



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2019

ENGLISH HOME LANGUAGE: PAPER I

MARKING GUIDELINES

Time: 3 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.

The Marking Guidelines are to be used in conjunction with the Generic Descriptors.

QUESTION 1 COMPREHENSION

- 1.1 Using the term "shorthand" implies that a full understanding of the issues facing men has not been achieved and that the problem has been oversimplified.

[For 2 marks there needs to be an understanding of "shorthand".]

- 1.2 The term draws on stereotypes and often labels men who are trying to change these stereotypes. It is a very broad term that defines masculine behaviour too loosely and does not necessarily identify the types of behaviour that are considered toxic and therefore simply labels all male behaviour as being so.

[Candidates must deal with why the term could be considered controversial and that the broadness of the term is problematic. Must deal with stereotypes.]

- 1.3 1.3.1 The term was originally intended to highlight the societal expectations that men felt pressured to subscribe to and was intended to act as a label for the behaviour that should be avoided. The term was intended to empower men to be able to identify and steer clear of "toxic" behaviour.

[Candidates must use their own words. If candidates argue that the term disempowers men, give credit. The response must be well substantiated.]

- 1.3.2 The word implies that toxic masculinity has a life of its own – that it is passed down from one generation to the next and does not leave much space to evaluate the impact that it has on one. Many men find it difficult to think outside of this framework and opt for an alternative way of being.

[Candidates must make overt reference to the text.]

- 1.4 1.4.1 The original intention of the report was to inform psychologists so that they could be better equipped to treat men from various walks of life and not fall into the trap of stereotyping masculine behaviour.

- 1.4.2 The APA report was distributed beyond its intended audience and became part of the mainstream, which led to the widespread usage of the term "toxic masculinity". She is trying to make it clear that the term was never meant to be used as an affront.

- 1.5 By placing these words in inverted commas it would serve to undermine the idea of struggling and battling with their identity. It would imply the opposite. This would then negate the necessity for people to see a psychologist as the issues stated in the paragraph would not exist. The men and women referred to would feel comfortable with who they are and not need to unpack anything with a psychologist. They would be comfortable with their strengths and vulnerabilities and would have no identity issues.

[Candidates must make overt reference to the words "struggling" and "battle" and link them to the paragraph. The shift must be dealt with overtly. If it is only implied, then award 1½ marks.]

- 1.6 [Candidates must take a stance on whether or not the writer positions herself convincingly or not. A maximum of 3½ marks may be awarded if candidates have dealt with how she positions herself excellently. There may be candidates who present a counter-argument – be open-minded.]

The writer is trying to position herself as an expert in the field of psychology. It is important within the context of this article as she needs to establish herself as an expert in the field and that the opinions that she holds are therefore professional and divorced from any emotionalism connected to the term. She tries to straddle the line between trying to inform and not to offend those who have strong feelings on the topic. The repetition of her role is therefore important to maintain the reader's perspective.

- 1.7 The writer may balk at the image of masculinity being portrayed and would question the stereotypical nature of the message being conveyed. The image only addresses one type of masculinity and does not consider that masculinity is more nuanced than the image and the text attached to it suggests. The bearded man smoking a pipe and eating razors excludes other expressions of masculinity and excludes men who are perhaps not as hirsute or "tough".

[Candidates must draw on both the article and the meme in their discussion and must link the two intelligently. Overt reference must be made to both texts and answers must be well synthesised for full marks to be awarded.]

QUESTION 2 SUMMARY

Global marking, giving credit for concise and coherent sentences expressed in the candidate's own words.

Very good	Good	Average	Below average	Very weak
10	8	6½	5	3
9	7½	6	4½	2
8½	7	5½	4	1

Very Good: Candidates producing a very good summary, **which has adhered to all instructions**, will demonstrate that they can successfully select relevant information from the different parts of the texts. Candidates will expertly synthesise that information to suit the new context and fulfil the specific requirements of the summary task. The register will be consistently appropriate, and the summary will stand alone as a successful, cohesive text. Expression will be excellent and will demonstrate a mastery of the language. Full and coherent sentences will be used resulting in a well-crafted, stylistically superior text. A summary in this category that exceeds the word limit can be awarded a maximum of 9 marks.

Good: A candidate producing a good summary will be able to discern which aspects of the texts are relevant, and will be able to synthesise these and convey them in his/her own words. **The summary will successfully meet most of the requirements specified in the instructions.** Candidates will use the appropriate register and this will be well-sustained throughout the summary. The expression in such summaries will demonstrate clarity that is not evident in the average summary. Full and coherent sentences will be used and will be well-sustained throughout the summary. A summary in this category that exceeds the word limit can be awarded a maximum of 7 marks.

Average: A candidate producing an average summary will demonstrate an ability to discern which aspects of the texts are relevant, and will be able to put these into his/her own words most of the time. **The summary might not take into consideration the most important requirements specified in the instructions.** There may be instances of lifting or lapses that display faulty selection, the incorrect emphasis, or difficulty with synthesis. The register will mostly be appropriate for the task although minor lapses may occur. Expression will be merely competent and there may be lapses in the construction of full sentences. A summary in this category that exceeds the word limit can be awarded a maximum of 5½ marks.

Below average: A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the texts are relevant, but may not be able to put this into his/her own words effectively. In some instances, large sections of the original texts will be lifted and reproduced. It is likely that the register will not be appropriate or that the new text will not meet the requirements of the task. Expression is likely to be flawed but will not impede understanding. A summary in this category that exceeds the word limit can be awarded a maximum of 4 marks.

Very Weak: Summaries in this category will show extremely limited – if any – understanding of the texts. This will be evident through an inability to select appropriate parts of the texts to summarise or through excessive cutting and pasting. Register will not be appropriate. Expression is likely to be poor, impeding understanding.

- Stop reading from 10 words over the word count.
- Subtract 1 mark:
 - if no word count is provided, or
 - if an inexcusably inaccurate word count has been provided.

[The summary must reflect the opening words of a debate.]

QUESTION 3 SEEN POETRY

- 3.1 The speaker makes use of the metaphor of people knocking on her front door to gain access to her thoughts as a means to express how vulnerable she feels. It contributes to the coy/teasing/playful tone of the poem by ignoring the obvious pleas of the listener for her to reveal her secret.

[Candidates must explain the metaphor for 2 marks.]

- 3.2 The speaker makes use of the characteristics of each season to convey her own development as the poem progresses. Winter is presented as a dangerous season, something to be protected from. Spring is an uncertain time, unpredictable. The speaker is mistrustful of spring as it is neither hot nor cold, even though it is a time when new life comes into being. The speaker suggests that summer is the season in which her secret is most likely to be revealed and she therefore stands unprotected and exposed and therefore the audience may guess her secret.

[Candidates must engage with the seasons and what they may represent. Credit must be given to candidates who argue the opposite point of view.]

- 3.3 The use of the personal pronouns contribute to the reader's understanding that the secret referred to by the speaker is an intensely personal thing and that it is possibly closely linked to her identity. Give credit if candidates have correctly identified "my" as a possessive adjective.

- 3.4 One's impression when reading the poem may be that the speaker is simply teasing the reader and does not intend to say anything significant at all, that her secret may simply be "just my fun". There may be no secret ("none") or she may just be speaking "nonsense". The fact that there may be "no secret after all" would reflect the original title of the poem correctly and the use of the original title would also indicate to the reader that the speaker will not reveal anything at the end of the poem.

[Candidates must deal with both titles. If only one is dealt with and it is done very well, they may be awarded a maximum of 2½ marks.]

- 3.5 "My Secret" makes use of assumed questions to which the speaker responds. She refers to the characteristics of each season in providing reasons for why she cannot reveal her secret. Each stanza reveals specific insights into why she will not reveal her secret. The use of punctuation in "My Secret" also slows down the pace at which the poem is read and emphasises how painstaking it may be to draw the secret out of the speaker, a secret which may not even exist. In "Rain After Drought" the speaker is having a very different experience of the social gathering to everyone else. The use of rhyme emphasises the rhythmic falling of the rain and the fact that she is isolated within herself. The variation of the rhyme scheme in the final stanza and the placement of the final line of the poem emphasises her isolation. Both speakers are isolated in the sense that they are carrying something that they cannot express to those around them.

[This is a comparative response – candidates must refer to the structural elements of both poems in their response. They must also be clear to indicate which poem conveys the poet's intention more powerfully. Award 4 marks if a candidate addresses all the elements of the question and displays an overt understanding of which poem conveys the poet's intention more powerfully. If a candidate makes reference to both poems and displays a

sound understanding of how the structure of the poem contributes to the writer's intention, but fails to make an overt choice, only 3½ marks may be awarded. If both poems are referred to coherently, a choice is made, but a flawed understanding of how structure drives intention is provided, 3 marks may be awarded for a well-synthesised response. *Elements that may be discussed under structure could include: the varied length of stanzas, length of lines, repetition, the use of clauses, punctuation, indentation of lines, the use of direct speech, enjambment, dramatic monologue.]*

QUESTION 4 UNSEEN POETRY

- 4.1 The speaker finds himself standing at the end of a driveway on a country road at the end of the day. The speaker has removed himself from what he has been doing to go out and admire the evening sky. The speaker becomes aware of the enormity of the heavens as he looks over towards his neighbour's farm and notices that the stars provide so much light that all else appears silhouetted against them. Everything appears to find its meaning in the light of the stars as they illuminate the countryside.
- 4.2 The use of alliteration emphasises specific words and phrases to draw our attention to them. In stanza 1 the speaker draws the reader's attention to the alliteration in "bare branches", the "shirt sleeves" and the "black banks" of the river. All of these elements are mentioned in contrast to the brilliance of the night sky. The repetition of these consonants provides a steady rhythm which contributes to the meditative mood of the poem.
- 4.3 He marvels at the sheer number of stars in the sky and how they permeate everything in the darkness. They stand in stark contrast to him, a lonely figure on a country road, trying to escape the mundanity of everyday life. The speaker describes the manner in which he looks up at the sky "straining my head back like a boy drinking rain/to see more of them, star behind star" which illustrates his fixation with them.

[Allow for a variety of well-substantiated responses. Candidates must quote from the text.]

- 4.4 The extensive use of commas throughout stanza 2 slow down one's reading of the poem and draws one's attention to the descriptions of the night sky. No full stops are used which links all the speaker's thoughts to one another like a stream of consciousness, revealing the connection that he feels to something that is bigger than him at that point in time.
- 4.5 The diction used in "Stars" is very descriptive and evokes a sense of being present in that space with the speaker. The use of the present tense and personal pronouns creates a relatable immediacy in the poem and draws the reader in. The tone is pensive/contemplative and provides the sense that the speaker could be Everyman. The speaker in "When I Heard the Learn'd Astronomer" is portrayed as being world-weary ("I became tired and sick") at the sound of all the analysis and dissection of the universe by the expert. However, there is a shift in the tone in line 7 when he glides out of the room to admire the stars and he is inspired by them.

[Candidates must make overt reference to the diction and tone of both poems and answers must be well-synthesised to be awarded full marks.]

QUESTION 5 VISUAL AND CRITICAL LITERACY

5.1 5.1.1 The intention of the Facebook post is to draw attention to the belief that Anti-Vaxxers have: that those who advocate for vaccinating their children do so without all the information. This has been conveyed through the use of clever visuals (the person peering over the text box with wide eyes) and the speech bubble indicating that the Pro-Vaxxer in the image has never read a package insert for medication. The image is important as it drives the intention of the social media post.

5.1.2 That they are ignorant and place their children at risk because they do not know all the facts.

5.1.3 [Candidates' responses should show whether the advertiser gains credibility or loses it. Credit valid alternative responses.]

Critical, condemnatory, sarcastic, patronising (any valid response that conveys the sense that Pro-Vaxxers are being presented in a negative light). This has been achieved by posting a long explanation of what a package insert is and it comes across as being very patronising. The words "never even" in the caption suggest that Pro-Vaxxers are ignorant and the question in the speech bubble also contributes towards this impression.

5.1.4 It suggests that the information provided on the package insert may be inaccurate, one-sided and not researched rigorously enough to be taken seriously. The alleged one-sided nature of the research is part of the reason why Anti-Vaxxers choose not to vaccinate their children and distrust the information provided on package inserts.

[Candidates must deal with "biased" and "limited" in their response.]

5.2 5.2.1 Text 4 provides a rebuttal against the information provided in Text 3. It portrays Anti-Vaxxers in a negative light and presents information in simple terms so that it can be easily understood by those who disagree and makes a mockery of the intelligence of Anti-Vaxxers.

5.2.2 The tone is grimly mocking/cynical/sardonic/patronising/demeaning. The conversational style of the advertisement reinforces the idea that there is a debate of sorts taking place and that the Pro-Vaxxers are trying to educate the uneducated Anti-Vaxxers. The use of statistics and diagrams could be considered over-the-top but serves to illustrate the point that the Anti-Vaxxers require as much help as they can get to understand the importance of vaccinating their children. The "voice" of the Anti-Vaxxer sounds all-knowing ("Clearly") but is corrected by the Pro-Vaxxer in a magnanimous manner.

- 5.3 Both parties have adopted a rather cutting approach in that they make use of sarcasm ("a guide for anti-vaxxers, so easy a 5th grader could understand it"). Text 3 relies on a more academic approach in that the advertiser tries to educate Pro-Vaxxers about the importance of reading the package insert before vaccinating their children, whilst the Pro-Vaxxers (Text 4) make use of easily understandable/accessible text and visuals to explain how infectious diseases are spread. Text 4 also makes use of statistics to strengthen the argument for vaccination and imply that Pro-Vaxxers do not understand how dangerous it is to not vaccinate. Text 4 presents Pro-Vaxxers as the voice of reason and responsibility whilst Text 3 presents Pro-Vaxxers as being irresponsible and ignorant. In terms of layout, candidates may choose to discuss the positioning of the speech bubble in Text 3, and in Text 4 they may discuss how the images are laid out.

[Credit valid alternative responses.]

- 5.4 Candidates may be given credit if they mention that the image works as a visual pun. Also accept irony, parody and satire.

'Measles' is a play on words on Beatles (the band), as they did have a Reunion Tour during which they played at a number of venues. This would be considered a welcome occurrence by Beatles fans and contradicts the notion of a reoccurrence of a measles outbreak, which would be most unwelcome.

If candidates choose irony, they may explain that a reoccurrence of a measles outbreak is not a welcome phenomenon and that it would be the result of people not vaccinating their children. They may make reference to the slogan "Unvaccinated!Life 2019" on the T-shirt to emphasise the consequences of not vaccinating children.

QUESTION 6 LANGUAGE

- 6.1 The repetition of the word "five" echoes the number of words used in each sentence and reinforces the idea that repetition (if overused) can become tedious.
- 6.2 monotony/monotone – Accept any grammatically correct sentence.
- 6.3 its – it's
- 6.4 The repeated use of "and" at the start of sentences creates a less formal register and enhances the conversational style of the text.
- 6.5 The passage starts off with very basic, simple sentences that emphasise the monotony of the writing. As the passage progresses the sentences become longer and more complex, which reinforces the point that he is trying to make about using varying sentence types to keep one's writing interesting. *Candidates must understand the difference between simple and complex sentences.*
- 6.6 The ellipsis in this instance indicates that more information is to follow/ creates a pause which mimics the silence that is being called for by the words "Now listen ...". It also reinforces the point that the writer is trying to make about varying one's sentence structure to create more interesting, nuanced sentences.

[Award 1 mark for use and 1 mark for effect. Marks may be awarded for "dramatic pause".]

Total: 100 marks

**DESCRIPTORS FOR EVALUATING RESPONSES DETERMINED
BY MARK ALLOCATION AND COGNITIVE SKILL**

A 5-mark question that requires extended abstract thinking. The response demonstrates understanding, application, analysis, complex inference and/or synthesis, evaluation or appreciation.	
Marks	Skills
5	<p>The excellent response:</p> <ul style="list-style-type: none"> • is complete and detailed, making specific reference to more than one element of the required text(s). • makes insightful links between the question and the text(s). • provides evidence that understanding can be transferred to a new context. • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
4–4½	<p>The very good response:</p> <ul style="list-style-type: none"> • makes specific reference to the required text(s). • makes accurate links between the question and the text(s). • provides evidence that understanding can be applied to familiar contexts. • integrates the key elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
3–3½	<p>The average response:</p> <ul style="list-style-type: none"> • refers to the required text(s) in a general way without addressing all aspects. • makes simple, underdeveloped links between the question and the text(s). • could be complete, without the required references or evidence. • does not demonstrate an understanding of the significance of the whole determined (does not clarify/establish the significance of the whole).
2–2½	<p>The incomplete response:</p> <ul style="list-style-type: none"> • refers to the text(s) in a general way. • is inaccurate or simplistic. • demonstrates concrete thinking and an incomplete understanding of the elements.
1–1½	<p>The very partial response:</p> <ul style="list-style-type: none"> • refers to the text(s). • does not answer the question because of a lack of understanding.
0–1	<p>The inadequate response:</p> <ul style="list-style-type: none"> • attempts to deal with only one aspect of the question, but does so very poorly. Very limited understanding displayed.

A 4-mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	Skills
4	<p>The excellent response:</p> <ul style="list-style-type: none"> • is complete, addressing all aspects of the question and drawing them together accurately. • links all the ideas and provides the required evidence. • demonstrates understanding applied to familiar contexts. • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
3–3½	<p>The good response:</p> <ul style="list-style-type: none"> • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained. <p>or</p> <ul style="list-style-type: none"> • addresses each element, but does not successfully link them. • is not entirely convincing and/or does not convey a clear understanding of how the parts contribute to the whole.
2½	<p>The average response:</p> <ul style="list-style-type: none"> • is multi-structural, but addresses the elements in an incomplete or flawed way. • does not link elements or does not demonstrate an understanding of the significance of the elements. • omits or misunderstands a key element.
2	<p>The incomplete response:</p> <ul style="list-style-type: none"> • is one-dimensional, omitting more than one element. • indicates a flawed understanding of the question and/or the text(s).
1–1½	<p>The very partial response:</p> <ul style="list-style-type: none"> • attempts to address aspects of the question, but indicates only partial understanding. • does not answer the question because of a lack of understanding.
0–1	<p>The inadequate response:</p> <ul style="list-style-type: none"> • attempts to deal with only one aspect of the question, but does so very poorly. Very limited understanding displayed.

A 3-mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	Skills
3	The excellent response: <ul style="list-style-type: none"> • engages with all aspects of the question and provides the required evidence. • indicates a clear understanding of the significance of each element.
2½	The good response: <ul style="list-style-type: none"> • is multi-structural, but not integrated. or <ul style="list-style-type: none"> • is convincing but incomplete. • provides evidence if required.
2	The average response: <ul style="list-style-type: none"> • is either one-dimensional, without sufficient evidence, or is superficial and general. • does not provide enough relevant justification. • demonstrates that the candidate understands the issue.
1½	The incomplete response: <ul style="list-style-type: none"> • demonstrates a flawed or incomplete understanding of what has been asked. • indicates an understanding of the text/s. • attempts to use the text/s to answer the question, but reasoning is concrete or simplistic.
0–1	The inadequate response: <ul style="list-style-type: none"> • indicates only partial/limited/no understanding of this aspect of the text/s.

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	Skills
2	The excellent response: <ul style="list-style-type: none"> • is complete and accurate.
1½	The good response: <ul style="list-style-type: none"> • is partially complete and accurate. or <ul style="list-style-type: none"> • is complete and mostly accurate.
0–1	The incomplete response: <ul style="list-style-type: none"> • Includes only one half of the required response or is inaccurate.