



NATIONAL SENIOR CERTIFICATE EXAMINATION  
SUPPLEMENTARY EXAMINATION 2015

**ENGLISH HOME LANGUAGE: PAPER I**

**MARKING GUIDELINES**

Time: 3 hours

100 marks

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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.

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## QUESTION 1      COMPREHENSION

- 1.1 'Selfie' comes from self-portrait or from a photo taken of oneself. (1)
- 1.2 Evolution is a natural process. It reveals that the writer feels that social media is a natural part of life that grows and changes inevitably, not dependent on how humans intervene. It is a force that is beyond our control. The writer accepts it as inevitable.  
[Award 3 marks for an answer that discusses the meaning of evolution and relates it to social media. The reasoning is logically sound.  
Award 2 marks for an answer that only focuses on the meaning of evolution, not on the connotations. The answer links 'evolution' to social media, but reasoning is simplistic or flawed.  
Award 1 mark for an answer that does not relate the word 'evolution' to the writer's view of social media. The answer is not developed.] (3)
- 1.3 Your photo is a version or projection of your 'self'. The pictures are a reflection of your identity – they help you to make sense of who you are. This is seen in the extract: 'how they appear to the rest of the world' and 'trying to understand how people see you, who you are and what you look like.' The title suggests that selfies are important because they help define who we are.  
[Award 3 marks for an answer that quotes from the text and explains the meaning of 'self', relating it to identity and using quotations to support.  
Award 2 marks for an answer that links 'selfie' to 'self' but does not explore the role of identity or does not quote effectively.  
Award 1 mark to an answer that is incomplete or shows lack of understanding.] (3)
- 1.4 1.4.1 This is a good example of narcissism (self-love) and vanity. The people are being disrespectful of the situation or think they are too important. They are more wrapped up in their own activity than in the appropriate behaviour for a memorial service where the attention should be on the deceased and those who are mourning. (2)
- 1.4.2 It was important to take a selfie on this unique occasion because pictures are far more effective than words in capturing the sense of occasion. It is a personal and meaningful thing to do and the rules must have changed because it is such a widespread activity.  
[Award 3 marks to an answer that is convincing. It should include ideas from paragraph 9 as well as an interpretation of the leaders' actions that does not present them in a bad light. The reasoning will be logically sound.  
Award 2 marks for an answer that only draws on paragraph 9 but is not able to integrate this with the candidate's own argument, or that argues effectively using own ideas but does not refer to the text. The logic is flawed, although the principle is sound.  
Award 1 mark for an answer that does not achieve the purpose of justifying the leaders' behaviour.] (3)
- 1.5 Selfies inspire a response from the viewers – they lead to comments and more interaction. This is referred to as 'the feedback loop'. (1)

- 1.6    1.6.1    Selfies are ironic because they seem to be about sharing experiences and letting them become more meaningful, real and lasting. However, the obsession with capturing the moment leads to one's withdrawal from and lack of appreciation for remaining 'in the moment'. Instead of enjoying a moment, one is too busy taking pictures in order to enjoy the moment at a different time.  
[Award 3 marks to an answer that conveys a clear understanding of irony linked to the idea of capturing memorable moments in a selfie that one is therefore not able to enjoy or appreciate at the time. The answer should refer closely to both the text and the extract.  
Award 2 marks to an answer that does not convey a clear understanding of irony or does not successfully relate the understanding of irony to the selfie phenomenon. The answer is incomplete.  
Award 1 mark to an answer that attempts to discuss irony but is confused or reveals lack of understanding.] (3)
- 1.6.2    Dr Rutledge would reassure Sarah that she has the ability to make good choices by giving selfies the appropriate amount of attention and importance. The problem is not the selfies, it is her own action and attitude towards them. Selfies are not completely negative. The focus does not have to be on appearance. It is a normal human response to be drawn to pictures of faces, so selfies are potentially a way of becoming more engaged and drawing people into her life.  
[Award 3 marks to an answer that selects useful aspects from paragraphs 11 and 12 and integrates them with the ideas expressed in the extract.  
Award 2 marks for an answer that selects the correct information but is unable to make the link to use or transform the information from paragraphs 11 and 12 to fulfil the purpose of the question.  
Award 1 mark for an answer that does not select the correct aspects to answer the question.] (3)
- 1.7    The answer should evaluate the relative merits of both experts: Clive Thompson is a writer. His expertise comes from his interest and the experience and insight he has gained from researching and writing his book on the role of technology and how it affects society. He is reliable because he describes what he sees. Dr Rutledge's qualifications are academic (she has a doctorate) and she runs an organisation focused on media and psychology. Her credentials seem to be scientific. She is reliable because of her title which suggests she has a deeper understanding of the reasons for what she observes and is better able to analyse. (Candidates can argue for the relative merits of either candidate).  
[Award 3 marks for an answer that identifies each expert's role and credentials and argues convincingly for one to be more reliable than the other.  
Award 2 marks for an answer that identifies each expert's role and credentials but the argument for why one is more reliable than the other is not convincing/reveals lack of understanding.  
Award 1½ marks for an answer that does not weigh up the merits of both experts – it is incomplete.] (3)

- 1.8 The text refers to the writer sharing pictures of sunsets, cats, parks and concerts. She was 'an early Instagram user' which suggests she embraces technology and wants to use it to connect with people. She seems shy or self-conscious and mentions how seldom and reluctantly she turns the camera on herself. Her mention of sunsets and parks shows that she appreciates the outdoors and wants to capture and share beautiful experiences. She does not mention what type of concerts she attends but she likes to share her experiences with her friends.  
[Award 3 marks if the analysis shows complexity of insight and logical reasoning.  
Award 2 marks if the analysis is superficial or simplistic.  
Award 1 mark if the analysis is flawed.]

(3)  
[25]

**QUESTION 2 SUMMARY**

Global marking, giving credit for concise and coherent sentences expressed in the candidate's own words.

<b>Very Good</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Very Weak</b>
8½	7	5½	4	1
9	7½	6	4½	2
10	8	6½	5	3

**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.

**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. The summary will successfully meet 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.

**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.

**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 text 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.

**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.
- Penalise from 94 words.

**[10]**

### QUESTION 3 SEEN POETRY

- 3.1 The dash creates the effect of the speaker weighing up the result of each action in his instructions and following up with another direction. (2)

- 3.2 The mood is a mixture of shock and anguish from the woman, combined with whimsy or imagination from the speaker, who is trying to construct an aesthetically pleasing image. The subject's mood is seen in the emotive diction 'clasp', 'pained', 'fling' and 'resentment', whereas the speaker seems to be controlling an alternative reality through the evocative word 'weave' and the connotations of 'fugitive.'

[Award 4 marks for an answer that successfully identifies two aspects of the mood (or elaborates effectively on one) and quotes at least 2 examples of diction that contributes to that mood. The description must be convincing. It is not necessary to engage with both aspects – the subject and the speaker.

Award 3 marks for an answer that successfully identifies the mood without elaborating and quotes 2 examples of diction.

Award 2½ marks for an answer that identifies the mood and quotes one example of diction, or the examples quoted do not sufficiently support the mood.

Award 2 marks if a mood is described but it is not entirely accurate, or if the diction quoted does not convey the mood, or there is no reference to diction.

Award 1 mark for an attempt that is incomplete or indicates lack of understanding.] (4)

- 3.3 The forceful repetition of the pronoun 'I' (1 mark for identifying the pronoun even if implicitly) highlights the speaker's superiority, uncaring arrogance and need to control, making the other figures 'him' and 'her' objects of the speaker's will. The speaker is callous and uncaring. (2)

- 3.4 Poetry can be an incisive negative comment expressing criticism or pain or it can capture beauty and that which is positive and uplifting. It can also encompass both intellectual and emotional statements. Its intention is to convey the worst and best of human experience and to capture all aspects of human expression. This is seen in the sharp knife slashing and the depiction of tortuous shapes contrasted with the graceful, soft movement of dancers' skirts.

[Award 3 marks for an answer that refers to the contrasts in the lines and successfully relates them to different intentions of poetry. Two contrasting purposes must be clearly expressed and linked to the images.

Award 2½ marks for an answer that refers to the contrasts in the lines but does not link them successfully to two contrasting purposes of poetry, or the purposes are identified but not linked to the images in the poem.

Award 2 marks for an answer that discusses the intentions of poetry but does not express the contrast. The answer could refer to the content of the poem without explaining and interpreting.

Award 1½ marks for an answer that only engages with surface meaning or is incomplete.

Award 1 mark for an answer that misinterprets the poem or indicates incomplete understanding.] (3)

3.5 [Award 4 marks for a complete answer that successfully expresses an understanding of poetry as art in both poems and quotes from each poem to illustrate this view. This message must be explicitly linked to the meaning of one or both of the quotations in the question in a way that demonstrates understanding and insight.

Award 3½ marks for an answer that expresses an understanding of poetry as art in both poems and quotes from each poem to illustrate this view. This message of the poets must be linked to the meaning of one of the quotations provided in a way that demonstrates understanding but it may be clumsy.

Award 3 marks for an answer that is accurate but not well structured. It leaves out one of the aspects such as a quotation or it does not synthesise the response.

Award 2½ marks for an answer that demonstrates an incomplete understanding of the quotations or the poems or that only refers to one poem. Quotations from the poems may be missing or may be poorly chosen and not support the ideas expressed in the answer.

Award 2 marks for an answer that is superficial, that does not address all aspects of the question and that demonstrates an incomplete understanding of the message.

Award up to 1½ marks for an answer that attempts to engage with the quotations but is not able to link them to the poems.]

(4)

**[15]**

## QUESTION 4 UNSEEN POETRY

- 4.1 The repetition, confidence and agility expressed in lines 6 – 7 are seen in the ease with which the ball is bounced and caught. This movement is captured by the hyphens describing how the boy plays with the ball. The quick assured movements are expressed in the rhythm that mimics a bouncing ball.
- [1 mark for meaning of lines 6 – 7; 1 mark for link to rhythm (½) and punctuation (½)]. (2)
- 4.2 The brief stop (pause) in the boy's actions is demonstrated by writing the description alone, separating it from the rest of the action. (1)
- 4.3 The word 'deftly' implies skill, confidence and a sense of accomplishment and satisfaction. The word 'deftly' includes the catcher's feelings, whereas 'effectively' only focuses on the skill.
- [Award 3 marks if the candidate can logically justify one choice over another.  
Award 2 marks if the connotations of both words have been correctly described.  
Award 1 mark if the connotations of one word have been correctly described.] (3)
- 4.4 Just as the action of throwing a ball high requires skill that must be practised, in order to get the timing right to catch the ball again, so too poetry requires skill, flair and perseverance. Throwing a ball as high as possible is compared to writing; catching the ball is compared to successfully expressing the intended meaning. Neither is easy. The ball is 'easily fumbled' and the action must be repeated until the ball 'flies high' and is caught 'deftly'. In the same way writing takes many attempts before 'the words fly' or flow with ease. It is only after perseverance that the poet feels the satisfaction of achievement expressed in the line 'the meaning wrought.'
- [Award 3 marks for an answer that refers to the action of throwing the ball, the repetition and rhythm required and the final sense of achievement in stanza 3, and relates each of these elements to the writing process in stanza 4. The answer should demonstrate a complete understanding of the metaphor and quote two aspects that link stanza 3 with stanza 4.
- Award 2½ marks for an answer that leaves out an element of the action in stanza 3. The comparison is understood and quotations are used but detail is overlooked.
- Award 2 marks for an answer that leaves out some elements of the action in stanza 3. The comparison is understood and at least one quotation is used but detail is overlooked.
- Award 1½ marks for an answer that leaves out elements of the action in stanza 3. The comparison is understood but the answer lacks detail and quotations may not be present.
- Award 1 mark for a superficial and incomplete answer that simply links catching a ball to writing poetry with no explanation. Quotations may be missing or poorly chosen.] (3)
- 4.5 The tone is satisfied and pleased/content. There is a sense of accomplishment in having overcome the difficulty through discipline and in the ability to express meaning through poetry. There is some excitement and the 'flow' is achieved. (2)



- 4.6 The answer should refer to how rhythm is achieved, how words 'fly' and meaning is 'wrought' through the careful attention of the poet. There must be an appreciation of how well-crafted the poem is and how effectively meaning is achieved in the lines from *Ode to Autumn*. The answer should make use of specific references to the images and sound, illustrated by quotations from the extract provided. Examples could include: the unique diction 'wailful choir' and the metaphor comparing the gnats to a choir, the sad undertones of the passing of time in Autumn expressed through the diction 'wailful' and 'mourn'. There can be a reference to musicality, sound and word order that all combine to create the rhythm and evoke the sounds of Autumn: 'full-grown lambs loud bleat from hilly bourn', and the movement conveyed through enjambment: 'borne aloft/Or sinking as the light wind lives or dies.'

[Award 4 marks for an answer that includes an example of rhythm, and an example of imagery from *Ode to Autumn* (with quotations that demonstrate these), and links these to the attitude to writing poetry in *The rhythmic sound* (the poet's skill and sense of satisfaction in crafting and forming meaning). There must be a complete understanding of what Keats achieves in these lines (underlying meaning as well as direct meaning).

Award 3½ marks for an answer that includes an example of rhythm, and an example of imagery from *Ode to Autumn* (with quotations that demonstrate these) and links these to the attitude to writing poetry in *The rhythmic sound* (the poet's skill and sense of satisfaction in crafting and forming meaning). The answer only focuses on direct meaning.

Award 3 marks for an answer that includes an example of rhythm, and an example of imagery from *Ode to Autumn* (with at least one quotation from the poem). There is a reference to the attitude to writing poetry in *The rhythmic sound* although this may not be clearly linked.

Award 2½ marks for an answer that includes references to rhythm and/or imagery in *Ode to Autumn* (with at least one quotation from the poem). The references may not be distinct. The link to meaning from *The rhythmic sound* may not be clear. The answer may be superficial or incomplete.

Award 2 marks for a response that omits a key element of the answer and does not relate the one poem to the other. The answer is superficial and incomplete.

Award up to 1½ marks for an answer that is superficial and incomplete and also reveals lack of understanding of either poem.]

(4)  
[15]

## QUESTION 5

- 5.1 5.1.1 The princesses are coy, slightly turned, either clasping their hands in a simpering, passive manner or holding their hands out as if they are floating in a decorative way. They appear to be posing. (2)
- 5.1.2 Features that they have in common include: (any 2) large eyes, sideways looks, frills, wide floating dresses, sparkles, small waists. They disempower women because they make the women appear frail or as if they are trying to attract attention based on their looks alone. The focus is on appearance; the surface and the women are portrayed as weak, compliant and vain.  
[Award 3 marks for an answer that identifies two features and links them directly to a clear, thorough explanation of how they disempower women.  
Award 2½ marks for an answer that identifies two features and links them directly to simple, undeveloped explanation of how they disempower women OR an answer that does not successfully describe two distinct features but successfully discusses how the princesses are disempowered.  
Award 2 marks for an answer that only mentions one feature and a thin explanation of why it is disempowering or that does not successfully explain why the two features chosen are disempowering. This answer could discuss why the drawings are disempowering by mentioning what has been overlooked (the broader meaning), rather than answering the question by referring to the visual details.  
Award 1½ marks for an answer that is superficial or incomplete based on an incomplete understanding of how a focus on physical appearance can be disempowering. This answer might only identify 2 features without addressing the rest of the question.  
Award 1 mark for an answer that identifies features in a confused, unclear, incomplete way.] (3)
- 5.2 Satire is the use of exaggeration and humour to highlight human weakness and point out faults. Its purpose is to make a serious point through humour. In these drawings the stereotypical Disney features are exaggerated. The artist says 'it is not meant to be a serious suggestion'. The drawings reduce real-life heroines to fit the 'homogenised Disney mould'. The intention is not meant to glamourise the women; it is meant to critique the stereotypical view of women that values on their appearance and not their substance and achievements. The creator says this process is 'careless'. The people who comment realise it is 'disempowering' to depict the women as Disney princesses but not all realise that it is meant to be satirical.  
[Award 4 marks for an answer that clearly identifies the purpose of satire (2 aspects), links this to the purpose of the Disney princess texts, naming what is being criticised and how (the humour and the serious message), and includes two quotations or close references to Text 4 that support the answer.  
Award 3½ marks for an answer that achieves most of the above with one element lacking detail or including only one quotation from Text 4. More explanation is required.  
Award 3 marks for an answer that leaves out one element of the answer.  
Award 2½ marks for an answer that leaves out one element and lacks complexity but does demonstrate an understanding of satire.]

Award 2 marks for an answer that does not clearly convey the purpose of satire, that focuses on the humour and not the message or vice versa and that therefore misinterprets the Disney drawings. Alternatively the answer includes a definition of satire but this is not related to the Disney drawings.

Award up to 1½ marks for an answer that attempts to explain the humour or criticism in the drawings but the understanding is flawed.] (4)

5.3 By using the passive voice the writer hides the subject/agent. (1 mark). He removes personal responsibility for the intention and creation of the drawings. He takes himself out of 'the line of fire' (1 mark). (2)

5.4 5.4.1 Own choice and opinion to support the choice. The answer must show how the woman's accomplishments are limited to a one-dimensional, trivial description related to the title she is given (her princess name). (2)

5.4.2 reduce (1)

5.5 real-life is a compound adjective (1 mark) whereas 'real' is an adjective (½) qualifying the noun 'life' (½) (2)

5.6 'She looks about six here' should be a sentence on its own or joined with a semi-colon. The last comma is joining 2 sentences (comma splice error). (2)

5.7 The inverted commas indicate that the writer disapproves of the label or distances herself from the meaning. She herself would not call them that; she is referring to the name they have been given by someone else. (2)

5.8 It lacks a finite verb (subject and verb). Correction: This is brilliant work (or any correct sentence that adds a finite verb and works in the context). (2)

5.9 The sentence structure in the comment is like a report comment (feedback from a teacher) 'Brilliant work' or like an audience cheering a performance with a tone of approval and triumph 'Bravo.' It positions the writer as an authority with the right and the knowledge to express an opinion. The writer is in a position of power to give approval or is someone who has been entertained by Trumble's actions (a connoisseur who is qualified to judge).

[Award 3 marks for an answer that mentions tone and sentence structure and links this to authority or appreciation positioning the writer as a 'consumer' who is entitled to criticise.

Award 2½ marks for an answer that leaves out one aspect but does understand the positioning if not how it is achieved.

Award 2 marks for an answer that describes tone and sentence structure but links it to meaning only without engaging with positioning.

Award up to 1½ marks for an incomplete answer that demonstrates lack of understanding but engages with one element, e.g. tone or sentence structure.] (3)

[25]

## QUESTION 6

- 6.1 6.1.1 'Define' means the future is still unknown – all possibilities are open and through education you create the meaning of your future. It suggests that education is about discovery. 'Upgrade' suggests that the future is already defined but can be improved upon. The purpose of education is to achieve or to be more successful. [Alternative interpretations are possible].  
[Award 3 marks for an answer that contrasts the meaning and connotations of 'define' and 'upgrade' and links each to a different belief regarding the role of education.  
Award 2½ marks for an answer that lacks clarity but does address each aspect of the question.  
Award 2 marks for an answer that omits aspects of the question or does not synthesise them.  
Award 1½ marks for an answer that is not able to distinguish between the words and what they reveal about education.  
Award 1 mark for an answer that misinterprets the meanings and connotations of the words.] (3)
- 6.1.2 Texts 5A and 5B use the labels 'visionary' and 'trailblazer' to describe the students. Their individuality is highlighted in the way they dress and the outdoor settings that suggest that education is about discovery, adventure, exploration or dreams. The possibilities are open and seemingly endless. The statement 'Define who you really are' indicates that the purpose of education is to discover your own identity. In Text 6 there is no personal aspect. Education is depicted as a transfer of knowledge from the expert to the student in a mechanical way. There are no faces; just shapes of heads connected by a tape. The focus on knowledge and success is captured in the words 'all you need to know', 'experts' and 'the best'.  
[Award 4 marks for an answer that successfully describes the view of education held by each university, linking this philosophy to at least 1 visual and 1 verbal element in each of the texts for each university. It is not essential to discuss both 5A and 5B, but the answer must discuss Texts 5 and 6.  
Award 3 marks for an answer that describes the view of education held by each university, but without sufficient detail. This answer could also consist of a good analysis that only mentions visual OR verbal details but not both, or that only has one visual and one verbal reference.  
Award 2 marks for an answer that does not link the philosophy of education to specific details from the adverts, or that describes visual and verbal details but does not interpret/analyse what they convey about education.  
Award 1 mark for an answer that does not adequately address the question, that is too brief or that just describes the adverts]. (4)

- 6.2 The answer should consider the consequences of the educational philosophy of the preferred university and how this education would affect an individual. Candidates will either respond to the affirmation of their individuality and the sense of adventure, or they will respond to the idea of being 'the best' – certain achievement and success. The answers could be based on describing why the other university does not appeal. It is only necessary to analyse one of the philosophies for this answer.

[Award 3 marks for an answer that responds personally to what is offered by the university of choice and argues persuasively for why this is desirable. The answer should include at least one close reference to one of the texts.

Award 2½ marks for an answer that is not about personal preference but does evaluate one university's merits and includes at least one close reference to one of the texts.

Award 2 marks for a superficial answer that does not show much reasoning or an answer with no direct reference to the text.

Award 1½ marks for an answer that does not engage with educational philosophy but answers based on surface meaning.]

(3)  
[10]

**Total: 100 marks**