



NATIONAL SENIOR CERTIFICATE EXAMINATION
EXEMPLAR 2008

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.

IEB EXEMPLAR 2008
NATIONAL SENIOR CERTIFICATE: HOME LANGUAGE: ENGLISH
PAPER 1
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QUESTION 1

- 1.1 power cuts
- 1.2.1 the substitution of a mild, indirect, or vague expression for one thought to be offensive, harsh, or blunt.
- 1.2.2 the term shifts focus away from the inconvenience and makes crisis management brought about by incompetence and bad planning sound organised and systematic – give credit to candidates who offer more direct ways of referring to this: ‘power cuts’, ‘blackouts’
- 1.2.3 Give credit to an answer that can argue a well-substantiated case for the extent to which the euphemism “load shedding” disrespects the individual. For example, it might be argued that the term shifts focus away from the inconvenience and frustration it causes consumers, and almost implies that it is a good thing. The term lacks transparency and assumes a gullibility on the part of the consumer. Give an additional mark if the candidate argues either that euphemisms are creeping into our language, or that one gets ‘the creeps’ from the overuse of euphemism.
- 1.3 The new generation of rioters is...
- 1.4 She suggests that the responsible body (Eskom/government) could be taken to court, a ‘class action’ instituted against them. She seems to suggest that it would be worthwhile because she states that it would be incorrect to think nothing can be done - ‘they would be wrong’ (l 71).
- 1.5 Give credit to an answer that shows an understanding that the portrayal of white youth as rich (implied in the reference to i-pods) and anti-social (i-pods as opposed to parties) is stereotypical (up to two marks, depending on the quality of the argument) and could be seen as insulting (an extra mark).
- 1.5 The candidate is being tested on the ability to form and logically justify an opinion. Give credit to answers that demonstrate such an ability. A poor to average answer will argue from emotion and will exhibit faulty logic, like using an example as argument (it happened on one occasion therefore is generally true). It will generalise.

Depending on the quality of the rest of the argument, an argument based on such

generalisations could be worth up to three marks, but might be worth only one or two.

A better answer might still make use of examples, but will look for trends and will extrapolate principles from them.

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

Very Weak	Below Average	Average	Good	Very Good
1	4	5½	7	8
2	4½	6	7½	9
3	5	6½	8	10

Penalise the following:

- If there is more than one paragraph
- If full and coherent sentences are not used
- If there is excessive lifting
- If more than 100 words have been used
- If no word count is provided
- If an inexcusably inaccurate word count has been provided

- 3.1.1 In explaining the difference, it should become clear that the candidate has understood the nuances of the image “vegetable love”. The connotations of “budding” and “vegetable” should be compared and contrasted.
- 3.1.2 A good answer will discuss the connotations of the word “quaint” (old-fashioned in a ‘cute’ sort of way) (1 mark) and will argue that this choice of word suggests that he believes that she should ‘get with the times’. He sees chastity as an outmoded virtue. He is contemptuous of it (up to two marks, depending on the quality of the argument).
- 3.1.3 Give credit to an answer that shows an understanding the logic behind Marvell’s argument. For full credit, the answer needs to correctly employ the syllogism structure (up to 1½ marks) as well as correctly get to the nub of Marvell’s argument.

For example: Sex is an expression of love is best enjoyed while young.
We are young (but won’t be for long!)
Therefore we should “sport us while we may”!

- 3.1.4 Give a mark to an answer that correctly frames a question, based on a specific aspect of the text, which tests this assessment standard. For full credit, the model

answer should reveal more than just a superficial understanding of how the poem works.

3.1.5 Consideration should be given to any answer that links specific visual detail to the actual message of the poem. Both visuals need to be discussed. A good answer will demonstrate an ability to infer attitudes from both texts (up to two marks) and to explain the extent to which these are similar to the attitudes they perceive to be implicit in the poem (up to two marks, depending on the quality of the argument).

3.2.1 The word “one” serves to objectify her further. She is no longer a person, but the “property” of everybody else. She has lost her individual identity in the frantic buildup to the wedding.

3.2.2 Her response to the dog leaping up and dirtying her dress shatters the image of the ‘perfect bride’ who, according to societal norms, might be expected to behave in a ‘ladylike’ and composed way. By breaking through this stilted composure and formality, this spontaneous, human emotion creates a moment of real contact – ‘clean’ – between father and daughter. This contrasts with the ‘sullied’ state of both her dress and her image.

3.2.3 A good answer will link her perception of herself as a piece of “property” and her father’s ‘giving her away’ (1 mark). It will then apply this, making a comment on a society where the bride is ‘given away’ (as opposed to leaving by herself) and how this might suggest that women are regarded as property (up to two marks).

Give credit to any answer that sees the link and makes a substantiated argument for what such comments might suggest about society’s attitudes to women.

3.2.4 Give a mark to an answer that correctly frames a question, based on a specific aspect of the text, which tests this assessment standard. For full credit, the model answer should reveal more than just a superficial understanding of how the poem works.

3.2.5 Consideration should be given to any answer that links specific visual detail to the actual message of the poem. Both visuals need to be discussed. A good answer will demonstrate an ability to infer attitudes from both texts (up to two marks) and to explain the extent to which these are similar to the attitudes they perceive to be implicit in the poem (up to two marks, depending on the quality of the argument).

3.3.1 Candidates should consider the formality (and therefore coldness) of a word like ‘larking’(1 mark). ‘Playing’ would suggest a familiarity and would not reinforce the isolation of the individual (1 mark).

3.3.2 Candidates should consider issues such as form and structure, and subject matter, and should be able to make reference to other 20th century poems to show

- similarity. A poor answer will merely address form and structure or subject matter, and probably reasonably superficially. An average answer may also neglect to refer to other poems, but will be more thorough in discussing form and content; or it might refer to other poems, but superficially. A good answer will be thorough in its addressing issues of content and form, will compare and contrast with other poems, and will have a clear idea of patterns and commonalities in 20th Century poetry.
- 3.3.3 A good answer will explain how specific aspects of the poem can be used to argue the extent to which Smith would agree with Donne that humans are interdependent. Reference must be made to the pseudo-sympathetic tone of the second stanza, which would seem to me to suggest that although we seem to care about each other, these feelings are superficial, and we are diminished in no significant way by the death of another. I suspect that weaker candidates will not see the insincerity in the sentiment expressed and will answer accordingly. Some credit still needs to be given if the tone has been misread but the answer still uses the poem to explain to what extent Smith would agree (up to 1½ marks).
- 3.3.4 Give a mark to an answer that correctly frames a question, based on a specific aspect of the text, which tests this assessment standard. For full credit, the model answer should reveal more than just a superficial understanding of how the poem works.
- 3.3.5 Consideration should be given to any answer that links specific visual detail to the actual message of the poem. Factors that might be taken into account are, for example, the simplicity of the diagram, the smile, the fact that it appears to be a woman (not a man, as described in the poem). For an answer to achieve more than two marks, it will need to understand the message being communicated about the isolation of people, and the lack of ability people have to communicate these.
- 3.4.1 ‘Scolded’ (1 mark).
Give credit to any answer that makes use of contextual clues (like the fact that the process of being “chidden” and “by God”, has left it “white”) to come up with a plausible definition.
- 3.4.2 A good answer will discuss several of the structural aspects of the poem, or issues of rhythm and format (up to 1½ marks) , and explain logically how they enhance the mood (up to 1½ marks). For example, it might be noted that the long sentences create a slow pace and enhance the wistfulness, as might the internal rhymes be seen to create a sort of sad harmony, like painful memories.
- 3.4.3 A good answer must demonstrate an understanding that no degrees of comparison exist for ‘dead’ (1 mark). Something is either dead or it is not. The candidate must then make an attempt to analyse the poet’s feelings about her smile in this light. He is exaggerating how fake her smile is so that he can convey the artificiality of this interaction (up to 2 marks).

3.4.4 It is most likely that a good answer will see the bitterness in the expression, implied in – for example - “God-curst sun” and “love deceives” (up to two marks, depending on the quality of the argument) and – having discussed the concept of neutrality (1 mark) – will deduce that he is not.

3.4.5 A good answer must not simply give a summation of the poem. Rather, it should show insight into Hardy’s feelings (up to two marks, depending on the quality of the argument), and the candidate should grapple meaningfully with the ideas presented in the poem. The candidate’s own voice needs to be heard, and the advice should be based on well-substantiated argument (up to two marks).

Penalise faulty logic.
Mark holistically.

3.5.1 ‘evoking a feeling of pity or compassion’ (1 mark)
Give credit to any answer that makes use of contextual clues to come up with a plausible definition. (up to two marks, depending on the quality of the analysis of the clues)

3.5.2 The poem talks about the boy’s hesitation in breaking away from his parents and becoming independent. The enjambment breaks the sentence describing this in such a place that it conceptually reinforces this idea of his forging a new independence among the “scatter of boys” rather than with his parents.

3.5.3 Give a mark to an answer that makes reference to pottery. A good answer will demonstrate an awareness that pottery is hardened in fire(1 mark), and will link this to the situation in the poem, where the poet is suggesting that such difficulties in life make us stronger (1 mark).

3.5.4 A good answer will see that although the poem talks about the importance of young people becoming independent, it also suggests that we are never fully independent. We still need one another (as suggested by the parent’s obvious pain at the departure). It will understand the subtle differences in the interpretation of the word “independent” that are presented to us in the poem. A weaker answer will most likely only see that dependence is necessary for the formation of “selfhood”. This should be given some credit (up to two marks, depending on the quality of the argument).

3.5.5 A good answer must not simply give a summation of the poem. Rather, it should show insight into the issue of empty-nest syndrome(up to two marks, depending on the quality of the argument), and the candidate should grapple meaningfully with the ideas presented in the poem. The candidate’s own voice needs to be heard, and the advice should be geared to the magazine’s teen audience and based on a well-substantiated argument (up to two marks).

Penalise faulty logic.
Mark holistically.

- 4.1.1 Finding alternative/new sources for the world's energy supply which is running low.
- 4.1.2 There are those that say that it is an impossible problem to solve and those that say that with creativity and positivity a solution can be found. The text offers examples of how things previously thought of as impossible have now become mere 'facts' – e.g. playing golf on the moon. However, that seems to be the extent of the reason as to why one should be positive – curiosity, etc. The slogan 'real energy solutions for the real world' seems rather empty.
- 4.2 A good answer will demonstrate an awareness that the visual aspects of the text are choices made by the advertiser, and will carefully analyse any two of them (up to two marks), and use these analyses to judge whether the world presented is "the real world". It will likely emerge that the advert presents a particular view of the world, one where the quantifiable and observable is seen as true (up to two marks).
- 4.3 The image of a 'real' man doing what he wants, when he wants to do it, and not accepting being told by anyone what he may or may not do. He is never apologetic, even when he breaks rules. Suitable evidence from the text should be supplied to help justify the response.
- 4.4 Carving into a fence would often be construed as vandalism. It gives the message a tone of defiance of authority.
- 4.5 Give credit to an answer that discusses the confrontational and defiant tone of the advert – almost as though it were deliberately 'talking back' to the warning placed above it – and thus designed specifically with the intention of fighting (however impotently) the tobacco restrictions being imposed.
- 4.6 This is an open-ended question, designed to evaluate candidates' ability to understand how context shifts meaning and a variety of answers are possible. To be evaluated on strength of reasoning and supporting evidence drawn from texts. A possible answer could be the shift from the tone of defiance, even petulance, in the cigarette ad – associated with 'luxury', a habit to be indulged in, an addiction – to one of affirmation of his/her own identity and existence in the face of trauma and real life-or-death issues.
- 5.1 procrastinating
- 5.2 No, he has used it as a verb and it should be "practice". Award one mark for correctly noting that it should be used as a verb, not a noun, and one for providing a correct spelling .

- 5.3 She said, “I need to get it done so I can practice the piano when I go home.”
- 5.4 Introducing an object already referred to.
- 5.5 the first separates items in a list (1 mark), while the other commas act as parenthesis (1 mark).
- 5.5 He is implying that schooling stifles the expression of individuality and produces conformity.