NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION – MARCH 2019

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.

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The Marking Guidelines are to be used in conjunction with the Generic Descriptors.

QUESTION 1 COMPREHENSION

1.1 There is a difference between the "momentous awards" and "highlighting societal trends". The writer suggests that the word "exercises" implies that the primary reason for awarding this is to focus the world on issues of significance. The writer is emphasising that this process of choosing word/s of the year is not about momentous awards but rather about highlighting societal issues. The three examples associated with feminism being chosen are all linked to trends in society. The women's marches, the strong female characters in movies and the sexual harassment accusations all prompted online searches for the word "feminism".

1.2 Tsunami in this context is metaphorical. It implies a large/overwhelming number of accusations. It suggests that the accusations are so vast in number that the authorities cannot necessarily cope with the influx.

1.3 Ivanka Trump defines complicit as wanting to be a force for good and wanting to make a positive impact. The actual meaning of the word is opposite. It suggests involvement in something illegal.

1.4 The terms are synonymous. The extract refers to "widely favoured" or "well liked by many people". This concept is closely linked to the trends evident in a particular society. The extract also refers to "social experience" and the "prevailing mood" again linking to popular culture and societal trend being synonymous. Text 1 refers to the "popularity" of the words and the societal aspects that they represent. The examples support this link.

1.5 The writer uses the indefinite article "a": **a** corpus signposting the singular nature of the work and also **a** massive database (not databases). Similarly, the writer refers to **many** kind**s** of corpora (indicating the plural form). [Award no more than ½ mark if the candidate has referred only to the -us and -a endings to indicate singular and plural.]

1.6 The tone implied is caustic/acerbic/derisive. The specific reference to Donald Trump is his use of "fake news" as a "rhetorical bludgeon to disparage any news report with which he disagrees". The writer suggests that he did this "more often than not" as a default argument to political challengers who contradicted him. He uses it to "disparage" (belittle/mock/ ridicule) those who oppose him. The diction used reinforces the tone used by the writer.

1.7 The origin of "youthquake" is the combination of youth and earthquake. The author focuses on the earthquake and reiterates it throughout the passage with reference to elements of the earthquake. The description of the social upheaval as seismic and the young people wanting to shake up the establishments. Similarly the author describes the effects as after-shocks and far-reaching and this links to the "significant cultural, political, or social change arising from the actions or influence of young people" like the effects/tremors of an earthquake.

1.8 The youth associated with "youthquake" refer to those involved with cultural or political or social change in a positive light. It is as a result of their actions that change has occurred. We see the change that they have brought about as positive despite their rebelling. The generation (or members thereof) referred to as snowflakes are described as unwilling or unable to cope in "normal" society. They are referred to as coddled by parents. They are convinced of their unique and special nature. We do not see them in a positive light. They are not positive contributors to the society in which we live because they cannot cope. The candidates formulating an answer based on these definitions and linking them to the image will be awarded a 5 based on the descriptors. The discerning candidate will notice that the image is 2016 and assumedly the students *should* be classified as "snowflake" but the irony is that they are part of a social mobility movement #feesmustfall and therefore can be classified as "youthquake".

1.9 The intended effect of the omission of the remainder of the expression (and sucklings) is to allow the reader to pause and contemplate on the honesty/truth that the youth are saying in the previous paragraph. In this case the writer is focusing our attention on what she is saying in relation to Donald Trump.

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
10	8	6½	5	3
9	7½	6	4½	2
8½	7	5½	4	1

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 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 marks.

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

Average: A candidate producing an average summary will demonstrate an ability to discern which aspects of the texts are relevant, and will be able to put these into his/her own words most of the time. **The summary might not take into consideration the most important requirements specified in the instructions.** 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 marks.

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 marks.

Very Weak: Summaries in this category will show extremely limited – if any – understanding of the texts. This will be evident through an inability to select appropriate parts of the texts 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.

QUESTION 3 SEEN POETRY

3.1 The tone reflects a sense of pride/bragging, moving towards sinister. The speaker is bragging to his audience (the reader) about the most unusual thing that he/she has stolen. The use of the question as the opening to the poem focuses our attention on the speaker's bragging. The short and abrupt responses, "A snowman" and "Midnight", to his/her own question are direct and head towards being sinister. The magnificence of the snowman as it shines beneath the winter moon coincides with the coldness of the situation and the menacing comment about the "slice of ice" within its own brain. The last sentence of the stanza is startling and talks about dismantling the snowman starting with the head.

3.2 The speaker suggests to his "audience" that one of the reasons for stealing the snowman is the knowledge that it would upset small children. In addition to this, the speaker is able to teach children the lesson that life is tough (bad things happen). Stanza 3 builds on the malicious nature of his/her actions by stating that he/she occasionally steals things he/she doesn't need. Riding to no-where. Just to look at houses.

3.3 The links between the article about kleptomania and the poem are clear. The speaker of the poem acknowledges the need to steal without a reason. The boredom he experiences causes him to steal, etc. The poet also allows us to glimpse a particular vulnerability associated with the speaker. He is in need of mates and refers to himself as cold (without emotion).

3.4 In "Stealing" the question in line 1 suggests that the speaker is bragging or proud of his/her actions. The question in line 25 seems to suggest a sense of frustration because the person listening does not understand the reasoning given in lines 2–24. The shift must be indicated from a sense of superiority to a person who is deflated because she/he is misunderstood. This may be considered as the poet's intention. In "My Secret", the speaker is teasing the person to whom he/she is speaking. The questions add to this idea as he/she answers them immediately (as does the thief in "Stealing"). There is a coyness associated with the speaker in "My Secret" as she hides behind the questions. Rossetti's intention is to highlight the coyness and teasing aspect of the secretive speaker.

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QUESTION 4 UNSEEN POETRY

4.1 Simile. The poet's use of the simile is effective in revealing the joy and surprise of finding a new unknown flower in the forest. The poet, also unknown, is discovered by the speaker and here the excitement catches the speaker's imagination and interest.

4.2.1 The poet makes use of spilled red wine and mustiness of the sea on a foggy day to represent the homeliness/welcome/warmth/familiarity of this new poet's work. The images are not dangerous or violent but suggest a homely and relaxed existence. There is a familiarity of this situation.

4.2.2 The dash introduces surprising/unexpected information. The speaker says that the new poet's words could be used to tell the truth or lie. This contradicts the welcoming and positive mood from the previous lines. It stands in opposition to the emotion.

4.3 The enjambment allows the speaker to express the dream-like state during which this poem could have been written. The flow/nature of the lines emphasises the reflective/wishful tone of wishing that she could have been involved in the writing of a poem as good as the one she has found. The shift evident in the poem is one of joy/satisfaction to the disappointment of not being able to capture the creativity "in your dreams".

4.4 The speaker in "The New Poet" identifies and appreciates the beauty of the forest through which she is walking when she "finds" a new poet. The simile creates the gentle nature of the situation and it shows how nature/poetry work together to create beauty. The images of nature in "Release, February 1990" reveal a sense of foreboding and uncertainty with the release of Nelson Mandela. While the "heavens did not fall" there was an expectation that they would and the burning, "crimson snakes/writhing on air" all contrast with the beauty and peacefulness of "The New Poet". The speaker in "Release, February 1990" is relieved that the prophesies (that "the heavens did not fall") did not come true.

[Candidates need to discuss specific quotations from the poems and identify how the poems' contrasting descriptions help readers to understand the speakers' state of mind. The critical evaluation of the lines is needed for a complete answer. The candidates are required to assess how each speaker's use of nature helps us determine their state of mind.]

QUESTION 5 VISUAL LITERACY

5.1 The advertisement and marketing campaign position the reader against America's freedom to carry guns and in favour of gun control. The placement of a gun in a child's hands in a library is shocking to us (visual) and the statement that the gun is accepted in schools but not the book creates disbelief in the American laws (verbal). The children are sitting cross-legged suggesting childlike innocence as it could represent a story time situation in a library. But instead, one of them is holding a gun (visual). The children are staring directly into the camera as if appealing to the reader (visual). The realisation that the book has been banned, but not the gun (verbal) positions the reader. It allows the reader to guess which aspect has been banned (verbal) and also positions the reader to be in a state of disbelief.

5.2 5.2.1 One item is clearly dangerous while the other is not. The concept of removing a text because the basket contains a bottle of wine while the government allows firearms in American schools seems ridiculous.

5.2.2 The use of "You" is accusatory and separates the speaker and the audience. It also places blame on someone else instead of the whole community. "We" suggests that the reader is included in assisting the campaign to change the laws but it also suggests that "we" as a community are responsible for this situation.

5.2.3 Disbelief/shock/anger that assault weapons are not banned. The rhetorical question allows the reader to question the kind of community that bans the book but allows the gun.

5.2.4 The purpose is to encourage parents (particularly moms) to join the group against guns. The image on the left of the logo is similar to an exclamation mark (making a point) or to the visual representation of a target suggesting an emphasis on what they are doing. The "Moms Demand Action" is emboldened and the font is solid and bigger than the "For Gun Sense in America" demanding action.

5.3 It is interesting to note that that girls are in the library (feminine stereotype) while the boys are playing sport (dodgeball). Gender stereotypes are perpetuated but racial ones are not.

[The candidates need to discuss both advertisements. Award 4 marks only if the candidates discuss BOTH texts.]

5.4 The "circle" hands are all opened with 5 fingers splayed suggesting a common approach to something. The single fisted hand is the only one willing/able to be different in the context of the image.

5.5 Incorrect. The sentence starts with the participle and does not allow for a subject to clarify who is "focusing". At no stage during the sentence does the subject become clear.

5.6 Satire highlights the importance of a serious situation through the humour that it creates. While the government's plan is to ensure that no child is left behind, it is clear that their goal is through testing and more testing with blinkers on. The child trying to escape suggests (humorously) that she wouldn't mind being left behind if she is able to see outside and enjoy the arts. This is taking place while her peers are stuck at their desks writing the WASL tests. They are blinkered and are not allowed to see/do anything that might affect their test scores.

[Candidates may also focus on the Arts/PE versus formal study debate. The candidate may argue that the focus of the satire is to distinguish between the two and that the formal study prohibits students from the freedom associated with the Arts/PE.]

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QUESTION 6 LANGUAGE

6.1 Is reinforces the fact that the word "rapider" does not exist. It also shows us, however, that what the company is doing is so amazing that it is beyond rapid … (comparative). It could also reinforce the speed at which an act is done. In this case it is the speed at which the next trip will occur.

6.2 6.2.1 Adjective

6.2.2 What the company is doing through their loyalty programme is to say that they are better than their competitors. The use of the superlative (-est) instead of the comparative (-er) might come across as arrogant. The (-er) allows them to improve on their current situation but leaves room for improvement.

6.3 It asks the reader to acknowledge that what the company is doing is far more wonderful than what they have been doing until now. Their product in terms of degrees of comparison is better … (rapider) than previously. It is effective in this context as it allows the reader to question whether or not there is such a word.

6.4 A Transfarency (n)

B A belief or philosophy that the airline's customers are treated fairly and that their fares are the lowest. It also adds to the concept of transparency in how the fares are decided. There is nothing to hide.

C Origin: transparency + fare + fair

Total: 100 marks

DESCRIPTORS FOR EVALUATING RESPONSES DETERMINED BY MARK ALLOCATION AND COGNITIVE SKILL

A 5-mark question that requires extended abstract thinking. The response demonstrates understanding, application, analysis, complex inference and/or synthesis, evaluation or appreciation.	
Marks	**Skills**
5	The excellent response: • is complete and detailed, making specific reference to more than one element of the required text(s) • makes insightful links between the question and the text(s) • provides evidence that understanding can be transferred to new contexts • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
4–4½	The very good response: • makes specific reference to the required text(s) • makes accurate links between the question and the text(s) • provides evidence that understanding can be applied to familiar contexts • integrates the key elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
3–3½	The average response: • refers to the required text(s) in a general way without addressing all aspects • makes simple, underdeveloped links between the question and the text(s) • could be complete, without the required references or evidence • does not demonstrate an understanding of the significance of the whole (does not clarify/establish the significance of the whole)
2–2½	The incomplete response: • refers to the text(s) in a general way • is inaccurate or simplistic • demonstrates concrete thinking and an incomplete understanding of the elements
0–1½	The inadequate response: • refers to the text(s) • does not answer the question because of a lack of understanding

A 4-mark question that requires relational thinking. Demonstrates understanding, application, analysis, complex inference or synthesis. This answer could require evaluation or appreciation.	
Marks	**Skills**
4	The excellent response: • is complete, addressing all aspects of the question and drawing them together accurately • links all the ideas and provides the required evidence • demonstrates understanding applied to familiar contexts • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole
3–3½	The good response: • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained or • addresses each element, but does not successfully link them • is not entirely convincing and/or does not convey a clear understanding of how the parts contribute to the whole
2½	The average response: • is multi-structural, but addresses the elements in an incomplete or flawed way • does not link elements or does not demonstrate an understanding of the significance of the elements • omits or misunderstands a key element
2	The incomplete response: • is one-dimensional, omitting more than one element • indicates a flawed understanding of the question and/or the text
0–1½	The inadequate response: • attempts to address aspects of the question, but indicates only partial understanding

A 3-mark question that requires multi-structural thinking. Demonstrates understanding, application, analysis, inferential comprehension of implied and figurative meanings	
Marks	**Skills**
3	The excellent response: • engages with all aspects of the question and provides the required evidence • indicates a clear understanding of the significance of each element
2½	The good response: • is multi-structural, but not integrated or • is convincing but incomplete • provides evidence if required
2	The average response: • is either one-dimensional, without sufficient evidence, or is superficial and general • does not provide enough relevant justification • demonstrates that the candidate understands the issue
1½	The incomplete response: • demonstrates a flawed or incomplete understanding of what has been asked • indicates an understanding of the text • attempts to use the text to answer the question, but reasoning is concrete or simplistic
0–1	The inadequate response: • indicates only partial understanding of this aspect of the text

A 2-mark question that requires uni-structural thinking. Demonstrates understanding and application, literal comprehension and reorganisation	
Marks	**Skills**
2	The excellent response: • is complete and accurate
1½	The good response: • is partially complete and accurate or • is complete and mostly accurate
0–1	The incomplete response: • is inaccurate or only includes one half of the required response

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