



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2012

**ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER II**

**MARKING GUIDELINES**

Time: 2½ hours

100 marks

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**These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.**

**The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.**

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## SECTION A LITERATURE

### QUESTION 1

Award 1 mark for paragraph format.

Award 1 mark for correct length.

13 facts required, at least **one** of which must refer to Li's niang's **self-sacrificing side**.

1 mark each fact, but do not give more than 12/15 if no reference to self-sacrifices.

She would visit her father once a year, even though he did not love her much.  
(Self-sacrifice)

She worked in the fields for many hours a day, besides cooking, mending and cleaning.  
Swallowing her pride, she borrowed food from neighbours and relatives.

Even while memorising Mao's sayings she would continue washing, cleaning, sewing and cooking.

She was considered a model student.

Went to the dam to do her washing, despite the fact that she was feeling ill. (Self-sacrifice)

While ill, tried to give some of her food to her young children (self-sacrifice).

Winter clothes had to be remade in order to wash them.

Niang would check children's clothes for lice every evening; kill them with her thumbnail.

Niang was the family's nurse too (cure for sore throats/warts).

Cooked special bread rolls as gifts to relatives for Chinese New Year (intensive kneading needed, dough cut into shapes).

Gave away her third son to the brother and his wife who could not have children (self-sacrifice).

Preparations for Li's first school day: new jacket and schoolbag.

High expectations of Li's schooling.

Willingly let her son go on to the Dance Academy, knowing it was his chance to get out of the commune.

Special food cooked for Li's last meal at home.

Niang packed special clothes, food and medicine for Li to take to Beijing – the quilt became his special comforter at the Academy.

Li's first home visit after first year at Academy: Niang had been a different happy person while waiting for Li to arrive; started cooking early in the morning so that Li would have a bowl of dumplings waiting for him at home.

Cried because they could not let Cunyuan go to Tibet because they needed him to work in the commune; Niang tearful and despondent.

Broke down when Li phoned to tell her that they (his parents) had been given permission to visit Li in America.

The emotional meeting in Houston after a six year separation; Niang was overcome by emotion, but found it in her to comfort her son!

[15]

## QUESTION 2

**Please note: This question calls for a personal response, therefore any well-substantiated statement can be correct. The facts below may serve as proof from the autobiography to substantiate candidates' opinions.**

Deduct 1 mark if obviously longer than  $\pm 200$  words.

10 facts from the autobiography required  $\times$  10 marks.

1 mark for paragraph format.

4 marks for substantiated argument – learner must **state his opinion** (whether he was lucky or whether he had the right personality 2 marks and then **prove his argument** 2 marks; sub-examiner's discretion, but **please note** that a learner may say that he was both lucky and determined/diligent).

Lucky to be chosen (teacher pointed him out to the panel who did the selection).

He had the right family background.

He had the right toes! (superstition perhaps) and

he had double-folded eyelids which could imply that he had been chosen, for his 'good' looks

Had a supportive family (mother wanted him to go and improve himself).

Life in the commune (poverty and hardship) may have been a good training ground for the gruelling life of a dancer – physical work, not giving up, no pampering.

In his second year at the Academy, Li was asked to become a member of the Communist Youth Party – he had been noticed and new doors would possibly now open for him. Teacher Zhang Shu noticed him and started to particularly encourage him (by placing a text-book with pictures of ballet positions under his pillow).

Li selected to attend masterclasses presented by Ben Stevenson from Houston, USA.

Then selected to attend summer school at Houston Ballet Academy in Texas.

He had the determination to get out of the commune.

He wanted to scream during the selection process when his legs were pushed and pulled, but he did not.

A few weeks later he kept smiling during yet another physical test – kept telling himself to be strong and bear the pain.

Learned the French ballet terms by association and by drawing little pictures.

Thought up strategies to cope with the initial pain of lifting his legs up to the bar (counting).

Learned to cope with getting up at five-thirty, do the jogging and early morning exercises.

At first he had trouble concentrating in the classes.

Did not let loneliness and homesickness get him down – learned to be happy with new friends – Zhang Xiaojia and the badminton games.

During his second year at the academy, Li finally realised that he was privileged and that he had no choice but move forward, not ever looking back or being afraid.

His life gained true purpose once he had joined the Communist Youth Party. Now he would try to make a difference in everything he did.

In his third year Li began to feel confident in ballet. He worked hard and started keeping a diary of what the teacher said and what he himself had discovered.

In his third year, Li faced a problem on his own and solved it, when he confronted Teacher Gao.

His confidence grew with this confrontation.

He started to practise his split jumps in his spare time and made a breakthrough.

He started working harder in all his subjects and his grades improved remarkably. He now wanted to be one of the top students.

Teacher Xiao tells him he has the inner strength to become a great dancer – nothing was impossible if one put one's heart and soul into it! Li took his advice to heart and hard work, determination and perseverance would become his inspiration.

Li started working on his jumps and with Teacher Xiao's encouragement on his pirouettes. He wanted to meet Teacher Xiao's challenge to become the best dancer he could possibly be.

After being chosen for the lead in *The Red Detachment of Women*, he realised that there were no shortcuts – things only came to those who worked for them.

In his sixth year Li did not go home on holiday, but stayed at the Academy to practise and contemplate his future. He set himself ever higher hurdles to overcome.

After watching Baryshnikov on a video, he set himself even higher standards.

His practise sessions became more intense: hopping up and down four flights of stairs with sandbags strapped to his ankles; did endless sit-ups – wanted to be like Baryshnikov! Practised night after night by candlelight.

Li wanted to do six solos for his graduation examination – felt sure he could.

When meeting official red-tape, Li is willing to beg them to use his official birthdate in order to get a passport to go to Houston for the summer school.

Li was not prepared to accept the Minister of Culture's refusal to let him have a passport to return to Houston.

Willing to give up everything in China (relatives too) and stay on in America.

Consider other facts as well.

[15]

### QUESTION 3 DIALOGUE

Dialogue format: colon after name of character, line open between speeches, speeches aligned

½ mark

½ mark

½ mark

1<sup>st</sup> person : ½ mark

8 facts from autobiography required.

Deduct 1 mark if obviously longer than ±200 words.

Landscape green, neatly divided by straight roads and streets, many swimming pools.

They had expected Houston to be hot, but the interior of all the buildings and cars was cool. Houston seemed to be very prosperous (modern buildings).

They had been told America was the poorest nation in the world – it couldn't be true.

They were stunned by the amount of food they were given.

Ben spent a massive amount on dancewear for Li and Zhang.

The amount of wealth surrounding ballet in America seemed amazing.

Li was surprised by the freedom Americans enjoyed.

Li was surprised that the White House seemed to lack security measures.

He was stunned when someone showed him an ATM.

He was in awe of the gigantic buildings, the many cars, the cleanliness.

Other facts also allowed

[10]

#### QUESTION 4      ESSAY WITH MIND-MAP

Deduct 1 mark if not in essay format: paragraphs and title  
Deduct 1 mark if obviously too long.

Paragraph 1: frog in well told by frog on land that his world down in the well was a very confined world.

Little frog asked his father who confirmed that the world up there was enormous, but that they were doomed to live down in the well. The little frog spent the rest of his life trying to escape to the world above but never succeeded. (4)

Paragraph 2: Li's family lived in the commune and were doomed to stay there, possibly never seeing the world outside just like the little frog could never see the big world up there. Like the frog's father, Li's family accepted their destiny: they were doomed to stay in their world. Some members of Li's family (Cunyuan, his brother) tried to leave the well/commune just like the little frog. (4)

Paragraph 3: Homesick, lonely at first; finds his confidence; works and practices very hard; gets noticed by teachers and gets leading roles; gets chosen to attend Ben Stevenson's master classes. (4)

Paragraph 4: Attends summer school in Houston; finds himself coping well and comparing favourably with students from other countries, like Canada; asked to come back to Houston for a year; gets leading role in *Die Fledermaus* during second visit – becomes a star in Houston! (3)

Paragraph 5: Li marries Elizabeth and through legal proceedings is allowed to stay but he is threatened – his family in China might suffer. Only in 1984 does Barbara Bush become aware of the fact that he is not allowed any contact with his family. The Bushes ask the Chinese ambassador to help Li. At last the Chinese allow his parents to visit him. (3)

Paragraph 6: Deng Xiaoping was the new Chinese leader; many of Mao's rules were relaxed – living standards improved. Li's family had better food to eat – they were no longer trapped in poverty like the frog in the well. (2)

[20]

**60 marks**

**SECTION B TRANSACTIONAL WRITING**

**QUESTION 5 LETTER TO THE PRESS**

<b>Descriptor</b>	<b>Level 7</b>	<b>Level 6 – 5</b>	<b>Level 4 – 3</b>	<b>Level 2 – 1</b>
<b>Marks</b>	<b>5</b>	<b>4</b>	<b>3 – 2</b>	<b>1 – 0</b>
Format: own address, inside address, salutation, subject line, formal close (Yours faithfully), signature	All elements of format are correct.	1 or 2 elements missing or incorrect.	More than 2 elements are missing. More than 4 elements are wrong.	Format almost completely incorrect. OR Candidate does not know the format of the letter.
<b>Marks</b>	<b>5</b>	<b>4 – 3</b>	<b>2 – 1</b>	<b>1 – 0</b>
Register and tone	Completely appropriate and respectful with accurate and convincing use of register.	Appropriate use of register and tone, although there are 1 or 2 examples where the language is not always sustained.	Candidate shows an awareness of what an appropriate register is but the many colloquialisms and slang result in an unduly informal register.	Showing no deference, totally inappropriate in register and tone. OR Offensive in places.
<b>Marks</b>	<b>10 – 8</b>	<b>7 – 5</b>	<b>4 – 2</b>	<b>1 – 0</b>
Content	The candidate's point of view is stated logically and succinctly, showing insight, maturity and creativity. Suggestions for saving the planet are practicable and synthesised into the candidate's argument	Clear point of view which is clearly stated – the candidate displays evidence of creative thinking although this is not always sustained.	Candidate's argument does not display any strong conviction. The logic is sometimes faulty and the issues are referred to superficially.	Vague. The candidate does not appear to have made any attempt to put forward an argument – candidate may not have understood instructions. OR The candidate has tried to provide an argument, but the thinking is muddled and the argument is unsubstantiated.
<b>Marks</b>	<b>10 – 8</b>	<b>7 – 5</b>	<b>4 – 2</b>	<b>1 – 0</b>
Editing and proofreading: grammar, spelling and punctuation, paragraphing and diction	Superb; excellent vocabulary, excellent quality of editing enhances the overall expression of the candidate's thoughts.	Minor errors; excellent grasp of the language.	Many errors – minimal editing seems to have been done. OR Candidate expresses him/herself well, but there are quite a few errors.	Extremely poor, no editing done. OR Very poor grammar and punctuation, no sense of paragraphing.

[30]

**QUESTION 6          DESIGNING A FORM**

- effective format – (is it user friendly, easy to complete?) 2
- comprehensive details (name and grade of learner, food preferences) – 2
- register/tone (informal) 1
- lay-out – well spaced with logical sequence of information – 2
- creative thinking (appearance/impact of form) 1
- language – 2

**[10]**

**40 marks**

**Total: 100 marks**