



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2017

**ENGLISH FIRST ADDITIONAL LANGUAGE: PAPER I**

**MARKING GUIDELINES**

Time: 2½ 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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## SECTION A            COMPREHENSION

### QUESTION 1           MAKING MEANING OF TEXTS

#### TEXT 1

1.1    1.1.1    A – anti-climax

1.1.2    UOD. The reader is left unsatisfied, wanting to know what happened to the castaways; wanting to know more; alluding that the mystery continues; alluding that it is not concluded. The sentence creates an anti-climax which is then delivered on in the rest of Text 1 (words to this effect).

If the answer does not reflect an anti-climax, no mark to be awarded. If learners state that none of the castaways returned home, award ½ a mark.

1.2    C – inspired

1.3    "This is a priceless opportunity"

1.4    It is because before the archaeologists have a chance to do an authentic investigation of the shipwrecks, treasure hunters destroy it (in their search for treasure).

Award one mark for the answer alluding to an undisturbed investigation being possible and one mark for mentioning the perpetrators, treasure hunters (authentic investigation and treasure hunters).

1.5    1.5.1    forbidden zone (the text states clearly that 'Sperrgebiet' **means** "forbidden zone" which is then deduced as the denotative meaning). Accept alternative answers e.g. 'no entry'; 'It is forbidden to enter'; 'restricted area'.

1.5.2    It is the off-limits De Beers diamond mining lease near the Orange River mouth in Namibia. Also accept if learner indicates only Orange River Mouth or Namibia. If learner states 'jealously guarded mine', award a half mark.

1.6    1.6.1    Figuratively

Note: it cannot be literal as they are not mining an object, e.g. copper ingots, but rather mining an abstract concept – history.

1.6.2    The author means that the archaeologists were able to **discover** more about history by investigating the **shipwreck** instead of the **actual act of literally searching for diamonds** in the sand.

Award one mark for explaining the figurative and one mark for the mention of the physical – literal – action of mining. They can mention that diamond mining stopped to allow the exploration of history.

### 1.6.3 Positive

1.7 B – uninhabitable

1.8 'Archaeologists believe that ...'/'Whatever their final fate'.

Award a half mark if learners answer 'have been shipwrecked on Mars'.

1.9 UOD. Idea: Be careful what you wish for – you might just get it all. The means to their riches (current) turned out to also be the means to their demise.

**OR**

They have all the wealth they prayed for and promised to do anything for ... they are literally bathing in diamonds where they shipwrecked. Now they can do nothing with it – being stranded where it means nothing and can cost them their lives.

Award two marks if learners can clearly indicate the irony of the crew's situation – indicating the gain of riches at the cost of life/inability to use it // the means to gains is literally the cause of their demise.

Award one mark if learners imply prayer for survival but landed up in an inhospitable place or if they connect prayer not to sink to the ship being called 'Bom Jesus', yet sunk.

## TEXT 2

1.10 Do not award the mark if learners only state 500 years. The ship existed prior to it sinking 500 years ago. The indication must be MORE THAN 500 years or APPROXIMATELY 500 years.

1.11 UOD, but be guided as follows: This stretch of coast may be seen as an entrance to a hellish experience consisting of the sinking of a ship which could result in certain death or suffering. AND Proof from the passage lies in any of the following:

- Text 2: a ship that sank on this coast, which implies that this section of the coast caused sailors to die at sea or to experience a very bad stretch of sailing. **OR**
- Dr Noli also expressed an expectation of finding more whipwrecks in this area which indicates that the conditions of the sea here caused ships to sink.

1.12 'considering the huge cost of keeping the site dry for two weeks beyond the mining period'. This implies that the lagoon is only created for a set amount of time to allow for the mining to be done.

Award one mark for the relevant quotation and 1 mark for explaining the argument in line with the relevant information.

1.13 1.13.1 It is appropriate as it compares the age of 'recently' sunk shipwrecks to those sunk long ago, e.g. a shipwreck sunk more than 500 years ago to a recent one sunk 120 years ago. The comparison makes time relative (words to this effect). Age is relative to the timeline.

1.13.2 C – jargon

## TEXT 1 AND TEXT 2

1.14 The ingots were **used as money** when trading was done in the 16th century. The same ingots are **inedible by marine organisms** and as they weighed down the sunken ship they essentially protected it from being eaten by marine organisms, hence offering archaeologists a product **preserved** for their investigation over centuries – buying them some time.

Key ideas to note in awarding the marks: Ingots are money or a form of trade; the organisms did not eat the wreck due to the ingots; the wreck was hence preserved.

Award two marks if learners allude to the fact that the Ingots were **valuable** hence Namdeb allowed them **extra time** to excavate.

1.15 UOD. Learners may differ in their answer, but they have to clearly support their opinion with a solid explanation.

Award one mark for the learner's opinion expressed and one mark for the explanation. Potential answers:

- The archaeologists – it is an invaluable discovery enhancing their understanding of the shipping trade in the 16th century. (If learners mention Dr Noli – consider the answer by merit of explanation.)
- The Namibian government – the Portuguese government gave them the treasure which has huge monetary and historical value.  
(Do not award a mark if the learners say the Portuguese government, unless they offer a valid argument, e.g. The Portuguese government, as it states that they generously waived their right in favour of the Namibian government, implying altruistic gain/a moment to exert power, for Portuguese government.)

1.16 1.16.1 Formal.

1.16.2 UOD. Accept any relevant example(s). Text 2 is more familiar in its language use, e.g. reference to the word "chaps" (Text 2, line 2) which is colloquial or the question posed to the reader "So who gets the gold?" (Text 2, line 22). Text 1 remains distant and formal (words to this effect).

**SECTION B SUMMARY**

**QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING**

Summarise the blog entry on page (iii) of the Insert by introducing Forrest Fenn, his adventure and listing three authentic ways to find the treasure.

Original	Potential responses – Words to this effect:
<p>"Forrest Fenn lives in New Mexico where he started an art gallery, raised a family, collects artefacts, writes books and made a fortune."</p>	<ul style="list-style-type: none"> <li>Fenn is a millionaire writer living in New Mexico. (9)</li> </ul>
<p>"He has hidden approximately a million dollars of his fortune in a bronze chest. The hidden treasure is one of the ways in which Forrest enjoys life." "Everyone is invited to go out and look for Forrest's treasure chest. Forrest versus the rest of the world and the winner gets to keep a million dollars."</p>	<ul style="list-style-type: none"> <li>Fenn hid a million dollars in a treasure chest somewhere for anyone to find and keep. (16)</li> </ul>
<p>"There are some essential items that will help you find the treasure. Forrest wrote and published a poem on his website which contains nine clues and supposedly leads directly to the treasure." "He also wrote a memoir, <i>The Thrill of the Chase</i>, which has lots of hints as to where the treasure chest is hidden. Forrest's newest memoir, <i>Too Far to Walk</i>, includes a map of the treasure search area." "Another reliable source however is Forrest's own blog. Here he writes about the hidden treasure and in his writings you might just find the puzzle piece you were looking for."</p>	<p>Any 3 of the following:</p> <ul style="list-style-type: none"> <li>Fenn wrote a poem with 9 clues in revealing where the chest is hidden. (14)</li> <li>Fenn wrote a memoir, <i>The Thrill of the Chase</i>, with hints in regarding the treasure's location. (15)</li> <li>Fenn wrote a memoir, <i>Too Far to Walk</i> which contains a map of the treasure area. (16)</li> <li>Fenn's blog contains clues to where the treasure is hidden (10)</li> </ul>
<p><b>IMPORTANT</b> <b>The purpose of the summary is to show understanding; hence not everything in the summary meets the instruction. The learners have to be selective in their responses.</b></p>	
<p>"There are also additional clues Forrest has handed out since the hunt began back in 2010. Furthermore, our blog has been able to obtain additional information ciphered from email exchanges between Forrest and those hunting the treasure." "Take caution however, what Forrest has said repeatedly is that only the poem and what he has written in his books contain honest hints and clues that will lead to the treasure."</p>	<p>You may not accept:</p> <ul style="list-style-type: none"> <li>Clues from emails or</li> <li>Handed out hints from Forrest</li> </ul> <p>This is because the information in the blog states that the only <b>authentic</b> information according to Forrest are his books and his poems. You may accept Forrest Fenn's blog as authentic as it is his own writings and is called a <b>reliable</b> source.</p>

**Marking:**

Marker is required to mark up to a maximum of 70 words and draw a double oblique stroke. Nothing after the double oblique stroke will be marked.

**Mark allocation:**

5 facts = 2 marks each. If a fact is partially presented, award 1 mark.

**Penalties:**

Underline all language, sentence construction and grammatical errors.

0–3 errors: no marks subtracted.

4–6 errors: subtract 1 mark from total.

7+ more errors: subtract a maximum of 2 marks.

3+ quotes: subtract 1 mark from total.

In paragraph format: subtract 1 mark from total.

**SECTION C POETRY**

**QUESTION 3 MAKING MEANING OF POETRY**

**SEEN POEMS**

**Sub-section A: the night train**

3.1 The lower case imply a lack of importance – the person may be of no consequence in his society; feeling inferior; being from a different social class. This connects with the information of the passenger being in third class, not just on the train but in his life journey.

Do not accept 'feeling uncomfortable' as this is too vague.

3.2 The speaker has dark/possibly negative/depressed thoughts and this is what he sees when he looks at the world – a reflection of his inner thoughts and feelings. It may allude to the lack of hope the speaker feels where his/her future is concerned/the Apartheid circumstances.

3.3 It alludes to the deepest wish and possible private thoughts the speaker has **OR** shows desperation and need to not be who he is or where he is (in life) **OR** it may indicate an actual uttered word spoken amidst the thoughts indicated in the poem **OR** the emphasised desperation to get out of the train.

3.4 3.4.1 Metaphor.

3.4.2 UOD. Words to this effect. Stale means not fresh, not pleasant, hardened. In the context of the poem, it means that the humans on the train are past their sell by date – they are hopeless and have nothing to live for. They can't move forward and are stuck in their situation. Life has hardened them and they will suffocate the speaker with their lack of dreams. It may allude to the circumstances of the passengers, e.g. poverty.

Award a ½ mark for the denotative meaning of stale and ½ mark for applying to the poem.

3.5 3.5.1 A: ominous. Note: accept option B: hopeless, only if the answer given in Question 3.5.2 adequately supports this option.

3.5.2 UOD. Ominous – 'the whispering nagging smell of fear'/'which haunts me'/'I twitch and glance...'/ 'I must get out of here soon'/'Few too few travellers'. Be open to a valid explanation offered.

Hopeless – 'there is no comfort here' (line 1) **OR** 'into the darkness outside (line 10)/glance impatiently at the **wrong** stations'. Hope is comforting but the speaker states that he cannot find any comfort in his situation. Hope bears the symbolism of 'light'. The mention of darkness as the view through the window creates the idea that there is no light at the end of the journey/tunnel.

- 3.6 UOD. Words to this effect: This poem is about a traveller on a train who is fearful of the dangers posed by being a third class traveller at that time of the evening. The deeper meaning alludes to the traveller being on a life journey where he is a third class citizen, in apartheid South Africa and what this means. If learners mention the resistance movement during Apartheid, they must explain the link to the train in order to be awarded the mark.

**Sub-section B: Let me not to the marriage of true minds**

- 3.7 **Image A** – There will always be problems in any relationships – impediments – yet true love will get through them and won't change. The image warns against speed bumps – these bumps are symbolic of the impediments, yet it doesn't say stop, it just warns for caution.  
**Image B** – If you truly love someone you will not give up on them. A marriage between two people who truly love each other will not end because of impediments/weaknesses/hindrances/hurdles. The image of the broken shell may imply that the marriage was not true as there is nothing coming out of the broken egg/shell. It was not a true marriage to begin with.

Award one mark for a relevant reference to the poem and one mark for the relevant reference to the image.

- 3.8 3.8.1 B – metaphor
- 3.8.2 In Shakespeare's time, sailors navigated by the North Star to find their way. The implication is that true love is what will keep you on the right path. Learners may mention a lighthouse or other time appropriate guidance which is permanent and steadfast and never changing.
- 3.9 3.9.1 Those who love each other are not trapped by specific temptations/a challenge/struggles – they stay true to each other.
- 3.9.2 Although the way your loved one's looks may change over time, true love does not change just because time passes.
- 3.10 death (Consider other suitable options).
- 3.11 Shakespeare is commenting that he so strongly believes what he has written about true love being unwavering, that if he is ever proven wrong, he would never write another word nor ever believe in true love again.

## QUESTION 4      MAKING MEANING OF POETRY

### UNSEEN POEM

4.1    4.1.1    B – hyperbole

4.1.2    He is well travelled. (Accept other relevant responses).

4.2    UOD. Learners may offer wide interpretations. It may mean that the speaker is searching for peace, love, hope, etc. (Be open to other ABSTRACT alternatives – The question asks 'WHAT' not 'WHO').

4.3    4.3.1    D – restlessness

4.3.2    UOD. Words to this effect. Learners may allude to the idea the ellipses indicates that not everything is said – it creates a 'visual' of the search happening – enhances the feeling of the restlessness by never reaching a full stop or ending of the search. The answer must combine the function of the ellipses with the content from the poem. (The answer must allude to the restlessness and not merely a passive waiting.)

4.4    4.4.1    B – discontentment

4.4.2    Learners may not opt for peace, although it is apparent in the end of the poem. The question requires them to consider both the quote and the poem, which allows for only 'discontentment' because both sources alludes to the fact that the person is not happy with their status quo and searching (for new).

4.5    UOD. Words to this effect. He searches all his life, only to find what he is looking for when he stops and experiences life **OR** the "you" that the speaker is referring to found the speaker when the latter had reached the point to giving up on for instance – finding meaning, life, the search, etc.

## **SECTION D COMMUNICATIVE LANGUAGE**

### **QUESTION 5 ADVERTISEMENTS**

#### **TEXT 7**

- 5.1 It is to create awareness of conservation of trees/environment/nature./To promote World Environment Day./To be eco-friendly.
- 5.2 The caption speaks of 'mother nature' and the image shows a pregnant woman, but the pregnancy is linked to the bark of a tree as the stomach. The caption links the idea of caring for a pregnant woman to the idea that mother nature needs that type of deep care too.

Award one mark for the recognition of the pregnant mother and one mark for connecting it to offering nature similar nurture/care.

#### **TEXT 8**

- 5.3 (Words to this effect.) The intention is to draw the attention of potential tourists so that they may consider India as a destination (instead of Australia)./Scuba divers to explore marine life in India. Answers must connect the idea of attracting attention to India as a destination. No mark to be awarded for only stating 'attract attention'.
- 5.4 The caption uses word play through a pun to imply that the advert is about Australia which is also commonly referred to as 'Down Under', but then clarifies by printing 'In India' in another shade underneath, which changes the meaning of 'Down Under' to scuba diving in the Indian Ocean.  
**OR**  
Down under may allude to the diving activity under the sea.
- 5.5 Australia is famous for its barrier reef, yet India has similar diving experiences to offer. Wordplay is a clever way to use the fame of one tourist destination to highlight the positive attributes of the advertised destination.  
**OR**  
To draw attention to the product. Linking the wordplay to the image and text of the advertisement.
- (Accept well formulated valid motivations).
- 5.6 (Words to this effect.) The reader may feel tricked by the implication that it was Australia and resent the destination through association with the 'lie' on the advertisement. (Consider other suitable options).

No mark awarded if the learner states that no contact details available – the website is stated. Learners may be awarded a mark for indicating 'insufficient information' was available.

## TEXT 7 AND TEXT 8

The following question relate to Text 7 and Text 8.

- 5.7 UOD. (Words to this effect.) Text 7 has more impact because of the interesting visual of the bark instead of a soft stomach. It leans more towards the idea of taking note of Mother Nature.

Award only a half mark if the learner states that it doesn't cost money. The learner has to qualify this statement for the full mark. **OR**

The clever wordplay (Text 8) appeals to the intellect of the reader and as such entice the adventurer to explore more./The headline is bigger, thus draws your attention.

Learner may opt for either, but the mark is awarded only if a substantiated argument is offered.

## QUESTION 6      CARTOONS

### TEXT 9

- 6.1 UOD. Her hands are on her hips. (Note: do not accept 'body language or facial expression without it being explained fully.)

**OR**

Her face is turned sideways, looking at the kids, whilst complaining.

Mouth slightly open – emphasise disbelief/disgust.

**OR**

Repetition of the word 'violence'. Exclamation marks after the word 'violence'.

- 6.2 Accept alternative answers. Learners may explain the affirmative **OR** the negative or both. Award a mark for solid reasoning, e.g.:

Yes – the kids are watching art on a wall like children watch videos or play PlayStation./It speaks to the overprotective nature of mothers.

No – the hunt portrayed is related to survival which is not humorous.

No mark to be awarded for a mere yes/no.

- 6.3 UOD. The cartoonist is likening staring at an electronic device to staring at a wall. He might imply that it is a pointless activity.

**OR**

He might be commenting on the fact that parents have been complaining since the beginning of time.

**OR**

He might be highlighting that complaining about violence is ignoring human nature of being innately prone to violence.

**OR**

Violence has been part of everyday life for ages/Kids exposed to **violence** through **media** from a very young age.

Award two marks for a deserving solid argument.

- 6.4 Opinion  
This is a feeling the mother has, not a researched fact.
- 6.5 It implies that all children are the same in only being interested in watching TV./Children enjoy watching violent content.
- 6.6 *"These days, cave art is all violence, violence, violence!"*  
 $\frac{1}{2} + \frac{1}{2} = 1$  mark for the two commas used correctly.
- 6.7 6.7.1 those  
6.7.2 was  
 $\frac{1}{2} + \frac{1}{2} = 1$  mark
- 6.8 UOD. They are playing the violins in the auditorium.  
(Note: Violins must be spelled correctly and reflect the plural.)

## QUESTION 7 TEXTUAL EDITING

- 7.1 'Indiana Jones **is** venturing'  
Award the mark if the learner only writes down 'is'.
- 7.2 jungles  
(Do not accept an apostrophe.)
- 7.3 UOD. Example: Golden – beautiful  
(Accept other suitable options. The adjective must imply value.)
- 7.4 existence (The word must be spelled correctly.)
- 7.5 B – possession
- 7.6 SPELLING COUNTS! (7.6.1–7.6.3)  
(Do not award the mark if capitals are used.)
- 7.6.1 his
- 7.6.2 worst
- 7.6.3 highly
- 7.7 won't you? (Award only a half mark if the question mark is omitted).
- 7.8 Many reviews **are being edited** (by me) at the moment.

**Total: 100 marks**