



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2013

ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER II

MARKING GUIDELINES

Time: 2½ hours

100 marks

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.

SECTION A LITERATURE

QUESTION 1 PARAGRAPH ON CHARACTER

Paragraph – deduct 1 mark if not in paragraph format.
Length – draw a line through anything longer than 200 words.

Language usage

13 marks:	13 facts from autobiography wanted. (See below)
2 marks:	A well-expressed response with minor grammatical errors and proficient use of language.
1 mark:	A clear response although grammatical errors do hamper the overall meaning at times.
0 marks:	A poorly-expressed response.

Ben's role as **mentor**:

Ben cooks a big breakfast and introduces the boys to muffins.
Li and Zhang are inspired by Ben's teaching.
Ben arranges language lessons for the boys.
Ben has to teach the boys to move in a relaxed manner; to them it feels like cheating.
Ben takes the boys to Washington DC and New York on a sight-seeing trip.

Other aspects:

Although Li and Zhang do not know who will meet them at the airport in Chicago, Ben is kind enough to meet them personally.
He greets them in Chinese, showing his caring nature.
Li and Zhang are stunned by the luxury of Ben's home – the bedroom Ben has prepared for them has a walk-in closet and its own bathroom.
The American way of life immediately becomes obvious to the Chinese students when Ben explains about the many swimming pools.
Ben takes them to a Chinese restaurant where he is the considerate host.
The boys are taken to a dancewear shop and fitted out with tights and shoes. Ben spends a massive amount of money on these. The Chinese boys cannot believe the wastefulness of the Americans.
Ben loves to entertain (American way of life) and the boys meet many people, including Barbara Bush who has a little dog. The idea that anyone can have a dog is foreign to them. In China, the dog would be seen as food.
The boys are stunned by another lady's wealth. Louisa Sarofim (board member of Houston Ballet) is so rich that she has a collection of paintings that is worth millions of dollars!
The freedom that Americans enjoy is amazing. In China, one can go to jail for criticising one's president!
At the end of their visit the boys feel that Ben has taken special interest in their dancing and has made a special effort to help them.

[15]

QUESTION 2 PERSONAL RESPONSE

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.

10 marks: 10 facts from autobiography required (See below)

5 marks: Use Rubric below

Marks	Criteria
5	An excellent response. The candidate's argument is clearly expressed and well-substantiated with specific and relevant references. The candidate's viewpoint is clear and convincing.
4	A commendable response. The candidate's argument is well-expressed and well-substantiated although some references might not be relevant to the candidate's viewpoint. However, the candidate's viewpoint is sound and reasoned.
3	A competent response. The candidate's argument is plainly expressed and he/she does make an effort to substantiate his/her viewpoint. Not all statements have been substantiated and/or the substantiation is not always relevant to the candidate's viewpoint. The candidate's viewpoint is generally clear and consistent.
2	A superficial response. The candidate's argument is thin and often vague. While he/she does provide some substantiation, the substantiation provided has little relevance to the candidate's argument. The argument is not sustained and the marker is not always sure which side of the argument the candidate is supporting.
1	A poor response. The candidate's argument is muddled and has very little relevant reference to the text or to the candidate's argument. The language is muddled and no clear stance in relation to the argument is apparent.

Li is selfish and irresponsible:

When he returns to Houston, Li already feels separated from the communist ideals and propaganda:

America is the Land of the Free.

Li feels he will now please himself and his relatives and friends, not the communist regime (already starting to act selfishly?)

Comparing the American way of life with communist China shows up the hardship of life in China versus freedom and wealth in America (cf. going shopping with Ben just before Christmas) – Li is feeling less loyal to China every minute.

After dinner with Elizabeth, Li becomes secretive: Ben must not know about his relationship with an American (irresponsible/selfish).

Li meets with immigration lawyer in secret (he knows he is behaving irresponsibly).

He now knows he cannot go back to China and lose his new-found freedom and his new love.

However, at this stage he remains aware of his duty towards his parents and relatives in China.

After Li's stay in Houston is extended for five months, he continues to see Elizabeth in secret while staying under Ben's roof. He is starting to feel guilty, though.

During Houston Ballet's tour to New York, Li starts to ask himself what China can offer him.

Li marries Elizabeth without Ben's knowledge, although he tells Lori that Ben will be angry because he (Ben) loves China.

He enjoys Ben's farewell party for him and Zhang without telling Ben that he will not be returning to China.

When he eventually tells Ben, he is made to see that he has ruined Ben's plans to help other dancers from China.

While he is held at the Chinese consulate, Li begins to worry about what he has done, but refuses to relent.

A vice-consul makes veiled threats against Li's family.

Li also realises that the hopes of his teachers in China (that Li would put Chinese ballet on the map) will be dashed.

Li has the right to put his own interests first:

Like everyone else Li has the right to fall in love and marry whoever he chooses. If it seems irresponsible and selfish to others, so be it. He has to think of his own future happiness.

Up to now, Li's career in China has not meant a better life for his family. He has no guarantee that his career anywhere in the world will improve their lives.

If Ben cannot return to China to help others, the blame should be laid on the Chinese government for their rigid policies – not on Li's shoulders.

There is no guarantee for Li that other Chinese students will benefit from Ben's relations with China – why should Li worry about other people's success and disregard his own?

Ben is the one who is selfish. He lives a sumptuous life, but doesn't want Li to do the same.

Li is not necessarily selfish. He is taking Elizabeth's happiness into account as well.

Ben's view of Li's decision is only one view. Lori, Delworth and Charles seem to think that Li has made the right decision. They feel Li belongs in America, not in China.

Li's decision to stay in America may very well benefit America and Houston in particular as he can contribute greatly to Houston Ballet's success and fame. Does China have the moral right to keep an artist of Li's ability to themselves?

Staying in America is an answer to the prayer of long ago: to get out of the well so that he can help his family.

[15]

QUESTION 3 DIALOGUE

Dialogue format:

Li:	_____

Dia:	_____

8 marks:	8 facts from autobiography required
	Dialogue format
2 marks:	For correct dialogue format
1 mark:	For 2 errors in format
0 marks:	For more than 2 errors

Draw a line through anything longer than 200 words.

Any reference to family members:

How are Li's fourth and fifth brothers doing at school?

How is Cuncia (Big Brother) doing in Tibet?

How is Niang herself (healthwise particularly – does she still get the fainting spells, who pushes the windbox for her?)

Any other relevant fact from the autobiography.

Li's life in America:

Li is eating well (food is abundant).

Americans enjoy so much freedom.

Americans seem to be very wealthy.

Li works very hard; he has learned much about Western style ballet.

He has performed at many academies.

He has made good friends: Lori, Barbara Bush, Ben, Delworth.

Any other relevant fact from the autobiography.

[10]

QUESTION 4 ESSAY WITH MIND MAP

Award 1 mark for a suitable and relevant title.

Paragraph 1: 1st night at Beijing Academy: Li is extremely sad and lonely and wraps himself in his niang's quilt which makes him feel closer to her and less lonely. He does this for many nights during the first few months. He starts to explore the University grounds and discovers a row of weeping willows. The droopy branches make him cry and he confesses his loneliness to the trees. Thereafter, he often goes there for comfort.

Paragraph 2: When teacher Chen Lueng announces that they have to learn French ballet terminology, Li is shocked. He is already finding it hard to learn Mandarin! He finds objects or actions to associate with the ballet terms and eventually starts drawing little pictures in his diary to illustrate French ballet terms.

Paragraph 3: In the second class he has at the Academy, Li and the other students have to do exercises at the barre. The barre is too high for Li. When the teacher lifts his (Li's) leg and puts it on the barre, Li finds the pain excruciating. When he has to repeat the exercise with the other leg, he finds a way to deal with the pain: he decides to remain mentally strong through a hundred slow counts at least and starts counting to take his mind off the pain.

Paragraph 4: During the first sight-seeing trip arranged by the Academy, Li is embarrassed by his motion sickness. They have to stop the bus twice. When another trip is planned, Li pretends to be ill and is allowed to stay behind.

Paragraph 5: One of Li's most disgusting challenges, is the fact that toilets get blocked and extremely smelly, especially during rush hours. He learns to deal with the smell by closing his eyes, holding his breath and rushing into the toilet, breathing as few times as possible.

Rubric for Question 4 – Language Use

Marks	Criteria
3	The candidate has employed paragraphs correctly and has followed the structure of the mind map. The use of language and grammatical conventions in the essay is excellent .
2	The candidate has mostly employed paragraphs correctly and has followed the structure of the mind map. The use of language and grammatical conventions in the essay is competent.
1	The candidate's use of paragraphing is erratic and he/she may not have followed the structure provided by the mind map. The use of language and grammatical conventions in the essay is poor.

[20]

60 marks

SECTION B TRANSACTIONAL WRITING

QUESTION 5 E-MAIL

ASSESSMENT RUBRIC (10 + 10)

This rubric serves to guide the marking process. Markers should be aware that the mark for the PURPOSE element need not correspond with the mark for 'language and format'. A candidate may, for example, achieve a level 7 for 'purpose', but only a level 5 for 'language and format'. (e.g. 13+9 = 21)

LEVEL	MARK	PURPOSE DESCRIPTOR	LANGUAGE AND FORMAT DESCRIPTOR
		12 – 15	12 – 15
7	30 29 28 27 26 25 24	The candidate can write original and coherent texts, skilfully adapting to different audiences, purposes, formats and contexts. A mature personal style is evident. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register is displayed. Excellent evidence of editing enhances the overall expression of the candidate's viewpoint. All elements of the format are correct.
		11	11
6	23 22 21	The candidate is able to write original and coherent texts, can adapt to different audiences, purposes, formats and contexts although this is not completely sustained. There is evidence of a personal style and a thorough engagement with the question, although some depth may be lacking in places.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although there may be occasions where this is not fully sustained. Very few grammar or spelling errors. There may be minor errors in the format.
		9 – 10	9 – 10
5	20 19 18	The candidate is able to write with some degree of originality and attempts to adapt to different audiences, purposes, formats and contexts, although some areas jar with the question requirements. There is limited evidence of personal style. An average response.	Average response; pedestrian, but not seriously flawed, Mostly accurate use of vocabulary; language conventions and sound understanding of register. Minor errors. Format mostly correct.
		8	8
4	17 16 15	The candidate is generally able to write with some originality and tries to take into account different audiences, purposes, formats and contexts, although this is not entirely successful. Limited personal style is evident.	The candidate tries to apply conventions, but the product is flawed and has a number of language and punctuation errors. An attempt at employing the correct format has been made, but one or two errors are evident. There is limited understanding of appropriate register.
		6 – 7	6 – 7
3	14 13 12	An attempt is made to produce original texts which take into account different audiences, purposes, formats and contexts, but this is not always done correctly. Style is sometimes unoriginal and involves 'borrowing' from other work.	Flawed product which only vaguely follows format. Poor spelling and grammar. Meaning is not always clear. Register is usually at odds with the demands of the task.
		5	5
2	11 10 9 8	Limited originality and inadequate attention to purpose, context and format. Generally no personal style. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product. Marred with language, punctuation and vocabulary errors. No understanding of appropriate register. Some attempt at format albeit incorrect.
		0 – 4	0 – 4
1	7 6 5 4 3 2 - 0	Little or no evidence of engagement with the question or cohesion; no attention to purpose, context or format. A completely flawed response.	No evidence of language conventions; inability to use correct register; communication marred; short or rambling. No idea of format.

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QUESTION 6 DESIGNING A PROGRESS REPORT

ASSESSMENT RUBRIC

		PURPOSE	LANGUAGE AND FORMAT
LEVEL	MARK	DESCRIPTOR	DESCRIPTOR
		4 – 5	4 – 5
7	10 9	Candidate can produce an original and coherent short text, skillfully adapting to different audiences. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register displayed. Excellent evidence of editing enhances the overall expression of the candidate's message.
		3,5	3,5
6	8 7	Candidate is able to produce an original short text, although this is not always sustained. There is evidence of a personal style and engagement with the question.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although not always sustained. Very few grammar or spelling errors.
		3	3
5	6 5	Candidate attempts to adapt to different audiences and contexts, although some areas jar with question requirements. An average response.	Pedestrian but not seriously flawed. Mostly accurate use of vocabulary and language conventions. Minor errors.
		2,5	2,5
4	4 3	Candidate tries to take into account different audiences, purposes and contexts, although this is not entirely successful.	Candidate tries to apply conventions, but there are a number of language and punctuation errors. There is limited understanding of appropriate register.
		2	2
3	2	An attempt is made to produce an original text which takes into account different audiences, purposes and contexts, but this is not always done correctly.	Flawed product with poor spelling and grammar. Meaning is not always clear. Register usually at odds with the demands of the task.
		1	1
2	1	Inadequate attention to purpose and context. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product marred with language, punctuation and vocabulary errors. No understanding of appropriate register.
		0	0
1	0	No evidence of engagement with the question. No attention to purpose or context. A completely flawed response.	No evidence of language conventions. Inability to use correct register. Communication marred.

[10]

40 marks

Total: 100 marks