



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2016

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.

The Marking Guidelines are to be used in conjunction with the Generic Descriptors.**QUESTION 1 COMPREHENSION**

- 1.1 Paragraph 1 provides a number of examples of divisions: the enmity surrounding the #Rhodesmustfall campaign, racial hatred on social media and xenophobic attacks.

[Two examples from paragraph 1. They do not need to be concrete. ONE generalisation may score 1 mark]

(2)

- 1.2 It can be argued that the diction and tone make the writers very reliable, because of how invested they are in the topic, or, more likely, that their subjectivity undermines the reliability of the argument because they have exaggerated. The emotive diction and use of subjective adjectives and adverbs suggest that the writers' opinion is based on their personal fears and experiences. Examples are 'massive polarisation', 'alarming inability', 'glaring lack of understanding', 'vastly different'. Also accept references to generalisations. The tone is one of urgency and the extent of the divide is expressed in a catastrophic manner, as if their analysis is indisputable. The comment '(debatable)' is sceptical.

[The answer must refer to both diction and tone and examples should be provided. The interpretation of reliability must be founded on the examples given. Candidates can argue either position.]

(4)

- 1.3 1.3.1 By using the words 'our' and 'we', the writers show that they are the same as the audience, not set apart and therefore not intending to be judgmental. This softens the readers' attitude and encourages the audience to be more accepting and understanding, focusing on their similarities and shared experiences.

[The answer must refer to the readers' attitude, not only the intention or meaning of the words 'our' and 'we'.]

(2)

- 1.3.2 The writers' message is about how divided South African society is, yet ironically they are writing about all South Africans and what they have in common.

(2)

- 1.4 Both South Africa and Rwanda have a background of serious divisions between racial and ethnic groups, and have had to forge a new society and national identity in order to leave that past behind. They are also both societies with huge differences between rich and poor.

[There must be more than one similarity, e.g. similar past and similar challenges in the present. Award up to 1 mark for an answer that does not use own words. The word 'meta-narrative' is difficult to replace with own words, so do not penalise.]

(2)

- 1.5 The 'rainbow nation' meta-narrative is positive because it appeals to 'universal truths' or 'universal values' by using the rainbow as an image with positive connotations of hope and beauty to construct an identity for South African citizens. It can also be negative if it is an overriding device that legitimises power and culture without allowing individual narratives. The story of the 'rainbow' nation has been used as a meta-narrative in the tourist board material, glossing over the divisions and oversimplifying the painful struggle for unity.

[The answer should clearly examine whether or not the 'rainbow nation' image is positive or negative, looking at the complexity in Extract A and demonstrating a sound understanding of meta-narrative. The answer does not have to evaluate both aspects and the image can be portrayed as either positive or negative, or both. The answer must demonstrate a thorough understanding of the rainbow image and of meta-narrative and quote from both extracts. If there is no quotation from the extracts (NOT Text 1) maximum 3½ marks]

(4)

- 1.6 'Manufacture' implies a process that is predictable, carefully planned and managed and inflexible. It suggests that the process of reconciliation was overseen by the government, standardised and implemented through conscious and deliberate actions. 'Organic' implies something natural, that grows and takes shape if it is nurtured. In contrast to the top-down approach in Rwanda, 'organic' suggests that South African efforts at reconciliation were left to emerge from the people and take shape in response to the environment, to grow and change as necessary.

[The answer must provide specific connotations for each word, relate them to the process of reconciliation and point out the contrast between the two.]

(3)

- 1.7 The semicolon balances the two ideas expressed in these two sentences, making the two points closely related and dependent on each other in a way that would not be so apparent if the sentences were written separately. The second sentence can be viewed as an explanation of the first. They have a cumulative, dramatic effect by being written without a full stop.

[Award 2 marks for any one explanation.]

(2)

- 1.8 Teaching history is intended to contribute to nation building and to enable young people to learn from our past in order not to repeat the same mistakes. The Minister of Basic Education argues that it encourages social cohesion and cultural heritage and therefore builds patriotism and pride. On the other hand, it might not succeed in uniting young people if not taught carefully. How the history is communicated could potentially be divisive. Not everyone agrees on the same narrative.

[The answer should examine both aspects of the argument and refer closely to the text. There is scope for own VALID perspectives (not just personal opinions) because of the instruction 'To what extent'.]

(3)

- 1.9 The validity of these words is contested. Doubt is cast over whether there is even such a thing as truth and objectivity when referring to history.

(1)

[25]

QUESTION 2 SUMMARY THESE WILL BE REWRITTEN FOR 2017 SAGS

FIRST read and allocate it to a category based on content, language, synthesis, etc. Then, depending on word count and following instructions, it will be placed at the top, middle or bottom of the category. Do not read over 100 words.) 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 text. 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. **[The summary will successfully meet the requirements specified in the instructions.] (If it is not a speech, OR if it does not address WHY she was chosen, but is still a very good summary with the correct register, it is 8 ½ max).**

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. 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 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 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 marks.

Below Average: A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the text 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 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. **No penalty if more than one paragraph, only if point form it will be AVERAGE.**
- "Penalise" from 94 words by **moving the mark to the bottom of the category** (see descriptors). **Write words from descriptor to indicate your thinking.** Stop reading at 100 words.

[10]

QUESTION 3 SEEN POETRY

- 3.1 The image of the Table Mountain, struck by lightning and on fire, in the days before Mandela's release suggests some kind of prophetic significance. Although the heavens didn't fall, the speaker is looking for an omen, which suggests that the 'we' anticipates the enormity of Mandela's release with some anxiety. The image of flames writhing against the black sky like snakes is dramatic. Snakes are frequently associated with evil but also with mystical power of rebirth, transformation, and healing. It suggests that the 'we' was fearful of the unknown after Mandela's release and could be identified with the voice of white South Africa.

[The answer must analyse at least two elements of the image: e.g. fire and snakes, and/or perhaps the significance of the lightning and the mountain. This must be linked to the speaker, speaking on behalf of a group ('we') and the significance of the imagery for this group should be explored. Many candidates began with line 15. This may also be accepted as part of the answer. **The imagery requirement is half the question, so no imagery discussed will result in a maximum of 2 marks]**

(4)

- 3.2 The repetition that is evident in lines 25 and 33 frames this stanza and works as a way of conveying certainty, calm and reassurance. The line in the middle is indented, depicting the only members of the crowd who would be considered 'out of place', but drawing attention to the fact that even they are in harmony and affirm the rightness of the event, despite standing out from the crowd by being armed.

[For full marks the answer should identify any two of:

- the repetition,
- the use of the dash,
- the measured use of the commas or general use of punctuation
- the use of parenthesis
- the indented line

and link these to the meaning. 1 mark for meaning, two marks for structure.]

(3)

- 3.3 The answer should analyse the possible significance of the hadedah image and draw a conclusion about whether it unifies or divides South Africans. An appropriate quotation from the poem should be used to illustrate the reasoning. There must be enough substantiation to justify full marks. **[Watch that the answer refers to the hadedah as an image, not the poem as divisive or unifying.] A strange interpretation plus a quotation e.g. xenophobia "exotic" 1 mark.**

(3)

- 3.4 The answer should meet all the requirements of the question: an evaluation of each poem's importance in a contemporary South African context would demonstrate a clear understanding of the poem's meaning and a link to what it could mean today, e.g. an important historical moment or an exploration of 'belonging'. Once each poem has been evaluated, the candidate should argue convincingly for the inclusion of one of the poems in an anthology. Synthesis and complexity of reasoning should be rewarded.

(5)

[15]

QUESTION 4 UNSEEN POETRY

- 4.1 Words are compared to flowers and/or jewels. ½ mark if that is all that is written. This shows how they are used as decorations, add beauty or are precious.

If this point is well expressed, the answer may be awarded full marks without including the first point above.

(1)

- 4.2 Words are compared to wild horses galloping beyond the writer's reach. She no longer sees words as simple decoration but as powerful and this makes them even more desirable because she wants to capture them and use them. Her attitude has shifted from adorning herself with words to ploughing with them, harnessing them to achieve her purposes.

[Identify the metaphor and then discuss how this conveys a shift in attitude.]

(3)

- 4.3 Lines 8 and 9 suggest that through words we can conquer forces that seem to be overwhelming. If we can't name them, we can't tame them. Poetry can be used as a means of reconciliation by helping society to name and recognise the forces such as racism underlying the turmoil. It gives us a shared experience that can create empathy.

(3)

- 4.4 The poet is mesmerised by the power of words and the possibilities they contain. She depicts this fascination through her use of sound techniques such as alliteration and rhyme which enhance the impact of her words, e.g. 'wild words', 'unnameable to tame', 'noose' and 'loose'.

[Award full marks if candidates identify an example of rhyme and of alliteration and offer an explanation. There must be convincing reference to the poet's relationship with words.]

(3)

- 4.5 In *Lasso* she loves words and wants to capture them and use them, whereas in the Whitman poem the speaker wants to escape words and leave them behind, staring up at the sky in silence. Despite these differences, their intentions are the same, as seen in the image which unites the idea of a lasso with the idea of connecting to the moon. They both are trying to grasp hold of a pure/real experience of the world – in the first poem to explore possibilities of meanings and make sense of life. In the second poem he wants an authentic, personal connection.

[The answer should identify each speaker's different attitude, the overlap between their intentions and how that is depicted in the image and the poems. The answer should include close references or quotations from both poems.]

(5)

[15]

QUESTION 5

5.1 5.1.1 In Frame 1, the slogan refers to education in apartheid South Africa and equal education for black and white, whereas in frame 2 it focuses on equal opportunities and access to tertiary institutions in particular. (2)

5.1.2 In Frame 1 the closed eyes and open mouths show desperation and frustration. The faces in Frame 2 have open eyes that appear to be rolling skyward in irritation. The violent background of armed soldiers, bodies and smoke from Frame 1 is not apparent in Frame 2 – there is no threatening police presence in the image. It also differs because of the hashtag, indicating that this protest also takes place on social media.

[Award 2 marks for detailed discussion of facial expressions. Award 2 marks for two other visual details. Some details mentioned in candidates' answers may not be in the guidelines. If only the 1976 frame is analysed **in depth** compared to the lack of those details in the Today frame, those answers may also score full marks.] (4)

5.2 Instead of emotion being conveyed through an exclamation mark, the line seems to be said in a matter-of-fact manner, with an air of resignation/acceptance. If tone is not mentioned, the answer may be awarded only 1 mark (2)

5.3 5.3.1 The answer could identify any one of the posters as more visually effective. The discussion of font and layout can refer to neater, densely packed words with larger words for emphasis (TEXT 4), compared with words that appear to be written more hastily and with more urgency. TEXT 5 also uses emojis and symbols in the place of words and has fewer words and more blank space. The answer can consider these factors in arguing for which is more effective.

[The answer can focus mainly on the selected poster, but there must be sufficient comparison of **both** font and layout. If the answer does not explicitly refer to both texts, award a maximum of 2 marks.] (3)

5.3.2 In Text 4 the diction calls attention to the 'future' and to the 'brightest minds' of the country. The use of the more formal diction and the **rhetorical question** indicates that the protestor wants to reason with the authorities and appeal to their logic as well as their imagination. In the first poster in Text 5, the use of 'R.I.P.' is emotive and it refers directly to death. The short, ungrammatical statement declares that the students' future is dead, making a similar point to Text 4, but in a more direct and emotive way. The intention is to evoke guilt. The second poster in Text 5 is a command. It addresses the object of the protest directly. It also refers to the future and is emotive by referring to 'dream'. It uses the arrow symbol instead of the word to indicate costs rising. The intention here is to express anger.

[For full marks an answer must quote diction and refer to the different sentence types in each poster. Reference to sentence types should be linked to the diction discussed. The answer should avoid oversimplifying or generalising but deal with each poster separately.] (5)

- 5.4 5.4.1 The word 'protestors' positions the reader to take sides and either support or oppose the students, by focusing on their issues and their role, rather than on their youth and inexperience which the word 'student' would do. It is potentially less sympathetic than 'students' because it presents that participants as hostile, and detracts from the reason why they are protesting, as if the protest is the only reason for their presence, not as young people who want to study.

[Award full marks only if the 'how' and 'why' of the question is answered.] (3)

- 5.4.2 **Activists** are usually more radical and committed to supporting a cause in many ways in addition to protesting. **Demonstrators** picket or protest in a more passive way at a specific event. The term 'demonstrators' is more suited to this situation as there is no evidence that these campaigns are linked to other actions.

[Award 2 marks for a well-reasoned answer that engages with the specific meaning of the chosen word. **1 mark for the 'activist' section, 1 for the 'demonstrator' section. Both words must be discussed in the answer, but not necessarily in the same detail.**] [*The candidate must distinguish the words successfully, even if the marker does not necessarily agree with the details of the distinction.*] (2)

- 5.5 In Text 4 'our' refers to the country/*the audience and protestors* collectively (1 mark), whereas in Text 5 'our' refers to *the students* alone (1 mark). [Very few other answers are likely to be permissible.] (2)

- 5.6 It is an **abbreviation** of the phrase 'rest in peace'. It is not pronounced as the word 'rip', therefore it is not an acronym.

[Award ½ mark for abbreviation and ½ mark for the reason. Does not need to mention acronym]

[The answer does not need to include the meaning of 'rest in peace'.] (1)

- 5.7 It turns a verb into a participle (or non-finite verb) OR it indicates the continuous aspect OR it converts the word into a gerund/ verbal noun.

[The full mark is for a grammatical term. Award ½ a mark for an answer that expresses meaning e.g. it is happening now or it is ongoing]. (1)

[25]

QUESTION 6

6.1 The word 'humble' is the opposite of 'brag', therefore, two contradictory words are side by side. (1)

6.2 humblebrag: noun A boastful statement, which can be interpreted as a complaint or a plea for sympathy, but actually reveals the speaker's privilege. [Origin: English neologism in recent English, popular in social media, consisting of the words humble+brag]

OR

humblebrag: verb A neologism often used in social media. Boasting in an indirect way, by sounding as if you are complaining or asking for sympathy. [Origin: English neologism consisting of the words humble+brag]

[Note that:

- the part of speech (1 mark) must match the way it is defined or it receives no marks.
- 1 mark for the meaning only.
- an answer may be awarded the 3rd mark for explaining the concept of neologisms well and not mention the origin – see example 2 above.
- The answer does not have to be set out in the typical dictionary format.] (3)

6.3 I was impressed by the celebrity's humility/humbleness. (*the word alone is ½ a mark, the word in context is 1 mark even if it's not a proper sentence*) (1)

6.4 6.4.1 Accept either: I find it so hard to buy clothes that fit me OR I find it so hard to buy clothes (1)

6.4.2 Sentence A is more effective as an example of a humblebrag because it leads with the problem or a plea for sympathy. Sentence B may alienate the listener by starting with a perceived boast.
If Sentence B is proposed, may be awarded 1 mark for a good reason that indicates an understanding of the term. (2)

6.5 Graduating from two universities (1) means you get double the calls asking for money. (1) They get really pushy too!
OR
Graduating from two universities (1) means you get double the calls asking for money; (1) they get really pushy too!
OR a co-ordinating conjunction can be added. (2 × 1 = 2)
[Ignore additional changes or errors that have been included.]

[10]

Total: 100 marks