



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2013

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.

QUESTION 1 COMPREHENSION

- 1.1 He wanted to encourage people to tip him. (1)
- 1.2 [Award one mark for the impact of the time of day and one mark for the setting.]
It is morning rush hour so the place is busy and people are on their way to work. They don't have time to stop and listen. (1 mark).
The setting is outside a metro station – it is not a place where people stop; they are just passing through on their way somewhere. Also they would not expect a famous performer to be playing in this setting. Candidates could also mention that he is against a wall next to a trash can – to indicate his lack of importance. [1 mark for either of these responses about setting]. (2)
- 1.3 The sentence refers to 'irritation' over the demand on your wallet, specifically referring to being unwilling to part with even a small amount of money.
[The answer should identify the key words that indicate the meaning (1 mark) and explain how that relates to greed (1 mark)]. (2)
- 1.4 He is trying to blend in and appear non-threatening. His dress indicates assumptions about what is 'normal' for the audience. His intention is to appeal to a wide range of people and not alienate anybody, but also not attract undue attention. He wears jeans and a white t-shirt which are very common, they don't position him as from a specific class or background. The colour of the shirt is neutral so that he is not memorable or does not attract the eye. The Washington Nationals baseball cap could be to disguise his features and also to create a connection, suggesting that he is local and has something in common with the passers-by.

[Award 3 marks to an answer that discusses the significance of a number of aspects of the clothing beyond merely a superficial interpretation. For 3 marks the answer should consider the significance of the Washington Nationals baseball cap. The answer should engage with assumptions and positioning.
Award 2 marks to an average answer that discusses the significance of a number of aspects of the clothing. The interpretation may be predictable or superficial.
Award 1½ marks for an answer that identifies the clothing as 'ordinary' or every day clothes without further discussion of the significance]. (3)
- 1.5 1.5.1 The large number of questions creates a feeling of being overwhelmed by a rush of conflicting ideas (1) and having to formulate a response under pressure. (1) (2)
- 1.5.2 The questions indicate someone calculating a response by weighing up relative value or morality of each option to come up with the right response. (2)
- 1.6 The word 'fiddle' is more frequently associated with folk music and music with wide popular appeal. It conveys less respect and awe than the more formal or classical word 'violinist'. This conveys the perspective of passers-by who do not appreciate the calibre of the musician they are hearing or do not take note beyond a casual reference to his presence.
[Award up to 2 marks for a valid distinction between fiddler and violinist.
Award 1 mark for the explanation that this is not the writer's view of Bell]. (3)
- 1.7 The experiment looked at whether the place and time (context) affects what people expect to see (perception) and what they value most in a specific moment or overall (priorities). Because they were outside a metro station rushing to work, (context)

they did not notice the musician (perception) or appreciate his art (priorities). The experiment was to find out if beauty could stand out and make an impact on people in an unexpected, inappropriate time and place.

[Award 3 marks to an answer that conveys a holistic understanding of the purpose of the experiment taking into account the elements of context, perception and priorities. This may be conveyed in an implicit and integrated manner **but the three aspects should be evident**.

Award 2 marks for an average answer that omits one of the elements of context, perception or priorities. This answer could include a thorough understanding of context and the role it plays in the experiment.

Award 1½ marks for an answer that describes the experiment without successfully considering the intention, e.g. the experiment wanted to see if people would notice a famous violinist playing in a metro station].

(3)

- 1.8 John Lane states that people are able to appreciate beauty – they have the capacity to understand it – however, they don't value it because they only focus on their own priorities, so beauty is irrelevant to them: 'not because people didn't have the capacity to understand beauty, but because it was irrelevant to them'.

[Award 3 marks for an answer that demonstrates complete understanding of the above distinction and refers to the text.

Award 2 marks for an answer that distinguishes between the capacity to understand and the question of relevance or priorities that inhibits appreciation, making reference to the text.

Award up to 1½ marks for a one dimensional answer that oversimplifies the question or that does not refer to the text].

(The textual reference can be integrated and does not have to be in the form of a quotation.)

(3)

- 1.9 The experiment could be culturally biased. It rests on the assumption that the music has intrinsic value that is accessible to all. Extract 1 suggests that one's brain needs to be trained to appreciate some music – suggesting that without sufficient exposure to that music, it is not a 'given' that you will find it beautiful. According to extract 2 the use of classical music in public places is not a neutral choice. Some may find the presence of classical music in a public place as deliberately exclusive and alienating, 'intended to make certain kinds of people feel unwelcome'. It demarcates the space as belonging to a privileged few. It is about uniformity and conformity, not about welcoming and encouraging diversity.

[The analysis should synthesise and interpret the meaning of the two extracts in relation to the question. The intrinsic value and universal appeal of classical music should be questioned.

For 4 marks there should be specific reference to the texts and the relationship between them.

Award 3 marks for an answer that identifies connections between the three texts but does not synthesise their significance in relation to the question. Aspects are omitted.

Award 2 marks to an answer in which superficial or simplistic connections are made but their significance is not grasped. Lack of comprehension has prevented a complete answer.

Award 1 mark to an answer in which no reference is made to the texts or one which does not question the presentation of classical music].

(4)

[25]

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 |
|------------------|-------------|----------------|----------------------|------------------|
| 8½ | 7 | 5½ | 4 | 1 |
| 9 | 7½ | 6 | 4½ | 2 |
| 10 | 8 | 6½ | 5 | 3 |

Very Good: Candidates producing a very good summary, which has adhered to all the instructions, will demonstrate that they can successfully select relevant information from the different parts of the text. 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.

Good: A candidate producing a good summary will be able to discern which aspects of the text are relevant, and will be able to synthesise these and convey them in his/ her own words. The summary will successfully meet 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.

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 most of the time. 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.

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.

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 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.

[10]

QUESTION 3 SEEN POETRY

- 3.1 Possible answer: The poem compares the work of a poet to the performance of an acrobat. The lines are broken up into small steps and staggered across the page. This provides a visual representation of the action of the acrobat and also the poet. The step-like quality shows an acrobat advancing towards a higher perch, just as a poet advances towards truth. The lines that are sometimes indented and sometimes not (or where each alternate line is indented) indicate physical balancing, hesitancy or uncertainty – just as an acrobat would be carefully trying to achieve balance, so too the poet carefully balances thoughts and images.

[A good answer (3 marks) would explain the central metaphor and successfully link it to the layout of the lines. The layout will be successfully described and a detailed explanation will be provided.

An average answer (2 marks) would explain the central metaphor of the poem and describe the layout of the lines. The candidate will suggest how this is linked to the movement of the acrobat but the analysis will be incomplete or superficial.

To pass (1½ marks) the answer will explain the central metaphor and refer to the layout of the lines but the link between the two will not be evident.

A weak answer (1 mark) will either only identify the metaphor or only describe the layout or will demonstrate a partial understanding of these aspects]. (3)

- 3.2 Lines 13 – 15 describe the acrobat performing light-footed jumps, tricks and theatrics on a high wire to entertain the audience. The tricks and theatrics that a poet uses to impress his/her audience are poetic techniques and literary devices. The image of the acrobat effectively conveys the element of performance and risk in writing poetry. The 'tricks' have to be clever and precise. (3)

- 3.3 The rhythm is quite staccato or emphatic and deliberate. This is achieved by the repetition of the prefix per- and the alliterative 'taut truth'. The sound captures the precise nature of truth – it is very exact and specific and the poet's responsibility in conveying it is deliberate and purposeful.

[To achieve full marks the answer should successfully describe the rhythm and sound and link these to the meaning in a convincing manner

To achieve 1½ marks the answer should successfully describe the rhythm and sound or attempt to link these to the meaning.

For up to 1 mark the answer should identify alliteration and an additional instance of repetition]. (2)

- 3.4 Possible answer: In the poem, Beauty is depicted as vulnerable, floating through empty air, waiting to be caught by the acrobat. John Lane would probably relate to this because he sees that beauty goes unappreciated and unnoticed in the modern world. The 'indifference, inertia and the dingy, gray rush of modernity' relates to 'the empty air of existence'. In this atmosphere, beauty is at risk of being 'irrelevant'. On the other hand, in the poem it is the responsibility of the poet (the acrobat) to climb towards a higher level in order to catch Beauty for the audience whereas John Lane feels that Beauty is timeless and accessible to ordinary people (the audience) if they will only make this a priority.

[An excellent answer (4 marks) will discuss both similarities and differences between the depiction of beauty in the text and the poem. This answer will take into account some or all of the complexities of the position of Beauty, the modern

context and/or the roles of the artist and the audience and quote from both sources to illustrate the argument.

A good answer (3 marks) will identify significant similarities and/or differences between the depiction of beauty in the text and the poem and quote from both sources to illustrate the argument. The analysis will be convincing but incomplete.

An average answer (2½ marks) will discuss the relationship between the two portrayals of Beauty but will oversimplify the comparison and/or not quote adequately from both texts. The analysis will be flawed.

A weak answer (2 marks) will oversimplify the comparison or the understanding of either text will be flawed. Quotations will not be used effectively.

An inadequate answer (1 mark) will address the question but not answer it as a result of misunderstanding]. (4)

- 3.5 The charleychaplin man is a clumsy, inadequate and somewhat tragic figure. In the same way, the speaker in the sonnet feels unable to fulfil his role by making the best use of his talents. He is frustrated and despairing. Clownlike in his foolish questions, ineffective. (3)

[15]

QUESTION 4 UNSEEN POETRY

- 4.1 Ellipsis (1 mark) It indicates an incomplete thought or idea – that something is missing or that more can be added. (Either of these for 1 mark). (2)

- 4.2 The mood depicts hopelessness, loss, waste, lack of fulfilment. It is bewildering because these events are not explained. There is a sense of giving up, failure, and resignation. This is conveyed through the repetition of a list of unrelated activities that are all 'no more'. The repetitive structure has a cumulative effect – no explanation is given. The images are all of incomplete tasks that were once nourishing, fulfilling and meaningful and are now inexplicably ended.

[Award 3 marks to an answer that identifies the mood using an effective description and links it to the images and the list or the repetition of “no more”.

Award up to 2½ marks for an answer that omits the repetition but includes a detailed or rich discussion of the imagery linked to the mood.

Award 2 marks to an answer describes the mood in a superficial or general way (e.g. 'sad') or that omits one aspect – either repetition or imagery.

Award up to 1½ marks to an answer that attempts to describe the mood but does not link it to the imagery or one that misinterprets either the mood or the imagery]. (3)

- 4.3 The theme is open to interpretation and can be centred on the 'moon', the 'unattached heavens' or the word 'alone'. (Reward an answer that is consistent with an idea or image that occurs elsewhere in the poem).

E.g. the mood is one of isolation, loneliness or the implacable quality of the natural world. Possible quotations that support this are:

'the hands touch/nothing, and are safe'. Or

He turns away from his wife, and she sleeps alone. Or

And the sea lifts and falls all night

[Award 1 mark for theme, 1 mark for quotation]. (2)

- 4.4 Open answer – focus on the unexplained incidents that are negative (darkness) or the limitations of our insight 'thoughts that go so far'. The man in the black coat turns away although he intended to climb the hill and one cannot say why. The

black coat can signify darkness. We begin to recognise these elements in ourselves, but they remain elusive. (2)

4.5 The tiger is destructive and deadly but it is captured in a beautiful form. It is moulded deliberately by the creator suggesting that both good and evil are intentionally part of the world, although that is not easy to come to terms with. (3)

4.6 Own opinion. The answer should discuss the unknown (in each poem) and draw a conclusion about how these can be dangerous.
In poem 1 what is 'unknown' is sad and inaccessible – there seems to be no access to meaning. It is threatening because it is hopeless (black, blocked, cold, retreating). In poem 2 the unknown element is deadly and destructive but there is a sense of purpose and wonder (burning bright). Although the questions remain unanswered their presence and form suggest an appreciation for the creator. (3)
[15]

QUESTION 5

5.1 Whose skin are you in? (1)

5.2 Possible characteristics and details that can be mentioned: Those who wear fur are characterised as selfish, evil, cruel, vain, unfeeling, animal-like and violent. In Text 3 there is an allusion to the evil queen staring vainly into the mirror; Text 4 suggests violence and bloodthirsty nature through the use of dripping blood and the reference to animals, Text 5 suggests that it is inhuman and cruel through the use of the rhetorical question juxtaposed with the cute fluffy baby animal wearing a price tag.

[Award 4 marks to an answer that successfully describes the people, identifying a number of key characteristics that are drawn from all 3 posters, although each text does not have to be dealt with individually. There should be specific references to more than one visual and more than one verbal detail from the texts..

Award 3 marks for an answer that identifies characteristics and links them to visual and verbal details from the texts but does not provide sufficient detail – the answer seems vague or incomplete. This answer could also consist of a good analysis that only mentions visual OR verbal details but not both, or that only has one visual and one verbal reference.

Award 2 marks for an answer that can pass because it describes some characteristics but does not link them to specific details from the texts, or that describes texts but does not interpret/analyse the characteristics that are conveyed.

Award 1 mark for an answer that does not adequately address the question, that is too brief or that just lists adjectives]. (4)

5.3 It could mean that the majority of people choose fur, which is not true.
It should be rewritten to state: 'Most people **who choose fur** do so for warmth and beauty.'
(The subject must be clarified although the sentence may not be identical. It must be clear that the ambiguity has been understood). (2)

5.4 5.4.1 In sentence A the subordinate clause appears first, in Sentence B it appears after the main clause. OR loose/ periodic. (Demonstrate an understanding of the structure of a complex sentence and the position of the main idea). (1)

5.4.2 Just one explanation is needed. The positive light must be specifically linked to the structure of the sentence and the presentation of the information. This could include any of the following:

The answer can refer to foregrounding of the reason to present them as vulnerable or needy, the fact that the name 'trappers' (which could be seen negatively) appears after the reason that establishes their need, or the idea that the emphasis in a periodic sentence falls on the final clause – so the impression that remains is that they protect the environment. (2)

5.5 It refers to killing animals and using their fur for clothes (1)

It's a less emotive or more neutral term that hides the truth./The death of animals is covered up or presented in a matter-of-fact way. (1) (2)

5.6 The heading is ironic because it is the last thing one would expect – that someone who wears fur is seen as actively fighting for conservation. This surprising message is conveyed in the unexpected visual – a pretty model in fashionable fur clothes, as opposed to an activist dressed practically in conservation-style clothing, and in the verbal message 'wearing fur helps to protect nature'.

[Award 3 marks for an answer that clearly conveys an understanding of irony in this context and that refers to BOTH visual and verbal elements.

Award a maximum of 2 marks for an answer that clearly conveys an understanding of irony in this context but that refers to either one visual OR one verbal detail. This also applies to an average answer that includes useful visual and verbal references but does not successfully convey an understanding of irony.

Award 1½ marks for an answer that defines irony but does not apply it to this context or that does not understand the heading 'environmental activist']. (3)

5.7 Award 3 marks for an answer that evaluates the relative merits of naming the authorities specifically and leaving them unspecified. Either option can be considered more credible. Award marks for justification.

An average answer (2 marks) would oversimplify the argument or the justification would lack clarity.

Award 1½ marks to an answer that discusses the shift in meaning without linking it to credibility. (3)

5.8 Award 5 marks to an answer that evaluates the campaigns, engages with complexities, addresses all aspects of the question and synthesises the response.

Award 4 marks to an answer that engages with complexities, addresses most aspects of the question and draws a conclusion.

Award 3 marks to an answer that compares the two campaigns but misses out key elements or that focuses unduly on certain aspects. The response is not synthesised or the conclusion is not substantiated. Not all aspects of the question are answered.

Award 2 marks for an answer that is incomplete, superficial or shows lack of understanding but attempts to compare the campaigns. Other parts of the question are ignored.

Award 1 mark for an incomplete answer that addresses one aspect of the question in a limited way. (5)

[23]

QUESTION 6

- 6.1 **Greenwash** (verb) To use advertising or marketing that deceptively promotes the perception that an organisation's aims and policies are environmentally friendly. [From 'green' referring to the environment + whitewash]
 OR
Greenwash (n) False advertising used by an organisation so as to present an environmentally responsible public image. (From 'green' referring to the environment + whitewash)
 Award 1 mark for the correct part of speech (noun or verb, depending on the definition).
 Award 1 mark for a definition that refers to an environmental agenda that is misleading.
 Award 1 mark for the origin green + whitewash.
 [Half marks may be awarded for the definition and origin if an attempt has been made but it is incomplete or inaccurate]. (3)
- 6.2 Font (1)
- 6.3 At least two examples of green diction for one mark e.g. sustainable, renewable resources, eco-friendly, global warming, etc.
 [Award 1 mark for a comment on the effect – e.g. it relates to our feelings of guilt or fear, it makes us feel responsible and ethical or similar]. (2)
- 6.4 6.4.1 When paging through your magazine, I found the images so clichéd. (2)
- 6.4.2 You are (or you're) always talking about being unique, so practise what you preach. (2)
- 6.5 One of the following errors. (2 marks for technically accurate use of grammatical term.)
 Misrelated participle – provide a correct subject.
 Cliché is a noun, the adjectival form is clichéd.
 The contraction/use of the apostrophe/misuse of possessive adjective or homophone (You're your)
 Practice is a noun, the verb is practise. (2)

[12]**Total: 100 marks**