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’iAfrika.  (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 quot/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. (3)
- Award 3 marks for language and cohesion, according to the grid below.
- Consider each incomplete sentence as a language error.
MARK ALLOCATION | DESCRIPTORS
--- | ---
3 | • Very good use of language with no more than 3 errors.
   • Good cohesion, logic and flow.
2 | • Fairly good use of language with no more than 5 errors.
   • Points mentioned in a sensible manner.
1 | • Poor language with more than 5 errors.
   • Points are disjointed or incorrect.
0 | • Unintelligible.
   • Total misinterpretation.
   • Not attempted.

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)
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)

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)

TOTAL SECTION C: 35
GRAND TOTAL: 75