



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

ENGLISH HOME LANGUAGE P1

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This memorandum 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

- 1.1 Allow for variations here. The author sets out to share a very special moment in time with the reader, as the young man discovers something important about himself, his life and the way he views nature. It also sets out to highlight the idea of choice. It wants to show a turning point in a young man's life. (2)
- 1.2 The boy is aware of the newness and freshness of the morning. He feels he is free to run / is full of energy. (2)
- 1.3 The writer uses words like: the bird 'woke', the flock 'sprang' and were 'calling shrilly', and the 'bush woke into song'. These expressions turned the silent forest into a bustling hive of activity. (2)
- 1.4 Initially the boy, intending to hunt, was 'treading carefully' in order not to disturb the guinea fowl. Not being able to do so, on account of his being too late, he began to enjoy all or nature around him. His overwhelming and carefree joy is expressed in the word, 'madly'. This suggests allowing his emotions to take over completely. (3)
- 1.5 "vlei" (1)
- 1.6 The young man's intention was to hunt guinea fowl. However, at the moment when all of nature seems to come alive around him, he sets aside this goal / He forgets that his intention had been to hunt and kill. Instead, he realises that he is growing to manhood and will soon be able to Accomplish anything he puts his mind to / he has a moment of self discovery (3)
- 1.7 The word suggests being overcome or overwhelmed so that it became part of the positive feelings he was experiencing. He feels almost as though he cannot contain his joy / elation. (2)
- 1.8 The boy had set out to hunt guinea fowl. This meant that he was going to kill the bird, but in these lines the very birds he was going to kill began to sing about him. He gained pleasure not by killing them, but by enjoying their song. (2)

- 1.9 Allow for variations. He realises that he has lived for a full fifteen years – that he has that amount of experience behind him. He also realises that he is very much a part of nature and his surroundings / finds his place in the order of the universe. Any one for full marks. (3)
- 1.10 'I contain the world' means that the boy realised that whatever his ambitions and aspirations were, it was he and only he who had the power and the ability within him to achieve them. (2)
- 1.11 A. overwhelmed by his new discovery. (1)
- 1.12 B. making choices (1)
- 1.13 C. overjoyed (1)
- 1.14 The title is appropriate because it gives an indication of when the self-discovery took place / the sunrise could symbolise the rising sun of the boy's discovery about himself / 'Sunrise in the veld' is not appropriate because it says nothing about what the boy intended to do and does not mention anything about what actually happened to the boy. (2)
- 1.15 Open ended question. Accept any well-reasoned response to the issue. In one sense, the boy has not achieved what he set out to do, which was to hunt and shoot guinea fowl. However, he has made an amazing new discovery about himself, and his place in nature and the world. (3)

[30]

SECTION B**SUMMARY**

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

1. The car has changed very little over the many years of its existence.
2. The car as we know it is about to undergo a change.
3. There will be changes made to where the fuel cells are placed;
4. The long front will disappear; there will be more space in the interior.
5. Changes will occur in the steering wheel, pedals, mirror and tyres.
6. New metals and plastic will replace steel.
7. The car will have an overall new look with show-through design.

[10]

Use the holistic marking grid below to assess responses.

Category	Mark	Descriptors
Excellent	9 – 10:	Flawless. Concise. Logically presented. Excellent understanding of context requirements of question. Has all the above points.
Very Good	8	Most of the above qualities.
Good	7	Reads well. Has most of the above points.
Average	5-6	At least 50% of the main points. Lacks flow. Much irrelevant information.
Poor	2-4	Lacks coherence. Not logically presented. Rambling. Lacks number of main points.
Hopeless	0-1	No understanding of summarising. No salient points.

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 More accessible to its target audience (young people). Relaxed, easier to read. More fun. Makes for enjoyable reading. Speaks more easily to young people. (2)
- 3.2 It is necessary to identify the product (visual reinforcement). The ultimate focus is the chocolate. It comes at the end of the letter. Some candidates might pick up the fact that the chocolate bar adds a PS to the original letter. (2)
- 3.3 Any of the following. Using emotive language. Unusual layout. Use of words as objects (the chocolate bar). Clever arrangement of words on page to show breakdown of resistance. Any one clearly expressed. (2)
- 3.4 The assumption is that if you eat a Flake you will be happy. Some candidates might pick that it is 'happiness' that loves Cadbury. Cadbury is thus synonymous with happiness. (2)
- 3.5 From the compacted bar, representing resistance, the words begin to 'crumble' or break away. As the words tend to lose shape and even coherence, so too does the resistance break down. (2)

[10]

QUESTION 4 - Understanding other aspects of the media

4.1 Cartoon:

- 4.1.1 Both speakers feel strongly about their opinions / The exclamation mark shows the reader how the speakers feel about what they are saying. (1)
- 4.1.2 The girl is smiling / hopeful / happy in frame 2 and her feelings change to dismay / disillusionment / loss of hope in frame 3 (not shock) (2)
- 4.1.3 His body language – he clutches the bars showing that they are the obstacle / his face is serious / unhappy / his shoulders are stooped in depression. (2)

[5]

4.2 Film Review: *Cars*

4.2.1 An open question. Accept any well-reasoned answer. However, the film is aimed mainly at young people, although the review specifies 'all ages'. (2)

4.2.2 A. dramatic (1)

4.2.3 The film, from the review, would appear to be fun. They appear sleek and sporty, based on sport car models. They are given individual 'characters'. They show up to be exciting, with the promise of possible adventure. (2)

[5]**[10]****QUESTION 5: Using language correctly**

5.1 It's = apostrophe shows omission of the letter 'i'.
family's = apostrophe shows possession. (1)

5.2 hard = firm, tough, solid ... (1)

5.3 adjective (1)

5.4 period = era, age, time ... (1)

5.5 c. Subordinate adjectival clause qualifying "Ice Age". (1)

5.6.1 scientists (1)

5.6.2 Comma or colon: ... on the timeless question , **OR** : 'What ... (1)

5.6.3 Philosophers is = **are** (1)

5.7 Learned men have asked what purpose **that** spectacular art **had served** in the lives of prehistoric people. (2)

[10]**[30]**