



NATIONAL SENIOR CERTIFICATE EXAMINATION  
SUPPLEMENTARY 2014

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

Time: 3 hours

100 marks

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**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.**

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## QUESTION 1      COMPREHENSION

- 1.1 There are academics who study the phenomenon of online culture, geeks who are part of the culture and celebrate it, executives and producers who want to make money from it and online stars who have created content.  
[Candidate can identify any three. Half a mark for each group, half a mark for their purpose]. (3)
- 1.2
- 1.2.1 Web jargon is language that is specifically created to describe the field of the Internet and the world wide web/and is difficult to understand outside of that context. (1)
- 1.2.2 3 marks: Elaborate and explain this understanding of how context shapes your experience and perception, for example, as a journalist who attends conferences such as these, the writer would notice more web jargon in everyday language but it is just his point of view and not necessarily true in other contexts.  
2 marks: The writer's opinion is based on observations from his own experience.  
1 mark: One cannot prove or measure that web jargon is taking over Standard English. (3)
- 1.3 The writer implies that memes are stupid or thoughtless (1) and he criticises the people who perpetuate them, saying that they do so without thinking. (1) (2)
- 1.4 4 marks: The implications of this image are unpacked in detail and the underlying negative message is considered. It could mean that these videos would spread in an unseen and sinister manner and not necessarily contribute to the health and wellbeing of society but rather do the opposite – causing weakness and destruction.  
3 marks: The implications of these connotations are applied directly to the effect of the image. The word 'viral' is not usually intended to be so negative in a digital context, which means the image is not necessarily effective. Candidates may disagree and argue that it is effective.  
2 marks: The candidate considers the connotations of the word 'virus'. A virus is an illness. Its spread is seen as destructive and undesirable as more and more people become infected.  
1 mark: The candidate identifies the surface meaning of the comparison e.g. The image is effective as the spread of digital content can be compared to the spread of a virus which is incredibly infectious and happens quickly without being seen. (4)
- 1.5 The writer says it is enjoyable to meet the stars but he calls them 'talent' using inverted commas, as if he does not really believe they merit the description. His attitude is condescending or patronising. He says they are naïve and describes them as if they are not really aware or in control. He says they put the 'me' in 'meme', which means he believes they are ego-centric or self-absorbed.

Award marks as follows:

1 mark for attitude (condescending, amused, ironic)

1 mark for identifying tone e.g. 'talent' sceptical

2 marks for diction – quote and explain. (4)

- 1.6 Award 2 marks: The candidate identifies the values conveyed. Look for 2 separate aspects (one mark each). E.g. it shows that mainstream society is rigid, materialistic and controlling, threatening individuality and creativity.  
Award 1 mark: The candidate identifies 'them' correctly. 'They' are executives and corporate representatives who are described as 'suits'. (3)
- 1.7 Charlie's assessment sums up the writer's attitude to human folly. It serves as a conclusion to the passage because it links ideas that run throughout the passage – that memes express how thoughtless and shallow society can be. There is no logic to this phenomenon it is quite ridiculous (ROFLcon).  
Award 2 marks if the candidate thinks about the purpose of a conclusion and provides a more complex answer.  
Award 1 mark for a simple answer e.g. to emphasise Charlie's point of view.  
[Consider all responses and evaluate on merit.] (2)
- 1.8 Award 3 marks if the answer considers complexities, if the answer is very well reasoned and clearly expressed or if two or more plausible answers are offered.  
Award 2 marks for a plausible answer that considers what the memefication of America reveals about society. The answer could be simple or incomplete e.g. people look for a means of escape and entertainment during a recession. This answer looks at why this happens but not what it means.  
Award 1 mark for a simple answer with faulty reasoning or an answer that does not move beyond the idea that 'people are nuts.' (3)
- [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
8 ½	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 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.

**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 The present tense indicates a habitual / repeated action / state of being (1 mark). The present tense describes the nature and role of the mirror. Both are unchanging. / It describes its role in reflecting the woman's face day after day. (1 mark) (2)
- 3.2 In the first stanza the mirror has its own separate existence. It describes its nature and exists within its own world. It attaches no meaning to these. In the second stanza, the woman is introduced. The mirror is important to her and she forms a bond with it that seems to come from her side. (3)
- 3.3 The single syllable words (½) and iambic rhythm (½) (the term does not have to be used as long as the concept is evident) resemble the regular ticking sound of the clock and the act of counting individual seconds as time passes. (1) / The answer may also refer to alliteration ('c' sound) of the ticking clock. (2)
- 3.4 The image of harvest sheaves shows the end of a season. The green that represents summer has been replaced with white – a sign of age. Harvest has been represented as a death – the wrapped up sheaves are a corpse being carried towards a funeral. This contributes to the sombre and resigned mood. Mortality is evident in all aspects of the natural world and the passage of time is presented as the death of a person which is gloomy.
- 4 marks if this imagery is clearly linked to mood / meaning.  
3 marks for a clear and thorough discussion of the image not linked to mood.  
2 marks for a clear understanding of the image that is incomplete.  
1 mark for a superficial treatment of the image. (4)
- 3.5 The answer is open to interpretation. The speakers may feel full of regret for a lost past or lost opportunities.

Possible references: 'In me she has drowned a young girl' and 'nothing gainst Time's scythe can make defence.'

### OR

The speakers may find the images consoling and therefore hopeful. The past is not lost, no matter how it seems.

There must be suitable quotations from both poems.

4 marks – A convincing response that quotes from both poems.

3 marks – A response that is plausible if not totally convincing and refers to at least one poem.

2 marks – A response that is linked to faulty reasoning and / or is incomplete and / or does not refer to the poems.

1 mark – An inadequate response that misinterprets poems and/or images.

[Accept mixed responses].

(4)  
[15]

## QUESTION 4 UNSEEN POETRY

- 4.1 The candidate can link any of a number of lines to an understanding of transitioning into a new state. The marks are for the reasoning that explains why the line could be a reference to death (1 mark) and also explains how it depicts the poet's understanding of death as a transition or awakening. The answers could refer to images of mortality, fate, eternity present in the poem.

Award 2 marks for an insightful and clear answer.

Award 1 mark for a vague or confused understanding.

[1 mark for quotation and 2 marks for an explanation].

(3)

4.2

- 4.2.1 Line 4 states that 'we think by feeling'. Usually thoughts and feelings are presented as opposites but in this unexpected situation the poet describes using feelings (emotions) as a way of thinking.

Award 2 marks if the candidate successfully explains the paradox in line 4.

Award 1 mark if an understanding of paradox is evident (implicit or explicit).

(2)

- 4.2.2 The technique raises questions through the use of contradictions. It points out tension and creates uncertainty and mystery because the meaning is unclear. This is an appropriate technique to use in a poem about death which entails so many unknowns. No one can be certain.

Award 2 marks for an answer that links paradox, death and uncertainty.

Award 1 mark for an incomplete answer that shows understanding.

(2)

- 4.3 The backwards and forwards movement and rhythm of a dance are captured in the intricate, alternating repetition of lines and rhymes. The rhythm and repetition create a sense of movement that suggests the perpetual cycle from birth to death or the harmonious transition between these states that is intricate and beautiful.

Award 3 marks if this movement is successfully linked to the meaning / theme of the poem.

Award 2 marks if this structure is linked to movement or harmony.

Award 1 mark for a discussion of repetition / rhyme.

(3)

- 4.4 1 mark for an attempt to link the Milton's experience with these lines. It expresses an inaccurate understanding of both of these poems.

2 marks for an attempt to link Milton's experience with one or two of these lines that demonstrates an understanding of one of the poems.

3 marks for a successful link between these three lines and Milton's experience although the understanding of the Milton poem may be flawed in places.

4 marks for a successful link between these three lines and Milton's experience with appropriate reference to the sonnet.

5 marks for the above with a well-expressed separate and clear understanding of each line linked to separate aspects of Milton's poem, suitably referenced.

(5)

[15]

## QUESTION 5

- 5.1 The binoculars and telescope indicate that the news reports scrutinise events and issues in close detail, allowing us to observe and reflect on aspects that would not have been immediately apparent. They bring issues closer to us and put them into focus.

Award 1 mark for identifying the objects and the role of looking carefully.

Award 1 mark for linking the magnifying properties of the objects to a metaphorical meaning – close up detail that might not be immediately evident.

Award 1 mark for an additional aspect or insight.

(3)

- 5.2 *Newsweek* is portrayed as a telescope whereas the others are binoculars. Telescopes have stronger magnifying properties and so can see further and provide more detail. This links to the verbal message that reading *Newsweek* allows one to 'read the world', not just this news. With binoculars you cannot see very far but with a telescope you can see beyond earth into space. The slogan and visual combine to suggest that *Newsweek* has more coverage and more power; it gives you a view which is much better than simply reading the news.

Award 1 mark for visual: explaining how a telescope is superior to binoculars.

Award 1 mark for link to verbal: how one can read the world with a telescope.

Award 1 mark for synthesis – tying the visual and verbal together with the message of the advert to answer the question.

(3)

- 5.3 By leaving out people the impression is created that news is neutral, objective and not emotive. By including people it would emphasise the role of human interpretation and perception. *Newsweek* is able to present itself as objective and unbiased by suggesting that they offer a 'lens' on the world without acknowledging the human role in selecting and interpreting the view that is portrayed.

1 mark: The answer begins to consider how including people could change the meaning of the advert.

2 marks: The answer conveys a clear understanding of how the inclusion of people could change the meaning of the advert.

3 marks: The answer also begins to engage with this choice as the advertiser's way of shaping our perception of the news that *Newsweek* offers.

4 marks: The answer achieves all of the above and clearly expresses why *Newsweek's* interests are served by excluding people from the advert. (It is possible to argue that the public's interests are served because they prefer the news to be represented in this way – consider the voice of the candidate and the reasoning provided).

(4)

5.4 Text 3 – very serious, interested indepth analysis, thirst for news and knowledge. Formal layout, interesting and intriguing but has an intellectual impact and inspires curiosity. Assumes you want to be connected with real issues in the world. Contrast with Text 4 – which assumes that being well-informed is not an end in itself it is a means to be seen as 'sexy'. This assumes very different values from Text 3. The readers are worried about fitting in and being connected. The visual is less serious – it is cartoon-like and informal as is the diction. It focuses on local news on a need-to-know basis in a more lighthearted way. The text states that it's hard to keep on top of the news. Text 3 positions readers as intellectual inquirers whereas text 4 positions readers as more superficial and interested in immediate reality and experience.

The answer needs to consider specific examples of visual AND verbal elements from BOTH texts (1 mark visual, 1 mark verbal) that contrasts the differences between the two (maximum 4 marks). The remaining marks discuss the assumptions inherent in the texts as indicated by these visual and verbal details (1) and conclude by explaining how this positions readers (1 mark).

Award marks as follows:

1 mark – An incomplete answer with minimal reference to the text.

2 marks – References to visual or verbal details from one text.

3 marks – References to visual and verbal details from one text or incomplete references to both texts. The difference is discussed.

4 marks – References to visual and verbal details from both texts that discuss the differences.

5 marks – In addition to the above, the candidates identify the assumptions in the text about the interests and values of the readers in a superficial way.

6 marks – In addition to the above, the candidates successfully explain positioning and assumptions in the texts.

(6)  
**[16]**



## QUESTION 6

- 6.1 "Get what you can while the getting's good," that's what I say.  
½ mark for each set of quotation marks correctly used; ½ mark for the comma used correctly and ½ mark for removing the dash. (2)
- 6.2 The inverted commas indicate that the concept of what is 'right' is not fixed. Calvin implies that it is a matter of opinion whether something will be named 'right' or not. (2)
- 6.3 Join words to create a compound adjective. (1)
- 6.4 You were in my way **and** now you're not, **so** the end justifies the means.  
(Or any possible conjunction .. **but** ... **therefore**...) (1)
- 6.5
- 6.5.1 It indicates omission and contraction (Missing letters and words being joined together). (1)
- 6.5.2 Why did you do that? (1)
- 6.6 1 mark for a sentence using the idiom.  
1 mark if the meaning of idiom is clear. (2)
- 6.7 There are three simple sentences. This shows that Hobbes is presenting his explanation as if it is very obvious and uncomplicated – his tone is very reasonable, unconcerned and self-assured.  
1 mark for sentence structure  
1 mark for tone  
1 mark for meaning (3)
- 6.8 You should always watch your manners. The end does not justify the means. OR  
One should always watch one's manners; the ends do not justify the means.  
Award 1 mark for each correction. (3)
- 6.9 Reversal of expectations – Calvin is like the philosopher and takes control but Hobbes (the toy) is actually the one who is wise and teaches Calvin through his actions.  
(A definition of irony is given, followed by an explanation.) (3)

**[19]**

**Total: 100 marks**