



NATIONAL SENIOR CERTIFICATE EXAMINATION  
NOVEMBER 2012

**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 It is a hobby, motivated by a passion for words and grammatical structures. It was usually done for personal reasons like college research or a small website. (One reason). (2)
- 1.2 Impractical – it lives on little-visited websites. It seems to have no real-world purpose or application but is presented as a hobby like re-enacting civil wars (no real point or benefit or audience). (1 mark for impractical, 1 mark for explanation) (2)
- 1.3 Hollywood wants movies, TV series, etc. to be more believable. (1)
- 1.4 1.4.1 There are many related activities like Klingon conventions, monopoly, *Hamlet* in Klingon. It is used in many areas of life and taken very seriously. (Award ½ mark for general description of obsession with no evidence). (1)
- 1.4.2 The word 'fanatical' is associated with single-mindedness and bias. The fanatic can be inconsiderate, even violent in support of his/her beliefs, it implies a negative type of obsession. These connotations don't necessarily apply because in this context it refers to a 'fanaticism' that is not political or religious and therefore less likely to offend. This fanaticism could refer to something more fun or escapist, if a bit annoying.
- Award 1 mark if the candidate has accurately discussed the negative connotations associated with the word 'fanatical'.
  - Award 2 marks if candidates focus on why the word 'fanatical' would OR would not apply in this context.
  - Award 3 marks if candidates provide a well-rounded answer incorporating both the negative connotations and why they would OR would not apply in this context (3)
- 1.5 Just as the use of English reflects uneven power relations, it would be an unfair advantage or disadvantage to communicate in an existing language. This may not be equally accessible to all. The invention of a new language supposedly levels the playing field. Esperanto would contribute to world peace if it were portrayed as a new, simple language as a means of communication in which everyone is equal. It would be a common language. (mark globally) (3)
- 1.6 1.6.1 It is implied that languages were created by and for men if they are better suited to serve the needs of men. It suggests women are not involved in developing them. OR It suggests that languages are limited when it comes to describing and expressing emotions. (The answer should identify a sense of disconnection or lack of ownership.) (2)
- 1.6.2 The candidate should identify at least one stereotype relating to each gender. Some possible stereotypes could be that women don't say what they mean and that their emotions are complicated and not easily expressed; men don't listen properly to women; women use a lot of words very precisely; men use language as a means of power and other examples.
- Award 1 mark each for a response on each gender and a third mark if it is clear that there is a sound understanding of gender stereotyping conveyed by these examples. (3)

1.6.3 The answer is marked based on the complexity of the reasoning.

- Award 1½ marks (a simplistic answer) if the candidate states that Láaden would allow women to be precise and clear, expressing what they mean and therefore taking away misunderstandings.
- Award 2 marks (an average answer) if the candidate identifies the problems, such as both men and women would have to learn it.
- Award 3 marks (an excellent answer) if the candidate engages with the idea that it would entrench differences and marginalise women if they were to be seen as needing a separate, specialist language. This would be a barrier to communication.

(3)

- 1.7
- Own response. (1½ marks)
  - To pass the candidate would at least discuss how language is associated with group and cultural identity and refer specifically to the Southern African context.
  - An average answer (2 or 2½) would include specific examples or reference to language inequality.
  - A good answer (3) will engage with questions of access/opportunity with specific reference to a Southern African example such as education.
  - An excellent answer (3½ or 4) would evaluate in an insightful manner, synthesising issues of identity, status and power.

(4)

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**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 will demonstrate that they have a holistic picture of style and influences. The register will be appropriate. Expression will be flawless and will demonstrate a mastery of the language. A candidate capable of writing a very good summary will have mastered reasoning ability as well as the ability to express that reasoning.

**Good:** A candidate producing a good summary will be able to describe the style and influences, and will be able to use his/her own words to say so. The expression in such summaries will have an element of flair not evident in the average summary. Candidates will have a consistently appropriate register.

**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. The register will mostly be appropriate for the task. Expression will be merely competent or will be largely lifted from the original.

**Below average:** A candidate producing a below average summary will demonstrate an ability – some of the time – to discern which parts of the texts are relevant, but may not be able to effectively put this into his/her own words. It is likely that the register is not consistently appropriate. Expression is likely to be severely flawed, but will not impede understanding.

**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. Register will not be appropriate. Expression is likely to be poor, impeding understanding.

Consider the following:

- If full and coherent sentences are not used.
- If there is excessive lifting.
- If more than 100 words have been used (subtract 1 for 105 words or more).
- If no word count is provided (subtract 1 mark).
- If an inexcusably inaccurate word count has been provided.

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### QUESTION 3 SEEN POETRY

- 3.1 The tone of distress and finality is conveyed through the sprung rhythm – the emphasis on each repetition of the word 'felled' and on 'not' shows the speaker's devastation. (Award 1 mark for a reference to 'rhythm' and 1 mark for a reference to repetition linked to tone.) (2)
- 3.2 The image of pricking an open eye and blinding it is the height of vulnerability and makes the reader cringe OR the personification/ portrayal of the countryside as female depicts it as weaker. Also the countryside is described as 'tender' and 'slender' and presented as female which, in this context, would imply being more vulnerable than if it were male. (Award 1 mark for imagery and 1 mark for diction.) (2)
- 3.3 By using the pronoun 'we' the speaker includes himself as part of the group who is to blame for clearing the trees. This is surprising because he is devastated by it, but the point is he is complicit because he belongs to the human race. (Accept a consideration of the pronoun 'her'. The answer must include a reason for 'surprising' and a reason for 'valid'.) (2)
- 3.4 3.4.1 It means to destroy/no longer be yourself or to actively strip away the self. (1)
- 3.4.2 Award 1 mark if candidate has explained the difference between the words 'self' as a noun and 'selve' as a verb. Award the second mark for what is conveyed by the change. Hopkins says that the creation of identity is not passive existence; it is an active process. (2)
- 3.5 He is so proud of his power and yet he is wrong – he expects his works to outlast everything but they are destroyed and diminished by the power of nature. (2)
- 3.6 The drawn-out L and S sounds slow down the pace and contribute to a desolate mood or sense of helplessness. (½ mark for identifying the alliteration, ½ mark for how, 1 mark for mood). (2)
- 3.7 Nature always wins. Even though the poplars have been cleared and despite the destructive nature of humankind, you can rest assured that it is not over. There is a relentless force in nature that outlasts human endeavour. The answer should be in the form of a reassuring message that captures the themes of each poem. (Mark globally). (3)

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**QUESTION 4 UNSEEN POETRY**

- 4.1 Award 1 mark for identifying the central image.  
Writing a poem is compared to baking a loaf of bread. The poem is the bread.  
Award 2 marks for the effectiveness of the image.  
This image is effective because it refers to the labour involved in producing a poem and suggests that poems are nourishing and sustaining. (3)
- 4.2 The poem is not for you – once it's 'baked' or produced it belongs to those who 'consume' it and it is shared by them. Once the idea forms in the poet's head, it spreads of its own volition and moves out of the poet's control. Candidates may argue that the poem remains yours because it is 'baked in the oven of your heart'. (2)
- 4.3 Before baking, knead it again and shape it into a round form. (Only mark the construction using 'baking' once only. Half a mark if the candidate repeats 'bake'). (1)
- 4.4
- Award up to 2 marks if a candidate refers to content, identifying it as the poet's experience of being imprisoned.
  - Award 2 marks if candidate focuses on an aspect of style or form that enhances the account of the experience, (e.g. the repetition) and links this to the idea of inspiration.
  - Award 2½ marks to 3 marks if a candidate analyses the device effectively (good answer is 75%).
  - Award 3½ to 4 marks if a candidate engages with the image of 'inspiration' as 'yeast' (excellent answer). (4)
- 4.5
- Award 2 marks to a candidate who links the simplicity of the poem with the simple line drawing by Picasso.
  - Award 2½ marks if a candidate makes connections between the poem and one of the sources but does not evaluate the poem as an example of modernism.
  - Award 3 marks if the candidate makes specific reference to more than one aspect from the sources and links these to elements in the poem.
  - Award 4 marks if the candidate does all of the above, referring to both sources and linking them to both the form and meaning of the poem.
  - Award 5 marks if the candidate does all of the above, referring to both sources and linking them to both the form and meaning of the poem. This answer is complete and the candidate provides a sound evaluation of the poem. (5)
- [15]**

**QUESTION 5****TEXT 3**

- 5.1 He is untidy and disorganised, papers are falling off the desk, the bin is overflowing. (Any 2) (2)
- 5.2 The boss says Ernie 'is a man of few words' and yet Ernie speaks his mind. It is an insult because it actually suggests that Ernie's mind only contains very few words or ideas.

- Award 1 mark for a definition or an (implied) understanding of 'innuendo'.
  - Award the second mark for identifying the insult.
  - Award the third mark if the insult is clearly explained. (3)
- 5.3 5.3.1 Probably idiomatic language but it will depend on clear reasoning that *indicates understanding* of 'slang' and 'idiom'.  
(The marks are awarded for the explanation only, which does not require a full definition of the term.) (2)
- 5.3.2 'Raise your standards or leave.' (Consider other acceptable alternatives.) (1)
- 5.4 "You always speak your mind and you are a man of few words," the boss commented.
- Award ½ marks if there are *some* correct changes to words and punctuation.
  - Award 1 mark for correct words, e.g. pronouns.
  - Award 1 mark for accurate punctuation. (2)
- 5.5 The boss says Ernie will be the first to know which could mean he'll be informed because he is important (1) or he will know about it because he is being retrenched (1). (2)
- 5.6 The candidate may interpret the connotations and emotive impact of the words differently but must be able to convey a distinction between them to pass. Cutbacks present the company's point of view – workers are seen as expenditure that can be 'cut'. From the company's side this is impersonal and not emotive – losing jobs is a business decision about streamlining the company. It can also be presented as less formal and therefore less frightening, or as more vague and ambiguous. The word 'retrenchments' is more emotive – it brings to mind the personal consequences of losing one's livelihood. Using the word is an admission that people's jobs are being lost and lives are affected.  
An average answer (2 – 2½) will discuss the differences in meaning and the connotations or emotive value of the words.  
A good answer (3 – 4) will refer successfully to how workers are positioned by these words, and the consequences of this choice for both the workers and the company. (4)

**[16]**

**TEXT 4**

- 6.1 It's – the apostrophe as used here is a contraction of 'it is'. There should be no apostrophe for a possessive adjective. Candidates might identify the capitals in People-Ready as a problem too – will depend on explanation. (2)
- 6.2 6.2.1 Adjective (1)
- 6.2.2 Forms a compound word/ joins the words. (1)
- 6.3 The question causes the reader to question his/her position. It creates doubt rather than certainty in the response, plays on weakness or a fear of missing out by suggesting there may be more and that Microsoft has answers you might not have.
- Award up to 1 mark for captures attention.
  - Award the second mark for an analysis of how the question engages the reader. (2)
- 6.4 The redesign would need to focus on people as assets.  
For full marks the candidate needs to suggest appropriate changes to **both** the text and the layout/visual aspects.  
An average answer (up to 2) would only focus on one of these aspects or the suggestions would not enhance the message. (3)
- 6.5 6.5.1 The first 'we' and 'us' refers to Microsoft (1) but by the end of the advert the pronouns include the reader as part of the group (1). (2)
- 6.5.2 It includes the audience as a matter of course – subtly and automatically. Without realising it you have become part of the company and share the same mission and values. It must be clear that this benefits the company by enhancing their image, making them powerful or translating into sales. (2)
- 6.6 We are presented in an unquestioning way as belonging to a digital world and having 'digital lives', implying or assuming that all of us want to be united/connected digitally. (1 mark for 'digital lives'). (2)
- 6.7 The answer will need to identify the values (potential, connections, interaction, efficiency, for example) and how Microsoft believes it has products that support and promote these values for the benefit of companies and individuals (2). This can be linked to visual aspects including the wall and the window which reflects the shape of the logo as well as verbal aspects with specific quotations related to the meaning.
- Award 1 – 2 marks to a candidate who identifies the values (e.g. potential, connections, interaction, efficiency) and the way that Microsoft believes it has products that support and promote these values for the benefit of companies and individuals. This understanding could be implicit in the discussion of visual and/or verbal elements.
  - Award 1 mark for linking values to a visual aspect such as the wall and the window that reflects the shape of the logo.
  - Award 1 mark for reference to verbal elements with a quotation that relates to the meaning.
  - It will also be possible to award up to 2 marks for each visual and verbal discussion if it is clearly linked to the values. (4)

**[19]****Total: 100 marks**