



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2018

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

TEXT 1

- 1.1 1 mark for each required observation from the following:
• use of contractions, i.e. "Here's" and "What's"
• use of teen-speak/colloquial expression, i.e. "cool"
• use of an/the exclamation mark ✓✓
(Any TWO) (2)
- 1.2 Yes – the text is about teens, and teen trends; ✓ the informal register is thus appropriate/suited to the intended audience, and to the subject matter.
OR
No – possible responses (especially since this article is **about** teens and not necessarily **for** them.)
No mark to be awarded for YES/NO – only reason. (1)
- 1.3 The survey cited in the text shows that teens used to ✓ spend most of their money on clothes, but now ✓ their biggest spend is on food. (2)
- 1.4 The rhetorical question makes the reader ask the same question in the mind – indeed, why Starbucks, of all other brands./Makes the reader think./To emphasise. ✓ (1)
- 1.5 Nineteen (hundred and) seventy one. ✓ (1)
- 1.6 Given the professions of the founders of the venture, all of whom are connected in some way to history and literature, ✓ it makes sense that it was named after a literary figure./... in the well-known classic, Moby Dick." ✓ (2)
- 1.7 A mermaid. ✓ (1)
- 1.8 People everywhere want to feel connected to other people/feel that they belong ("community"). ✓ They also value being able to talk to one another/discuss ("conversation") ✓ their experience with other people.

One mark for reference to **conversation and community**; ✓ the other mark for **explaining** ✓ these in own words. (2)
- 1.9 C – obtained through free, fair and sustainable trade with local farmers. ✓ (1)
- 1.10 UNESCO OR OK ✓ (1)
- 1.11 "fits right in" ✓ (1)
- 1.12 This is to show that the simple, seemingly insignificant action ✓ of handing a cup to another person, does indeed connect them even if for a split second./To emphasise that there is definitely a connection. (1)

- 1.13 Example: The Chinese disapproved ✓ of Starbucks. This modern, western brand was seen as a "caffeinated intruder" ✓ which had no place in the ancient setting of the Great Wall of China, and their rejection of it was in favour of preserving a "solemn" symbol of "Chinese culture". ✓/They are mostly tea-lovers. (words to this effect)

Award 1 mark for noting Chinese **disapproval**

Award a second mark for the **reason** for Chinese disapproval

Award third mark for meaningful **inclusion of reference** to the text in support of answer. (3)

- 1.14 Testing the waters = a trial run/experiment ✓ to see if the initiative would work. (1)
- 1.15 Chinese are compared to sharks; ✓ implies that they strongly resisted the new western brand coming into their space. Accept any sensible explanation. ✓ (2)

TEXT 2

- 1.16 Open. For reasonable suggestion of advice; ✓ for reference ✓ to Text 2, not necessarily quoted, e.g. do sound research on what the cultural norms/traditions are, i.e. what is the local **history** regarding tea? (2)

TEXT 3

- 1.17 B factual and informative ✓ (1)
- 1.18 f – 40% of the world's coffee is produced by Columbia and Brazil. ✓ (1)
- 1.19 mix/mixture ✓ (1)
- 1.20 Coffee was one of the first ever freeze-dried foods, **wasn't it?** ✓
wasn't it = ½ (spelling correct)
? = ½ (1)

TEXT 1 AND TEXT 3

- 1.21 Neither the Chinese nor early Muslim leaders were in favour of coffee: ✓ the former for cultural reasons, and the latter because of coffee's impact on the body. ✓

The second mark may only be awarded if both texts are referred to, as per instructions in the question. (2)

30 marks

SECTION B SUMMARY

QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING

Learners should provide 5 main points, such as the suggested content points below:

SUMMARY	
ORIGINAL QUOTE	OWN WORDS
1. "... a good laugh ... improve your mental and physical health, and your relationships?"	1. Laughter is good for one's health (and/or relationships) in general.
2. "... look up and smile at people you pass in the street ... in the traffic ..."	2. Practise smiling at people, even if they are strangers.
3. "We can all choose what to focus on: the glass half full or half empty ..."	3. Look beyond life's problems to see the upside which exists for most things.
4. "When you hear laughter, seek it out and ask, "What's funny?"	4. Choose to socialise with positive people/ deliberately seek out the funny side of life.
5. "There are always books, films, shows that stimulate laughter ..."	5. Regularly expose oneself to some of the many laughter-inducing experiences that surround one.
6. "... don't forget to play with your pet; ..."	6. Take some time to interact/play with your pet.

MARKING

- Sub-examiner will draw a double oblique stroke after 70 words. Nothing beyond 70 words will be marked.
- Each CORRECT CONTENT point is worth 2 marks, i.e. $5 \times 2 = 10$.
- Mark only one relevant content summary per point – ignore any other content in the same point.

PENALTIES

- Indicate all errors (grammar, spelling, punctuation), including incomplete sentences.
- 0–3 errors: no penalty; 4–6 errors: –1 mark; 7 or more errors: –2 marks

Indicate lifted phrases/sentences with Q (quotes) in the margin. (Included in language penalty)

10 marks

SECTION C POETRY

QUESTION 3 MAKING MEANING OF POETRY

SEEN POEMS

SONNET 116

3.1 Any TWO of the following (for example):

- Rhyme scheme: ABAB CDCD EFEF GG
- Three quatrains (followed by a)
- rhyming couplet.

NOT: 14 lines

(2)

3.2 "Love is not love ..."

(1)

3.3 True love does NOT change ✓ or "alter", nor does it end: ✓ "... bears it out even to the edge of doom". It also does not quit ✓ when there are problems: "looks on tempests ... never shaken".

i.e. does not change }
does not end } each of these with reference to text (poem) for full
does not quit } mark

Accept any relevant answer that is clearly explained in response to the question.

(3)

3.4 Love is compared to a star ✓ (metaphor) that guides a little boat ("bark") at sea (on its journey). When life gets difficult, when our boats seem to be sinking, love can give us direction and hope, ✓ (explanation) or words to this effect.

*There is much to say in response to this question; not **all** of what is suggested in this marking guideline is necessary for 2 marks.*

(2)

3.5 OPEN. Award marks for a clear opinion that is relevant to the question posed, and for which a reason is provided, as instructed.

Possible answers: Yes: if people truly love, as in the sonnet, it will continue past death.

OR No: people change, and life is complicated. Look at the divorce rate!

(2)

REFUGEE MOTHER AND CHILD

3.6 Mary, the mother of Jesus, cannot prevent her son's death. ✓ Nor can the refugee mother. The poem's central message is that no matter who you are, it is painful to lose a beloved child. ✓

(2)

3.7 It creates a sharp contrast with the lack of all basic freedoms ✓ experienced by refugees./Free verse vs no freedom for refugees (words to this effect).

(1)

- 3.8 Possible answers: The refugees illness is conveyed in "diarrhoea"; their lack of an hygienic environment "unwashed bodies"; their starvation in "washed-out ribs", "dried up bottoms" and "empty bellies"; their physical weakness in "struggling ... laboured steps". Any one example explained. One mark for quote/example, ✓ one mark for explanation. ✓ (2)
- 3.9 This suggests that this mother touched her son's hair often and naturally when she greeted him before he went to school. They had a normal life before./Before they became refugees./Before her son became ill/weak. ✓ (1)
- 3.10 Flowers are carefully arranged on a grave; ✓ the mother is as careful ✓ with her son's hair now, since he is close to death/to his grave. (2)
- 3.11 Both poems are about love. Both touch on the way that true love lasts, through very tough circumstances (refugee camp/death of a child/"doom"); in both, love provides something of value in an otherwise (nasty/hard/cruel/difficult) life.
- Reward any reasonable, relevant response that shows thought beneath the obvious. (2)
- [20]**

QUESTION 4 MAKING MEANING OF POETRY

UNSEEN POEM

- 4.1 B ✓ (1)
- 4.2 "waterski" ✓ (1)
- 4.3 The poet's desire that poetry be seen as less of a hard, dull, forced and flat chore ✓ is supported by the word "colour", since it has connotations of joy, fun, pleasure and life. ✓ (2)
- 4.4 Focus on stanza 2:
- 4.4.1 The poem is compared to a (bee)hive. ✓ (1)
- 4.4.2 hearing ✓ (1)
- 4.5 The word "but" heralds the opposite side ✓ of the poem's message: it turns the reader's attention away from what the speaker **wishes** for his students, to what they actually do .../Indicates that a contrast is going to be introduced. (1)
- 4.6 Unfortunately not./It is as if the students cannot imagine that poetry could possibly bring any joy. ✓ They seem so trapped (by years of formal education?) that they end up forcing "the" particular "meaning" ✓ out if it: they "tie it to a chair" (restrict its possibilities of interpretation), and even "beat it with a hose"./"Killing" of creativity. ✓ (3)
- [10]**

30 marks

SECTION D COMMUNICATIVE LANGUAGE

QUESTION 5 ADVERTISEMENTS

- 5.1 Car ½, home ½, business ½ and life insurance ½. 4 × ½ (2)
- 5.2 The target market is women. ✓ "... we insure women". ✓ (2)
- 5.3 Slogan: *Cover with Care*. ✓ The "care" ethic is traditionally linked to women. ✓ (2)
- 5.4 The male gender is stereotypically seen as those who ✓ take foolish risks for fun, ✓ such as dangling from a cliff (visual clue) ½ They foolishly accept risky dares: "Jump ... Whoopsie daisy" (verbal clue) ½ . (2)
- 5.5 Open. Example: The language: "Whoopsie daisy" is a huge understatement of the danger the man is really in; this creates humour. The image is the man dangling with his friend above him creates humour too – how exactly CAN his friend "catch him"? (2)
- Award 1 mark for a humour-creating example ✓; another mark for explaining its humorous effect. ✓ (2)
- [10]**

QUESTION 6 CARTOON

- 6.1 It (humorously) expresses the teacher's agitation/frustration ✓ about repeated stories from the students./Pause indicated by the ellipsis creates anticipation. (1)
- 6.2 It indicates just how many of the "students" neglect their homework. (1)
- 6.3 Usually school children make the excuse that the dog has eaten/destroyed their homework; ✓ here, dogs unexpectedly ✓ use the same excuse, thus creating humour and/or irony. (2)
- 6.4 Annoyed/agitated/frustration/exasperation (accept any similar/valid); ✓ hands on hips ✓ (2)
- 6.5 The teacher asked whether anyone **there** ✓ had not **eaten** ✓ his or her homework on the way to school. (2)
- [8]**

QUESTION 7 TEXTUAL EDITING

- 7.1 at ✓ (1)
- 7.2 It shows that the evening was for **many** parents. ✓/To indicate a possessive plural noun. ✓ (1)
- 7.3 apostrophe ✓ for contraction/omission, ✓ i.e. in the place of a missing letter (2)
- 7.4 totally ✓ (added –ly suffix) (1)
- 7.5 I ½ filled their cups for them. ½ (1)
- 7.6 C – definite article ✓ (1)
- 7.7 Any complete sentence with the word **NEW** ✓ used meaningfully. (1)
- 7.8 is ✓ (1)
- 7.9 The sounds of the initial letters of the words are switched around. ✓ (1)
- 7.10 (a) PUN or WORD PLAY. ✓
- (b) Mugging has to do with coffee drinking mugs, but also with being held up by a thief. ✓ (2)

[12]

30 marks

Total: 100 marks