past events'	3	Colour allows us to recall past experiences and emotions.
4	'help us see ourselves, our lives, our talents and challenges and the world at large in a different light'	4	It enables us to view our lives from an alternative perspective.
5	'use these observations to help assess our mental and emotional health.'	5	Colour allows us to understand our psychological well-being.
6	'The root cause of an issue or illness could be diagnosed by colour'	6	The origin of an ailment can be assessed by colour.

7	'Various methods of colour healing are used in treatment./ Therefore we can make colour and its healing effects part of our everyday lives.'	7	The therapeutic qualities of colour should be embraced in curing ailments and diseases.
8	'colour is an enjoyable and accessible way of getting to know ourselves on a deeper level'/ 'our relationships and quality of life improve, and we become happier'	8	It adds definition to our personality traits and deepest desires;/we can find happiness in building better relationships and improving our lives.

PARAGRAPH-FORM

NOTE: What follows is merely an example. It is not prescriptive and must be used very carefully. Colour has healing and therapeutic properties and the origins of an ailment can be assessed. Its positive effects on our lives are supported by scientific research. Furthermore, colour allows us to recall past experiences and emotions and it enables us to view our lives from an alternative perspective. Moreover, colour allows us to understand our psychological well-being and it adds definition to our personality traits and deepest desires. Therefore we can find happiness in building better relationships and improving our lives.

(81 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

• 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

SESSION 4 – ACTIVITY 2

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 in paragraph-form are to be credited.

(Sentences and/or sentence fragments must be coherent.)

NO.	QUOTATIONS	NO.	POINTS
1	allows you to wade through the push and pull of different voices and opinions	1	One is able to avoid undesirable influences when making choices.
2	allows you to move forward and achieve your goals/ being confident means still moving forward toward achieving your goals and satisfying your desires	2	Progress is guaranteed.
3	defines self-confidence as having a positive attitude	3	A positive attitude is synonymous with self-confidence.
4	has a general sense of control of his/her own life	4	Self-confidence provides direction and control.
5	can do what he/she wishes, plans and expects	5	Self-confidence translates into self-actualisation.
6	even if things don't go your way, you still believe that eventually, somehow, some way, they will	6	One is not daunted by adversity.
7	this encourages self-reliance	7	A self-confident person becomes self-determining/self-reliant.

PARAGRAPH-FORM

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

Self-confidence enables one to be in a position to avoid undesirable influences when making choices. In this way, progress is guaranteed. Being self-confident affords one control over one's life, thereby affirming that one is not daunted by adversity. A self-confident person becomes self-determining and this, in essence, makes him/herself-reliant. Furthermore, one is in a position to envisage the future and work toward fulfilling one's dreams and goals. In addition to this, self-motivation and self-confidence translate into self-actualisation.

(78 words)

SESSION NO: 5

TOPIC: VISUAL LITERACY – CARTOON

SECTION A: NOTES ON CONTENT

➤ **Tutor: Notes must be discussed intensively**

ACTIVITY 1: CARTOONS

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

4.1 Initially, the boy anticipates the entertainment offered by a parental quarrel but he is disappointed when he is sent away. (2)

4.2 The cartoonist uses irony to highlight the double standards practised by parents. The parents listen to the children's arguments, while they (the parents) expect privacy when they discuss sensitive issues.

[Award 3 marks only if candidate refers to irony.] (3)

ACTIVITY 2: CARTOONS

TEXT F: CARTOON

4.3 The lines around his eyes and straight mouth reveal an attitude of defeat/resignation. His interjection shows his frustration. (2)

4.4 In frame 4, the bold font portrays the girl's intimidating nature. In frame 4, the cartoonist uses a larger font to show the girl's bombastic attitude. Her body language (outstretched hands, wide open mouth, indignant expression) shows that she is a domineering character.

[Award 3 marks for any two points fully discussed.] (3)

[10]

ACTIVITY 3: CARTOONS

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

Study TEXT E and answer the questions set.

4.1 The boy is marginalised to the far left of frame 1./He is voiceless./The speaker's tone and the girls' facial expression show hostility./The bold 'YOU' shows the speaker's domineering attitude.

[Award 2 marks for TWO valid points.] (2)

4.2 In frame 2, the boy's head is moving from side to side and this illustrates his reaction to the overbearing assault. Both girls are verbally abusing him. He is left completely confused. In frame 3, the boy's slumped shoulders show that he is completely defeated. He is left depressed because he is rejected. The speech bubble illustrates his state of mind.

[Award 2 marks only if candidate makes reference to both frames 2 and 3.] (2)

4.3 The bold font effectively highlights the authoritarian/demanding/domineering tone. The use of several exclamation marks shows that the girls raise their voices and shout at the boy in unison. The repetition of the command, 'GO ON HOME' underlines how adamant the girls are.
[Award 3 marks for any three points OR 3 marks for any two well-discussed points.] (3)

4.4 The last frame is grimly ironic. The girls blame the boy for his dejection, while they are wholly responsible for his lack of humour. The girls take no responsibility for their abusive actions. They are utterly insensitive.
[Accept responses that discuss the nature and effects of bullying, with reference to the cartoon.]
[The explicit use of the word irony or its derivatives is not necessary for full marks.]
[Credit cogent alternative responses.] (3)

[10]

EXEMPLAR PAPER 2 PROVIDED TO CANDIDATES FOR LITERATURE SECTION

