



NATIONAL SENIOR CERTIFICATE EXAMINATION
SUPPLEMENTARY EXAMINATION MARCH 2016

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.

QUESTION 1 COMPREHENSION

- 1.1 The writers refer to an American documentary, quoting a coach who experiences this. They also refer to a South African article about a young chef. This shows that the issues are universal and are in the media on a national and international level, affecting all boys and men.
[Refer to two relevant examples and explain.] (3)
- 1.2 The most emotive language is the link between being a 'sissy' and the idea of 'deep societal shame'. It is not only about being weak and vulnerable, but about not being good enough which leads to self-loathing.
[An example that is explained.] (2)
- 1.3 Own opinion about whether the words are destructive or not. Support the answer with a personal or real-world example. (2)
- 1.4 The writers assert that there is a link, but no evidence is provided. Just because a man cannot express emotion does not make him violent. The link is not made explicit and it is based on a number of assumptions. It is presented as a 'given' (not to be questioned): 'It is often said that the primary features of masculinity that prevail in South Africa are rooted in power and expressed in the violence we frequently see.' The source is not given (passive voice).
[A clear explanation that relates directly to the text. Two reasons provided. An answer that argues that there is sufficient evidence will not be awarded more than 1½ marks.] (3)
- 1.5 The writers mock Memela's naiveté through the words, 'chronicles with much excitement' which seem disparaging. Their judgemental tone is seen in the specifically critical description, 'Memela's article is problematic, patriarchal and limited in many ways'.
[Refer to tone, diction and attitude with at least one example.] (3)
- 1.6 The word 'institution' makes the idea of 'family' seem rigid and monolithic rather than flexible or fluid. It is seen as one of the pillars of society that cannot change; something to be trusted but not something that we own and shape. (2)
- 1.7 Frank wants to emphasise that there is more than one way of being a man, and that the singular definition is just an 'option' among many, not the 'norm'. She opens possibilities for alternative expressions and challenges the prevailing, singular definition of what it is to be a 'man'.
[The answer explores the possible meaning of both the singular and the plural forms.] (3)
- 1.8 Where there is oppression and injustice such as domestic abuse, it is often associated with poverty and social inequality. People who are victims of unjust social systems are also often disempowered in all areas of their lives. (2)
- 1.9 At first glance, it seems that TEXT 2 challenges gender stereotypes by encouraging men to consider a more caring profession such as nursing. This reinforces the writers' views that one does not have to be violent or aggressive to be a man and that one does not have to be threatened by emotion and caring. However, this message is undermined by using powerful masculine stereotypes to illustrate what they mean by being 'man enough'. It still defines men as heroic, strong, adventurous, etc. (5)

[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 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 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. 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 text(s) 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 Italian helps to make the scene more 'unreal' and romantic, emphasising that this is a dramatic scene in the speaker's imagination rather than something in which he participates. It creates distance.
[Other interpretations are possible.] (2)
- 3.2 By using 'I' and 'him', the speaker is directing the male figure to play a part as if he is an outsider. The shift to 'we' shows that in fact, the speaker is a participant – he is the lover who is in the scene. (2)
- 3.3 The repetition of words and sentence structure, beginning with 'so' (in this way) reveals his need to control and direct every detail according to his desire. The repetition of 'some way' shows less certainty about how to achieve it, but no less desperation to be able to control and therefore limit the impact of the parting. He is trying to impose order on a painful situation. (3)
- 3.4 Rather than being threatening, the snake is enticing. (1)
- 3.5 There is sibilance (alliteration of the s) and it is almost hypnotic, conveying the speaker's attraction to the snake. (2)
- 3.6 In Eliot's poem, the speaker tries to impose artifice on a situation that is overwhelmingly painful: 'As the soul leaves the body torn and bruised,/as the mind deserts the body it has used'. The experience is turned into a beautiful, haunting memory which is an escape. It suggests that the speaker does not feel the pain of parting, but in fact it is a way of mediating the pain by playing the role of director, as if it is not personal. In '*To the Snake*', the speaker is clearly deeply affected by the allure of the snake and what it represents. This is unique to her (very personal): 'only desiring/to hold you, for that joy,/which left/a long wake of pleasure'. She too is haunted by the experience and she is also hiding the extent of her emotion from the companions. (5)
- [15]**

QUESTION 4 UNSEEN POETRY

- 4.1 The moon is personified as a woman. She moves lightly and daintily, in an unobtrusive way. This is appropriate as the moon is associated with feminine energy and its light is not harsh and direct like that of the sun. She is characterised as a traveller because the moonlight comes and goes according to the phases of the moon.
[The image is identified and explained. Only one aspect is required.] (2)
- 4.2 There is an atmosphere of anticipation – waiting for something momentous that is about to happen. The objects seem more alive and bursting with meaning; 'gleamed'/'with unexpected life'. (3)
- 4.3 There is a shift as the speaker now addresses the moon directly. Her impatience and frustration are more evident. This is seen in the question followed by the short instruction, commanding the moon to speak: 'Are they quite beyond you,/the simple words of love? Say them.'
[The key elements are tone, sentence structure and atmosphere.] (3)
- 4.4 The effect of the wind as an assailant is seen in the alliteration and the rhyme which increases the pace and evokes the very physical presence of the wind. (2)
- 4.5 Although in '*My Secret*' the speaker chooses not to speak, it is because she determines it as a serious risk. Expressing her views or feelings is not a choice she has at this stage, though she looks forward to a time when she might be able to. She is self-censoring. She can't trust unless the circumstances are just right. In '*Moon*', the speaker longs for open communication but neither her mother nor the feminine moon will open up to her. They are reticent and she is hurt by their silence. She expects confessions or simple words of love but they are not forthcoming. It seems cruel that her wish is denied, and not only is the speaker scarred, they are both scarred by the experience. (5)
- [15]**

QUESTION 5

- 5.1 The tape measure has a heartbeat on it and measures number of years. This shows that the conference is about extending life. The heartbeat/heart rate line is a reference to life and it ends in an arrow, showing that life is prolonged (extended) because the conference is about ageing, dying or living forever. (3)
- 5.2 The organisers see this as a new field which they want to control. They want a say in what does and does not happen in this field going forward. (2)
- 5.3 The answer is open to interpretation, but candidates are expected to engage in the ideas of 'human dignity' and 'common humanity'. The view that life is precious is strongly conveyed, but the idea of dignity is often associated with euthanasia as an option to preserve dignity. It looks at where technology and what we can do (biomedicine, biotechnology) intersects with what we should do 'human dignity'. The reference to immortality seems to suggest that life can be extended indefinitely, but the word extending is written with the emphasis on ending. It could suggest that when to end life is a choice and that the options are held in tension all the time. (4)
- 5.4 aging = ageing or center = centre (1)
- 5.5 The view is more optimistic. It suggests possibilities and solutions through the use of two puzzle pieces about to come together rather than the prescriptive idea of a tape measure. It is a text from 2014 and suggests progress in 'new questions, new answers'. [The shift is explored by referring to both old and new attitudes.] (3)
- 5.6 BIOETHICS: noun, the field of study related to the morality or principles to be followed when considering science's advances that impact on questions of life. It contains the root 'bio' (life) combined with 'ethics' – a philosophy of right and wrong. [Award 1 mark for each element: part of speech, definition and roots.] (3)
- 5.7 The absence of personal pronouns presents the committee as extremely objective and neutral – there is no human element which could influence decisions in a subjective way. It is meant to appear safe and reliable. (3)
- 5.8 5.8.1 Why would someone be referred?
OR: when there is disagreement about what is best
OR: How are referrals made?
OR: A referral can be made by filling out the form that is a part of this brochure. (1)
- 5.8.2 The lack of a subject is non-threatening. It focuses on the process not the people involved. This is reassuring. (2)
- 5.9 It problematises the idea of right and wrong and shows that this concept is a construct or a matter of opinion, not a defined thing. It introduces an element of scepticism. Candidates may say it indicates the 'so-called' right action as opposed to something we all agree on. (2)
- 5.10 In A, there is one subject (ethics consultation) – the process. In B, there are two subjects and two finite verbs: The ethics consultants facilitate ... and you can thoughtfully explore ... It indicates that real people are involved and makes the process more human and less intimidating.
[Demonstrate knowledge of subjects and finite verbs by referring to them in context. Discuss the effect.] (4)

[28]

QUESTION 6

- 6.1 Humour is used to depict and laugh at the serious topic of censorship. Just as with global warming, scientific research is done, but by the time the news reaches the public, it has been diluted so much that people don't get the message clearly. The machine depicted suggests that the process is automatic and unavoidable. Not only are facts reduced, oversimplified and sugar-coated, they are also manipulated for political reasons and some truths are cut. The science we read and hear about is vastly inferior and limited compared to what research actually discovers. All steps of the process are being criticised in the cartoon.
[Award up to 3 marks for a detailed explanation of the process without linking it to an understanding of satire.] (4)
- 6.2 The answer is no as it is not two whole words being joined to form a compound, but rather the suffix -matic being added to censor. (2)
- 6.3 noun (1)
- [7]

Total: 100 marks