



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2014

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 The writer means reporting on Africa in a reliable way that is not biased or stereotypical.

[Award 1 mark for 'reporting' or a reference to journalism/media and 1 mark for correctly explaining 'right'.] (2)

- 1.2 1.2.1 State ONE of the common clichés that denotes hopelessness in Africa, e.g. drought, poverty, hunger, AIDS, malaria, civil war, pirates, dictatorships, corruption. (1)

1.2.2 Relate the example provided in Question 1.2.1 to one quotation from paragraph 2 explaining why the example is a cliché. For example, the idea could be 'simple, superficial, easily regurgitated'. It is an example of taking a complex rich, diverse story and 'reducing and compressing' it or of generalising about an entire continent when reporting on a specific country.

[Award 1 mark for an appropriate quotation. Award 2 marks if the quotation is used to link the example to the notion of a cliché.] (2)

- 1.3 Any suitable synonym, e.g. horrified. (1)

- 1.4 The words 'or not reporting' state that the African media houses do not do their jobs properly in their own country, either because they are censored and restricted from doing so, or because they are not fully competent to do so.

[Award 1 mark for a direct answer – they do not do their job. Award 2 marks for one interpretive aspect – either that they are censored, or that they are incompetent.] (2)

- 1.5 1.5.1 The worldview focuses on differences (it is oppositional or polarising). Western lifestyles and philosophies are the reference point by which worthiness is judged. (1)

1.5.2 The use of uppercase changes these into proper nouns (1), legitimising the concepts. They are no longer merely subjective labels, the capital letters give them dignity or importance as official names.

[Award 1 mark if the candidate comments on how the capital letters make these concepts into **proper nouns**.

Award the second mark if the candidate provides a plausible explanation for how using proper nouns for these concepts promotes their legitimacy. Award only a ½ mark if the argument is flawed, but the concept of legitimacy is understood.] (2)

- 1.6 The description 'media-folk' presents the journalists as friendly, popular and possibly less professional or less intimidating than other journalists. The focus is on their humanity not on their job. The intention is to distinguish them from the foreign journalists and present them in a positive, sympathetic manner. The writer wants to give us insight into their approach to reporting the elections so that we will not judge them. They are described as practising 'peace journalism' with their reporting being 'overly uncritical'. This is in keeping with the description of them as 'folk'.

[Award 4 marks for an answer that explains the significance of the word 'media-folk' in relation to 'journalists' and successfully describes the perception that is created by this word. The answer should refer closely to paragraph 6 (not necessarily a direct quotation) in order to explain why the media-folk are presented in a sympathetic manner.

Award 3 marks if the answer does all of the above successfully, but the writer's intention is presented as simply critical of the journalists (i.e. the candidate's interpretation was negative). Also award 3 marks for a good answer in which the interpretation of media-folk is sympathetic, but one aspect of the answer is not clearly explained. This answer does not successfully link all the elements of the word's meaning, our perception, the writer's intention and the journalists' intention.

Award 2½ marks for an average answer. Either there is no reference to paragraph 6 or one aspect of the word's meaning, our perception, the writer's intention and the journalists' intention is omitted or misunderstood.

Award 2 marks if more than one aspect (meaning, perception, the writer's intention and the journalists' intention) is omitted or the understanding of the perception and intentions are seriously flawed but there is an understanding of the use of 'media-folk'.

Award 1 mark if the use of 'media-folk' is not understood but the candidate has attempted to address aspects of the question.] (4)

- 1.7 Television news often has no context or background, it is focused on events or disasters, and it is delivered by outsiders and in a short space of time.

[Identify any 2 factors, one mark each.] (2)

- 1.8 It is possible to argue that the passage entrenches stereotypes although the writer's intention is to challenge this practice. Although he is complaining about the approach that pits the 'West' against the 'Rest' and the recording of all events in relation to what they are not, he also categorises the journalists in general terms as 'western' or 'African', seldom referring to them by their specific country of origin. When he does mention Kenyan journalists he undermines them to some extent by calling them 'media-folk' and saying that in order not to make Kenya look like a 'basket-case' they needed to make their reporting 'overly uncritical.' This reinforces the idea that Kenya could indeed have been viewed as a basket case. He generalises about the 'African media houses' trying to 'cover the continent for the continent'. The point is surely to be more focused on individual countries not the continent. The only events mentioned are disasters (paragraph 8); there is no assumption that a newsworthy event could be positive. The aside offered in parenthesis in paragraph 9 could be considered as a case of 'too little, too late' as the assumption throughout the article has been the opposite. He says he is *hastening* to add that not all journalists are guilty, but he could have stated this at the outset. The position and structure suggests otherwise. He does, however, end with an original, constructive suggestion to help writers avoid perpetuating stereotypes when reporting on Africa.

[Award 3 marks for an answer that engages with the complexities of *both* the writer's intention to criticise those who perpetuate stereotypes combined with evidence that he does perpetuate these stereotypes. There should be specific references to both of these elements in the passage. Only one compelling example from the passage is required for each element, as long as each is analysed clearly.

Award 2½ marks for an answer that is one-sided. The candidate could argue that the writer does not perpetuate stereotypes and provide sufficient references to illustrate the writer's stated intention of criticising those who do. The candidate could also ignore the writer's intention and only discuss evidence that shows how the writer perpetuates stereotypes. This must be demonstrated in a convincing way, using at least one specific example.

Award 2 marks for the average answer. The answer is either one-sided without sufficient convincing evidence, or it is superficial and general. There is not enough relevant justification but the candidate understands the issue.

Award 1½ marks for a flawed understanding of what has been asked. This answer does, however, make some reference to text and attempt to answer the question.

Award 1 mark for an answer that indicates that the candidate has largely understood the intention of the passage or an answer that demonstrates an understanding of stereotype but does not answer the question.]

(3)

- 1.9 If you focus on reporting news or finding stories that reflect the continent or area they come from, you are in danger of letting prejudice and stereotypes cloud your view and define the story. It is better to report on the event as it stands, not as a reflection that represents the place. Many people assume that what they are told about a place defines that place – as if that is all there is to know (a single story that is incomplete). This is seen in the map where Southern Africa is known for diamonds and Australia for kangaroos. In this map many countries are defined by their relationship to the USA – as friends or enemies for example. This allows for bias or defines the 'other' as different and inferior. It is better to focus on each news story for its own merit not as a reflection of the country from where it comes. In this way individuals are recognised for their own qualities and the writer, Adichie says they are treated with human dignity.

[Award 5 marks for an answer that is detailed, making specific reference to the extract and the map. More than one element of each text should be incorporated but quotations do not need to be present. The answer should include a complete understanding of the conclusion from paragraph 10. The candidate will make insightful links between the texts.

Award 4 marks for a very good answer that makes specific reference to the extract and the map. More than one element of either the extract or the map should be incorporated but quotations do not need to be present. The answer should include an accurate understanding of the conclusion from paragraph 10. The candidate will make obvious links between the texts.

Award 3 marks for an average answer that refers to one element from the extract and/or the map. Quotations do not need to be present. The answer should include an understanding of the conclusion from paragraph 10 although this may be general or vague. The candidate will make simple, underdeveloped links between the texts.

Award 2½ marks for an answer that refers to the extract and/or the map in a general manner and is inaccurate or simplistic.

Award up to 1½ marks for an answer that refers to the extract and/or the map in a general manner but does not answer the question because of a lack of understanding.]

(5)
[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 instructions, will demonstrate that they can successfully select relevant information from the different parts of the text/s. 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/texts 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/s 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 indicate 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 text/s 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/s. This will be evident through an inability to select appropriate parts of the text/s 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.
- Penalise from 94 words.

QUESTION 3 SEEN POETRY

- 3.1 The lines describe the movement of the waves crashing on the shore and then drawing back. The repeated rhyming of 'in' and 'ing' sounds, the use of the word 'begin' to start and end line 12 and the regular, short phrases separated by commas all evoke the rise and fall of the water.

[Award 3 marks for a complete answer that discusses the movement of the waves (meaning), one aspect of sound and one aspect of structure.

Award up to 2½ marks for an answer that discusses the movement of the waves (meaning) and relates it clearly to one aspect of either sound or structure (or conflates the two aspects by discussing repetition in a general way).

Award up to 2 marks for an answer that discusses the movement of the waves (meaning) and discusses one aspect of either sound or structure without making the connection clear.

Award up to 1½ marks for an explanation of the meaning of the lines (the movement of the waves)]

(3)

- 3.2 The world appears briefly to be positive and hopeful (for the world, which seems 'To lie before us like a land of dreams, So various, so beautiful, so new'), when in fact it is not so and we are in the dark, just as the light on the French coast gleams briefly and is gone.

Alternatively, given the long-standing enmity between England and France, a well-argued reference to 'ignorant armies clash[ing] by night' should be given credit.

[It is not necessary to quote]

(2)

- 3.3 The comparison of faith to a sea signifies that faith is as vast and mysterious as the sea. Just as the sea surrounds the land and sustains life, so too faith is ever-present and vital, yet it is easy to take it for granted and it can also withdraw like the tides, leaving the land exposed.

[Award 2 marks for a comparison that takes into account the connotations or symbolism of the sea.

Award 1 mark for a direct and simple comparison that is quite concrete (size or depth).]

(2)

- 3.4 The mood is sad and barren. It is created through the words 'withdrawing', 'retreating', 'drear' and 'naked' – it is as if the good has been stripped away. A case could be made for vulnerability in the wake of old 'certainties', like faith, being stripped away.

(2)

- 3.5 The speaker finds the Cape hostile, threatening, full of suffering. He refers to the existence of slavery, the inequality and oppression and the wails of the exiles (the British settlers): 'And though along thy coasts with grief I mark/ The servile and the slave, and him who wails/An exile's lot – and blush to hear thy tales/ Of sin and sorrow and oppression stark.'

[Award 1 mark for an answer that simply (but correctly) quotes, or for an answer that is accurate, but without supporting reference to the poem.

Award the second mark if the candidate can logically argue how the context has shaped the speaker's point of view. Award only a ½ mark if the argument is severely logically flawed/incomplete.]

(2)

- 3.6 In *Dover Beach* the speaker's only consolation is 'Ah, love, let us be true/To one another!'. He finds comfort in the possibility of a deep and true connection to his beloved as the only thing to cling to in a hostile world. The speaker in 'The Cape of Storms' says that despite his dislike of the Cape and all the suffering he witnesses there, he is bound to it by strong links – the ties he has to people who live there 'Here dwell kind hearts which time nor place can chill – Loved Kindred and congenial Friends sincere.' They both find solace in human relationships and bonds with others, although Pringle's speaker suggests there are a number of people whereas Arnold's speaker finds the world so alienating he can only hold on to his beloved. For Pringle, the kindness of people who live there is reassuring to him, and the certainty that they can remain so despite their environment. In Arnold's poem, it seems as if he is less certain of other people's goodness. He can only rely on one. The connection between the two is more intimate. This could be because he is speaking directly to the beloved rather than reflecting on the loved kindred from a distance.

[Award 4 marks for a detailed answer that demonstrates an excellent understanding of the worldviews expressed by both speakers and evaluates their relative merits. It will be necessary to consider how they differ in order to discuss which view offers more consolation. Quote from one or both of the poems to support the argument.

Award 3 marks for a good answer that demonstrates a sound understanding of the worldviews expressed by both speakers and discusses their relative merits. The answer is not convincing. A quotation is provided.

Award 2½ marks for an average answer that demonstrates some understanding of the worldviews expressed by both speakers, although this may be flawed in parts. The answer should attempt to discuss the consolation offered by each worldview but it is simplistic or general. A relevant quotation may or may not be present.

Award 2 marks for an answer that demonstrates a flawed understanding of the worldviews expressed by one or both of the speakers. The answer does not discuss the consolation offered by each worldview.

Award 1½ marks for an answer that demonstrates some understanding of both poems but does not adequately engage with the question.]

(4)

[15]

QUESTION 4 UNSEEN POETRY

- 4.1 The curse is shocking and seems out of place, but when one realises the intention of the poem is to praise Mandela, it can be understood not as a contradiction, but as a reflection of his extreme worth that is irreplaceable. He is being cursed as an expression of the magnitude of the country's loss.

[Award 2 marks for a discussion of the poem's intention and the use of 'Curse You'. The answer implicitly or explicitly demonstrates an understanding of paradox.

Award 1½ marks for an answer that demonstrates an understanding of the intention of the poem without including an understanding of paradox.

Award 1 mark for an understanding of paradox that does not explain the use of 'Curse You'.]

(2)

- 4.2 Possible answer (variations are possible): The regular, five-line structure of each stanza has a cumulative effect functioning like a list of each aspect of Mandela's life and legacy that is significant. Each stanza introduces one element of his character and elaborates on it. The stanzas end with a repetitive element, 'You see', 'You gave', 'You showed', etc. Each one stands out on a separate line, drawing our attention to the actions to what is most memorable. The structure emphasises his qualities and contribution. The last line stands out in contrast to the others because it reverses the order 'without You', emphasising the loss of this man.

[Award 3 marks for an answer that describes the regular and repetitive structure clearly, mentioning stanzas and the last line of each stanza. The answer discusses the significance of the structure, specifically referring to the last line of the each stanza and suggests a reason/decides on the impact.

Award 2½ marks for an answer that describes the regular and repetitive structure including stanzas and the last line of each stanza. The interpretation or discussion of the impact of this structure is incomplete.

Award 2 marks for an answer that describes the regular and repetitive structure including stanzas and the last line of each stanza. The interpretation or discussion of the impact of this structure is flawed.

Award 1 mark for an answer that describes the structure but does not consider the impact this has.]

(3)

- 4.3 The allusion is to the line 'no man is an island' by John Donne. The line not only refers to Mandela's imprisonment on Robben Island but also to the belief that we are all connected – no one lives in isolation. This belief is consistent with Mandela's beliefs and actions and the allusion reminds us of them.

[It is not necessary to know the reference is to John Donne, but candidates need to recognise the familiar saying 'no man is an island']

[Award ½ mark if Mandela's imprisonment on Robben Island is the identified allusion. Award 1 mark for correctly identifying the allusion, and the second mark if the candidate can logically explain its relevance. Award only ½ if the logic is flawed.]

(2)

- 4.4 The use of the verb stands out as unusual and creative, capturing the spirit of Mandela expressed in his light-hearted choice of colourful shirts. The poet's language does not conform in the same way as Mandela did not conform with convention.

(2)

4.5 Learners can either refer to the hyphen in apartheid in which the word has been split over two lines and separated by the hyphen to emphasise the separateness. OR Candidates can refer to the parenthesis around the words 'adrift and alone', separating the description of the continents from the main clause and thereby emphasising their isolation. (2)

4.6 By placing a leader like Mandela on a pedestal, he is made responsible for being the source of all inspiration and the answer to all problems. In the poem and the cartoon, Mandela is depicted as the saviour. All hope is invested in him. The danger is that when he is no longer there, the 'fuel' runs out – there is no motivation to do good, to reconcile, etc. The cartoon depicts the car being filled with Madiba Magic' which inspires 'human rights' and 'humanity,' which paints a dire scenario when the magic runs out. The final imagery in the poem is quite bleak and hopeless: 'that we must carry on such apart-/heid below the rainbow and beneath the clouds,/ on these far-flung continents – adrift and alone –/without You.'

[Award 4 marks for an insightful answer that analyses the pitfalls of this extreme hero-worship and the consequences for the country. Specific references must be made to both the poem and the cartoon.

Award 3 marks for an answer that discusses the pitfalls of hero-worship in a general way and refers to the poem and the cartoon.

Award 2 marks for an answer that does not successfully identify the pitfalls of this hero-worship and only partially answers the question. The answer refers to either the poem or the cartoon.

Award 1 mark for an answer that attempts to answer the question but does not understand the main ideas.]

(4)
[15]

QUESTION 5

- 5.1 The customers are privileged and wealthy (extravagant locations, the word 'exclusively'). They value relationships such as being with family and enjoy spending time together in recreational activities (eating out as a family, making a holiday card to send to friends and family). They are active (she can't keep still) and value fun and adventure. This is seen by the upside down picture in the snow, the laughing children and the reference to 'flour' on the children's faces. (2 visual, 2 verbal, 2 characteristics)
 [Award 4 marks for an answer that successfully describes at least 2 values held by the customers, identifying key elements that are drawn from both adverts, 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 describes 2 values held by the customers, identifying key elements that are drawn from both adverts, but without sufficient detail. 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 3 marks for an answer that describes 2 values held by the customers, identifying key elements that are drawn from both adverts, but without sufficient detail. 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 identifies at least one value or characteristic but does not link it to specific details from the adverts, or that describes adverts but does not interpret/analyse how the customers are constructed.
 Award 1 mark for an answer that does not adequately address the question, that is too brief or that just lists adjectives]. (4)
- 5.2 The use of pronouns assumes pre-existing knowledge of who these significant people are. It is more personal (1 mark). A noun would be more distant and formal, somewhat alienating (1 mark). (2)
- 5.3 5.3.1 Priceless means it is so valuable you cannot put a price on it (½ mark), worthless means it has no value (½ mark). (1)
- 5.3.2 The experience of an exciting holiday and capturing a memorable moment and special aspect of someone's personality in TEXT 3 are so significant that they are 'priceless' (1 mark). You can't buy fun and other intangible emotions – 'There are some things money can't buy, for everything else there's mastercard.' (1 mark) (2)
- 5.4 Semi-colon or full stop (½ mark) to avoid comma splice error (½ mark). (1)
- 5.5 5.5.1 The first sentence says it is for everyone but immediately contradicts the message by stating it is exclusive. (1)
- 5.5.2 [Award 2 marks if candidates engage successfully with the *shift* in meaning of the word priceless. It is not the intangible family fun experience that is priceless because it is so valuable; the experience has become 'priceless' because it is so exclusive you can't buy it.
 Award 1 mark if candidates state it is NOT priceless because there is a cost – of owning a MasterCard.] (2)

5.5.3 Open answer, mark based on a clear reason. Either it makes you desire this more because it is exclusive, or it is a flaw because it undermines the main message that experiences are too precious to buy. (2)

5.6 'Let' suggests that the reader is the only obstacle in the way of this family fun. He/she just needs to step back and allow MasterCard to add to his/her life. The reader needs MasterCard to provide the experience. MasterCard is portrayed as helpful/ solicitous or powerful, wanting the best for the family. They are, however, respectful – offering help, not implying that the night is not special without them. [Only ONE aspect needs to be addressed clearly to achieve 2 marks]. (2)

5.7 Parody is intended to copy an original with a few changes in order to mock the original. This advertisement follows the format of a MasterCard advertisement but it is used to criticise materialism or consumerism. This is evident in the list of designer items and in the twist in the slogan which points out that credit cards lead to debt.

[Award 3 marks for an answer that explains the purpose of parody and successfully links this to the specific intention of TEXT 5. There should be a well-considered quotation or reference to verbal details that illustrates the answer.

Award 2 marks for an answer that achieves 2 of the following elements: explains the purpose of parody; successfully links this to the specific intention of TEXT 5; refers or quotes relevant parts of the advertisement. This answer demonstrates that the parody advertisement is understood.

Award 1½ marks for an answer that demonstrates an understanding of parody and attempts to relate this to the advertisement but the intention of the advertisement is not understood.

Award 1 mark for an attempt that does not answer the question but starts to discuss one of the relevant aspects.] (3)

5.8 The people are carefree and relaxed to demonstrate that they are debt-free. They are barefoot, wearing casual, rolled-up jeans, not designer clothes, reclining on grass not using technology, lying back and smiling.

[Award 3 marks for an answer that identifies the central message of 'freedom' and links it to at least 3 specific visual details, or that explains the idea of freedom and being 'debt-free' particularly well and refers to 2 specific visual details.

Award 2 marks for an answer that identifies the central message of 'freedom' without elaborating and links it to 1 visual detail or does not approach the answer in a systematic and specific way – very general.

Award 1 mark for an answer that misunderstands the text or the question but makes visual references.] (3)

5.9 In TEXT 4 MasterCard refers to being superior – you are the master, or it's about your being in control, or the card is the master helping you to excel at and 'master' your life – it is the top or main card. In TEXT 5 you become the servant of the card – it controls you because you are in debt and it is your master. (2)

[25]

QUESTION 6

- 6.1 concord error (1 mark) – plays (1 mark)
No apostrophe for possessive adjective/this is not a contraction (1 mark) – its (1 mark) (4)
- 6.2 ever-increasing – the hyphen forms a compound adjective
well-being – the hyphen forms a compound noun
- [Award 2 marks for an accurate answer that labels each use correctly.
Award 1½ if the answer uses the correct terms but does not indicate which word is which.
Award 1 mark if the answer uses the description 'compound' word.
Award ½ mark if the answer states that the words are joined.] (2)
- 6.3 The subordinate clause presents a situation that is desirable for all, making us want to read the solution – it creates a positive feeling of expectation before presenting the more off-putting, negative aspect. If the sentence began with the main clause, it would result in more resistance and defensiveness. (2)
- 6.4 There is no agent/no one is held responsible or blamed for this unjust situation. Either because the writers do not want to alienate the people responsible, or because the situation is not attributed to a group of people – it is suggested that it is 'naturally occurring'; not anybody's fault. (2)
- [10]**

Total: 100 marks