



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2020**



**ENGLISH HOME LANGUAGE P1  
MARKING GUIDELINE**

**MARKS: 70**

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This marking guideline consists of 10 pages.

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**NOTE:**

- This marking guideline 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 marks awarded where applicable. The marking guideline 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 penalised unless such errors change the meaning/understanding. (Errors should 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. The reason/substantiation/motivation/quotation is what should be considered.
- For questions which require quotations from the text, do not penalise candidates for omitting the quotation marks or for an incorrect spelling within the quotation.
- 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 to the correct answer AND/OR the answer written out in full.

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

- 1.1 The writer wants the reader to be able to identify with the issue of human cloning stated in the rhetorical question, so that the reader would be interested enough to continue reading.
- [NOTE: this is a split mark. If the candidate only mentions 'to involve the reader', only 1 mark can be awarded. The second mark is awarded for the identification of **the issue/topic** (i.e. human cloning). Candidates should explain the ISSUE with which the reader identifies.] (2)
- 1.2 'But' (1)
- 1.3 The successful cloning shows us that human cloning is perhaps possible, but it also demonstrates how extremely difficult it would be to clone an adult. (2)
- 1.4 Scientists discovered that the technique used to clone other mammals had to be modified to clone a primate successfully. (2)
- 1.5 The nucleus from the original egg of an adult monkey is removed. The chromosomes from the donor cell are extracted and placed inside the egg from which the nucleus has been removed. Scientists stimulate the egg to grow in a surrogate womb.
- [NOTE: Candidates must list the three steps clearly.] (3)
- 1.6 The word, 'apparently' casts doubt on the success of the experiment. At this early stage the baby monkeys still look healthy, but if there are any abnormalities, they will only be discovered as they grow older, which may influence the success of the experiment. (2)
- 1.7 The word, 'cute' evokes an emotional response to the monkeys. The cuteness of the two monkeys is all the more heart wrenching when one takes into account that scientific experiments will be conducted on them. The ethical issues raised by these experiments are being emphasised as monkeys are so close to humans. (2)
- 1.8 The purpose of the Alzheimer's research is to eradicate the individual genes suspected to cause the disease. If the monkeys were not genetically identical, the result of deactivating certain genes cannot be studied. / It is in comparing two identical study subjects that the success or not of their research can be established. (2)

- 1.9 **Yes**, the protection of human life is paramount. During the process of cloning the monkeys, 79 embryos were implanted, but Hua Hua and Zhong Zhong were the only two “normal” babies. These experiments are bad enough when one thinks about all the monkeys who died during the process; the thought of this happening to human babies makes the process completely reprehensible.

OR

**No**, IVF began with research that was thought to be unsafe and unethical, but today it is a normal procedure which does not lead to the birth defects that were predicted. Cloning is, therefore, not necessarily disrespectful of human life. All the ethical concerns raised by the possibility of human cloning might not be realised, just as the fears about IVF were not realised.

[NOTE: global marking] (3)

- 1.10 The writer is of the opinion that the only reason for wanting to clone oneself would be ‘vanity’, as one would only want a copy of oneself in order to achieve a form of immortality. It is, therefore, not surprising that most of the requests came from Hollywood, where film stars – who are notorious for their vanity and inflated sense of importance – live.

[Note: context of paragraph 9 = ✓ ; desire for immortality = ✓ ; critical comment = ✓] (3)



- 1.11 He is frowning. (1)

- 1.12 The scientist in Frame 2 is arrogant, ✓ since he refutes the criticism regarding ‘playing’: he is adamant that he is not pretending but involved in serious work. ✓ His statement implies that he thinks he is similar to God, because he is creating life. ✓ (3)

- 1.13 In Text B, Frame 1, the scientist states that some people are critical of scientists who think they are God, because they clone humans. The writer suggests in paragraph 10 of Text A that we are judgemental about the technology used to make babies ('about our prejudices towards reproductive technologies').

In Text B the scientist is of the opinion that the cloning of a human embryo is a scientific triumph. However, in Text A, paragraph 10, the writer says we should be concerned about the ethics/right and wrong of some of the current medical breakthroughs ('our ability to make wise decisions about biomedical advances').

Text A, therefore, partially agrees with the critics in Text B, because the writer thinks we miss the point if we do not think that cloning humans is unethical/unwise ('would be foolish and lacking solid motivation'). However, he does admit that some of the criticism is unfounded ('baseless reasons often advanced against it').

[Candidates might motivate a NO response by referring to the writer's defence of the possible success of cloning when he refers to the achievements of IVF.]

**[NOTE:** Mark globally. Both paragraph 10 of Text A and frame 1 of Text B must be considered and a value judgement must be clear.] (4)



**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		POINTS	
1	'If children are often exposed to scenes of violence, they may develop a view of the world as a more dangerous place than it is.'	1	Children who are over-exposed to violence in the media might view the world as more dangerous than it really is.
2	'those exposed to violence become more antisocial'.	2	They become more antisocial.
3	'those exposed to violence become more ... emotionally distressed'.  <b>OR</b> 'in terms of sadness and a lack of enthusiasm.'	3	They could experience emotional stress.  <b>OR</b> They are likely to be sad and unenthusiastic.
4	'The results were similar for boys and girls: ...'	4	Boys and girls are affected in a similar fashion.
5	'they lack remorse, lie, are manipulative and show insensitivity to the emotions of others.'	5	They might lack remorse, lie, or be insensitive and manipulative.
6	'significant associations between exposure to violent media and classroom attention problems.'	6	They also struggle to pay attention in class.
7	'can develop a deformed perception of violence'.	7	They could have a distorted idea of violence.
8	'its actual frequency in real life.'	8	They think that violence is much more prevalent than it really is.
9	'filled with ill-intentioned people'/ 'interpret an ambiguous or accidental gesture as hostile or as a personal attack.'	9	People are perceived as having ill intentions. / They might think even incidental gestures are personal attacks.

**PARAGRAPH FORM**

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

Both boys and girls who are over-exposed to violence in the media might perceive the world as more dangerous than it really is. They tend to lie, are antisocial, lack remorse, and become manipulative and insensitive to others. They could also display emotional distress, appearing sad and unenthusiastic. These children often exhibit attention disorders in class. They sometimes have a distorted perception of reality, thinking violence is more prevalent than it actually is. Even incidental gestures are often interpreted as personal attacks.

[82 words]

**Marking the summary**

The summary must 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 points quoted: award 1 language mark

**NOTE:**

- **Format:**

Even if the summary is presented in the incorrect format, it must be assessed.
- **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:**

- 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.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.

**QUESTION 3: ANALYSING ADVERTISING**

3.1 Literal meaning: The food is stacked, one on top of the other, like a balancing act.

Figurative meaning: The advertiser implies that a balanced meal (containing all the food groups) can be bought. (2)

3.2 The advertiser uses these pronouns to indicate a process of collaboration between them and their customers. The use of 'we' indicates that they have certain items that they offer on the menu. The use of 'you' implies that the customer makes a choice, thus leaving the responsibility of buying a balanced meal in the hands of the buyer. (2)

3.3 The image of the food items literally balanced on top of one another suggests that the take-away is a balanced meal. However, the placement of the carton of 'low-fat cowpus' at the top effectively illustrates the claim that this 'scam' of 'junk-food' is sold by 'McJunk', thus drawing attention to the message that it is an unhealthy product. The image, therefore, clearly conveys the advertiser's opinion that claims that the product is a healthy and balanced meal are false.

[Award 3 marks only if a value judgement has been made regarding the appropriateness of the image in the context of the advertisement.] (3)

3.4 Text D describes the product as attractive since it contains '100% pure American beef', as well as some healthy vegetables ('Lettuce and tomatoes'). McDonald's also claims that their menu is balanced. Fast-food customers will see this as "proof" that they can still order a conveniently healthy meal.

Text E is scathing in its criticism of McDonald's. It calls the product 'pus' and 'junk'. It echoes the words of McDonald's in Text D that the choice of ordering a healthy meal is up to the customer but leaves no doubt in the mind of the reader that it is an impossibility. People who are health-conscious will see this as justification of their view that fast food is unhealthy.

[Award 3 marks only if both texts have been discussed AND a value judgement regarding the greater impact has been made.] (3)

**[10]**



**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

4.1 The little girl is irritated by her father's attempts to record everything. This is indicated by the word, 'DAD' being written in capital letters, with an exclamation mark, in bold and being underlined. The word, 'parade' is also underlined to emphasise her irritation. (2)

4.2 The pedestrians in the background change with each consecutive frame. The father's feet change with each consecutive frame as he is walking backwards.  
The girl's cape is floating behind her, indicating her movement.

[TWO clues must be given.] (2)

4.3 In frame 4 he seems to be amused (he is laughing) by the father in front of him trying to immortalise this event in the little girl's life and her extreme irritation at his actions. In frame 5, however, he is not laughing any more. His head is turned as he is looking at the accident as the little girl rides into her father just outside the frame. This is evident by the onomatopoeic, 'OW' yelled by the father.


[Award full marks only if both frames are mentioned AND explained.] (3)

4.4 The cartoonist satirises society's love of sensationalism. People have an obsession with recording every minute detail of their lives, even the bad things that happen. The dad has a broken leg in frame 6, but still watches the video and makes a comment about the smiling paramedic. The mother (his wife) is excited about how much the grandmother will love the video, in spite of the fact that her husband has been injured! Because of their behaviour, the little girl, who should be rather traumatised by what has happened (both her unfortunate ride in the parade and her father's injury), is excited about experiencing next year's parade.

It could also be argued that the writer is satirising the lengths that parents will go to in order to help their children overcome traumatic events, as well as the rather selfish tendency of children to ignore the pain of others and focus on their own desires.

(3)  
**[10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

- 5.1 Addition (1)
- 5.2 'other LEGO® toys include' (1)
- 5.3 'constantly over and over again' (1)
- 5.4 The Lego Group had its start/was started/originated in the carpentry workshop of Ole Kirk Christiansen.  
[Accept an answer which eliminates the colloquialism.] (1)
- 5.5 'leg godt' is a Danish word/foreign word used in an English passage. (1)
- 5.6 The Lego Group began making its famous plastic interlocking blocks in 1949. (1)
- 5.7 'they became very popular as the company made them part' (1)
- 5.8 The Lego Group patented the LEGO® block design still in use today on January 28, 1958.  
[Sentence must be completely correct to be awarded 1 mark.] (1)
- 5.9 C – an initialism  (1)
- 5.10 indicted – inducted (1)
- [10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**