

GAUTENG DEPARTMENT OF EDUCATION

SENIOR CERTIFICATE EXAMINATION

POSSIBLE ANSWERS FOR : **ENGLISH PRIMARY LANGUAGE SG**
(First Paper)

QUESTION 1

- 1.1 depressed, despondent, unhappy. etc. (2)
- 1.2 Although she is participating in the traditional ritual she now has little regard for it. She is now only aware of her own discomfort (the heat and the blanket too) and cannot fully participate in the celebrations. (3)
- 1.3 The date signifies the beginning of the new democracy, liberation, the promise of a better life for all, etc. This date is relevant since Tsholo is used here to symbolise the many (African) women who since 1994 have been able to hope and dream and who have also been able to realise those dreams. (2)
- 1.4 D. severe (1)
- 1.5 1.5.1 B. Metaphor (1)
 1.5.2 BRIDGE - attempt to take new (independent, liberated, modern woman) to meet the old (traditional, ritual)
- UNKNOWN WATERS – represents her uncertainty, trepidation
 (ACCEPT EITHER OR BOTH) (2)
- 1.6 The corporate world is under pressure to implement affirmative action policies – when employing. The fact that Tsholo is female and black places her on top of the list in terms of most sought after “groups”. As a bonus Tsholo is articulate and that is a very promising attribute from an employer’s point of view. (2)
- 1.7 Yes. Perhaps her white bosses are less threatened by, or feel more comfortable with, a person who sounds and behaves the way they do. They see themselves in her and this is reassuring. (3)
- 1.8 “leafs” – verb, to indicate the turning of pages
 “leaves” – noun, from a plant – not make sense in context
 – verb, to leave – not make sense in context. (2)

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|-------------------|---|--|---|----------------------------|--|---|---------------------------|----------------|---|------------------------------------|--|---|--|-----|
| 1.9 | engagement ring or ring | (1) | | | | | | | | | | | | |
| 1.10 | 'Partnership' – suggests both partners working together, collaborating, sharing, caring | (2) | | | | | | | | | | | | |
| 1.11 | <table border="0"> <tr> <td>Traditional views</td> <td>-</td> <td>woman's role – subservient</td> </tr> <tr> <td></td> <td>-</td> <td>race issues are important</td> </tr> <tr> <td>Tsholo's views</td> <td>-</td> <td>woman must be assertive, empowered</td> </tr> <tr> <td></td> <td>-</td> <td>making everything a race issue is inhibiting</td> </tr> </table> | Traditional views | - | woman's role – subservient | | - | race issues are important | Tsholo's views | - | woman must be assertive, empowered | | - | making everything a race issue is inhibiting | (4) |
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| Tsholo's views | - | woman must be assertive, empowered | | | | | | | | | | | | |
| | - | making everything a race issue is inhibiting | | | | | | | | | | | | |
| | | [25] | | | | | | | | | | | | |

QUESTION 2
HEADLINE ,e.g. NATIONAL YOUTH DAY CHALLENGES

The challenges facing the South African youth today are many. Their problems are far more complex than the previous generation's. The youth today struggle to find a path in a changing society. Also drugs are easily available and teenage pregnancy is on the increase. Moreover the youth are prey to the HIV/Aids virus.

It is up to the youth to create the right environment for their development. They need to be motivated, caring and more organised through youth bodies. Also students can serve some form of national community service. This will assist them to get their first job.

[10]

QUESTION 2 SUMMARY

SUMMARY EVALUATION GRID

ASSESSMENT CRITERIA:				
	Level 4	Level 3	Level 2	Level 1
1. Format and Style	Total adherence to format and content (no own ideas included.) Excellent register. Error-free grammar.	Good adherence to format and content (very few own ideas included). Good register. Minimal grammar errors.	Partial adherence to format and content (some own ideas included). Acceptable register and grammar.	Poor adherence to format and content (predominantly own ideas included). Acceptable register and grammar.
MARK TOTAL (4)	4	3	2	1
2. Selection of core facts	Excellent fact selection. 7 – 10 correct	Good fact selection. 4 – 6 correct	Poor fact selection. Minimum of 3 correct	Failure to select correct facts. Own content given.
MARK TOTAL (6)	5 – 6	3 – 4	2	1
GRAND TOTAL (10)				

After decision penalise as follows:

- No heading -1
- Not two paragraphs -1
- Number of words not indicated -1
- Too long / too short -1

QUESTION 3

- 3.1 3.1.1 That the racing car drivers have become living advertisements – evident in the photograph every part of this driver's apparel is covered with advertising. (2)
- 3.1.2 The branding of the racing car drivers indicates that, just like cattle, they too are owned by the advertiser / brand name. Their own identity is secondary to the brand name. Or, that the drivers become mere commodities, like the cattle or sheep. (2)
- 3.1.3 Mocking / humorous (2)
- 3.2 'Market' refers to the consumers, those at whom the advertising is aimed. Because the target is very large (perhaps even millions), it is referred to as 'mass'. (2)
- 3.3 Viewer is 'looking up' to the subject – creates sense of awe, admiration – esteem, power (2)
- 3.4 To emphasise the compromising of the person's identity, the power of the advertiser
To illustrate a contrast (anti-climax) – from "hero" to "billboard" (3)
[13]

QUESTION 4

- 4.1 Pause (dramatic pause) / that there is more to come / incomplete sentence (1)
- 4.2 4.2.1 - To say his name
- To contact him, e.g. by telephone (2)
- 4.2.2 Lucky here means that the girl should contact him (by telephone) – he is trying to charm her with his wit – to show that he can use words cleverly – perhaps even get a date with her. (2)
- 4.3 She is frustrated / agitated / irritated / confused. (1)
- 4.4 4.4.1 Stupid (1)
- 4.4.2 Using one example to draw a conclusion about a group / many – generalisation. She witnesses only Lucky's stupidity, and she therefore assumes that all boys are stupid. (2)
- 4.4.3 'Dumb' means unable to speak. The implication here is that boys never speak sense – their words are 'empty' of true meaning. Through colloquial use it has also come to refer to stupidity. This is also insulting to those who cannot speak because there is no relationship between being unable to speak and having a low IQ / intellect. (2)

- 4.5 Frustrated, disillusioned, beaten (accept others). This is based on her facial expression: she looks almost lost. (2)
- 4.6 She understands since she is also female. She is more experienced. (2)
[The boys are performing poorly in the scripts she is marking.] [15]

QUESTION 5

- 5.1 Parents (1)
- 5.2 Teenager (1)
- 5.3 My usual reaction was tearful argument, stubbornness and all-round evil rebellion. (3)
- 5.4 At the time I thought they were annoying too. (2)
Both are spelling errors.
- 5.5 My brother and I (not "me") (1)
- 5.6 "comes" should be "come" (1)
- 5.7 Teenagers. Very casual register / style / language. Writer is expressing concerns very common to teenagers. (3)
- [12]**

TOTAL: 75

END