



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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2022 NSC CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE	
QUESTION PAPER	PAPER 1	
DURATION OF QUESTION PAPER	2 HOURS	
PROVINCE	EASTERN CAPE	
DATES OF MARKING	7TH DECEMBER 2022 - 22ND DECEMBER 2022	

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Overall, candidates performed satisfactorily. The Rasch analysis indicates the following scores:

Average: $47.2/80 = 59\%$

Question 1 (Comprehension): $16.6/30 = 55\%$

Question 2 (Summary Skills): $7.7/10 = 77\%$

Question 3 (Analysing an Advertisement): $4.8/10 = 48\%$

Question 4 (Analysing a Cartoon): $6.8/10 = 68\%$

Question 5 (Language and Editing Skills): $11.3/20 = 56\%$

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The Rasch average for this question was 55%.
This indicates an average performance in the comprehension question. If compared to the 61% in 2021, there has not been an increase. In the light of our current situation, it is encouraging to note that there has not been a major decrease in marks obtained this year.

(b)	Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1.1	Well answered. Most candidates wrote that it is an abbreviation or a shortened word. A few referred to it as a contraction.
1.1.2	This was a challenging question for most candidates as they did not understand the meaning of the words 'blurring' and 'boundaries'
1.2	Most candidates scored full marks or at least one mark. Not many candidates gave incorrect answers.
1.3.1	The question was well answered by most. Those who did not score full marks. Would at least score one. Some candidates confused the word 'mass' with 'mess' which led to incorrect responses.
1.3.2	Most candidates did not read the entire paragraph and simply quoted 'began'. They therefore missed the correct answer which appeared in the following line.
1.3.3	Candidates failed to say why the statement was FALSE. They simply rephrased the statement as follows: The Third Industrial Revolution had an impact on people. Quotations were used frequently.
1.4	Several learners quoted answers from the text and instead of providing their own.
1.5.1	Candidates did not make mention of the word "computer". They instead gave the meaning of the word 'artificial' and ignored the word 'intelligence'.
1.5.2	Most candidates answered this question well. Others missed the words 'while travelling' and concentrated on the benefits of their own cell phones or cell phones in general. Candidates split one fact into two thus making themselves guilty of repetition, e.g. It can translate any menu. It can translate text from another language into the language that you understand. Many candidates gave partial quotes which did not include the core ideas, thus not answering the question.

- 1.6 Candidates provided vague answers and quoted frequently. Most candidates only scored one mark.
- 1.7 This question was well answered.
- 1.8 Most candidates scored full marks for this question.
- 1.9 Many failed to mention that Bernard Marr is the author of the book. Candidates could provide a stance but failed to substantiate. Most of them quoted or paraphrased from paragraph 10.
- 1.10 Very few candidates scored at least one mark for this question. This is a frequently asked question so candidates should be able to score full marks. Many candidates simply repeated the title without commenting on its suitability or linking it to the text. Learners need more insight into how this question should be answered. Linking the title to the text is key.
- 1.11 Candidates forfeited marks for using the term 'media' instead of 'social media'.
- 1.12 Candidates failed to refer to the laptop in their answer, so scored one mark only for referring to the emoticons.
- 1.13 This question was well answered as most candidates identified the important message conveyed by the bar graph.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Comprehension tests understanding, so it is important that candidates read the texts more than once before attempting to answer the questions.
- Candidates answer questions without understanding what is being asked. Their answers must be grounded in the comprehension text.
- Candidates must be taught to take the mark allocation per question into consideration. They tend to give one fact for two marks.
- Most marks are forfeited because candidates fail to adhere to number of facts for marks allocated.
- Candidates should have dictionaries at their disposal in the classroom.
- Candidates lack reading skills, which becomes evident when they answer comprehension questions. Candidates should have more reading material like magazines available to them in the classroom.
- When marking open-ended questions, read learners' entire response and place ticks at the end of the answer. Refrain from searching for keywords or answers that are in the marking guidelines. Credit candidates for relevant responses.

- Candidates should be reminded that they can express their views when answering open-ended questions. Those who mark these responses should award marks whether they agree with the candidate's response or not. Credit the candidate for his/her ability to express personal opinions.

Pages 28-30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
- Comprehension questions must have their responses derived from the text provided.
 - Even though, candidates can quote they should ensure that the quotation answers the question. Candidates should refrain from quoting multiple sentences for the same answer.
 - Candidates should be mindful of mark allocation per question before answering.
 - Open-ended questions should not have contradictory substantiations to their stance.
 - Some candidates quote from the text when they answer open-ended questions. "OWN WORDS" mean their own view or opinion is required.
 - Candidates should be taught how to form responses to specific instruction words such as "Discuss" and "Explain". Such questions cannot be answered using one-word answers, they should instead provide a detailed answer.
 - Candidates should not quote from the text to answer open-ended questions as the response should be based on their own opinion.
 - Consecutive (not tested in this question), refers to words which follow one after the other.
 - Candidates should follow instructions when asked to provide an exact count of words. For example. "TWO consecutive words" means that a learner cannot have more than two words, which must follow each other.
 - Candidates should provide answers using their OWN WORDS instead of quotes in questions which ask for such responses.
 - Expose candidates to more visual texts in the classroom. This applies to ALL grades.
 - Educators are advised to make use of Bloom's and Barrett's Taxonomies when setting their test and examination question papers, to ensure that they cover questions across all cognitive levels, that is the 40/40/20 provisioning.

Past PROVISIONAL and/or NATIONAL papers are valuable resources for teaching candidates how to frequently ask questions and for teachers to emphasize language skills.

- **Encourage learners to leave lines between answers and to follow the instruction to start each answer on a new page.**

QUESTION 2 (Summary)

- (a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?

The Rasch average for this question was 77%. The percentage achieved for this year (2022), shows an improvement of 10% compared to 67% last year.

This summary was interesting and relevant.

It is unfortunate that learners' failure to read caused them to lose marks.

There were only 9 distinguishable facts, making it easy to identify.

Many fared well in this question, but more candidates could have scored full marks, if they did not write facts based on general knowledge.

Learners must once again be commended for improving on using the correct format.

Based on the candidates' responses it was evident that teachers emphasized the fact that they should not have a quotation and a facts column. This was a common problem in the past which caused learners to lose marks.

It was encouraging to note that fewer learners used the paragraph format and/or exceeded the number of required words.

Candidates must be reminded to cancel their rough drafts.

Many candidates scored full marks or at least more than 50%. A substantial improvement compared to previous years.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Some candidates performed poorly due to:

- Not following the six clear instructions stipulated in the question paper.
- Failing to adhere to the number of words required.
- Failing to cancel drafts of their summaries results in the draft being marked whereas candidates could score more marks for their final summary.
- Quoting answers instead of rephrasing them.
- Choosing irrelevant facts.
- Lack of ability to create structured sentences.
- Writing multiple facts per line instead of one.
- Drawing responses from sources other than the provided text, and unclear responses not relating to the provided text.

- (c) Provide suggestions for improvement in relation to Teaching and Learning.
- Candidates should not be given the marking guidelines for Question 2, as many of them then attempt to answer the question in the format as stipulated in the marking guidelines.
 - While doing this summary candidates were not mindful of the instruction “how to reduce plastic pollution” so they included irrelevant facts in their answer. Candidates should use facts from the text provided.
 - Candidates must number their points instead of using dashes.
 - All facts must be taken from the text provided.
 - Do not include facts based on general knowledge.
 - Educators are encouraged not to train candidates to write a summary in the two-column form.
 - In addition, educators must expose candidates to previous question papers and exemplars to ensure that the candidates are aware of what is required from them when responding the summary question.

Remind candidates that quoting all seven facts results in zero marks for language.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Candidates should be encouraged to count and indicate the number of words used at the end of their summary. They should not exceed the number of words required.

Emphasise the importance of following instructions to the learners.

The summary is assessed as follows:

- 7 marks for 7 correct facts
- 3 marks for language – awarded according to the number of correct facts.

Language and spelling errors can be indicated, but candidates are not penalised in addition to what is stipulated in the marking guidelines.

- See Marking Guidelines on how to mark the summary.
- It is commendable that compared to 2021, fewer candidates used a column for a quotation and one for facts. This shows an improvement in teaching summary skills which resulted in higher marks.

QUESTION 3 (ANALYSING AN ADVERTISEMENT)

- (a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

The Rasch average for this question was 48%. The percentage achieved for this year (2022), shows a decrease of 19% compared to the 67% achieved last year.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
- 3.1 This question was well answered except for those candidates who could not link their answer to chocolate or a love for chocolate.
- 3.2 Poorly answered due to lack of vocabulary. The word 'minimum' was the most common answer provided by candidates; even by those who performed exceptionally well in the paper.
- 3.3 Most candidates scored one mark out of two due to their inability to link the visual of the parachute with emphasis by the advertiser and not being able to explain their bubbles in the image shown.
- 3.4 Candidates counted 'bite-sized' as two words. Some even left out the hyphen.
- 3.5 Candidates wrote sentences which showed the same meaning as the one included in the question paper. 'treats' and 'treated' were commonly used in sentences which led to penalisation. Some even confused the word 'treat' with the word 'threat'. Concord errors were common.
- 3.6 This question was mastered by a multitude of candidates while others managed to score one mark. A few candidates mentioned that 'Joyville' was the place where chocolates were made and sold.
- 3.7 Candidates who performed well in the paper provided good answers. Unfortunately, there were many candidates who could not link the two glasses to the advertisement. Some candidates answered the question as if it was about the advertiser convincing people to buy the product. A complete misinterpretation of the question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Refer to the CAPS Document, page 31 – “Intensive reading of MULTIMODAL AND VISUAL TEXTS”.

“Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements”.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Candidates should be taught how to derive valid reasons for their answers from the advertisement itself.
- Candidates must practise analysis skills from Grade 8 using more basic examples, gradually moving towards more in-depth advertisements.
- Candidates do not understand the terms ‘slogan’, ‘headline’ and ‘body copy’.
- Candidates should consider visuals when answering questions.
- Emotive words are used to convince people to buy a product and should be focused on when answering questions.
- All answers must be linked to the advertisement and not based on general knowledge.
- For open-ended questions, it is important that the stance match the substantiation to score marks.

Candidates should be reminded that a stance (Yes/No), with no substantiation (reasons for Yes/No) will result in no marks.

QUESTION 4 (ANALYSING A CARTOON)

- (a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

The Rasch average for this question was 68%. The percentage achieved for this year (2022), shows a remarkable improvement of 18% compared to the 50% achieved last year.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- 4.1 Most candidates scored at least one mark.
4.2 Fairly well answered.
4.3 Candidates did not all succeed in mentioning one verbal and one visual clue.
4.4 Well answered except for candidates who wrote Ok in full and forfeited the mark. They ignored the instructed to write the word in formal English.
4.5 This question was well answered with most candidates identifying the correct option.
4.6 Candidates could link the words in bold to a mother who is worried, concerned or shouting.
4.7 Some of the learners lack the skill of analysing the cartoon. They cannot describe in detail what is happening, nor can they explain the humour in the cartoon.
Candidates tend to concentrate on the fake injury only, thus forfeiting a mark.
One must wonder if candidates understood the meaning of the word 'humour'.

- (c) Provide suggestions for improvement in relation to Teaching and Learning.

Refer to the CAPS Document, page 31 – "Intensive reading of the MULTIMODAL AND VISUAL TEXTS"

"Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment".

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
- When referring to a specific frame in a cartoon, the answer cannot be derived from a different one – Candidates who do this cannot be awarded marks.
 - Candidates should pay attention to verbal and visual clues with the cartoon.
 - Candidates must be taught the difference between visual and verbal aspects.
 - Candidates should read the entire cartoon before answering questions to understand fully.

QUESTION 5 (LANGUAGE AND EDITING SKILLS)

Source: www.mycourses.co.za

- (a) General comment on the performance of candidates in the specific

question. Was the question well answered or poorly answered?

(b) Why was the question poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- 5.1.1 (a) Poorly answered.
(b) Detailed was an answer provided by many.
(c) Candidates failed to place the apostrophe correctly.
(d) Fairly well answered.
- 5.1.2 Well answered.
- 5.1.3 Candidates failed to change the verb described to the simple past tense.
Different forms of the action verb accompanied by an auxiliary verb was provided as answers.
- 5.1.4 Candidates lost marks for using the incorrect tense 'was impressed' instead of 'were impressed.'
- 5.1.5 Those candidates who used the contraction wasn't lost marks for the incorrect use of the apostrophe.
- 5.1.6 The word 'team' was identified as a collective noun.
Incorrect spelling was common. The term 'conjunction' instead of conjunction was used.
Many candidates still cannot differentiate between Parts of Speech and Figures of Speech.
- 5.1.7 Incorrect use of the apostrophe again led to candidates forfeiting a mark. Many candidates wrote '... did not joined...'
- 5.1.8 Most candidates forfeited marks for not changing 'was made' to 'had been made'.
The mark for correct punctuation is a bonus mark which many candidates forfeit.
- 5.2.1 Poorly answered. Candidates wrote answers like 'brow' and 'browed'. Most gave the incorrect spelling 'brewd' as an answer.
- 5.2.2. Candidates were not instructed where to use the conjunction, so there were many correct answers. This however did not show improved marks for joining sentences.
Some candidates used their own conjunction instead of the one provided.
Most candidates only scored one mark for not inserting the comma while others forfeited a mark for getting the second part of the answer completely wrong.
- 5.2.3 The question was well answered by most. Candidates somehow confused the degree of comparison with an antonym, so many wrote 'cheap' as a response.
- 5.2.4 Correct answers were provided but spelt incorrectly, e.g., berrie's, berrys to name a few.
- 5.2.5 The question was well answered except for incorrect spelling of the word by some candidates.

- (c) Provide suggestions for improvement in relation to Teaching and Learning

Encourage learners to read over their work to rectify their own spelling errors and ensure that they have not left out important words in sentences.

- Do not just give candidates language exercises and the correct answers. Explain why answers are incorrect and teach the correct language structures.
- Our candidates must be assisted to improve on Reported Speech, Active and Passive Voice, Tag Questions, Tenses and Parts of Speech.
- Teach correct punctuation for Reported Speech.
- Teach candidates the correct spelling of the different parts of speech.
- Teach candidates the correct use of the apostrophe.
- Candidates should learn to follow instructions and only write what is required of them by the question. When a one-word answer is required, candidates who write the whole sentence must underline the relevant word to obtain marks.
- Candidates should be taught the difference between homonyms, homophones, synonyms, and antonyms and how to use it in sentences.
- Emphasise to candidates that the tense of the introductory verb should serve as a clue as to the tense of their answer. An introductory verb in the past tense means that all other verbs must be changed to the past tense for the reported speech.
- Short spelling and punctuation exercises should be done in class as incorrect spelling in certain sections of the question paper could disadvantage the learner.
- Instead of giving students multiple exercises on language structures, they should be taught the rules of the language structures in class from Grade 8.
- English teachers should not compromise the use of English as a teaching language at school; candidates should hear the language from their teachers as candidates may rarely hear it outside the classroom.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Candidates cannot improve their language skills without sufficient education in the classroom. Teachers must teach language skills to candidates to improve learners' performance in this question. Challenges experienced by candidates cannot be addressed in Grade 12. Because language skills should be emphasised from Grade 8. Teachers can formulate remedial spelling exercises based on the learners' written work.

Teachers should have magazines in the classroom to stimulate learners' interest in reading.

Refer to the CAPS Document, pages 46 to 48, for a list of Language Structures and Conventions.

www.mycourses.co.za



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2022

MARKS: 80

TIME: 2 hours

This question paper consists of 14 pages.



* E N G F A 1 *



INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

SECTION A: Comprehension (30)
SECTION B: Summary (10)
SECTION C: Language (40)
2. Answer ALL the questions.
3. Read ALL the instructions carefully.
4. Start EACH section on a NEW page.
5. Leave a line after each answer.
6. Number the answers correctly according to the numbering system used in this question paper.
7. For multiple-choice questions, write only the letter (A–D) next to the question number in the ANSWER BOOK.
8. Pay special attention to spelling and sentence construction.
9. Use the following time frame as a guideline:

SECTION A: 50 minutes
SECTION B: 20 minutes
SECTION C: 50 minutes
10. Write neatly and legibly.



SECTION A: COMPREHENSION**QUESTION 1**

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A**MOVING TOWARDS THE FOURTH INDUSTRIAL REVOLUTION**

- 1 The Fourth Industrial Revolution, which is also referred to as 4IR and Industry 4.0, is paving the way for major changes in the way we live. This latest revolution may be described as the blurring of boundaries between the physical (what we see and hear), digital (the internet, cellular phones and other technological devices) and the natural worlds. It is the collective force behind many products and services that are fast becoming essential to our modern life. 5
- 2 Where did the term 'Fourth Industrial Revolution' come from? The Fourth Industrial Revolution builds on foundations laid by the first three industrial revolutions. In the 18th century, the First Industrial Revolution took place when the steam engine for trains was invented, factories started producing goods on a large scale and people moved to the cities. 10
- 3 In the Second Industrial Revolution, electricity and other scientific inventions led to mass production. The Third Industrial Revolution, which began in the 1950s, saw the emergence of computers and digital technology. This led to a different way of working or manufacturing in industries as well as in banking and communications. 15
- 4 Klaus Schwab, author of the book *The Fourth Industrial Revolution*, wrote that 'like the revolutions that preceded it, the Fourth Industrial Revolution has the potential to raise global income levels and improve the quality of life for populations around the world'. 20
- 5 One of the changes that the Fourth Industrial Revolution has introduced is artificial intelligence. Computers have started to 'think' like humans and have become smarter. The internet plays a key role in the latest industrial revolution because devices such as the cellular phone can be linked to various online applications. There is an application that monitors your health and instantly informs you if you are ill. It is also possible to use your cellular phone to translate any menu, poster or text from another language into the language that you understand, or to find the shortest route to travel anywhere. 25
- 6 In the Fourth Industrial Revolution, the use of robotics means that technology has advanced in such a way that robots could be used in factories, offices and homes to solve problems. Farmers would also be able to place devices in the soil to tell them when their crops need to be watered or fertilised. 30



7	All these technological innovations also mean that businesses can no longer do business in old-fashioned ways. They must prepare their employees for the new world that lies ahead. This often means an increased focus on continual learning and upskilling to new types of jobs. Furthermore, businesses must focus more than ever on delivering a customer experience that keeps the customer smiling. Research shows that 57% of customers have stopped buying from some businesses because another business has provided a better or more modern service.	35 40
8	The major impact of the Fourth Industrial Revolution will soon be felt in the workplace. As with previous industrial revolutions, the Fourth Industrial Revolution could profoundly ¹ affect people's lives because it is believed that robots would cause many types of jobs to disappear. Klaus Schwab has also suggested that this revolution could lead to greater inequality as the job market may become segregated ² into 'low-skill/low-pay' and 'high-skill/high-pay' roles which could lead to conflict in society.	45
9	The positive side is that new categories of jobs are emerging. It is important that we continue learning new skills for new jobs. In the fourth industrial world, we need to be adaptable ³ , creative and able to think critically.	50
10	With the Fourth Industrial Revolution presenting both huge opportunities and challenges, it is up to all of us to work together to ensure that it benefits everyone. Bernard Marr – strategic business and technology advisor – writes, 'Humans must be proactive in shaping this technology and disruption. This requires global cooperation and a shared view of how technology is reshaping our economic, social, cultural and individual lives.'	55
11	It is, therefore, important to establish ways that will keep the innovations of the Fourth Industrial Revolution on track to benefit all of humanity. We can all individually have a direct role in shaping our future.	60

[Adapted from www.salesforce.com, October 2020]

GLOSSARY:¹profoundly: strongly²segregated: separated or divided³adaptable: flexible

1.1 Refer to paragraph 1.

1.1.1 Why is the Fourth Industrial Revolution sometimes written as 4IR? (1)

1.1.2 Explain what the writer means by, 'blurring of boundaries' (line 3). (2)

1.2 Refer to paragraph 2.

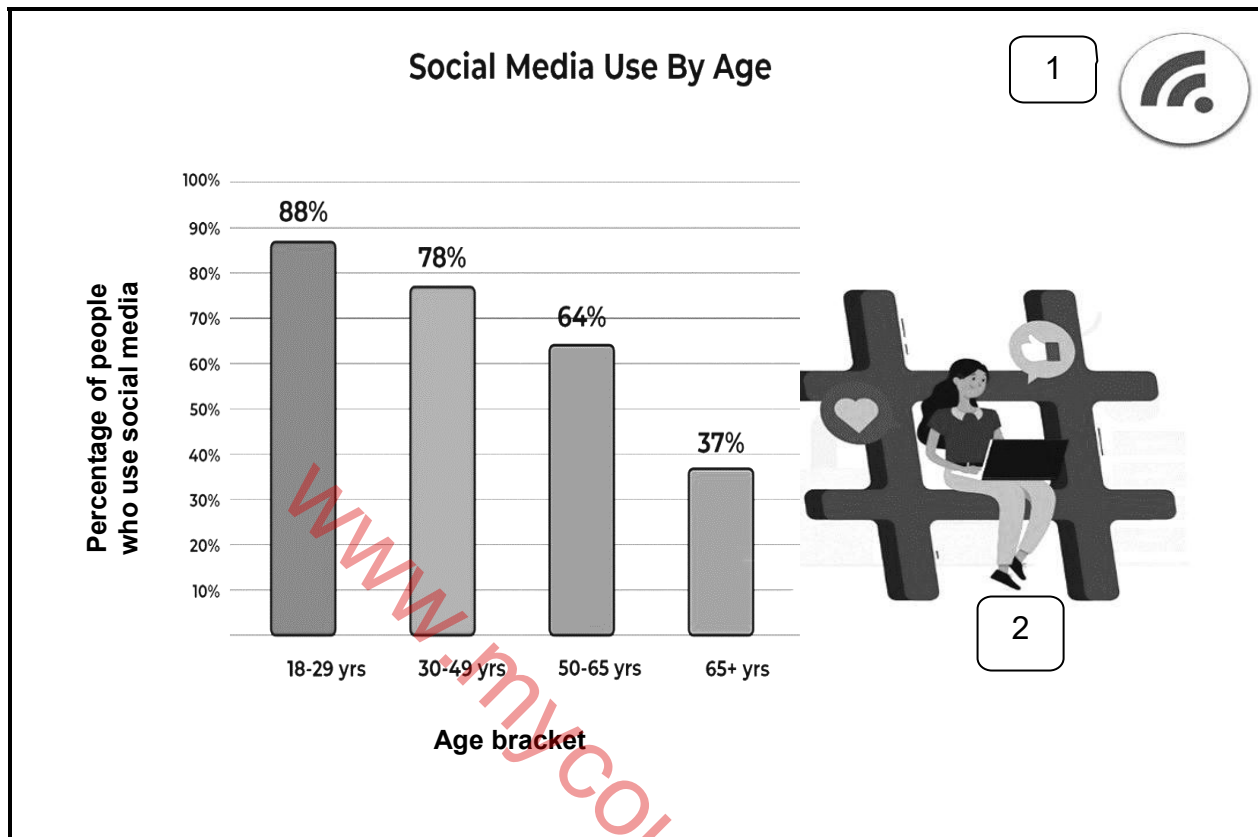
State TWO ways in which the First Industrial Revolution had improved people's lives. (2)



- 1.3 Refer to paragraph 3.
- 1.3.1 What do the words 'mass production' suggest? (2)
- 1.3.2 Quote a SINGLE word which means the same as 'introduction'. (1)
- 1.3.3 Why is the following statement FALSE?
The Third Industrial Revolution had no impact on people. (1)
- 1.4 Refer to paragraph 4.
Why does the writer refer to Klaus Schwab's book? Give TWO points. (2)
- 1.5 Refer to paragraph 5.
- 1.5.1 What does 'artificial intelligence' mean? (2)
- 1.5.2 State TWO benefits of using a cellular phone while travelling. (2)
- 1.6 Refer to paragraph 7.
Why does the writer include 57% (line 39)? Give TWO points. (2)
- 1.7 Choose the correct answer to complete the following sentence.
The word 'revolution' (line 46), in the context of this sentence, means to ...
- A oppose.
B change.
C protest.
D compete. (1)
- 1.8 Refer to paragraph 9.
What should people do to ensure that they do not become unemployed as a result of the Fourth Industrial Revolution? Give TWO points. (2)
- 1.9 Refer to paragraph 10.
Do you agree with Bernard Marr's views in this paragraph? Substantiate your response. (2)
- 1.10 Discuss the suitability of the title, 'MOVING TOWARDS THE FOURTH INDUSTRIAL REVOLUTION'. (2)



TEXT B



[Source: www.pinterest.com]

- 1.11 Why is Visual 1 relevant in TEXT B? Give TWO points. (2)
- 1.12 Explain why Visual 2 has been included in this text. (2)
- 1.13 In your view, does the bar graph in this text succeed in conveying an important message? Substantiate your answer. (2)

TOTAL SECTION A: 30



SECTION B: SUMMARY**QUESTION 2**

A holiday job has several benefits. It is important to know what to consider when looking for a holiday job.

Read TEXT C below and list SEVEN tips on **how to get a holiday job**.

INSTRUCTIONS

1. Your summary must be written in point form.
2. List your SEVEN points in full sentences, using no more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C**HOLIDAY JOBS**

There are many types of holiday jobs from which to choose. Therefore, it is important to think carefully about the type of holiday job you want. For example, if you like sport, try applying for a job at a sport store.

Holiday jobs may be filled months before the start of the holiday season. You have to begin your search early because there may be many young people looking for the same holiday job.

While job listing websites are good for finding holiday jobs, do not forget to look at the social media pages of various companies as well. It is a current trend that businesses use social media as their initial platform for advertising positions.

You can find a holiday job by word of mouth even before it is advertised. Therefore, let your friends, family and neighbours know that you are looking for a holiday job.

You should always have your curriculum vitae (CV) ready as this is one of the first documents that you will need when applying for a job. You must be authentic in your CV – do not claim to possess certain skills and experience that you do not have.

When called for an interview, try to stay calm so that you can think clearly. Remember to portray positive body language by sitting upright and by keeping eye contact to convey trust and confidence.

You may not necessarily be employed after your first attempt; however, you will have to persevere.

[Adapted from www.indeed.com and www.x-kit.co.za]

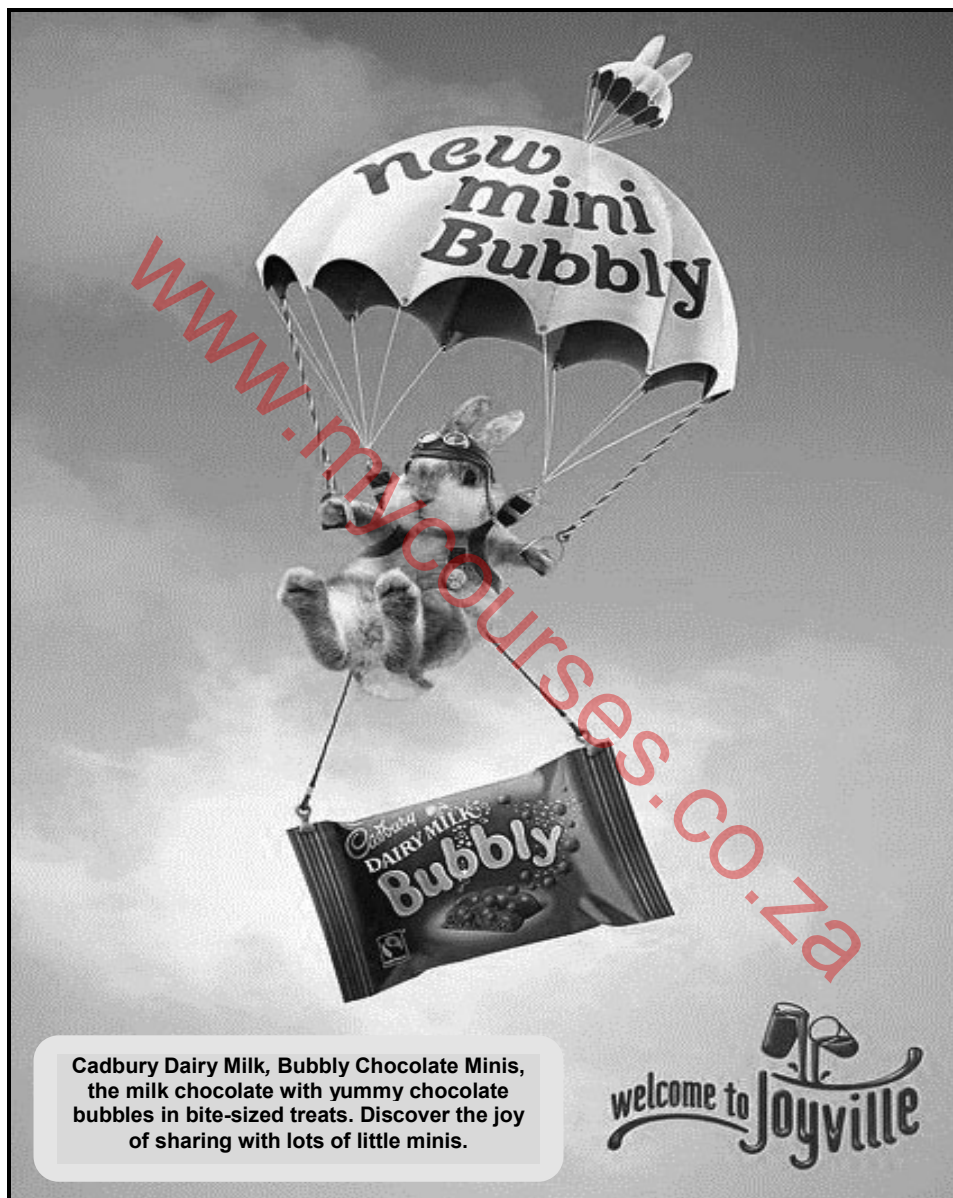
TOTAL SECTION B: 10

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

Study the advertisement (TEXT D) below and answer the set questions.

TEXT D



The advertisement shows a white rabbit wearing goggles and a harness, parachuting from the sky. The parachute is white with the text "new mini Bubbly" written on it. The rabbit is holding a large bag of "Cadbury Dairy Milk Bubbly" chocolate minis. The background is a cloudy sky. A red watermark "www.mycourses.co.za" is diagonally across the image. In the bottom right corner, there is a logo that says "welcome to Joyville" with a small illustration of a house and a car. In the bottom left corner, there is a text box with the following text:

Cadbury Dairy Milk, Bubbly Chocolate Minis, the milk chocolate with yummy chocolate bubbles in bite-sized treats. Discover the joy of sharing with lots of little minis.

[Source: www.cadbury.co.za]

The text in small font reads as follows:

Cadbury Dairy Milk, Bubbly Chocolate Minis, the milk chocolate with yummy chocolate bubbles in bite-sized treats. Discover the joy of sharing with lots of little minis.



- 3.1 Who is the target audience in this advertisement? (1)
- 3.2 Refer to the headline.
Rewrite the word, 'mini' in full. (1)
- 3.3 How does the advertiser emphasise that the chocolate has bubbles? Give TWO points. (2)
- 3.4 Refer to the body copy.
Quote TWO consecutive words which show that the advertised product is easy to eat. (1)
- 3.5 Study the following sentence:
The milk chocolate has yummy chocolate bubbles which are a treat.
Use a homonym for the word treat in a sentence of your own. (1)
- 3.6 Explain why the advertiser has included the slogan, 'welcome to Joyville'. (2)
- 3.7 Do you think the visual of two glasses above the slogan supports the message of the advertisement? Substantiate your answer. (2)
- [10]**



QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

TEXT E

MATT AGAINST THE WORLD

by SHANNON MAGUIRE



[Source: www.mattagainstheworld.com]

NOTE: In this cartoon, the boy's name is Matt; the man and the older woman are his parents.



- 4.1 Refer to FRAME 1.
State TWO visual clues which show that Matt is excited. (2)
- 4.2 Why does Matt's father repeat the word, 'Okay' in FRAME 2? (1)
- 4.3 Refer to FRAME 3.
Explain how Matt pretends to be injured. Make reference to ONE verbal and ONE visual clue in your answer. (2)
- 4.4 Rewrite the underlined word in formal English.
I'll be okay. (1)
- 4.5 Refer to FRAME 5. Choose the CORRECT answer to complete the following sentence.
The ellipsis used in 'I'd... ' indicates that the sentence is ...
A incomplete.
B indirect.
C inadequate.
D inaccurate. (1)
- 4.6 Why are the words, '**MAMA'S COMING!**' written in bold in FRAME 6? (1)
- 4.7 Discuss whether the cartoonist succeeds in creating humour in this cartoon. (2)
[10]



QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.

TEXT F

HIS TRUTH. HIS STORY. IN HIS WORDS.	
1	The Springbok captain, Siya Kolisi, have mentioned his tough upbringing in his newly released autobiography. In his book, <i>Rise</i> , Kolisi details his successes on rugby and life. He describes his tough upbringing in the Zwide township near Gqeberha (Port Elizabeth). Its really an inspiring book. 5
2	At the age of 12, Kolisi impressed the scouts at a youth tournament in Mossel Bay. He was ofered a scholarship to study at Grey Junior School in Gqeberha. He subsequently received a rugby scholarship from the prestigious Grey High School.
3	Kolisi was a regular player in the Grey High School first rugby team. He was also a player in the Eastern Province youth team between 2007 and 2009. He played in the Under-16 Grant Khomo week and the Under-18 Craven Week while still at school. When he finished school, he joined the Western Province rugby team. 10
4	'The book was named after my mother,' said Kolisi. Her name is Phakama, which in IsiXhosa means 'rise'. 15
[Adapted from News24.com , 2021]	

- 5.1.1 Correct the SINGLE error in EACH of the following sentences. Write down ONLY the question numbers and the words you have corrected.
- (a) The Springbok captain, Siya Kolisi, have mentioned his tough upbringing in his newly released autobiography. (1)
- (b) In his book, *Rise*, Kolisi details his successes on rugby and life. (1)
- (c) Its really an inspiring book. (1)
- (d) He was ofered a scholarship to study at Grey Junior School in Gqeberha. (1)
- 5.1.2 Why is the word, *Rise*, written in italics? (1)



- 5.1.3 Rewrite the following sentence in the simple past tense:
He describes his tough upbringing in the Zwide township near Gqeberha. (1)
- 5.1.4 Rewrite the following sentence in the passive voice:
Kolisi impressed the scouts at a youth tournament in Mossel Bay. (1)
- 5.1.5 Complete the following tag question. Write down ONLY the missing words.
Kolisi was a regular player in the Grey High School first rugby team, ...? (1)
- 5.1.6 Study the following sentence:
He was also a player in the Eastern Province youth team between 2007 and 2009.
Name the part of speech of EACH of the underlined words used in this sentence. (2)
- 5.1.7 Rewrite the following sentence in the negative form:
He joined the Western Province rugby team. (1)
- 5.1.8 Rewrite the following sentence in reported speech:
'The book was named after my mother,' said Kolisi. (3)



5.2 Study the text (TEXT G) below and answer the questions.

TEXT G



[Source: www.sns-coffee.com]

- 5.2.1 Give the correct form of the word in brackets:
Coffee is a drink (brew) from roasted coffee beans. (1)
- 5.2.2 Combine the following sentences into a single sentence by using the word **although**:
Coffee is a popular drink.
Coffee is known to contain caffeine. (2)
- 5.2.3 Give the correct degree of comparison in the following sentence:
Coffee is generally (expensive) than tea. (1)
- 5.2.4 Give the plural form of the underlined word in the following sentence:
A coffee berry shop serves coffee which is made from the seeds of different berry. (1)
- 5.2.5 Give an antonym for the underlined word in the following sentence:
When I make a cup of coffee, I prefer it strong. (1)

[20]

TOTAL SECTION C: 40
GRAND TOTAL: 80





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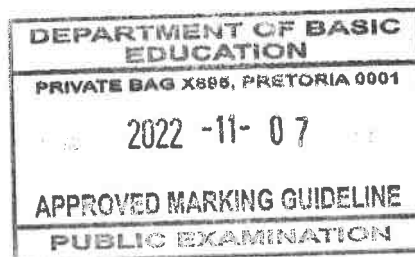
GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P1

NOVEMBER 2022

MARKING GUIDELINES

MARKS: 80



These marking guidelines consist of 9 pages.

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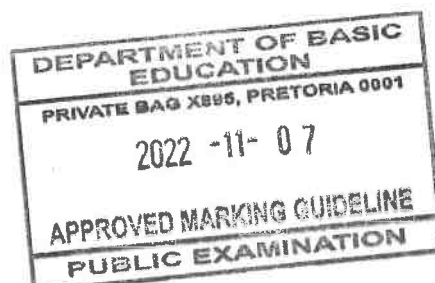
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INSTRUCTIONS TO MARKERS

1. Candidates are required to answer ALL the questions.
2. These marking guidelines have been finalised at a marking guideline discussion session at DBE at which provinces were represented. Any omissions or queries should be referred to Chief Markers/Internal Moderators at marking centres. All protocol must be followed.
3. Candidates' responses should be assessed as objectively as possible.

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 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.
- 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 with the correct answer AND/OR the answer written out in full.



SECTION A: COMPREHENSION

QUESTION 1

- 1.1 1.1.1 4IR is an abbreviation/initialism for Fourth Industrial Revolution.✓ (1)
- 1.1.2 It means there are no clear divisions✓between the different (physical/digital/natural) worlds.✓ (2)
- 1.2 Factories manufactured goods on a large scale.✓
People moved to the cities (urbanisation).✓
Steam trains were invented (which led to a better transport system).✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.3 1.3.1 Products/goods✓are manufactured in bulk/large numbers.✓ (2)
- 1.3.2 'emergence'✓ (1)
- 1.3.3 The Third Industrial Revolution changed the way of working/production in industries/banking/communications.✓ (1)
- 1.4 To provide credibility for the information about 4IR✓as he is an author on the topic/expert on the topic.✓ (2)
- 1.5 1.5.1 Computers are now more clever/intelligent.✓
They 'think'/'reason' like humans.✓ (2)
- 1.5.2 Your cellular phone can:
- translate words from a foreign language into your language.✓
 - help you find the shortest route to your destination.✓
 - screen your health and tell you if you are sick.✓
- NOTE:** Accept any TWO of the above answers. (2)
- 1.6 To show the (large) percentage✓of customers who are looking for better and more suitable service.✓ (2)
- 1.7 B/change.✓ (1)
- 1.8 People should learn:
- new skills (upskill themselves).✓
 - to adjust to new developments.✓
 - to think creatively.✓
 - to think critically.✓
- NOTE:** Accept any TWO of the above answers. (2)

1.9 Open-ended. Accept a suitable answer, e.g.

Yes.

We must take the initiative to take control of how the new technology either improves or disrupts our lives. Worldwide collaboration is needed to share views on how technology is restructuring all aspects of our lives.

OR

No.

It is very difficult to have a 'shared view' as people's perspectives on technology vary greatly. There are communities whose lives remain untouched by 4IR. Some view technology as disruptive and not necessarily beneficial.

NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.10 Open-ended. Accept a suitable answer, e.g.

The title is suitable because it is linked to the article which is about how major changes are occurring as a result of the Fourth Industrial Revolution.

OR

The title is not suitable because the article was written in the year 2020 when we were already in the Fourth Industrial Revolution (we were not moving towards it).

NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)

1.11 It is the symbol that represents WiFi signal/connection/network/internet. ✓
TEXT B focuses on social media which requires WiFi signal/connection/network/internet. ✓ (2)

1.12 The woman is working on her laptop to show that she is on social media. ✓
The hashtag sign/heart/thumbs-up emoticons are commonly used on social media platforms. ✓ (2)

1.13 Open-ended. Accept a suitable answer, e.g.

Yes.

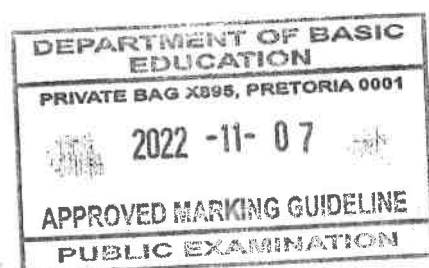
The bar graph depicts the frequency of social media usage per age group. It clearly shows that the older the people are, the lesser they use social media.

OR

No.

The bar graph does not give a reliable source for the given information. There is no clear evidence that the statistics are based on any research.

NOTE: Accept other suitable answers. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer. (2)
[10]

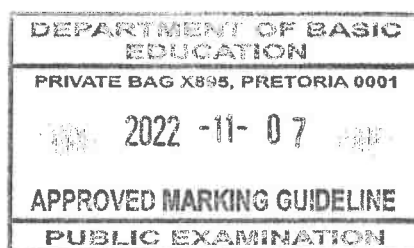


TOTAL SECTION A: 30

SECTION B: SUMMARY**QUESTION 2**

The following points form the answer to the question:

	QUOTATIONS		FACTS (NOTE: Candidates may phrase the facts differently.)
1.	'Therefore, it is important to think carefully about the type of holiday job you want. '	1.	Decide on the holiday job that interests you.
2.	'You have to begin your search early because there may be many young people looking for the same holiday job.'	2.	Start looking for a holiday job as soon as possible.
3.	'While job listing websites are good for finding holiday jobs, do not forget to look at the social media pages of various companies as well! '	3.	Check other companies' social media pages for possible holiday jobs.
4.	'You can find a holiday job by word of mouth even before it is advertised. Therefore, let your friends, family and neighbours know that you are looking for a holiday job. '	4.	Inform different people that you are looking for a holiday job.
5.	'You should always have your curriculum vitae (CV) ready as this is one of the first documents that you will need when applying for a job.'	5.	Always have a prepared curriculum vitae available.
6.	' You must be authentic in your CV – do not claim to possess certain skills and experience that you do not have.'	6.	Be honest in your curriculum vitae.
7.	'When called for an interview, try to stay calm so that you can think clearly. '	7.	Remain calm during an interview.
8.	'Remember to portray positive body language by sitting upright and by keeping eye contact to convey trust and confidence.'	8.	Ensure that your body language is positive.
9.	'You may not necessarily be employed after your first attempt; however, you will have to persevere. '	9.	Keep trying if you are unsuccessful the first time.



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MARKING THE SUMMARY

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

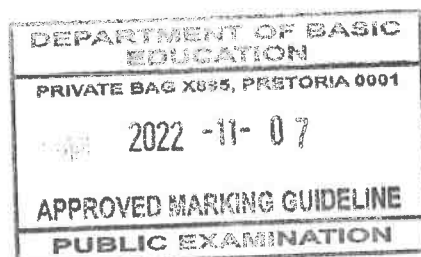
The summary should be marked as follows:

- **Mark allocation:**
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- **Distribution of language marks when a 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 a candidate has quoted verbatim:**
 - 6–7 quotes: award no language mark
 - 4–5 quotes: award a maximum of 1 language mark
 - 2–3 quotes: award a maximum of 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



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SECTION C: LANGUAGE

• **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.
- Sentence structures must be grammatically correct and given in full sentences/ as per instructions.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.
- Where an abbreviation is tested, the answer must be punctuated correctly.

QUESTION 3: ANALYSING AN ADVERTISEMENT

- 3.1 People who enjoy eating chocolate./Parents who buy chocolate for their children.✓ (1)
- 3.2 miniature/miniscule/minuscule✓ (1)
- 3.3 The word 'Bubbly' is repeated/written in bold.✓
There are bubbles on the chocolate wrapper.✓
The visual shows a rabbit parachuting while carrying a 'Bubbly' chocolate (bubbles are light and can float in the air).✓
- NOTE:** Accept any TWO of the above answers. (2)
- 3.4 'bite-sized treats'/'little minis'/'chocolate bubbles'✓ (1)
- 3.5 My parents treat me well.✓
- NOTE:** Accept other suitable answers. (1)
- 3.6 To show that this chocolate✓ will transport you to a place of joy/happiness.✓ (2)
- 3.7 Open-ended. Accept a suitable answer, e.g.

Yes.

Milk is one of the ingredients in the chocolate and these glasses represent the milk which is poured into the chocolate./The glasses represent liquid chocolate being poured which illustrates how the chocolate (which transports one to Joyville) is made.

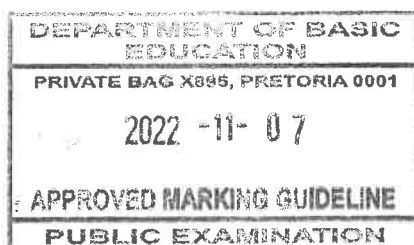
OR

No.

There is no clear link between the glasses and the advertised product as a glass of milk is not light or bubbly.

NOTE: Do not award a mark for Yes or No. The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

(2)
[10]



QUESTION 4: ANALYSING A CARTOON

- 4.1 The movement lines show that he is turning his head quickly.✓
He is clapping his hands.✓
He is smiling.✓

NOTE: Accept any TWO of the above answers. (2)

- 4.2 To emphasise that he will obey Matt's request./He understands his intentions./To calm Matt down.✓ (1)

- 4.3 **Verbal:** He says 'OHHH MY KNEE!'✓
He screams the word, 'OHHHHHH!'✓

Visual: He is clutching his knee.✓
The movement lines suggest he is shaking his foot.✓
He is lying down.✓/His head is raised.✓
His eyes are closed.✓

NOTE: One **verbal** and one **visual** clue must be mentioned. (2)

- 4.4 alright/all right✓ (1)

- 4.5 A/incomplete.✓ (1)

- 4.6 To show the mother is shouting/worried.✓ (1)

- 4.7 Open-ended. Accept a suitable answer, e.g.

Yes.

Matt pretends to be injured in order to attract a girl's attention. His plan works well until his mother appears on the scene thinking that he is really injured. This anti-climax creates humour.

OR

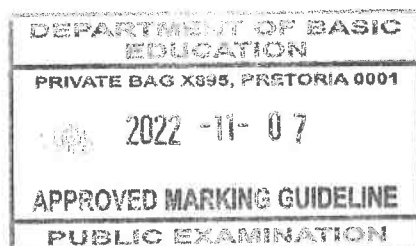
No.

There is no humour in Matt's dishonesty towards the girl. He also causes his mother unnecessary stress.

NOTE: Do not award a mark for Yes or No.

The above are merely examples. A candidate can score 1 mark for an answer that is not well-substantiated. Accept a combination answer.

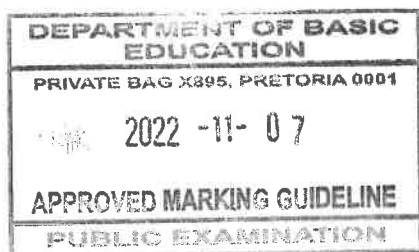
(2)
[10]



QUESTION 5: LANGUAGE AND EDITING SKILLS

- 5.1 5.1.1 (a) has✓ (1)
 (b) in✓ (1)
 (c) It's/It is✓ (1)
 (d) offered✓ (1)
- 5.1.2 It is the title (of Siya Kolisi's autobiography/book).✓
- OR**
- It is the name of Siya Kolisi's autobiography/book.✓ (1)
- 5.1.3 He described his tough upbringing in the Zwide township near Gqeberha.✓ (1)
- 5.1.4 The scouts were impressed by Kolisi✓ at a youth tournament in Mossel Bay. (1)
- 5.1.5 wasn't he/was he not✓ (1)
- 5.1.6 team – noun (common)✓
 and – conjunction✓ (2)
- 5.1.7 He did not/didn't join ✓the Western Province rugby team. (1)
- 5.1.8 Kolisi said that the book had been✓ named after his ✓mother.
- NOTE:** Award ONE mark for each underlined change and ONE mark for correct punctuation. (3)
- 5.2 5.2.1 brewed✓ (1)
- 5.2.2 Coffee is a popular drink although✓ it is known to contain caffeine.✓
- OR**
- Although coffee is a popular drink,✓ it is known to contain caffeine.✓
- OR**
- Although coffee is known to contain caffeine,✓ it is (also) a popular drink.✓ (2)
- 5.2.3 more expensive/less expensive✓ (1)
- 5.2.4 berries✓ (1)
- 5.2.5 weak✓ (1)
- [20]**

TOTAL SECTION C: 40
GRAND TOTAL: 80



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