



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 10

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2006

This memorandum consists of 6 pages.

SECTION A: COMPREHENSION**QUESTION 1** (No language penalty unless learners must quote directly.)

- 1.1 The Johannesburg City Parks organized a function to commemorate the death of Enoch Sontonga. (Or words to this effect.) (NOT: "to mark the death") (2)
- 1.2 The children sang in a lively way whereas the adults sang the formal version./
The children sang in hip hop style but the adults sang the hymn.
(Or words to this effect.) (Must be a comparison.) (Award 0 or 2) (2)
- 1.3 African National Congress (1)
- 1.4 More and more people starting singing the song./It became more popular.
(Award 0 or 2) (2)
- 1.5 He was a writer.
He was co-founder of the ANC.
He recorded Nkosi Sikelel' iAfrica. (Any TWO answers 1 +1) (2)
- 1.6.1 hymn (1)
- 1.6.2 anthologies (Must be plural form) (1)
- 1.7 Learners' own responses are required and a variety of answers can be expected. Marker discretion is advised. Marks are awarded for the ability to argue a point.
Example: They felt comforted knowing that God would hear them and that they could look forward to the time they would be free. (2)
- 1.8.1 False (1)
- 1.8.2 He wrote only the first verse, chorus and tune. (Learners can quote.)/
The national anthem is a combination of *Die Stem* and *Nkosi Sikelel' I Afrika*. (1)
- 1.9.1 Fact (1) It can be proved.(1) (Or words to this effect.) (2)
- 1.9.2 Opinion (1) It is unlikely that "everyone" knows. (1) (Or words to this effect.) (2)
- 1.10.1 chairperson (1)
- 1.10.2 Chairlady (1)
- 1.11 It is the title of the song. (1)
- 1.12.1 False (1)
- 1.12.2 "taken by surprise" (Learners should use quotation marks but do not penalise if they get the answer correct.) (1)

- 1.13 Learners' own responses are required and a variety of answers can be expected. Marker discretion is advised. Marks are awarded for the ability to argue a point. NB: It must be clear that learners understand the meaning of "massive impact".
Example: Yes, any song that becomes a national anthem has a big influence on people. (2)
- 1.14 "preserve" (Do not penalise if learners have not used quotation marks.) (1)
- 1.15 He wants the works to be kept safe to preserve them for future generations./Some of the works may become well-known like *Nkosi Sikelel' iAfrika*. (Or words to this effect.) (2)
- 1.16 A variety of answers can be expected. The answer should be a summary of the content of the text. Examples: Sontonga Honoured / Nkosi Sikelel' iAfrika (1)

Criteria for marking TRUE/FALSE questions:

1. If True or False is correct and there is a quote/substantiation, but it is wrong – candidate gets 1 mark.
2. If True or False is incorrect – **NO** mark irrespective of correct quote/substantiation.
3. If True or False is correct and quote/substantiation is correct – 2 marks.
4. If candidates are asked to quote, words must be quoted from the passage and not contextualised. If True or False is correct but contextualisation is given – candidate gets 1 mark.
5. If only True or False and no quote/substantiation – no marks.
6. If **Yes** or **No** instead of True or False – no marks.
7. If **T** or **F** instead of True or False – AWARD MARKS
8. Words contained in the quotation **MUST** be spelt 100% correctly.
9. If only the quotation/substantiation is given without True/False – **NO MARKS**.

TOTAL SECTION A: 30

SECTION B: SUMMARY WRITING**QUESTION 2**

Points to look for: (ANY 7)

1. Table Mountain
2. Seeing the whales
3. National Wildlife Parks
4. Namakwaland flowers
5. Farm holiday
6. Apartheid Museum
7. Gold Reef City
8. Seaside/Costal holiday

Points must be given in full sentences. Points need not be written in the first person (I would like to...)

Example:

Look for the meaning and not the exact words reflected in the alternatives given.

1. See the view from Table Mountain./Take the cable car up Table Mountain./Climb Table Mountain. (1)
2. Go on a boat to see the whales. (1)
3. Visit an national wildlife park./ Visit the Kruger National Park. / Go on a game drive in a national wildlife park./ Go on a hike in a national wildlife park. (1)
4. See the spring flowers in Namaqualand. (1)
5. Experience a farm holiday. (1)
6. Visit the Apartheid Museum. (1)
7. Go to Gold Reef City./ Go on a roller coaster at Gold Reef City. (1)
8. Go on a costal holiday./ Go to the seaside./ Go surfing/swimming/fishing at the coast./ Go to the beach and soak up the sun. (1)

MARKING INSTRUCTIONS:

- Award 1 mark for each correct point given. (7)
- Note that learners need NOT use their own words.
- Award 3 marks for language and cohesion, according to the grid below. (3)
- Consider each incomplete sentence as a language error.

MARK ALLOCATION	DESCRIPTORS
3	<ul style="list-style-type: none"> Very good use of language with no more than 3 errors. Good cohesion, logic and flow.
2	<ul style="list-style-type: none"> Fairly good use of language with no more than 5 errors. Points mentioned in a sensible manner.
1	<ul style="list-style-type: none"> Poor language with more than 5 errors. Points are disjointed or incorrect.
0	<ul style="list-style-type: none"> Unintelligible. Total misinterpretation. Not attempted.

(3)

PENALTIES:

- NB! Count the number of words up to the maximum word limit of 50 and draw a double slash (/). Do not award marks to points given after the word limit has been reached.
- Each incomplete sentence must be treated as a language error.
- The mark awarded for language may not exceed the marks obtained for the content.
- Deduct 1 mark from the total if the summary is written in paragraph form.

TOTAL SECTION B 10**SECTION C: LANGUAGE IN CONTEXT****QUESTION 3 VISUAL LITERACY** (No language penalty)

- 3.1.1 Margaret. She speaks the most. / She talks down at Dennis. / She questions what Dennis says. / She criticizes Dennis (Or words to this effect.) (1)
- 3.1.2 She walks in front of Dennis most of the time. / She taps him on the shoulder in a rather bossy way in frame 3. / She throws up her hands to stress her point in frame 4. (Or words to this effect.) (1)
- 3.2 He is happy/confident in frame 1 but looks disappointed/miserable/unhappy in frame 3. (Learners must make a comparison.) (2)
- 3.3 Getting to university is the final step and Margaret wants to stress this point. / She says this word loudly to scare/belittle Dennis by showing him how far he still has to go. (1)
- 3.4 "Man" / "thing" / "gonna" / "till" (Any one) (Need not use quotation marks) (1)
- 3.5 "snug" (Need not use quotation marks) (1)
- 3.6 She said that his (1) little desk was (1) going to get awfully snug in a few years. (Award marks for the two underlined words but deduct a mark from those awarded if the word order is incorrect.) (2)
- 3.7 That is not important. / That does not worry me. (Or words to this effect.) (Award 0 or 2) (2)

[11]

QUESTION 4: USING LANGUAGE CORRECTLY

- 4.1 A / A magazine (2)
- 4.2 To give survival tips./ To inform people how to survive in the bush. (Or words to this effect.) (2)
- 4.3.1 Insects are not all just legs, are they? (Comma, underlined words and question mark must be correct.) (1)
- 4.3.2 An insect is not all just legs, is it? (Comma, underlined words and question mark must be correct.) (1)
- 4.4 Insects are very rich in fat and protein./ Insects are very rich in both fat and protein. (0 or 2) (2)
- 4.5 Flying ants can be eaten straight from the ground. (0 or 2) (2)
- 4.6 SPELLING MUST BE CORRECT
- 4.6.1 tasty (1)
- 4.6.2 didn't (1)
- 4.6.3 whole (1)
- 4.6.4 these (1)
- 4.6.5 could (1)
- 4.6.6 at/by (1)
- [16]**

QUESTION 5: DICTIONARY AND LANGUAGE SKILLS

- 5.1.1 noun (2)
- 5.1.2 "a layer of a substance that forms inside or on something." (Learners need not use quotation marks.) (2)
- 5.2 It is the head word./ So that it can be seen easily by the reader when using a dictionary. (2)
- 5.3 They show how the words are used in a sentence./ To distinguish the definitions from the examples. (1)
- 5.4 It is the name of a dictionary/book./ It is the title of a dictionary. (1)
- [8]**

TOTAL SECTION C: 35

GRAND TOTAL: 75