



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **SENIOR CERTIFICATE EXAMINATIONS/ NATIONAL SENIOR CERTIFICATE EXAMINATIONS**

**ENGLISH HOME LANGUAGE P1**

**MAY/JUNE 2024**

**MARKING GUIDELINES**

**MARKS: 70**

**These marking guidelines consist of 9 pages.**

**NOTE:**

- These marking guidelines are 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 in terms of decisions taken at the standardisation meeting.
- The marking guidelines will 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 longer 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. 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 to the correct answer AND/OR the answer written out in full.

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

- 1.1 Humility could be defined as being humble/modest/having a lack of pride. (1)
- 1.2 They are pompous/arrogant (1) instead of being humble (1), as expected./They are arrogant/self-important (1) because they think too highly of themselves (1) as leaders.  
[Award only 1 mark for lifting.] (2)
- 1.3 The writer distinguishes between humble and arrogant leaders: humble leaders acknowledge others' views and accept their flaws, whereas egotistical leaders ascribe their mistakes to other employees, rather than taking accountability.  
[Award 2 marks only if the contrast is discussed.]  
[Award only 1 mark for lifting.] (2)
- 1.4 The rhetorical question convinces the reader to consider the writer's view./The rhetorical question challenges the reader. (2)
- 1.5 C – assertive (1)
- 1.6 The writer is not objective in his assessment of the appointment of leaders. The first two assertions are followed by a statistic, 'The overlap between confidence and competence is just 9%'. However, this apparent statistic is not backed up by any evidence nor has this information been accredited to any source./The writer's subjectivity is also evident in the italicised word, '*think*'. His information is based on supposition, 'There may be some', which is not grounded in fact.  
[Credit valid alternative responses.] (3)
- 1.7
- The concept of charisma is highlighted by **metaphors** that allude to the sense of sight, 'blinded' and 'magnifies'. This allusion stresses the importance of charisma when leaders are appointed.
  - The use of **emotive words** that convey intimacy ('seduced'/'charming'/'enchanted'/'entertaining showmen') further highlight how charisma is used as a tool of manipulation.
  - The writer also juxtaposes the **adjectives** 'all' and 'no' in the expressions 'all style and no substance' and 'no style and all substance' to criticise the unreasonable/shallow criteria used to appoint leaders.
- [Award 1 mark for the identification of the writing style and 2 marks for the discussion.] (3)

- 1.8 The writer states that we make a superficial evaluation based upon observation rather than on considering the leader on the basis of actual intellectual ability and skill. This assertion is justified by the argument that skills have evolved and so are more difficult to assess. The writer's statement that some people are simply 'clueless' about talent, implies a sense of laziness with regard to the evaluation of suitable candidates.

[Award 3 marks for a well-developed discussion.]

(3)

- 1.9 The writer repeats 'we' to include readers as active participants in combatting arrogance in leaders. The readers are persuaded to acknowledge the necessity of changing their mind-set in respect of leadership qualities./The passage concludes by asserting that the promotion of humility in leaders is a collective responsibility – **we** have to be advocates for humility.

[Award 3 marks only if a comment is made.]

(3)

- 1.10 In FRAME 1, the woman seems to be impressed by Rudy's memoir. This is evident in her clutching the page and leaning forward. After hearing that the memoir was fictitious, the woman appears to be nonchalant/dismissive in FRAME 4. This attitude is revealed by her tucking the book under her arm, raising her shoulders and turning her back on him.

[Credit candidates who see the woman's attitude as being in denial/oblivious to his confession in FRAME 4.]

(3)

- 1.11 The man (Rudy) is unapologetic about the misrepresentation of his abilities in his memoirs and unashamedly exploits others' gullibility. This reveals that he is self-absorbed/vain/egotistical. He is scathing of others who believe his portrayal of himself despite his acknowledging that his memoirs were not true.

[Award 3 marks only if a comment is made.]

(3)

- 1.12 In paragraph 9 of TEXT A, the writer argues that people equate arrogance with strong leadership; humility is seen as a 'feminine attribute' (paragraph 10). People are impressed by men who boast and show off even if they are dishonest. He further explains that arrogance and lying are celebrated and glorified, when flaunted by men.

TEXT B supports paragraphs 9 and 10 of TEXT A by showing that blatant arrogance and self-promotion are esteemed by others. The fact that a woman is expressing praise for her male colleague, who has admitted to the lies in his memoir, links to the gender stereotypes described in TEXT A. Furthermore, the woman's submissive/acquiescent demeanour reinforces the view that women are 'unfit for leadership' (paragraph 10) because she does not challenge the man's duplicity.

[Award 4 marks for a critical discussion of paragraphs 9 and 10 of TEXT A and TEXT B.]

(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.)

NO.	QUOTATIONS	NO.	POINTS
1	'people generally adapt well over time to life-changing situations and stressful situations'	1	Resilient people are able to adapt to changing circumstances.
2	'Focusing on four core components ... can empower you to withstand and learn from difficult and traumatic experiences.'	2	Those who have mastered their struggles are able to endure and develop positively.
3	'stronger individuals accept help and support from those who care about you.'	3	The willingness to accept assistance from others is an indicator of resilience.
4	'Resilience allows you to acknowledge and accept your emotions during hard times'	4	Being resilient allows people to recognise and embrace their emotions.
5	'it is also important to help you foster self-discovery'	5	Resilient people are more self-aware.
6	'People often find that they have grown in some respect as a result of overcoming challenges.'	6	Overcoming difficulties allows for personal growth.
7	'One may not be able to change a highly stressful event, but one can change how to interpret and respond to it.'	7	Resilience empowers individuals to resolve challenges.
8	'Accepting circumstances that cannot be changed can help one to focus on circumstances that can be altered.'	8	Accepting situations that are beyond one's control can help one prioritise situations within one's control.
9	'An optimistic outlook empowers people to expect that good things will happen.'	9	Positivity enables one to anticipate better outcomes.
10	'Being able to visualise what one wants is more constructive than dwelling on what one fears.'	10	A resilient person's fears are allayed by focusing on their aspirations.

**PARAGRAPH-FORM**

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

Resilient people are able to adapt to changing circumstances. Those who have mastered their struggles can endure and develop positively. Resilience allows them to accept assistance from others and to recognise and embrace their emotions. Furthermore, resilient people are more self-aware which promotes growth and empowers them to resolve challenges. They accept situations that are beyond their control, while their positive mind-set enables them to anticipate better outcomes. Their fears are allayed by focusing on their aspirations. [77 words]

**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 quotations: award no language mark
  - 4–5 quotations: award 1 language mark
  - 2–3 quotations: award 2 language marks

**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 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 to the correct answer AND/OR the answer written out in full as correct.

**QUESTION 3: ANALYSING ADVERTISING**

- 3.1 The teeth are represented as dice, tying in with the word 'gamble' used in the heading.  
[Award 2 marks only if reference is made to both the visual and the heading.] (2)
- 3.2 The advertiser appeals to the reader directly./The reader is being challenged. (1)
- 3.3 The phrases convey that Crest is recommended by most dentists (1) which implies that it is a superior brand (1). (2)
- 3.4
- **Emotive diction:** The advertiser's choice of emotive diction ('fighting'/'dramatically'/'battle') is persuasive in that it creates fear and panic to act with urgency and use Crest to prevent cavities.
  - **Endorsement by experts:** 'dentists' choice' highlights the claim that expert opinion favours the use of Crest toothpaste.
  - **Statistics:** The use of statistics ('523 million cavities since its introduction in 1955') validates the claim that Crest is a superior product and it prevents the formation of cavities.
  - **Litotes:** The advertiser wants to promote the authenticity of the information in the advertisement and the effectiveness of the product ('there's no second chance'/'no sure things').
  - **Personification:** The advertiser uses the expressions, 'Crest for fighting cavities' and 'Crest helps put the odds in your favour' to highlight the effectiveness of the product.
  - **Personal pronouns:** By using the pronouns, 'you' and 'your', the advertiser engages the readers in order to convince them of the benefits of the product.
- [Award 1 mark for the identification of ONE technique and 2 marks for a comment.] (3)

- 3.5 'There are some things **with which** you just can't afford to gamble.'/'You just can't afford **to gamble with** some things.' (1)
- 3.6 The apostrophe indicates **possession**. (1)
- [10]

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

- 4.1 In FRAMES 1–4, the impression is created that there is a loving relationship where the mother provides a wide range of support for which Jeremy is very grateful./Jeremy is effusive in his praise while his mother becomes increasingly emotional. This is evidenced by her flowing tears and use of a handkerchief to dry her eyes.
- [Award 1 mark for a reference to the relationship and 1 mark for the motivation.] (2)
- 4.2 In FRAME 5, the mother is startled by Jeremy's using the word 'ALMOST' which undercuts his generous previous praise.  
In FRAME 6, Jeremy's mother reacts with dismay/contempt when he demands an 'EXCUSE NOTE'./She is offended by his disparaging statement that expressing gratitude is a waste of time.
- [Award 3 marks only if a comment is made.] (3)
- 4.3 Jeremy expresses gratitude to his mother for all the work and assessments she has completed on his behalf, revealing his lazy and exploitative nature./All Jeremy's claims of being grateful are nullified by his thoughtless comments in FRAME 6, which reveal his selfish motive for complimenting his mother./The cartoonist ridicules Jeremy's self-absorbed nature and the manner in which he exploits his mother.
- [Award 3 marks only if there is an understanding of satire.] (3)
- 4.4 **supportive/supporting/supported/supportable** (1)
- 4.5 Jeremy said that there **was** almost nothing more that **he** could ask/could have asked for.
- [Award 1 mark for **BOTH** changes.] (1)
- [10]



**QUESTION 5: USING LANGUAGE CORRECTLY**

- 5.1.1 is—are ('arguments' ... are; 'argument' ... is) (1)
- 5.1.2 The verb must agree with the subject in number. (1)
- 5.2 The colon indicates that **an explanation/further information will follow.** (1)
- 5.3 D – complex-compound sentence (1)
- 5.4 most paradoxical (1)
- 5.5 Catastrophic (1)
- 5.6 unappealing/disgusting/ugly/unattractive
- [Accept suitable alternative antonyms in context.] (1)
- 5.7 The word 'them' could either refer to the 'well-meaning people' or to 'others'. (2)
- 5.8 others/some (1)
- [10]**

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