



NATIONAL SENIOR CERTIFICATE EXAMINATION
NOVEMBER 2008

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.

QUESTION 1 MAKING MEANING OF TEXTS

Passage 1

- 1.1 The youth market is/ has become very important. (2)
- 1.2
- 1.2.1 Kids are becoming more mature/ discerning/ demanding, etc. at a younger age. (1)
- 1.2.2 Antithesis/ contrast / an oxymoron. (1)
- 1.3 Teenagers are exposed to technology which allows them to experience more./ Technology hastens the tempo of life, e.g. faster transport. (Learners may give their own examples.) (1)
- 1.4 The teenage market has become more aware./ Teenagers are making better choices. (1) (Do not award mark if word 'discerning' is used.)
Teenagers are also demanding better service. (1) (2)
- 1.5 Both make teenagers choose/ buy/ recognise a product./ It convinces teenagers to follow certain trends. (Or ideas to this effect.) (1)
- 1.6
- 1.6.1 'Cotton on' means to begin to understand/ get the idea. (1)
- 1.6.2 To 'latch onto' means to follow. (1)
- 1.7 Coming together/ meeting/ merging (No marks if three or more words are used.) (1)
- 1.8 False (1) '...a lot more open than in the past.' (1) (Second mark only awarded if 'false' is correct. Subtract 1 if no quotation marks are used.) (2)
- 1.9 Smart/ sensible/ clever. (1)
- 1.10 Opinion (1) Not all teens are necessarily media savvy./ There may be teens who are not as exposed to the media. (2)

[16]

Passage 2

- 1.11 Learners can answer in the affirmative or disagree provided they provide a logical, well-argued motivation. Most candidates are likely to agree with the statement. Possible reasons are:
- The suggestion that the institution is a university will attract young people.
 - Both 'city' and 'varsity' suggest quality training.
- (The answer must refer to the name, 'CityVarsity'.) (1)
- 1.12 'Get creative!' (Do not penalise if learners have not used quotation marks or have not included the exclamation mark.) (1)
- 1.13 In the context 'rewarding' refers to remuneration/ being paid well. (1) The word 'prospects' refers to jobs/ employment/ opportunities that will arise. (1) (2)
- 1.14 People who are
- creative/ talented.
 - passionate.
 - ambitious. (Any two of the three for one mark each.) (2)
- 1.15 Yes. Learners can give reasons such as:
- the size of the lettering used for the name.
 - the combination of letter types used in the name.
 - the different letter types and sizes of letters used in the advertisement.
 - the white lettering on the dark background will stand out in a newspaper.
 - the graphics (e.g. the stars and leaves) reflect the nature of the advertisement.
- (Any two reasons as motivation – one mark each.) (2)
- 1.16 '**Great** careers' The prospect of a good career will motivate people to enrol.
 '... rewarding prospects ...' The prospect of a good job will motivate people.
 '... in South Africa and worldwide!' The prospect of getting a job, especially overseas will be attractive.
 '... just the place to start your journey.' This suggests that City Varsity is the first step to success.
 '... Enrol today!' Students are encouraged to make use of this opportunity and do so quickly.
 (Any two quotations and reasons – one mark for each correct quotation and reason.)
 (Both the quotation and the motivation must be correct.) (2)
- [10]**

Passage 3

- 1.17 The man does not approve of brand-name products as they are more expensive. (1)
 The woman has bought these products so she must think they are better. (1) (2)
- 1.18 The man is seen as the head of the house/ the one who manages the money/ the stingy one. (1)
 The woman is seen as the housewife/ the one who should listen to the husband/ who wastes money on toiletries/ who cannot save money. (1) (2)
- [4]**

30 marks

QUESTION 2 SHOW UNDERSTANDING BY SUMMARISING

Look for the following aspects when marking:

1. Companies must not ram coolness down children's throats.
2. Companies must see children as individuals.
3. Companies must communicate in a cool way.
4. Companies must not try too hard to be too cool.
5. They must not talk down to children.
6. They must show an interest in the children's future/ Companies must show an interest in children.
7. They must sponsor things that children think are important.

INDICATION OF MARKS:

7	+	2	+	1	=	10
-		-		-		-
Facts		Language and style		Number of words		Total

MARKING:

- Count the number of words up to the maximum and draw //. Ignore the rest.
- Candidates must rewrite the core ideas in their OWN WORDS as far as possible. There should, at least, be some evidence of rephrasing – e.g. changing the word order or a word.
- Mark for seven aspects that companies need to consider – ONE mark for each different fact.
- The facts need not be in a specific order.
- Number of words correctly indicated, earns ONE mark, provided the candidate used the required number of words or fewer.
- Write down the number of the credited fact next to the tick.
- Mark only ONE fact per point – ignore any other facts in the same point. If an incorrect fact occurs first, the candidate forfeits the mark for his second possibly correct fact.
- If the summary is not written in point form, the candidate automatically forfeits both language marks.

PENALTIES:

- If the maximum of 60 words is exceeded, no mark is allocated for length, OR if number of words isn't indicated or is obviously incorrectly indicated, the candidate also forfeits the mark.
- **Indicate** ALL grammar, spelling and punctuation errors:
 - 0 – 3 errors = award 2 marks
 - 4 – 6 errors = award 1 mark
 - 7 – more errors = 0 marks awarded
- An incomplete sentence should be regarded as a language error.
- The marks for language and number of words combined MAY NOT exceed the mark obtained for the facts.

10 marks

QUESTION 3 MAKING MEANING OF POETRY

SEEN POEM

- 3.1 B (2)
- 3.2 The unknown citizen is not a great man. He is average in every respect – he worked in a factory, was a union member, had a boring social life, held the usual opinions, had children, etc. (Learners can give any example from the text that suggests that he was an ordinary person.) (2)
- 3.3 A saint is a person who led such an exemplary/ holy life, that he/ she was honoured by the Christian church. (1)
- 3.4 Look for the following ideas in the learner's own words: (Any 5 points)
- No government department complained about him. (Not: 'no official complaint')
 - He made a contribution to society. (Not: 'served the greater community')
 - He fought in the war. (Meaning implied)
 - He was a good worker. (Not: 'never got fired'/ 'satisfied his Employers')
 - He participated in strikes. (Not: 'wasn't a scab')
 - His views were acceptable. (Not: odd in his views') (5)
- 3.5
- 3.5.1 Payment of membership fees/ taxes. (1)
- 3.5.2 trustworthy, reliable, dependable, well-run, truthful, honest (1)
- 3.5.3 Line 11 establishes the reliability of the information that the union supplies about the unknown citizen. (2 or 0) (2)
- 3.6 They are the names of government departments/ institutions./ These institutions are important. (2)
- 3.7 No. He was not odd in his views./ His reaction to the advertisements in the paper, and by implication to the news, was normal./ He held proper opinions for the time of year. (Any one for two marks.) (Deduct one mark if the learner has not indicated his/her point of view.) (2)
- 3.8 Freedom and happiness are important in life but the state regards these as being unimportant by saying that it is 'absurd' for if anything was wrong their statistics would have informed them. (2)

[20]

UNSEEN POEM

- 3.9 Yes, it vividly describes what the uncooked chips look like. The uncooked chips look like white naked bodies. (0 or 2) (Learners must give comparison.) (2)
- 3.10 The word 'tentatively' suggests hesitation and 'touch' is also not as definite as *take* or *grasp*.
It is likely that the speaker is not sure if the chips, prepared in the oil and dirt will be edible/ tasty.
OR
The speaker is not sure if the chips are hot.
(Learners must comment on each of the words.) (One mark each.) (2)
- 3.11 In context 'hot' refers to the heat of the steaming chips (1) while 'fiery' refers to the chilly/ spicy masala that will burn the tongue. (1) (2)
- 3.12 The oil is dirty. (Not: 'too brown') (1)
The kitchen is filthy as dirt is 'caked' in the corners. (1)
The chips (and everything else) are saturated with oil. (1) (Any 2 points.)
(It must be clear that the learner understands the text.) (2)
- 3.13
3.13.1 The owner, Solly, probably speaks the first line./ Regular customers speak the first line.
The customer/ speaker speaks the last line. (1)
- 3.13.2 Repetition stresses the meaning that the chips made by Solly are excellent especially if the customer confirms what the owner/ man has said. (1)

[10]

30 marks

QUESTION 4 COMMUNICATIVE LANGUAGE

Passage 1

- 4.1 schools (1)
- 4.2 unbelievable (1)
- 4.3 conscious (1)
- 4.4 Example: We saw a pride of lions in the game park. (1)
- 4.5 She said that some of **her** classmates **paid** (1) R400-R600 for a pair of Soviets when **the could pay/ could have paid** (1) R100 for a perfectly good jeans without the label. (Mark the sentence in two parts. Any mistake and the mark for that part of the sentence is lost.) (2)
- 4.6 Please do not misunderstand me./ Please don't misunderstand me./ Please don't take offence. (2)
- 4.7 ... kill/ the nines. (1)
- 4.8
- 4.8.1 **Techniques:**
 Rhetorical questions
 Use of emotive language
 Use of imagery
- 4.8.2 **Possible examples:**
 'Are they feather brained?'
 'truly unbelievable'
 '...flock to the malls dressed in their finest feathers.' (2)
- 4.9 Trust me, I went through the brand craze myself./ Believe me, I also went through a stage where I bought only fashion labels/ fancy brands. (2)
- [13]**

Passage 2

- | | |
|----------------------------------|---------------------------------|
| 4.10 Italian (must be a capital) | 4.19 to |
| 4.11 eighteenth | 4.20 performing/ they performed |
| 4.12 wore | 4.21 scandalous |
| 4.13 from | 4.22 so |
| 4.14 was used | 4.23 are |
| 4.15 strengthen | 4.24 most popular/ most |
| 4.16 with | 4.25 affordable |
| 4.17 didn't/ did not | 4.26 lose |
| 4.18 date | |

[17]

30 marks

Total: 100 marks