



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE
EXAMINATION**

GRADE 11

ENGLISH HOME LANGUAGE

EXEMPLAR 2007

MEMORANDUM

MARKS: 70

TIME: 2 hours

This question paper consists of 6 pages.

THIS MARKING MEMORANDUM IS INTENDED AS A GUIDE FOR TEACHERS. IT IS BY NO MEANS PRESCRIPTIVE, EXHAUSTIVE OR COMPLETE. LEARNERS' RESPONSES SHOULD BE CONSIDERED ON THEIR MERITS.

SECTION A

COMPREHENSION

SUGGESTED MEMORANDUM

1. He became the 'King of Rock' / a household name after only two years on the pop scene. (2)
2. The 'Elvis Week' held annually / annual candlelight vigil in Memphis has been *officially* declared.
Mention must be made of the official declaration for full marks. (2)
- 3.1 'playing to rave reviews' – the musical 'All Shook Up' is receiving complimentary reviews in the media. (1)
- 3.2 'tailor-made for me' – seeing this play would suit him perfectly like a well-made suit. (2)
- 4.1 It is difficult to make a choice of what to see. (1)
- 4.2 As an academic, he is able to attend conferences in faraway places and visit interesting places such as New York on his way home – this is a perk which is not always part of every man's working day. Thus, as compensation for being in what is generally considered an unrewarding job, he is nevertheless able to see shows not usually produced where he comes from. (3)
5. There is entertainment all around. (2)
6. musical comedy / complex plot / combination of Shakespearian comedy / music of Elvis Presley . (3)
7. 'in that awesome auditorium' – he is overawed / in awe of the size and perhaps the magnificence of the place. (2)
8. Open-ended. Accept a well-substantiated response.
Appropriate: candidate should highlight the nature of the relationship between the child and his/her parent in contrast to the relationship between a learner and his/her teacher. (3)

9. Open-ended. Accept a well-substantiated response.
Appropriate: The range in the style skilfully combines the formal and informal aspects of the subject of Shakespeare and Elvis / of the traditional and the modern.
Inappropriate: The range in the style is too wide and personal reflections distract from the main focus.

Discussion of style: personalised style – ‘...believe me...’ / informative style - ‘August 16 will mark ...’ / entertaining style – ‘An Elvis idolator ...’ / sophisticated style – ‘Much of the play’s dynamic ...’ vs informal style – ‘to gulp down two whiskies’. Accept other reasonable adjectives. Candidates must ensure that their description of style must be justified with reference to the passage through description or quotation. (4)

10. Open-ended. Accept a well-substantiated response.
Yes – ‘All-in-all’ and summary of the Broadway experience, etc.
No - reference to whiskies is additional information leaving the reader to wonder what happened after he discovered he was lost. (4)

[30]

SECTION B
SUMMARY

2.1 The main points that the candidate should include in the summary are :

1. Teachers may soon have the power to remove unruly pupils from their classrooms and effectively place them under temporary "house arrest".
2. Teachers already have the power to search pupils for weapons and drugs.
3. Schools would have to ensure that the pupils were provided with learning material.
4. Put in place measures to ensure the safety of pupils, staff and parents during school activities.
5. Problematic schools will be acted upon in the next few weeks.
6. Issue simplified guidelines to schools to assist them in updating their codes of conduct,
7. Schools that continued to experience difficulties would be assisted by visits of officials.

ANY 6 OF THE ABOVE POINTS AT ½ MARK PER POINT. (3)

2.2 Use the holistic marking grid below to assess the written paragraph.

Category	Mark	Descriptors
Outstanding	7	Flawless. Concise. Logically presented. Excellent understanding of context requirements of question.
Meritorious	6	Has all the above points, but with minimal errors.
Substantial	5	Reads well. Has most of the above points.
Average	4	At least 50% of the main points.
Moderate	3	Lacks flow. Much irrelevant information.
Elementary	2	Lacks coherence. Not logically presented. Rambling. Lacks number of main points.
No achieved	1	No understanding of summarising. No salient points.

(7)

Penalties:

- ½ mark for omission of, or incorrect, word count.
- ½ mark for every multiple of 5 words beyond 105.

[10]

SECTION C**LANGUAGE IN CONTEXT****QUESTION 3 - Analysing Advertising****3.1 Collect-a-can advertisement**

- 3.1.1 'biggest threat' / 'costly landfill sites' / 'extended dramatically' all convince the reader to stop littering and recycle instead. (2)
- 3.1.2 The heap of cans was obscuring the view of the giraffe. The suggestion is that the giraffe has been eating the cans - with disastrous results. However, if we recycle this is unlikely to happen, so we are helping to conserve nature. (2)
- 3.1.3 As the intention is to recycle, this is a novel and even amusing way to promote the message. Also accept negative responses that are sufficiently motivated. (1)

3.2 Tru-Cape advertisement

- 3.2.1 We usually associate take-aways with fast-food outlets. Here the suggestion is that Nature is also able to provide a source of instant food. The picture reinforces this idea – the apple has already been picked and can be taken away and eaten immediately by whoever is holding it. (3)
- 3.2.2 We usually associate take-aways with fast, junk food. Here the suggestion is that nature can provide a far better and healthier source of instant food which is not fattening, thus allowing the consumer to feel 'guilt-free'. (2)

[10]

QUESTION 4 - Understanding other aspects of the media**4.1 Text A: Good luck card for examinations**

- 4.1.1 Allow for variations here. The intention is to make the recipient feel that he or she is capable of attaining whatever they set out to do - in this case, pass the examination. Candidates might mention the ladders and the idea of putting them together in order to reach a goal. Candidates might also like to think of the idea of touching the sky once the examination is over and the recipient has moved on to whatever career path lies ahead. (3)
- 4.1.2 The “E” in EXAM is virtually silent – pun on pronunciation. The spelling of the word as “Xam” also enables the word EXAM to be spelt by taking one letter from each of the four lines. (2)

4.2 Text B: *Frank and Ernest* cartoon

- 4.2.1 The cavemen have obviously discovered words, although at this stage they are unable to put them into a sentence that makes sense to us. However, we are able to make sense of what they are saying by rearranging the words ourselves. (2)
- 4.2.2 The wording shows that language is still in its initial / early stages. Similarly, the cavemen are also still unsophisticated in their dress / weapons and the surroundings are rough / undeveloped. (3)

[10]**QUESTION 5: TEXTUAL EDITING**

- 5.1 I’ve = contraction / Fox’s = possession (singular) (2)
- 5.2 She thought that she could do that. (2)
- 5.3 ‘someone’
- 5.4 ... whose ways of seeing reality were as worthwhile ... (1)
- 5.5 Correct, as the word does not end in letter –p but in –y (‘especially’). (1)
- 5.6 In parenthesis, referring to ‘husband’. (1)
- 5.7 A narrow miss / a close call. (1)
- 5.8 B. contraction (1)

[10]**[30]**