



NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY 2014

ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER I

MARKING GUIDELINES

Time: 2½ hours

100 marks

These marking guidelines are prepared for use by examiners and sub-examiners, all of whom are required to attend a standardisation meeting to ensure that the guidelines are consistently interpreted and applied in the marking of candidates' scripts.

The IEB will not enter into any discussions or correspondence about any marking guidelines. It is acknowledged that there may be different views about some matters of emphasis or detail in the guidelines. It is also recognised that, without the benefit of attendance at a standardisation meeting, there may be different interpretations of the application of the marking guidelines.

SECTION A COMPREHENSION

QUESTION 1 MAKING MEANING OF TEXTS

1.1 The youth of South Africa feel positive/hopeful about their future. (1)

1.2 It is important that readers / parties interested in the outcome of this survey know that the statistics are recent and relevant OR that they are not out-dated.

OR

The Business Science sector would not really be interested in surveys conducted many years ago, unless they want to make comparisons.

OR

Institutions that base their planning and research on survey results would only be interested in the latest surveys.

(Use own discretion) (2)

1.3 D varied (1)

1.4 The purpose of this survey was to find out

- how senior high school learners felt about their career prospects in South Africa.

OR

- how optimistic South African high school learners are about working in South Africa / finding employment in South Africa.

(or words to this effect) (2)

1.5 1.5.1 Learners believe that they can have a prosperous life and job in South Africa. (1)

1.5.2 Government will be responsible for bringing about positive change in South Africa. (1)

1.6 unconcerned (1)

1.7 True 'schools took part in the survey at the annual GIBS CareerExpo in Johannesburg' (2)

1.8 If candidate agrees:

- In paragraph 1 the writer clearly states that this survey is representative of the majority of senior high school learners. (Paragraph 1)
Quote also acceptable: 'the optimism levels of the majority of senior high school learners ...'
- Impossible to interview / reach every single senior high school learner, BUT learners who took part in this survey were taken from a wide variety of schools and social backgrounds. (paragraph 2)
Quote also acceptable: 'from a diverse range of ... schools'

(4)

OR

If learner disagrees:

- 2 106 Grade 11 and Grade 12 learners can surely not be representative of a country that must have thousands of learners in grade 11 and grade 12.
(Accept if candidate mentions that South Africa has approximately half a million matriculants entering for the final examinations; therefore 2106 cannot possibly be representative.)
- The majority of senior high school learners could not attend the survey, because the survey was conducted at the GIBS CareerExpo in Johannesburg. (4)

1.9 Any TWO of the following:

- questionnaire
 - one-on-one interview
 - interview with panel
 - electronic questionnaire
- (Other options will also be considered.) (2)

1.10 Positive. The word implies that although it may seem like a problem, the chances are that it will be interesting and can be overcome.
(Or words to this effect) (1)

1.11 The learners believe that their country has succeeded against difficult odds. They believe that South Africa will continue to triumph.
(Accept logical alternatives.) (2)

1.12 False. 'mostly' (2)

1.13 It is clear that improvements in our country will only take place once the government becomes involved and works hard to achieve balance between business and government. (2)

1.14 The following THREE fields:

- political
- economic
- social

 (3)

1.5 1.15.1 Opinion (1)

1.15.2 Use own discretion. Award 2 marks for a well-formulated answer.

- Many youngsters do not know much about politics and the economy, therefore we cannot assume that they will be opinionated.
- There are definitely youngsters who are not positive about the current world climate and this definitely affects and influence their hopes and dreams.
- The results of the survey only reflect the opinions of a few grade 11 and 12 learners in South Africa. Therefore, the last sentence is only an assumption/opinion/generalisation. (2)

30 marks

SECTION B SUMMARY

QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING

Any FIVE of the following:

	QUOTATION	OWN WORDS
1	'You will realise that you have every opportunity to define your own success.'	One is responsible for one's own success.
2	'... if you want to be more, do more and achieve more ... education can make it happen.'	Getting an education can make one successful./Getting education enables one to achieve.
3	'... are the ones willing to look beyond the obstacles and instead focus on the possibilities.'	Look for the possibilities in every obstacle.
4	'... every opportunity to ensure a better life for yourself...is within your grasp.'	It is within the means of each one of us to better the lives of everyone in South Africa.
5	'... whoever you are and wherever you come from, it's possible for you to empower yourself with education so that you can change the nation.'	No matter one's background, one can empower oneself with knowledge and contribute to improving the lives of all South Africans.
6	'... instead of being alive, you can choose to thrive.'	Being successful is better than just being alive.

Indication of marks:

2 each	minus	2 max	minus	1	=	10
FACTS		LANGUAGE		INCORRECT NUMBER OF WORDS		TOTAL

Marking:

- Candidates may not exceed the maximum number of words by more than four words.
- Number of words correctly indicated earns NO MARK.
- Mark only one fact per point – ignore any other facts in the same point.
- If candidate quoted all five main ideas, deduct a maximum of 2 marks.

Penalties:

- If 74 words are exceeded, one mark is subtracted from the total. Put a line through anything exceeding 74 words
- Indicate all errors (grammar, spelling and punctuation), including incomplete sentences.
- 0 – 3 errors = No marks deducted
 4 – 6 errors = deduct one 1 mark
 7 or more errors = deduct 2 marks

10 marks

QUESTION 3 MAKING MEANING OF POETRY

SEEN POEM

- 3.1 He is using the image of an oil lamp ('light') AND the loss of his eyesight/ blindness to the oil that has been used up ('spent'). (3)
- 3.2 3.2.1 enjambment (1)
3.2.2 personification (1)
3.2.3 alliteration (1)
- 3.3 He has a talent for writing, especially poetry. (1)
- 3.4 3.4.1 He will be punished/reprimanded by God and will have to endure eternal damnation by death/get the death sentence/be doomed by the Lord. (1)
3.4.2 'death to hide'/'he returning chide' (1)
- 3.5 He wants to serve the Lord with his talent/his writing, but he cannot, because He has denied Milton his eyesight. (2)
- 3.6 True 'His state is kingly' (2)
- 3.7 Even the disabled/sufferers/believers ('who only stand and wait') can serve the Lord. (1)
- 3.8 The death OR loss of a child can never be insignificant/unimportant. (2)
- 3.9 'mourn' (1)
- 3.10 Nothing/No one can ever replace the loss of a child. OR Words of 'so-called' comfort cannot take the hurt and pain away./There is nothing any one can do/say that will alleviate the pain. (Or words to this effect) (2)
- 3.11 The mother's loss was nothing/insignificant compared to the millions of black women who suffer daily. (1)

[20]

UNSEEN POEM

- 3.12 It is to indicate that (symbolic of the fact) the speaker is far less important than the other one/loved one.
The other person is his everything and it is almost as if he becomes nothing without the other person/loved one.
(Words to this effect) (2)
- 3.13 A beloved (1)
- 3.14 The heart is regarded as the centre of one's feelings and emotions and the speaker admits to carrying the lover's heart in his own heart, suggesting his love for her.
OR
If you carry something with you, it is easy to lose, but if it is in your heart, it has really become part of you.
(or words to this effect) (2)
- 3.15 parentheses/inside the brackets/because it conveys the speaker's emotions. (1)
- 3.16 3.16.1 A
3.16.2 B (2)
- 3.17 D inversion and personification (1)
- 3.18 A their love is so strong, it can keep stars apart. (1)
- [10]**

30 marks

SECTION D COMMUNICATIVE LANGUAGE

QUESTION 4

- 4.1 4.1.1 verb Example: 'I pride myself'
(Also accept **adjective** (proud/prideful) Examples: 'proud parents/prideful parents' OR **adverb** (proudly/pridefully) 'They pridefully acknowledged her achievements (1)
- 4.1.2 *pride*
I pride myself on my hard work. (1)
- 4.2 Three/3 (1)
- 4.3 It means the word *pride* is a **singular** noun. (1)
- 4.4 pride of **lions** (1)
- 4.5 Figurative One cannot really swallow/eat one's pride
(Award 1 mark for explanation only.) (1)
- 4.6 happiness/delight/pleasure/enjoyment/bliss (1)
- 4.7 4.7.1 proud
- 4.7.2 prides/prided
- 4.7.3 pride (3)
- 4.8 Arrogance/Vanity/Egotism (1)
- [11]**

QUESTION 5

- 5.1 She said that she **had** plenty of management experience. **She had spent** 18 years
telling **her** parents what to do. (4 × ½= 2)
- 5.2 D / curriculum vitae (1)
- 5.3 management/managerial (1)
- 5.4 No marks awarded for Yes/No only answer. Candidate only receives mark for a
well-motivated answer.

For example:

No, because the interviewee will sooner or later try to boss her employer around,
the same way she did with her parents./Her experience would not be considered
sufficient. (1)

[5]

QUESTION 6

- 6.1 6.1.1 across
- 6.1.2 assertive
- 6.1.3 down
- 6.1.4 needs
- 6.1.5 respectful
- 6.1.6 is designed
- 6.1.7 thorough
- 6.1.8 either (8)
- 6.2 6.2.1 The interviewee **is deliberately being helped** to relax by the interviewers. (2)
- 6.2.2 Timid behaviour **has never impressed any** employer. (2)
- 6.3 didn't they (1)
- 6.4 invisible (1)
- [14]

30 marks

Total: 100 marks