



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2023

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

- 1.1 Any one of the following (or words to this effect):
- It creates a sense of being spontaneous, putting on music and starting to dance.
 - It creates a feeling of linking music to a personal experience.
 - It could be to create a sense of relaxation and to remind the reader of an instance where they felt/did the same.
 - Young people will be able to relate to the informal language as this is the way they speak. It will encourage them to continue reading.
 - It is a blog and blogs are informal.

- 1.2 Yes – Music is not a formal matter being discussed; thus, it is appropriate/ suited to the intended audience. / creates the mood/tone that links to the idea of informal language.

OR

No – The article is about scientific studies done on the effect music has on the brain.

Marks only awarded for the reason.

- 1.3 Dancing / jiving

- 1.4 '... obvious that music impacts you physically ...'

- 1.5 No, extensive studies must be done to clarify the interaction, it cannot simply be explained by opinions formed. 'The mysteries of the human mind' clearly indicates that there are factors that must be studied.

- 1.6 Figuratively – The result of a study is not published in the form of pictures/ images./ feelings or emotions being created / the mind creates a picture.

OR

Literally – The results of the study can be published in the form of images (infographics).

- 1.7 Brain development, learning, mood and health. (Any TWO)

- 1.8 It triggers pleasure centres that release dopamine which makes you feel happy.

- 1.9 It (dopamine) is transmitted through neurotransmitters./ neurons

- 1.10 The swiftness of movement/A sudden flow or flood with which dopamine moves through the brain

- 1.11 Yes, it does make the passage more believable as it indicates that research had been done on the topic.

OR

No, it does not. The author mentions a few findings, but we do not know anything about the research that had been done.
(No mark for Yes/No. One mark for reason.)

- 1.12 True. Music is good for your health as antibodies increase and the result is protection against bacteria and other illnesses./'Immunity-boosting antibodies'/'cells that protect against bacteria'./'Music can even be good for your health.'/'Music has also proven to be effective across a variety of treatment scenarios for conditions ranging from premature birth to depression to Parkinson's disease.'
- 1.13 fiddle
- 1.14 Safeguard, secure, shield, guard, cover, save, defend, shelter.
- 1.15 A – A black disc containing audio.
- 1.16 1.16.1 Billie Holiday
1.16.2 Johnny Cash
- 1.17 The results of studies done to establish that music has a positive effect on your brain./If music aligns with what one finds familiar and favours, the effects/will be beneficial.
- 1.18 Negative emotions will be brought forth such as shock, disgust, etc.
OR
After one has listened to the music there is a realisation that music brings forth positive emotions and one starts to like it./It sometimes happens that one listens to music/a genre that one does not usually enjoy listening to, but somehow it now brings forth positive emotions and one starts to like it.
- 1.19 It will prepare/get your brain ready for learning/give you an energy boost.
(Words to this effect.)
- 1.20 When a person has a special or superior skill or knowledge in a particular area. (Words to this effect.)
- 1.21 Get your brain ready/primed for learning with upbeat music and then settle down to study with instrumental music.
OR
Start with upbeat music to get your brain ready for learning Afterwards, when you need to study/concentrate, soothing music will help you stay calm and focused.
- 1.22 Instrumental music
Soothing genres

SECTION B SUMMARY

	Original/Quote	Possible response
1.	'Music is an ever-present companion to people's everyday lives.'	Music keeps you company during the day.
2.	Music can relax the body.'	Music enables the body to relax.
3.	'Music is one of the strongest means of evoking feelings of nostalgia.'	Feelings of longing can arise because of memories triggered by music.
4.	'The use of music as background entertainment serves to get us into positive mood./People listen to music because of the impact it has on them: it can make them feel strong positive emotions.'	A person's mood can be altered positively by music./Your mood can be influenced positively by the type of music you listen to.
5.	'People can use music to express their identity and values to others.'	Music is used to show who you are and what your values are.
6.	'Music helps us to show that we belong to a certain social group.'	Music assists in making one/us feel part of a social group.

Markers are required to mark up to 60 words and then draw a double oblique stroke. Nothing after the double oblique stroke will be marked.

Mark allocation:

- If a fact is partially presented, award one mark.
- Learners will not be penalised should they make use of bullets instead of numbers.

Penalties:

- Underline all language, sentence construction and grammatical errors.
- 0–3 errors: no marks subtracted.
- 4–6 errors: subtract one mark from the total.
- 7+ errors: subtract a maximum of two marks.
- In paragraph format (no numbering or bullets present): subtract one mark from the total.
- Indicate a quotation as a Q in the margin. This will be treated as one language error. Multiple quotes will be penalised as an error each.

SECTION C

POETRY

QUESTION 3

MAKING MEANING OF POETRY: SEEN POEMS

'Alexandra' by Mongane Wally Serote.

- 3.1 Place: Alexandra – a black township (personified as a mother). Alexandra, a black township near Johannesburg. The poem refers to 'dust' and 'dongas'. / grew up in motherland / South Africa.
- 3.2 It is a love–hate relationship as the speaker feels that his home nurtures him as a mother would./The speaker emphasises the bond between a mother and child. The expectation the speaker has of what a mother should be is in sharp contrast with the speaker's experience./ speaker continuously returns home even though the mother does not treat him as expected.
- 3.3 The 'other mothers' are more beautiful/gentler/more loving/ better than Alexandra. (Only one characteristic can be given)
- 3.4 The speaker compares the place of birth to the fact that it cannot be chosen or changed. The idea that children are born, 'falling out' of their mothers, to the cycle of life to death. By doing so the speaker states that the process of being born to a mother is as inevitable and natural as the process of dying. /From the moment we are born, the process of dying starts. It is the cycle of life. /The reference to 'we' gives the idea that there is no choice to when you are born neither to when you are going to die as children cannot have control over either situation. Both experiences can be equally traumatic.
- 3.5 Alexandra only has 'dust' to give the child to quench his thirst (Line 16) in contrast to the idea that she (the mother) does not have nutritious breast milk (fresh water) like healthy mothers do. Instead, her breast milk is compared to 'the dirty waters of your (her) dongas'. / dongas as the burial site. (Line 19)
- 3.6
- 'You frighten me, Mama,' (lines 23 and 25)
 - 'You are bloody cruel' (line 27)
 - 'What have you done to me?' (line 29)
 - 'Alexandra what are you doing to me?' (line 31)
 - 'You would be nasty to me (line 24)

'Phenomenal Woman' by Maya Angelou

- 3.7 3.7.1 The speaker states that she is not 'cute' or 'built to suit a fashion model's size' / reference to the expectation / norm of society.
- 3.7.2 They think she is lying. / they are in disbelief.
- 3.8
 - They acknowledge her by standing up. /
 - They fall down on their knees. /
 - They swarm around her. (Any two)
- 3.9 No, the speaker does not expect a reaction from men. She does this to show other women that their value is not determined by male interest, but by their own confidence.
OR
Yes, the attention received from men is only the byproduct of her confidence.
- 3.10 The sun is a symbol of energy and warmth; thus, the speaker creates the image that she has an energetic and warm smile.
- 3.11 'I'm a woman Phenomenally.' / 'Phenomenal woman, that's me.'
- 3.12 The speaker concludes that by now everyone should understand why she walks tall / radiates confidence ('my head's not bowed'). The speaker states that she walks with confidence and there is no need to create a scene to make her presence felt. She does not have to speak to make her presence known. / She doesn't have to do anything to be noticed OR her entire conduct speaks of her self-confidence / be unique / proud of being a woman. (words to this effect.)

QUESTION 4

MAKING MEANING OF POETRY: UNSEEN POETRY

'Spring Welcome Concert' by Teres Dana

- 4.1 The blackbirds/birds
- 4.2 The enjambment enhances the idea of the sun shining throughout the day. When it is spring the days are longer, and the sun continuously shines.
- 4.3 Cheerful, as spring brings warmth. Energetic as birds sing. (Positive tone.)
- 4.4 Quatrain
- 4.5 That the birds are forming part of a musical group/choir/ coming together / idea of bird band. . '... joining the chorus ...' / "waiting for a signal to start third canto"
- 4.6 C – Consonance
- 4.7 It is the name of the concert.
- 4.8 Birds.

SECTION D **COMMUNICATIVE LANGUAGE**

QUESTION 5 **ADVERTISEMENT**

- 5.1 5.1.1 A advertise a service.
- 5.1.2 Jubal Music Industries offer music lessons. They hope the people that have seen the advertisement will **contact** them (call or e-mail) to **book** music lessons. / visit to enquire about the lessons offered / buy instruments.
- 5.2 5.2.1 UOD
- Without music life would be a mistake.
 - My brain is 90% song lyrics.
 - Music brings harmony to the world.
 - When words fail, music speaks.
- 5.2.2 UOD when marking.
Explanation must clearly illustrate the candidate's choice.
- 5.2.3 Slogans can help your brand get noticed and remembered. It could be a quick way for consumers to decide if the brand is useful to them or not. / to attract attention and to take action. / sparks interest.
- 5.3 **Support:** The variety of instruments displayed clearly links to the idea of instruments being available here. It links to the idea that music lessons will be given on a wide variety of instruments.
OR
Overwhelm: The musical instruments seem to dominate the advertisement. The manner in which they are illustrated is distracting as one tries to make sense of the image of the 'flowing' of the instruments. /It is difficult to determine what exactly the service is they offer. The font of the 'music lessons' is bigger which might create the idea that the lessons are their forte and not necessarily the instruments being sold.
- 5.4 The advertisement provides enough information on what is being advertised. All relevant contact details are given, which makes it easy to get hold of the music shop. It is very convenient that a music shop offers music instruments as well as lessons. / reference to visual details such as colour, musical instruments / font of the title attracts attention. / specific reference to the idea of music lessons offered to beginners.

QUESTION 6 CARTOON

- 6.1 With the music notes above the piano./He is sitting in front of the piano and one can clearly see his fingers above the piano keys.
- 6.2 UOD
Love, admiration, contentment, relaxation/amusement
The girl seems to be very comfortable/relaxed with the situation in which she finds herself. She shares her thoughts in a matter-of-fact manner.
- 6.3 6.3.1 It seems the boy feels shy and uncomfortable/embarrassed/flushered/shocked.
- 6.3.2 Uncomfortable/embarrassed: This is illustrated by the shading on his face that shows that he is blushing.
Shy: The wavy lines of the music staff show signs of distress, and the viewer gets the feeling that the boy does not know how to respond/is very shy/he is embarrassed and walks away from the situation/ shoulders dropped down / eyes wide/ he stopped playing the piano.
- 6.4 The girl states that 'musicians get unnerved'. This seems to imply that all musicians react the same way when complimented on their eyes./A sweeping statement: all musicians will react the same way when complemented.
- 6.5 She is not upset as her body language/tone seems content. She is relaxing against the piano; her legs are crossed/and her response seems to illustrate understanding and acceptance regarding the boy's reaction.
(Any ONE of the above for 2 marks.)
- 6.6 Yew/Ewe/Hugh/hue

QUESTION 7 TEXTUAL EDITING

- 7.1 The player places a thin steel reed between his/her/ the lips.
- 7.2 fasten NOT: fast
- 7.3 7.3.1 player's
- 7.3.2 rapidly
- 7.4 are
- 7.5 is
- 7.6 Dan Farrant said that in the world of music making, there was no shortage
 of instruments that looked weird.
- 7.7 carpenter / craftsman

Total: 100 marks