



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2017

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 The father knows who he is and where he comes from. His language connects him to the land where he lives and ensures continuity with the past.

[Two factors that are linked to language and identity. Quotations with no explanation are awarded a maximum of 1½ marks].

Who is linked to language; where is linked to origin.

- 1.2 The rhetorical question shows that Australia is a country filled with many immigrants and citizens, with ancestral origins in other countries. It implies that not many people know who they really are because they are disconnected from where they come from.

[Award a maximum of 1 mark for the concept of immigrants or family origins from other countries.]

- *Not their own language;*
- *Many languages;*
- *Distanced from your heritage;*
- *Speaking a language not linked to your origin;*
- *Not your 'place'.*
- *Candidates must make reference to his father in answering the question.*
- *Must address the disconnect between language and identity.*

- 1.3 Since the writer's main language is English, he struggles to pinpoint a specific origin and identity or sense of belonging. This is because English is not an indigenous Australian language but is spoken internationally by many different cultures.

[To achieve full marks the answer should explore the role of language linked to place and identity and explain why English complicates these categories.]

[Award a maximum of 1½ marks for an answer that relies too heavily on the text.]

- *English is divorced from identity because of the different cultures;*
- *Do not have to include Australian.*

- 1.4 The writer describes his passion for words, literature, poetry, music and song. He writes of how these inspired him throughout his life. He also describes international travel and the close connections he made with diverse people. His experiences portray him as creative, cosmopolitan, open-minded and friendly. He seems to be insightful and artistic. He is deeply moved by words and the sound of them, as well as by music. He is friendly and adventurous.

[For full marks the answer should identify key elements of the writer's experiences such as his literary influences, travel and friendships and link these to conclusions about his character. The answer should express an opinion of the writer based on the information he shares.]

Focus on his response to language; diversity of his experiences – link that to character.

- 1.5 The answer can be 'yes' or 'no'. It could be slang because the text states that outsiders would not have understood it and it belonged to the users.
OR

A creole is a mixed version of a language that is a separate phenomenon from slang. It is simply a mixture of languages that can be equated to a dialect.

[The answer can be either 'yes' or 'no' and does not need to consider both options. It could demonstrate a sound understanding of the *definition of slang and evaluate the patois in that light (in relation to slang)*, or it could engage soundly with *the meaning of patois as a dialect*. The reasoning must be consistent.]

Must understand that outsiders are 'othered' by the use of slang ...

Mixture of languages = dialect

No mark awarded for simply saying slang or dialect.

- 1.6 When the writer was young, the language had a low status. It was not spoken by the elders and the young people used it in a casual way. It seemed old, as if it was dying. There was a hostile attitude because it was seen as a threat or as unacceptable in town. This attitude shifted over time. More recently there is a sense of pride in using it, connecting people and showing a sense of belonging and identity. It has become an important tool of resistance and liberation.

The attitude shifts from hostile to proud. Should engage with what the attitude was and why, and what it changes to, and why.

- 1.7 The inverted commas show that the writer questions the idea of traditional names or casts doubt over the term or the origin of the names. He does not fully agree with the term or the use – there is some ambivalence towards the idea.

Critical, judgemental, disapproval, ambivalence ...

[If the answer focuses on quoting, he could simply be signalling that this is how the names are termed by those who use them, but then he is still separating himself by showing this is not his own word. His attitude must be acknowledged in the answer for full marks].

- 1.8 In paragraph 11 the pronouns indicate how the writer identifies completely with the Wiradjuri as his own people when he is young, by using 'we' and 'us'. In paragraph 13 he writes of the Wiradjuri who have reclaimed their language, names and identity, but he uses the pronoun 'they' to refer to them. He has distanced himself from the group because he does not see himself as primarily one of them. When he speaks of colonial names 'they' were born with, he separates himself, despite his own name.

Must refer to personal pronouns overtly. Must discuss in relation to when he was young and when he was older.

- 1.9 The quotation refers to the part of his identity that is essentially 'him' and cannot be erased or replaced, so he has some certainty and does not feel that he will lose or betray his origins or 'ancestors and ... family' by turning into something else. This is despite the fact that he values all the different 'layers' of his identity and has carved out a place for himself. The quotation affirms/*reinforces it*. The writer argues that 'all identity is a construction'. He does not want to be constrained by the 'expectations or definitions of others,' however, he feels obliged to justify himself by using the quotation. It is ironic though that the quotation that supports his indigenous identity is from Shakespeare, demonstrating the strong colonial influences that others reject. It shows that English is the strongest factor in determining who he is and where he belongs.

Must engage with identity as a construct.

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 text/s. 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 text/s 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 text/s 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 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/s 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/s. 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.
- Penalise from 94 words by moving the mark to the bottom of the category (see descriptors).

QUESTION 3 SEEN POETRY

- 3.1 The imagery of a criminal who has been condemned shows that the pauper is the lowest in society. He is not free and has no rights.

Qualify his position in society.

- 3.2 The pauper is illuminated by the lights of a luxury car. Because he is so thin, his ribs and bones reflect the light. He becomes an object, passive and helpless in contrast to the smart car and the observer fails to see his humanity.

Must deal with the pauper in relation to the observer.

- A well-explained contrast that goes beyond the obvious = 3 marks;
- A well-explained contrast that tries to go beyond the obvious = 2½ marks;
- A clear contrast = 2 marks.

- 3.3 The poem could demonstrate the conflict of man vs man because of the struggle between rich and poor in society. The poem speaks of 'human indifference' to the plight of the pauper. Even his title as 'pauper' is dehumanising. A convincing argument could be created for the conflict of man vs God, man vs no God, man vs society or man vs reality. The theme is definitely more complex than that of a straightforward 'man vs man' conflict, because the pauper, the wealthy and the observer are not humanised.

[It is highly unlikely that full marks can be awarded for an answer that argues simply for the conflict of man vs man, unless the alternative conflict is well chosen, analysed and then rejected, based on convincing reasoning. The marks are awarded for a consideration of man vs man and ONE other conflict, so do not reward any extra scenarios that are discussed.]

Candidates cannot get between 3 and 4 without close reference.

Must mention why it is not 'man vs man' vs one other (explained in detail).

If candidates only deal with man vs man, it can only go to 2½ (but then the response must be superb).

- 3.4 The register in the poem *Da Same, Da Same* is informal because of the accent and non-standard diction e.g. 'you doesn't look anader man in da eye'.

Candidates do not have to give explicit terminology as long as they can convey the idea of what diction is.

Diction and quote together without register can get 1½ marks.

- 3.5 The answer expresses the opinion of the candidate with regard to social protest or criticism in *The Pauper*, which uses formal style, diction and rhetorical questions, compared to the informal, *colloquial, conversational, descriptive, emotive*, flowing and repetitive style of *Da Same, Da Same*.

[For full marks the answer must demonstrate an understanding of the intention of each poem as a form of social protest and discuss the style and structure of both poems convincingly, with sufficient quotes to illustrate the answer.]

If candidates discuss only one poem, but do so well, 2½ marks may be awarded.

Style: chanting of a refrain as a form of protest. The style adds to our understanding of why the issue needs attention.

Structure: very little punctuation; enjambment linked to suffering.

'The Pauper': more explicit.

'Da Same, Da Same': more accessible; repetition makes it more memorable.

Candidates must quote.

QUESTION 4 UNSEEN POETRY

4.1 The run-on lines shows the flow of time and the effort to hold on to it or make the most of it (or a similar, convincing interpretation).

4.2 4.2.1 Alliteration

4.2.2 The mood is wistful, linking to the idea of love, longing and memory. The repetition and alliteration draw out the sounds, demonstrating the desire to hold on.

Sad; melancholy; mournful

4.3 Just as starlight appears to us on earth even though the star may no longer exist, so too, the dogs' presence is felt even though they have died. Their energy remains, like the light of a star. This is why it is described as a 'Lingering presence, charged by the lives they lived'. Starlight is also beautiful and hopeful, and in the same way the very tangible memory of the dogs' presence 'undoes darkness and melancholy', *which creates optimism*.

Links to starlight must be explicit.

4.4 The flow in lines 1–3 recreates the flow of conversation circling around the speaker. *Rhythm is created through the use of commas, pauses between conversation*. The sharp change in rhythm to the staccato syllables of 'I hear the rain', shows how the sound of the rain stands out for the speaker (*and is more significant than the conversation*).

4.5 Attitude to nature: Poem 1, close affinity for dogs and romantic understanding of the energy of rocketing starlight that has the power to transform. This shows that for this speaker death is not the end, because life energy and memory transcends death. In the second poem, the speaker is bleaker. The rain represents a type of finality, also reflecting the speaker's emotions and understanding of death. The 'thirsty tree' shows that she has an emotional need that cannot be met. She focuses on the concrete present reality of nature: the rain and the 'unquiet grass' that reflects her sadness, rather than the universal and comforting aspects from the first poem.

- *Candidates have to make reference to the speakers' attitude to nature and this must be linked to their understanding of death. There must be an explicit link to both.*
- *A response that does not engage with the poems will not be awarded full marks (perhaps 2½ at the very most). 2½ implies a misunderstanding of a key element (like proving their understanding of death).*
- *Attitude to nature –*

Poem 1: Awe/appreciation of nature.

Poem 2: Bleak; sense of melancholy; the pathetic fallacy of her mind.

QUESTION 5

5.1 The scales demonstrate that each side will be weighed equally and the evidence and opposition will be compared.

5.2 The blindfold means she is not biased or prejudiced or influenced by who she serves – she serves all fairly.

5.3 A blindfolded woman in this context has negative connotations. Since the woman in *TEXT 4* is not the figure traditionally associated with justice, the meaning could be misconstrued. *The blindfold could show ignorance and may be linked to turning a blind eye to corruption.* For the NPA, justice needs to be practised with open eyes, to observe all the facts. In addition, black African women are often depicted as weaker than others. If a blindfold were used in this case, the woman may be portrayed as a victim.

It could also be considered discriminatory towards Black women and may carry connotations of disempowerment and racial discrimination.

5.4 The association with the head emphasises thought and wisdom. It also represents the strength and effort or work that goes into protecting justice.

Could refer to logic and judgement; stereotypical South African image.

5.5 *TEXT 3*, with the blindfold and more **abstract presentation** of justice as a concept, depicts the more **Western interpretation** of objectivity or a form of neutrality. When things are returned to their rightful place, it is done in **consideration of the context**, not with eyes blindfolded. One sometimes has to take sides. The contextualised NPA picture in *TEXT 4* is more suited to the word 'adl'. *TEXT 4* is more engaged, *specifically South African* and 'hands-on', which demonstrates wisdom and an understanding of the important issues. *It still reinforces justice shown by the scale. The image is linked to context and rightful place.*

Do not dismiss TEXT 3 if the justification is valid.

5.6 5.6.1 Just.

5.6.2 We are looking for a just solution. (adjective)

[Do not accept a sentence that uses the adverb e.g. we have just finished.]

(½ awarded for sentence and ½ for part of speech)

5.6.3 Justify, justifiable or similar

The new word must be linked to the notion of justice.

- 5.7 TEDx encourages conversations and is in the form of speeches. **OR** The 'x' is in a mathematical superscript position used to show a power, which suggests that this version is very powerful or transformative. **OR** The 'x' represents 'extra' because it is a special type of experience. *Acronym being linked to the purpose – 'Technology, Entertainment and Design' X goes beyond the initial purpose.*

[The answer only needs to consider **one** visual aspect **and** link it to the purpose.] *Candidates must discuss purpose and link it to the logo.*

- 5.8 Before being exposed to the ideas of Martin Luther King, the people are segregated, but after seeing his ideas (shown by passing through his brain on a walkway), the people come out changed or transformed. The colours no longer separate but integrate, showing how racism is overcome.

Candidates must make some reference to the issue that has changed.

[The answer must engage with ideas being changed e.g. racism, segregation, equality etc., not just the literal, physical depiction of being separated and then integrated.] *Detail – effect of the change.*

- 5.9 5.9.1 *Sentence A is in the active voice. Sentence B is in the passive voice.*

If candidates identify a shift in the subject and object = ½.

Show a difference in each subject/identify each subject = ½.

- 5.9.2 In TEXT 6 the focus is on the ideas, in the same way as in the active sentence. In sentence B the focus is on 'the world' which has been foregrounded. The picture is too stylised. A stronger presentation of the world would be more suitable for sentence B.

*Must deal with **ideas** and **'the world'** for 2 marks. Award 1½ marks for a good explanation of one.*

Ideas are significant in bringing about change.

- 5.10 Reward original concepts that are explained in sufficient detail and add to the message showing how ideas change the world.

- *Must take cognisance of original elements: clear visual image that illustrates how ideas change the world / the visual described must show how ideas change the world and how ideas are spread. Must include a justification for their response;*
- *Must show a shift – before and after;*
- *Their justification must link back to how ideas change the world;*
- *Must be linked to a youthful audience;*
- *The image must show a link to the slogan.*

QUESTION 6

- 6.1 It shows possession/*ownership*
- 6.2 'Sets' should be set.
- 6.3 The clouds can be the literal clusters of water vapour in the sky, or the term for a virtual internet space where digital information is stored.
- 6.4 It is a proper noun – the name of the day. *Must make a link between a holiday and capital letters.*
- 6.5 6.5.1 The values are 'freedom', 'independence', business efficiency, reliability and excellence, patriotism.

TWO values that explain the diction may be awarded 3 marks. Responses must speak to values.

- 6.5.2 The advertisement links MainOne to the country. It makes people associate the company with Nigeria's values of pride, patriotism and independence. It capitalises on the values of Nigerian Independence day and resonates with what the population wants or needs ('freedom').

Independence Day links to independence in business.

Total: 100 marks