



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2011

**ENGLISH HOME LANGUAGE: PAPER I**  
**MARKING GUIDELINES**

Time: 3 hours

100 marks

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**These marking guidelines were used as the basis for the official IEB marking session. They were prepared for use by examiners and sub-examiners, all of whom were required to attend a rigorous standardisation meeting to ensure that the guidelines were consistently and fairly interpreted and applied in the marking of candidates' scripts.**

**At standardisation meetings, decisions are taken regarding the allocation of marks in the interests of fairness to all candidates in the context of an entirely summative assessment.**

**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, and different interpretations of the application thereof. Hence, the specific mark allocations have been omitted.**

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**QUESTION 1**

- 1.1 She is not opposed to it (less than perfect candidates might argue that she is), but feels that it has been abused by people who feel that they can be rude because they are able to remain anonymous. (2)
- 1.2 Award up to 1½ marks if the candidate demonstrates a reasonable understanding of the term 'blog', and can link the '-sphere' part of the word to a term like 'atmosphere'. Award full marks if the candidate can show how these two separate concepts help us understand what a 'blogosphere' is. (2)
- 1.3 Award up to 1½ marks if the candidate has accurately discussed the negative connotations associated with one of the words. Award full marks if the candidate has provided a reasonable explanation for why these connotations are more negative than those associated with the other words. (2)
- 1.4 Member of Parliament (1)
- 1.5 1.5.1 Opinion (1)
- 1.5.2 Not all influential adults are modelling negative behaviour. It could be argued that the type of person a teenager becomes is not modelled only on celebrities and politicians, but on 'significant' adults – parents in particular, or religious groups. Thus upbringing may determine behaviour despite 'societal' shortcomings. (2)
- 1.6 1.6.1 A 1 mark answer will oppose the statement, but the argument will lack substantiation  
A 2 mark answer will oppose the statement, but substantiation will be flawed or simplistic.  
A 3 mark answer will oppose the statement, using sophisticated argumentable skills (3)
- 1.6.2 any individual *who...* incorrect pronoun  
*His/her* own – concord error  
  
Award 1 mark for the correction and 1 for the explanation. (2)
- 1.7 Award 1 mark if the candidate shows an awareness of who Kennedy is. Award the second mark if the answer shows an understanding of the concept of an appeal to authority – that because the opinion is endorsed by a famous person, particularly a well-respected advocate of peace from the world's most powerful nation, it must be 'right'. (2)
- 1.8 Award 1 mark if the candidate demonstrates an understanding of what Williams means by the term 'civility'. Award 1½ marks if the candidate can link this to the key message of the Lead SA campaign. Award 2 marks if the link the candidate makes between Williams' concept of 'civility' and the message of the Lead SA campaign is a sensible one. (2)
- 1.9 A 1 mark answer will discuss either the concept of taking personal responsibility or of society returning to reason, but will not link the two.

A 1½ mark answer will address both concepts but will be severely flawed or overly simplistic in its response.

A 2 – 2½ mark answer will address both concepts and use a reasonable argument to substantiate its reasoning. It is likely to argue that one person is unlikely to make a significant difference.

A 3 mark answer will argue insightfully on the roles of individuals in society, as well as on the concept of personal responsibility.

(3)  
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**QUESTION 2**

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

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

**Very Good:** Candidates producing a very good summary will demonstrate that they have a holistic picture of how different parts of the text have been chosen to position the reader. The register will be appropriate. Expression will be flawless and will demonstrate a mastery of the language. A candidate capable of writing a very good summary will have mastered reasoning ability as well as the ability to express that reasoning.

**Good:** A candidate producing a good summary will be able to discern which aspects of the text are relevant, and will be able to use his/her own words to say so. The expression in such summaries will have an element of flair not evident in the average summary. Candidates will have a consistently appropriate register.

**Average:** A candidate producing an average summary will demonstrate an ability to discern which aspects of the text are relevant, and will be able to put these into his/her own words. The register will mostly be appropriate for the task. Expression will be merely competent.

**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 effectively put this into his/her own words. It is likely that the register is not consistently appropriate. Expression is likely to be severely flawed, but will not impede understanding.

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

Penalise the following:

- If full and coherent sentences are not used
- If there is excessive lifting
- If more than 100 words have been used
- If no word count is provided
- If an inexcusably inaccurate word count has been provided

[10]

**QUESTION 3**

- 3.1.1 A 1 mark answer will probably only supply a relevant quote from the poem, but will not explain its significance.

A 1½ – 2 mark answer will quote from the poem and attempt to explain how the quote might suggest PTS, but the answer will be flawed in its logic or too brief in its explanation.

A good answer (2½ – 3 marks) will pick out pertinent quotes and insightfully discuss how these suggest that the penguin suffers from PTS. (3)

- 3.1.2 Lassoos are loops in a rope used to catch cattle (1 mark). In the same way, the 'ropes' of oil in the ocean trap the penguin (1 mark). For the third mark, the candidate must discuss how such a metaphor assists the reader to understand the penguin's experience. (3)

- 3.1.3 Award 1 mark if the candidate demonstrates an understanding of 'triumphant'. Award the second mark if the candidate explains plausibly how sadness can be triumphant. For example, the penguin has learnt to become cynical and so will avoid becoming hurt again, which is a sort of triumph, but the cost of this is that it can no longer be true to its nature, which is tragic. (2)

- 3.1.4 The broken lines reinforce the penguin's brokenness (1 mark), in that it can no longer behave in a natural way. Likewise, the rhythm of the poem is 'broken' and stanzas end in 'unnatural' places (1 mark). Also give credit to answers that use an example from the poem to show how the broken part modifies our understanding of the previous idea. (2)

- 3.1.5 A poor answer (0 – 1½ marks) will show little or no understanding of the visual text and a severely flawed understanding of the poem.

A 2 – 2½ mark answer will attempt to make links between the two but the links will be extremely superficial, or based on a flawed understanding of one or both texts.

A 3 – 3½ answer will make simple but accurate links between the texts, making reference to the poem to substantiate. Although links may be accurate, they may be insufficiently explained.

A good answer will make insightful links between the advert and the poem, quoting relevant details in both texts and providing thoughtful explanations of similarities and differences. (5)

**[15]**

OR

- 3.2.1 Waves in the ocean slowly erode the shoreline, just like time gradually diminishes memory and feeling. (3)

- 3.2.2 She would see faithfulness as going beyond death (1) – her lover has been dead for more than a decade ('fifteen wild Decembers') but she tries not to let time or absence diminish her passion. She believes that faithfulness means never forgetting (1) ('Faithful is the spirit that remembers') – she even asks

forgiveness for having allowed life to cause her to occasionally forget him (lines 14 – 15)! Award the third mark if the references to the poem are appropriate. (3)

3.2.3 Award 1 mark if the candidate has accounted for the degree of comparison. Award the second mark if the candidate has demonstrated an understanding of how this superlative helps us understand grief. For example, 'divine' would suggest that her suffering is akin to the godly. 'Divinest' suggests that it is the very epitome of blessing (1 mark). The memories of her loved one are the greatest blessing because the person was so precious to her, but this accentuates the extent of her loss – her memories are bittersweet. (1 mark) (2)

3.2.4 The poet wishes to create an atmosphere of nostalgia and grief (1 mark), but the exclamation marks make the sentiments seem melodramatic and exaggerated, and therefore a bit insincere. (1 mark). (2)

3.2.5 A poor answer (0 – 1½ marks) will show little or no understanding of the visual text and a severely flawed understanding of the poem.

A 2 – 2½ mark answer will attempt to make links between the two but the links will be extremely superficial, or based on a flawed understanding of one or both texts.

A 3 – 3½ answer will make simple but accurate links between the texts, making reference to the poem to substantiate. Although links may be accurate, they may be insufficiently explained.

A good answer will make insightful links between the advert and the poem, quoting relevant details in both texts and providing thoughtful explanations of similarities and differences. (5)

[15]

AND

3.3.1 While there is insufficient evidence in Crane's poem to fully ascertain the extent of the similarities, it would seem that the man in Crane's poem, at his core (his 'heart'), is bitter. He allows this to nourish him (he feeds on it), but has – in the process – become 'bestial'. Similarly, Lindsay sees contemporary youth as dehumanised ('like sheep', 'oxlike') and lacking in meaningful, positive motivation (they have 'no gods to serve' and 'starve ... dreamlessly').

Award 1 mark if the candidate has quoted from one of the poems to support an inaccurate hypothesis.

Award 2 marks if the candidate has made simplistic, slightly flawed links. Substantiation may not be entirely adequate. Candidates in this category may well make an overarching statement and provide quotes from each poem, without explaining how those quotes relate to the said statement.

Award full marks if the candidate has been able to make justifiable links between the poems, and made meaningful and insightful reference to both poems in the substantiation. (3)

- 3.3.2 Award 1 mark if the candidate has made an accurate observation of a structural element in the poem.

Award 2 marks if the candidate has made an accurate observation of a structural element in the poems, and has demonstrated an understanding of the poem's message, although the link between the two will not be explained.

Award full marks if the candidate has made a justifiable link between the form and structure of the poem and the ideas contained in it. For example, the lack of lyricism in Crane's blank verse might be seen to mirror the lack of higher meaning and the depth of bitterness into which the young man has sunk. He has been reduced in some fundamental way, as reflected in the simple sentences and broken lines.

(3)

- 3.3.3 A 1 mark answer will make a statement about which one of these events had the greatest bearing on the poets' philosophies, but will discuss only one event, and will demonstrate no understanding of either poem – explicitly or implicitly.

A 2 mark answer will make links between one historical event and one or both of the poems. However, these will be based on a flawed or overly simplistic understanding of either the historical event or the poem, or both.

A 2½ – 3 mark answer will demonstrate a sound understanding of how one of the events may have shaped the thinking of the poet, as reflected in the poem, but will not justify why one event is likely to have been more influential than another.

A 4 mark answer will demonstrate a sound understanding of how at least two of the events may have shaped the thinking of the poet, as reflected in the poem, and will use the poem to demonstrate where one has been more influential than the other.

(4)

- 3.3.4 A 1 mark answer will give simple advice but based on no demonstrable understanding of either poem. There will be no textual referencing.

A 2 mark answer will give advice, but it will be simple, and based on only a rudimentary understanding of the poems.

A 3 mark answer will give reasonable advice, based on a clear understanding of the poems, but lacking in meaningful textual referencing. Most – if not all – textual references will be implicit.

A 4 – 5 mark answer will give sound advice based on a deep understanding of both poems. Textual references will be clear.

(5)

**[15]****[30]**

**QUESTION 4**

- 4.1.1 A colon (1 mark): an explanation follows (1 mark) (2)
- 4.1.2 that the magazine promotes both beauty and intelligence. (1)
- 4.1.3 The short skirt promotes a sensual image (1 mark), and the fact that the head seems to be detached, suggests that intelligence is also a necessary part of beauty, and it would be unnatural to separate them. Award the second mark to any plausible explanation of the detached head. (2)
- 4.2.1 The notion of femininity promoted by the advertisement is that beauty is externally determined – thin, leggy models are beautiful, as suggested by the picture. By implication, larger women are not beautiful. Furthermore, women are portrayed as materialistic and opulent (evident in the hyperbolic reference to her shoes). The advert suggests that reading this magazine will somehow make them more intelligent. The critic is suggesting that this advert still encourages women to define themselves by their attractiveness to men, rather than by their own – self-chosen – standards. For full marks, the candidate must refer to both advertisements. (Text 5 and Text 6.) (4)
- 4.2.2 Award 1 mark if the candidate has designed an advert that doesn't define women's worth according to their attractiveness to men. Award the second mark if the candidate has maintained the essential message of the advert – that women should value intelligence as well as beauty. (2)
- 4.3 unaffected because of frequent exposure (1)
- 4.4 The 'we' creates a sense of unity. Although it is talking about shortcomings, it still unifies by suggesting that these are not specific to a particular race or sex or age. 'they' also creates a unity: the norm ('we') cannot be fully defined unless there are those outside of that norm ('they'). By defining the characteristics of the 'they' – in this case the admiration 'they' have for 'us' – the common identity of the 'we' is reinforced. The 'you' is used to make the article more personal, so that individuals feel compelled to take action themselves, rather than to simply support the concept of action.
- Award 1 mark for each accurate explanation of one of the pronouns. For the final mark, it must be evident that the candidate can see how the choice of pronoun suits the purpose of the advertiser: to encourage South Africans to modify their behaviour and become more patriotic. (4)
- 4.5 Award 1 mark if the candidate has understood that 'collective amnesia' means 'forgetting as a nation'. Award the second mark if the candidate can make reference to the rest of the text to explain what it is we have – as a nation – forgotten (how to take responsibility for creating a better society). (2)
- 4.6 Award 1 mark for each of up to three techniques correctly identified. This means that the candidate must not merely state a technique, but must provide an example of it from the text. Award the additional marks if the candidate can explain how these techniques function.

Acceptable propaganda techniques include: emotive language; rhetorical questions; simple solutions to complex problems; the creation of an 'us' and a problematic 'them'; use of the imperative voice to compel action, among others. (6)

4.7 A 1 mark answer will attempt to answer the question, but will have a flawed understanding of what *Lead SA* is trying to accomplish.

A 1½ or 2 mark answer will discuss the impact of the campaign on South Africans, but the argument will be simplistic or lacking in substantiation.

A 3 mark answer will provide an insightful critique of the campaign, and its argument about the likely impact on society will be carefully motivated. (3)

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## QUESTION 5

5.1 Award 1 mark if the candidate either demonstrates an understanding of the term satire but can make no link to the cartoons, or compares the cartoons without demonstrating any understanding of what satire is.

Award 2 marks if the candidate has an understanding of satire and makes a baseless comment about which cartoon is more effective. The candidate may demonstrate a lack of understanding of how youth are being satirised in the cartoons.

Award 3 marks if the candidate demonstrates an understanding of what satire is, and makes a simplistic argument for which cartoon is more effective, based on a sound understanding of how the satire works in each cartoon.

Award 4 marks if the candidate understands satire, and constructs an insightful argument for which cartoon more effectively satirises modern youth. (4)

5.2.1 'Won't' implies an act of the will: his parents may be able to, but choose not to. 'Don't' implies negligence rather than spite. Whether or not they are able to, they do not empower him. If they are able to, they are not aware of it. (2)

5.2.2 The active voice foregrounds the culpability of his parents, rather than his circumstances. (2)

5.3 Award 1 mark if the candidate understands what 'co-' means. Award the second mark if the candidate can use this knowledge, together with an understanding of what it means to be 'dependent', to define 'co-dependency' in a meaningful way. (2)

5.4 The apostrophe in 'it's' indicates omission of the letter 'i', while 'its' would denote possession. (1)

[11]

**Total: 100 marks**