



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2018

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 question in the title draws the reader in and piques the reader's interest, especially since a rather derogatory term has been used.

[Award 2 marks for an integrated response] (2)

- 1.2 Candidates could argue either position. If they respond that the term is clichéd they must provide a valid reason for why this is so and vice versa. There must be some engagement with whether or not the term is effective. (3)

- 1.3 It is implied that Tait's (the author's) father should have read between the lines and should not have critiqued her baking skills too literally. He should have reviewed the writer's effort rather than the quality of the final product. It was a "review" in name only and not an actual assessment of her baking ability.

[Award 1 mark where candidates have simply stated that her father had been too harsh when appraising her baking skills.] (2)

- 1.4 1.4.1 (a) Definition: a neologism; involves the derogatory usage of the word to make reference to people. Its meaning may include a person who has an inflated sense of his/her own uniqueness, has an unwarranted sense of entitlement, or is easily offended and unable to deal with opposing opinions. (1)

(b) Part of speech: noun (1)

(c) Etymology: *Modern English*, 1990s, derived from social media. *Accept specific reference to Tumblr.* (1) (3)

- 1.4.2 The term is derogatory and is used to offend the generation being referred to deliberately, just as anybody would be offended by being tarred with the same brush as Hitler. The connotations attached to the term elicit a very similar response in the Baby Boomers as those attached to Hitler as they look down upon and are highly critical of millennials. The reference to Hitler therefore reinforces the offensive nature of the term "snowflake". (2)

- 1.5 Tait writes the article in the first person and refers to herself as a snowflake. She identifies with the group that has been labelled as snowflakes and the Baby Boomers are seen as the generation labelling them. "Not content with insulting us individually, however, baby boomers have also coined the expression "Generation Snowflake" to tar everyone born in the Nineties with the same brush". The term "snowflake" is derogatory and assumes that an entire generation is "too sensitive" and "mollycoddled". The style of the article is conversational and this engages the reader, presumably of the same generation as the writer, on a deeper level.

*[Candidates refer to diction **and** style overtly. Responses must refer to specific diction and not the entire sentence. Award 1 mark if candidates only provide a reason for why the article was not written by a Baby Boomer.]*

*Award 2 marks if candidates provide a reason and refer to diction. Award 4 marks if candidates refer to diction and style **and** provide a reason for why the article was not written by a Baby Boomer, and the response is well synthesised. If all of the above has been done but the answer lacks synthesis, award 3 or 3 ½ marks. Generic Descriptors must be applied to assess this question.]*

(4)

- 1.6 By beginning the sentence with the subordinating conjunction, the emphasis is placed on the subordinate clause, highlighting the fact that she grew up in a sheltered, homogenous and somewhat remote environment.

(2)

[Candidates must display an understanding of how the subordinate clause works. Do not penalise candidates for not using the terms.]

- 1.7 Tait refers to herself as having come from a very small town of only 6 000 people (paragraph 6) and most of the population were white and mostly aged. Her exposure to people who were different to her was minimal and being offensive was considered funny and left unchallenged ("... being offensive was the highest form of wit"). She credits her exposure to different viewpoints to the internet, where in spite of coming from a very narrow-minded context, she was able to encounter "thousands" of people who "flooded [her] narrow world with opinions". From being a very sheltered teen who felt that some of her experiences were "just 'life'" she has developed into an adult who now knows better owing to her exposure to the internet.

[Candidates must account for the shift/change that takes place in the writer's development. The focus is on what she becomes. Generic Descriptors to be applied.]

(3)

- 1.8 Candidates could argue yes or no but arguments either way need to refer to both extracts and the article as a whole. Tait is trying to debunk the "snowflake" myth and argues that her generation are more sensitive to the issues faced by society and that this sensitivity is positive. This is supported by both extracts. Extract 1 highlights the view that snowflakes know their rights and are aware of the issues facing the rights of others. Extract 2 highlights the positives of being a snowflake and that this generation understand the rights that others have and that those rights need to be protected. The article as a whole and the extracts work together to highlight the fact that snowflakes are a generation of people who are aware of the issues that they face and who understand that each person has a role to play as a result.

(4)

[Generic Descriptors must be applied]

[25]

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.

[10]

[The summary must be in the form of a formal speech and must make reference to the possible dangers of AI. Reference must be made to both texts.]

QUESTION 3 SEEN POETRY

- 3.1 The title alludes to something that happens over time, little by little. The pioneer tries to assert himself over the land, but it is not to be tamed so easily. It has a mind of its own and the sheer effort of trying to tame something, to create "order" in the "absence of order", where no man-made order is necessary, eventually drives the subject to distraction. The subject may need to confront the fact that he has no control over his environment and may need to embrace how small he is in the face of it. (2)
- 3.2 These lines are very short and to the point (*simple sentences are used*). This could imply that the subject of the poem asserts himself with confidence and without hesitation. He simply acts as he sees fit and this affirms the main concern of the poem; man's desire to mould the world around him and his needs. All three lines begin with the pronoun "he" and again emphasises that the subject is the antagonist.
[Award 1 mark for structure and 1 mark for a valid reason.] (2)
- 3.3 Man's disconnectedness from the land is very apparent in the poem. He does not fully comprehend his reliance on the land and his notion of order is not in line with that of the land – his absence does not have any bearing on the way in which the natural world operates ("It was an ordered absence"). His resistance to the land and the disgust he experiences emphasises that he is at odds with his environment – that he is the one who does not belong.
[Candidates must provide **TWO** examples; each example must be accompanied by a sound argument to demonstrate the truth of the statement. *If candidates provide two examples and one well-synthesised argument, they could be awarded 4 marks. Pay attention to the Generic Descriptors*] (4)
- 3.4 The seven stanzas may allude to the Genesis account of creation where God created the earth in six days and rested on the seventh. The subject is not very successful in creating his version of Paradise though, as is made clear in the poem ("Things refused to name themselves; refused to let him name them"). The subject is not as powerful as he supposes earlier on in the poem.
[Credit valid alternative responses. Candidates may refer to enjambed lines which could represent a gradual descent into insanity and the passage of time. The indentation of lines could also be referred to under structure.] (3)
- 3.5 Atwood describes nature as unyielding and defiant in the face of man's attempt to dominate and "tame" it. Nature is described as being powerful and even in the face of man's most sincere attempts to create a man-made order; there is a "tension between subject and object" and instead of embracing nature and stocking "his log house-boat with all the animals even the wolves" the pioneer remains "obstinate" in the face of nature's ability to rebuff his efforts. Coleridge portrays nature as something that has been ordered and created by Kubla Khan. Xanadu is a place where imagination has been allowed to run wild and epitomises the creative spirit of man. But even here nature is not seen as something passive – "And from this chasm with ceaseless turmoil seething, As if this earth in fast pants thick pants were breathing ..." There is most definitely an element that even in man's wildest dreams, it is not assumed that we have control over everything.

[Both poems must be referred to and evidence from both poems must be provided to be awarded 4 marks.]

(4)
[15]

QUESTION 4 UNSEEN POETRY

- 4.1 The journey being referred to is the transition between life and death. There is usually a lot of "soul searching" that takes place at the end of one's life and one would probably "look back" on the highs and lows ("valleys and hills") that one has experienced. (2)
- 4.2 The words "I would" indicate that the speaker is not dead yet and that she is pre-empting this final transition from life to death. It also expresses that she is not afraid of this final journey which involves looking back on her life.
[Credit valid alternative responses.] (2)
- 4.3 The use of enjambment speeds up the pace of the poem perhaps indicating that time speeds up at the end of our lives and that one only begins to appreciate life and all that it has given one towards the end of it. The speaker is nostalgic about the journey ("I will miss this journey"). (2)
- 4.4 The "old fingers of weathered granite" could be compared to the fingers of a person who is aged, as the fingers of the elderly are often thick and the skin quite wrinkled. The image is effective because it contributes towards forming an understanding that the poem is about someone who is old and nearing the end of their life. The mood of the poem is reflective and somewhat hopeful. It expresses the hope that there is something beyond the veil of this life. (3)
- 4.5 The use of regular rhyme creates a lyrical effect almost in the fashion of an old folk song about legends from a bygone era. (2)
- 4.6 *[Candidates can argue either position but must make reference to both poems and the image in their answer – the link from each poem to the image must be explicit. A response that only engages with one poem and the image may be awarded a maximum of 3 marks. A response that ignores the image and only compares the two poems has failed to answer the question and may be awarded 2½ at most. Generic Descriptors must be applied.]* (4)
[15]

QUESTION 5 VISUAL LITERACY

5.1 5.1.1 The interests of the advertiser, namely Coca-Cola, are being served. The aim of the advertisement is to entice one into believing that Coca-Cola can somehow enhance one's life, as depicted by the image. (2)

5.1.2 The image depicts an idealised setting and situation. A beautiful scene of sunshine and wide open spaces is presented. The presence of the lady bug in the image suggests that one is in tune with nature and that all that is required to make the moment complete is an ice-cold Coke, pictured with water droplets on the side of the bottle to enhance the suggestion that the Coke will be refreshing and satisfying. The shallowness of the values comes through with the idea that this can be achieved instantly and that happiness can be bought by simply purchasing a Coca-Cola.

[Candidates must make reference to specific visual details to be awarded full marks. An understanding of the words 'idealistic' and 'shallow' should be demonstrated.] (3)

5.1.3 The only upper case letter used is the "C" in Coke. The obvious reason for this is because Coke is a proper noun but not using any other upper case letters highlights the importance of Coke and makes it a priority in the mind of the target audience. (2)

5.2 The Pepsi campaign (Text 4) has capitalised the word "Happiness" and have foregrounded the word by placing it at the front of the slogan. They undermine the Coca-Cola campaign by making use of a very minimalist layout which emphasizes the issue of choice and that making the wrong choice may undermine one's happiness. Choosing Pepsi is the right choice; just as choosing to be happy is the right choice. This is in direct conflict with Text 3 which foregrounds the product emphasizing its power and importance. The hashtag may be regarded as a symbol and therefore may be referred to as a visual clue.

[Candidates must refer to both texts and should make a judgement regarding how one advertisement undermines the other. If both texts are referred to but there is no mention of how one undermines the other, then only 3½ marks may be awarded.] (4)

5.3 Text 4 provides the reader with more agency. Text 3 sells Coca-Cola as the source of happiness, whereas Text 4 encourages the audience to choose happiness ("Happiness is a choice") and by choosing Pepsi one is making a choice that is value-laden. Just as the reader is able to choose between Coca-Cola and Pepsi, so an individual is able to choose their frame of mind. Happiness is not simply opened ("open happiness") but needs to be proactively decided upon.

[Candidates must explore the merits of both texts but must make a choice between the two. If only one text is dealt with, then a maximum of 2½ marks may be awarded. If both advertisements are discussed but no choice is made as to which one is more effective, a maximum of 3 or 3½ marks may

be awarded. If both advertisements are referred to and a choice is made but no diction mentioned, then only 3 or 3 ½ marks may be awarded. (4)

- 5.4 Candidates may refer to either text and could focus on aspects such as the use of very little visual detail, besides the product being advertised. This could relate to the fact that the target audience is bombarded with so much information every day that they only tend to focus on what they perceive to be important. Long slogans and elaborate visual detail are no longer important. The focus is on the product – quick and to the point. Advertisers need to make an impact quickly. (2)

[Should candidates refer to both texts, they must demonstrate an understanding of what minimalism is.]

- 5.5 5.5.1 It is the American spelling of the word. (1)

5.5.2 Text 3 reinforces the age-old notion that one is able to simply acquire that which you desire and that the life one wants is available to one instantly. Text 3 relies on humankind's desire for a quick fix or instant gratification, while Text 4 challenges the notion by reinforcing the value that happiness must be chosen as a positive life choice, the benefits of which play out over time. In Text 4 the impression created is that one chooses to be happy rather than finding it in a product – something outside of oneself. By making the decision that "Happiness is a choice", one acknowledges process and that the road to happiness begins with making the right decisions and in the case of Text 4, the first decision to make on that road is to purchase a Pepsi. Text 4 makes a social statement by including the hashtag which reinforces the idea that instant gratification is not the answer as there are no long-term benefits to it. Text 5 reinforces that happiness is a long-term reward that needs to be pursued over time and that a certain amount of short-term pain and the fostering of good habits may need to be endured to achieve that which is lasting.

[Both Text 3 and Text 4 must be discussed in relation to Text 5.] (5)
[23]

QUESTION 6 LANGUAGE

- 6.1 6.1.1 (a) hyphen $\frac{1}{2}$ – forms a compound adjective $\frac{1}{2}$

[Accept compound word for $\frac{1}{2}$ a mark.]

- (b) dash $\frac{1}{2}$ – indicates that extra information follows $\frac{1}{2}$ (2)

- 6.1.2 Mandy Barker said that she was shocked to find the amount of rubbish building up there when she returned each year.

[Accept valid responses that account for shift in the verb, has a sense of the information being reported and the past tense is maintained.] (2)

- 6.2 6.2.1 The use of the active voice strengthens the argument being presented in the advertisement because it foregrounds the threats to the oceans, thereby identifying and highlighting the problem and apportioning blame. Making the waves the subject of the sentence would dilute the focus and detract from the problem being presented. (2)

- 6.2.2 The use of "our" in the caption gives the reader a sense of ownership further emphasising the fact that the problem is therefore an issue that we all need to do address. (2)

- 6.2.3 possessive adjective (half a mark can be awarded for adjective). (1)

- 6.3 Winnie Mandela is depicted as saluting, an iconic gesture of the struggle for liberation in which she played a major role as "Mother of the Nation". Her headdress has been labelled with words that have been used to describe her and how she will be remembered by those who engaged with her and remember her fondly. The word unravelling at the end of the headdress has negative connotations and makes reference to some of the bad publicity she received during her life, however, this has been ignored in light of the positive role she played in the liberation struggle. The cartoonist has depicted her as an icon and as a leader who will be remembered for generations to come.

[Candidates must make reference to the visual and the textual details on the headdress to be awarded full marks. Not all candidates will necessarily feel that Winnie Mandela's legacy was positive and these responses should be considered too.] (3)
[12]

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	<p>The excellent response:</p> <ul style="list-style-type: none"> • 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 a new context. • integrates all elements, making connections and demonstrating a clear understanding of how the parts contribute to the whole.
4–4½	<p>The very good response:</p> <ul style="list-style-type: none"> • 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	<p>The average response:</p> <ul style="list-style-type: none"> • 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 determined (does not clarify/establish the significance of the whole).
2–2½	<p>The incomplete response:</p> <ul style="list-style-type: none"> • 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	<p>The inadequate response:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • shows that the significance of each element is understood, but an aspect of the answer is not clearly explained. or <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • is one-dimensional, omitting more than one element. • indicates a flawed understanding of the question and/or the text.
0–1½	The inadequate response: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • is multi-structural, but not integrated. or <ul style="list-style-type: none"> • is convincing but incomplete. • provides evidence if required.
2	The average response: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • is complete and accurate.
1½	The good response: <ul style="list-style-type: none"> • is partially complete and accurate. or <ul style="list-style-type: none"> • is complete and mostly accurate.
0–1	The incomplete response: <ul style="list-style-type: none"> • is inaccurate or only includes one half of the required response.